



HABERFIELD PUBLIC SCHOOL
Bland St, Haberfield 2045

NSW DEPARTMENT OF EDUCATION

LEARNING & SUPPORT PROCEDURES

2024

Our schools have an obligation to ensure that students with disability and additional learning and support needs can participate in education on the same basis as their peers at every stage of their school life.

SCHOOL CONTEXT

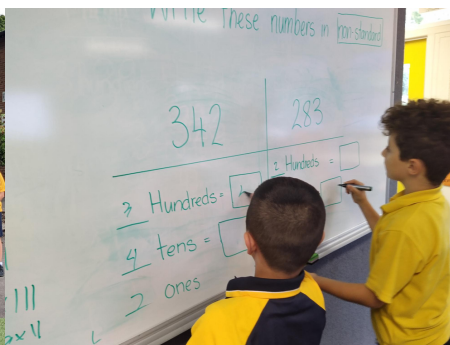
Haberfield Public School is located in the inner west of Sydney. It has a school culture that reflects the strong partnerships which exist between students, staff and parents. around 1/2 of our students are from Non-English Speaking Backgrounds.

The school has a long history of academic excellence. A wide range of school programs are offered that cater for the individual needs of students. This includes a High Potential and Gifted Education (HPGE) program, comprehensive creative and performing arts, sport programs and learning and support programs.

The staff is a highly skilled team of professionals who collaboratively plan effective teaching and learning programs.



Sporting



Maths Learning Support



MySpace



Garden Club

ROLE OF LEARNING & SUPPORT TEAM

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 and support needs of students through the coordination, development, implementation, monitoring and evaluation of educational programs.

A prime function of our Learning Support Team is to ensure that the needs of all students in the school are being met.

The team:

- Supports teachers in identifying and responding to the additional learning needs of students.
- Facilitates and coordinates a whole school approach to improving the learning outcomes of every student.
- Coordinates planning processes and resourcing for students with disability and additional learning and support needs.
- Designs and implements the supports required to build teacher capacity so that all students access quality learning.
- Develops collaborative partnerships with the school, parents and carers, other professionals and the wider school community.
- Reviews requests from parents/carers for external providers to provide therapy onsite.

LEARNING & SUPPORT TEAM MEMBERS

Principal

Kristy Haggett

Deputy Principal

Katie Martin

Learning Support Coordinator

Priscilla Mussone

Learning Support Teachers

Nyssa Clawley: K-2
(Tues to Thurs)

Rachael Zarb: 3-6
(Mons)

Jill Mitchell: 3-6
(Tues to Thurs)

School Counsellor

Katherine Owen
(Tues Odd Weeks & Weds Even Weeks)

SLSO

Marie Ius

Silvana Toto

Eddie Herron
(Thursdays)

LEARNING & SUPPORT FRAMEWORK

Effective Teaching and Learning

- All staff have high expectations for every student to achieve their best.
- Adjustments are provided to support the individual needs of the student within lessons and units of work.
- Adjustments to assessments and reports are modified when required to enable the student in need to be correctly assessed and reported on.
- Provides opportunities for students to use their strengths, preferred learning style and interests within curriculum areas.

Differentiated curriculum

- Provides rigorous, meaningful and dignified outcomes for every student.
- Ensures all students can effectively learn.
- Provides alternative methods and choices for students to demonstrate their knowledge, skills and understanding.
- Includes a range of activities and resources appropriate for students with different learning needs and levels of achievement.
- Considers how feedback from students can identify modes of teaching and strengthen learning.

Collaboration

- The Learning and Support Team, class teachers, students and parents develop and evaluate a support plan for the learning of students with identified disabilities.
- Includes a range of learning experiences.
- Values and utilises knowledge within the school community.

LEARNING & SUPPORT FRAMEWORK

- Parents and caregivers support the learning by assisting their child to achieve their potential best. Parents and caregivers support the learning by providing the school with relevant and up-to-date information and specialist reports, when available.
- The school enlists the support of the Regional Assistant Principal's Learning and Support and regional consultants, when appropriate.
- The school liaises with external agencies to provide holistic and collaborative care to all students.

Accountability

- Ensure our obligations are met under the Disability Discrimination Act and Disability Standards for Education.

Teacher accountability

- All teachers take responsibility to deliver learning programs which address the needs of all students including those with disabilities, within their classes.
- Deliver quality learning and support to students with disabilities or difficulties within their classroom.
- Provide evidence and feedback on adjustments within the classroom in conjunction with the NCCD (National Consistent Collection of Data).
- To ensure that all students can access their curriculum.
- To provide meaningful and engaging lessons to students with varied learning needs.

LEARNING & SUPPORT FRAMEWORK



Classroom Teacher (CRT)

1

Pre-referral process

CRT to complete the [Classroom Teacher Reflection Sheet](#).

2

Pre-referral Process

CRT meets with their AP. AP to use the [AP/Learning Support Discussion Checklist](#) to guide conversation and make decision about next steps.

Any relevant steps listed below may be taken.

Meet with family

Complete observation

Meet with Counsellor

3

Referral Process

CRT completes the [Learning and Support Team Referral Form](#) and submits it to Stage AP.

4

Learning and Support Team Meeting*

Stage AP and CRT attend Learning and Support Meeting to discuss referral.

5

Post Learning Support Meeting

Any relevant steps listed below may be taken.

Family meeting to request additional information.

EaLD/LaST to complete additional testing/ observations.

EaLD/LaST to collaborate with CRT to build teacher capacity.

Refer to School Counsellor **

Refer to EaLD/ LaST for withdrawal support.

LaST to complete access request.

CRT and AP to create PLASP, PLP and/or Behaviour Response Plan

All new students with prior Learning Support documentation

Student posing immediate concern is referred for meeting.

Family provides school with recent reports (OT, Speech, Paediatrician, psychologist etc).*

Family requests child sees the School Counsellor and provides completed paperwork.**

* Discussion at Learning and Support Meeting is based on priority of need.

** Meeting with School Counsellor is based on priority of need.