

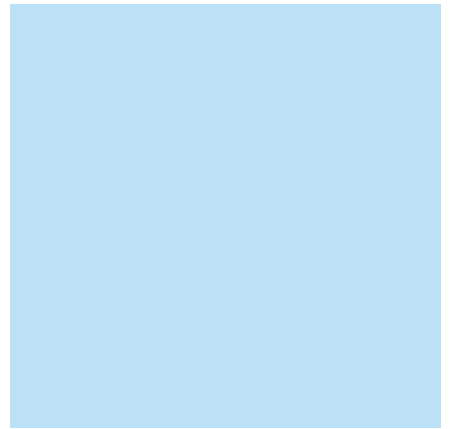


Education &
Communities

Public Schools NSW



School Self-Evaluation Package – Learning and Support Teams



September 2013

Acknowledgments

Materials modelled on the National Partnerships Attendance School Self-Evaluation package developed by Nigel Britto, School Development Officer

School Self Evaluation Package- Attendance
Angela Byron, Manager Strategic Planning and Analysis
Illawarra and South East Regional Office 2011

Introduction

Improving the effectiveness of a school learning support team is a priority in ensuring that the specific learning needs of students experiencing difficulties in learning are being met. Learning and Support teams play a role in leading a school's responses to students with disability under the legislation and supporting teachers to meet these and other obligations to students. The model of self-evaluation, based on the EMSAD model of assessing learning support team data, will be led by schools with support from student services personnel.

The purpose of the learning support team self-evaluation process is to provide the school with support to evaluate and develop findings and recommendations for improving their learning support team. This will assist the school in modifying targets and initiatives in the school plan. As a result of the process schools may need to adjust their targets in the school plan.

The Principal will implement the modified school plan and the Director of Public Schools NSW will monitor the implementation of the plan.

School Self-Evaluation Team

The school will develop a team to undertake the self-evaluation process. It is recommended that the team consists of:

- ❖ School Principal
- ❖ Deputy Principal or Assistant Principal
- ❖ Head Teacher Welfare (in secondary schools)
- ❖ Classroom teacher (s)
- ❖ The Learning Support Teacher(s).
- ❖ School Counsellor (s)
- ❖ Learning and Support Team Coordinator

Schools may also invite a principal/deputy principal/assistant principal from a nearby school to be part of the team.

In targeted schools, a member of the Assistant Principal Learning and Support Team will be allocated to support the process.

A school delegate will be the Team Leader.

Phase 1

The Principal, Team Leader and Assistant Principal Learning and Support will coordinate:

- the date of the school self evaluation.
- the activities planned for the day and timeline for the visit.

The Principal can:

- inform members of the staff of the date/s of the school self evaluation
- inform staff with responsibility for learning support team that they will be observed and interviewed
- collect and have available school documentation for the document analysis on school learning support team for viewing

Phase 2

The team will conduct the learning support team school self-evaluation process over a one week period.

The self-evaluation process involves:

1. conducting a document analysis of policies and school procedures in relation to learning support team and examining OASIS data.
2. conducting an observation of learning support team practices in the school.
3. conducting interviews with staff parents/carers and students about learning support teams.
4. The team will prepare a concise report of the self-evaluation with findings, recommendations and strategies.

Phase 3

The report prepared by the team will be used for modification of the school plan, systems and structures. In analyzing the role and function of the learning support team, the report will provide schools with guidance in:

- Enhancing the quality of the learning experience for all students
- Building each teacher's capability to recognize, respect and respond to the needs of all students
- Developing, implementing and monitoring whole school planning and support mechanisms
- Working collaboratively and engaging positively with parents.

The modification of the school plan should align with targets for improvement in the learning support team area. The targets should be around significant improvement in the chosen evaluation area. The same process can be used in following years to measure change in performance and change in practice and attitudes.

Learning Support Team School Self-Evaluation Agenda

Time	Activity	Task/Preparation
8:30	Team meeting to discuss program for the day	<input type="checkbox"/> Principal or delegate to have timetable for the day organized including groups of students and staff for interview
9:00	Student interviews	<input type="checkbox"/> Team leader will have question and answer sheets available for all team members. <input type="checkbox"/> Principal will have student groups allocated to each team member and an appropriate space for each group
9:45	Parent interviews	<input type="checkbox"/> Team leader will have question and answer sheets available for all team members <input type="checkbox"/> Principal will have student and parent groups allocated to each team member and an appropriate space for each group.
10:30	Morning Team/Debrief	<input type="checkbox"/> School to provide morning tea for the team <input type="checkbox"/> Team shares information from student and parent focus groups
11:00	Staff interviews	<input type="checkbox"/> Team leader will have question and answer sheets available for all team members. <input type="checkbox"/> Principal will have staff groups allocated to each team member and an appropriate space for each group
11:45	Data synthesis	<input type="checkbox"/> Team leader to provide data synthesis sheets and document observation results <input type="checkbox"/> Principal to provide collated survey results
1:00	Lunch	<input type="checkbox"/> School to provide lunch for the team
1:30	Report writing	<input type="checkbox"/> Team works on findings and recommendations and compares results to the Learning and Support Team Planning Matrix.
3:30	Finish	<input type="checkbox"/> Team provides report to principal

NOTE: An observation of a Learning and Support Team Meeting will be arranged by Principal at the regular school time.

Learning Support Team School Self-Evaluation: Document Analysis

When conducting a document analysis on the school's learning support team a number of sources may be examined. A school may be using a manual or electronic recording of learning support team registers. The following table describes particular documents and the information that can be provided to the school self-evaluation team.

Documents that may be examined in document analysis

Document	Data being collected through examination
School welfare policy	Evidence of role of Learning Support Team
School discipline policy	Evidence of role of Learning Support Team
School plan	Evidence of targets
Assessment policy	Evidence of targets
Professional learning plan	Evidence of support
Learning support team minutes	System in place for follow up on support to student and/or staff, evidence of follow up
Identification process	System in place and operating
Referral process	System in place and operating
Resources for support	Evidence of adjustments
Student plans <ul style="list-style-type: none"> - learning - healthcare - behavior/risk assessments 	Evidence of targets
Learning Support Teacher Referrals	Students with learning disabilities or additional learning and support needs
Staff Professional Learning records and plans	Tracking targeted areas are being met
Allocation of resources to support students	Timetable of access to human resources
Attendance data	Patterns of non attendance
Other support	School counsellor referrals, collaboration with agencies, community groups

School Self-Evaluation Team (Learning Support Team) Document Analysis Recording Sheet

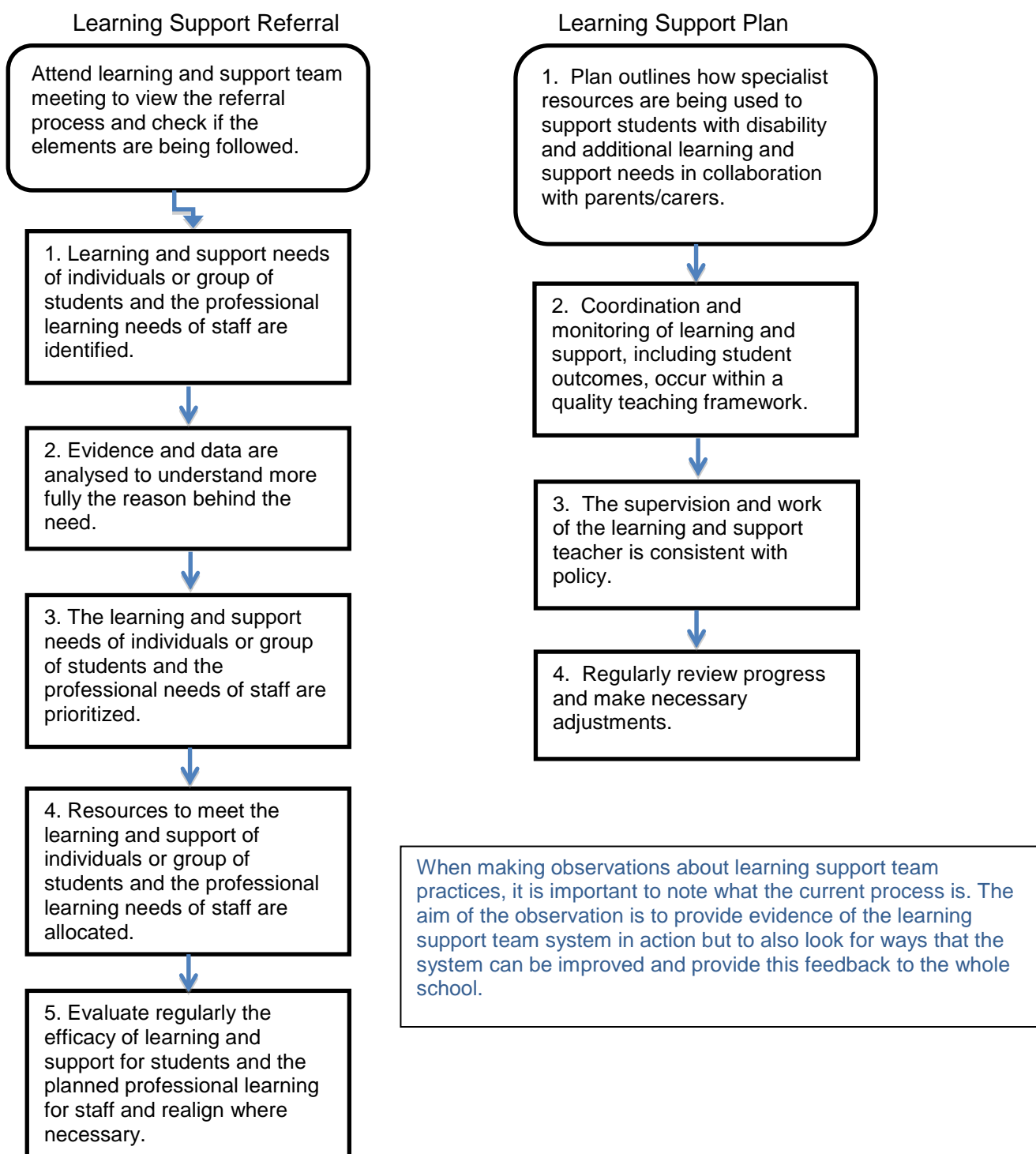
Document	Evidence /Comments	Evidence / comments from document analysis
School welfare policy	Evidence of role of Learning Support Team	
School discipline policy	Evidence of role of Learning Support Team	
School plan	Evidence of targets	
Assessment policy	Evidence of targets	
Professional learning plan	Evidence of support	
Learning support team minutes	System in place for follow up on support to student and/or staff, evidence of follow up	
Identification process	System in place and operating	
Referral process	System in place and operating	
Resources for support	Evidence of adjustments – classroom programs	
Student plans <ul style="list-style-type: none"> - learning - healthcare - behaviour/risk assessments 	Evidence of targets	
Learning Support Teacher Referrals	Students with learning disabilities or additional learning needs	
Staff Professional Learning records and plans	Staff tracking sheets	
Allocation of resources to support students	Timetable, specialist equipment	
Attendance data	Patterns of non attendance	
Other support	School counsellor referrals, collaboration with agencies, community groups	

Observation of Learning Support Team practices

The observation of learning support team practices within a school provides valuable information on where improvements may be made to school practices.

A key aspect of the observation process is to review the learning support team referral information and how this information is processed and used within the school.

In conducting this observation one member of the evaluation team should attend a learning support team meeting at the school and observe the process of targeting whole school needs including the learning and support of individual students and groups of students and the professional learning of staff.



Learning Support Team: Observation Checklist

Questions for consideration	Comment/Observation
1. How are individual students/group of students identified and is there adherence to the DDA evident?	
2. Does the team examine the available evidence and data to understand more fully the reason behind the need identified?	
3. How are the needs of individuals or group of students and the professional needs of staff prioritized?	
4. Does the school plan and organization reflect a flexible allocation of time and resources according to identified needs?	
5. Is there evidence of continuous evaluation and refinement of support for students and planned professional learning for staff?	

Learning Support of Students (Learning and Support team questions)

Questions for consideration	Comment/Observation
1. Is there evidence of whole school approach in the organisation and planning?	
2. Do the learning and support adjustments address all the needs identified?	
3. Is there evidence of effective monitoring systems to determine if skills acquired are being generalised?	
4. Is the supervision and work of the learning support teacher consistent with policy?	
5. Are all stakeholders informed and provided opportunities in the decisions around accommodations and learning adjustments, disability awareness and home support for individual students?	

Questions for use with interviewing school staff with responsibility for Learning support team

1. Whose responsibility is it for meeting the needs of students with disability or additional learning needs in your school?
2. How are students referred to the learning support team in the school?
3. What are your understandings of the DDA?
4. How does the school work collaboratively with parents/carers in understanding the nature and level of their child's strengths as well as areas of additional learning and support needs?
5. How is staff kept up to date with the level and nature of support that a student receives as he/she progresses through school?
6. Is there anything you would like to add?

Questions for use with interviewing other staff regarding Learning Support Team

1. Who is on the learning support team at your school?
2. Whose responsibility is it for meeting the needs of the students in the school setting? What is your understanding of the DDA?
3. How is a student referred to the learning support team?
4. How is staff kept up to date with the level and nature of support that a student receives as he/she progresses through school?
5. How does the school work collaboratively with parents/carers in understanding the nature and level of their child's strengths as well as areas of additional learning and support needs?
6. Is there anything you would like to add?

Questions for use with interviewing parents/carers about the Learning Support Team

1. Does the school have a learning support team?
2. How is a student referred to the learning support team? Who decides if a student will receive additional support?
3. How does the school inform parents/carers of any additional learning needs that their child receives and kept up to date as he/she progresses through school?
4. Whose responsibility is it for meeting the additional learning needs of the students in the school setting?
5. Is there anything you would like to add?

Questions for use with interviewing students about learning support

1. What happens if you need help/assistance in your class with your learning? How do you ask for help? Who can you ask? Is there additional support staff to assist you?
2. Do all teachers expect everyone to do the same work as everyone else in your class/classes?
3. How do you know if the work is different?
4. If you receive support at school, are you and/or your parents involved in any meetings with the school staff?
5. Is there anything you would like to add?

Setting Learning Support Team Targets

Targets for learning support team should be based on improving the structures and practices of the learning support team of a school with the aim to improve overall effectiveness of the learning support team.

The focus of learning support team targets should be to exceed the learning support team's outcomes and move towards Best Practice, Level 3 of the Learning and Support Team Planning Matrix. .

Targets

A target is a statement of the change in the level of performance that a school wants to achieve within a 12 month period. Targets need to be challenging yet realistic and achievable. They should be evidence-based and clearly linked to improved teaching and learning. In structuring targets careful consideration needs to be given to the strategies to be used and the measures to indicate success (indicators).

Targets in school plans are most effective when they are (SMART):

- Specific
- Measurable
- Achievable
- Relevant
- Time framed

School planning policy, implementation procedures.

By using the framework below, a school can set targets that meet this criteria. Note that learning support team outcomes do fluctuate, so schools below Best Practice level 3 Outcomes may need to plan over a four year period.

Framework to develop targets 1st year (Targets should be set to Best Practice Level Outcomes)

School Learning Support Team	Target setting (Focus Area)	Level	Target (Focus Area)

It is recommended that schools review practices and procedures annually

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Learning and Support Team: Structures and Practices

Schools and their learning and support team can use this questionnaire as a starting point for discussions on the work of the learning and support team. It will allow the team to reflect on aspects of their work that can be celebrated and areas requiring further development.

Elements of an Effective Learning and Support Team	To what extent is the element in place? Please enter either: In Place, Partial or Not In Place	For which year is this element a priority? Please enter either: 2013 or 2014
1. The school and the classroom teacher accept prime responsibility for meeting the needs of students with disability and additional learning and support needs.		
2. The whole school is committed to supporting students with disability and additional learning and support needs.		
3. The learning and support team assists the school and teachers to meet the additional learning and support needs of all students.		
4. There is strong executive support for the learning and support team with a member of the executive being the team coordinator.		
5. All stakeholders across the school community are represented on the learning and support team.		
6. The school community, learning and support personnel, other professionals, parents and carers work collaboratively to support students with additional learning and support needs.		
7. The work of the learning and support team is promoted within the school community and all staff are aware of its structures and practices.		
8. The learning and support team uses clear systems, practices, roles and responsibilities that are documented and understood by the whole school community.		
9. A whole school, integrated team approach has been established to support staff and students.		
10. Involvement of parents and carers is valued.		
11. The learning and support team promotes and applies a collaborative approach to all aspects of its work.		
12. The learning and support team targets whole school needs including the learning and support needs of individual students and groups of students, and the professional learning of staff.		
13. The learning and support team uses a planning process to identify, analyse, prioritise, allocate and evaluate learning and support for individual students, groups of students and the professional learning needs of staff.		
14. Student learning and support needs are addressed in the school plan.		

<p style="text-align: center;">Elements of an Effective Learning and Support Team</p>	<p style="text-align: center;">To what extent is the element in place? Please enter either: In Place, Partial or Not In Place</p>	<p style="text-align: center;">For which year is this element a priority? Please enter either: 2013 or 2014</p>
15. Classroom and state-wide assessment information is used to identify and analyse learning and support needs of individual students, groups of students and the professional learning needs of staff.		
16. Use of resources is prioritised based on students' learning and support needs. This includes the work of the learning and support teacher and the allocation of school learning support officer time.		
17. Analysis of data drives planning and priorities for the learning and support team.		
18. The school plan identifies how targeted funding and specialist resources are being used to support students with disability and additional learning and support needs.		
19. Coordination and monitoring of learning and support, including student learning outcomes, occurs within a quality teaching framework.		
20. Learning and support teachers work within policy guidelines to assist schools to provide for students with additional learning and support needs,		
21. The supervision and work of the learning and support teacher is consistent with policy.		
22. School learning support officers are effectively supervised by teachers.		
23. Students' progress towards syllabus outcomes is regularly monitored.		
24. Programs for all students are based on Board of Studies syllabus documents.		
25. There is an emphasis on early identification and early intervention of students with additional learning and support needs at all stages including critical transition periods.		
26. There are established transition processes between settings to ensure continuity in student learning and the provision of appropriate support.		
27. Identified issues are addressed by the learning and support team with documented actions/interventions. Actions/interventions are reviewed regularly.		
28. Ongoing and planned professional learning, based on assessed needs, assists teachers, executive and support staff to build their capacity to meet the additional learning and support needs of all students.		
29. Regular meetings and planning sessions are timetabled with agendas and minutes.		
30. The work of the learning and support team is regularly evaluated.		
31. A system exists that allows for regular communication/feedback to teachers.		

Learning and Support Team Planning Matrix

OVERVIEW

FOCUS AREAS	IDENTIFYING STUDENT NEED	LEARNING AND SUPPORT ADJUSTMENTS	MANAGEMENT OF LEARNING AND SUPPORT TEAMS	COMMUNITY PARTICIPATION
OUTCOMES	There will be effective, coordinated planning in place to identify and accommodate the specific learning and support needs of students.	Teaching and learning will support students with additional learning and support needs in accordance with <i>Disability Standards for Education 2005</i> and DEC Policy.	The learning and support team, through effective whole school planning, will coordinate and manage the resources that support students with additional learning and support needs.	The school community and other professionals will work collaboratively to support students with additional learning and support needs.
BEST PRACTICE LEVEL 3	<p>The learning and support planning process will be an integral component of the School Plan.</p> <p>Comprehensive learning and support for individual students and groups of students will be developed, implemented and monitored in consultation with all key stakeholders.</p>	<p>The learning and support team will plan and provide for appropriate learning and support adjustments across key learning areas as determined by identified student needs.</p> <p>All teachers will make ongoing decisions about learning and support adjustments and use a range of planning, teaching and assessment strategies.</p>	<p>The learning and support team, will continually evaluate and refine the organisational structures to improve outcomes for students with special learning and support needs in accordance with <i>Disability Standards for Education, 2005</i> and DEC Policy.</p> <p>School organisation will allow for the effective coordination of the <i>Curriculum Planning, Programming, Assessing and Reporting to Parents K-12 Policy</i>.</p>	<p>The beliefs, attitudes and expectations of the school community to learning and support issues will be identified and the challenges for developing inclusive school communities will be addressed.</p> <p>The school will work in collaboration with community members and agencies that contribute to and support students' learning, participation and engagement in schooling in accordance with <i>Disability Standards</i>.</p>
LEVEL 2	<p>The learning and support planning process will incorporate some program development.</p> <p>The learning and support planning process will identify the needs of individual students and groups of students.</p>	<p>Access to the curriculum will be enhanced by the provision of professional learning in making relevant learning and support adjustments.</p> <p>Teachers will demonstrate explicit and systematic teaching within the dimensions of the Quality Teaching Framework.</p>	<p>Whole school organisation will allow time for consultation to be allocated on a regular basis to effectively support management of learning and support planning.</p> <p>Whole school organisation will reflect professional learning in <i>Disability Standards</i> and drive the implementation of learning and support planning in the school.</p>	<p>Regular communication between the school and its community will be maintained at an individual, group and whole school level.</p> <p>Parents will be involved in the decision-making process about their children's learning and support in accordance with <i>Disability Standards</i>.</p>
FOUNDATION	<p>Teachers will assess and establish priorities for students with additional learning and support needs.</p> <p>Teachers will be able to identify students with a range of learning and support needs.</p>	<p>Professional learning in <i>Disability Standards</i> for specialist personnel and some classroom teachers will be provided.</p>	<p>The learning and support team will work towards providing collaboration and consultation time as a regular component of the school timetable.</p> <p>All teachers will be aware of how the school's learning and support team operates.</p> <p>There will a coordinated system to support planning for individual students.</p>	<p>Parents will be invited to learning and support team meetings for individual planning and reviewing.</p> <p>Schools will consider strategies to assist teachers and parents to work together to achieve improved learning outcomes.</p>

Warrick Smith: Coordinator, Online Learning, Disabilities Programs Directorate (Adapted from Anne Denham, Deputy Principal PBL, Western Sydney Region)

LEARNING AND SUPPORT TEAM PLANNING MATRIX – FOUNDATION LEVEL

FOCUS AREAS	IDENTIFYING STUDENT NEED	LEARNING AND SUPPORT ADJUSTMENTS	MANAGEMENT OF LEARNING AND SUPPORT TEAMS	COMMUNITY PARTICIPATION
OUTCOMES	There will be effective, coordinated planning in place to identify and accommodate the additional learning and support needs of students.	Teaching and learning will support students with additional learning and support needs in accordance with <i>Disability Standards for Education 2005</i> and DEC Policy.	The learning and support team, through effective whole school planning, will coordinate and manage the resources that support students with additional learning and support needs.	The school community and other professionals will work collaboratively to support students with additional learning and support needs.
FOUNDATION	<p>Teachers will assess and establish priorities for students with additional learning and support needs.</p> <p>Teachers will be able to identify students with a range of learning and support needs.</p>	Professional learning in <i>Disability Standards</i> for specialist personnel and some classroom teachers will be provided.	<p>The learning support team will work towards providing collaboration and consultation time as a regular component of the school timetable.</p> <p>All teachers will be aware of how the school's learning support team operates.</p> <p>There will a coordinated system to support planning for individual students.</p>	<p>Parents will be invited to learning support team meetings for individual planning and reviewing.</p> <p>Schools will consider strategies to assist teachers and parents to work together to achieve improved learning outcomes.</p>
INDICATORS	<ul style="list-style-type: none"> • Relevant data from counsellor and learning and support teacher interventions is incorporated into the planning processes. • The learning and support team uses a range of assessment tools. • Teachers use some curriculum-based assessment tools to identify individual student needs. • Teachers use assessment data to form ability groups. 	<ul style="list-style-type: none"> • The learning and support team has planned to provide professional learning in making adjustments to learning and support for students with additional learning and support needs. • Staff have been provided with information on school and regional resources in the provision of services for students with additional learning and support needs. 	<ul style="list-style-type: none"> • The learning and support team coordinator has provided professional learning to all staff on the learning and support team's operational guidelines. • The learning and support team promotes a collaborative consultation model • School executive have considered ways to include learning and support planning as an integral part of the school's timetable. • The learning and support team meets to discuss individual students in response to Regional funding deadlines. • Learning and support teachers have some flexibility to arrange consultation and program planning time with classroom teachers. • Learning and support referral systems have been developed. • A learning and support team has been established. 	<ul style="list-style-type: none"> • Parents are involved in review meetings for individual students accessing specialist support. • The learning and support team has established a system for inviting parents to discuss priorities and concerns for their children. • The learning and support team promotes the sharing of information about how to assist students at home.

Warrick Smith: Coordinator, Online Learning, Disabilities Programs Directorate (Adapted from Anne Denham, Deputy Principal PBL, Western Sydney Region)

LEARNING AND SUPPORT TEAM PLANNING MATRIX – LEVEL 2

FOCUS AREAS	IDENTIFYING STUDENT NEED	LEARNING AND SUPPORT ADJUSTMENTS	MANAGEMENT OF LEARNING AND SUPPORT TEAMS	COMMUNITY PARTICIPATION
OUTCOMES	There will be effective, coordinated planning in place to identify and accommodate the additional learning and support needs of students.	Teaching and learning will support students with additional learning and support needs in accordance with <i>Disability Standards for Education 2005</i> and DEC Policy.	The learning and support team, through effective whole school planning, will coordinate and manage the resources that support students with additional learning and support needs.	The school community and other professionals will work collaboratively to support students with additional learning and support needs.
LEVEL 2	<p>The learning and support planning process will incorporate some program development.</p> <p>The learning and support planning process will identify the needs of individual students and groups of students.</p>	<p>Access to the curriculum will be enhanced by the provision of professional learning in making relevant adjustments to learning and support.</p> <p>Teachers will demonstrate explicit and systematic teaching within the dimensions of the Quality Teaching Framework.</p>	<p>Whole school organisation will allow time for consultation to be allocated on a regular basis to effectively support management of learning and support planning.</p> <p>Whole school organisation will reflect professional learning in <i>Disability Standards</i> and drive the implementation of learning and support planning in the school.</p>	<p>Regular communication between the school and its community will be maintained at an individual, group and whole school level.</p> <p>Parents will be involved in the decision-making process about their children's learning in accordance with <i>Disability Standards</i>.</p>
INDICATORS	<ul style="list-style-type: none"> The learning and support team assists teachers to analyse and prioritise areas of need for individual students using assessment data gathered from a variety of sources. The learning and support team trains class teachers in a range of curriculum-based assessment procedures. 	<ul style="list-style-type: none"> School learning support teams have in place a professional learning program to train teachers in making adjustment to learning and support in accordance with <i>Disability Standards</i>. Teachers can demonstrate that they have a sound understanding of the key components of explicit and systematic teaching within the NSW Quality Teaching Framework. Teachers constantly evaluate the most effective teaching strategies for students with additional learning needs. Teachers use assistive technologies in the classroom to enhance student learning. 	<ul style="list-style-type: none"> Teachers consult and collaborate with support personnel to develop effective, appropriate learning and support models. The learning and support team has developed a system to track support services provided to students with additional learning and support needs. Individual teachers consult and collaboratively plan support for identified students with support personnel. 	<ul style="list-style-type: none"> The learning and support team encourages the use of three-way conferencing of parents, teachers and students to report on student progress and future directions. Time is provided for teachers and parents to discuss the support that is provided at home and school to support learning. There is a process in place to communicate to students, parents and community representatives on all learning and support issues. The learning and support team surveys parents to identify their needs interests, understandings, skills and ideas for improving the education the school provides for their children.

Warrick Smith: Coordinator, Online Learning, Disabilities Programs Directorate (Adapted from Anne Denham, Deputy Principal PBL, Western Sydney Region)

LEARNING AND SUPPORT TEAM PLANNING MATRIX – LEVEL 3

FOCUS AREAS	IDENTIFYING STUDENT NEED	LEARNING AND SUPPORT ADJUSTMENTS	MANAGEMENT OF LEARNING AND SUPPORT TEAMS	COMMUNITY PARTICIPATION
OUTCOMES	There will be effective, coordinated planning in place to identify and accommodate the additional learning and support needs of students.	Teaching and learning will support students with additional learning and support needs in accordance with <i>Disability Standards for Education 2005</i> and DEC Policy.	The learning and support team, through effective whole school planning, will coordinate and manage the resources that support students with additional learning and support needs.	The school community and other professionals will work collaboratively to support students with additional learning and support needs.
BEST PRACTICE LEVEL 3	<p>The learning and support planning process will be an integral component of the School Plan.</p> <p>Comprehensive learning and support for individual students and groups of students will be developed, implemented and monitored in consultation with all key stakeholders.</p>	<p>The learning and support team will plan and provide for appropriate learning and support adjustments across key learning areas as determined by identified student needs.</p> <p>All teachers will make ongoing decisions about learning and support adjustments and use a range of planning, teaching and assessment strategies.</p>	<p>The learning and support team will continually evaluate and refine organisational structures to improve outcomes for students with additional learning and support needs in accordance with <i>Disability Standards for Education, 2005</i> and DEC Policy.</p> <p>School organisation will allow for the effective coordination of the <i>Curriculum Planning, Programming, Assessing and Reporting to Parents K-12 Policy</i>.</p>	<p>The beliefs, attitudes and expectations of the school community to learning and support issues will be identified and the challenges for developing inclusive school communities will be addressed.</p> <p>The school will work in collaboration with community members and agencies to support student learning, participation and engagement in schooling in accordance with <i>Disability Standards</i>.</p>
INDICATORS	<ul style="list-style-type: none"> • Each student's progress is reviewed on a semester basis. • The learning and support team develops effective monitoring systems to determine if skills acquired are being generalised. • The learning and support team examines the available data, analyses the needs of students and provides professional learning that supports the implementation of appropriate programs for identified students. 	<ul style="list-style-type: none"> • All school staff are committed to the learning and support process and make adjustments to learning and support for students with additional learning and support needs. • Teachers make decisions and consult about when a personalised learning plan is required. • In every classroom the specific needs of individual students and groups of students determine directions in teaching and learning. • Teachers seek professional learning in how to make appropriate adjustments to learning and support. 	<ul style="list-style-type: none"> • Whole school organisation and planning reflects a flexible allocation of time and resources according to identified needs. • Strategies employed by the learning and support team to improve learning outcomes for students experiencing difficulties in learning and the use of learning and support positions and funding are included in school management plans. • The learning and support team also identifies future directions in terms of the school management plan. 	<ul style="list-style-type: none"> • The learning and support team has ongoing evaluation processes in place and feeds the data back to the school community. • Professional learning and information is provided to all interested members of the school community in accommodations and learning adjustments, disability awareness and home support for individual students. • The school supports ongoing links with Regional resources and community agencies based on identified student needs.

More information:

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