



Inclusive Education at Kingsford Smith School



Principal's Message

Kingsford Smith School is creating a new model of Inclusive Education for our existing and new students. I would like to introduce this document that our staff have spent significant time and energy in developing around Inclusive Education at Kingsford Smith School. This transition to a new model is not taken lightly and while we know we will make mistakes there is sound evidence in the research why this is such an important and indeed essential transition for us and more importantly for our students to make. Thank you for coming on this journey with us as we work with you, the families and students, as well as our staff and the Education Directorate in making Kingsford Smith School a truly inclusive learning environment.

Change can be scary and there are many challenges for us all as we embark on this change process. However with challenges comes opportunity. While there are external pressures that meant we could not continue with our existing model, this has also given us as a school community the opportunity to examine best practice by visiting other schools which have transitioned to a more inclusive model. We have consulted widely as to how to accommodate each child at their point of need and developed an all encompassing model based on the well accepted principles of inclusion.

Your part in helping to refine and continue to improve this model is essential but we also need you to be part of this process and so hence being well informed through this publication, information sessions and speaking with our staff will support you to get the most benefit from this change.

I am confident the outcomes for all our students will be improved through this model and I know that with the good will of our community we can only continue to make even more gains for all our students.

I want to thank the staff for all their hard work on the model, but particularly to Mr Simon Barker for compiling this document and the supporting materials for the Kingsford Smith School community.

Thank you again for taking the time to look at and engage with the model through this document.



Paul Branson

Kingsford Smith School Principal

2017

Introduction

At Kingsford Smith School we believe that “everyone learns” - school is for students and for all students. Our vision is that all young people at Kingsford Smith School learn, thrive and are equipped with the skills to lead fulfilling, productive and responsible lives.¹

Central to this belief is our Inclusive Education Programs. Inclusion is defined as “the action or state of including or of being included within a group or structure”². Inclusive Education Programs have been designed to be student-centred to allow for learning needs and styles to be catered for regardless of disability, culture, social background or religious belief. Our approach to Inclusive Education Programs is flexible - just as our students change, so do our programs. We respond to the changes in students needs by collaborating with each other and external support agencies.

Inclusive education is the full inclusion of all students in all aspects of the school whether it be in the classroom, on the playground, excursions, sporting carnivals etc. Segregation is not a feature of an inclusive school. Inclusive education ensures that there are no separate areas of curricula for students who experience a disability. Instead, all students are supported to be involved in all aspects of learning. Our range of inclusive programs are explained later in this booklet.

An inclusive approach to education has many benefits for all students, families, staff and the entire school community. These include:

- All students develop greater social skills and self-esteem
- All students have improved academic performance
- All students gain a greater appreciation of diversity, equality and social justice and develop a greater empathy for their peers.³

At Kingsford Smith School, our HERO School values are embedded in all that we do. These values outline what it means to be a student at Kingsford Smith School⁴. Our school values work alongside our three core expectations:

- Be safe
- Be a learner
- Be responsible

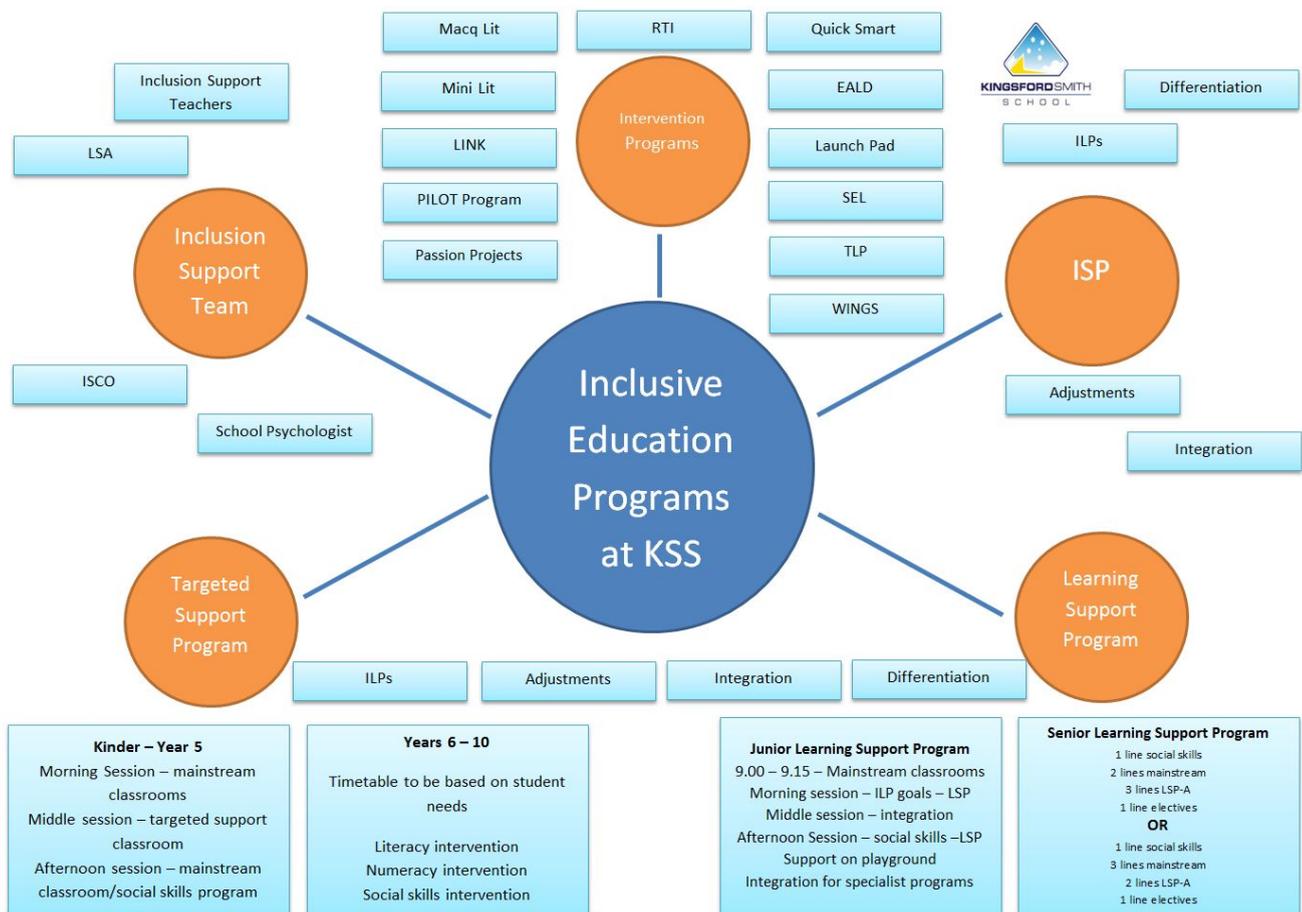
¹ See Appendix 1

²https://www.google.com.au/search?q=inclusion&rlz=1C1GCEA_enAU754AU754&og=inclusion&ags=chrome..69i57i69i60i3.775j0j9&sourceid=chrome&ie=UTF-8&safe=active&ssui=on

³ Shaddock, A, Packer S and Roy, A, 2015, *Expert panel report: Schools for all children and young people*, ACT Education and Training Directorate, Canberra, Australia

⁴ See Appendix 2

Inclusion Education Programs and Practices at Kingsford Smith School



Inclusion Support Team

The Inclusion Support time has the overarching responsibility for ensuring inclusive practices are embedded across the school. This team comprises of two Inclusion Support Contact Officers (ISCO), inclusion support teachers, classroom teachers, learning support assistants, school psychologist and deputy principal. At times, Network Student Engagement Team (NSET) officers may also be part of the Inclusion Support Team.

Learning Support Assistant (LSA)

Learning Support Assistants play an integral role in supporting the learning needs of all students, in particular those who may have a disability. Learning Support Assistants are employed by the school based through funding from the Disability Education section of the Education Directorate. The level of funding is determined by the Student Centred Appraisal of Needs meeting. There are a number of ways of school may use this funding and providing support from an LSA is one of these ways. The LSA may support a child or small group of students by:

- Working 1:1 with a child who attracts funding for a disability
- Working with a small group of students that may include a student with a disability

- Supervising a general classroom activity while the teacher provides additional support to other students

It is important to note that LSAs do not assume direct responsibility for the teaching, learning and management of the class. The way in which the LSA works in the classroom is dependent on the needs of the group and individuals in that group as well as the teachers' and parent/carers expectations.

At Kingsford Smith School, LSAs are also employed to implement particular programs including, but not limited to, LaunchPad, QuickSmart, MacqLit and small group support. An LSA position is also funded for each of the Learning Support Programs (LSP). Two LSAs are also employed specifically to support students enrolled in a disability program to be included in the mainstream classroom.

Hearing Support Staff

Students with profound hearing impairments may be supported by a Hearing Support Teacher, who will work with students to support their learning. In this case, teachers may be required to use a FM device to assist that student. At times, a signing LSA for students who use AUSLAN⁵ in the classroom may also provide additional support for a student with hearing loss. The Hearing Support Teacher may liaise with staff and request work that the student is doing in class. Alternatively, they may seek vocabulary to further develop the student's skills and understanding in a set area.

Staff at KSS will ensure all digital media comes with subtitles, including presentations at assemblies and any event where the student with a hearing loss may attend. Students with a hearing loss will be afforded the same level of access to the curriculum and extra-curricula activities as any other student. Not doing so disadvantages the student and is in conflict with the Disability Discrimination Act.

Inclusion Support Teacher

The Inclusion Support teachers support students with disabilities across a section of the school and are a source of information for classroom teachers. The inclusion support teacher has responsibility for an identified group of students with disabilities and support of the classroom teacher by modelling differentiated strategies to teach all students. The inclusion support teacher takes the lead and collaborates with the classroom teacher to write the Individual Learning Plan. The Inclusion Support Teachers have responsibility for providing the inclusion support social skills programs and also facilitate small, intensive group work for students with autism or another diagnosed disability. The Inclusion Support Teachers also provide and coordinate learning programs for students who participate in the Learning Support Program and Targeted Support Programs.

Inclusion Support Coordinator (ISCO)

Kingsford Smith School has two ISCOs across the school who each have responsibility for an area of the school, preschool to Year 5 and Years 6-10. The ISCO has leadership over

⁵ See Appendix 3

all disability programs in the school and works with the inclusion support teachers, learning support assistants, classroom teachers and external support agencies to ensure that the learning needs of all students are being met. Another important role of the ISCO is to coordinate the ILP process and support teachers to make reasonable adjustments. The ISCO is the key contact person for families and staff. The ISCO meets regularly with the school psychologist and coordinates Student Centred Appraisal of Needs (SCAN) meetings that determine the level of funding for an individual student with a disability.⁶

School Psychologist

The school psychologist plays an integral role at Kingsford Smith School in supporting all students and families, particularly those with a disability and/or learning difficulty. One of the main roles of the school psychologist is the assessment of individual students identified as having additional needs. The psychologist will generally provide advice and resources for classroom teachers and families to cater for individual needs. The school psychologist also manages the application process for resourcing and program placement and also has a key role in supporting transition processes for students who may have a disability. At times, the school psychologist might be asked to provide therapeutic support for a child or family experiencing a traumatic event such as a parent separation or death in the family.

Learning Support Program

Kingsford Smith School provides access to Learning Support Programs for small groups of students who have been diagnosed with an eligible disability. The groups are formed based on both the academic year level of the students as well as needs and level of disability. Currently the school has one group for students in Kindergarten to Year 5 and two groups for students in Years 6 to 10.

Kindergarten to Year 5 model

All students enrolled in LSP, are allocated a mainstream classroom and integrate with this class with the support of an LSA or Inclusion Support Teacher at certain times during the day. While this model is flexible and responsive to individual needs, a typical day for a child enrolled in Junior LSP might look like this:

- 9.00 – 9.15 – Mainstream classrooms for morning routine and roll
- Morning session – ILP goals – LSP
- Middle session – integration
- Afternoon session – social skills – LSP
- Support on playground - LSA supervision and/or structured play activities
- students will also integrate with mainstream class for specialist subjects (Mandarin, Music, Environmental Science) at specific times during the week

⁶ Refer to https://www.education.act.gov.au/_data/assets/pdf_file/0009/17829/2016-ACTStudentDisabilityCriteria.pdf for Student Disability Criteria.

Years 6-10 model

All students enrolled in a Years 6-10 LSP are allocated a home group and home group teacher. The timetable for individual students will vary depending on their level of need. While this model is flexible and responsive to individual needs, the program for a student enrolled in Senior LSP might look like this:

- 2 or 3 lines of mainstream classes
- 2 or 3 lines of Learning Support Program (small group intervention based on ILP goals)
- 1 line of electives

Targeted Support Program

The aim of the the Targeted Support Program is to provide increased access for students with a disability to targeted intervention in a small group setting. This intervention will be based on the learning needs of individual students.

- Morning session – mainstream classrooms
- Middle session – Learning Support Program (small group intervention based on ILP goals)
- Afternoon session – mainstream classroom/social skills program (dependent on the needs of the student)
- Support on playground - LSA supervision and/or structured play activities
- students will also integrate with mainstream classes for specialist subjects (Mandarin, Music, Environmental Science) at specific times during the week

Inclusion Support Program (ISP)

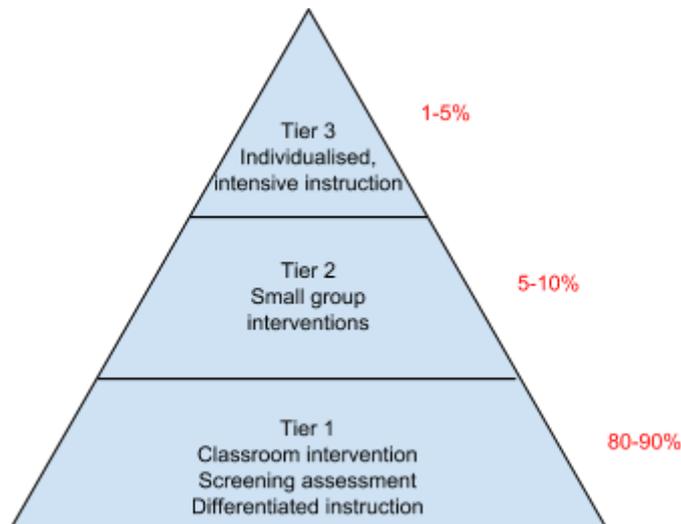
Students with a diagnosed disability may be eligible for additional support. The student is integrated into a mainstream classroom for the entire school day with reasonable adjustments made to differentiate learning and support learning outcomes. The school receives additional funding based on the level of need, as determined by the SCAN meeting. Decisions are made on how best to use this funding in collaboration with families. Examples of how this funding could be used include:

- Purchasing additional resources to support the needs of the child
- Providing professional learning for the teacher
- Accessing private external services such as psychologist, speech therapist, occupational therapist
- Additional in-class support from a Learning Support Assistant

Intervention programs at Kingsford Smith School

Response to Intervention (RTI)

Response to Intervention is a whole of school approach to supporting all students to achieve high levels of learning. RTI is defined as a “framework that helps define the time and support that all students need to be successful”.⁷ RTI is best described by diagram.



Learning I Need to Know (LINK)

The LINK program at KSS forms a component of RTI. English and mathematics assessment data is collected for each student to determine their academic ability. Students are grouped based on this information and explicit instruction provided in ability-based groups for half an hour, four days per week. Teachers collaborate to develop smart goals for the intervention cycle and group students based on assessment data. The Australian Curriculum achievement standards as well as the content descriptors guide what is learnt and taught as part of LINK cycles.

MacqLit

MacqLit is an explicit and systematic reading intervention program for small groups of older low-progress readers. It provides teachers with a comprehensive sequence of lessons that includes all the key components necessary for effective reading instruction: phonemic awareness, phonics, fluency, vocabulary and comprehension. Older low-progress readers need to develop rapid, automatic and efficient word recognition strategies. That means the primary focus of MacqLit is on phonics, or word identification, supported by connected text reading to ensure skills are generalised to authentic reading experiences.⁸ MacqLit is delivered as tier 3 intervention for small groups of targeted students. The approach varies depending on the needs and number of students.

⁷ Hierck and Weber (2014), *RTI is a verb*, Australia, Hawker Brownlow Education, p. 9.

⁸ <http://www.multilit.com/programs/macqlit/>

MiniLit

MiniLit is an evidence-based early literacy program. It is a practical, systematic, explicit and effective model for teaching reading skills. MiniLit targets the bottom 25% of students and is specifically aimed at early childhood learners. It is a Tier Two school-based small group program (up to four students per group) within a Response to Intervention Framework. The Mini-Lit program targets the basics of letter/sound knowledge and decoding skills for CVC words and extending word attack knowledge by teaching commonly used digraphs and longer words.⁹ Mini-lit is delivered at Kingsford Smith School by teachers who have attended the intensive training course. Students are identified to participate in the intervention through school-based assessment data.

Passion Projects

Passion projects are a form of project based learning that support students to learn in a different format that caters to their interests and individual. Teachers will design the projects alongside students ensuring that curriculum outcomes are achievable. Students may work on their passion projects alongside the school curriculum.

The PILOT Training Program

The Performance Improvement Learning Option with Targeted (PILOT) Training program will provide Kingsford Smith School students who are at risk and struggling with a replacement program for the Achievement Centres. The program is aimed at middle school students (Years 6-8), who are considerably under performing and not at level in one or more areas. These students are deemed at risk of further issues later on in their education. The PILOT Training program will be an intensive program focused on improving the literacy, numeracy and social emotional well being. Entry to the PILOT Program will be based on a four stage selection process. Successful applicants will be called "recruits" with recruits moving through 8 levels before being deemed ready to be fully reintegrated into a normal year program.

Emphasis will be placed on students "flying beneath the radar" rather than those with specific behavioural issues. The program is designed to last a semester with options to extend should individual students not be ready at the end of the semester. Engagement with the program objectives will be encouraged using the "Curriculum of Giving" which encourages recruits to become part of something bigger than themselves. After "graduating" recruits will be able to receive support and retain peer groups through PILOT specific LINK classes.

The program will have high expectations and be supported by a nurturing environment at school, but will also be a holistic program ensuring that participant's parents/caregivers and relative stakeholders, are readily involved, as well as the group completing essential community based projects. The PILOT program aims to provide a student centred learning

⁹ <http://www.multilit.com/programs/minilit-program/>

environment with targeted student centered learning activities to ensure learning for all who participate in the program.

Social and Emotional Learning

Social and emotional learning (SEL) is the process through which students and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions. At Kingsford Smith School we provide for this learning in a range of different ways. From Preschool-Year 5, the Second Steps program is implemented and encompasses weekly lessons focused on a range of topics. Students in Years 6-10 follow the Friendly Schools Plus framework during home group time and fortnightly structured lessons. Furthermore, a Student Mentoring Program is implemented once a fortnight where older classes are “buddied up” with younger classes. The focus of these lessons is around developing mentoring skills for older students, relationships and teamwork. The HERO school values and Positive Behaviours for Learning inform the program.

As with English and mathematics, some students require additional support to develop social and emotional learning skills. We respond to this by providing additional small-group instruction targeting specific behaviours for identified students. In Years 6-10 our Pastoral Care Officer and Youth Worker engage with external agencies to support the implementation of targeted SEL programs. Students in preschool to Year 5 also have access to a range of programs provided by external community agencies including, at times, Bungee, CoolKids and Wirra Club.

Launch Pad

KSS Launch Pad is a reading program which has evolved in various schools throughout Australia and is proving to be highly successful at KSS. The program consists of a sequence of steps which students go through in dedicated 30 minute, one-on-one sessions each week. Students who are working towards ILP goals are typically included in the program however the students having difficulty developing reading skills may be referred to the program as spaces become available.

Quicksmart

The Quicksmart program is based on developing numeracy skills of students in years 6-10. The aim of the program is to increase the strategies students use in order to improve their automatic recall of basic number facts across all four operations. Students attend Quicksmart for at least one session a week, where a variety of strategies are reinforced, and reintroduced, where appropriate. The program is constructed to suit the individual needs of students and to support what they are learning in class.

English as an Additional Language or 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. EAL/D was previously referred to as English as a Second Language (ESL). The Directorate and KSS is committed to ensuring access and equity for EAL/D students; supporting EAL/D students to engage in learning that enables them to develop their talents and acquire the knowledge and skills they need to achieve personal success and to participate and contribute to Australian society.

The EAL/D Coordinator works with the EAL/D teacher to ensure that all resourcing is used appropriately to support students. Additionally, the EAL/D coordinator oversees the collection of data for census and attends moderation sessions held by the Directorate.

WINGS

Recognising and understanding gifted learners is challenging for educators and parents alike. The characteristics and needs of students who are gifted are personal and unique, and recognising them involves understanding that these specific characteristics may be demonstrated through a variety of different behaviours often presenting differently in school compared to at home.

The ACT Education Directorate's Gifted and Talented Students Policy is based on the Francois Gagné Differentiated Model of Giftedness and Talent (2008). This model highlights the impact of environmental and intrapersonal catalysts on the development of giftedness towards talent or competency. Although intellectual or academic giftedness is only one of the domains in Gagné's model, it is the domain which often requires the most differentiated response in the classroom.

Further programs and practices to support inclusion

Differentiation

Differentiation means tailoring instruction to meet individual needs. Teachers can differentiate at least four classroom elements based on student readiness, interest, or learning profile:.

- Content – what the student needs to learn or how the student will get access to the information;
- Process – activities in which the student engages in order to make sense of or master the content;
- Products – culminating projects that ask the student to rehearse, apply, and extend what he or she has learned in a unit; and
- Learning environment – the way the classroom works and feels.¹⁰

Reasonable Adjustments

Reasonable adjustments are the modifications that teachers make to allow for the participation of a student in any aspect of schooling. This might involve differentiating learning or instruction, use of specialised equipment such as assistive technologies, additional time or support to complete a task or modifying a learning environment to respond to student need. Under the Disability Standards, an adjustment is considered reasonable if it balances the interests of all parties affected, taking into account all relevant circumstances, including the student's disability, the views of the student and parents/carers, the effect of the adjustment on the students and on anyone else affected as well as the cost and benefit of making the adjustments.¹¹ Reasonable adjustments are most commonly referred to in a student's ILP.

Sensory Room

Kingsford Smith School has identified a need to provide an alternative space for students who require a short-term period away from others to self-calm prior to re-engaging in classroom learning. Sensory intervention promotes interaction with the visual, tactile, auditory and proprioceptive senses to assist self-regulation of the emotional state. The environment is non-threatening and failure free for the student to explore and interact in a calmer state. The purpose of this room is to reduce challenging behaviour, promote pleasure and feelings of wellbeing and to teach a skill for life. The sensory room is located in primary school, in building two.

¹⁰ <http://www.readingrockets.org/article/what-differentiated-instruction>

¹¹ Disability Standards 2005 s 10.2

The Landing

The Landing is an alternate space in primary school, building one. It is a safe space for students to access if they are finding challenges within the classroom or playground. A major focus of The Landing is to support students to self-regulate and own behaviours. Executive staff may use The Landing to debrief with a child or group of students following an incident. Restorative meetings are often held in The Landing. A range of sensory tools, SEL resources and visuals are kept in The Landing and used frequently.

Transitions

Points of transition are critical times for students and young people and their families and need to be managed sensitively and effectively to ensure continuity. Significant transitions occur at natural transition points such as the move to preschool, primary school, high school and college; between schools or education sectors and from schooling to adult life. Even the move from one teacher to another or from one class to another can pose significant challenges for some students.

As part of ILPs, TLPs and PLPs, a transition goal will be identified with specific actions to support a student's transition.

Students with complex needs or challenging behaviours

KSS can access Directorate support for the school to effectively respond to students with complex needs or challenging behaviours through the Network Student Engagement Team (NSET). NSET is a multidisciplinary team of professionals with a diverse skill set who work collaboratively to build capacity with students, schools, and the community to increase engagement and improve student outcomes. Schools can refer to NSET to build staff capacity to support all students. This involves an initial consultation with the school followed by delivery of a personalised program. The aim is to further develop the universal practices in the school that meet the needs of all students. Schools can request a targeted support response to support an individual student. Students can be referred for a range of issues including multiple suspensions; challenging behaviours; attendance concerns; mental health concerns; case management support; parental engagement support. NSET provides a multidisciplinary approach to support the school, student and family, if the family consents.

Individual Learning Plans (ILP)

All students with a diagnosed disability, as defined in the ACT Student Disability Criteria, or receiving targeted funding, services or supports from the Inclusion and Engagement Section must have a current Individual Learning Plan (ILP). An ILP identifies the student's individual needs, pathways, goals and priorities for learning. An ILP is designed by teachers in collaboration with parents/carers, relevant professionals and the student, where appropriate, to inform the planning, delivery and evaluation of the student's personalised learning program. The ILP identifies the personalised adjustments required for a student to access, participate and achieve in learning. An ILP is monitored and reviewed at least six monthly.¹²

¹² Refer to Appendix 4 for timeline

Targeted Learning Plan (TLP)

Students with a confirmed, non-funded disability, those with mental issues, or students struggling to engage with school have access to a Targeted Learning Plan (TLP). A TLP identifies the student's individual needs, pathways, goals and priorities for learning. A TLP is designed by teachers in collaboration with parents/carers, relevant professionals and the student, where appropriate, to inform the planning, delivery and evaluation of the student's personalised learning program. The TLP identifies the personalised adjustments required for a student to access, participate and achieve in learning. A TLP is monitored and reviewed at least six monthly.¹³

Personalised Learning Plan (PLP)

A Personalised Learning Plan will be developed for all students who identify as Aboriginal and/or Torres Strait Islander. A Personalised Learning Plan is a student centred plan. Parents/carers are actively involved in the development of the plan. Plans vary in format but are linked to pathways planning and are often articulated as learning goals.

Assessment and Reporting

A-E Reporting

Under Federal requirements, A-E reports are provided to each student in Years 1-10 attending an Australian School. Grades are given for each learning area and are assigned based on a student's performance against the Australian Curriculum achievement standards. There is specific criteria that exempts some groups of students from receiving an A-E report including students who may have an intellectual disability and students who are non-English speaking and have been living in Australia for less than six months.

Parents and carers may choose to withdraw from receiving an A-E report. An A-E report will still be generated however this report is not provided to the student. All requests to withdraw a student from A-E reporting are to be made in writing. This information is kept on the student file and will remain unchanged unless a request is made by the parent/carer.

School Based Reports

The school provides end of semester reports twice per year. In addition, students in Years 6-10 are provided with a mid-semester progress report. The end of semester reports provide parents/carers progress against achievement standards as well as with comments relating to student strengths, areas for development and strategies to support learning. Students working towards goals as part of an ILP are provided with an ILP report in addition to a modified school based report (please see below for further information).

ILP Reports

Each semester teachers comment on the achievements against ILP goals. All families with students on an ILP will receive communication regarding the achievements each semester. At the mid year point, families are invited to review the goals and achievements with the

¹³ Refer to Appendix 4 for timeline

teachers and executive staff. In primary years, students will receive a modified school based report which highlights the child's strengths in learning for the semester as well as comments on achievement against the ILP goals.

P Units

A 'P' unit is used to report the achievement of students who are accessing an adjusted curriculum to meet their learning needs. The content of their learning program may be drawn from a number of year levels. The 'P' is used for students who are accessing a modified program, it is not used for students who are participating in extension or enrichment classes.

Aboriginal and Torres Strait Islander students

Kingsford Smith School and the ACT Education Directorate place a high priority on the provision of effective and meaningful programs for all Aboriginal and Torres Strait Islander students.

The Koori Preschool Program provides opportunities for students to engage in rich play based experiences fostering a love of learning, student well being, transitions to school and the development of early literacy and numeracy skills. Within our Koori preschool program there is a strong focus on culture and identity. Collaborative partnerships between families and educators guide students' understandings in a culturally safe and inclusive learning environment.

Partnerships with external organisations such as the Winnunga Nimmityjah Aboriginal Health Service and Child and Family Centres provides additional support to students and families.

Positive Behaviours for Learning

Positive Behaviour for Learning, known as PBL is an evidence-based whole school systems approach that:

- addresses the diverse academic and social needs of every student to support them to be successful
- supports students in early childhood settings through to senior years of schooling
- enables schools to establish a continuum of supports that are intensified to meet the needs of every student
- is team driven, using a problem solving approach (data, systems and practices) that engages students, parents and all school staff
- establishes positive social expectations for all in the school community
- provides a framework for the school and its community to collectively support the wellbeing of every student.¹⁴

¹⁴ For further information visit <http://www.pbl.schools.nsw.edu.au/about-pbl>

We know good schools have
SCHOOL WIDE EXPECTATIONS.

That means we want to see everyone following appropriate behaviours,
that are followed by everyone all the time.

Our KSS School Wide Expectations are:

- Be Safe
- Be Respectful
- Be a Learner

KidsMatter and MindMatters

KidsMatter is a free, national mental health and wellbeing framework for primary schools. It is designed to align to and enhance other SEL programs as well as frameworks such as PBL and NeuEd. It enables each school to adapt the materials to your values, vision, priorities and needs. KidsMatter is a flexible, whole-school approach to improving students' mental health and wellbeing, and many ACT Early Childhood units have also undertaken the training (as the dedicated KidsMatter Early Childhood portal and training is entirely on line). KidsMatter is founded on specific training and evidence-based actions leading to developing respectful relationships, a sense of belonging and inclusion, and promoting specific social and emotional learning in schools. KMP involves working authentically with parents, carers and families in order to improve support for students who may be experiencing mental health difficulties. The KMP portal and on-line kits have an extensive range of free handouts, powerpoint presentations, fact sheets, videos and guides for how to run staff and community meetings and training, as well as free and confidential student, staff and parent surveys.

MindMatters is a nationally accredited, free mental health framework for all government and private secondary schools. It improves the mental health and wellbeing knowledge, skills and capacities of young people, teachers, school leaders, parents and community members with easy to use on-line modules, special community spotlight topics, and activities designed to develop your school's social and emotional learning programs towards your school values, vision, plans and priorities. MindMatters enhances and complements other SEL programs as well as frameworks such as PBL and NeuEd. The MM site and on-line modules have an enormous range of free handouts, ICT presentations, fact sheets, videos and guides for how to engage in individual, small team, school and community professional development, as well as free and confidential student, staff and parent surveys.

Restorative Practices

The most profound learning occurs when there is a healthy relationship between teacher and student. Restorative Practices assists teachers, students and parents to build, maintain and restore relationships.¹⁵

¹⁵ Refer to <https://www.restorativepractices.org.au/> for further information

At Kingsford Smith School our adults and students use the restorative questions to resolve conflict. This approach allows all sides to be heard and an outcome negotiated in order to repair and restore relationships.¹⁶

¹⁶ Refer to Appendix 4 for further information about the restorative questions

Appendix 1 - Motto and Vision

Our Motto:

Everyone learns

Our Vision:

That all young people at Kingsford Smith School learn, thrive and are equipped with the skills to lead fulfilling, productive and responsible lives.



As successful learners at Kingsford Smith School students:

- Demonstrate knowledge, skills and positive attitudes in all subject areas.
 - Take active responsibility for their learning by:
 - Understanding how they learn best
 - Setting goals and achieving them
- Enjoy learning and are motivated to always try their best.

As successful members of society, Kingsford Smith School students:

- Have a strong work ethic which demonstrates adaptability, flexibility and integrity.
- Are open-minded, caring and demonstrate empathy in relation to others.
- Have confidence in their abilities and are resilient in the face of life's challenges.
- Understand the importance of a healthy and active lifestyle.
- Graduates of Kingsford Smith School will be empowered with knowledge, skills and ideals to be a valued, contributing member of our society.

Appendix 2: HERO Values

Kingsford Smith School Values

HARMONY

EXCELLENCE

RESPECT

OPTIMISM

BEING INCLUSIVE	LEARNING ENTHUSIASTICALLY	COMMUNICATING RESPECTFULLY	HAVING A POSITIVE ATTITUDE
<p>I respect the opinions of others</p> <p>I value individual strengths and challenges</p> <p>I treat people as I would like to be treated</p> <p>I include everyone</p>	<p>I work hard and focus on my learning</p> <p>I try new things</p> <p>I am resilient</p> <p>I work to my full potential</p>	<p>I use my manners</p> <p>I use appropriate language</p> <p>I am courteous and polite</p> <p>I own the R^o</p>	<p>I conduct myself in a proper manner</p> <p>I express my individuality positively</p> <p>I enjoy life</p> <p>I achieve best when I am engaged</p>
WORKING TOGETHER	BEHAVING RESPONSIBLY	HAVING PRIDE IN OUR SCHOOL	SHOWING COMPASSION
<p>I listen actively to all</p> <p>I cooperate</p> <p>I take turns</p> <p>I achieve group goals</p>	<p>I follow through on actions and decisions</p> <p>I encourage and support others</p> <p>I take responsibility for my actions</p> <p>I operate in a safe manner</p>	<p>I proudly wear our school uniform</p> <p>I look after our school buildings and grounds</p> <p>I arrive on time to class</p> <p>I always speak positively about our school</p>	<p>I am kind and helpful</p> <p>I am compassionate and caring</p> <p>I am open-minded</p> <p>I show empathy</p>

A KSS HERO

An ordinary person doing extraordinary things



KINGSFORDSMITH
SCHOOL

Appendix 3: AUSLAN Standard Manual Alphabet

THE STANDARD MANUAL ALPHABET



This is the two-handed manual alphabet used for finger-spelling to the sighted deaf in Australia and many parts of the world. Note how each symbol forms, or at least suggests, the letter it represents.

Appendix 4 - ILP and TLP Timeline

(PS = primary school, HS = high school, MS = middle school)

TERM ONE	
WK 1	
WK 2	HS (Fri) – ILP and TLP long term goals written, ready for staff to enter short term goals
WK 3	
WK 4	PS – ILPs and TLPs posted home HS (Wed) – ILP and TLP finalised for Exec to review before posting
WK 5	PS – ILP and TLP meetings, review previous year and go over new goals HS – ILPs and TLPs posted home
WK 6	HS – ILP and TLP meetings, review previous year and go over new goals
WK 7	
WK 8	
WK 9	ALL – email reminder for staff to fill in achievement column, if appropriate
WK 10	ALL – email reminder for staff to fill in achievement column, if appropriate

TERM TWO

WK 1	
WK 2	ALL - If short term goals completed in Term One, new short term goal written for Term Two MS – New elective short term goals written by Friday
WK 3	PS – if new goals written post home HS – post home with new goals
WK 4	
WK 5	
WK 6	
WK 7	ALL – email reminder for staff to fill in achievement column for short term goals only
WK 8	
WK 9	PS – send completed ILPs and TLPs home with reports (with letter re: possible review meeting Semester Two) HS – Post home by Friday (with letter re: possible review meeting Semester Two)
WK 10	

TERM THREE

WK 1	
WK 2	ALL – new short term goals written ALL – if ILP and TLP review meeting requested meetings to take place
WK 3	ALL – ILPs and TLPs posted home ALL – if ILP and TLP review meeting requested meetings to take place
WK 4	ALL – if ILP and TLP review meeting requested meetings to take place
WK 5	
WK 6	
WK 7	
WK 8	
WK 9	ALL – email reminder for staff to fill in achievement column, if appropriate
WK 10	ALL – email reminder for staff to fill in achievement column, if appropriate

TERM FOUR

WK 1	
WK 2	ALL - If short term goals completed in Term Three, new short term goal written for Term Four MS – New elective short term goals written by Friday
WK 3	PS – if new goals written post home HS – post home with new goals, where appropriate
WK 4	
WK 5	HS – YR 10 ONLY – email reminder for staff to fill in achievement column, for both long AND short term goals (due Friday week 6)
WK 6	
WK 7	P-9 ONLY – email reminder for staff to fill in achievement column, for both long AND short term goals (due Friday week 8)
WK 8	YR 10 – completed ILPs and TLPs posted home (Friday at the latest)
WK 9	P-9 – completed ILPs and TLPs posted home (Friday at the latest)
WK 10	

Restorative Questions I

When Things Go Wrong

- What** happened?
- What** were you thinking of at the time?
- What** have you thought about since?
- Who** has been affected by what you have done? In what way?
- What** do you think you need to do to make things right?

Restorative Questions II

When Someone Has Been Hurt

- What** did you think when you realised what had happened?
- What** impact has this incident had on you and others?
- What** has been the hardest thing for you?
- What** do you think needs to happen to make things right?