



Whole School Approach to Support Student Learning

At Strathpine West State School we are committed to 'Every Student Succeeding' and believe that every student has the ability to learn and should be able to demonstrate progress in their learning. We are committed to creating a culture of engaging learning that improves achievements for all students. We aim to provide challenging learning experiences that further develop reading, writing, numeracy and science expertise across the curriculum. We work to cater for students' academic, social and emotional needs by expanding opportunities for all students to reach their potential.

Legislation and Policies

The policies and practices at Strathpine West State School are underpinned by our legal responsibilities as outlined in the Commonwealth Disability Discrimination Act 1992 (DDA) and the Disability Standards for Education 2005 ("the Standards") (refer to [Curriculum provision to students with disability](#) and the [Disability Policy](#) site) and meet the requirements for Queensland state schools in delivering the curriculum from Prep to Year 12. Our policies and practices reflect our school values and our strong commitment to maximising the learning and engagement of all of our students.

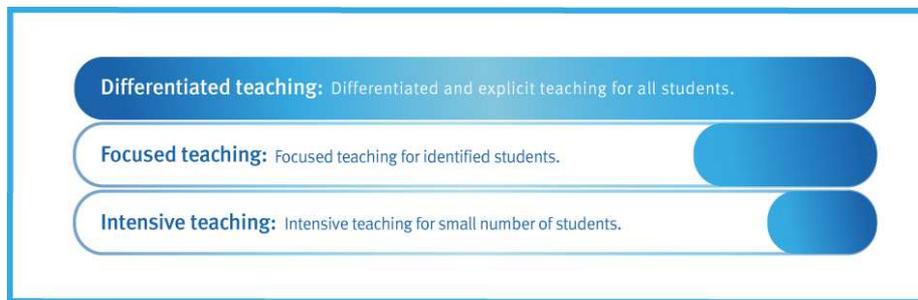
The DDA makes it unlawful to discriminate against people due to disability and provides for the inclusion, protection and accommodation of all people with disability. Under the DDA the term 'disability' is much broader than the six verified categories of Hearing Impairment, Vision Impairment, Physical Impairment, Autism Spectrum Disorder, Speech Language Impairment and Intellectual Disability.

"The Standards" were developed to clarify the obligations of education providers under the DDA. Under 'the Standards' schools are required to support students with diverse learning needs so that they can participate in education on the same basis as all other students.

The Whole School Approach to Support Student Learning

A whole school approach to curriculum provision, using a continuum of support, caters for the learning needs of all students. This includes those in need of support with academic learning, communication, social and emotional learning, behaviour learning; those who have educational support needs arising from disability; those who are gifted and talented; those who are Aboriginal and Torres Strait Island students and those learning English as an additional language or dialect (EAL/D). Cultural and linguistic background and socio-economic status contribute to the diversity and complexity of student learning needs.

A whole school approach directs support to different levels of student need. Three layers provide a continuum of support with increasingly focused and personalised teaching and intervention at each successive layer — including increasing levels of adjustments, monitoring of student learning and behaviour, and involvement of support staff. Schools identify the appropriate layer of support through analysis of student data and ongoing monitoring of student progress.



Differentiated and explicit teaching for all students

At Strathpine West State School, we provide differentiated teaching to respond to the particular learning needs of all students as a regular part of curriculum provision by;

- Knowing our students
- Knowing the curriculum
- Varying the pathways

Teachers use an ongoing cycle of collecting and analysing data, differentiated teaching and monitoring progress. If there is a lack of student progress, the teacher identifies alternative approaches that are likely to result in the intended student learning. Teachers provide enrichment and/or extension for students who are exceeding year-level expectations. Differentiated teaching is recorded in teacher daily planning documents.

Despite quality differentiation, some student may require additional support to meet year level expectations. This may take the form of *Focused Teaching*.

Focused teaching for identified students

At Strathpine West State School, we provide focused teaching for students who continue to demonstrate that they are not meeting year-level achievement standards or behaviour expectations. Some of our students require additional support to meet year-level expectations in a particular strand, mode, or part of a learning area/subject. For some students, focused teaching addresses more significant support needs, and provides curriculum at a lower or higher year level. Some students require additional support to meet behaviour expectations.

Focused teaching provides additional scaffolding or support by revisiting key concepts and/or skills and using explicit and structured teaching strategies, in particular aspects of a learning area or behaviour skill. Focused teaching provides students with more opportunities to practise skills and multiple opportunities to achieve the intended learning and expected behaviour. Support teachers work collaboratively with class teachers to provide focused teaching. Focused teaching is aligned to the class program and may include but are not limited to the following;

- Small group support for targeted skill development.
- Specialist teacher in-class support
- Intervention programs eg social skills, speech language

Teachers monitor student progress and behaviour and identify those students who:

- no longer require the additional support
- require ongoing support
- require intensive support.

Gifted and talented students may require enrichment and extension to develop in-depth knowledge and understanding; and teachers may introduce some elements of the curriculum from a higher year level.

Students who are learning English as a second or additional language or dialect (EAL/D) while at the same time learning the curriculum through Standard Australian English, need specific teaching approaches to build a language foundation for successful classroom learning. Teachers identify these students' English language proficiency using the [Bandscales State Schools \(Queensland\) for EAL/D Learners](#), and provide focused teaching to meet the particular language learning needs of students within the classroom context.

Focused teaching is recorded in OneSchool under Support Provisions, Student Plan.

Despite quality focused teaching some students may require additional support to meet year level expectations. This may take the form of *Intensive Teaching*.

Intensive Teaching

At Strathpine West State School, we provide support for a small number of students who require intensive teaching, following focused teaching, as they continue to perform substantially below, or above, year-level expectations in a learning area/subject or across the whole curriculum. A small number of students may require frequent individual behaviour support.

Intensive teaching involves frequent and explicit instruction, with individuals or in small groups, to develop sequential mastery of basic concepts, skills and knowledge.

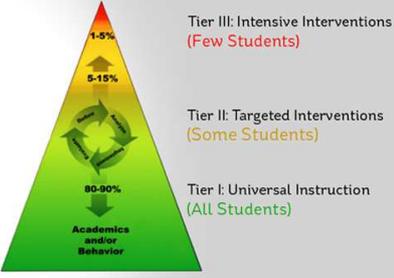
Some students may require intensive teaching for a short period of time, for particular aspects of the curriculum or behaviour skills. Other students may require intensive teaching for a more prolonged period of time. Support teachers work collaboratively with class teachers to provide intensive teaching.

Intensive teaching is recorded in OneSchool under Support Provisions, Student Plan.

Despite the provision of quality intensive teaching programs, some students may still not successfully access the age appropriate curriculum. This small number of students may be provided with a higher or lower level curriculum in one or more learning areas. This is always done in consultation with parents/carers and requires an Individual Curriculum Plan (ICP). Supporting information <http://education.qld.gov.au/curriculum/framework/p-12/index.html>.

School Team Roles and Responsibilities

<p>Leadership Team (Principal, Deputy Principal, HoC)</p> <p>HoSSS, Literacy Coach)</p>	<ul style="list-style-type: none"> • Lead the inclusion agenda by defining, communicating and enacting the school vision for inclusive education that supports the diverse needs of the school community. • Strategically guide whole school practices focused on improved learning outcomes for all students. • Embed and sustain a focus on inclusion in all areas of practice and in the daily life of the school. • Actively respond to Education Department policies, procedures and guidelines for inclusive practice. • Equitably distribute resources to maximise student engagement and learning outcomes. • Analyse and respond to data to inform decision making focused on improving all student outcomes. • Establish a culture of observation and feedback that builds the capacity of staff to respond to the needs of all students. • Maintain knowledge of both departmental and school policies and procedures and curriculum. • Provide information to all teaching staff regarding research and evidence based teaching practices. • Respond to staff requests for support and information regarding inclusive practice. • Communicate and consult with parents regarding student needs. • Actively engage the wider community, including parents, carers and outside agencies, in collaboratively improving educational outcomes for students.
<p>Teachers</p>	<ul style="list-style-type: none"> • Support the learning of all students across all curriculum areas, including the General Capabilities. • Make reasonable adjustments and remove barriers to learning enabling all students to access education on the same basis. • Maintain high expectations for all students. • Build quality relationships with students and their parents or carers. • Regularly and frequently use data to inform quality differentiated planning, teaching and assessment for every student. • Create and maintain a safe, supportive classroom environment. • Maintain currency of curriculum knowledge and deliver high quality teaching for all students. • Maintain knowledge of school and departmental policies and procedures. • Communicate and consult with parents regarding student needs. • Communicate and consult with outside agencies regarding student needs. • Case manage all students in roll class (classroom teachers). • Seek information and support from colleagues, the Leadership team and Support staff regarding student needs. • Provide direction to Teacher Aides to support student learning outcomes.
<p>Support Staff</p> <p>HoC, HoSSS, AVT-IC, Literacy Coach, SSS Teachers, EAL/D Teacher</p>	<p>Use a Multi-Tiered System of Support (MTSS) and Response to Intervention (RtI) approach to support student learning that includes, but is not limited to;</p> <ul style="list-style-type: none"> • Responding to referrals from the Student Support Team. • Providing programs that support targeted students (both individual and groups). • Assisting class teachers to understand the learning needs of students along with appropriate pedagogies and adjustments.

	<ul style="list-style-type: none"> • Collaborating and consulting with class teachers to identify learning needs and to determine appropriate learning interventions for groups or individuals. • Planning and delivering learning intervention and extension programs designed to meet the needs of individuals. • Using data to collaboratively design, deliver, and monitor intervention and extension programs. • Providing information and resources to class teachers to support implementation of research and evidence based intervention for students. • Build quality relationships with students and their parents or carers. • Consult and communicate with parents and carers regarding individual student needs.
<p>Teacher Aides</p>	<ul style="list-style-type: none"> • Implement intervention and extension programs as planned and directed by teachers. • Record intervention data and provide feedback to classroom, specialist and support teachers as required. • Seek and access information to support understanding of student needs and strategies for effective teaching • Communicate with other teacher aides, classroom and specialist teachers, support staff and the Leadership team where appropriate regarding student needs.
<p>Guidance Officer</p>	<ul style="list-style-type: none"> • Align professional practice to support the strategic direction of the school. • Provide information to support the Leadership team with regard to student and community wellbeing. • Actively support the wellbeing of the whole school community. • Respond to referrals from the Student Support Team. • Consult with the school team to identify and support the needs of individual students, families and groups. • Liaise with external agencies regarding individual students, families and groups. • Seek and provide information regarding community prevention, protection and support programs. • Implement programs that support targeted students (both individual and groups).
<p>Chaplain</p>	<ul style="list-style-type: none"> • Actively support the wellbeing of the whole school community. • Respond to referrals from the Student Support Team. • Implement programs that support targeted students (both individual and groups).
<p>Regional Support; Coaches, Therapists, Advisory Visiting Teachers</p>	<p>Respond to school needs following a submission of a request for service.</p> <p>Support the strategic direction of the school.</p>
<p>Outside Agencies</p>	<p>Respond to school needs following a submission of a request for service.</p> <p>Provide information and support regarding specific students.</p>