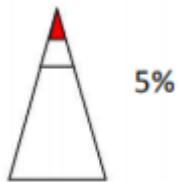


What is a Learning Support Team?

A learning support team is a whole school planning and support mechanism. It is formed with the purpose of addressing the learning support needs of all students through the coordination, development, implementation, monitoring and evaluation of educational programs including those with disabilities, additional learning, social and emotional needs and high performing/gifted students.

A prime function of the Learning Support Team is to ensure that the needs of all students in the school are being met using a three-tiered model of support addressing universal, targeted and intensive supports for students and teachers. Our team also employs the logic of Positive Behaviour for Learning (PBL), with a strong focus on systems (what we do to support teachers), practices (what we do to support students) and data (to inform our decision making about systems and practices).



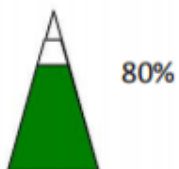
Intensive supports

Between 1% and 5% of students will need intensive support beyond that provided by the targeted and universal levels (below). These are the relatively few students who experience the greatest difficulties learning. Often students with challenge learning support needs require extensive accommodation, adjustment and support needs with high level regularly monitored Personal Learning Plans, Student Behaviour Plans and Risk Assessments. The focus for the LST is ensuring quality and validity of teaching practices, team approach to adjustments, regular communication and assessment and creative thinking. These students may receive additional funding through the DoE's Integration Funding Support or may receive additional support through school level funding. These students may have a disability and will experience quite significant difficulties accessing the curriculum in the classroom.



Targeted supports

About 10-15% of students will need targeted support beyond that feasibly provided in the regular curriculum through accommodative teaching. The focus for the LST is ensuring programming, organisational and structural changes needed to ensure these students have the support necessary. Students will have been identified through the school using a range of data and will have specific behaviour or academic needs that require additional planning. Learning and Support Teachers may provide targeted teaching and students will be monitored through the school Personal Learning Plan process.

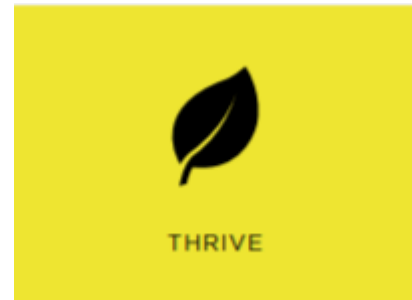
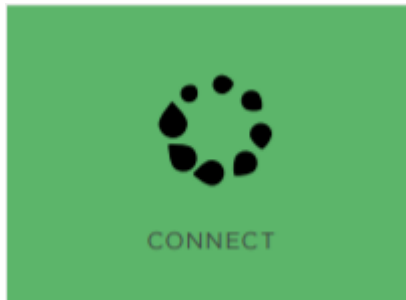


Universal supports

Around 80% of all students can have their learning needs met through high quality, accommodative, differentiated teaching delivered through the regular classroom programs by their classroom teacher. The focus for LST is enabling and supporting all classroom teachers to deliver and monitor student learning progress. While accommodative, differentiated programming will be provided to these students, they should not require regular individual support.

A key feature of the Learning Support Team is the facilitation of collaborative planning between teachers, support staff, parents and students. The Learning Support Team processes are designed to ensure accountability regarding obligations under the Disability Standards for Education and ensure 'early identification'. Learning Support Team will manage funding support of students outlined in personal learning and support plans, ensure appropriate funding is accessed through appropriate Department funding processes.

Using the Student Wellbeing Framework, this table outlines some of the key programs managed by the Learning and Support Team at West Pennant Hills Public School designed to ensure all student connect, succeed and thrive:



- Chaplaincy program
- Attendance monitoring and support (including HSLO)
- Wellbeing Parent programs
- Cultural programs
- Personal development, health and physical education programs e.g. Friendly Schools Anti-bullying program
- Transition programs

- Collaborative Referral procedures
- Personalised learning and support plans
- Group and individual learning and support programs
- Funding Support and Student Learning Support Officer programs
- Group and individual EALD programs
- Health Care Plans
- Positive Behaviour for Learning teaching programs
- Coordination of external allied health programs

- Wellbeing student programs
- Social skills programs
- High Performing and Gifted (HPG) student programs, facilitated by the HPG committee
- Student Leadership programs??
- Positive Behaviour for Learning reward systems
- Aboriginal Personalised Learning Plans

This is an ever changing list designed to be responsive to student and community need.

Roles and Responsibilities

School Principal:

- Participate in all Learning Support Team meetings
- Provide advice and support for identified students, their teachers and their families

Deputy Principal: Learning Support Team Coordinator:

- Establishes school priorities and oversee all Learning Support Team processes
- Coordinates support personnel within the school including the school psychologist, Learning and Support Teachers, Student Learning Support Officers, EAL/D teachers and associated committees, including the High Potential and Gifted (HPG) Committee.
- Oversee Department of Education requirements, including NCCD and Learning Progressions.
- Monitor and coordinate communication and liaison response procedures to school attendance data.
- Provide direction for professional learning programs where need is established through Learning Support Team processes.
- Coordinates external support resources where appropriate/possible.

Learning and Support Teachers:

- Convene regular meetings with clear meeting agendas, keep and distribute minutes.
- Maintain Learning Support Team documents and specialist resources
- Collaboratively plan, develop and evaluate effective plans and programs to tailor adjusted learning programs and support appropriate resource selection to improve student outcomes with classroom teachers.
- Implement individual support through assessment, team teaching, withdrawal programs,
- Manage Department of Education requirements, including NCCD and Learning Progressions.
- Support across school programs to improve student outcomes e.g. peer tutoring programs.

School Psychologist/Counsellor:

- Participate in all Learning Support Team meetings
- Provide advice and support for identified students, their teachers and their families
- Perform specialist assessments, surveys and facilitate targeted interventions for students as appropriate.

School Chaplain:

- Participate in all Learning Support Team meetings
- Provide advice and support for identified students, their teachers and their families
- Facilitate targeted interventions for students brought to the Learning Support Team

Classroom Teachers:

- Refer students to the Learning Support Team when classroom programs with appropriate accommodations are not meeting student needs.
- Attend Learning Support Team meetings when required and work with appropriate Learning Support Team staff as necessary.
- Implement Learning Support Team recommendations
- Make accommodations and adjustments to support student need to ensure access to appropriate learning to ensure appropriate progress.
- Participate in ongoing professional learning to maximise their capacity to deliver quality targeted learning experiences.
- Monitor student progress and keep the Learning Support Team informed of progress.

Resources

- Online form for both Teacher and Parent forms

Links to Department of Education Policies that impact on our Learning Support Team:

- [School Excellence Framework](#)
- [Wellbeing Framework for Schools](#)
- [Disability Discrimination Act](#)
- [Every Student, Every School](#)
- [School Attendance Policy](#)
- [Assisting Students with Learning Difficulties](#)
- [People with Disabilities – Statement of Commitment](#)
- High Potential and Gifted Education Policy
- [Out of Home Care in Government Schools Policy](#)
- [Aboriginal Education Policy](#)
- [Anti-Racism Policy](#)

Learning Support Team Process

