

# **Student Learning and Wellbeing Policy**

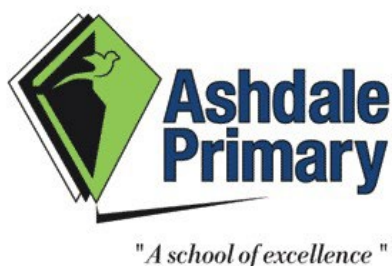
## **2022- 2025**



# Contents

<b>School Vision</b>	<b>p. 3</b>
<b>Conditions for Learning</b>	<b>p. 4</b>
<ul style="list-style-type: none"><li>• <b>Student Behaviour and Engagement</b> <i>Refer to Student Behaviour and Engagement Guidelines- Our Plan for a Positive School Environment</i></li><li>• <b>Wellbeing</b></li><li>• <b>Attendance</b></li><li>• <b>Preventing and Managing Bullying</b></li></ul>	
<b>Curriculum and Teaching</b>	<b>p. 11</b>
<ul style="list-style-type: none"><li>• <b>Principles of Teaching, Learning and Assessment</b></li><li>• <b>Assessment and Data Sources</b></li></ul>	
<b>Response to Intervention</b>	<b>p. 14</b>
<b>EAL/D Students</b>	<b>p. 15</b>
<b>Documented Plans</b>	<b>p. 15</b>
<b>Whole-School System and Support Structures</b>	<b>p. 17</b>
<ul style="list-style-type: none"><li>• <b>Term Planner</b></li><li>• <b>Class Profiles</b></li><li>• <b>Monitoring Sheets</b></li><li>• <b>Assessment Schedule</b></li></ul>	
<b>Student Service Team</b>	<b>p. 18</b>
<b>Partnership and Support at Ashdale Primary School</b>	<b>p. 19</b>
<b>External Service Providers</b>	<b>p. 20</b>
<b>Additional Support Documents</b>	<b>p. 21</b>

## School Vision



**“To provide all students and staff with on-going opportunities to develop the knowledge, skills and confidence to achieve their potential and actively contribute to Ashdale being a school of excellence”**

At Ashdale Primary, **we believe all students can learn** given time and appropriate learning adjustments. By applying the the principles of Professional Learning Communities (PLCs) the school strives to combine using data and evidence to make decisions, collaborate with staff and focus on ensuring students make progress and achieve.

The purpose of this policy is to ensure all staff understand;

### **Whole-School Approaches to Create Conditions for Learning**

- Student Behaviour and Engagement Guidelines
- Wellbeing
- Attendance
- Preventing and Managing Bullying

### **Expectations for Teaching, Learning and Assessment**

- Whole-School Data Sources
- Principles of Teaching, Learning and Assessment
- Instructional Strategies framework
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### **How to Respond when Students are not making Expected Progress or Achievement Response to Intervention**

- Process to follow for students at educational risk (not achieving/making expected progress).
- Strategies and support processes to ensure all students can progress at their own rate.

# Conditions for Learning

It is vital to create optimal conditions for high-quality learning occur.

Ashdale Primary School is committed to implementing whole-school approaches.

## Student Behaviour and Engagement




See [Student Behaviour and Engagement Guidelines](#)






The aim of our Student Behaviour and Engagement Plan is to establish and maintain a safe and secure environment for learning where the focus is on engaging ALL students and where high quality, positive relationships are developed between staff and students at APS.

At APS we believe;

- Every student is capable of successful learning
- In building and maintaining positive, caring relationships between staff, students and parents
- In the importance of mutual trust and support between school and families in order to maximise student learning and well-being
- In teaching and developing Emotional Intelligence in ourselves and others
- In building learning environments that are safe, respectful, tolerant, inclusive and promote intellectual rigour (National School Improvement Tool).

The PERCS matrix below explicitly describes the behaviours, staff and students believe are important to demonstrate. These values stand for Perseverance, Excellence, Respect, Cooperation, Self-Discipline. Each value is represented by a mascot and their own slogan, this link to both our factions and Ashdale School Song.

		PERSEVERANCE	EXCELLENCE	RESPECT	COOPERATION	SELF-DISCIPLINE
						
Attitude, Behaviour & Effort P-2		<ul style="list-style-type: none"> <li>• We display perseverance</li> </ul>	<ul style="list-style-type: none"> <li>• We reflect on and talk about our own learning</li> </ul>	<ul style="list-style-type: none"> <li>• We respect the ideas, feelings and needs of others</li> <li>• We interact with peers and adults in acceptable ways</li> </ul>	<ul style="list-style-type: none"> <li>• We resolve conflicts in a positive manner</li> <li>• We collaborate in group activities</li> </ul>	<ul style="list-style-type: none"> <li>• We make positive choices with confidence</li> <li>• We display independence</li> <li>• We express emotions appropriately</li> </ul>
Attitude, Behaviour & Effort 3-6		<ul style="list-style-type: none"> <li>• We are enthusiastic about learning</li> <li>• We set goals and work towards them with perseverance</li> </ul>	<ul style="list-style-type: none"> <li>• We work to the best of our ability</li> </ul>	<ul style="list-style-type: none"> <li>• We show self-respect and care</li> <li>• We show courtesy and respect for the rights of others</li> </ul>	<ul style="list-style-type: none"> <li>• We cooperate productively and build positive relationships with others</li> </ul>	<ul style="list-style-type: none"> <li>• We show confidence in making positive choices and decisions</li> <li>• We participate responsibly in social and civic activities</li> </ul>
Personal & Social Learning		<ul style="list-style-type: none"> <li>• We are enthusiastic about learning</li> <li>• We set goals and work towards them with perseverance</li> </ul>				<ul style="list-style-type: none"> <li>• We participate responsibly</li> </ul>
Settings	The Classroom	<ul style="list-style-type: none"> <li>• We keep trying</li> <li>• We have a go</li> <li>• We remain on task and finish work to the best of our ability</li> <li>• We use a growth mindset</li> <li>• We are confident to try new things</li> <li>• We engage in tasks even those that may challenge us</li> </ul>	<ul style="list-style-type: none"> <li>• We are dedicated to our learning</li> <li>• We find ways to solve problems</li> <li>• We follow class and school expectations</li> <li>• We use topic related language</li> <li>• We demonstrate initiative</li> <li>• We ask questions to consolidate or extend our learning</li> <li>• We take pride in our work</li> <li>• We are involved and participate in our learning</li> </ul>	<ul style="list-style-type: none"> <li>• We care for our environment</li> <li>• We use manners</li> <li>• We greet others including staff, students and visitors</li> <li>• We are considerate of others feelings when they make mistakes</li> <li>• We are honest with ourselves and others</li> <li>• We are positive in our interactions with others</li> <li>• We are whole body listeners</li> </ul>	<ul style="list-style-type: none"> <li>• We work together and help others</li> <li>• We include others</li> <li>• We always willingly offer help</li> <li>• We work positively with everyone</li> <li>• We take turns</li> <li>• We listen to others contributions</li> <li>• We participate in small group and whole group discussions</li> <li>• We encourage others to contribute / have a turn</li> </ul>	<ul style="list-style-type: none"> <li>• We follow classroom instructions</li> <li>• We are in control of ourselves</li> <li>• We do the right thing even if no one is watching</li> <li>• We talk about our feelings</li> <li>• We remain focussed on the current topic</li> <li>• We attempt to problem solve a solution when faced with a challenge</li> <li>• We listen to and accept the thoughts, ideas and opinions of others</li> </ul>
	The Playground	<ul style="list-style-type: none"> <li>• We try new things</li> <li>• We work on problems until we have a solution</li> <li>• We keep trying new skills and games</li> </ul>	<ul style="list-style-type: none"> <li>• We help others</li> <li>• We challenge ourselves</li> <li>• We encourage others to do their best</li> <li>• We try our hardest</li> <li>• We model appropriate behaviours and help younger peers</li> </ul>	<ul style="list-style-type: none"> <li>• We are friendly to others and invite them to play</li> <li>• We help others when they are upset</li> <li>• We are kind and considerate</li> <li>• We care for the equipment</li> <li>• We speak kindly</li> <li>• We follow the duty teachers instructions</li> </ul>	<ul style="list-style-type: none"> <li>• We support our friends to make good choices</li> <li>• We share and take turns</li> <li>• We include others</li> <li>• We talk about the rules and how to play the game</li> </ul>	<ul style="list-style-type: none"> <li>• We are in control of ourselves</li> <li>• We watch and learn from others appropriate behaviours</li> <li>• We follow playground and school expectations</li> <li>• We follow safety rules at all times</li> </ul>
	Transitions	<ul style="list-style-type: none"> <li>• We move around the school quietly</li> <li>• We remain with our class group</li> <li>• We are focussed on what we are supposed to do</li> <li>• We make responsible choices</li> </ul>	<ul style="list-style-type: none"> <li>• We follow teacher instructions</li> <li>• We walk around the school and the hard outdoor surfaces</li> </ul>	<ul style="list-style-type: none"> <li>• We are considerate of others when moving around</li> <li>• We take care of ourselves and others when moving around</li> </ul>	<ul style="list-style-type: none"> <li>• We wait with patience</li> <li>• We follow instructions and help others to do so</li> <li>• We remind each other of expectations in a quiet manner</li> </ul>	<ul style="list-style-type: none"> <li>• We are in control of ourselves</li> <li>• We maintain expected behaviours</li> <li>• We remain in our place</li> </ul>
	Eating Areas	<ul style="list-style-type: none"> <li>• We sit when we are eating</li> <li>• We keep our area clean and tidy</li> <li>• We remember to say "No, thank you" to sharing food</li> <li>• We continue eating if the play siren sounds</li> </ul>	<ul style="list-style-type: none"> <li>• We follow eating routines</li> <li>• We strive to have a waste wise lunch box</li> <li>• We sit in our designated spot</li> <li>• We remain in our spot and patiently wait for the teacher to dismiss us</li> </ul>	<ul style="list-style-type: none"> <li>• We find someone to sit with and ask others to join us</li> <li>• We use good eating manners</li> <li>• We care for the environment</li> <li>• We pick up others rubbish when we see it lying around</li> </ul>	<ul style="list-style-type: none"> <li>• We help pack away</li> <li>• We wait for our friend to play, or let them know where we will be</li> <li>• We work with our peers and the teachers to keep our school tidy</li> </ul>	<ul style="list-style-type: none"> <li>• We follow school expectations</li> <li>• We sit to eat</li> <li>• We keep our sports equipment still and nearby</li> <li>• We throw away our rubbish and any rubbish nearby</li> <li>• We are calm during eating time</li> </ul>
	Special Events	<ul style="list-style-type: none"> <li>• We have a go at new things</li> <li>• We listen carefully to presenters</li> <li>• We try our hardest at interactive events (e.g. Faction Carnival)</li> </ul>	<ul style="list-style-type: none"> <li>• We show a keen interest and participate</li> <li>• We congratulate other students</li> <li>• We show good sportsmanship</li> </ul>	<ul style="list-style-type: none"> <li>• We follow instructions for special events (e.g. do not clap at Anzac assembly)</li> <li>• We are considerate of others cultures and beliefs</li> <li>• We are encouraging and thoughtful to the people in the event</li> <li>• We give the presenter our full attention</li> </ul>	<ul style="list-style-type: none"> <li>• We help others who may be upset / hurt</li> <li>• We cheer and support our team / others</li> <li>• We volunteer to help</li> <li>• We work with our team to achieve the best results</li> </ul>	<ul style="list-style-type: none"> <li>• We wait patiently to have our turn</li> <li>• We control our own behaviours during any event</li> <li>• We are honest and determined</li> </ul>

Ashdale Primary School PERCS Matrix

If the principles of the 'Student Behaviour and Engagement Guidelines' are applied and there are ongoing individual behavioural needs of students, the following information may be of assistance.

## Positive Behaviour Support

Student behaviour can be considered on a continuum from expected or productive through to unexpected or unproductive. Expected or productive behaviours are those that are reasonable or can be anticipated in a particular situation. This accounts for most student behaviour.

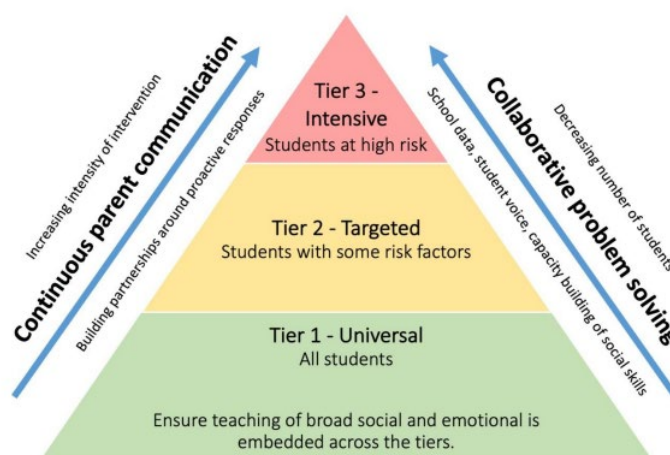
**Unexpected or unproductive student behaviours are often distinguished as either disruptive or challenging.**

**Disruptive behaviour** is behaviour that hinders or stops a teacher from teaching, or other students from learning.

**Challenging behaviour** is defined as behaviour that threatens the safety of staff or students; or disruptive behaviours that are persistent in nature and not modified using generic behaviour management strategies.

**Disruptive and challenging behaviours** can be distinguished by intensity, including the severity, frequency, duration and durability of the behaviour, and the degree of risk the behaviour presents to the student (self) or others.

A tiered response system can be used by the teacher to plan and implement strategies and approaches to support development of expected, prosocial behaviour for all students, and to support and manage unproductive behaviours, including disruptive and challenging behaviour with more targeted and intensive support for groups and individuals according to level of need.



## Conditions for Learning

### Wellbeing

Staff can connect students (and in some cases, families) with trusted information and resources about mental health and wellbeing to ensure students can;

- realise their abilities
- cope with the normal stresses of life
- work productively
- make a contribution to their community.

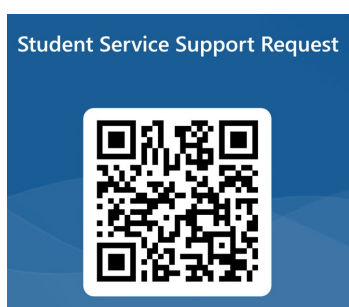
At Ashdale Primary School, we use a range of data sets to monitor student wellbeing and implement programs and initiatives to address areas of concern.

Assessment	Year levels	When	Use of data
<b>Wellbeing and Engagement Census</b> (online)	Y4-Y6 Completed by Cluster schools Y5-Y10	Completed in Term 3	Measures whole school trends and can be tracked over time
<b>Rumbles Quest</b> (online)	Y2-Y6	Completed by end of Term 1 each year	Informs teaching and learning programs and helps to understand the classroom dynamic

Staff can access Professional Learning and resources, on iKon, via **the [Student Wellbeing Hub](#)**.

If staff have immediate concerns regarding the wellbeing of a student (eg. self-harm or suicide), they must notify their line manager immediately.

If there are concerns about a students' wellbeing, our School Psychologist may work to support the needs of staff to deliver training or provide resources to assist students. This can be accessed via the Student Services Request Form <https://forms.office.com/r/T82kvSSrfU>



## Conditions for Learning

### Attendance

It is important for children to attend school all day, every day.

**This could include:**

- they are sick
- attending cultural or religious observances such as sorry time and funerals
- have an unavoidable medical appointment
- have an unavoidable natural event such as flood waters or a cyclone

**It's NOT OK to miss school if a child:**

- is celebrating a birthday
- is going on a family holiday
- is visiting family and friends
- has slept in or had a big weekend
- is looking after other children
- has sport or other recreational activities that have not been approved by the school
- has appointment such as haircuts and minor check ups

### Attendance Records

- Staff are required to **mark attendance before 930am.**
- All students with an unexplained absence will receive an automated text message to parent/carer.
- **Late students-** sign in through office
- **Students leaving early-** are signed out through office (a pink slip is given to the teacher by parent/carer)
- **Unexplained absences-** automated message sent to families via text (8-day cycle)
- Class Teachers **follow up the 5 weekly 'Unexplained' absences** (provided by Deputy Principal)
- **Students identified 'at risk' of attendance** (defined as '*continued unsatisfactory attendance*') are then case managed by Deputy Principal
- **Students identified as 'severe at risk' attendance** are referred to the School Psychologist and an **Attendance Plan** is created in consultation with family
- **Ongoing attendance issues** will be referred to the '**Attendance team**' by the School Psychologist

## Conditions for Learning

### Preventing and Managing Bullying

#### Whole-School Educational Programs

At Ashdale Primary School, we have implemented evidence-based social emotional learning programs including; **Zones of Regulation** (to support self-management skills) and **Friendology** (to support interpersonal skills). These programs target the explicit skills require to regulate their own behaviour and learn solution-focused strategies of overcoming social difficulties. Embedded in these programs, students should develop shared understanding of:

- what behaviours constitute bullying;
- the impact of bullying;
- safe and supportive bystander responses;
- positive social problem-solving skills;
- promote a school culture that seeks to be proactive and restore relationships affected by persistent or unresolved conflict;
- promote positive staff role modelling; and
- ensure the plans or policies are monitored, reviewed and refined regularly and collaboratively.

#### Preventative classroom strategies include:

- developing supportive and inclusive classroom environments, see [Student Behaviour and Engagement Guidelines](#)
- implementing teaching and classroom management strategies that teach and encourage positive behaviours, and address negative behaviours effectively;
- implementing teaching and learning programs to develop positive communication, empathy, tolerance, assertiveness, social and coping skills;
- promoting the use of cooperative learning strategies;
- encouraging and support help-seeking and positive bystander behaviour;
- using social problem-solving approaches to resolve peer-based conflicts; and
- implementing strategies from resources such as [Cyber Savvy](#) and the Office of the [eSafety Commissioner](#) to promote cyber safety and positive digital citizenship.

#### Playground preventative strategies include:

- coordinating a highly visible and active approach to playground supervision;
- implementing identification of and supervision adjustments to high-risk situations and settings (inclusion of Special Needs Education Assistants into the proactive support of social skills support during at lunchtime breaks)
- Lunchtime Clubs- offering a range of organised activities during break times that encourage positive peer relations and networks;
- Access to play equipment and developmentally appropriate unstructured playground activities and equipment;
- Class Teachers recognising and reinforcing positive playground and pro-social behaviour; and
- Communicate to students at assemblies and PA announcements regarding playground issues.



## Shared-Understanding of Bullying (from DoE)

Ashdale Primary School is committed to providing a safe and supportive school community for our students to grow in harmony. We are all responsible for creating an environment that is safe and inclusive. **We are committed to the Department of Education's Student Behaviour policy and procedures.** Bullying can include:

- **Verbal bullying**: The repeated use of words to hurt or humiliate another individual or group. Verbal bullying includes using put-downs, name-calling, insulting someone about the way they look or behave, spreading rumours, and homophobic, racist or sexist comments.
- **Social/relational bullying**: Involves repeatedly ostracising others by ignoring someone or keeping them out of conversations, convincing others to dislike or exclude an individual or group, spreading rumours, and sharing information or images that will have a harmful effect on the other person.
- **Physical bullying**: Includes violent actions towards another person that involves hitting, pinching, biting, pushing, pulling, shoving, damaging or stealing someone's belongings, and unwanted touching.
- **Cyberbullying**: Involves the use of technology to bully a person or group with the intent to hurt them socially, psychologically or even physically. Cyberbullying includes abusive texts and emails, hurtful messages, images or videos, imitating, excluding or humiliating others online, nasty online gossip and chat. <sup>1</sup>
- **Bystanders**: Bystanders are those who are aware of, or witnesses to, the bullying situation. A supportive bystander will use words and/or actions to support someone who is being bullied by intervening, getting teacher support or comforting them. All members of a school community need to know how to support those who are being bullied and how to discourage bullying behaviours.

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<sup>1</sup> Office of the eSafety Commissioner

## Responding to Bullying Incidences

Possible restorative approaches for students who bully others	
Restorative approach	When this approach can be used
<p><b>The Shared Concern method</b></p> <p>For cases that are low to moderate severity</p>	<ul style="list-style-type: none"> <li>• Willingness to change behaviour</li> <li>• Groups of students identified as bullying others</li> <li>• Feels remorse, capacity for empathy</li> <li>• Also bullied by others</li> <li>• Person who bullies multiple individuals</li> <li>• Agreeable to participating in a series of meetings</li> </ul>
<p><b>Support Group method</b></p> <p>For cases that are low to low-moderate severity.</p>	<ul style="list-style-type: none"> <li>• Currently or previously a friend of person being bullied</li> <li>• Girls bullying girls</li> <li>• Person being bullied has other supportive friends</li> <li>• Feels remorse, has capacity for empathy</li> <li>• Influenced by group norms and normative expectations</li> <li>• Agreeable to participating in a series of meetings</li> </ul>

Possible restorative approaches for students who are bullied by others	
Counselling approach	When this approach can be used
<p><b>Individual meeting</b></p> <p>For cases that are low to moderate severity.</p>	<ul style="list-style-type: none"> <li>• Provocative individual</li> <li>• Individual has been bullied by multiple individual students and/or bullied for extended length of time</li> <li>• Also an individual who bullies others</li> <li>• Lower self-esteem</li> <li>• Agreeable to participating in a series of meeting</li> </ul>
<p><b>Support Group method</b></p> <p>For cases that are low to low-moderate severity</p>	<ul style="list-style-type: none"> <li>• Currently or previously a friend of person who is bullying them</li> <li>• Girls bullying girls</li> <li>• Individual being bullied has other supportive friends</li> <li>• Agreeable to participating in a series of meetings</li> </ul>

Refer to the [Student Behaviour policy](#) and procedures in situations which have resulted in significant harm or where violence has occurred.

## Curriculum and Teaching

At Ashdale Primary School, we have Strategic Plan, which outlines the priorities and targets for improvement. Each Learning Area has an Operational Plan and the teams work collaboratively to achieve the collective goals.

- Plan:** APS Scope and Sequence for each Learning Areas (from WA Curriculum)
- Teach:** Universal Lesson Design- key elements using Instructional Strategies
- Assess:** Ongoing Assessment- including moderation tasks
- Report:** SCSA judging standards



## Whole-School Approaches

Learning Area	Whole-school Approach
<b>Student Engagement</b>	Cooperative Learning- KAGAN Student Behaviour and Engagement Plan Instructional Strategies
<b>English</b>	<b>Literacy Blocks (PP-Y6)</b> Letters and Sounds (K-Y3) Targeting Spelling (Y3-Y6) Talk for Writing (K-Y2) Seven Steps for Writing Success (Y3-Y6) Speak Up (PP-Y6) Reading comprehension strategies (PP-Y6) Literature spine (K-Y6)
<b>Mathematics</b>	<b>Numeracy Blocks (PP-Y6)</b>
<b>Health</b>	Zones of Regulation (K-Y6) Friendology (Y?-Y?)
<b>Physical Education</b>	
<b>Science</b>	
<b>Technologies</b>	
<b>Humanities and Social Sciences (HASS)</b>	
<b>Languages</b>	Italian
<b>The Arts</b>	
<b>Data Collection</b>	Moderation Assessments (K-Y6) (outlined in the Assessment Schedule)

# Curriculum and Teaching

## Principles of Teaching, Learning and Assessment

The **Principles of Teaching, Learning and Assessment** focus on the provision of a school and class environment that is intellectually, socially and physically supportive of learning. The principles assist whole-school planning and individual classroom practice. It is essential, therefore, to ensure that there is a shared understanding of them within particular school communities and a collaborative effort to implement these principles in ways appropriate to individual schools.

### Teaching and Learning Principles

1. **Opportunity to learn**
2. **Connection and challenge**
3. **Action and reflection**
4. **Motivation and purpose**
5. **Inclusivity and difference**
6. **Independence and collaboration**
7. **Supportive environment**

### The Assessment Principles

When assessing students' learning Ashdale Primary School promotes the use of the six principles into best practice in assessment, as recommended by SCSA;

Assessment should be;

1. **Be an integral part of Teaching and Learning**
2. **Be educative**
3. **Be fair**
4. **Be designed to meet their specific purposes**
5. **Lead to informative reporting**
6. **Lead to school-wide evaluation processes**

<https://k10outline.scsa.wa.edu.au/home/principles/guiding-principles/teachinglearning-and-assessment-principles>



## **Class Profile**

- Class Profiles are updated twice a year.
- The historical information is saved and can be retrieved if required.
- It provides a snapshot of data for each class and is used to track and monitor progress.

## **Monitoring Sheets**

Students who are not meeting the expected level (in Literacy) are identified and tracked through a monitoring sheet. Teacher/s then implement supplementary adjustments in the classroom (see Tier 2). Teacher/s track the progress of students against their;

- Letters and Sounds phase
- PAT R data
- Reading Level

The monitoring sheet is reviewed week 5 of every term. If a student does not make the expected progress targets after 6 months, they are then referred to the Student Service Team.

## **Assessment Schedule**

Work in progress

# Response to Intervention

This framework illustrates how the school supports **learning for all students**. Teachers use a range of data to monitor student achievement and progress. Each Tier builds on strategies and increases in the level of adjustment. Teachers use this framework to guide their decision-making when planning and reporting. The whole-school approaches ensure Class Teachers are able to provide high-quality instruction and adjustments to support learning for all students. The language of differentiated practice is embedded in the staffs' knowledge of NCCD teaching and learning adjustments and should be considered for teaching and learning (see 'Additional Support Documents, p.21 to view NCCD recommended strategies.)

## Response to Intervention Model at APS

### Tier 1- 100% of students

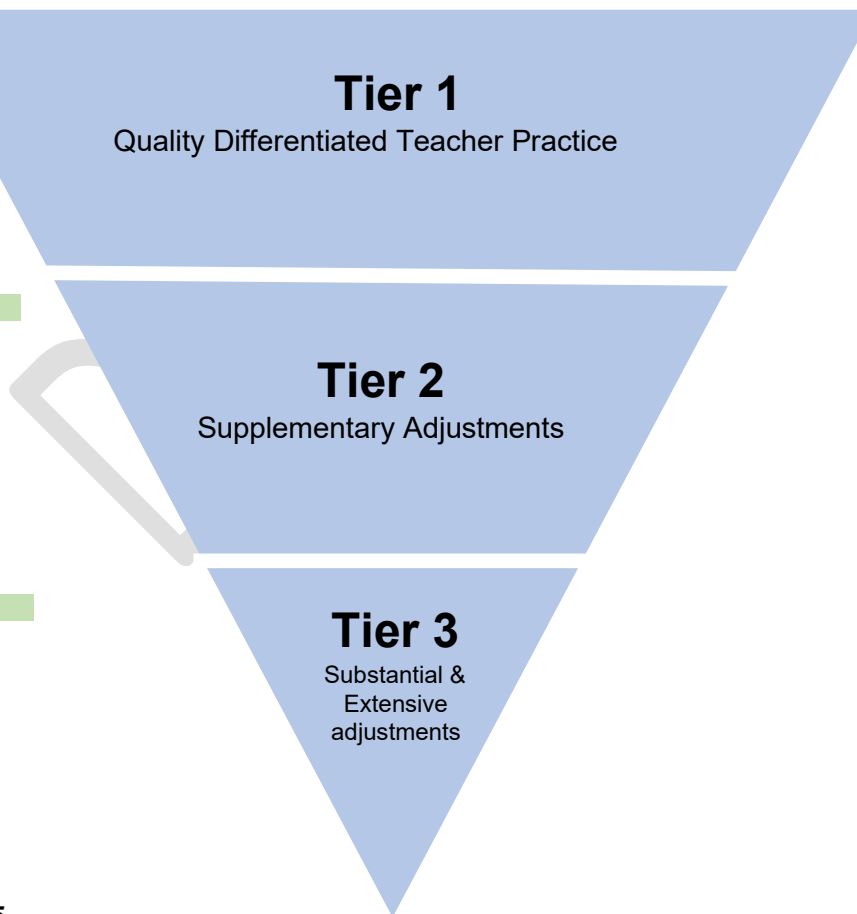
- Whole school approaches
- Quality Differentiated Teacher Practice
- Barrie Bennett – Universal Lesson Design
- Core teaching instruction
- Curriculum differentiation for A-E students
- EALD Progress Map planning
- Kagan – Cooperative learning
- Literacy and Numeracy Blocks

### Tier 2- Approximately 15% of students

- Supplementary classroom adjustments
- Students identified as making limited progress
- Small group in-class intervention
- More frequent progress monitoring
- Learning Support Education Assistant assistance (in-class)
- Support-a-Reader
- Reading Academy
- Student Service Team Support

### Tier 3- Approximately 3-5% of students

- Substantial or extensive adjustments
- Students achieving well-below expected level (2-3 years below expected year level)
- ABLES assessment
- Special Educational Needs Plan (SEN Plan) in place
- Special Educational Needs Report if achieving at E level
- Targeted Special Needs Education Assist Support
- Student Service Team Support



Students who are identified as not meeting achievement targets will be placed on monitoring sheets and provided with Tier 2 support.



Students who are identified as not meeting achievement targets and not progressing, when accessing Tier 2 support may access support from STUDENT SERVICE TEAM.



Students who are identified as Tier 3 are students who are working 2 years or more below the expected year level for their year group, according to SCSA.

## EAL/D Students

EAL/D students come from a range of cultural and linguistic backgrounds with a variety of educational, social and personal experiences. At Ashdale Primary, we have approximately 50% of our students speaking English as an additional language.

Ensuring students working in **Tier 1** are accessing rich, oral language learning experiences incorporating the 'EAL/D Progress Map- Essential Elements for Effective EAL/D Teaching' tool, developed by Department of Education (see link below for further information).

[EALD Progress Map | Education Resources](#)

## Documented Plans

Documented Plans are required for a student who:	Documented Plan
<ul style="list-style-type: none"> <li>student is identified as requiring substantial or extensive adjustments through the Nationally Consistent Collection of Data (NCCD) on School Students with a Disability</li> <li>receives an Individual Disability Allocation</li> </ul>	<b>SEN Plan</b>  <i>Special Educational Needs (SEN) Planning platform which links the student's educational goals to the Western Australian Curriculum.</i>
<ul style="list-style-type: none"> <li>has ongoing absences</li> </ul>	<b>Attendance Plan</b>
<ul style="list-style-type: none"> <li>is in the care of the CEO of the Department of Communities</li> </ul>	<b>Documented Plan for Children in Care</b>
<ul style="list-style-type: none"> <li>has chronic, long term or significant health care conditions</li> </ul>	<b>Healthcare Plan</b>
<ul style="list-style-type: none"> <li>has complex and challenging behaviours</li> </ul>	<b>Behaviour Plan</b>
<ul style="list-style-type: none"> <li>presents a risk of harm to themselves or others</li> </ul>	<b>Risk management Plan</b>
<p><b>All Documented Plans must be saved on the teaching staff share drive</b></p> <p>S:\AdminShared\Teaching Staff\850 STUDENT MANAGEMENT\864 Individual Student File\Document Plans Sch16.14.1 D25 YDOB</p>	



## Documented plans are not required for other students:

- identified as having their learning needs met within quality differentiated teaching practice or requiring supplementary adjustments through the NCCD process
- with D or E grades, unless there are other supports or educational adjustments required
- whose academic, personal, social and wellbeing needs are being met through regular school and classroom programs.

## Writing the Documented Plan

- Documented plans are developed by the classroom teacher/s.
- All staff who work with the student and the parents/caregivers must be aware of strategies and goals.
- If external agencies are involved, the documented plan will utilise the strategies, if they align to the curriculum and are negotiated with the Student Services Team.

## When are plans reviewed?

- Documented plans are reviewed every 5 weeks and are updated electronically by Week 8 of Term 1 and Term 3.
- The review is important as it allows teachers, parents and students to reflect and acknowledge if they have met their educational goals with the strategies implemented. This determines whether or not further goals and strategies are required.

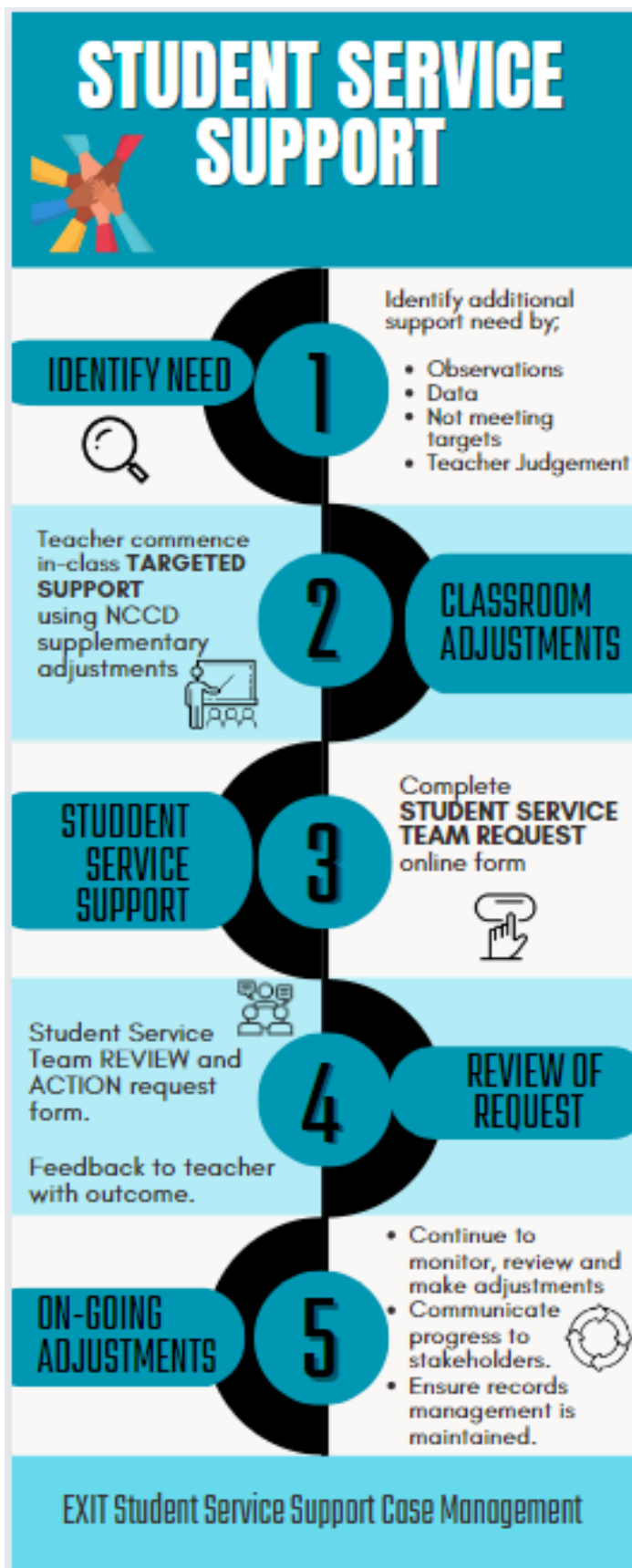
## When is a Case Conference required?

- Case Conferences are held at point of need to monitor students' progress.
- A Student Services Team member, Classroom Teachers, School Psychologist (if involved), Education Assistants (if involved), Parents/Caregivers and any in-school or external agencies may be invited to attend.
- This ensures a consistent team approach to an individual student's need.

## Records Management

- All documented plans must be saved on the shared drive:
- S:\AdminShared\Teaching Staff\Intervention\Documented Plans\*Relevant Plan Folder*\Student Name Folder.
- Use full student name (**SURNAME First Name**), year and semester number for file name.

## Student Service Team

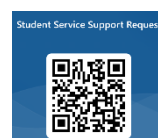


### Reasons to Request Support

- Poor attendance/lateness
- Static or regressive academic development
- Emotional regularity difficulties
- Overly shy or aggressive behaviour
- Obvious change in behaviour
- Self-destructive behaviour
- Social and communication difficulties

### How to Request Support

- Complete **STUDENT SERVICE SUPPORT REQUEST FORM**
- <https://forms.office.com/r/T82kvSSrfU>
- Request Form is discussed at Student Service Team meeting every fortnight.



### Role of Student Service Team

- Share Class Teacher's concern
- Gather information
- Respond positively and promptly to any student concerns
- Build and maintain positive and collaborative relationships with stakeholders
- Make referrals to internal or external agencies where appropriate
- Demonstrate and promote an ongoing commitment to the mental health and wellbeing of students and families

At Ashdale Primary School the following **School Services** may be involved to support students:

- Exec Team Member/s
- School Psychologist
- School Chaplain
- Lead SNEA
- School Nurse
- Speech Therapist

### The Student Service Request may result in;

- Case Management of the student
- Access to Statewide Services
- Student Service Team referral to School Psychologist, Chaplain, Speech Pathologist or School Nurse

## The Role of Teacher in Learning

### Role of Classroom Teachers

- Review handover notes from previous teacher
- Review Documented Plans from previous year
- Review and update monitoring sheets
- Meet with Parents regarding concerns
- Plan, implement and review all Documented Plans each term (by Week 7)
- Record any information or meetings on the students in student folder
- File documents in students' folder on share drive *S:\AdminShared\Teaching Staff\Documented Plans* (saved in relevant folder STUDENT NAME)
- Refer students to Student Service Team, if needed.

## Partnership and Support at Ashdale Primary School

The 'School and Home Partnership Policy' articulates the expectations between home and school. It provides in detail;

- What parents can expect from the school
- What the school can expect from parents
- Communication expectations of staff
- Face to face meeting or email
- When should I contact a member for the school leadership team?
- Process to raise a concern
- Inappropriate interaction
- Communication and interaction with staff, other parents and students
- Use of social media
- Ethical conduct
- Attendance

See infographic to illustrate the 'School and Home Partnership Policy'.



### Partnership & Support at Ashdale Primary School

*Open, Welcoming, Inclusive, Safe, Respectful, Timely*



#### Our educators will invite you to:

- Parent information night (TERM 1, Wk 3)
- Learning Journey (TERM 4 2024)
- Scheduled parent meetings (At point of need)



#### CONNECT by Dept of Education

- Email teachers
- View class notices
- View Child's semester reports
- View Child's attendance record



#### Managing concerns and questions

- The classroom teacher is your first point of contact
- Note down your concerns and questions
- Book a meeting with the Teacher and speak to them about your child's needs
- If your concern is not resolved satisfactorily, it may be escalated to a Deputy Principal



#### Connectivity

- Communication from our school also include:
- Urgent and Important: Text message
  - Reminders and updates: Ashdale Express
  - Newsletter
  - Ashdale P&C FaceBook page, year specific FB pages



#### You will let us know about:

- Changes to your family circumstances
- Medical issues, contagious disease, head lice
- Safety issues or changes in behaviour at home
- Academic concerns and social progress
- Challenges around managing homework

## External Services

At Ashdale Primary School, the following Departmental Services may be involved to support students:

### Statewide Services

- Special Educational Needs Disabilities (SEND)
- Behaviour and Engagement
- Sensory
- Medical and Mental Health

### Alternative Educational Settings

- Intensive English Centre (IEC)
- Language Development Centre (LDC)
- Primary Behaviour Centre (PBC)

### Health Providers

- Paediatricians
- Speech Therapists
- Occupations Therapists
- Physiotherapist
- School health nurse
- Koondoola Child Development Services (KCDS)
- Department for Child Protection and Family Support (DCPFS)
- Child and Adolescent Mental Health Services (CAMHS)
- Therapy Services

### Other

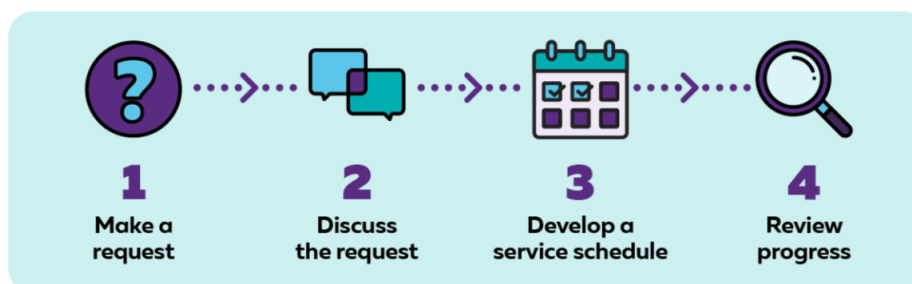
- Dyslexia Speld Foundation (DSF)

### Prior to External Service Providers

- Parents/carers may engage external service providers to deliver services to their children, when they require additional health, disability and wellbeing support, if appropriate.
- The support must be discussed in advance with Student Service team, as there is a process for the home and school to consent to this arrangement.

#### Request for external providers to deliver services during school hours

You can request the delivery of services on a school site, during school hours by following the steps outlined below.



You are encouraged to meet with your child's school to discuss engaging the services of a provider. This will help to better understand the needs of your child and determine the most appropriate arrangement for delivering support.

## Additional Support Material

### Nationally Consistent Collection of Data (NCCD)

Using the language of NCCD supports our understanding of student needs. At Ashdale Primary School, we ensure the level of adjustment for students is entered into SIS and this information is checked and moderated twice a year (prior to census). This information is linked to the reporting to parents' platform. The NCCD defines four levels of adjustment and the frequency and intensity of the adjustments increases through the levels of adjustment.

- support provided within quality differentiated teaching practice (Tier 1)
- supplementary adjustments (Tier 2)
- substantial adjustments (Tier 3)
- extensive adjustments (Tier 3)

# Quality Differentiated Teaching Practice

## Planning

- Group students according to educational need
- Link new information to background knowledge
- Negotiate with students, whenever possible, regarding their requirements
- Use whole class programs already available for all students within the school to address specific student needs eg: Universal Design for Learning (UDL), School Wide Positive Behaviour Support, Kidsmatter
- Use strategies to support the student's organisational skills
- Cater for students' learning strengths when planning adjustments
- Provide extra time to complete work tasks
- Meet with parents, guardians or carers to discuss the student's program
- Meet with previous teachers to discuss transition

## Teaching

- Break down instructions into small steps
- Highlight keywords/concepts
- Modify the complexity of the task to meet different student needs
- Reward students individually
- Use cool down strategy
- Class based behaviour management plan
- Pre-teach of vocabulary and concepts
- Use basic curriculum visual supports eg: timetables, phonic charts, graphs
- Use multi-level instructions
- Use a variety of teaching strategies eg: modelling, rephrasing, visual mapping, repetition, chunking
- Use pair/group discussion
- Create the opportunity for student–teacher or student–student discussions
- Link your teaching method to curriculum goals
- Adjust the pace of presentation to support student diversity
- Use cooperative learning groups
- Use transition cues eg: topic changes
- Use preferred activities to motivate students
- Take into account different physical and sensory functional needs in you course/teaching delivery
- Build background by linking concepts to students' background, past learning and key vocabulary
- Link to real world connections
- Use questioning strategies to encourage students' development of critical thinking
- Provide written and/or visual instructions
- Allow think time (take-up time) before expecting an answer
- Model then prompt students to use equipment properly eg: science equipment, hearing aids
- Remind students to use any necessary medical equipment eg: asthma puffer after lunch

## Quality Differentiated Teaching Practice

### Assessment and reporting

- Provide immediate, specific and constructive feedback
- Provide multiple opportunities for students to demonstrate what they know to do
- Use a range of assessment methods
- Use the standard reporting format
- Use checklists
- Use a portfolio where appropriate

### Environment

- Use specific seating arrangements to support students
- Provide opportunities for your students to move around the room
- Provide individual and group seating where appropriate
- Provide a quiet area within your classroom where appropriate

### Resources

- Integrate technologies, such as notetakers/iPads to support curriculum
- Use a task schedule and daily calendar
- The resources that are implemented occur without drawing on additional resources.



## Supplementary Adjustments

### Planning

- Modify or personalise teaching programs in one or more areas
- Use student specific assessment data to analyse needs
- Provide some students with work ahead of time
- Regularly review and refine personalised adjustments
- Prearrange frequent breaks for a student
- Collaborate with school/department support staff
- Integrate key speech or occupational therapy strategies into your teaching
- Organise regular case conferences or student–parent support meetings

### Teaching

- Modify the amount and presentation of oral and written information
- Adjust the amount of workload expectation of the student
- Limit amount of choice or provide a structured-task analysis
- Develop and use key cues – pictorial/colour coding or tactile
- Assign and train a peer tutor to support the student
- Provide separate supervision or additional time to complete work tasks
- Use a Sound Amplification System (SAS)/FM system
- Provide access to personalised online versions of course outlines and/or relevant material where appropriate
- Provide programs or interventions to target self-regulation in class
- Teach, monitor and review strategies for resilience for students in collaboration with support staff
- Are strategies, which reinforce resilience, embedded in all programs
- Have assistance to monitor behavioural changes that signal a need for a break
- Use targeted individual prompting throughout the school day to address behavioural expectations

### Assessment and Reporting

- Set alternative, practical tasks for assessments
- Evaluate and provide ongoing feedback on adjustments and academic performance
- Offer assignments in alternative formats eg: role-play, oral presentation
- Access support to prepare alternate assignments for individual students
- Provide individual advanced notice of assignments
- Provide an individual schedule of assignments
- Provide a reader or scribe for assessments



## Supplementary Adjustments

### Environment

- Access assistance to adjust the physical surroundings eg: lighting, furniture positioning
- Sit student near the door so they can access breaks outside the classroom
- Provide supervised accessible safe/quiet areas around the school
- Provide separate supervised learning areas
- Do you provide support to enable students to move around the school eg: maps, colour coded signposts
- Is an additional adult staff member provided to support students

### Resources

- Use specific classroom equipment eg: pencil grip, positional seat, electronic dictionaries
- Colour code books and materials for the student
- Personalised, graphic organisers eg: visual representations of task
- Enlarge print or change font size and line spacing for the student
- Support the student by photocopying other notes
- Adaptive computer software eg: personalised audio books
- Use personalised, concrete examples to explicitly teach certain skills
- Use supports to introduce changes in routine eg: a personalised social story, advanced warning given
- Provide a personalised daily timetable eg: colour coded visual timetable
- Use an individual behaviour plan to improve behaviour
- Record daily incidences of behaviour eg: student behaviour record on school data system
- Use on individualised desk goals and reminders
- Develop social stories/scripts to teach personal positive social concepts
- Use a help card/break card
- Use personalised picture cues to support the student
- Support the student in appropriately using equipment eg: orthotics, hearing aids
- Use assistive technology to allow access to the curriculum eg: braille computer

## Substantial Adjustments

### Planning

- Frequently use one or more support services to develop, plan and implement the curriculum eg: therapists, consulting teachers, school psychologists
- Regularly meet the school team and/or support services to discuss a student's individual learning needs
- Collaborate with support staff frequently eg: behaviour specialist
- Deliver an intensive individualised behaviour management plan with support that requires additional training
- Regularly collaborate with external agencies
- Have an emergency/critical incident plan developed as part of a treatment plan

### Teaching

- Use an interpreter for the students to access the curriculum
- Allow frequent supervised breaks from work tasks throughout the day
- Provide an individualised program, delivered individually or in a very small group for most of the day
- Access intensive individualised social skills instruction eg: one-on-one task analysed mastery of individual skills
- Use another form of communication eg: augmentative/alternative communication, Auslan, PECS
- Use individualised visual/tactile supports for implementing the curriculum most of the time
- Provide trained personnel to enable students to participate in school activities such as school events and excursions
- Provide individualised toilet support most of the time
- Provide individualised feeding support most of the time
- Provide individualised dressing support most of the time
- Use extra personnel to implement strategies such as individual role-play, social stories/scripts, levels of prompting and task analysis to explicitly teach social skills
- Use a support teacher/assistant to break down target skills into one or two stage instructions most of the time
- Use extra personnel to implement a reinforcement schedule to teach targeted skills
- Require support in addition to the classroom teacher to manage a health condition on a daily basis
- Require extra support personnel to implement therapy program goals in the individual education plan
- Use highly individualised strategies including functional behaviour analysis and input from support services to support complex behaviour most of the time eg: self-harm
- Implement strategies with extra personnel to manage sensory input/integration most of the time
- Implement alternative programs with support to suit individualised functional learning needs

## Substantial Adjustments

### Assessment and reporting

- Have communication with parents, guardians or carers
- Provide alternative or finely sequenced individualised programming, assessment and reporting

### Environment

- Provide individualised support for movement around the school eg: escort by class teacher/education assistant
- Provide personal manual support for the student to access all areas of the school environment
- Made significant adjustments to the school environment to meet the student's needs eg: painted boundary markers, adjusted timetables and room access to suit students with restricted mobility, within the last 12 months
- Use a supervised withdrawal space/low stimulus to support your students' needs daily

### Resources

- Use assistive technology devices, directed by support staff, to allow access to the curriculum eg: braille writer, speech recognition software

## Extensive Adjustments

### Planning

- Requires a very high level of input from support services to collaborate, write and implement the personalised learning eg: special educator, therapists, school psychologist, external agencies.
- Collaborate with specialist support staff and therapists daily/weekly
- Collaborate on teaching and learning strategies with external agency support frequently

### Teaching

- Use intensive, highly individualised instruction to support multiple areas of communication on an ongoing basis
- Use a full time oral interpreter (eg Auslan or Makaton interpreter) for all activities
- Use intensive, comprehensive individualised instruction in a highly structured manner
- Provide an individually delivered alternative curriculum eg: functional/life skills program
- Use individually delivered concrete materials to implement the curriculum one-on-one all of the time
- Provide individual/physical prompting, delivered one-to-one by an extra staff member, pervasively throughout the day
- Provide personally developed, individually delivered work skills/community access programs eg: personal job coach
- Provide medically prescribed diets, with support
- Use alternative methods of communication eg: Auslan, Braille, augmentative/alternative communication, requiring extensive support from specialist staff all the time
- Develop, monitor and review extensive individualised strategies for resilience in collaboration with specialist support staff
- Use specialist support staff to deliver simplified instructions throughout the day
- Use personally delivered intensive reinforcement schedules eg: every 1–3 minutes
- Deliver an intensive individualised behaviour management plan, with daily support that requires additional training
- Have an intensive individualised risk management plan that requires extra personnel and additional training
- Have an intensive individualised health care plan that requires extra support and additional training
- Include highly individualised daily self-care strategies eg: toileting, hygiene, eating, dressing
- Use approved crisis intervention strategies, requiring extra personnel support
- Require one-on-one physical support for the student to access learning activities all of the time
- Use highly individualised strategies such as functional behaviour analysis and input from support services to support complex behavioural therapy for a student with mental health needs all of the time
- Access additional trained support pervasively throughout the day to manage a health condition

## Extensive Adjustments

### Assessment and reporting

- Provide frequent finely sequenced individualised assessment and reporting
- Provide alternative ways to assess achievement towards personalised learning goals
- Use alternative or modified curriculum frameworks to assess student achievement

### Environment

- Use extra personnel all of the time to ensure a student is fully included in his mainstream environment
- Use a specialised learning environment
- Use low stimulus/focus stimulus supervised areas, if required
- Use a supportive fully supervised support area to assist in de-escalating/calming a distressed student

### Resources

- Use highly specialised assistive technology, which requires adult support eg: eye gazing technology, switch access to on-screen keyboards, head tracking
- Require extensive support from specialist staff at all times
- Provide highly individualised, specialist and supervised equipment or support to move around and access all the areas of the school environment