

# Making a difference for students with functional needs

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# Purpose of session

- Identify which students we are talking about when we use the term 'students with functional needs'
- Identify what 'making a difference' looks like in learning outcomes for this cohort
- Provide an overview of the disability policy and support framework and current reforms occurring in this space
- Inform how EYCD supports interventions via the current framework
- Provide useful examples of how this work translates into practice

# Students with functional needs data profile

- 3/10 students start school developmentally at risk (AEDC – vulnerable on 1 or more domains)
- 31.1% students reported in the NCCD; 24.4% (78%) requiring support at the QDTP and supplementary levels
- 2020 at term 3 Census recorded 21,115.7 FTE as having a disability (12% of the total school population), up 2.5% from 2018 (17,059 FTE)
- 13,994 FTE of the 21,115.7 FTE (66%) were funded at an individualised (wave 3) level (i.e. categories 1-9/RAAP)
- 83% of students are in mainstream classes. Majority are male with Autism.
- Top 3 disability need areas in 2020: Autism, Language, Complex Social/Emotional
- Most diagnosed/identified in first three years of schooling
- Twice as likely to change schools
- Three times more likely to be suspended, excluded or receive 'take homes'

# Students with functional needs: Learning outcomes

- Are more likely not to participate in assessments
  - 50% are exempt from NAPLAN
  - 25% do not have Running records, Phonics or PAT records
- Are 2 to 3 times more likely to not demonstrate the expected achievement under the SEA
- Wellbeing Survey (Years 4-9) 56% priority cohorts responded (as compared to 78% for other students)
  - Report lower emotional wellbeing
  - Report stronger social connectedness with adults
  - Are more likely to be bullied
- Have poorer retention rates in secondary (Year 10 to still being at school in Year 12)
- Have lower SACE completion rates (with or without special provisions)
- No information centrally on student A to E grades (will be collected from mid 2021)
- 0.2% IESP review applications request a decrease in allocation (compared to 24.8% continuation and 75% increase)

# Disability Policy & Support Framework

2015

## Implementation of NCCD

Mandated participation from Commonwealth on consistent methodology for collection of data for students with disability

2016

## Rights of Person with Disability

Introduction of Convention on the Rights of Persons with Disability General Comment 4: Right to Inclusive Education

2018

## Introduction of One Plan

Beginning the three year transition to combine NEP, IEP and ILP to 'One Student, One Plan'

2018

## Quality Schools Funding

Change in funding arrangements to utilise NCCD data for the Schooling Resource Standard Students with Disability loading

2019

## Change to SSS Service

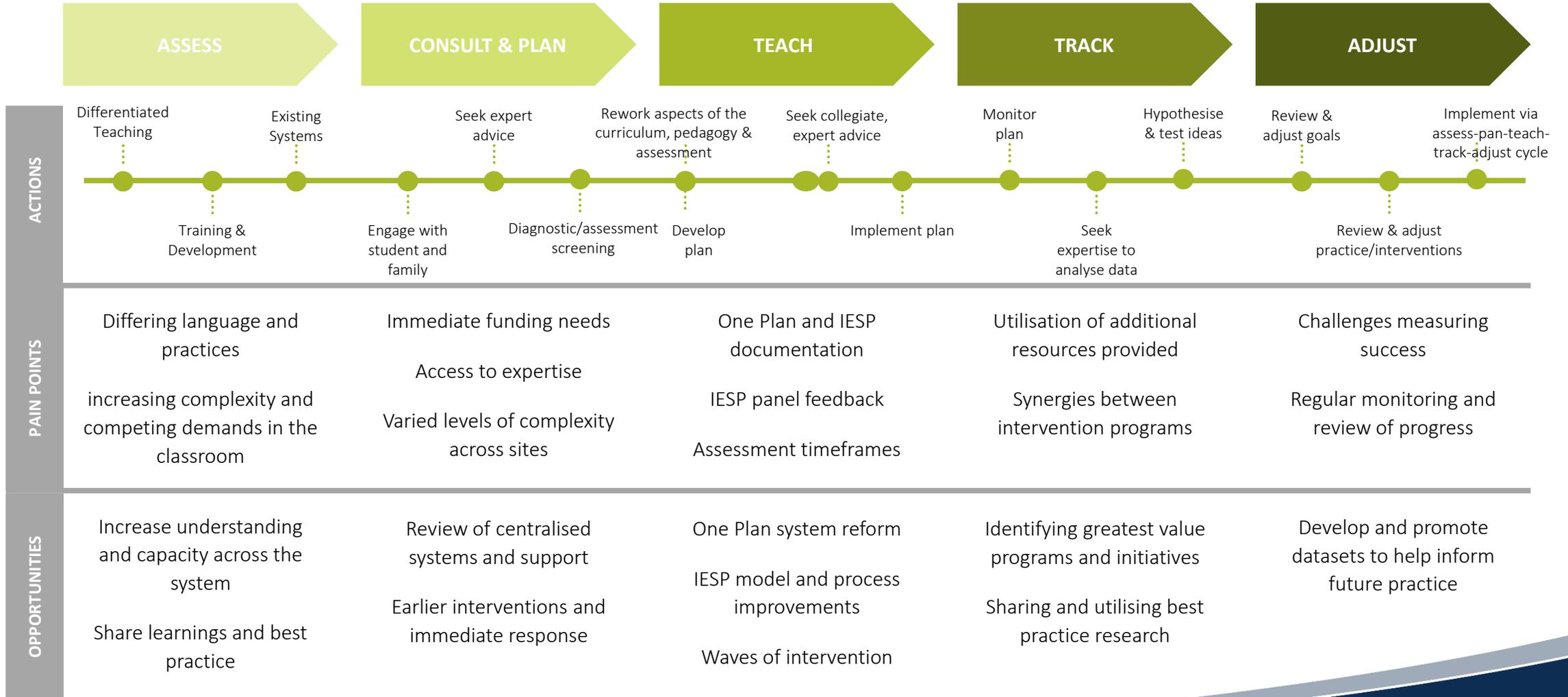
Introduction of new service delivery model guided by clear priority levels and catalogue of services

2019

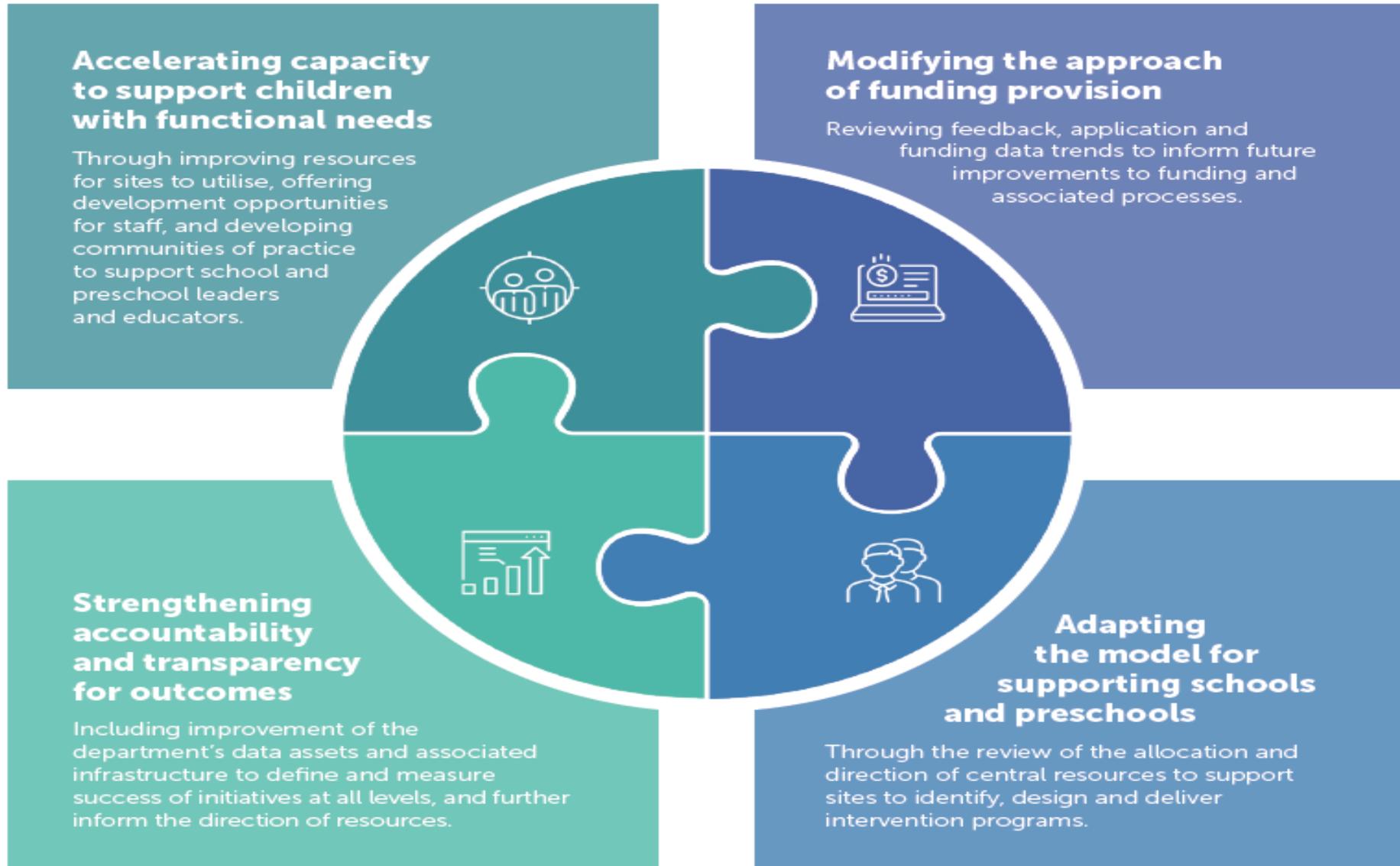
## Introduction of IESP

New functional needs based funding policy and process introduced to assess and direct additional funding for students with disability

# What have leaders, teachers and other stakeholders told us?



# The 'One in Four' reforms



# How can EYCD best support interventions via the existing policy and support framework

- Research suggests that approximately 80% of students will achieve growth at their year level with quality wave 1 teaching, 15% may require some degree of wave 2 intervention(s) and 5% necessitate a wave 3 and personalised response (Vaughn & Fletcher, 2012)
- In 2020 8% of students (13,994 FTE) were being supported via a wave 3 individualised response (i.e. categories 1-9/RAAP)
- Challenges around doing this successfully where there is a high density or wide range of learners requiring a differentiated and personalised approach
- A common useful model for planning interventions is via a multi-tiered system “response to intervention’ framework, where three waves or tiers are used
- EYCD policies, programs, services and staff are a key to supporting you to assess, identify, plan and implement inclusive and high impact strategies and interventions

# Wave 1 – Key features

- Implementation of Universal Design for Learning & Differentiation
- Establishment of whole of site planning management system and process
- Establishment of Student Review/Intervention team
- Building 'site' and 'class' learner profiles using triangulated data sets
- High and targeted investment in professional learning for teachers, para professionals
- Identify whole site wave 1 and 2 EB interventions (based on triangulated data sets and advice from specialist staff)
- Identifying whole of site goals/skill development targets for wave 1 interventions
- Identifying and communicating to staff data 'cut off' points and processes that guide movement between each of the waves of intervention
- Continuously adjusting practice based on 'assess-plan-teach-track-adjust' cycle

# Wave 2 – Key features

- Increased additional targeted or alternative learning experiences are offered and these involve greater personalisation
- Typically small groups but may be 1:1 in short bursts as per specialist recommendations
- Where para professionals are timetabled to be in the classroom, a recommended strategy (Bayetto, 2013) is to have this staff member work with the rest of the class while the teacher, who knows the students best, works with the small group
- Well understood decision-making process about qualification for movement between the waves (back to 1 or up to wave 3)
- Knowledge of and best utilisation of funding – ‘pooling’ of funds at the Partnership and site levels for flexibility and greatest impact
- Reviewing goal achievement (micro) on a regular basis (fortnightly)

# Wave 3 – Key features

- Personalised, specialised assessment and instruction
- Involves timetabling regular and intensive skill building sessions that complement wave 1 and 2 approaches/practices
- Often involve seeking expert advice beyond the school for planning and will involve an alternative program
- Usually involves conducting further assessments or collation of data to enable analysis of the core functions and needs of the student
- Skill building designed to enable student to apply what has been learned and build confidence – working towards independence in learning
- Plans will feature lots of micro goals to enable tracking and monitoring of growth/achievement. Regular and ongoing review of these to inform practice and EB intervention changes
- Adjustment of teacher practice at this level to be considered at wave 1 and 2 levels

# Key 'take aways' for discussion at site/classroom levels

- Whole of site planning/data management systems and SRT decision-making processes that are well understood by all staff
- Know your budget and talk at Partnership/whole of site levels as to how funding can be used 'flexibly' to implement high impact wave 1-3 interventions
- Assessment data/evidence provides the 'road map' for whole of site and individual student personalised planning & whole of site/individual class teacher/para professional PD needs – what is occurring in the areas of regulation/social skill development to enable students to have the prerequisite skills to learn independently/successfully?
- The frameworks of UDL and differentiation (Tomlinson, 2013) benefit all students and will reduce numbers of students requiring higher levels of personalisation

# Thinking beyond what is...professional learning

## The Myth of Average: Todd Rose TEDx

<https://www.bing.com/videos/search?q=todd+rose&docid=608003722381827824&mid=CDF326197892691BD1FBCDF326197892691BD1FB&view=detail&FORM=VIRE> (18 min clip)

- Classrooms are the ‘cockpits of the economy’
- Every student (not just the 1 in 4) has a ‘jagged’ profile
- If we design for the ‘average’ we don’t meet the needs of anyone
- Not one specific program/intervention will meet the needs of all students
- EYCD has a systemic role in supporting leaders, teachers and para professionals to build capacity and support with identifying needs so that we enable ‘designing to the edges’ to occur (i.e. catering for numerous ‘jagged’ profiles)



# LINDEN PARK PRIMARY SCHOOL

*Linden Park Primary School aims to develop resilient, innovative, curious and creative lifelong learners who appreciate diversity and who will ultimately make a difference through their actions.*

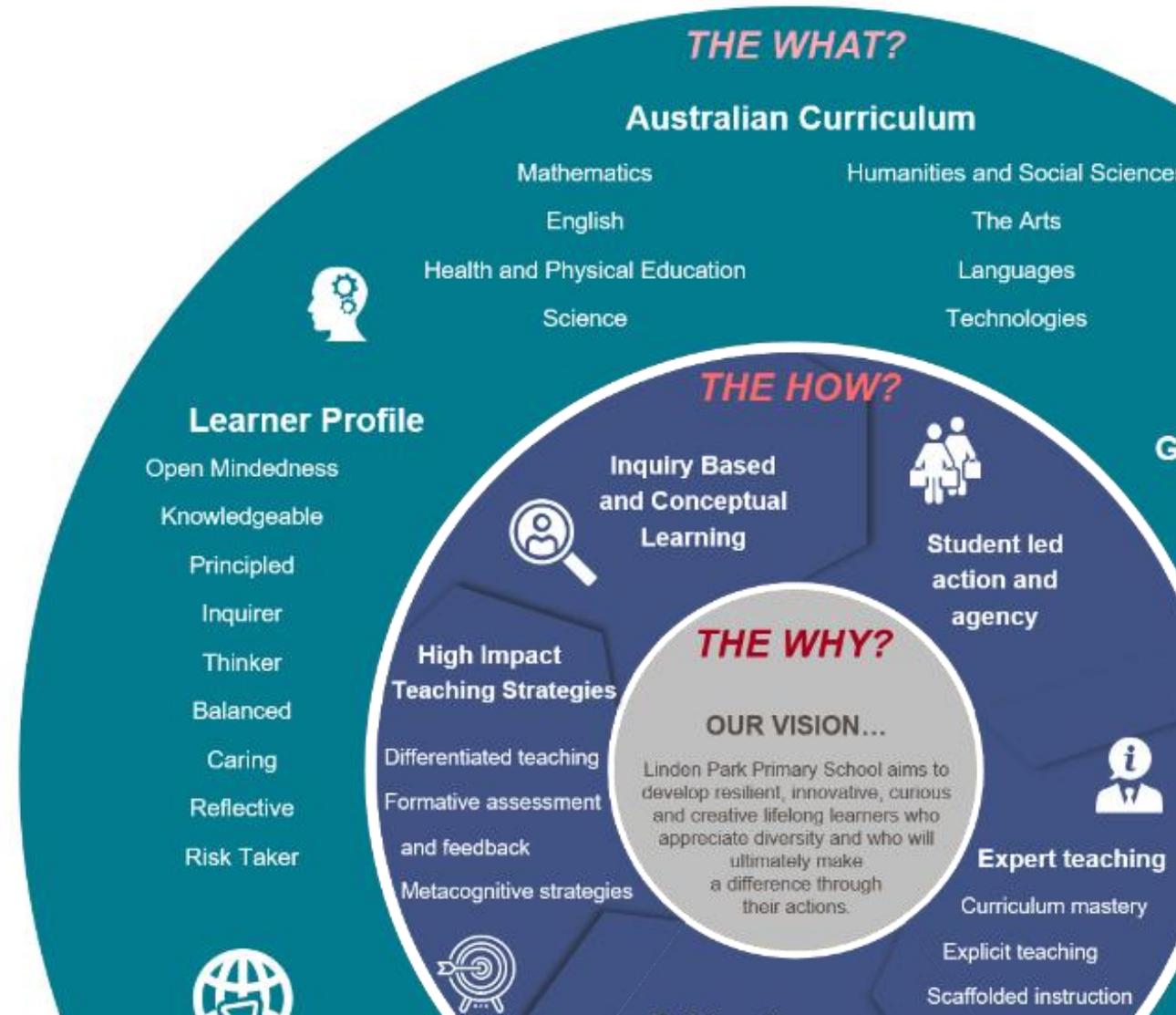


Heidi Rohrig  
Deputy Principal: Inclusion



# LINDEN PARK PRIMARY SCHOOL: CONTEXT

- Reception to Year 7, CAT 7
- 960 students
  - 120 students in each year level
  - 79% NESB
  - Approx 25% included in NCCD
- Over 90 staff:
  - Collaborative teams
  - 8 leaders
- IB: Primary Years Program





## KNOWING OUR LEARNERS

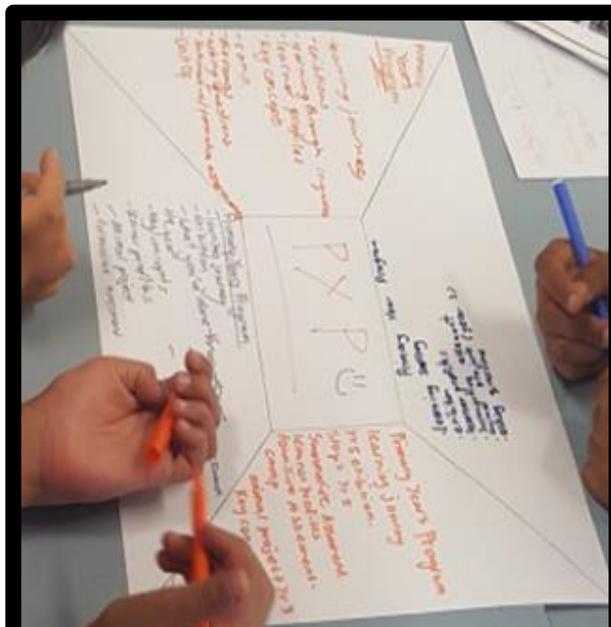
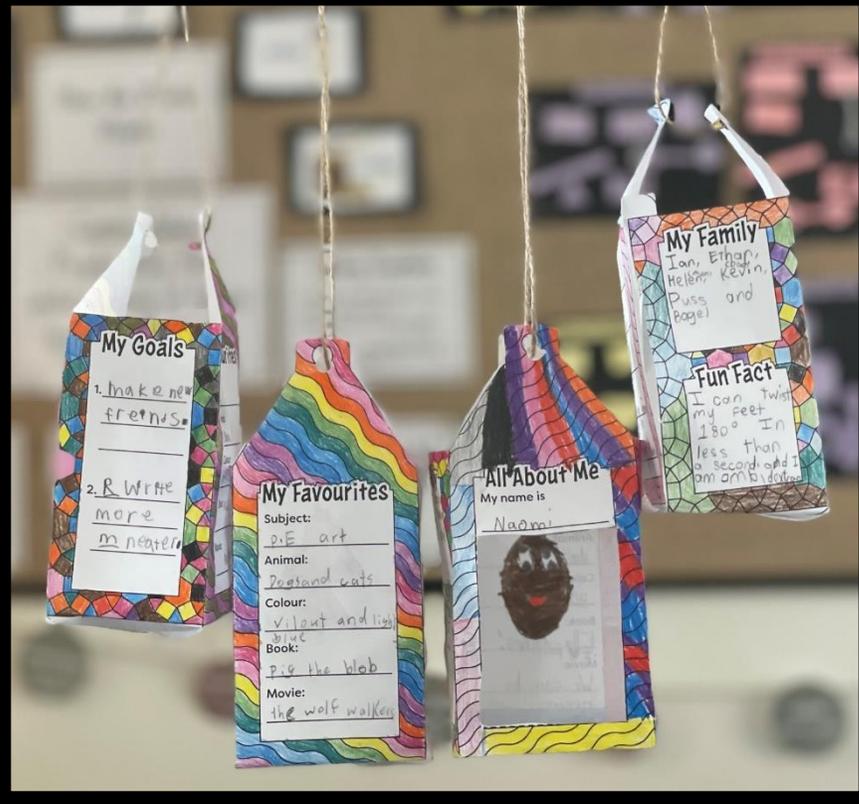
*Developing an in-depth understanding of each learner enables teachers to...*

- Create a psychologically safe environment for every learner.*
- Determine each student's readiness for learning.*
- Identify multiple access points to the curriculum to increase engagement and success.*
- Develop and demonstrate greater emotional intelligence in the classroom.*

*(Powell & Kusuma-Powell, 2011)*

# KNOWING OUR LEARNERS

## SEEK Week



## Prior Knowledge

## Moderation



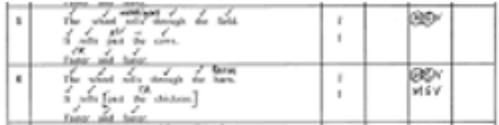
## Assessment

# TILLS

Screen and diagnose language & literacy disorders—

# Linden Park Primary School Literacy Assessment Map ~ 2021

## KNOWING OUR LEARNERS

Year	Assessment name	Purpose of Assessment	Timeline
REC – YR 7	 <p>EALD LEAP levelling</p>	<ul style="list-style-type: none"> <li>✓ To identify and prioritise language learning goals for EALD students</li> <li>✓ To determine learning goals and teaching strategies to be used to support the students reach their target LEAP Level for each goal</li> <li>✓ To determine funding levels for each student</li> <li>✓ Assessments conducted by EALD staff</li> </ul>	<p>Assessments: Terms 1, 2 as per the EALD assessment schedule</p> <p><u>Feedback</u> Reception; Term 3, Week 4 Years 1 – 7; Term 2, Weeks 7-9</p>
REC - YR 7	 <p>PAT Early Years Reading Mid-Foundation PAT Early Years Reading Mid-Year 1 PATR Years 2-7</p>	<ul style="list-style-type: none"> <li>✓ To track and monitor individual student growth using PAT scale score</li> <li>✓ To plan for teaching and learning</li> <li>✓ To use in discussing differentiated learning</li> <li>✓ To identify individual students for 'Guided Reading'</li> <li>✓ To observe trends across the site</li> <li>✓ To inform 'Site Improvement' planning</li> </ul> <p>* can be filtered by year level, class and individual * can be filtered by strand, question difficulty and number.</p>	<p>The 'Mid-Foundation and Mid-Year 1' assessments are to be completed during term 3. For Years 2-7 it is conducted during Weeks 7-9 of Term 3, catch-up tests in Week 10.</p> <p>*Adjusted tests are provided where required for students on IEPs and Learning Plans.</p>
REC – Yr 2	 <p>Running Records</p>	<ul style="list-style-type: none"> <li>✓ To track and monitor student growth</li> <li>✓ To identify students for Wave 2 intervention</li> <li>✓ DfE requirement</li> </ul>	<p>Once per term / as required</p> <p><b>Reception:</b> L15+ <b>Year 1:</b> L9+ <b>Year 2:</b> all students</p>
YR 1		<ul style="list-style-type: none"> <li>✓ To measure how well students have learned to decode and blend sounds in words.</li> </ul>	<p>Term 3, weeks 3-6</p>
<h1>Assessment Map</h1>		<ul style="list-style-type: none"> <li>✓ To track and monitor reading and spelling of high frequency common words</li> <li>✓ To use in planning for teaching and learning</li> </ul>	<p>Through weekly reading, spelling and dictation assessments.</p>

# KNOWING OUR LEARNERS

Behaviour	ILP/NEP	2020 Support	Recommended Support 2021	Notes	PAT-M							Scale	Stanine	Percentage
					Scale	Stanine	Percentile	Number	Geometry	Measurement	Statistics			
					151	9	100	100	100	100	100	143.3	9	100
Challenging	NEP	1:1 SSO	Whats the Buzz		128.2	7.1	80.6	79.0	77.9	74.2	66.7	114.8	6.7	75
Very Good			EALD, ILP, reading and phonics											
Very Good		EALD	EALD,									86.8	3	19
Very Good	NEP	(through NDIS)			103.1	5	50	46.67	75	60	0	104.5	5	59
Good		TOO SMART MATHs	ASD assessment		122.6	8	90	73.33	100	80	100	119	7	81
Very Good	ILP	fast phonics, LL	extensive support required		112.5	6	73	60	75	40	100	114	7	79
Satisfactory			Awaiting psychologist	Executive function	114.3	6	77	66.67	50	60	100	126.1	8	94
Satisfactory					98.3	4	37	40	25	60	0	86.8	3	19
Very Good		Too smart math	Touch typing skills	Anxiety	110.9	6	70	53.33	75	40	100	122.2	8	90
Very Good														
Good		LLI, Phonics, B	Literacy and numeracy	Private speech	112.5	6	73	53.33	100	60	80	122.2	8	90
Good			Literacy		125.4	8	93	86.67	100	60	100	101.1	5	59
Very Good					118	7	84	60	75	100	100	97.7	5	43
Satisfactory					106.2	5	58	53.33	25	40	80	116.4	7	83
Very Good			literacy and numeracy											
Very Good					151	9	99	100	100	100	100	131.8	9	97
Very Good	NEP				140.8	9	99	100	100	100	80	122.2	8	90
Very Good					133.4	9	97	93.33	100	80	100	116.4	7	83
Satisfactory		BIIN			110.9	6	70	60	100	20	80	131.8	9	97
					140.8	9	99	93.33	100	100	100			
					16.1	7	81	60	100	80	80	119	7	81
					14.3	6	77	66.67	75	80	60	126.1	8	94
					12.5	6	73	73.33	75	40	60			

## Handover Data



## SUPPORTING OUR LEARNERS

*‘Intervention is not a specific program: rather it is a framework for identifying students with learning difficulties to maximise literacy and numeracy achievement for all students through engagement, challenge and differentiation in every classroom’.*

*(DECD, Best Advice Series, 2017)*

# SUPPORTING OUR LEARNERS

## WAVE 1:

QDTP (as per Matrix)

Collaborative approach

High impact teaching strategies

Differentiated Teaching and Learning

Student Agency

Authentic and personalised learning

## WAVE 2:

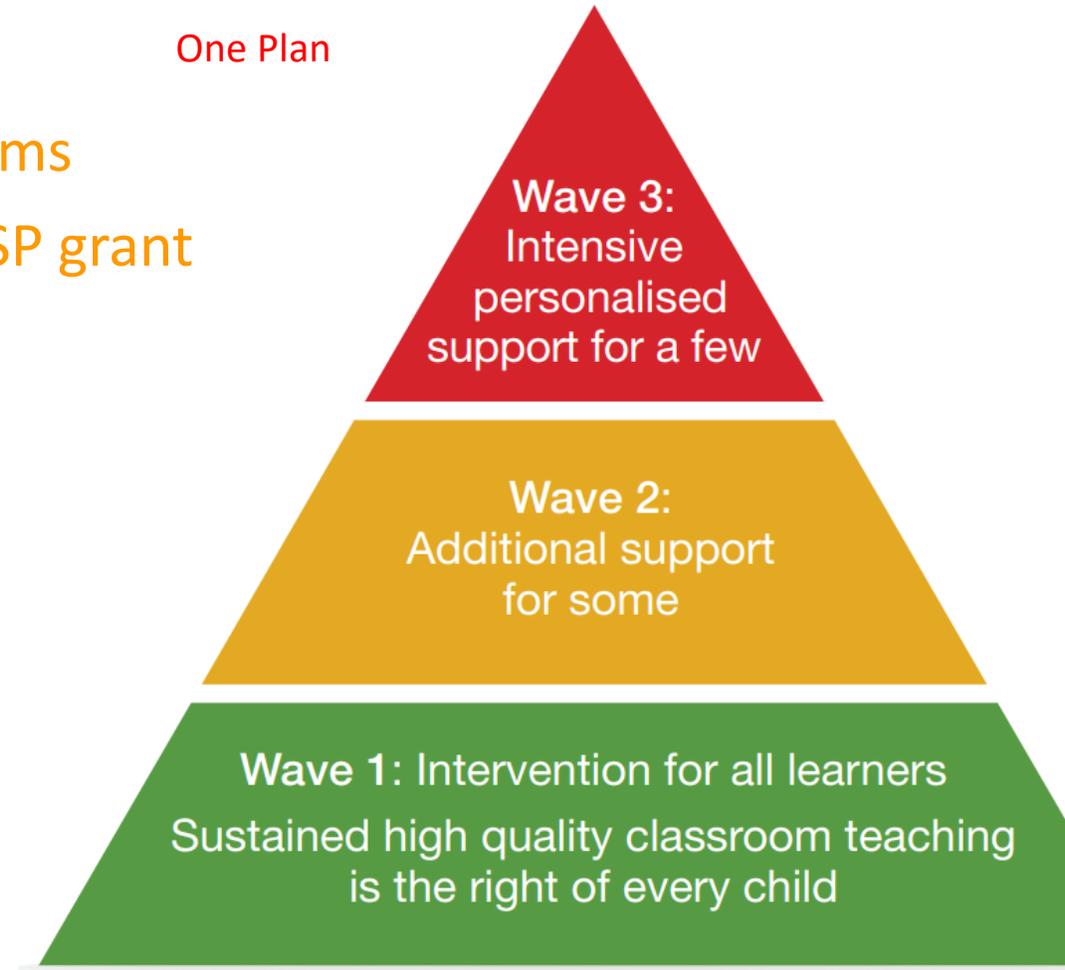
Intervention Programs

Support through IESP grant

## WAVE 3:

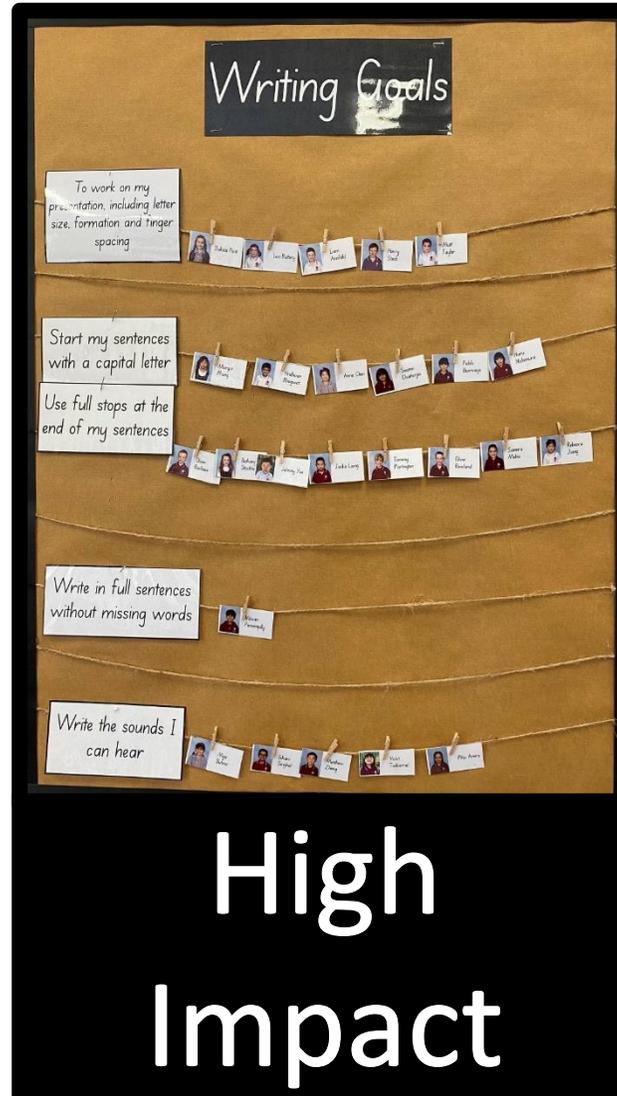
Support through IESP

One Plan



# SUPPORTING OUR LEARNERS

## Student Agency



High  
Impact



Collaboration

Intervention





## TRANSITION FROM PRE-SCHOOL TO SCHOOL

*‘Patterns of behaviour and achievement that are established during this period, may have important implications for the trajectories of future academic and social success’.*

*(Dockett & Perry, 2004b).*

# TRANSITION PRINCIPLES



IB: Inquiry, Action and Reflection cycle



# TRANSITION TO SCHOOL

rk  
chool

Enrolment  
Questionnaire

Date of Birth:    /    /

Male

Female

## Social Information

Please list the 3 words that best describe your child.

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What are your child's main interests, strengths or talents?

Please describe your child's usual behaviour with other children. (e.g. sharing, taking-turns, independence)

Do you have any concerns about your child's social development? (e.g. separation from you, sensitivities, fears)

**PARENT INPUT**

## Language Information

Is your child able to communicate (i.e. speak or understand) another language?

No

Yes – Language/s:

What is the main language or languages spoken at home?

Has your child been exposed to other languages through extended family such as grandparents?

No

Yes

## Learning and Development Information

Please list all of your child's previous Kindergartens / Preschools / Child Care Centres.

Does your child have any identified learning difficulties? If yes, please provide details.

Yes - Details

No

Does your child have any recognised disabilities? If yes, please provide details.

# TRANSITION TO SCHOOL

	P2	Nil									
Yes	P1	Chinese	Yes	In the past there has been concerns about the clarity of her speech. Has a sing-song sort of way of talking. Can go slightly off topic during conversations. Was referred to a speech path - assessed with a moderate speech and expressive						May be beneficial to organise more transition visits to school. Bright and bubbly. Loves talking with adults in particular, very sociable. Loves creating and is good with letter recognition and numbers. Prefers playing with girls but no solid connections.	Didn't want to settle with a activity, needed her sis
Yes	P1	Telugu & Tamil									oBessed with sharks and snakes. Played in the se
	P2	Nil									
	P2	Nil									
Yes	P2	Malayalam	Yes	concern in transitioning to school. Mum has identified that she needs to spend more time with him. Has spectrum tendencies; screams and cries. Lacks in his play skills.							Did well on transition. Is friends with Menuli and lat
	TR	Cantonese	Yes	OT. Can walk around looking quite lost as to what to do.							A bit disengaged. Very quiet. Took a long time to p
	P2	German									
Yes	P2	Nil									
Yes	P2	Nil								Notes from Kindy. Delightful. Interest in construction. Caring. Makes friendships. Kind. Good gross motor	Extremely shy, wanted to hold teacher's hand the
	P2	Mandarin									
	P2	Chinese	Yes		Amber can act as the	Yes	Reserved during new			Fine motor and letter representation skills are great. English oral language is clear (even though first Speech Path & School Readiness Report Provided. Loves organisation, drama and expressive arts program.	
	P2	Nil		Can have a tendency to flap his hands.						Speaks mandarin at home with grandparents and usually sneaks in English to parents. Very fluent in	
	P2	Mandarin				Yes	Can be reserved				Confident
						Yes	Can become			Still developing her confidence to communicate in English. Talks to friends but rarely talks to educators	Wouldn't talk to anyone during the visit but did not
						Yes	Can take a li				

# PRESCHOOL DATA

WHEN WAVE 3 IS REQUIRED



<b>NAME &amp; EDID:</b>	<b>D.O.B.</b>	<b>Year Level:</b>	<b>Room:</b>
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EALD/ESL     
  G.O.M     
  Aboriginal/ATSI     
  Student with a disability

**ASSESSMENT DATA**

PAT-R Scale Score		Expected:	PAT-M Scale Score		Expected:
Running Record Level:		Expected:	Working Year level	Maths:	English:
NAPLAN Proficiency Bands:	Reading	Writing	Spelling	Grammar	Numeracy

**Other data:**

**BEHAVIOUR DATA (FOR CURRENT YEAR)**

Number of occasions	Office T.O	Focus Rm	Take home	Suspension	Other:
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**Presenting Concerns:**

**Information from critical areas...**

<b>Learning:</b>	<b>Attendance:</b>
<b>Wellbeing:</b>	<b>Other area:</b>

**Intervention provided to date** *(see notes below for Wave descriptors)*

Wave 1	Wave 2	Wave 3

**are requesting** *(see notes below for Support Services descriptors)*

**X in the appropriate boxes below- select 'checked'**

Behaviour Support	<input type="checkbox"/>	Family Support	<input type="checkbox"/>
Social Education	<input type="checkbox"/>	Speech Pathology	<input type="checkbox"/>

Referral Form

# Wellbeing & Inclusion: from Policy to Practice

Making a Difference for Students with Functional Needs

**Moonta Area School: Secondary**



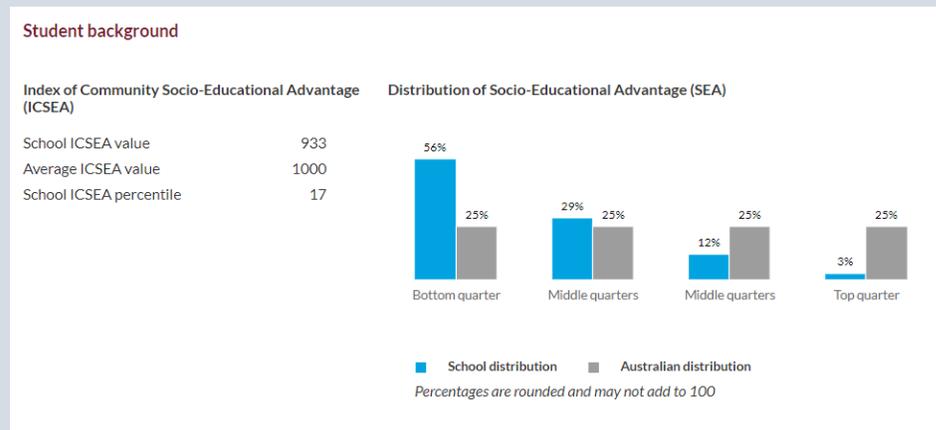
**Parafield Gardens High School**



# Wellbeing & Inclusion: from Policy to Practice

## Making a Difference for Students with Functional Needs

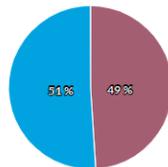
### Moonta Area School: My School Profile



#### Students

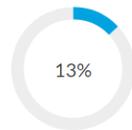
Total enrolments: 349

Boys 179  
Girls 170



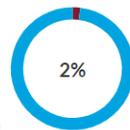
Full-time equivalent enrolments: 348.2

Indigenous students

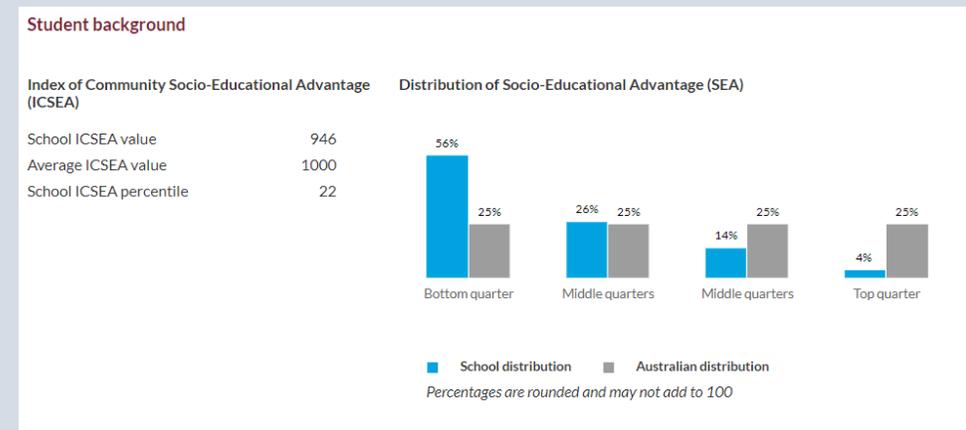


Language background other than English

- Yes (2%)
- No (98%)
- Not stated (0%)



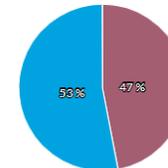
### Parafield Gardens High School: My School Profile



#### Students

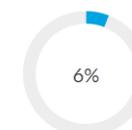
Total enrolments: 1004

Boys 531  
Girls 473



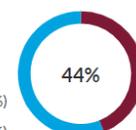
Full-time equivalent enrolments: 1002.6

Indigenous students



Language background other than English

- Yes (44%)
- No (56%)
- Not stated (0%)

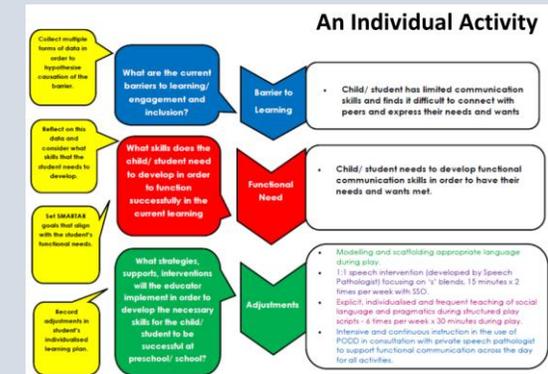
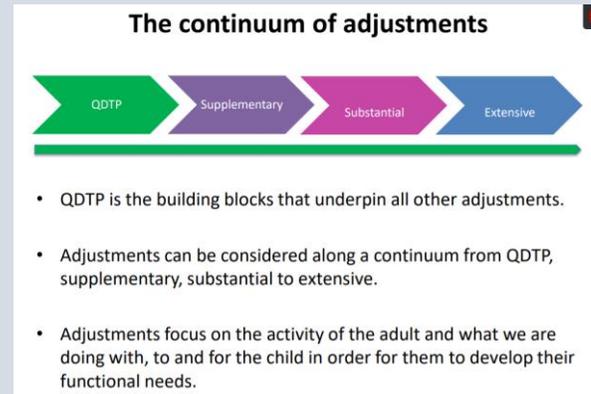


# Wellbeing & Inclusion: from Policy to Practice

## Making a Difference for Students with Functional Needs

- 1 in 4 Strategy
- Inclusive Education Support Program (IESP) – preparation for application writing

<https://edi.sa.edu.au/library/document-library/early-years-and-child-development/disability-policy-and-programs/iesp/iesp-functional-needs-and-adjustments-school.pdf>



- IESP Grant – Use of

# Implementing Change – Common Challenges

- Number of educators involved in any one student's education (secondary specific)
- Rate of change
  - Funding processes
  - Theory informing interventions
  - Professional learning required for all educators required to contribute
    - Intricacies of systems developed to support students
    - Thinking about students so that Barrier, Functional need drive adjustments/accommodations
    - Language required

# Solutions

- DayMap data snapshot to support teacher thinking about differentiation
- Staggered Professional Learning provided by Support Services for all Leaders / Line Managers in:
  - One Plans
  - IESP theory, language and funding applications
- Supported time for Leaders to write One Plans and IESP applications for students they know well
- Feedback from One Plan / IESP team through SWAN coordinator
- Release time for small teams to write One Plans / IESP applications in appropriate teams (double lessons / ½ day depending on complexity) with a leader who had access to professional learning

# DayMap Data Page for every class

Firstname	GPA 2020	FLO	ATSI	SWD	LEAP	Attendance Rate %	Unapproved Absence Rate %	Uniform Referral	NAPLAN Reading 7	NAPLAN Numeracy 7	PAT Maths 4th Edition 9	PAT Maths 4th Edition 8	PAT Reading Comprehension 7	PAT Reading Comprehension 8	Learning Referral	Behaviour Suspension	Behaviour Incident Count	Behaviour Detention
ALDINE	94			8	95	2.4	6	5	123	122	119	125	123					1
ALI	76			9	48	52	6		120	130	127	139	140					
HAMISH	38				43	32	4	5	126	125	116	118	119		6	2		
KAYDEN (PREVIOUSLY KELSEY)					28	19	8	7	129	128		142	119		1	16		
ZOE					54	31	1	7	6	114	122		142	142		2		
MARKUS	34			5	20	47		5	4	123	119	101	120	129		4	2	
LEILAH	98				99	0.8	6	6	120	120	126	126	135					
HUNTER	47				91	7.7	7	6	126	130	132	137	144	3		2	2	
SHAYLA	64		1		80	3.1	5		123	125	119	118	123					
ISABELLA	38	1	7		7	36	42	6	7	120		132	125	134	4	20	1	
BAWI	55			6	86	14	4	4	123	126	113	116	132		15	9		
COADY	87				89	1.7	7	6	128	126	135	133	132					
JULLY	69			8	74	23				116					3	1		
AIDEN	62	4	1	5	60	23	6	5	122		119		135	4	13	2		
SONADEN	84				80	0.3		7		138	139	139	151					
BRANDON	56				83	14	6	6	118		127	133	127		1	1		
JASMINE	84			9	89	8.5	6	5	141	127	126		135					
KAILEM	58		3		21	1.7	8	8	125		143	134	122					
SALINA					80	16												
VAN	60			10	91	8.2			131		120	130	125		2	2		
LAURA	60				96	2.5	5	5	122	117	124	106	116					
CONNOR					96	3.9	1								2	4	1	
ALYSSA	66				83	6.3			125	132		140	147			2		

Firstname	ATSI	SWD	LEAP	Attendance Rate %	Unapproved Absence Rate %	PAT Reading Comprehension 7	PAT Maths 4th Edition 7	Behaviour Suspension	Behaviour Incident Count	Behaviour Detention
ZAHRA		9	96	135	137					
JAYLEA			70	17	113	114	2	33	7	
CLARE			79	6.2	141	125				
CRYSTAL	2		62	32	118	120		7	3	
JOEL	1	6	88	3.7	123	117		5	3	
JACOB			93	3.7						
MADELEINE			53	23	132	124		16	4	
WILLIAM	1		87	10	107	120	2	31	16	
ANGELO		10	95	0.5	152	149				
DESIRES		8	99	0.8	115	116		1	1	
YONAS		10	45	13	117	121		1	2	
AINSLEY			63	23	127	119		7	10	
VICTORIA			22	19				16	2	
MEXHID	1	6	81	12	123	121	1	12	2	
ELYSE			86	3.7	121	112		9	5	
JESSICA			94	3.5	115	108	1	4	6	
MARKUS			66	28	113	108		17	12	
NATHANIEL		8	95	1.2	135	122				
AMALIYA			96	1.3	135	138	1	4	2	
DUY	1	8	99	1.1	126	118				
TYLER			86	4.3	126	125				

Register Continuum

	everyday, informal, spoken				more specialised and more formal				technical, abstract, formal, written					
LEAP Level	1	2	3	4	5	6	7	8	9	10	11	12	13	14
Year level	Preschool/ Early Reception		Rec	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6	Yr 7	Yr 8	Yr 9	Yr 10	Senior secondary and beyond

# Staggered Professional Learning for Leaders

- Term 2 – Students with Additional Needs Coordinator (SWAN) attended state-wide PD day
- 2 hour session at a Leadership Meeting – Week 2, Term 3 – One Plan implementation Officer
- SWAN spent 2 days supporting Leaders to write One Plans (Leaders all spent at least 1 lesson with SWAN, some more – until they felt confident that they could support others to do this work)
- Week 6 T3 SWAN facilitated another 1 hour PD session with Leadership team going over SMART goals and Barriers/ Functional Needs / Accommodations / Adjustments planning

# Functional Need and Intervention

Proposed Timetable—Student—17.5 hrs/week					
Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:30-8:40 Morning check in	Pre-teaching of concepts and ideas by SSO prior to each lesson so that Student understands what is being asked of her in class	Pre-teaching of concepts and ideas by SSO prior to each lesson so that Student understands what is being asked of her in class	Pre-teaching of concepts and ideas by SSO prior to each lesson so that Student understands what is being asked of her in class	Pre-teaching of concepts and ideas by SSO prior to each lesson so that Student understands what is being asked of her in class	Pre-teaching of concepts and ideas by SSO prior to each lesson so that Student understands what is being asked of her in class
Lesson-1 8:40-10:15	Science SSO working with Student for part of the theory lesson, with explicit instruction on research skills and search terms	PLP Role modelling how to question and analyse tasks and content to increase understanding 1:1 with SSO, then providing opportunities for Student to practice and receive feedback	English What's the Buzz program	SSO Lesson Student supported 1:1 with an SSO. They Consolidate the work done with the teacher earlier in the week and check in with progress using visual schedules, timetabling of work, breaking tasks into manageable chunks, preparing for events, increasing executive functioning skills	Art
Lesson-2 10:15-11:05	Teacher Lesson Student is supported 1:1 with a teacher. They set up the week for success, with visual schedules, timetabling of work, breaking tasks into manageable chunks, preparing for events, increasing executive functioning skills	English	PLP SSO working with Student for part of the lesson focusing on explicit instructions and hands on sequencing activity to support paraphrasing skills	Art Student supported 1:1 with an SSO. They Consolidate the work done with the teacher earlier in the week and check in with progress using visual schedules, timetabling of work, breaking tasks into manageable chunks, preparing for events, increasing executive functioning skills	Science
11:05 Recess	Time spent with Youth Worker developing positive engagement skills and help-seeking behavior	Time spent with Youth Worker developing positive engagement skills and help-seeking behavior	Time spent with Youth Worker developing positive engagement skills and help-seeking behavior	Time spent with Youth Worker developing positive engagement skills and help-seeking behavior	Time spent with Youth Worker developing positive engagement skills and help-seeking behavior
Lesson-3 11:25-1:00	Maths Maths Rescue numeracy program 1:1 with SSO to develop basic number skills for 1 <sup>st</sup> half of lesson	Dance	<del>OPPRAGOUR</del> Working with SSO 1:1 - Explicit instruction of emotional literacy, with opportunities for role play and practice	Maths Maths Rescue numeracy program 1:1 with SSO to develop basic number skills for 1 <sup>st</sup> half of lesson	<del>OPPRAGOUR</del> Opportunity to apply skills to real life situations in order to generalise knowledge learned in interventions 1:1 with SSO in class
Lesson-4			Maths Maths Rescue numeracy program 1:1 with SSO to develop basic number skills for 1 <sup>st</sup> half of lesson	Dance	SSO Lesson Student is supported 1:1 with an SSO. They Consolidate the work done with the teacher earlier in the week and check in with progress using visual schedules, timetabling of work, breaking tasks into manageable chunks, preparing for events, increasing executive functioning skills
1:00 Lunch	Time spent with Youth Worker developing positive engagement skills and help-seeking behavior	Time spent with Youth Worker developing positive engagement skills and help-seeking behavior	Time spent with Youth Worker developing positive engagement skills and help-seeking behavior	Time spent with Youth Worker developing positive engagement skills and help-seeking behavior	Time spent with Youth Worker developing positive engagement skills and help-seeking behavior
Lesson-5	(1:40-2:25 Monday) Dream It (Dance) Visual prompts and schedules with transition plans outlining Specialist dance processes. SSO to work with Student during excursions (weekly) using visual release of support model so that Student develops the confidence to attend performances without support. SSO to spend time each week revisiting the plans and practicing sections of it	(1:40-3:00 Tuesday) Art	Science	PLP Interception program 1:1 with SSO so that Student is able to continue to understand her internal bodily awareness; combined with the Zones of Regulation program so that she has a range of strategies to support her when heightened	English Work with the SKILL (Supporting Knowledge In Language and Literacy) program 2:1 with an SSO and Senior Leader (inclusion) to support accurate recount skills
3:00	Time spent with Youth Worker developing positive engagement skills and help-seeking behavior	Time spent with Youth Worker developing positive engagement skills and help-seeking behavior	Time spent with Youth Worker developing positive engagement skills and help-seeking behavior	Time spent with Youth Worker developing positive engagement skills and help-seeking behavior	Time spent with Youth Worker developing positive engagement skills and help-seeking behavior
	supported by teacher	supported by SSO in class	supported in small groups	supported 1:1 out of class	

Barrier	Identified by	Functional Need	SMARTAR Goal	SMART Interventions
Severe language disorder impacting on communication with others	Psychological assessment  Testing data – PAT, NAPLAN What's the buzz report  Anecdotal records  Support services providers feedback and suggested strategies  Reports from professionals and specialists  School reports  Work samples	To develop functional communication skills  To be able to recount experiences in a sequential and logical manner  To increase vocabulary to be able to better express needs, wants and feelings	By the end of term 3, Student will be able to use at least 3 new ways to tell someone that she feels upset, angry, <del>upset</del> or overwhelmed, verbally, with adult prompts.	<ul style="list-style-type: none"> <li>Heavily modified, individual program to support and scaffold learning at her level, focusing on the same content as her peers</li> <li>Role modelling how to question and analyse tasks and content to increase understanding 1:1 with SSO, then providing opportunities for Student to practice and receive feedback (60 minutes per week)</li> <li>Explicit instruction of emotional literacy, with opportunities for role play and practice (60 minutes per week)</li> </ul>
Intellectual disability impacting on ability to understand	Psychological assessment  Testing data – PAT, NAPLAN	Student needs to develop research skills so that she is able to access the topics covered in her	By the end of term 3, Student will be able to use 3 different search terms in google to support her to research information	<ul style="list-style-type: none"> <li>Heavily modified, individual program to support and scaffold learning at her level, focusing on the same content as her peers</li> <li>1:1 with teacher to support executive functioning skills – setting up for success,</li> </ul>

# One Plan / IESP Analysis and Professional Learning

- Common programming needs identified professional learning needs for staff
- Managing Actual and Potential Aggression – ALL STAFF
  - Social Emotional
    - Kenneth Nathan Programs - Managing the Bull, RAGE, Mentoring, Chillax, Feeling Fantastic, Rules in Relationships <https://www.interventionsplus.com.au/>
    - Interoception [https://edi.sa.edu.au/library/document-library/miscellaneous/child-and-student-support/special-education/entry-4615-interoception\\_101\\_explain\\_track\\_activity-2.pdf](https://edi.sa.edu.au/library/document-library/miscellaneous/child-and-student-support/special-education/entry-4615-interoception_101_explain_track_activity-2.pdf)
    - Management of Actual and Potential Aggression (MAPA – Behaviour Coaches)
    - The Incredible 5 Point Scale by Kari Dunn Buron – PD delivered by Autism SA
    - 5 is Against the Law by Kari Dunn Buron
    - What's the Buzz with Teenagers by Mark le Messurier and Mafhavi Nawana Parker
  - Literacy / Numeracy
    - Quick Smart Numeracy
    - BlIN
    - Reading Tutor
    - BKSB (Basic Skills Builder through FLO)
    - Sounds Write (PGHS only)
    - Maths Rescue (PGHS only)

# Professional Learning for those delivering programs

- Expression of interest put out to SSOs and teachers
- Identified what was possible – all staff couldn't be out at once...
- Ken Nathan F2F Week 9, Term 4 2019 and delivered a different PD each day (MAS), On-line PGHS Week 9, Term 4 2020
- Other PD scheduled as available
- Not all people able to access all PD – 1 leader minimum at each PD
- SSO Time tables developed linking trained staff with students with aligned need
- Weeks 1 and 2 staff planned interventions that started in Week 3 Term 1
- Process worked at both MAS and PGHS

# Questions & Answers

- What did you hear that you want clarified or amplified?
- What didn't you hear that you want to know more about?
- What things will look to implement or explore further as a result of the presentations today?