

# Amaroo School Service Provision 2021

Amaroo School is committed to effectively supporting all students in our school, actively engaging with parents and carers to provide inclusive, accessible and high quality education for all students.

All schools are required to make reasonable adjustments ensuring they have the support they need to successfully access and participate in the school curriculum, programs and activities on the same basis as their peers.

Our school will:

- consult with parents and carers to understand their child's education needs and the adjustments required to support the student
- make the reasonable adjustments that are necessary to enable a student with a disability to take part in education on the same basis as other students
- assist students and families to feel safe and supported in the education environment.



## Disability Program

### Learning Support Units (LSU) - Amaroo School Diamond Program

LSUs are small group classroom settings catering to a range of complex students. Students may meet the ACT Student Disability Criteria for Intellectual Disability, Autism or it is determined by the school in consultation with families/carers that this setting would best support an individual student's learning needs. Amaroo School provides a range of flexible programs and supports to meet the needs of students eligible to access LSUs from the time of their enrolment through to Year 10.

### Inclusion Support Program (ISP)

Parents requesting ISP support enrol their child directly through the online enrolment process and the school that offers the child's enrolment will receive the ISP resourcing to cater for the child's level of need. Entry into ISP may occur throughout the child's school years and involves consultation with school staff, school psychologist and often external medical professionals. A Student Centered Appraisal of Need (SCAN) meeting is organised as a result of entry into the ISP and all stakeholders are involved in this process. ISP funding is allocated as a result of the SCAN meeting outcomes and the school receives ISP resourcing. An Individual Learning Plan (ILP) with targeted goals is created at the SCAN meeting, the ILP determines the prioritised learning for the individual. These goals may be within the developmental domains or specific to a curriculum area. Funding is provided in the way of Learning Support Assistant (known as Educators at Amaroo School) time with the student in their mainstream class setting or in an alternate program as determined by the student's need and their Individual Learning Plan.

## School based programs

### English as Additional Language/Dialect (EAL/D)

English as an Additional Language or Dialect (EAL/D) is the study of English by students whose first language is a language or dialect other than English, and who require focused educational support to assist them in attaining proficiency in Standard Australian English.

### Gifted and Talented Program - Apollo

Gifted students have the potential to perform at a level that is significantly beyond that of the majority of other children of the same age, in one or more skill areas such as language, problem solving, physical or interpersonal skills.

Once a student has been identified as gifted trained teaching staff identify strategies to cater for them. Developmentally appropriate programs for gifted and talented students include a combination of provisions to allow students access to meaningful learning opportunities such as a differentiated curriculum, incorporating advanced learning through:

- enrichment experiences;
- counselling interventions;
- acceleration options; and
- grouping.

## **Planning for Adjusted Learning Programs**

### **Individual Learning Plan (ILP)**

An Individual Learning Plan is a working document, designed by teachers in collaboration with stakeholders, which informs the planning, delivery and evaluation of an educational program.

An Individual Learning Plan

- is a teaching tool used to deliver a targeted educational program to achieve
- outlines appropriate learning outcomes for identified students with specific needs
- is developed through a collaborative planning process involving the school, parents/carers and external agencies
- it identifies the student's individual needs and priorities for learning both short and/or long term educational goals, actions, strategies, modifications and adaptations that will be taken to achieve them
- It identifies the grade level standard at which the student is currently working within/or towards (reported)
- is a flexible living document that is reviewed and modified over time
- assigns responsibility and accountability for implementing and evaluating the plan
- provides an ongoing record to ensure continuity of learning.

ILP goals are drawn from four key areas, communication and social needs, living skills/personal care, motor skills, cognitive needs and possibly transition needs.

### **Personalised (P) programs**

Students with additional learning needs at Amaroo School have a Personalised (P) Program. The 'P' identifier is used for any student on an ILP where a student is operating above or below their academic year level Achievement Standard, and where a significant amount of their intended learning is drawn from Achievement Standards above or below their current year level. Achievement Standards may be drawn from one or more different year levels per learning area. Please note that the P identifier does not relate to students who have been accelerated.

This is an individually adjusted learning program that is documented through an ILP. The ILP is developed in consultation with parents, and other appropriate people to establish the learning goals for the child each year. Class teachers adapt the Australian Curriculum to suit the learning needs of individual students and their academic report reflects the academic standard that they are working at.

These adjustments will generally include personalised modifications to all courses and programs, school activities and assessment procedures, and intensive individual instruction, to ensure these students can demonstrate the development of skills and competencies and the achievement of learning outcomes. Other adjustments might be the provision of much more accessible and relevant curriculum options or learning activities specifically designed for the student.

## **Intervention and school supports**

### **Support at Preschool (SAP)**

Support at Preschool (SAP) is a referral process whereby schools can seek observation and advice to make adjustments required to support the inclusion of children with disability or developmental delay. SAP teachers work to develop the understanding and skills of all staff within a preschool setting to support children with delays in their development or with disabilities to participate fully in the preschool group. Support at Preschool can also allocate financial resourcing to schools to allow for additional staff to cater for a child's need and support positive participation in preschool.

Amaroo School uses a range of home and school communication strategies and developmental observations to decide on SAP referral. Children identified through these processes are referred, observed and the school is notified of recommendations for adjustments and potential resourcing. As a result of entry into SAP an Individual Learning Plan is

developed by the preschool teacher based on SAP recommendations and the family are informed and invited to participate in the process.

### **Support for student learning**

All teachers are continually assessing each child's knowledge and understanding of all learning areas in order to plan and individualise the support they need to continue to develop, grow and improve in their learning. The monitoring of every child's learning is carried out at the class level, whole year level and whole school level. The school leadership team (including EAL/D teachers and disability, and intervention coordinators) oversee and monitor processes to intervene and support the additional learning needs of all Amaroo students. The monitoring process then triggers the additional support and interventions a child might require to ensure their learning is progressing and that they are meeting learning goals. This also ensures teachers can talk to parents about their child's learning and work in partnership with them. Executive and specialist teachers provide coaching and support to teachers and work with students who have been identified with additional language, literacy or numeracy needs. The support is tailored to individual needs and includes an in-class model of support with short intensive individual support as required.

### **Tiered instruction**

A multi-tier approach is used to efficiently differentiate instruction for all students. The model incorporates increasing intensities of instruction offering specific, research-based interventions matched to student needs. Students not making adequate progress in the regular classroom (Tier 1) are provided with increasingly intensive instruction (Tier 2) matched to their needs on the basis of levels of performance and rates of progress. Intensity varies across group size, frequency and duration of intervention. These services and interventions are provided in small-group settings in addition to instruction in the general curriculum.

### **Student Focus process**

Amaroo School recognises that all students progress at their own pace, at times teachers and families may raise concerns or considerations about a child's academic or social/emotional progress. Amaroo School leaders, the school psychologist, counsellor and teacher discuss the individual student need/s through a referral process resulting in a team approach to ensure actions and outcomes arising from the process are carried out in a timely manner to best serve the student and the family.

### **School support professionals**

Amaroo School is supported by a school psychologist for both the primary and secondary sectors, a school based counsellor and school youth worker. These professionals offer a range of services and support programs including those that access external services. The school counsellor and youth worker offer individual and small group programs based on individual student needs as well as in response to adverse childhood experiences. In addition, these school based professionals offer parent support services, counselling, guidance, cognitive and ability testing and a community outreach program called 'Parent Pop-ins'. Parent Pop-ins run fortnightly, the sessions share and educate parents on a range of topics and issues related to child development, growth, education, parenting skills and accessing external services in the ACT area.

### **AmFlex - Literacy and Numeracy intervention**

Intervention support is offered to students in the secondary sector through the AmFlex program. The program is designed to provide targeted support to individuals and groups for additional support in literacy, numeracy, engagement and organisational skills. The program identifies students in need of support by triangulating a number of measures including the Waddingtons reading test, COGAT results, Naplan, Academic Reports and teacher observations. Each student has a AmFlex Learner Profile that identifies goals, areas of strength and preferred learning styles. The program strikes balance between alternative teaching styles and resources, such as outdoor learning and online learning platforms, with the more traditional lessons. Set tasks are designed with flexibility, for students to complete them using scaffolding, frameworks and individual assistance. The AmFlex model actively promotes the school values and expectations by:

1. *Actively engaging in learning*  
- Intensive literacy/or numeracy focus

- Individualised learning plan/program
  - Negotiated tasks
  - Innovative learning tasks
2. *Demonstrating positive social development*
    - Create an environment to overcome any fear of failure
    - Improved attendance
    - Improved self-confidence and self-belief
    - Improved communication
  3. *Demonstrating and promoting well-being*
    - Healthy practices
    - Social development and interaction

### **Building Foundations**

Building Foundations is a specialised elective course aimed at equipping disengaged students with the skills and knowledge to be work ready. The course offers hands-on practical experience working on projects around the school. Utilising two teachers specific skill sets students learn everything from patching up a plaster wall to basic landscaping. Students are identified through the Wellbeing Hub as appropriate candidates through a number of measures including attendance, work habits identified in reports, Year Coordinator observation and SAS data. Building Foundation's main goal is to engage students in a program that they can directly see as relevant to their life world and uncover a pathway to a career or further education.

### **Careers and Work Experience (WEX)**

The Amaroo Careers and Work Experience Program WEX is designed to give students experience in the workplace and help them identify career options and pathways, build vocational skills and link to courses of further study. The school invests in two teachers to help identify student career interests, work collaboratively with employers, engage third party education and training, coordinate school based apprenticeships and Vocational Learning Options.

### **Network Student Engagement Team (NSET)**

The ACT Education Directorate provides a range of support for schools and their students. One of these supports is the Network Student Engagement Team (NSET). The purpose of each NSET is to provide additional support so that schools can best support their students who are facing a range of challenges, to engage/participate in their learning and achieve their educational potential.

### **AMSTUDY**

AMStudy is a study support program for students in years 7-10 at Amaroo School. It is held in the Inspire centre (Library) on Monday and Thursday afternoons from 3-4pm. Students may be referred by their AMCares teacher or any of their subject teachers. Students may self-refer if they would like support to complete assessment tasks or recognise they need support understanding a particular concept. Teachers from Secondary faculties attend on a voluntary basis or as negotiated with students.