

WOOMBYE STATE SCHOOL

School Vision

At Woombye State School diversity is accepted and respected. We engage all students in a supportive and inclusive learning environment that recognises individual needs and potential, empowering them to become lifelong learners.

Through quality, differentiated instruction and continual monitoring of student data, all staff at Woombye State School respond expeditiously to individual learning needs. We provide support through the effective deployment of resources, enabling each student to successfully access the Australian Curriculum (AC).

Legislation and Policies

The policies and practices at Woombye State School are underpinned by our deep commitment to every student succeeding, to our ongoing obligation to ensure staff have the support and training needed and to strengthening school community partnerships.

Maximising the learning, engagement and wellbeing of all of our students is our focus. Ongoing school improvement and inclusion is achieved through intentional reflection utilizing the National School Improvement Tool.

Every student succeeding — *State Schools Improvement Strategy (2020-2024)* is the plan to lift the educational performance for every child and student in our state schooling system. Three frameworks assist schools with their explicit improvement agenda:

- *The P–12 curriculum, assessment and reporting framework (P-12 CARF)* specifies the curriculum, assessment and reporting requirements for all Queensland state schools' principals and staff delivering the curriculum from Prep to Year 12.
- *The Student Learning and Wellbeing Framework* supports student wellbeing by assisting schools to build a positive learning culture which optimises student learning.
- *The Parent and Community Engagement Framework* assists schools, parents/carers and the community to work together to maximise student learning.

In our endeavour to ensure that all students at Woombye State School are able to access and participate in education and achieve success we are guided by:

- *The Inclusive education policy*
- *Every student with disability succeeding*
- *Every Aboriginal and Torres Strait Islander student succeeding*



The legal responsibilities of staff in Queensland state schools are outlined in the *Commonwealth Disability Discrimination Act 1992 (DDA)* and the *Disability Standards for Education 2005* ("the Standards"). Under the DDA the term 'disability' includes students with particular learning needs (verified and unverified) including those with difficulties with social learning i.e. those with challenging behaviour.

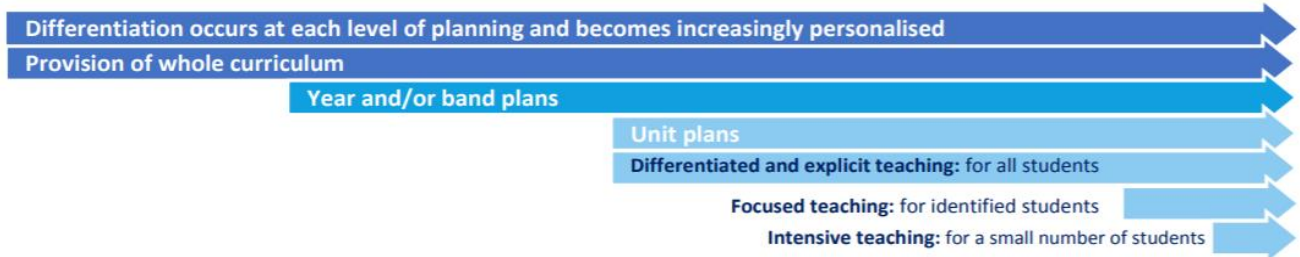
Whole school approach to differentiated teaching and learning

Woombye State School achieves success through a timely and intentional approach to improving the progress of **every** student including those needing extension, further engagement or support.

At Woombye State School it is expected that all teaching staff:

- provide students with the required curriculum
- differentiate teaching so that every student's learning needs are met in ways appropriate to their age, the context in which they are learning and the nature of the curriculum
- assess and moderate using standards
- report to parents/carers and students about their learning and achievement.

Analysis of data informs the provision of the Australian Curriculum in Woombye State School's whole school curriculum, assessment and reporting plan through the three levels of planning.



Differentiated and explicit teaching and learning

Differentiation is the educational response purposely made by class teachers to accommodate the diverse needs, interests and current level of readiness of students. Differentiation is a targeted process that involves forward planning, programming and instruction.

At WSS differentiation and explicit teaching and learning provides adjustments that:

- are equitable and flexible
- provide an appropriate level of challenge
- engage students in learning in meaningful ways
- will not impact on the integrity of the unit.

In their day-to-day teaching, classroom teachers at Woombye State School place a high priority on identifying and addressing the learning needs of all students. Differentiated and explicit teaching and learning is provided as a regular part of curriculum provision. If a student is exceeding year-level expectations, staff provide enrichment and/or extension. Class teachers monitor differentiated and explicit teaching provided to students. Differentiated and explicit teaching will be recorded in the planning of class teachers.

At Woombye State School, all classroom and specialist teachers are expected to deliver differentiated and explicit teaching and learning for all students. Knowing each student is imperative. Indicators of quality first teaching in every classroom at Woombye State School include:

- use of data to identify strengths, areas for improvement and promote student engagement
- use of visuals especially visual timetables
- quality communication skills- repeat, rephrase and repeat
- use of audio sound systems
- seating arrangements.

As well as quality teaching for all students, all teachers provide reasonable adjustments to enable students with specific learning needs to participate and access the Australian Curriculum on the same basis as their similar age peers.

Class and support teachers along with a variety of other school personnel work in partnership to understand and meet the needs of all students- verified and not verified. Team based collaboration is strongly encouraged at Woombye State School, allowing educators of diverse teaching backgrounds to address learner needs in the classroom. Walk Throughs, formal and informal sharing opportunities and professional conversations with the leadership team ensure sharing of practice and support for staff.

As Woombye State School is a BYOD school (for years 4-6), use of assistive technologies, is utilised as one way of providing equity. Class teachers work collaboratively with support staff in making decisions about how best to respond to the needs of specific students.

Focused Teaching

Focused teaching for groups or individuals is planned and delivered in response to formative assessment. It includes teaching, understandings and/or skills from particular content descriptions through effective pedagogical practices that address barriers to learning or engagement. The aim of focused teaching is to support or extend student's learning and should commence as soon as possible after identifying the student's need. Parents will be consulted when focused teaching is provided.

At the same time that focused teaching is being provided, students continue to access the differentiated and explicit teaching planned and delivered within the context of the unit being provided to the class.

At Woombye State School, class teachers plan for and often deliver this boost of teaching for vulnerable students. A variety of school personnel (eg GO, curriculum leader, HOSES, deputy principal), regional staff (eg AVTs, therapists, principal advisors) and persons from outside agencies (eg NDIS providers, Autism Queensland) may support teachers in this. Support staff have particular skills in this area of teaching and it is expected that support staff will work collaboratively with class teachers to plan and at times provide focused teaching when requested. Focused teaching is always aligned to the class program.

Focused teaching may include:

- varying the pace of teaching and learning
- activating prior knowledge
- adjusting the literacy and language demands
- providing a variety of instructional methods.

Once again, class and support teachers, along with a variety of other school personnel (including Teacher Aides) work in partnership to understand and meet the needs of all students- verified and not verified.

Focused teaching will be recorded in the class teacher's planning and in OneSchool (Support Provisions) by the teacher who delivers the boost of teaching. The recording of this focused teaching in OneSchool is imperative in the monitoring and reviewing of the progress of individual students.

Class teachers monitor the focused teaching provided to students. Support staff may be involved with monitoring student progress also.

Unit planning days and data meetings are held regularly at Woombye State School to continually strengthen staff knowledge of the AC and support every staff member to understand and to meet the needs of all students.

Intensive Teaching

Intensive teaching is provided in response to the analysis of monitoring tasks and diagnostic tools and address specific understandings and skills. It includes explicitly teaching discrete understandings and /or skills from particular content descriptions of the AC. At the same time that intensive teaching is being provided, students continue to access the differentiated and explicit teaching planned within the context of the unit being provided to the class.

Intensive teaching may include:

- developing personal and specific learning goals
- scaffolding the literacy and/or language demands
- investigating and using alternative pedagogies and additional resources
- use of assistive technologies.

At Woombye State School, a very small number of students may require intensive teaching that is highly individualised, comprehensive and ongoing for the period of their entire schooling. For these students, intensive teaching addresses the individual nature and acute impact of barriers to learning and participation; and may require a multi-disciplinary team approach.

The 'pathway' to intensive teaching at Woombye State School is through the Student Support Meeting. Once again, class and support teachers along with a multidisciplinary team from within or external to the school work in partnership to understand and meet the needs of all students- verified and not verified.

Intensive teaching will be recorded in OneSchool (Personalised Learning) by the relevant support teacher in collaboration with the class teacher. The recording of this intensive teaching in OneSchool is imperative in the monitoring and reviewing of the progress of individual students.

Class teachers together with the relevant support teacher monitor the intensive teaching provided to students.

The Woombye State School leadership team continuously monitor student data and growth.

A very small number of students in schools, may continue to perform substantially above or below year-level expectations in a whole learning area or across the whole curriculum despite quality differentiated teaching and learning, focused teaching and intensive teaching. For these students, it may be necessary to consider provision of a different year level curriculum recorded in an Individual Curriculum Plan (ICP). This will require identifying where students are in the developmental sequence of learning.

It is the Student Support Team at Woombye State School that decides to offer a student an ICP in the knowledge that all other teaching options have been exhausted. The school principal and student's parents will endorse the ICP if it is supported.

Creating, recording, teaching, monitoring, assessing and reporting of the intended curriculum in the ICP is the joint responsibility of class teacher and support teacher. At the same time as the student has an ICP, for acceleration or support, the student will require differentiated teaching and intensive teaching of the AC.

Roles and Responsibilities

Principal

- Welcome all students, families and staff members to a school community where diversity is accepted and respected.
- Lead teaching staff to provide a quality inclusive education for all students where they are able to access and fully participate in learning alongside their similar-aged peers, supported by reasonable adjustments and evidence based teaching strategies tailored to meet their individual needs.
- Lead and work collaboratively in a school with an absolute focus on students and their learning, where inclusion is embedded in all aspects of school life, reflected in culture, policies and every day practices.
- Strengthen capabilities of leadership team, teaching and support staff through development of professional knowledge and engagement.

Deputy Principal

- Welcome all students, families and staff members to a school community where diversity is accepted and respected, that recognises where individual needs are met
- Develop and maintain positive partnerships with parents and key stakeholders.
- Ensure the application of legislation, policies in the delivery of teaching and learning for students with diverse learning needs across the school aligns to current Policies and Procedures.
- Co-lead the implementation and enactment of the School Explicit Improvement Agenda as per Departmental, Regional, School and Community priorities.
- Co-lead the implementation and enactment of the shared educational vision focused on providing quality-learning outcomes for all students.
- Collaboratively develop and co-lead the implementation of school curriculum, assessment and reporting plans, which address all learning areas at whole school level, year level and unit level.
- Collaboratively develop, monitor and maintain school curriculum, assessment and reporting plans at whole school level, year level and unit level, which address all learning areas.
- Monitor and support learning opportunities for all students through quality teaching in a differentiated classroom. This includes knowing each student and responding effectively to his or her current levels of achievement and differing rates of learning.
- Ensure quality teaching based on student performance data which enables all students to achieve intended curriculum (Data Discussions)
- Strengthen staff knowledge and capabilities through development of professional knowledge, practice and engagement.

Head of Special Education Services (HOSES)

- Welcome all students, families and staff members to a school community where diversity is accepted and respected, and where individual needs are recognised and met.
- Contributes to the development, articulation and commitment to a shared educational vision focused on providing quality learning outcomes for all students.
- Set high expectations for all students, creating a culture of learning and belonging. One way this is achieved is through the staff inclusion Newsletter.
- Collaboratively supports the learning of the full range of students through quality teaching in a differentiated classroom. This includes knowing each student and responding effectively to their current levels of achievement and differing rates of learning.
- Lead and work collaboratively with class teachers and other specialists (e.g. GO, Therapists, AVTs) providing advice, identifying barriers to learning as well as providing resources to strengthen curriculum access and engagement of all students. This includes management of the school wide Sound System.
- Lead and provide support to teachers in the application of legislation, policies in the delivery of teaching and learning for students with diverse learning needs.
- Lead Student Support Team collaboratively to develop student plans with relevant personnel (e.g. IBSP).
- Manage and apply for provision of staffing for whole school approach to differentiated and explicit teaching and learning, focused and intensive teaching including ICPS, targeted teaching.
- Liaise with specialists and outside agencies supporting access to learning for all students. Collaboratively manage the educational aspects from NDIS therapist for students during school time when students are engaged in learning.

Curriculum Leader

- Welcome all students, families and staff members to a school community where diversity is accepted and respected, and where individual needs are recognised and met.
- Liaise with
 - administration, teachers and teacher aides on curriculum issues.
 - key personnel to assist teachers in ensuring the learning needs of all students are addressed in curriculum planning
- Leads all staff in:
 - Curriculum leadership and management of a whole school approach to curriculum development, implementation, assessment and reporting
 - the coordination and maintenance of the school's curriculum documents
 - the maintenance and monitoring of school based programs
 - the provision of feedback to the administration team on the effectiveness of curriculum programs, pedagogy, reporting
 - The implementation of the school Curriculum, Assessment and Reporting Plan.
 - the identification and delivery of professional development needs of the school in relation to curriculum, pedagogy, assessment and reporting
 - the collegial support of teachers during periods of new pedagogical endeavours.
- Leads:
 - the facilitation of year level planning days and moderation activities
 - the development of planning documents across the three levels of planning – whole school, year level and unit plans.
 - enhanced pedagogical delivery in classrooms.

Teachers – class and specialist

- Welcome all students as equal member of an educational community by providing for the physical, social, cultural, emotional wellbeing of all students to enhance their overall development.
- Prepare students to exit schooling with the foundation for successful lifelong learning and participation in the community.
- Provide all students with the Australian curriculum.
- Lead and support the learning of the full range of students in their class through quality teaching in a differentiated classroom. This includes *knowing* each student and responding effectively to their current levels of achievement and differing rates of learning.
- Maintain teaching competency and currency of knowledge of relevant curriculum programs.
- Assess, monitor and capture student achievement to inform planning, teaching and assessment. Engage in data meetings and pre and post moderation activities to inform teacher judgement.
- Set high expectations for students providing feedback for how they can improve.
- Maintain student records and samples of work and report on student performance as required against the relevant achievement standard (formative) on OneSchool.
- Consult and work collaboratively with support teachers to deliver a boost of teaching providing either focused or intensive teaching. ICPs are developed and implement collaboratively between classroom and support teachers.
- Keep parents and students informed of the students' attendance, engagement and achievement throughout their schooling.
- Invite and actively communicate with parents/ carers to contribute to students' learning and wellbeing.

Student Support Team

- Make informed decisions about support provisions based on referral through class teacher including intensive teaching.
- Consult, work collaboratively with and support teachers to ensure full implementation of ICPs in an inclusive classroom environment.
- Initiate complex case meetings providing for the wellbeing of all students to enhance their learning and development.

Support Teachers

- Welcome all students as equal members of an educational community by providing for the physical, social, cultural, emotional wellbeing of all students to enhance their overall development.
- Set high expectations for all students, creating a culture of learning and belonging.
- As a co-teacher work collaboratively with class and specialist teachers to assess and monitor the progress of students with diverse learning needs to inform planning for differentiation as well as making adjustments for students who require a boost of teaching through either focused or intensive teaching.
- Work within school teams to analyse data to identify patterns of achievement, to co- plan and implement appropriate layers of planning and teaching (differentiate, focused and intensive). Layers of planning and teaching are recorded in OneSchool (Personalised Learning, Support Provisions).
- Work collaboratively with class teachers and other specialists (e.g. guidance officer, Therapists, AVTs) providing advice, identifying barriers to learning, as well as providing resources to strengthen curriculum access and engagement of all students.
- Maintain teaching competency and currency of knowledge of relevant curriculum.
- Support teacher aides to work in partnership with teachers to facilitate a boost of teaching. Teacher aide support is planned by teachers to support students with diverse learning needs. Systematic feedback to teachers' aides is essential in improving student outcomes.
- Through the Student Support Team collaboratively develop student plans with relevant personnel (e.g. IBSP, ISP, ICPs).
- Liaise with specialists and outside agencies supporting access to learning for all students.
- Liaise with class teachers, parents/ carers and students to inform of the students' attendance, engagement and achievement throughout their schooling.
- Invite and actively communicate with parents/ carers to contribute to students' learning and wellbeing.

Teacher Aides

- In collaboration with teachers, support students with diverse learning needs.
- Assist teachers to implement and monitor boosts of teaching (focused and intensive teaching) planned by teachers.

Guidance Officer

- Work collaboratively with the leadership team, staff, students, teachers, Student Support Team, families, D of E regional services and community agencies to support best outcomes for student progression and engagement in the school community.
- Conduct assessments and counselling with signed parent permission.

Chaplain

Promote/strengthen the wellbeing of all members of the Woombye State School community (students, parents/carers, staff) through:

- Provision of appropriate activities to enhance student and family welfare and development
- Provision of positive links with local community and local organisations
- Provision of pastoral care for vulnerable students and their families.

Regional Support Services

- Provide advice and support following receipt of a Request for Support
- Work collaboratively with school staff to provide support to teachers and students in order to maximise student outcomes, attendance and engagement.

Outside agencies including NDIS services

- Provide advice and support following receipt of a Request for Support to the HOSES