

Inclusion

Road Map for Pine Rivers SHS within the NCCD model

Stacy Edwards, DP Inclusion

The Journey (Post Regional Inclusion Review)

Term 1 2021:

- ✓ Ceased all segregated and streamed classes
- ✓ Week 5: DP Inclusion appointed –
 - Initial Scan and Assess and key stakeholder meetings undertaken;
 - **Change model** chosen;
 - 2021 Inclusion AIP written with strategies documented;
 - **Targeted work began around ‘changing the lens’** re. students with diverse learning needs



Term 2, 2021:

Who Are Our Students?

- Inclusion Team formed and key policies, legislation and disaggregated data reviewed;
- Staff, students, and parents surveyed re. views on Inclusion;
- Key professional development delivered e.g. NCCD and whole-school diversity data collected;
- Leadership Team Retreat held – trends identified, diversity data reviewed.



(INTERNAL) WHOLE SCHOOL DIVERSITY REVIEW

Pine Rivers State High School - NCCD Differentiation Placemat

CLASS CODE	STUDENT NAME	ATS	EAL	AIMS (E)	WELFA	MEDIC	LEVEL OF AD	CAT OF D	LEVEL OF AI	CAT OF DIS	CONSULTATION RECORDED	ADJUSTMENTS
ENE111C	STUDENT	N	N	N	N	Yes	Supplementary	Social/Emotional				
ENE111C	STUDENT	N	N	N	N	Yes	0	0				
ENE111C	STUDENT	N	Y	N	N	No	Differentiation	Cognitive				
ENE111C	STUDENT	N	N	N	N	No	0	0				
ENE111C	STUDENT	N	N	N	N	Yes	0	0				
ENE111C	STUDENT	N	Y	N	N	No	0	0				
ENE111C	STUDENT	N	N	Y	N	Yes	Supplementary	Cognitive				
ENE111C	STUDENT	Y	N	Y	N	Yes	Supplementary	Cognitive				
ENE111C	STUDENT	N	N	N	N	Yes	0	0				
ENE111C	STUDENT	N	N	N	N	Yes	Differentiation	Cognitive				
ENE111C	STUDENT	N	N	N	N	Yes	Differentiation	Physical				
ENE111C	STUDENT	N	N	N	N	No	Differentiation	Cognitive				
ENE111C	STUDENT	N	N	N	N	Yes	0	0				
ENE111C	STUDENT	N	N	N	N	Yes	0	0				
ENE111C	STUDENT	N	N	N	N	Yes	0	0				
ENE111C	STUDENT	N	N	N	N	No	0	0				
ENE111C	STUDENT	N	N	N	Y	No	0	0				
ENE111C	STUDENT	N	N	Y	Y	Yes	Supplementary	Cognitive				
ENE111C	STUDENT	N	N	N	N	No Record	No Record	No Record				
ENE111C	STUDENT	N	N	N	N	Yes	0	0				
ENE111C	STUDENT	N	N	N	N	No	0	0				

DIVERSITY REVIEW DATA



Family Name	Given Name	Roll Class	AIMS	ICP	EAL/D	DDA	PTEP	ENGLISH	MATHS	SCIENCE	HUMANITIES/HPE	ELECTIVE	ELECTIVE	FOCUS (S2 2021)	LC CM/ADVOCATE	I CAN NETWORK	HEARING SCREENER	GUIDANCE	YSO	CHAPLAIN	INDIGENOUS SUP/PROG	EAL/D SUPPORT	PACE	RYVETS	HUB INTERVENTION	A.S.I.S.T	EXTERNAL EQ SUPPORT	HEALTH & NURSING SUP	PLR/S	EXAM SUPPORT	KEEP CALM CARD	SUPPORT PLANS	DIAGNOSIS/ES	VERIFIED/MEETS CRITERIA	ADJUSTMENTS	CONSULTATION	2022 NCCD
		9.06	N	N	N	Y	N	S/C	SB/C	S/C,SB/C		D/C	S/C	Y	CM						1							9	Y	Y		2	1	Y	Y		
		9.04	N	N	N	Y	N	S/C,S/C	D/C,S/C			S/D	S/D		AD										1			5	Y					Y	Y		
		9.07	N	N	N	Y	N	D/C		D/C					AD						1							4	Y					Y	Y		
		9.04	N	N	N	Y	N	S/C,S/C	S/C	S/C	D/C	S/C		Y	AD						2			1				4				1		Y	Y		
		9.08	N	N	N	N	N																														
		9.04	N	N	N	N	N																														
		9.02	N	N	N	N	N																														
		9.04	N	N	N	N	N																					1									
		9.04	N	N	N	Y	N	S/C		D/C		D/C	D/C	Y							3							5	Y					Y			
		9.01	N	N	N	Y	N	S/C																1				5						Y			
		9.03	Y	N	N	Y	N	S/C,S/C	S/C	D/C		S/SE	S/C	Y	CM		S/SE		Y						1			6	Y			1	1	Y	Y		
		9.06	N	N	N	N	N					D/SE					S/SE	Y																Y			
		9.03	N	N	N	N	N																									1					
		9.06	N	N	N	Y	N	D/SE				S/S	D/S				SB/SE						Y		1	2		3	Y					Y			
		9.02	N	N	Y	N	N																														
		9.04	N	N	N	Y	N																		1			1									
		9.06	Y	Y	N	Y	N	S/C,SB/C	S/C	S/C,SB/C		SB/C	D/C	Y												1		12	Y	Y		2	1	Y	Y		



Inclusive education policy statement

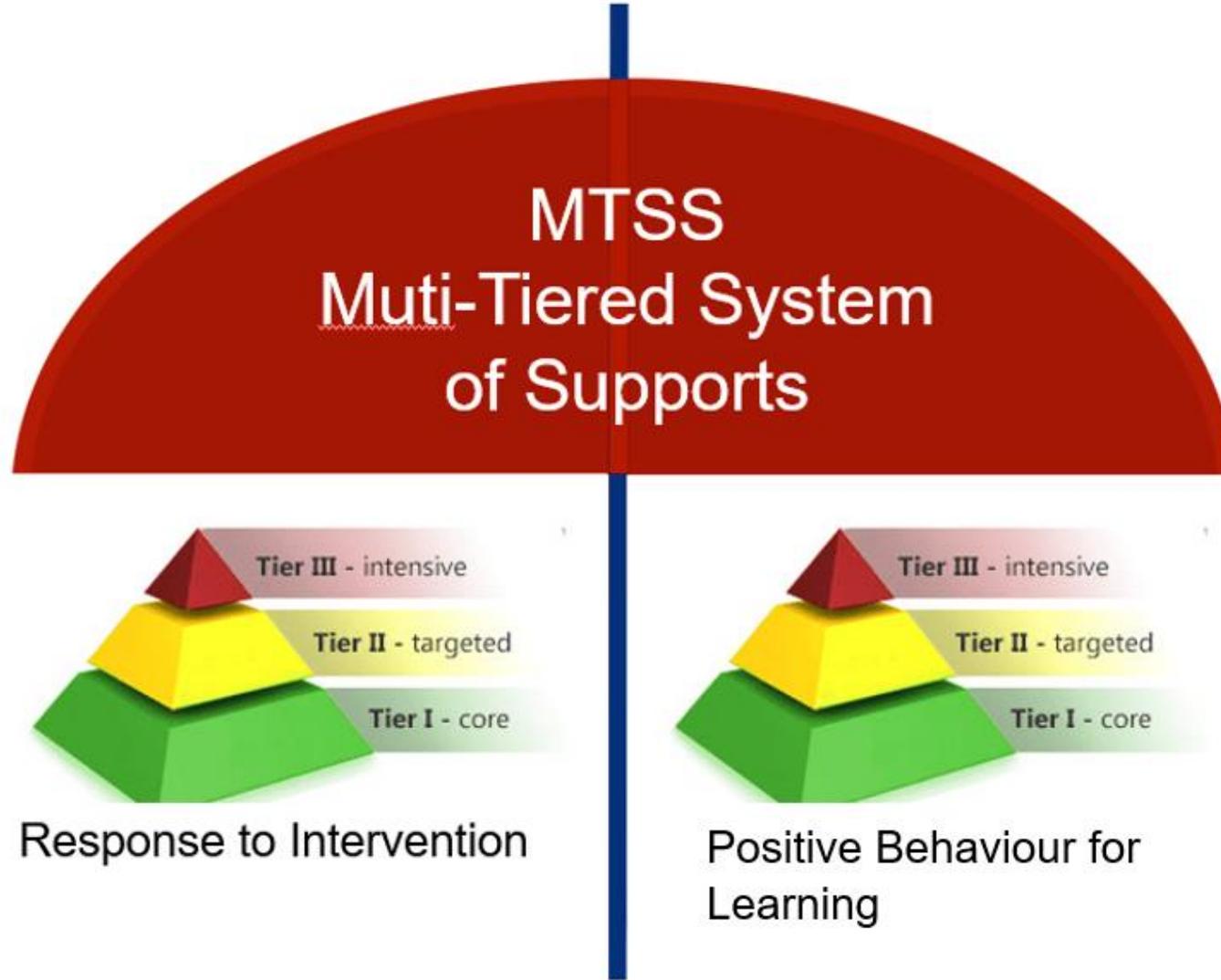


class classroom coming community conversation
 cultures **different** disability diversity
 environment equally etc ethnicities everyday **everyone** example
 excluded experience experienced feel friend game genuinely gets
 given grade **group** hang idea idk **included**
inclusion involved islander kids learning letting lgbtq likes live lot
 matter mix month nice notice opportunities **others** **people** person
 play pride **race** racism range really religions respected room **school**



Where to from here?

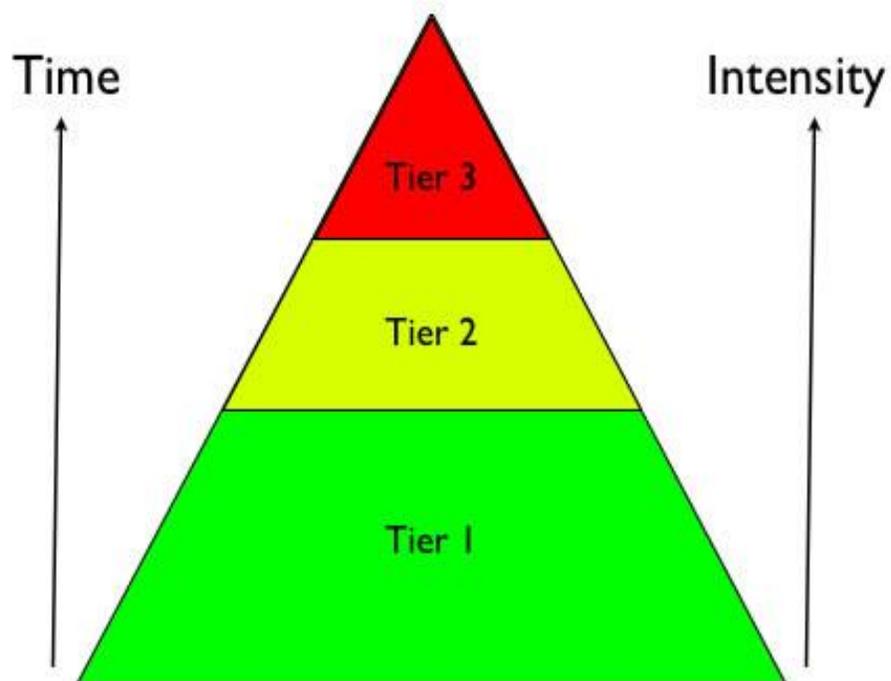
1. Whole School Support Framework



new

in place

2. Response to Intervention Support for Learning Model



Pine Rivers State High School Learning Connections

Student Support Referral Form

STUDENT'S NAME:
REFERRAL DATE:
REFERRING TEACHER/S:

Year Level:
Current Subject:
AIMS, DDA, ATSI, EAL/D:

What is this a referral for:

- | | | |
|--|--|--|
| <input type="checkbox"/> Reading | <input type="checkbox"/> Numeracy | <input type="checkbox"/> Social/Emotional concerns |
| <input type="checkbox"/> Speech Language | <input type="checkbox"/> High academically | <input type="checkbox"/> Behaviour concerns (inattentive, hyperactivity) |
| <input type="checkbox"/> Literacy | <input type="checkbox"/> Low academically | |
| <input type="checkbox"/> Other: | | |

What are the specific details of concern:

Date of Discussion with Parent/Carer: _____ *Please record this in OneSchool*

What information have the parents/caregivers been able to provide regarding the student?
e.g. medical history, external agency support.

What strategies/adjustments/intervention have you already tried?

- | | | |
|--|---|--|
| <input type="checkbox"/> Read information to student | <input type="checkbox"/> Computer/ technology | <input type="checkbox"/> Task breakdown template |
| <input type="checkbox"/> Checked for comprehension | <input type="checkbox"/> Managed anxiety | <input type="checkbox"/> Prompted to stay on task |
| <input type="checkbox"/> Clarified information/questions | <input type="checkbox"/> Visual Cues | <input type="checkbox"/> Scribe/allowed to type/note-taker |
| <input type="checkbox"/> Extended time to complete | <input type="checkbox"/> Organisational assistance | <input type="checkbox"/> Modelling |
| <input type="checkbox"/> Consulted HOD/GO etc. for help | <input type="checkbox"/> Scaffolding templates | <input type="checkbox"/> Highlighted important facts |
| <input type="checkbox"/> Accessed suitable resources | <input type="checkbox"/> Reduced amount/complexity of materials | <input type="checkbox"/> Buddy Class/Teacher |
| <input type="checkbox"/> Different grouping options | <input type="checkbox"/> Other: | |
| <input type="checkbox"/> Provided extension activities | <input type="checkbox"/> Specific G&T pedagogy strategies: | |

What further assistance do you require to support this student?

- | | |
|---|--|
| <input type="checkbox"/> Collegial Coaching | <input type="checkbox"/> Assistance with differentiating class work and assessment items |
| <input type="checkbox"/> Support Staff Assistance during: | <input type="checkbox"/> Student observations |
| <input type="checkbox"/> Additional training/information regarding: | |
| <input type="checkbox"/> Other: | |

HOD Approval for submission of referral: YES/NO HOD Signature: _____

Please return this form to DP Inclusion. Feedback will be provided via OS Referral email

Support Team Use Only:

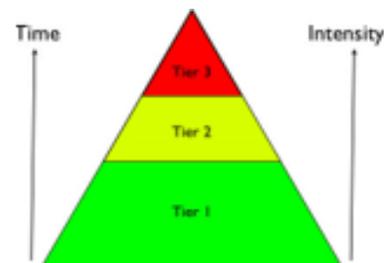
Date Actioned:

OneSchool Upload/Referral Date:

OUTCOME/S:

- Guidance Officer Action:
 Learning Connections Action:
 Other Action:

PINE RIVERS STATE HIGH SCHOOL 'STUDENT LEARNING' SUPPORT MODEL

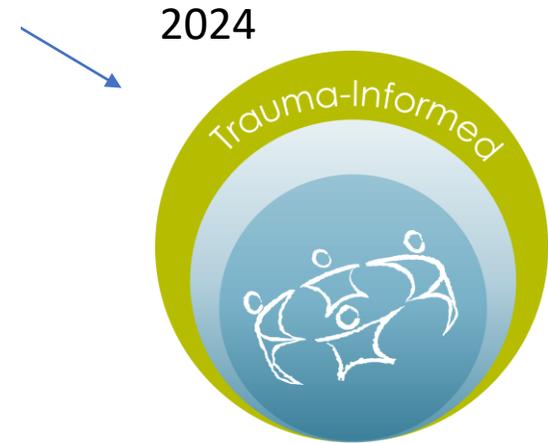
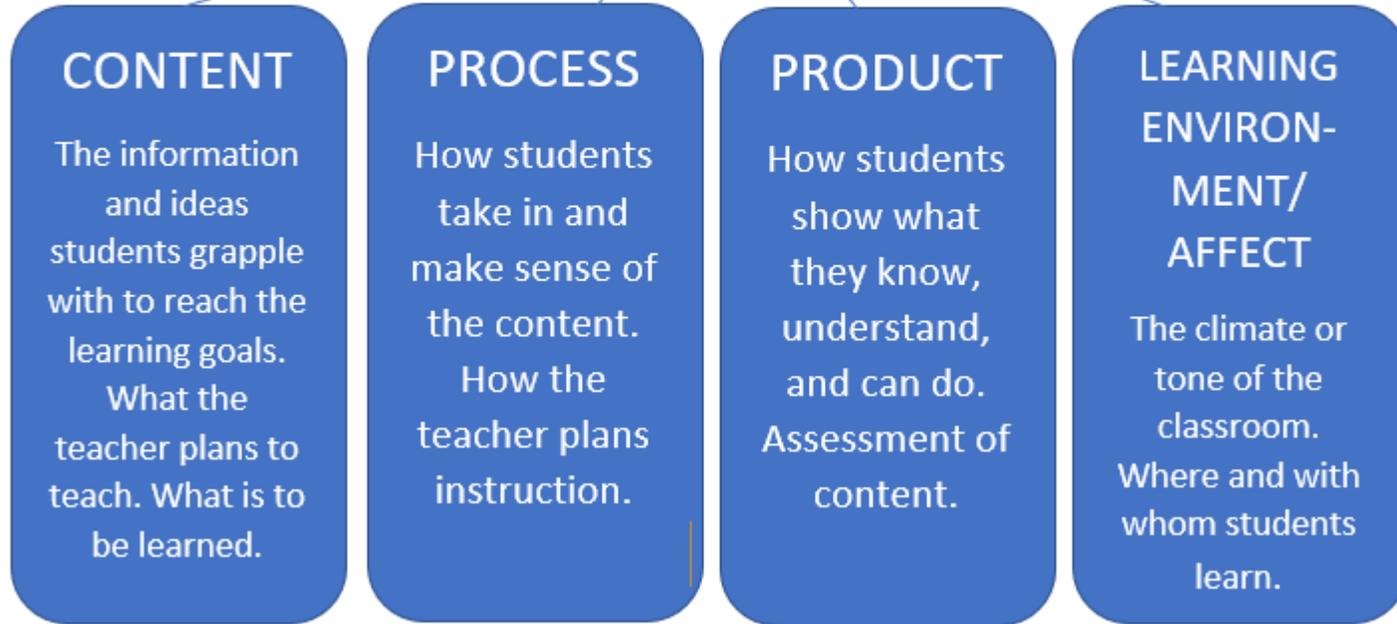


Support for learning encompasses all cognitive-based learning profiles under the NCCD including Special Education, Learning Support, EAL/D, and learners requiring extension. Our Response to Intervention model provides academic assistance utilising three tiers of support:

SUPPORT TIER	SUPPORT DETAILS	
<p>TIER 3 – INTENSIVE SUPPORT</p> <p>NCCD – Substantial and Extensive Support</p> <p><i>Small number/few students</i></p>	<p>TIER FEATURES:</p> <p><u>Highly personalised</u> intervention for a small number of students involving:</p> <ul style="list-style-type: none"> • Diagnostic assessment e.g. WISC, Dyslexia Screener; • Multi-disciplinary approach i.e. School-based and external specialists e.g. Guidance Officers, Paediatrician, OTs, SLPs; • Individual Curriculum Plans, Individual Behaviour Support Plans, Individual Student Safety Plans, Personalised Learning Plans, AIMS profile, AARA, and Specialist Support reports recorded on OneSchool; • Case Management for all students aligned to: Learning Connections (i.e. Special Education, EAL/D, Learning Support), Indigenous programs, or At-Risk students in Years 11/12; <p>Tier 3 support delivered up to 1-year (or longer) in duration. Additional support is requested by DP Inc. to NCR or Department.</p>	
	<p>TIER PROGRAMS:</p> <ul style="list-style-type: none"> - Year long, personalised intervention delivered via: <ul style="list-style-type: none"> o Individual Curriculum Plans led by LC case manager/co-teacher; o QCIA pathway led by LC senior school case manager; o FOCUS classes for Year 7-8 students led by Literacy/LS teachers and timetabled in place of Languages; o LS and EAL/D Tutorials for Year 7-12 students in place of CCF based on individual goals; o Speech Pathologist therapy, Occupational programming, Physiotherapy programming; o Year 11-12 'Students @ Risk' case management inc. access to additional programs as required. o Year 11-12 LS Tutorial for QCIA and 'Students @ Risk' on Line 6 o Year 10 Short Course English – Terms 2 to 4 for identified students 	<p>DELIVERED BY:</p> <p>Learning Connections teachers; Senior Schooling staff; Heads of Department English teachers</p>

	<p>Co-Teaching Classes (tbc):</p> <ul style="list-style-type: none"> - Across four core subject areas: English, Maths, Science, Humanities; - HOD identified teachers/classes assigned a co-teacher per semester i.e. 2 x co-taught classes per year/subject; - Classes to include ICP/QCIA students and those with high needs in the cognitive disability category; - Focus: LC teachers provide differentiated pedagogical modelling to general teachers for one-semester in all aspects of learning – planning, teaching, assessment; - Lead use of Writing strategies in classes, as supported by Literacy/LS teachers; - Periods of split classes to differentiate instruction. 	LC teachers
<p>TIER 1 – UNIVERSAL SUPPORT</p> <p>NCCD – Quality Differentiated Teaching Practice</p> <p>All Students</p>	<p>TIER FEATURES:</p> <p>Classroom teacher led support for all students involving:</p> <ul style="list-style-type: none"> • Differentiated pedagogy e.g. ASoT Domain 1 & 2, Literacy Framework strategies, use of technology, cognitive verbs • Whole school strategic focus areas e.g. Tactical Writing, Technology • Universal academic screening e.g. PAT testing and OneSchool LOA data • Differentiation Placemats, LIPPs <p>Teachers are supported by HODs for up to 1-term in duration before referral to Learning Connections for Tier 2 support.</p>	
	<p>TIER PROGRAMS:</p> <p>Embedding a LITERACY FRAMEWORK across all subjects, Years 7-12:</p> <ul style="list-style-type: none"> - Tiered <u>Vocabulary</u> instruction - <u>Reading Routines</u> <ul style="list-style-type: none"> o English - 15 mins/lesson; Other subjects – 15 mins/week; Literacy Pro licenses provided for Years 7-9 students with BYOD devices - Tactical <u>Writing</u> – 1 strategy/week <p>Classroom Differentiated teaching practice across all subjects, Years 7-12.</p> <p>Expanding TECHNOLOGY FRAMEWORK across all subjects, Years 7-12:</p> <ul style="list-style-type: none"> - Assistive Technology tools for Literacy - eLearning Platform (SAMR) 	<p>DELIVERED BY:</p> <p>HOD T&L via HODs (w/DP Literacy?)</p> <p>ASoT Domain 2</p> <p>ASoT Domain 1 (w/DP Inc)</p> <p>HOD E-LEARNING/TECH (w/DP PEDAGOGY)</p>

TEACHERS CAN DIFFERENTIATE THROUGH



2022 & 2023

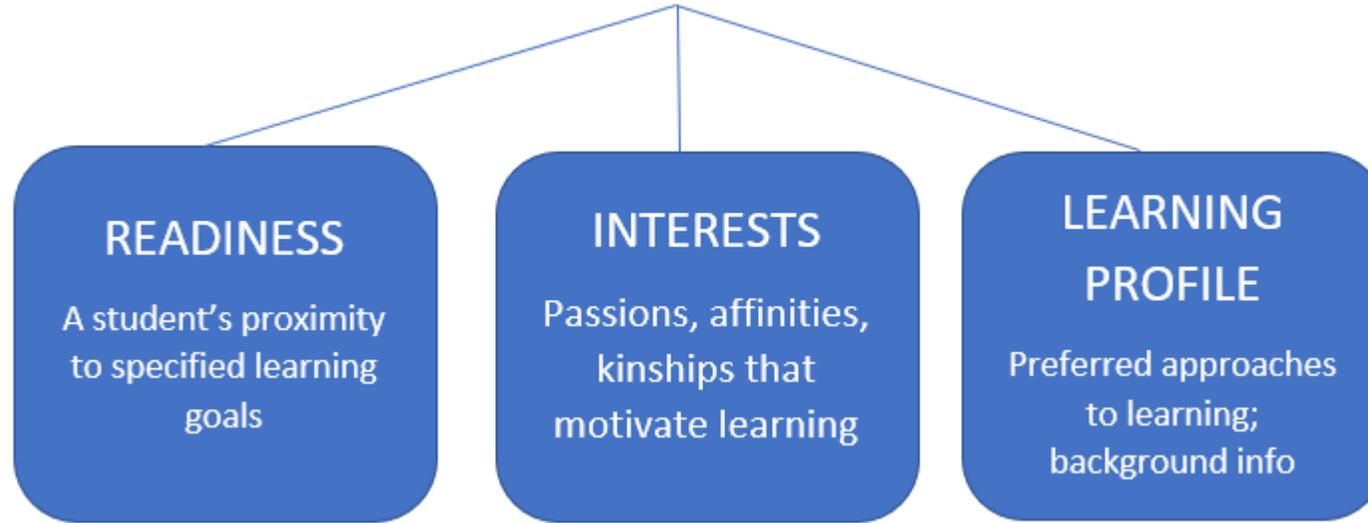
Writing



ICTs



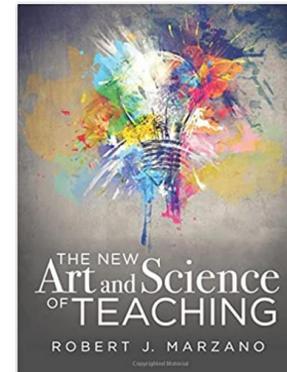
ACCORDING TO THE STUDENT'S



Co-Teaching &
Tier 2 Intervention



Student Data



ASoT Domain 2



Case Management

4. Whole School Case Management

NCR OPERATIONAL PLAN & AIP: Our 2021 Leadership Challenge - By the end of 2021, every school has greater precision in **case management processes** that lead to improved student learning.

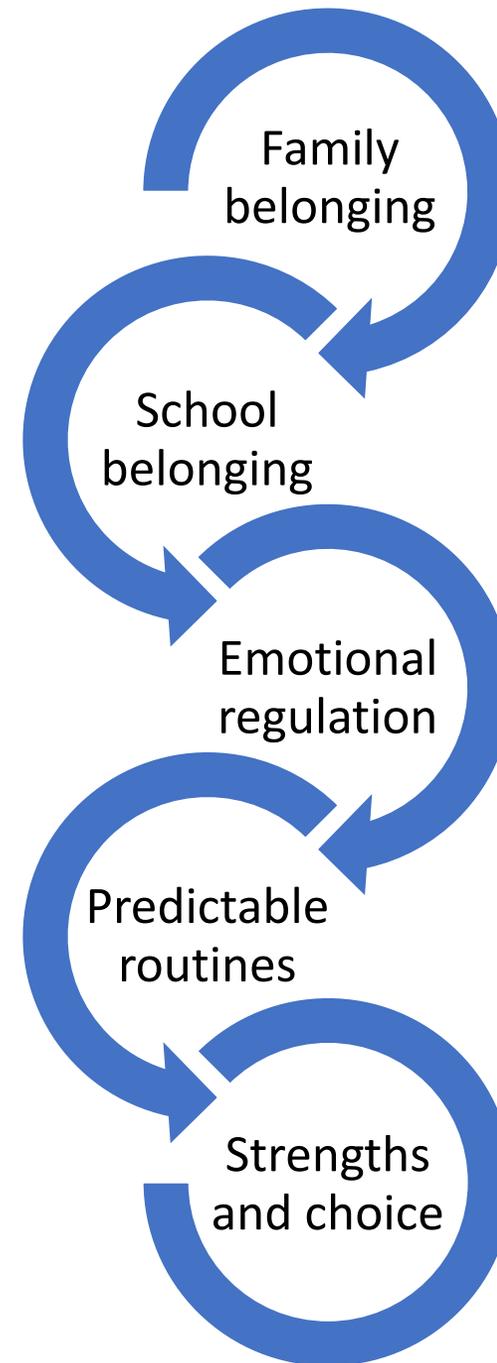
2021 REVIEW IMPROVEMENT STRATEGY: 4.3 A CULTURE THAT PROMOTES LEARNING - “Collaboratively review processes and procedures to support the provision of rigorous and targeted case management for identified students.”

	ENGAGEMENT	WELLBEING	LEARNING	
COMPLEX CASE	DP led team approach inc. GOs, DP Inc, NCR staff, external support agencies, and external medical professionals			
TIER 3 Intensive	HOD Student Engagement Guidance Officers		Learning Connections teachers; Leadership Team members	
TIER 2 Focussed	HOD Junior Secondary YLCs – attendance Other school support staff		Verified	LC teachers
			EALD	
			LS	Learning Advocate
			Indigenous	Key staff
TIER 1 Universal	Verified students only			

Strategic Focus #2: Wellbeing

5. Student Wellbeing: Trauma Informed Practices

Adolescents exposed to childhood trauma are more likely to experience poor academic performance, have difficulty forming friendships and have challenging classroom behaviours.



6. Lunch Time Program

Aims:

- Strengthen school belonging;
- Improve social skills by providing structured opportunities to learn and embed age appropriate skills e.g. engagement in teamwork, co-operation, and collaboration;
- Promote peer acceptance and increase friendships;
- Assist students to become successful and valued members of the school community;
- Improved emotional regulation in classrooms.



Level 1: Individual or small group; self-directed activity.

Level 2: 'Clubs' – interest based; structured; led by others.

Level 3: Group games; rules; competitive.

7. Additional Programming and Resourcing



- **NEW** Targeted Tutorials aimed at providing Tier 2 learning intervention.
- **NEW** Learning Assistant role to provide further support in classrooms.
- **NEW** After school 'Homework Club'.
- Further refinement of the Co-Teaching model to position LC teachers as Differentiation experts.



- **NEW** Before and after school programs aimed at assisting students to better engage with school and their learning e.g. morning 'Check In'.
- **NEW** Additional training of LC staff in Functional Behaviour Assessment
- **NEW** Review of learning 'Places & Spaces' in line with 2024 focus on Learning Environment and UDL principles.



- **NEW** Allocation of Senior Teacher role focused on delivering key whole school programs aimed at building wellbeing in students with diverse learning needs.
- **NEW** Training of LC staff in the social/emotional program 'DRUMBEAT' with planned delivery through CCF.
- Further refinement of the Case Management model to support students' wellbeing and engagement.

8. Inclusion Statement

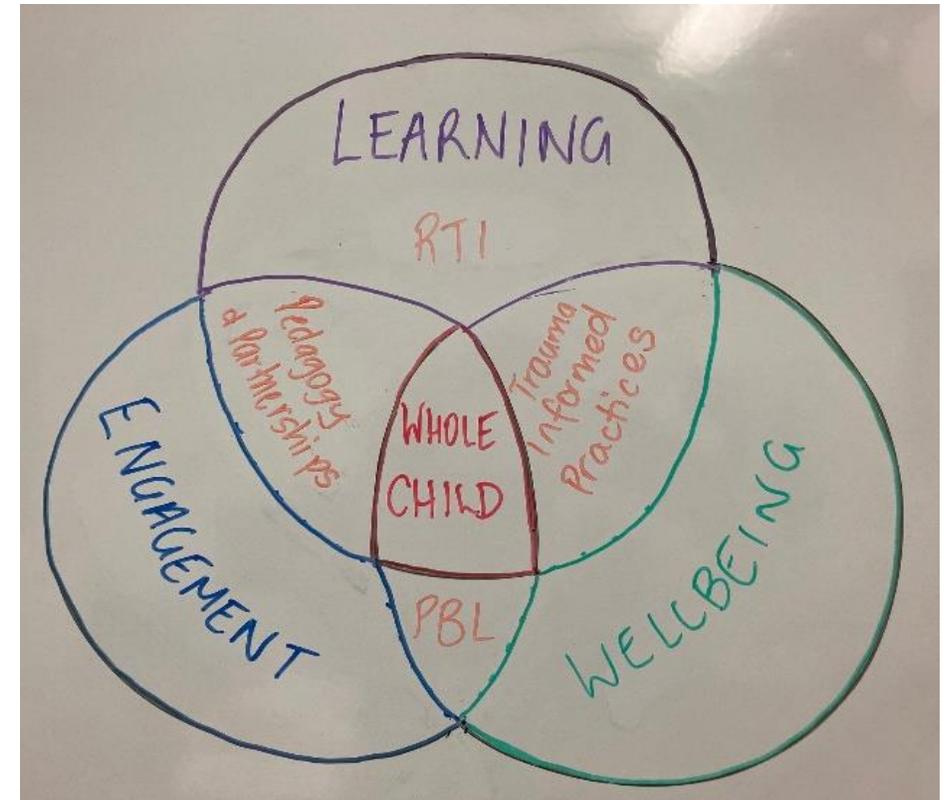
At Pine Rivers SHS, we are committed to *meeting the individual needs* of our learners through developing a sense of *belonging* and a *nurturing community* for *all*, whilst providing *support by different ways* to achieve *excellence*. We will *persevere* and act with *integrity* to build *acceptance* of others, and *respect and value diversity*.

PURPLE words – references the DoE Inclusion Policy and key National/International Inclusion documents.

BLUE words – taken from staff, student, and parent feedback.

GREEN words – school Values.

ORANGE words – school Motto.



Catering for student needs is based on the **PINE approach** of:

Planned **I**nterventions (that are)

Needs (and) **E**vidence-based