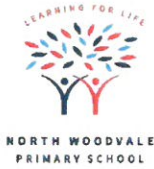


NWPS Student Services Policy

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North Woodvale Primary School

Student Services Policy

NORTH WOODVALE PRIMARY SCHOOL VISION

North Woodvale Primary School identifies, responds to and supports the diverse needs of all students so that they are able to engage with the content and standards defined in the Australian Curriculum and in accordance with the Western Australian Department of Education *Students at Educational Risk Policy and Procedures*.

DEFINITIONS

STUDENTS AT EDUCATIONAL RISK (SAER)

A student at Educational Risk is a student whose academic, social and/or emotional attributes are a barrier to engagement with the content and standards defined in the Australian Curriculum. This included students working below expected levels of progress and/or achievement.

NATIONALLY CONSISTENT COLLECTION OF DATE (NCCD)

All schools and approved authorities for schools in Australia participate in the national data collection annually. This project collects data on a vast range of disabilities from very mild, such as asthma and attentional deficits, to severe, such as full physical incapacitation, and the adjustments we are making in schools to accommodate them. Through this collection, data is collected about students with disability across Australia in a consistent, reliable and systematic way. This collection is based on the professional judgement of teachers about their students and the level of reasonable adjustments they are provided with to access and participate in education on the same basis as other students, consistent with the obligations of all schools under the Disability Discrimination Act 1992 and the Disability Standards for Education 2005.

This data will inform better targeting of resources to support students with disability, including Commonwealth funding for students with disability.

PRIMARY EXTENSION AND CHALLENGE (PEAC)

Primary Extension and Challenge (PEAC) in the North Metropolitan Education Region caters to the special learning needs of gifted and talented students in Years 5 and 6. Students in Year 4 are offered the opportunity to participate in annual PEAC testing. This test focuses on verbal reasoning skills and mathematical reasoning skills.

NMER PEAC also provides needs-based support for students in Years 1-3, through the Early Years Extension (EYE) Project.

PEAC and EYE centers offer a wide range of extension courses as well as specialist courses in a variety of community and educational settings.

CATEGORIES OF STUDENTS AT EDUCATIONAL RISK

1. Academic: underperformance, memory/retention difficulties, poor achievers, Gifted and Talented
2. Social/Emotional: absenteeism, lateness, poor engagement, depression, trauma, in care
3. Behavioural: aggression, attention seeking, inconsistent behaviour
4. Physical: diabetes, epilepsy, hearing impairment, vision impairment

PROCEDURES

1. Identification may include but not limited to:

- Screening of Oral Skills
- On Entry Assessment
- Teacher observations and anecdotal records
- NAPLAN Data
- PAT Testing data
- EAL/D Progress Maps
- Attendance Records
- External agency and therapists' reports
- PEAC Testing data
- Information from parents
- Previous records
- Vision and hearing check through School Health Nurse or GP

2. Provision

- Develop and implement documented plans for individuals and small groups of students at risk.
- Make necessary teaching and learning adjustments so that all children can access the curriculum.
- Provide targeted individual and small group intervention.
- Allocate available resources and engage appropriate agencies to support students
- Engage in professional learning in order to address the specific needs of particular students
- Consult with relevant school-based and external stakeholders when planning for students at risk.
- Engage in professional discussions with colleagues.

3. Monitoring and Reporting

- Observations by teachers and education assistants
- Review of Documented Plans
- Parent meetings
- Written reports

- Attendance and behaviour data
- Work samples/Portfolios
- Assessments (educational, health or welfare)
- Academic achievement data, such as NAPLAN
- SEN Planning, Assessment and Reporting Tool
- EAL/D Progress Maps
- School SAER Matrix

ROLES AND RESPONSIBILITIES

Teachers will:

- Use the Student Services Flow Chart and work with the Student Services Team.
- Conduct Initial Parent Meetings as per the Flow Chart.
- Review their class profile at the start of the year and make necessary changes.
- Use performance data, diagnostic assessment and intended educational outcomes as the key elements when developing Documented Plans, with SMART goals using SEN Planning.
- Ensure ongoing implementation of documented plans.
- Work with parents to support students at risk.
- Regularly review students' documented plans.
- Report on the educational progress of students to the SST, parents/carers and students.
- Report on the progress made towards the goals of the documented plans each semester. (SEN Reporting)
- Update Student Services Team when new information comes to hand.
- Liaise with Student Services Team to update the School Student Services Matrix/Register.
- Refer students to Student Services Team as guided by the SAER Response Flow Chart.
- Facilitate case conferences and implement the negotiated actions.
- Regularly enter updates into the Student's File.
- Ensure each student with a Documented Plan has a Documented Plan file and that a signed copy of each plan is filed inside.
- Communicating any professional development requirements to their line manager.

Education Assistants will:

- Work collaboratively with the teacher to determine appropriate teaching and learning adjustments.
- Support teachers to implement teaching and learning adjustments in the classroom.
- Facilitate targeted individual and small group intervention sessions.
- Monitor progress of students at risk and report back to the teacher.
- Record observations of students (in classroom and playground) when required.
- Attend case conferences (where appropriate).

Student Services Team will:

- Support Classroom Teachers through the Student Services Process.
- Work collaboratively with the class teacher to identify and monitor their class profile.
- Support the class teacher to develop documented plans using SEN planning on request.
- Sign off on Documented Plans prior to filing.
- Attend parent meetings at the request of the teacher.
- Provide support when referring to external agencies or for further support.
- Monitor the implementation of the Student Services Policy, Procedures and Processes.
- File Documented Plans in Student Folders.
- Ensure the Student Services Matrix/Register is kept up-to-date.
- Meet and liaise regularly to monitor and triage Student Services matrix.
- Manage Case Conferences.
- Analyse data.
- Provide Professional Learning opportunities for staff.
- Manage the 'Learning Support' cost centre.
- Use the Student Adjustment Checklists to complete the NCCD requirements.

School Psychologist will:

- Collaborate with staff to improve student outcomes.
- Observe identified Student Support students to determine students' needs.
- Liaise with parents to discuss relevant concerns.
- Provide information and links to external agencies and Department of Education Support Services.
- Assess and report on Students at Educational Risk according to the Student Services.
- Liaise with Student Services Team, keeping them informed on each case.
- Participate in Case Conferences.
- Refer to external providers (where appropriate).

DOCUMENTED PLANS

A documented plan is an umbrella term used to describe a range of ways of catering for the educational needs of individual or smaller groups of students with identified needs. It is primarily a teaching and learning planning document, and it identifies short to medium term educational outcomes. Documented plans may take a variety of forms, including:

- Individual Education Plans (IEP);
- Individual Behaviour Plans (IBP);
- Individual Transition Plans (ITP);
- Risk Management Plans (RMP);
- Attendance Improvement Plan (AIP). (Department of Education SAER Policy 1 January 2015)

Students who must have a Documented Plan include those who:

- Have an attendance rate below 90%;
- Have significant behavioural needs;
- Students with disability (according to the DDA);
- Are in the care of Department of Child Protection and Family Services.

At North Woodvale Primary School, a Documented Plan is required for:

- **Students who have been identified in the Student Services Flow Chart.**
 - Students who are below benchmark with a D or E grade/s
 - Students who require a SEN (Special Educational Need) Plan
 - Students who receive Disability Resourcing Allocation
 - Children in Care (Individual Education Plan for Children in Care)
 - Students with persistent absence
 - Students with significant health care needs
 - Students with complex and challenging behavioural concerns – whereby actions of the student are likely to present a risk of harm to themselves and/or others. They require a Risk Management Plan (RMP) or an Individual Behavioural Plan (IBP) or both.
- Individual Education Plans (IEPs) will:
 - Be completed in SEN Planning.
 - Be signed by the parent/carers, teacher, and POL Deputy. A signed copy of the IEP to be provided to parent/carers and a copy placed in Student Services Information folder (green) and Student File in Admin.
 - Be reviewed regularly (3-4 weeks) and IEP amended as required.
 - Contain general teaching and learning adjustments. If these cannot be included as strategies related to goals, please include these in the Profile/Background section.
- Individual Behaviour Plans (IBPs) will:
 - Be completed using the template provided in Section 9 of this policy.
 - Involve the classroom teacher, the student's parents and the Student Services POL Deputy.
 - Be signed by the parent/carers, teacher, and POL Deputy. A signed copy of the IBP to be provided to parent/carers and a copy placed in Student Services Information folder (green) and Student File in Admin.
 - Be reviewed regularly and amended as required.
- Individual Transition Plans (ITPs) will:
 - Be completed when a student is transitioning to another teacher or class and it is likely to cause anxiety. An ITP is usually developed in Term 4 to prepare for transition to the next year but can also be used when a student is having difficulty transitioning between class and specialist teachers.

- Involve the student's parents, relevant teachers, and POL Deputy.
 - Be signed by parent/carers, relevant teachers, and POL Deputy. A signed copy of the ITP to be provided to parent/carers and a copy placed in Student Services Information folder (green) and Student File in Admin.
 - Be reviewed regularly and amended as required.
- Risk Management Plans (RMPs) will:
 - Be completed using the template provided in Section 9 of this policy.
 - Be completed at the point of need.
 - Involve the classroom teacher, the student's parents and the POL Deputy.
 - Be signed by parent/carers, teacher, and POL Deputy. A signed copy of the RMP to be provided to parent/carers and a copy placed in Student Services Information folder (green) and Student File in Admin.
 - Be reviewed regularly and amended as required.

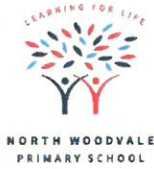
CASE CONFERENCES AND PARENT MEETINGS

- Case Conferences
 - May involve Parents/Carer, Teacher, EA, POL Deputy, Student Services Coordinator, School Psych, External Services.
 - Notes must be taken using format in Section 10.
 - A copy of notes must be offered to all attendees and placed in the student's Student File in Admin.
- Parent-Teacher Meetings
 - May involve Teacher, Parent/Carer, and support people such as AIEO, EALD Teacher and/or POL Deputy.
 - Notes must be taken using the format in Section 10 and a copy placed in Student Services Information folder (green) and Student File in Admin.

ADDITIONAL SUPPORT AVAILABLE

- School Chaplain
- School Nurse
- School EAL/D Support Teacher (if applicable)
- School Psychologist
- School of Special Educational Needs: Disability
 - ❖ Assistance from a Consulting Teacher can be requested by the SSC.
- School of Special Educational Needs: Sensory
 - ❖ Assistance from a Consulting Teacher for students who have vision and hearing impairments.
- School of Special Educational Needs: Medical and Mental Health

- ❖ Liaison for teachers when students are in hospital, being supported by CAMHS or unable to attend school for medical or mental health reasons.
- Primary Behaviour Centre
 - ❖ Support with students who have extreme behaviour. This is accessed through the School Psychologist following his/her ongoing involvement over time.
- Speech and Language Outreach Service
 - ❖ Supports schools with strategic initiatives and professional learning to enable them to cater more effectively for students with speech and language difficulties. Outreach services are staffed by Speech and Language Support Officers who are either specialist teachers or speech pathologists.



North Woodvale Primary School

Student Services Team

Andrew Schmidt	Principal
Teresa Reeve	Student Services Coordinator – Deputy Principal K-2 Phase of Learning
Tom Hills	Deputy Principal 3-6 Phase of Learning
Gemma Gardiner	School Psychologist (Wednesday)
Michelle Casinader	Chaplain (Wednesday & Thursday)

Meetings Fortnightly on a Wednesday.

Gatekeeper Trained Staff:

Teresa Reeve

Morgan Bewick

Sam James

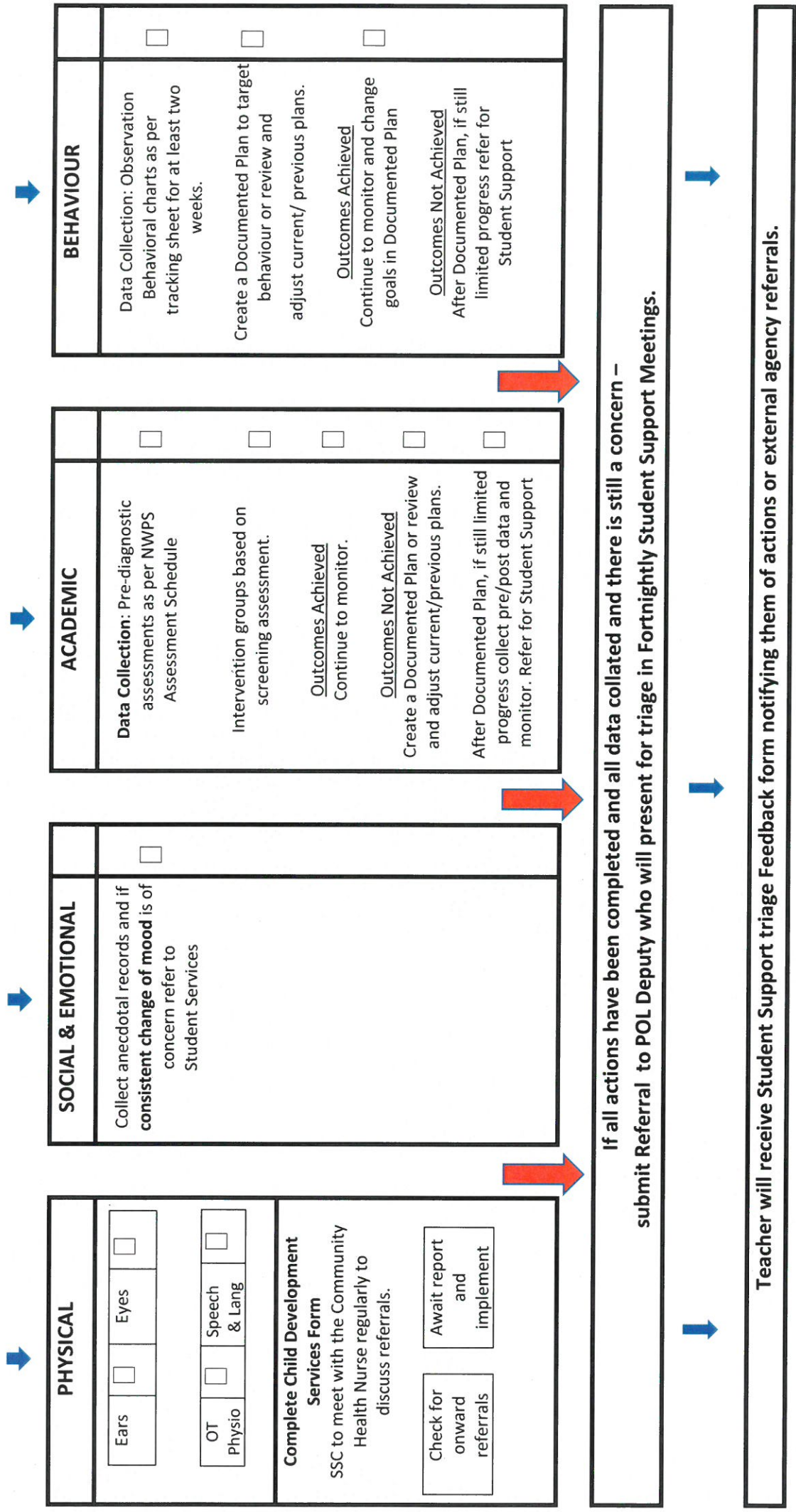
Student Services Flow Chart

Student Name:	DOB:
Teacher:	Year Level and Room:
Parent/Guardian:	Date of Referral:

What support are you hoping for from the SST?

INITIAL CONCERN	
↓	↓
Check student file for information and/or plans and talk to previous teacher for solutions.	<input type="checkbox"/>
Have a parent meeting to develop student background and family history (refer to Checklist)	<input type="checkbox"/>
Have you discussed concerns at the parent meeting?	<input type="checkbox"/>

Student Services Flow Chart





Checklist for Initial Parent Meeting

Student Name:	
Year Group:	
Teacher:	
Parent Name/s:	
DOB:	
Date:	

Concerns at School:	
Concerns at Home:	

*Are they in both settings?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
------------------------------------	------------------------------	-----------------------------

Outside School Agencies		
OT:	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Speech:	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Psychologist:	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Have they had support from the School Psychologist before?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Are there any current/previous difficulties or disorders?	<input type="checkbox"/> Yes	<input type="checkbox"/> No

Family members with same concerns or difficulties

Language spoken at home:

Has the student had a vision assessment? If no discuss the possibility of an appointment.

Yes

No

Has the student had a hearing assessment? If no discuss the possibility of an appointment.

Yes

No

Has the student seen a paediatrician for difficulties if appropriate?

Yes

No

Does the student take any medication for difficulties if appropriate?

Yes

No

Any other information:

Is the parent happy for the classroom teacher to refer to the Student Support Team (as per Flowchart) and discuss with the School Psychologist?

Yes

No



NORTH WOODVALE
PRIMARY SCHOOL

PRIVATE AND CONFIDENTIAL
Student Support in Schools – Triage Feedback form

School: North Woodvale Primary School	Principal: Andrew Schmidt	Date:
Student Name:	Year Level:	Ethnicity:
DOB:	Room:	Parent/Guardian:
Teacher:	Case Manager:	School Psychologist: Gemma Gardiner
Reason for referral: <input type="checkbox"/> Attendance <input type="checkbox"/> Learning <input type="checkbox"/> Behaviour <input type="checkbox"/> Social/emotional <input type="checkbox"/> Whole School (policy/program) <input type="checkbox"/> Critical Incident	Details:	Triage Matrix Code: <input type="checkbox"/> Red <input type="checkbox"/> Amber <input type="checkbox"/> Green <input type="checkbox"/> Not added

Assessment by the Student Services team recommended the following actions:

Action	Who

Student Services Team:

Principal:	Andrew Schmidt	Chaplain:	Michelle Casinader
Deputy Principal:	Teresa Reeve	School Psychologist:	Gemma Gardiner
Deputy Principal:	Tom Hills		



PRIVATE AND CONFIDENTIAL
School Psychology Service Request Form

School: North Woodvale Primary School	Principal: Teresa Reeve	Date:
Student Name:	Year Level:	Ethnicity:
DOB:	Room:	Parent/Guardian:
Teacher:	Case Manager:	School Psychologist: Gemma Gardiner
Reason for referral: <input type="checkbox"/> Attendance <input type="checkbox"/> Learning <input type="checkbox"/> Behaviour <input type="checkbox"/> Social/emotional <input type="checkbox"/> Whole School (policy/program) <input type="checkbox"/> Critical Incident	Details:	Triage Matrix Code: <input type="checkbox"/> Red <input type="checkbox"/> Amber <input type="checkbox"/> Green <input type="checkbox"/> Not added

SAER flowchart Attached: <input type="checkbox"/> Yes <input type="checkbox"/> No
Referral to School Psychologist has been discussed with parents: <input type="checkbox"/> Yes <input type="checkbox"/> No
Referral has already been discussed with School Psychologist: <input type="checkbox"/> Yes <input type="checkbox"/> No
Outcome of request: To be completed by School psychologist (In negotiation with School)

Support by the School Psychologist Service

BEHAVIOUR SUPPORT	STUDENT ENGAGEMENT AND ATTENDANCE	LEARNING AND DISABILITIES
<ul style="list-style-type: none"> ● Challenging behaviour ● Whole school support ● Bullying ● Individual student plans ● Inter-agency contact ● Other 	<ul style="list-style-type: none"> ● Attendance ● Pastoral care structures ● Student & whole school Strategies ● Inter-agency contact ● Other 	<ul style="list-style-type: none"> ● Disabilities ● Learning Difficulties ● Gifted & Talented ● Inter-agency contact ● Other
MENTAL HEALTH AND WELL-BEING	CRITICAL INCIDENT RESPONSE	SERVICE DELIVERY
<ul style="list-style-type: none"> ● Suicide Prevention ● Interagency contact and initiatives ● Parenting programs <ul style="list-style-type: none"> ○ Positive Parenting Program (Triple P) ● Child Protection ● Other 	<ul style="list-style-type: none"> ● Plan review ● Support requirements ● Other 	<ul style="list-style-type: none"> ● Visiting schedule ● Requests for service, including self-referrals ● School based contact person ● Contact outside scheduled visits ● File management ● Other

**CONSULTATION, PLANNING AND ASSESSMENT PROCESS
SUPPORT FOR SCHOOL PSYCHOLOGIST'S SERVICE DELIVERY**

School request to School Psychology Service for one or more of the following:

- To support learning, wellbeing and behaviour
- To identify strengths and weaknesses to inform adjustments
- To form and test hypothesis of Intellectual Disability or Specific Learning Disorder

Data Collection:

School function & history; Previous & current teaching & learning adjustments;
Levels of intervention; Response to intervention

Q. Are quality plans implemented and monitored over time with little or no progress?

YES

NO

Further data collection required to clarify presenting problem:

Educational, developmental and medical history; family and cultural background; environmental influences; previous professional assessments and interventions; observations of child in varying settings

Q. Can the referral question be answered without standardised assessment?

NO

YES

Consideration to undertake standardised assessment:

- Q. Has sufficient data been collected to ensure a valid assessment of the child's functioning can be obtained with the chosen assessment tool/s?
- Q. If the child has specific needs requiring accommodation does this impact on the validity of the assessment?

Note: Consultation with Supervisor / LSP / DSS (via LSP) is strongly recommended in complex cases

NO

YES

YES

Actions to support school plan for the student's educational needs:

- Access & share current research & evidence based practices;
- Assist schools plan, liaise with stakeholders, implement & evaluate strategies with respect to agreed outcomes;
- Assist teacher with preventative developmental & learning strategies;
- Collect, analyse & utilise data to inform interventions;
- Review and update existing individual education plans;
- Review professionals reports;
- Undertake behaviour observations;
- Support schools to access additional DoE resources (eg.: SSEND, consulting teacher; SSENBE);
- Referral to external agencies.

THROUGHOUT THIS PROCESS: REFLECT ON DATA; CONSULT WITH PEERS; AND ENGAGE WITH STAKEHOLDERS

Implementation and reporting of standardised assessment:

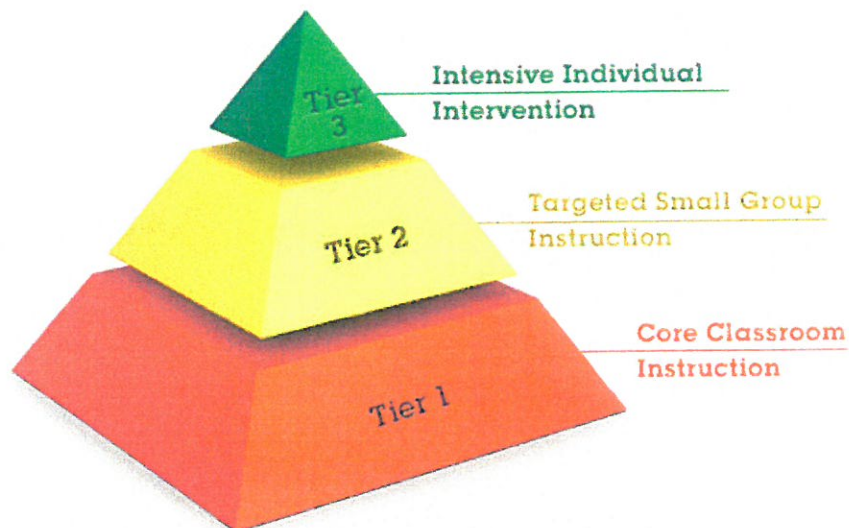
- Provide a clear rationale for tool choice in relation to the specific case;
- Ensure all variables impacting on the assessment have been explained: E.g.: speech/language issues; sensory issues; co-occurring diagnoses; CaLD; Aboriginality;and
- Ensure implications of adjustments on the reliability and validity of the assessment tool are explained

Note: Carefully consider the order of assessments

North Woodvale Primary School

Intervention Model

Research on child development informs us that children learn and develop skills at different rates. Specifically, children enter the learning environment with different skill sets, and an individual child's Response to Intervention (RTI) is unique and dependent on biology, social learning history, and context. To reach desired outcomes in school, some students may require additional or unique instructional strategies or interventions beyond those typically available. Thus, for schools to meet the needs of all students it is important to establish a comprehensive continuum of multi-layered or multi-tiered systems of prevention/intervention services. This continuum should include intervention options of varying intensity that can be linked to the specific learning needs of students who are experiencing difficulties. To ensure that prevention and intervention strategies are provided in a timely manner and to students who need them, schools should establish a clear process for a) determining which students are experiencing difficulties, b) selecting intervention strategies or supports and matching these supports to students, and c) evaluating whether the intervention strategies are helpful to students.



RTI (Response To Intervention)
3 Tiers of Support

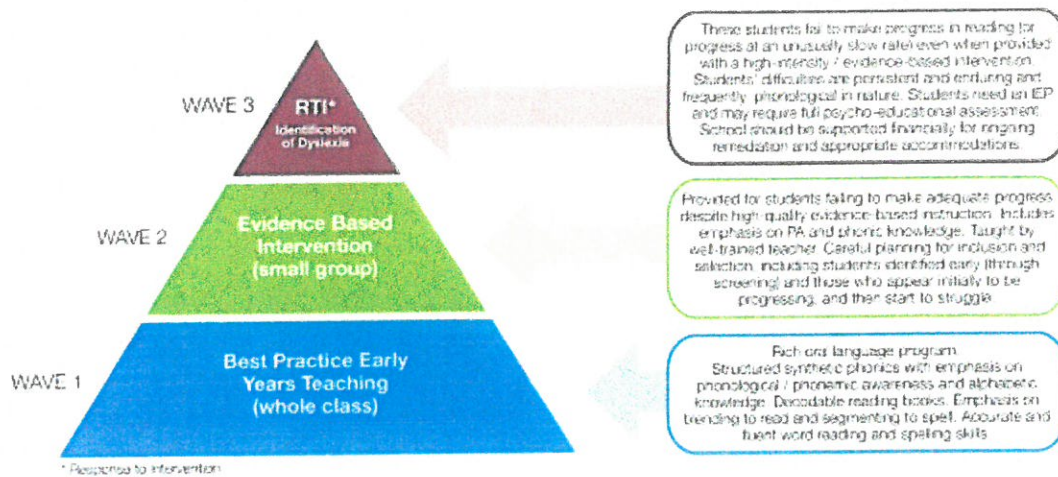


Figure 1. Identifying Students with Dyslexia within the Three Wave Model.

The above diagrams explain the process of Intervention and the Three Tiers of support known as the Response to Intervention.

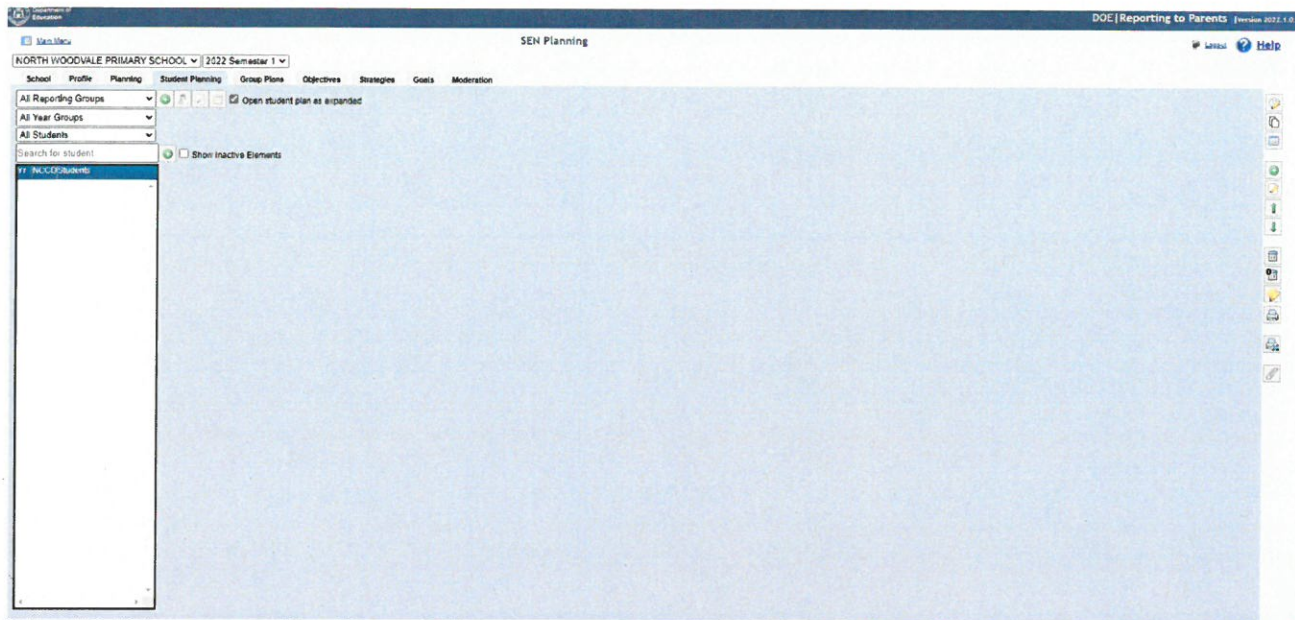
Tier 1 is universal (i.e., school-wide) where prevention efforts are established to promote learning for all students, anticipating that most students (e.g., 80%) will respond to these strategies and will not require additional intervention. This is within the classroom with quality teaching of a differentiated program.

Tier 2 is when students (e.g., 15%) who are identified as being at-risk of experiencing problems receive supplemental or small-group interventions.

Tier 3 is an additional layer of intensive support to address the needs of a smaller percentage of students (e.g., 2%–7%) who are experiencing problems and are at risk of developing more severe problems. At Tier 3, the goal is remediation of existing problems and prevention of more severe problems or the development of secondary concerns as a result of persistent problems.

Documented Plans

Use SEN Planning to complete all Documented Plans



- Use ABLEWA assessment tool and recommended targets as appropriate for your students.

STRATEGIES FOR SUPPORT

<p>Learning strategies</p> <ul style="list-style-type: none"> <input type="checkbox"/> Scaffold activities <input type="checkbox"/> Peer buddies <input type="checkbox"/> Education assistants <input type="checkbox"/> Cooperative group work <input type="checkbox"/> Use of visual aids <input type="checkbox"/> Hands on activities <input type="checkbox"/> Pair work <input type="checkbox"/> Use of a calculator <input type="checkbox"/> Simplify task directions <input type="checkbox"/> Allow verbal responses <input type="checkbox"/> Demonstrate knowledge through voice recordings <input type="checkbox"/> Demonstrate knowledge through video recordings <input type="checkbox"/> Computer use <input type="checkbox"/> Speak (Microsoft programmes) <input type="checkbox"/> Modelled responses <input type="checkbox"/> Blocking instruction into small, sequential steps <input type="checkbox"/> Matching activities <input type="checkbox"/> True false questions <input type="checkbox"/> Provided notes rather than copy notes <input type="checkbox"/> Chunk information into small segments <input type="checkbox"/> Highlight text rather than write notes <input type="checkbox"/> Modify question types e.g. short answer/multi choice <input type="checkbox"/> Choice of presentation method <input type="checkbox"/> Check understanding <input type="checkbox"/> Supply handouts for highlighting <input type="checkbox"/> Practice keyboard skills <input type="checkbox"/> Visualisation <input type="checkbox"/> Written simplified instructions on the board in addition to verbalised instruction <input type="checkbox"/> Reading Windows <input type="checkbox"/> Mobile use e.g. calculator/ timers etc. <input type="checkbox"/> Headphones <input type="checkbox"/> Allowed practice time <input type="checkbox"/> Language processing <input type="checkbox"/> Written & verbal instructions <input type="checkbox"/> Paraphrased information 	<ul style="list-style-type: none"> <input type="checkbox"/> Link new material to prior knowledge <input type="checkbox"/> Planning time <input type="checkbox"/> Alternative weighting of assessment <input type="checkbox"/> Colour coding <input type="checkbox"/> Three levels of questioning <input type="checkbox"/> Simple sentence structures <input type="checkbox"/> Modified text types reduced or extended <input type="checkbox"/> Visual aids <p>Useful for Specific Learning Difficulties (but not limited to)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Repeated opportunities to practice skills <input type="checkbox"/> Reduce the quantity of content required to master <input type="checkbox"/> Provide more time <input type="checkbox"/> Use of concrete materials <input type="checkbox"/> Three levels of questioning <input type="checkbox"/> Enlarge worksheet/ text <input type="checkbox"/> Shorten tasks <input type="checkbox"/> Colour coding information <input type="checkbox"/> Larger/alternative font (Calibri are recommended for students with dyslexia) <input type="checkbox"/> Rehearse format of text <input type="checkbox"/> Reduced homework load <input type="checkbox"/> Use word family spelling lists <input type="checkbox"/> Use see, hear, say, do strategies <input type="checkbox"/> One to one teaching time <input type="checkbox"/> Use of spell check <input type="checkbox"/> Diary use <input type="checkbox"/> Encourage organisational techniques e.g. filing, work storage <input type="checkbox"/> Mnemonics <input type="checkbox"/> Familiarise student with new vocabulary <input type="checkbox"/> Repetition <input type="checkbox"/> Photos of board notes <input type="checkbox"/> Manipulative materials <input type="checkbox"/> Appropriate text levels <input type="checkbox"/> Backward chain 	<p>Useful for Extension (but not limited to)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Acceleration – full grade <input type="checkbox"/> Acceleration – partial/subject specific <input type="checkbox"/> Acceleration – compacted curriculum <input type="checkbox"/> Pre-testing <input type="checkbox"/> Off-level testing <input type="checkbox"/> Higher level, analytical, complex tasks <input type="checkbox"/> Problem solving tasks <input type="checkbox"/> Passion project <input type="checkbox"/> Develop research skills and methods <input type="checkbox"/> Flexible work environment <input type="checkbox"/> Self-regulated working speed <input type="checkbox"/> Product or evaluation choice <input type="checkbox"/> STEM activities <input type="checkbox"/> Open book questions <input type="checkbox"/> Appropriate text levels <input type="checkbox"/> Competitions <input type="checkbox"/> Blooms taxonomy <input type="checkbox"/> Mentoring <input type="checkbox"/> Technology <input type="checkbox"/> Extended questioning allowing additional knowledge to be displayed <input type="checkbox"/> Solo Taxonomy <input type="checkbox"/> Higher Order Thinking Skills (HOTS) <input type="checkbox"/> Williams Model <p>Useful for self-regulation (but not limited to)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Maintained structure with classrooms/ lessons <input type="checkbox"/> Additional wait time <input type="checkbox"/> Rehearsal <input type="checkbox"/> Minimise transitions <input type="checkbox"/> Maintain routine <input type="checkbox"/> Allowed regulation time <input type="checkbox"/> Reduced visual distractions <input type="checkbox"/> Reduced sensory stimuli <input type="checkbox"/> Use of a timer <input type="checkbox"/> Fiddle toys <input type="checkbox"/> Immediate reinforcement <input type="checkbox"/> Avoid abstract expectations e.g. being good <input type="checkbox"/> Frequent feedback 	<ul style="list-style-type: none"> <input type="checkbox"/> Removal of auditory distractions <input type="checkbox"/> Auditory stimuli (iPod) <input type="checkbox"/> Positive reinforcement <input type="checkbox"/> Cue transitions <input type="checkbox"/> Reduce auditory stimuli <input type="checkbox"/> Cue student by calling name <input type="checkbox"/> Contracts <input type="checkbox"/> Clear rules <input type="checkbox"/> Consistent consequences <input type="checkbox"/> Cooperative learning strategies <input type="checkbox"/> Provide immediate feedback <input type="checkbox"/> Proximity <input type="checkbox"/> Provide alternatives/choices <input type="checkbox"/> Break / cool down time <input type="checkbox"/> Allow movement <input type="checkbox"/> Planned ignoring <input type="checkbox"/> Squaring off <input type="checkbox"/> Flexible scheduling e.g. different sections completed on different days <input type="checkbox"/> Winning over <input type="checkbox"/> Signal to begin <input type="checkbox"/> Non-verbal cues <input type="checkbox"/> Visual prompts <input type="checkbox"/> Targeted seating e.g. close to door/teacher/board/alone <p>Useful for Assessments (but not limited to)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Questions read to student <input type="checkbox"/> Extra time (10min per hr) or breaks <input type="checkbox"/> Simplify written assessments e.g. short answer becomes dot points <input type="checkbox"/> Use of computer rather than handwritten <input type="checkbox"/> Mark content not spelling <input type="checkbox"/> Reduce content per page <input type="checkbox"/> Alternative assessment forms or location e.g. tape, video, models, photography, oral presentations, diagrams, multi choice, short answer or fill in the gaps. <input type="checkbox"/> Reduced outcomes e.g. Editing is punctuation and not spelling <input type="checkbox"/> Assessment - anecdotal notes & checklist <input type="checkbox"/> Concrete materials
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NORTH WOODVALE
PRIMARY SCHOOL

Behaviour Tracking Sheet

Observations in classroom

A	ABSENT	T	ON TASK	G	AGITATED
L	LATE	N	OFF TASK- NOT DISRUPTIVE	E	ESCALATED (rate 1-5)
M	MOOD CHANGE	O	OUT OF THE ROOM	R	RESTRAINT
C	CALM	B	BREAK	SW	SWEARING/ Vulgar language
W	WITHDRAWAL	S	SUSPENDED		

Block / DATE	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
8.50- 9.35 SESSION 1					
9.35-10.25 SESSION 2					
10.55 -11.45 SESSION 3					
11.45-12.35 SESSION 4					
1.20-2.10 SESSION 5					
2.10-3.00 SESSION 6					



NORTH WOODVALE
PRIMARY SCHOOL

Behaviour Tracking Sheet

Observations in playground

A	ABSENT	T	ON TASK	G	AGITATED
L	LATE	N	OFF TASK- NOT DISRUPTIVE	E	ESCALATED (rate 1-5)
M	MOOD CHANGE	O	OUT OF THE ROOM	R	RESTRAINT
C	CALM	B	BREAK	SW	SWEARING/ Vulgar language
W	WITHDRAWAL	S	SUSPENDED		

Block / DATE	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Transition to school					
Recess Play					
Recess Eat					
Lunchtime Play					
Lunchtime Eat					
Transition to home					



INDIVIDUAL BEHAVIOUR PLAN

Student Name:	Year Level:
Class Teacher/s:	Semester:

Background Information:

Long Term Goal:

Short Term Goal:

Behaviours of Concern	Triggers	Replacement Behaviours	Strategies

Personnel Involved	Monitoring
Class teacher SSC Administration staff School Chaplain School Psychologist	Anecdotal behaviour records Case conferences Teacher/Parent communication Quiet, discreet teacher/student chats to monitor _____ emotional regulation

Parent: _____ Teacher: _____ Student Support Coordinator: Teresa Reeve

Date Reviewed: _____



RISK MANAGEMENT PLAN

Confidential

Student name: _____ Year level: _____
 DOB: _____ Principal: _____
 Parent/Guardian: _____ Ph: _____ Teacher: _____
 Parent/Guardian: _____ Ph: _____ Deputy/Manager: _____
 Date of implementation: _____ Review date: _____

Nominated staff member/s

Title: _____ Contact: _____
 Title: _____ Contact: _____

Presenting Concern

Support contacts

Emergency: 000	Urgent mental health telephone support for children and families (Urgent MHTS): 1800 048 636	External agency: #
Situation/Environment/	School-based strategies to reduce risk at school	Home-based strategies to reduce risk at school
General		
Classroom		
Playground		

SIGNATURES: Record of endorsement

_____ (Parent/Guardian) _____ (Student, where appropriate)
 _____ (Administration) _____ (Student Services)
 _____ (Teacher/s) _____ (Other Staff)

Date: _____

Note: Circumstances where endorsement received via telephone or signature not obtained:

SCHEDULE I - FRAMEWORK FOR DOCUMENTED PLANS (IEP)

"Documented Plans" is an umbrella term used to describe a range of ways of catering for the educational needs of individual or smaller groups of students with identified needs.

A Documented Plan is primarily a teaching and learning planning document. The Documented Plan identifies short to medium educational outcomes.

The starting point for consideration of any individualisation of the education program is the Teacher's whole-of-class program.

A Teacher will use their professional judgement to evaluate which parts of their current whole-of-class program facilitate teaching and learning for students with particular needs before planning and implementing something different for an individual student or small groups.

The purpose of this framework is to provide clarity for Teachers developing Documented Plans. The framework is supported by complementary guidelines. It is anticipated that the school, supported by School Psychologists and state-wide services, will guide decision-making in relation to identified issues.

- 1 Documented plans are student centred. They focus on students' strengths and educational needs and build on current knowledge and skills.
- 2 A Documented Plan must be realistic, practical and readily understood by Teachers, support staff and parents.
- 3 Documented Plans may take a variety of forms, including Individual Education Plans (IEP), Individual Behaviour Plans (IBP), Individual Transition Plans (ITP) and Risk Management Plans (RMP). A Documented Plan may apply to an individual or a small group with similar educational needs.
- 4 Many students with a special need or learning difficulty do not require a detailed Documented Plan. Simpler versions of Documented Plans will often suffice in mainstream classes for individuals and smaller groups.
- 5 Documented plans accompany the student to other educational settings.
- 6 The Documented Plan will be developed by the Teacher. Consultation will occur with parents, other staff, service providers and where possible students, as appropriate.
- 7 A Documented Plan is a record of education plans in relation to a student or a group of students. Adjustments in the Documented Plan should be reviewed periodically and based on data gathered.
- 8 The Documented Plan needs to be kept as simple as possible. While addressing the needs of the student(s), due consideration is given to Teacher workload.
- 9 Timelines and review dates are set wherever possible and roles and responsibilities designated.
- 10 Occupational safety and health issues should be considered and where relevant should be identified in the Documented Plan.

LEARNING FOR LIFE



**NORTH WOODVALE
PRIMARY SCHOOL**

School Response to Students with Suicidal Behaviour and Non-Suicidal Self-Injury

The following information has been compiled using the School Response and Planning Guidelines for Students with Suicidal behavior and Non-Suicidal Self Injury; and the School Response and Planning Guidelines for Students with Suicidal behavior and Non-Suicidal Self-Injury – Templates. The information is provided to support staff to respond appropriately, however, it is important to also refer to the full planning guidelines.

Any suspicion or evidence of suicidal behaviour or NSSI should be taken seriously and followed up appropriately. At no time can staff maintain absolute confidentiality with a student who has disclosed suicidal behaviour or NSSI

Definitions

- **Suicidal behaviour** - Includes suicidal ideation, suicide attempts and suicide
- **Suicidal ideation:** refers to an individual's thoughts about ending their life
- **Suicide attempts:** refers to an individual harming themselves with the intent to die, but not resulting in death
- **Suicide:** is a deliberate act to end one's life resulting in death

Non-suicidal self-injury (NSSI) – often referred to as self-harm

- A deliberate act to harm oneself without the intent to die. It is aimed at reducing uncomfortable and distressing emotions. The behaviour is often repetitive.
- Can include cutting, scratching and/or picking skin, burning, pulling hair, and hitting objects or oneself.
- NSSI and suicidal behaviour can occur at the same time.

Direct disclosure - when a student informs a staff member of any feelings, thoughts or actions associated with suicidal behaviour or NSSI. This may include verbal disclosure, or disclose through a curriculum task such as English or Art.

Indirect disclosure - when concerns for a student are brought to the attention of a staff member by a third person such as another student, or a community member.

Nominated staff member - the school-based staff member/s who needs to be informed.

Suicide risk assessment - an interview conducted by a trained school staff member (or external clinician) to consider and assess the young person's understanding of their world and their understanding of death. The purpose is to determine the young person's risk of suicide.

Risk management plan - identifies foreseeable circumstances where a student may be at risk of harm; and outlines detailed strategies to reduce this risk. Relevant teachers are provided with the risk management plan.

Confidential risk management memo - a memo distributed to relevant school staff to inform them of concerns for the student's health and wellbeing. The memo outlines general strategies to keep the student safe, such as monitoring and alerting absences.

Indicators of concern

Most people considering suicide give signs that they are not coping. Do not ignore or interpret these signs as attention seeking. It may be the young person's way of asking for help, especially if they cannot express their needs openly.

Some examples of common indicators that school staff may observe include:

- Changes in activity or mood
- Poor emotional regulation
- Decrease in academic performance
- Difficulty concentrating and/or making decisions
- Negative view of self and/or world
- Significant tiredness and/or loss of energy
- Peer conflict or withdrawal
- Persistent or sudden absences from school
- Changes in eating or sudden weight loss or gain
- Change in appearance such as no care for clothes and hair
- Unexplained injuries such as burns, cuts and bruises
- Wearing long sleeves or covering up (excluding weather and religious or cultural reasons)
- Disclosure of persistent thoughts about death and/or suicide

If staff have concerns regarding a student it is important to consult with the nominated staff members to ascertain if further actions need to be taken to support the student.

This list is not exhaustive and any changes in a student may be a cause for concern.

Emergency and support contacts

Urgent mental health telephone support for children and families (24/7)

Kids Help Line	1800 048 636
Lifeline	1800 551 800
Mental Health Emergency Response Line	13 11 14
Parenting WA Line	1300 555 788
Family Help Line	6279 1200
Crisis Care (24/7)	9223 1100
Gay and Lesbian Counselling Service	9223 1111
Family GP	9420 7201
Perth Children's Hospital Emergency Department	
www.headspace.org.au	
www.beyondblue.org.au	
www.reachout.com.au	
People Sense (Employee Assistance Program for staff members)	
	9388 9000

School staff response to students with suicidal behaviour and non-suicidal self-injury flowchart

DIRECT DISCLOSURE	INDIRECT DISCLOSURE
<ul style="list-style-type: none"> • Secure an appropriate place to discuss concerns – if the student discloses in class in front of peers, protectively interrupt and follow up with the student individually during a gap in teaching or at the end of the lesson. • Listen and reassure the student that talking about their feelings is positive and helpful. • Inform the student that the information cannot be kept confidential, so that they can be supported. Let them know you will discuss it with (nominated staff member). • If the student is at imminent risk, keep the student safe and inform nominated staff member immediately • In all other cases, inform nominated staff member as soon as practical after disclosure (following the end of an activity or class) • Identify and support any peers who may have been impacted by the disclosure • Document the disclosure using the student's own words where possible and document actions taken. 	<ul style="list-style-type: none"> • Reassure the individual that they have taken the right action by informing a staff member of their concern. Offer emergency and consultation contacts for support (eg Kids Helpline or Lifeline). • Advise that the information cannot be kept confidential as the student will need to be supported. • If the student is at imminent risk, locate and keep the student safe and inform nominated staff member immediately • In all other cases, check the student is at school and in class, then inform the nominated staff member as soon as practical following disclosure. • Document the indirect disclosure and document actions taken.



KEEP THE STUDENT SAFE
(if necessary do not leave them alone and call 000)



<p>INFORM NOMINATED STAFF MEMBER</p> <ul style="list-style-type: none"> • Principal • Deputy • Chaplain <p>The nominated staff member will then:</p> <ul style="list-style-type: none"> • Contact home • Offer risk assessment at school or recommend external risk assessment • Provide parents with emergency response numbers • Develop a risk management plan in consultation with relevant school staff, parents and any external agencies • Distribute the risk management plan and/or confidential risk management memo to relevant staff • Ongoing monitor and review with staff, student and parents 	<p>FOLLOW CURRENT RISK MANAGEMENT PLAN IF ONE IS IN PLACE</p>
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SUPPORT STUDENT AS PER RISK MANAGEMENT PLAN AND/OR CONFIDENTIAL RISK MANAGEMENT MEMO

Checklist for nominated staff members following report of disclosure of suicidal behavior and non-suicidal self-injury

ACTION	✓
Contact parents/guardian and notify of concern, emphasising the importance of a supportive parent response*	
If available, offer a risk assessment by a staff member trained in suicide risk assessment OR If not available, and the concern is thought to require additional intervention, recommend an external assessment (refer to emergency and support contacts)	
Recommend ongoing parent/guardian monitoring of the student and provide emergency and support contacts to parents. Ensure safety of student is considered when returning home from school	
Update the principal or nominee of actions taken	
Follow up with and offer support to any students (do their parents also need to be contacted?) and staff impacted by disclosure (refer to emergency and support contacts)	
Monitor social media where appropriate	
Develop a risk management plan (RMP) in consultation with relevant school staff, parents and any external agencies (or review existing RMP)	
Distribute the RMP to nominated staff (classroom teacher, school psychologist, chaplain). Store it as hard copy in individual student folder and electronically in shared drive/admin/850Students/864Individual/	
Distribute confidential risk management memo to other contact staff (specialist staff, EA where needed). Store as above	
Liaise with parent/guardian and check that agreed actions such as external risk assessment or referral has occurred	
Where the student is already a client of an external service provider, inform them of the disclosure/incident. Obtain consent from the parent/guardian	
Where necessary, organise a return to school meeting and include relevant school staff, parent/guardian, external support agencies and student (as appropriate)	
Confirm that the school's actions are documented	
Consider whether an Online Incident Notification (OIN) needs to be lodged	
Consider self-care and determine if need for debrief with a colleague or People Sense	
Review the RMP on an ongoing basis and when there is any significant incident or perceived change in risk that may impact on management of risk at the school level.	

*Refer to the Department's 'School Response and Planning Guidelines for Students with Suicidal Behaviour and NSSI' where there are concerns about contacting home or where there is limited parent/guardian support for recommended actions.

Checklist for school staff member conducting the suicide risk assessment

ACTION	✓
Discuss limits of confidentiality before the suicide risk assessment – information is shared for the purpose of keeping them safe by engaging appropriate supports	
Conduct suicide risk assessment and document	
Provide student with emergency contact details (Kids Help Line 1800 551 800)	
Check student is aware of responsible adults who can support them at home, school and in the community	
Contact the parents/guardian and notify of concern	
Recommend ongoing parent/guardian monitoring of the student including consideration for the student's safety when returning home from school	
Provide emergency and support contacts (if not already provided by nominated person)	
Link the student with appropriate external agencies through referral	
Where necessary, recommend student is taken to hospital emergency department for assessment	
Check in with student following parent/guardian phone call to discuss actions taken and determine if further support is required	
If student is being taken for further external assessment, contact the agency and provide relevant information (verbally and written). Obtain consent from parents	
Update nominated staff member	
Consult with a colleague also trained in suicide risk assessment	
As required, support nominated staff member to develop and review RMP	