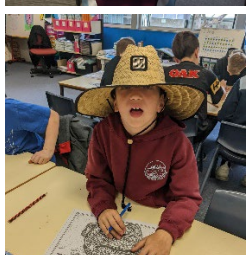
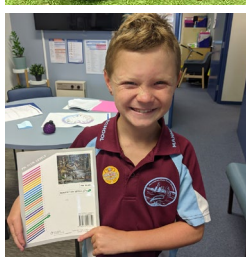
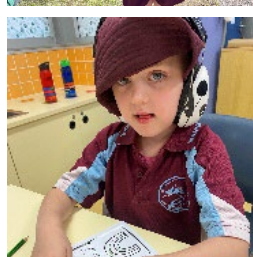
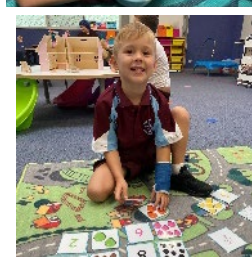


SUPPORT CLASSES

Manning Park Public School

Information Handbook & Standard Operating Procedures

Emotional Disturbance (ED) & Multi-Category (MC) Classes



Principal: Mitchell Welham

Updated: Semester 1, 2023



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Our Support Class Staff



PRINCIPAL

Mitchell Welham



**ASSISTANT PRINCIPAL
LEARNING & SUPPORT**

Teagan Pilgrim



**ED CLASS TEACHER
K/6S**

Aaron Roberts



**ED SLSO
K/6S**

Katrina Green



**MC CLASS TEACHER
K/6N**

Niamh Formby



**MC SLSO
K/6N**

Michelle McRitchie



**ASSISTANT PRINCIPAL
CURRICULUM**

Sarah Hipwell

NSW Department of Education Overview

Support classes located in some mainstream primary schools, high school and central schools across NSW are available for students with moderate to high learning and support needs - as defined by the Department's disability criteria.

Support classes cater for students with moderate to high learning and support needs including students with:

- intellectual disability
- mental health issues
- autism
- physical disability
- sensory impairment
- behaviour disorders.

Support classes in mainstream schools have fewer students than mainstream classes. Class sizes depend on the class type and, in some cases, the students' additional learning and support needs.

Every support class has a teacher and a school learning support officer. Class teachers - in consultation with parents and carers and allied health professionals, where appropriate - are responsible for planning personalised learning and support for each student.

Students in support classes have the opportunity to participate in the school and community activities their school offers, on the same basis as students in mainstream classes. Students also have access to:

- itinerant support teacher (hearing or vision)
- support teachers transition
- specialist provisions available to students in mainstream classes including disability provisions from the NSW Education Standards Authority (NESA) for practical support in examinations
- access to transport assistance under the Assisted School Travel Program.

For students enrolled in support classes in mainstream schools, there is the flexibility for them to undertake some of their learning in other mainstream classes in the same school. This is largely dependent upon the resources available and the personalised learning and support needs of the students.

Placements and Review

Applications for placement are through the Access Request process. An Access Request is arranged by the school learning and support team at the local public school.

A student is offered enrolment in a support class in mainstream school through a placement panel process. A student's eligibility is determined through the Department's disability criteria as well as the availability of a place in an appropriate support class.

Enrolment arrangements for students with disability and additional learning and support needs are the same as for all students. To get information about enrolment, parents and carers can visit the local public school. More information is available at school enrolment.

School learning and support teams review the placement of each student annually. Reviews consider all aspects of a student's personalised learning and support, including whether or not the current placement is best meeting their learning and support needs.

Assisted School Travel Program for School Students with Disability

The department manages the Assisted School Travel Program through the efficient and effective procurement, co-ordination and management of travel support services for eligible school students with identified disability to travel to and from school. Please contact the school for more information.



Important Safety Information

Mannering Park Public School strives to be an inclusive, positive school environment, where every child is known, valued and cared for.

To ensure your child is safe and accepted in our school, some general safety guidelines are established at the beginning of every year. These guidelines are established in accordance with the relevant policies of the day set by the NSW Department of Education.

The current policies are;

KEY POLICIES

- Assisting Students with Learning Difficulties
- Child Protection: Responding to and reporting students at risk of harm
- Code of Conduct
- Curriculum planning and programming, assessing and reporting to parents K-12
- Inclusive Education for students with disability
- Restrictive Practices Reduction and Elimination
- Student Behaviour
- Student Welfare
- Work Health and Safety (WHS)

ADDITIONAL POLICIES

- Assisted School Travel Program for School Students with Disability
- Bullying of Students - Prevention and Response
- Complaints Handling
- Excursions
- Incident Notification and Response
- Management of Conduct and Performance
- Professional Learning for Teachers and School Staff
- School Attendance
- Student Health in NSW Public Schools: A summary and consolidation

Mannering Park Public School Safety Guidelines is on the next page.

Safety Guidelines

These guidelines are updated annually between school executive and the support class staff.

For this year, our safety guidelines are as follows.

Reporting Incidents



Staff will report any incident (physical or psychological) to the WHS reporting hotline. This includes staff members, students, contractors and visitors.

Disability Standards



All executive staff must be trained in the most up to date version of the Disability Standards Professional Learning provided by the NSW Department of Education.

Physical Holds



Staff will not use physical holds on a child unless there is a direct and very real risk of harm to self or others. The staff involved with this process must have necessary Management of Potential and Actual Aggression (MAPA) training.

Assisted School Travel Program



The school will liaise and advocate on family's behalf (where necessary) as part of the Assisted School Travel Program. Executive staff will liaise with this service which may include the implementation of behaviour and management plans for the service to ensure student safety is maintained.

Mandatory Training



All staff complete their mandatory Child Protection and Code of Conduct training.

School Executive are trained and upskilled in the Disability Standards for Education policy and framework.

Opportunities



Students in support settings must be provided the same opportunities and access to mainstream extra-curricular activities and business as usual. This includes, but is not limited to, excursions, access to the playground during breaks and participation in school-wide events.

Restrictive Practices



Staff will not use restrictive practices in the classroom or playground. This includes (but is not limited to) the restriction of movement of a child, the denial of a business-as-usual opportunity for a child in the support setting or with a confirmed disability, isolation of a student for prolonged period of time, denial of active supervision and denial of seeking external or family support in times of need.

Classrooms



Rooms are kept unlocked at all times. Staff work with students in helping manage behavioural regulation using necessary school supports. If a child decides to leave the classroom, there is clear processes and communication with executive staff to ensure student to teacher ratios are adhered to, along with duty of care for students out of the classroom.

CRISIS MANAGEMENT



Every classroom is equipped with an internal phone system with quick-dial access to the office, Principal's office and various APs around the school. The ED class also has a two-way walkie talkie system which is monitored by the AP Learning & Support (Teagan Pilgrim).

Upon initial crisis, student safety is the first port of call. Establishing immediate contact with the Principal/Delegate/AP is second. Staff are then guided by the Executive team.

If a lockdown or lockout is required, the school will enact this process. Parents will be informed via the school's Parent app if this takes place.

The teachers of the support class will make contact with relevant parents/carers after a critical incident and be supported in conversation by their supervising AP or Principal.

Support Class Organisation

Classes begin at 9:30am. Classes end at 2:30pm.	Assisted Transport will drop-off and pick-up at the bus bay.	Students have break times the same as the rest of the school. Lunch @ 11:00am Recess @ 1:30pm.	Teachers will meet students at the front gates each day and walk students to these areas of an afternoon.
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Communication

Mannering Park Public School prides itself on respectful, open communication with families. There are a number of ways that we will endeavour to communicate with you and you can communicate with us. These include:

- **Phone Calls** – this will be done by classroom teachers and school executive. We will call discuss positives with your child's learning and development, as well as communicate any challenges or barriers we may face.
- **Face to Face** – you can organise face to face meetings via the office. If you would like to speak with the Principal, you can book this via our online booking feature on the school website.
- **Family Digital Portal** – the school uses management software for a range of areas including attendance, wellbeing and reports. Please ensure you can access your child's profile via this app or website by contacting the school, or finding information on the school's website.
- **Social Media** – the school uses Facebook to share stories and photos of student learning and achievement. Anyone can access this page, and we encourage extended to follow us as well.
If you do not wish for your child/ren to be photographed, please let the office know as soon as possible.

Administration of Medication

Students who require medication at school fill out a *Health Care Plan Procedures* document with the school Principal. This is updated every year or when there is a change to medication. This can be done through the office once completed with the Principal. The school requires a medical letter or certificate outlining the medication, the dosage, time to be taken and any additional information.

All office staff and staff in the support setting are required to complete the mandatory *Administration of Medication in Schools* training every three-years via the NSW DoE MyPL platform ([LINK HERE](#)).

Student medication is tracked via a *Medication Roster* and is kept per record keeping requirements at the school, even after a student leaves. If medication is required to be given in the support setting, staff have access to a locked storage area where a locked safe contains the medication, out of student reach and access.

Medication that is running low of supplies will trigger a phone call or message home requiring the parent or carer to provide the school with a top up of medication. *The school cannot collect or submit scripts on the behalf of parents or carers.*

How are teachers RFF covered?

Teachers are entitled to 2 hours of release from face-to-face teaching (RFF) each week. This is prorated depending on the numbers of days they work. The school will work with the classroom teachers to decide when best to allocate this time.

⚠ IMPORTANT: The current setup of two support classes does not accommodate a specialist Assistant Principal Learning & Support.

2023 RFF Teachers for the Support Classes:

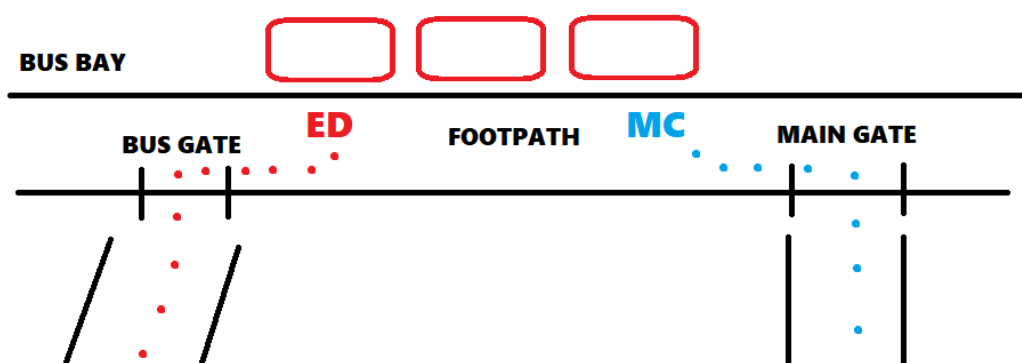
- Teagan Pilgrim (Assistant Principal) supports the ED class as the RFF & Maternity Leave teacher.
- Belinda McDonald (Assistant Principal) supports the MC class as the RFF & Mentor teacher.

Drop Off & Pick Up Plan

⚠ IMPORTANT: The school is awaiting SINSW to approve and plan a useable drop-off and pick-up bay for the support students, including those who access ASTP. This was flagged in Term 4, 2022.

Currently, the drop-off times for both classes are **9:30am**. Pick up is **2:30pm**. However, if a parent or carer requests their child to be at school from 9:00am to 2:55pm, this is accommodated for in the classrooms.

VALES ROAD



Teacher Duties

It is imperative that teachers and SLSOs in the support class settings are entitled to breaks. As a general rule of thumb, **two Assistant Principals** will relieve the classroom teachers for one of their breaks per day. SLSOs will be supported by another SLSO in the school who has support class experience and/or relevant training in this area.

Support Staff	Staff Covering	When
Rowena Simi - ED	Teagan Pilgrim - AP	Lunch
Niamh Formby - MC	Sarah Hipwell - AP	Lunch
Katrina Green - ED SLSO	Teagan Pilgrim - AP	Lunch/Recess
Michelle McRitchie - MC SLSO	Nikki Curran - SLSO	Recess

Students going out to play at break times: If the ratio for the class drops to 3 or below, then one of the four staff from the support classes and an AP will go out on *roaming duty* to monitor and support the students in the mainstream playground.

Sample of Classroom Timetables

ED Class

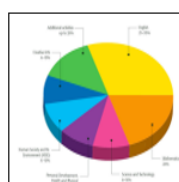
K-6S TIMETABLE 2023

	Monday	Tuesday	Wednesday	Thursday	Friday
9:30 – 9:40 10 mins	Morning Muster Mark roll, breakfast, watch clip	Morning Muster Mark roll, breakfast, watch clip	Morning Muster Mark roll, breakfast, watch clip	Morning Muster Mark roll, breakfast, watch clip	Morning Muster Mark roll, breakfast, watch clip
9:40 – 10:00 20 mins	Fitness Oval, BB court, FE, HB	Fitness Oval, BB court, FE, HB	Fitness Oval, BB court, FE, HB	Fitness Oval, BB court, FE, HB	Fitness Oval, BB court, FE, HB
10:00 – 10:30 30 mins	English	English	English	English	English
10:30 – 11:00 30 mins	Reward	Reward	Reward	Reward	Reward
Lunch 11:00 – 11:30					
11:30 – 12:00 30 mins	Maths	Maths	Maths	Maths	Maths
12:00 – 12:20 20 mins	Fitness Oval, BB court, FE, HB	Fitness Oval, BB court, FE, HB	Fitness Oval, BB court, FE, HB	Fitness Oval, BB court, FE, HB	Fitness Oval, BB court, FE, HB
12:20 – 12:35 15 mins	HSIE	Science	Cooking	PDHPE	Creative Arts
12:35 – 1:00 25 mins	Relaxation Social Games	Relaxation Social Games	Relaxation Social Games	Relaxation Social Games	Relaxation – RFF Social Games
1:00 – 1:10 10 mins	Reward	PBL	Nat Geo	The Resilience Project	Reward – RFF
1:10 – 1:30 25 mins	Reward	Reward	Reward	Reward	Reward – RFF
Recess 1:30 – 2:00					
2:00 – 2:25 25 mins	Reward	Reward	Reward	Reward	Reward – RFF
2:25 – 2:30 5 mins	Transport Home Time	Transport Home Time	Transport Home Time	Transport Home Time	Transport Home Time

This is an ED Support Class; flexibility is essential, times are approximate, and activities are subject to change without notice.

MC Class

	K/6N Timetable		Term 1, 2023	Weeks 2-10	Niamh Formby
	Monday	Tuesday	Wednesday	Thursday	Friday
8:30 – 9	Room set up/ planning	Room set up/ planning	Learning & Support Meeting	Room set up/ planning	Room setup/ planning
9 – 9:30	Student A and Student B	Student A and Student B	Student A and Student B	Student A and Student B	Student A and Student B
9:30 – 9:40	Morning muster - roll, check in, daily overview and fruit				
10 – 10:30	Spelling - Soundwaves	Science with Julie	Spelling - Soundwaves	Spelling - Soundwaves	Spelling - Soundwaves
10:40 – 11	English - literacy rotations - fine and gross motor	Science with Julie	English - literacy rotations - fine and gross motor	English - literacy rotations - fine and gross motor	English - literacy rotations - fine and gross motor
11 – 11:30	LUNCH				
11:30 – 12	Maths	Maths	Maths	Maths	Maths
12:10 – 12:30	Planned Physical Activity – break out space				
12:30 – 1	Integrated Unit	Integrated Unit	Integrated Unit	Integrated Unit	Cooking – RFF (Bel)
1:15 – 1:30	REWARD	REWARD	REWARD	REWARD	REWARD
1:30 – 2	RECESS				
2 – 2:30	Mindfulness/Social Games/ Music	Technology/ Mindfulness/Social Games/ Music	K-2 assembly? (Tm3) Mindfulness/Social Games/ Music	3-6 assembly Mindfulness/Social Games/ Music	Resilience Project
2:30 – 3	Student A PLC	Student A	Student A	Student A	Student A
After school			Professional Learning		



NESA provides the following as a guide for K-6 time allocations. Schools should use this guide in accordance with the policies of their school authority which may be additional to those identified by NESA.

The allocation for 'additional activities' provides flexibility for schools to incorporate activities reflective of their context and ethos. For example, schools could use this time to incorporate a program for languages, scripture, school sport or debating.

6-10% is approximately 1.5 to 2.5 hours in a typical teaching week.

25 hours English – 8.75hr Maths – 5hr HSIE – 2hr Science – 2hr PDHPE – 2hr CA – 2hr Planned physical activity – 150 mins or 2.5hr Other

Behaviour Management in the Support Setting








The Mannering Park Public School 'Behaviour Support & Management Plan' can be found on the school's website. Head to <https://mannringpk-p.schools.nsw.gov.au/> and click the Family Portal to access.

Mannering Park Public School uses a variety of strategies to manage, promote and correct behaviour in our school.

Positive Behaviour for Learning (PBL)	Positive Behaviour for Learning (PBL) is an approach to promoting positive behaviour in schools by explicitly teaching and reinforcing social and academic behaviours. PBL aims to prevent and reduce problem behaviours by establishing clear expectations and procedures, providing opportunities to practice and acknowledge positive behaviours, and creating a positive school environment. PBL involves a team-based approach, with school administrators, teachers, students, and parents working collaboratively to develop and implement PBL strategies.
Where is this evident in the continuum below?	The Expectation Matrix informs students of what expected behaviours are required to succeed and thrive at school across various settings.
Restorative Practices	Restorative practices in schools is an approach to discipline that focuses on building relationships and repairing harm caused by conflicts, rather than solely punishing students for their misbehaviour. Restorative practices aim to create a positive and inclusive school culture by using strategies such as circle meetings, restorative questions, and other methods to promote positive behaviours and prevent conflicts. The approach is based on the principles of restorative justice and seeks to repair harm and restore relationships, rather than simply punishing offenders.
Where is this evident in the continuum below?	The strategies below outline what action/s teachers need to take in order to address and/or promote behaviour and deal with incidents.
Zones of Regulation ZoR	ZoR is a cognitive-behavioural intervention used in schools to help students recognize and regulate their own emotions and behaviours. The approach involves breaking down behaviours into five levels, from low to high arousal, and teaching students to identify where they are on the scale and use coping strategies to move up or down as needed. The goal is to develop self-awareness and self-regulation skills by recognizing where they are on the scale and using coping strategies to move up or down as needed. The Incredible 5 Point Scale is often used with students who have difficulty with self-regulation, such as those with autism spectrum disorders, ADHD, or emotional and behavioural disorders.
Where is this evident in the continuum below?	Use of the colours which relates back to a student's Behaviour Management Plan.
Occupational Therapist Support <i>focusing on student arousal</i>	Occupational therapists (OTs) play an important role in schools by helping students with disabilities or special needs develop the skills they need to participate in school activities and reach their full potential. OTs work with students, teachers, and parents to assess the student's needs and develop individualised intervention plans that may include sensory integration, fine motor and visual perceptual skills, self-care, and other areas. OTs may also provide consultation and training to school staff to help them better understand and support the needs of their students.
Where is this evident in the continuum below?	The use of the battery symbols to help students identify when they need to 'recharge' to be ready for learning & socialising.

The Behaviour Management Continuum

developed by Mitchell Welham (Principal) with staff input.

BEHAVIOUR MANAGEMENT CONTINUUM				Respectful Relationships	Responsible Learners
Mannering Park Public School				Reviewed:	Term 1, 2023
REMEMINDERS: ● Behaviour is driven by thoughts, feelings & experiences ● All behaviours of all students are the responsibility of every teacher in the school.					
BEHAVIOUR MANAGEMENT CONTINUUM					
 CALM/BASELINE LEVEL point-in-time managed	 LOW LEVEL point-in-time managed	 MID LEVEL point-in-time managed with Reflection Time	 HIGH LEVEL point-in-time managed & record in Sentral	 EXTREME LEVEL referral to school Executive & record in Sentral	 CRISIS MANAGEMENT immediate escalation to Principal or delegate.
<p>Examples of calm, baseline behaviours</p> <ul style="list-style-type: none">CompliancePositive interactionsWork CompletenessEngagementRule FollowingPlaying with friendsSocial normalisation <p><i>If you're not 'capturing' and recognising POSITIVE BEHAVIOUR often, then you will never see a change in the behaviours you want to see.</i></p>	<p>Examples of low-level behaviours</p> <ul style="list-style-type: none">Out of BoundsTask AvoidanceDisruptionInappropriate LanguageSwearingNo Hat & No ShoesProperty Misuse inc. TechRough Play	<p>When there is repeated low-level behaviours</p> <p>OR</p> <p>A correction in behaviour HAS NOT happened after a Low-Level restorative conversation.</p>	<p><i>If a student or incident is posing an ongoing, unacceptable risk to others OR</i></p> <ul style="list-style-type: none">Physical Aggression /Aggressive PlayTargeted Teasing inc. name callingTargeted Bullying (one off)Defiance - repeatedDisrespect - repeatedIntimidation - repeatedAbsconding - within sight	<p><i>If a student refuses to engage in Restorative Conversations from a HIGH-LEVEL behaviour OR</i></p> <ul style="list-style-type: none">Physical Harm inc. fighting.Sexualised BehavioursAbsconding - out of sightVandalism - inc. destruction.TheftOngoing harassmentRefusal to go to Buddy ClassPersistent Bullying	<ul style="list-style-type: none">Stranger on siteAll-in BrawlNeighbour IssueSevere InjuryCommunity ConcernParent/Carer ConcernUnconsciousFallen Tree or Branches
RESTORATIVE FRAMEWORK					
<p>AFFECTIVE STATEMENT + FAST & FREQUENTS</p> <p>PIPs Everywhere, any time!</p> <p></p> <p>RESTORATIVE CRICLES Preventative, positive interactions</p> <p>AFFECTIVE STATEMENT EXAMPLES "I love the way you are ..." "I can see you ..." "Thank you for being ..." "It makes me so happy to see ..."</p>	<p>PAST-PRESENT-FUTURE</p> <p>Time Limit  maximum, then RESET</p> <p>PAST I'm disappointed to hear/see that ..</p> <p>PRESENT How are we right now?</p> <p>FUTURE What are you going to do to put things right? Are we clear on the consequences if we can't turn this around?</p>	<p>PAST- PRESENT (REFLECT)- FUTURE</p> <p>Time Limit  maximum, then MONITOR</p> <p>PAST "I'm disappointed to see you weren't able to turn it around ..."</p> <p>PRESENT (REFLECT) I need you to think about your actions. Quiet space for reflection - 3 minutes. OR Buddy class - 5 minutes</p> <p>FUTURE Tell me how you are going to make things right?</p>	<p>THE FOUR E'S</p> <p>ENQUIRE Tell me what happened. Why?</p> <p>ENGAGE Did we hear your side of the story? Were you asked for it?</p> <p>EXPLAIN Are you clear on what went wrong, how it affected people and what we're doing about that together?</p> <p>EXPECTATION Are you super clear on whether there are consequences coming for failing to live up to the standards we've set?</p> <p>THEN ... Record on Sentral & Inform Exec who will help make a decision on Planning Room and phone calls home.</p>	<p>EXECUTIVE INTERVENTION</p> <p>INDOORS 1. Call the office and ask for an Exec. Monitor situation. 2. Office will locate an Exec. 3. If one cannot be found, office will seek an SLSO to support with supervision until an Exec is available.</p> <p>OUTDOORS 1. Ensure students are safe. Evacuate classroom/area if necessary. 2. Send the red EXEC REQUIRED card to the office. 3. Monitor until support arrives. Record on Sentral. Mark as Completed.</p> <p>THEN ... Record on Sentral & Inform Exec who will help make a decision on Planning Room and phone calls home.</p>	<p>RESPONSE-ANALYSIS-SAFETY</p> <p>INDOORS 1. Call the office and state that assistance is needed for a CRISIS. Monitor & keep others safe. 2. Office seeks Principal or delegate immediately.</p> <p>OUTDOORS 1. Send a runner to the office with the CRISIS emergency card. Monitor & keep others safe. 2. Office seeks Principal or delegate immediately.</p> <p>Principal or delegate will initiate a Response Analysis Method to the situation (use Formal Conference). A Hazard/Incident form will be required by the supervising teacher. Seek support through Being Well, EAPs or union rep if needed.</p>
How can I access support for managing behaviour?	 Learning & Support referral	 Approach an Executive	 Ask for a Functional Behaviour Assessment	 Seek Real Schools support	
Mental Health 'Coping' Support Plan https://eeyouthtoolkit.org.au/	Behaviour Support Plan Teams > Learning & Support > Plans > Behaviour	Risk Management Plan Teams > Learning & Support > Plans > Behaviour	Care Continuum Teams > Learning & Support > Plans > Care Continuums	Personalised Learning & Support Plan Teams > Learning & Support > Plans > PLSPS (or PLPS)	

The PBL Expectation Matrix

PB EXPECTATION MATRIX

Mannering Park Public School

Responsible Learners

- I do my best
- I follow instructions
- I am organised and prepared
- I am always safe

Respectful Relationships

- I use my manners and talk nicely
- I keep my hands and feet to myself
- I listen to others
- I am honest

	I am a Responsible Learner	I have Respectful Relationships
Classrooms	<ul style="list-style-type: none">• Stay focused and on task• Use equipment properly• Ask for help when needed	<ul style="list-style-type: none">• Look, Listen and Learn• Wait for your turn• Be nice to others
Eating Time	<ul style="list-style-type: none">• Eat my own food• Sit at lunch seats• Look after my own things• Put rubbish in the bin	<ul style="list-style-type: none">• Quiet conversations• Wait and listen to adult instructions• Be nice to others
Computer Room	<ul style="list-style-type: none">• Use a quiet voice• Use appropriate apps and websites• Treat the equipment with care and respect	<ul style="list-style-type: none">• Listen to instructions• Only use your username and password• Be nice to others
Library	<ul style="list-style-type: none">• Quiet voices• Treat books, furniture and equipment with care• Listen to the teacher	<ul style="list-style-type: none">• Look, Listen and Learn• Wait for your turn• Be nice to others
Office	<ul style="list-style-type: none">• Walk in office areas• Have permission from a teacher• Remember your message for the office	<ul style="list-style-type: none">• Use your manners and speak nicely• Wait for your turn• Quiet voices
Toilets	<ul style="list-style-type: none">• Use toilets using break times• Flush when done• Wash hands with soap and water	<ul style="list-style-type: none">• One person in a cubicle at a time• Knock, wait, enter, close• Be mindful of personal space
Assembly	<ul style="list-style-type: none">• Sit quietly in class lines• Ignore inappropriate behaviour of others• Clap sensibly	<ul style="list-style-type: none">• Be an active audience member• Listen to the speaker• Eyes to the front
Transitions (throughout the school and afternoons)	<ul style="list-style-type: none">• Wait patiently for the teacher• Stay together in class lines• Walk safely	<ul style="list-style-type: none">• Quiet voices• Keep my hands and feet to myself• Stay on concrete areas and paths
Play Areas	<ul style="list-style-type: none">• Wear a hat in sunny areas• Follow game rules• Walk on concrete areas• When the bell goes, finish playing, go to the toilet and line up	<ul style="list-style-type: none">• Use nice words to others• Keep hands and feet to self• Look out for each other• Stay in bounds
Canteen	<ul style="list-style-type: none">• Wait in lines patiently• Join the end of the line• Have my order ready and money ready	<ul style="list-style-type: none">• Say 'please' and 'thank you'• Wait my turn• Keep my hands and feet to self
Fixed Equipment	<ul style="list-style-type: none">• Walk around equipment• Be mindful of others• When the bell goes, finish playing, go to the toilet and line up	<ul style="list-style-type: none">• Take turns• Use nice words• Keep my hands and feet to myself• Be nice to others
Bus and Bus Lines	<ul style="list-style-type: none">• Opal card ready• Sit on bus benches when eating food• No eating or drinking on the bus• Stay seated on the bus	<ul style="list-style-type: none">• Play small games while waiting for the bus• Speak quietly• Listen to the bus driver and teachers

What you will see in the classrooms when ...

A student is struggling to complete a task ...	Guided support by the SLSO or classroom teacher. Sometimes this may include direction to regulating strategies and/or use of an object to help regulate emotions.
A student has exhibit incorrect behaviour ...	Time to reflect. Opportunity to engage in a Restorative Conversation with teacher 1:1. Re-engage with classroom.
A casual or RFF teacher takes the class ...	Consistency in the running of a day. Where possible, the school will try to ensure the replacement teacher has either the experience or knowledge of the class to ensure minimal disruption to the day. The Assistant Principals and Principal will provide more tailored support for that day where possible.
The school has lunch and recess ...	Students offered to socialise in the mainstream playground or students choose to remain in their learning spaces/break out space to pursue interests.

More examples to follow in a later update!

SMART Goals in Student Planning

It's important to engage individual students in goal setting, monitoring and reflecting on their learning. Goals should be specific, measurable, agreed, realistic and time-based. SMART (Specific, Measurable, Agreed, Realistic, Time-based) goals are useful for all students.

Through self-assessment, students can identify specific actions to improve and plan their next steps. They can also define their short and long-term goals with increasing confidence. The role of the teacher in this process is to:

- model the setting of individual goals
- provide follow-up support
- give specific feedback on learning goals
- help students identify and record focused actions they can take to achieve their goals
- help students identify procedures they can use to monitor their own progress.

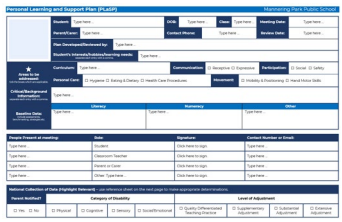
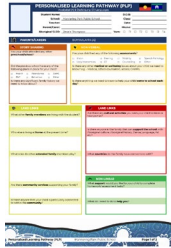

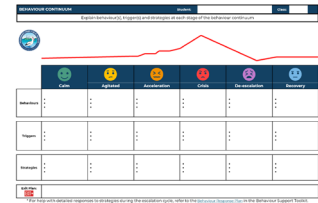
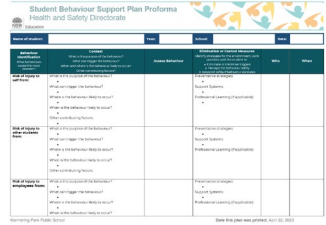
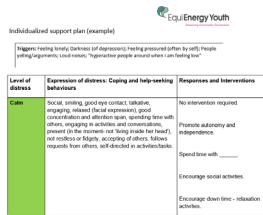



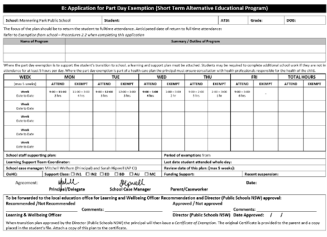
Support Planning for Students and Families

Behaviour plays a critical role in a student's education and learning outcomes. Behaviour plans are one of many plans used as part of the personalised learning needs of students displaying behaviours of concern.

	Individual Behaviour Support Plan	Behaviour Response Plan	Risk Management Plan
Focus	<ul style="list-style-type: none"> prevention and early intervention. 	<ul style="list-style-type: none"> de-escalation and consistency of staff response. 	<ul style="list-style-type: none"> safety, risk reduction, crisis incident intervention, response, and recovery.
Purpose	<ul style="list-style-type: none"> explicitly teach positive replacement behaviours management of environment, triggers and identification and provision of reasonable adjustments. 	<ul style="list-style-type: none"> guides the actions of staff to respond consistently if the student behaviour has been triggered and is escalating reduce distress to the student and keep everybody safe reinforces the supports and strategies that are being explicitly taught to the student a proactive approach that leads to a deeper understanding of a student's behaviour. 	<ul style="list-style-type: none"> mitigate and reduce risk establish and maintain consistent measures for school staff to follow when a student displays behaviour that poses a risk of significant harm to self-and/or others.
Features	<ul style="list-style-type: none"> identifies the function of the behaviour of concern and finding new ways for the student meet the same need teaching the student, a more appropriate way to meet the same need personalised goals and evidence-informed strategies relevant background information, including strengths and interests known triggers of the behaviour (e.g., noise, touch, language used) and strategies to reduce these known setting events and situations that make the behaviour more likely or cause the behaviour to occur (e.g., hunger, tiredness, pain) and strategies to reduce these when the plan will be reviewed and how it will be evaluated. 	<ul style="list-style-type: none"> a description of each of the phases of the behaviour continuum – calm, agitation, acceleration, crisis, de-escalation, recovery strategies that adults will use to support the student and themselves at each of the phases of the behaviour continuum clear understanding of the function of the behaviour and consistent strategies to respond to presenting behaviours. 	<ul style="list-style-type: none"> clear description of the severe behaviours of concern that may present looks at the current controls that are in place and working step by step instructions to minimise risk and maximise safety of all students and staff systems for reporting and recording incidents.
For whom	<ul style="list-style-type: none"> students who require support because they display difficult, challenging or disruptive behaviours students who have bullied others students who have been bullied students who may benefit from additional wellbeing support. 	<ul style="list-style-type: none"> students with complex behaviours that are of high intensity. 	<ul style="list-style-type: none"> students in crisis and distress displaying behaviours that present an imminent or immediate danger to self or others students who have experienced significant harm and require additional support to feel safe.
When used	<ul style="list-style-type: none"> in everyday practice. 	<ul style="list-style-type: none"> when preventative, support strategies are not working. Initially likely to be used frequently, however as support strategies become consistent, its use should become more sporadic. 	<ul style="list-style-type: none"> a student is in crisis.
More Information	<ul style="list-style-type: none"> Behaviour support toolkit, including individual behaviour support plan template and professional learning. 	<ul style="list-style-type: none"> Behaviour support toolkit, including a behaviour response plan - behaviour continuum guide and template. 	<ul style="list-style-type: none"> the department's Health and Safety Directorate website about risk management for student behaviour.

Additional Plans to Support Students

What		Information
PLaSP Personalised Learning & Support Plan		<p>Purpose: A plan that outlines the specific support and adjustments required for a student with additional learning and support needs.</p> <p><i>If your child had a similar plan in place at a previous setting, our school may use that to help develop a new plan for our setting.</i></p>
PLP Personalised Learning Pathways		<p>Purpose: An individualised approach to education that allows Aboriginal students to pursue their academic and career goals through flexible and tailored learning programs.</p>
ISCC Individual Student Care Continuum		<p>Purpose: The Individual Student Care Continuum is a framework used in NSW DoE schools to support the individual learning and support needs of students through a range of strategies and interventions.</p>
BMP Behaviour Management Plan		<p>Purpose: A plan that outlines strategies to support positive behaviour and manage challenging behaviours for students who require additional support in this area.</p> <p><i>If your child had a similar plan in place at a previous setting, our school may use that to help develop a new plan for our setting.</i></p>
RMP Risk Management Plan		<p>Purpose: A plan that identifies potential risks to student safety and outlines strategies to manage and mitigate these risks.</p> <p><i>If your child had a similar plan in place at a previous setting, our school may use that to help develop a new plan for our setting.</i></p>
MHCP Mental Health Care Plan		<p>Purpose: A plan that outlines the specific mental health needs and support required for a student, and identifies strategies for managing any mental health concerns.</p>

EMR & HCP Emergency Response Plans & Health Care Procedures		<p>Purpose: A set of procedures that outline the specific health care needs of a student and provide guidance for school staff on how to manage these needs.</p> <p><i>If your child needs health care assistance or medication assistance at school, please organise a meeting with the Principal.</i></p>
PDE Part Day Exemption Plan		<p>Purpose: A plan that outlines arrangements for students who may need to be exempted from attending school for part of the day due to medical, health or other reasons.</p>

Opportunities for Students and Families



At-School

- Mainstream playground access during lunch and recess
- Mainstream classroom learning opportunities (dependent on a student's level of independence and PLaSP goals).
- Differentiated learning tailored towards student interests and ability level.
- Access to flexible and unique learning furniture, tools and resources as procured through the school's EdBuy system.
- Access to a tailored *outdoor learning space* that helps foster regulation and social interactions.
- Opportunities to engage in school-wide initiatives and programs such as rewards days, fundraisers, community events, assemblies and much more.
- Engagement in school sporting carnival and events including athletics, swimming, cross country and visiting sport clinics.

Out-of-School

- Excursions (including overnight).
- Before and after school care (OoSHC) - run by external provider. Please contact the office for more information.
- P&C supported events such as school disco.
- Tailored sports programs offered via the NSW DoE and external agencies.
- NDIS and Health support in school when required or as per NDIS plans.
- Parents encouraged to be part of the school P&C.
- Parent access to the school's WHIN Nurse program.

Tailored & Specialised Support

Assistant Principal Learning & Support

- Provides leadership and guidance in supporting student learning and support needs in NSW schools.
- Oversees the LST and collaborates with the school leadership team to ensure a comprehensive learning and support program for all students.
- Leads the development, implementation, and monitoring of individualized plans for students with additional learning and support needs.
- Works closely with teachers to provide guidance on evidence-based teaching strategies and professional learning opportunities to support diverse student needs.
- Collaborates with external agencies and professionals to provide additional support and resources for students and families, and ensures alignment with relevant legislation and guidelines.
- Promotes a positive school culture that values diversity, inclusivity, and equity, and ensures access to quality education and support for all students.

WHIN Nurse (Wellbeing, Health In-Reach)

- WHIN (School Nursing) nurses are registered nurses who support student health and wellbeing in NSW schools.
- Collaborate with students, families, and health professionals, and provide services like health assessments, education, first aid, medication administration, and managing chronic conditions.
- WHIN nurses promote a safe and healthy school environment and support school staff on health and safety issues.
- Ensure access to appropriate health care services and resources and promote healthy lifestyles and health literacy skills for students and the wider school community.

Occupational Therapist (school funded)

- Occupational therapists (OTs) help students with disabilities or special needs to develop skills for academic and personal success in school.
- Assess students' abilities and needs related to daily living activities, motor skills, sensory processing, and more, and create personalized plans to address those needs.
- Collaborate with school staff, parents, and other professionals to provide appropriate support and resources for students to achieve their goals.
- Provide direct intervention to students or train school staff to understand and support student needs.
- Promote a positive school culture that values diversity and inclusivity, and advocate for students with disabilities or special needs.

Learning & Support Team

- The LST is a multidisciplinary team that includes teachers, parents, and professionals such as school counsellors, speech therapists, and occupational therapists.
- It is responsible for identifying and supporting students with additional learning and support needs and developing and implementing individualized plans to meet those needs.
- The team conducts assessments to determine a student's strengths and needs, and develops individualized plans that may include accommodations, modifications, and targeted interventions.
- They provide ongoing support to students and their families, monitor progress, and adjust plans as needed.
- The LST works closely with classroom teachers to provide support and resources to help them meet the diverse needs of their students, and liaises with external agencies and professionals as needed to provide additional support and resources for students and families.

Learning & Wellbeing Officer (external)

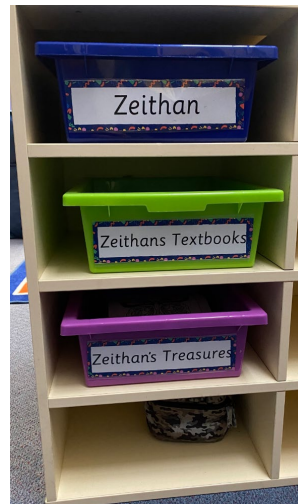
- Specialist role in the NSW DoE focused on supporting student learning, wellbeing, and social-emotional development.
- Collaborates with school staff, families, and professionals to provide targeted support to students with difficulties.
- Implements evidence-based interventions and programs to improve student outcomes and experiences.
- Provides professional development and support to school staff to build their capacity to support student learning and wellbeing.
- Works with external agencies and providers to ensure students have access to appropriate support and resources.
- Promotes positive school culture and wellbeing practices and contributes to policies and programs related to student wellbeing and mental health.

Aboriginal SLSO

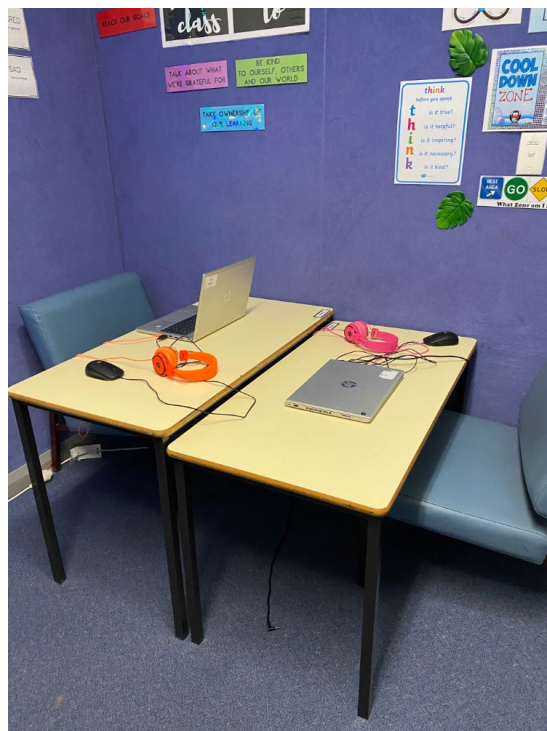
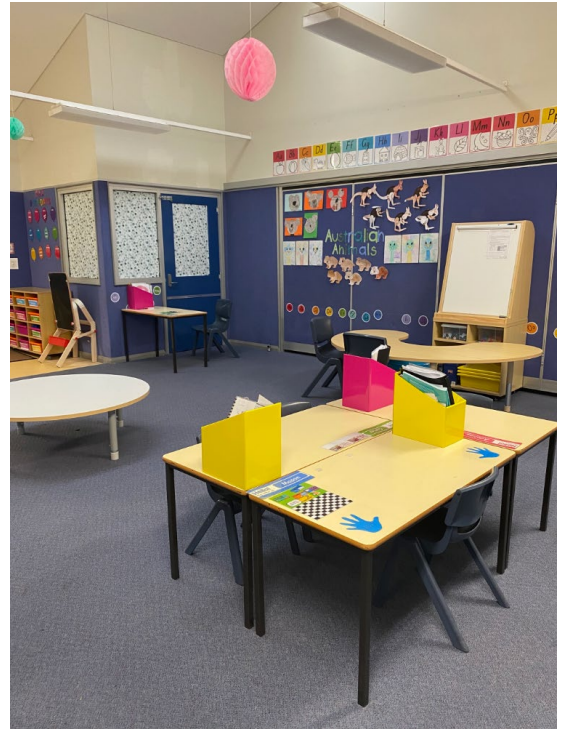
- Support Aboriginal students and promote their cultural identity, engagement, and achievement in school.
- Work with school staff, families, and communities to create a supportive and inclusive environment for Aboriginal students.
- Provide targeted learning and academic support to Aboriginal students who are experiencing difficulties.
- Promote Aboriginal cultural identity and work with teachers to implement culturally responsive teaching practices and resources.
- Provide support and advice to teachers and contribute to the development of policies and programs that support Aboriginal students.
- Build relationships and partnerships with families and communities and facilitate communication and engagement between schools and the Aboriginal community.

Classroom Environment & Resources

Our ED Classroom

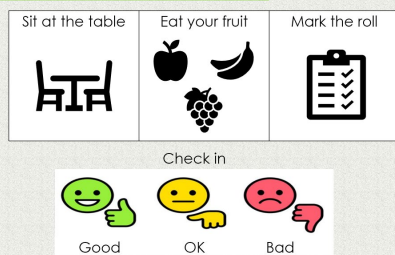


Our MC Classroom



Examples of Classroom Learning & Structures

Morning Check In



Teachers utilise a morning check in system to touch base with students.

English Rotations

20:00



Each class uses rotational activities to keep students engaged in their learning while ensuring activities are tailored to their academic and social needs.

Outdoor time 12:10pm

20:00



Outdoor time is scheduled throughout the day to ensure students can practise their socialising and gross motor skills.

Reward time

15:00

Student	Reward Choice
[Redacted]	cars and car mat
[Redacted]	doll house
[Redacted]	cars and car mat
[Redacted]	painting
[Redacted]	drawing
[Redacted]	computer time

Every student has different interests. In our support rooms, students work towards reward time to maintain motivation.

Free Rotations

15:00



Free rotations assist students with making choices and keeping focus on a variety of tasks. These rotations are spread across the week.

Getting Ready



Teachers use social stories and interactives to help students understand rules, expectations and procedures of the classroom.



TOILETING SUPPORT PLAN

Summary
A young boy who has a diagnosis of Autism Spectrum Disorder and ADHD. These diagnoses impact on his ability to learn and socialise. He needs to be supported to learn and socialise. He needs to be supported to learn and socialise.

Goal: Improved Toileting Awareness
Current performance: He is aware of the need to go to the toilet. He is aware of the need to go to the toilet. He is aware of the need to go to the toilet.

Strategies
1. Use of pull-up nappies to replicate underwear, with the aim to transition to underwear during the day after successful transition to school.
2. Consistent feedback and support staff to help him learn to go to the toilet (start above) that he needs to do a wee, say "toilet time", show him the toilet, and take him to the toilet.
3. Implement a regular toileting routine - provide verbal prompting to go to the toilet. This can be incorporated into the daily school routine (e.g. minutes after both meals and lunch). This can also be included as part of a whole class routine (e.g. morning circle) to help him learn to go to the toilet.

Teachers liaise with student health support (and NDIS) to integrate plans (such as toileting and diet) to ensure consistency between home and school.

Geography Unit of Work			Manning Park Public School							
Unit:	Area:	Beasts	Stage:	Stage 2	Class:	2-6F				
Year:	2022		Resource:	Geography K-6 Syllabus						
Teacher:										
Unit Overview										
By the end of this unit, students will be able to:										
• describe different kinds of landscapes										
• describe the similarities and differences between landscapes										
• explain how landscapes and their people relate to each other in different ways										
• describe where to find landscapes										
• explain the life cycle of landscapes										
NSW Syllabus Outcomes										
GE2-1 examines features and Characteristics of places and environments										
GE2-2 describes the ways people, places and environments interact										
NSW Syllabus Content for Key Skills										
The Australian continent Students										
• investigate Australia's major natural and human features, for example: description of natural features of Australia (e.g. deserts, rivers, mountains)										
• identify Australia's climate, vegetation and major cities										
• identify the characteristics of Aboriginal and Torres Strait Islander Peoples										
Digital Technologies										
If this unit is using digital technologies:										
Stage 1: ST1-10K1 explains how digital systems represent data. Connect together to form networks and transmit data.										
Stage 2: ST2-10K1 describes how digital systems represent and transmit data.										
Stage 3: ST3-10K1 explains how digital systems represent data, connect together to form networks and transmit data.										
Learning Across the Curriculum										
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Teachers plan and implement teaching and learning using the NSW Syllabus K-6. The units of work which are taught are often modified to accommodate for a range of year levels, disability and interests.



Teachers in our support classes are encouraged to use a range of resources and learning experiences to engage students. The support classes use a blend of MPPS programs and programs specific to their students.