

Student **Learning and Wellbeing** Framework

Our School Profile

Parkhurst State School is a school proud of its history and future delivering a quality, contemporary and differentiated curriculum that meets the 21st century learning needs of 440 learners by high performing and professional teams and caring supportive relationships. Learners have access to academic, cultural, sporting and leadership pursuits. Community, parent and carer partnerships are valued and contribute to every learner's success.

Our Purpose

To develop 21st century citizens through an engaging and contemporary 21st century curriculum aligned to the Australian Curriculum using 21st century pedagogies and resources in quality, consistent, dynamic and supportive learning environments.

Our Vision

Every Parkhurst learner is literate, numerate, safe, happy and learning every day.

Our Mantras

'The Village Raises the Child' – African Proverb

'Every Learner. Every Day. Every Space.'

'Every Learner Matters Every Day'

'Every Day Counts'

'Learning is OUR Work'

'No Child Left Behind'



Our Values (Our 5Rs)



Respect

For others, ourselves, our community, flags, anthem and country.

Responsibility

Being safe, being a leader and showing initiative.

Rigour

Demonstrating effort, having a go and striving for excellence.

Resilience

Seeing everyday as a new day and learning opportunity.

Relationships

Establishing and sustaining quality and positive relationships.

Our Beliefs

1. our learners are **individuals** who **learn at their own rate** using their **preferred learning styles** to meet their full potential
2. high **expectations** are essential for high performance
3. our environments are warm, caring, nurturing and stimulating to develop **independent, 21st century learners**
4. children learn best by **doing** and through **modelling**
5. **negotiation, choice, risk taking** and **challenges** are an important part of the learning process
6. learning must be **engaging, futures orientated** and **connected the real world**

Partners in Learning

When your child[ren] join our school community, so do you as key partners in learning. Throughout the year, there will be regular opportunities to participate actively, engage in learning, connect with teachers and celebrate the key milestones, successes, contributions and achievements of your child[ren].

“Wellbeing is a state in which every individual realises his or her potential, can cope with the normal stresses of life, can work productively and fruitfully and is able to make a contribution to his or her community”.
World Health Organisation, 2014

Queensland State Schools provide inclusive environments that nurture the wellbeing of learners of all backgrounds, abilities and identities so that they feel welcomed, connected and safe. Some learners with multiple support plans require that schools take an active role in coordinating and aligning plans.

Schools also support professional wellbeing and promote the importance of self responsibility and self care for staff.

Improving wellbeing is focused on:

- creating safe, respectful and positive learning environments
- explicitly teaching and modelling social and emotional skills, values and expectations for behaviour.

Parkhurst State School is **guided** by ...

[Student Learning and Wellbeing Framework](#)

[Early Entry to Prep](#)

[Student Code of Conduct](#)

[Staff Wellbeing Framework](#)

[Behaviour Policies and Procedures](#)

[Supporting Students' Mental Health and Wellbeing](#)

Parkhurst State School is **supported by** ...

[Student Health, Safety and Wellbeing](#)

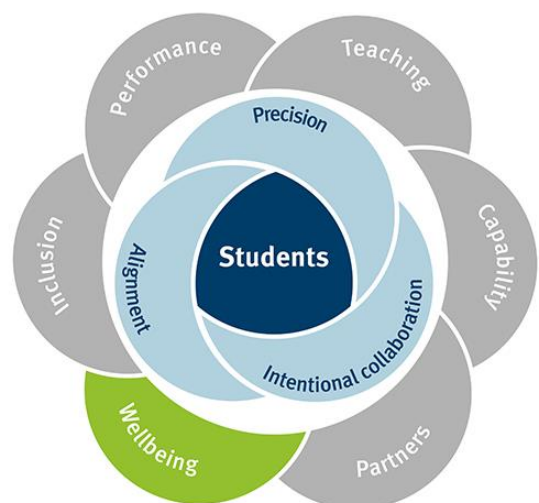
[Transition to School](#)

[Autism Hub](#)

[Australian Early Development Census](#)

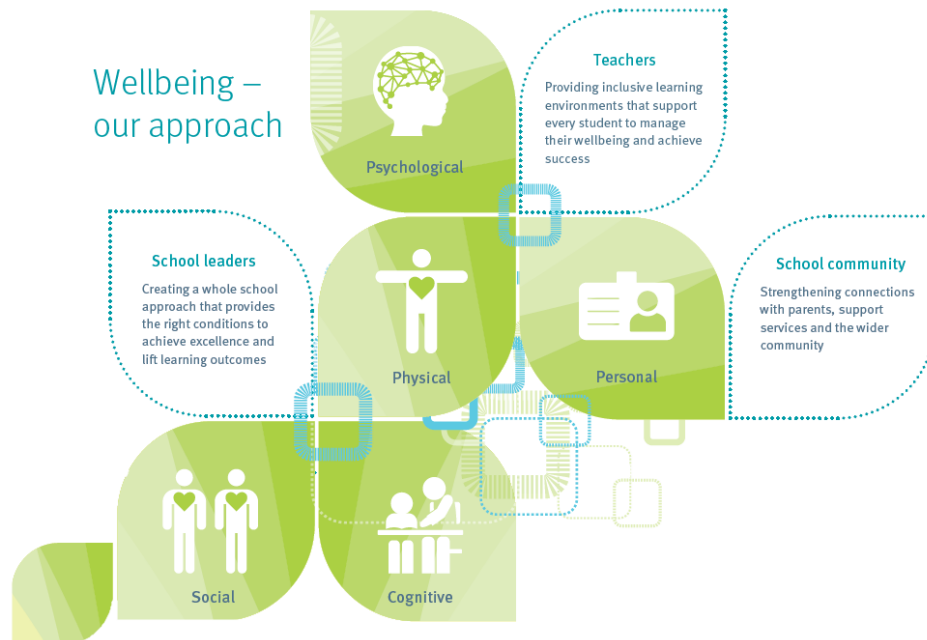
It is the primary responsibility of the school to ensure systems are in place to promote and support the health and wellbeing of learners when at school or involved in school activities.

Learning and wellbeing are inextricably linked. Learners learn best when their wellbeing is optimised, and they develop a strong sense of wellbeing when they experience success in learning.



The **Student Learning and Wellbeing Framework** supports schools with creating positive school cultures and embedding learner wellbeing in all aspects of school life through connecting the learning environment, curriculum and pedagogy, policies, procedures and partnerships for learning and life.

Schools are expected to demonstrate an explicit commitment to wellbeing and to communicate this commitment to their school community.



Well Being – Connected to Learning

- our young people are growing up in a world driven by new technologies and economic globalisation. Their future means they need a new set of cognitive, social and emotional skills for success.
- healthy, confident and resilient young people who can successfully navigate a more complex world are vital for Queensland's future.
- we know that a supportive environment that combines a focus on wellbeing with a focus on learning is optimal, without one, the other will not happen.
- responding to individual and group differences, promoting collaborative learning, connecting to the hearts and minds of every student, and teaching students how to manage their wellbeing, are just some of the ways our teachers are making sure students thrive.
- state schools must continue to provide inclusive environments that nurture the wellbeing of all students so they become resilient lifelong learners who respond positively to their changing world and pursue their passions with confidence.

Well Being – Measuring Success

Schools can monitor their school culture and student wellbeing and engagement through:

- attendance rates
- student retention data
- learning days lost due to student disciplinary absences
- School Opinion Survey responses.

The visual on the following page outlines Parkhurst State School's approach to learning and wellbeing across the whole school, providing a range of opportunities, programs and processes to support the needs of every learner. This list is not an exhaustive one as new initiatives and programs are conceptualised based on the needs of learners and staff expertise.



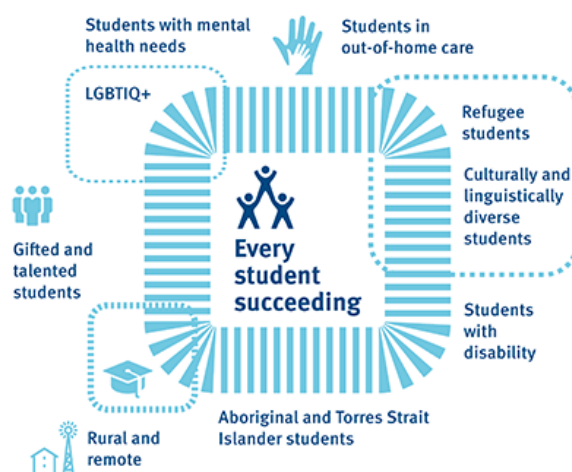
Learning, Support and Well Being Framework



Creating Safe, Supportive and Inclusive Environments

Schools do this by:

- providing safe environments where diversity is valued, positive social interactions are promoted, and risk of injury or harm is minimised
- developing an approach to wellbeing that supports the collective action of parents, support services and the wider community
- demonstrating and communicating positive respectful relationships between staff, students, parents and members of the community
- explicitly teaching and modelling social and emotional skills, values and expectations for behaviour to support student wellbeing
- making sure the physical environment and school policies and practices are accessible and inclusive of learners and families
- planning for opportunities to promote and celebrate the traditions, values and cultures of the school community
- providing learning opportunities and environments that promote healthy lifestyle choices.
- creating safe, supportive and inclusive environments
- building the capability of staff, learners and the school community
- developing strong systems for early intervention

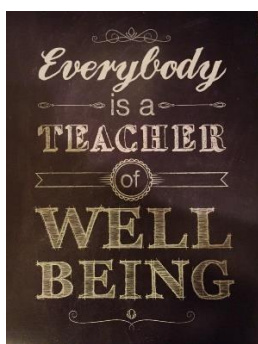


Wellbeing Dimensions

We acknowledge the impact adult wellbeing may have on our learners. The following dimensions of wellbeing are recognised and considered in our school wide approach to meeting the individual and collective needs of our learners and their families.



Dimension		Includes
	Physical Wellbeing	<ul style="list-style-type: none"> - Improving physical health through addressing lifestyle risk factors: <ul style="list-style-type: none"> - good nutrition - physical activity - smoking - alcohol consumption - weight management - Health information and screening
	Psychological Wellbeing	<ul style="list-style-type: none"> - Mental health in the workplace - Increasing resilience and stress management - Information and resources to support optimal mental health
	Social and Community Engagement	<ul style="list-style-type: none"> - Links with community organisations - Charity work and donations - Building social capital
	Occupational Wellbeing	<ul style="list-style-type: none"> - Performance and development - Coaching and mentoring - Career planning and transitioning
	Financial/Personal Resources	<ul style="list-style-type: none"> - Financial literacy and budgeting - Investments, mortgages and insurance - Superannuation and retirement planning



Building Staff, Learner and Community Capability

- providing health and wellbeing learning opportunities for students through curriculum focused on mental health, relationships and sexuality, alcohol and other drugs, food and nutrition, benefits of physical activity, and safety
- identifying opportunities to build the capabilities of teachers and school leaders to support a whole school approach to student wellbeing and its connection to learning
- communicating information and advice on the benefits of supporting young people to be healthy, confident and resilient
- responding positively to the needs of different groups within the school community
- strengthening connections with parents to support early intervention for students whose wellbeing is at risk
- increasing visibility of local support services to families whose children have higher levels of need
- supporting staff health and wellbeing and recognising the resulting benefits for students
- committing to continual improvement using evidence based strategies to improve student wellbeing, seeking ways to develop and share new ideas.

Developing Strong Systems for Early Intervention

Schools do this by:

- planning and documenting school processes to support staff to respond appropriately to students at risk
- recognising the early signs that a student's wellbeing is at risk and responding appropriately by noticing, inquiring, planning
- sharing responsibility for supporting students at risk by:
 - seeking support from Guidance Officers and the Leadership Team as first responders
 - encouraging learners and families to access support services
 - using a wrap around approach for learners involving parents, school support services, health professionals and other agencies.

"More learning occurs in a joyous classroom where children feel safe, secure and accepted, and where they feel the teacher sees them for who they really are."

– Diamond, 2010

"Every child deserves a champion: an adult who will never give up on them, who understands the power of connection and insists they become the best they can possibly be."

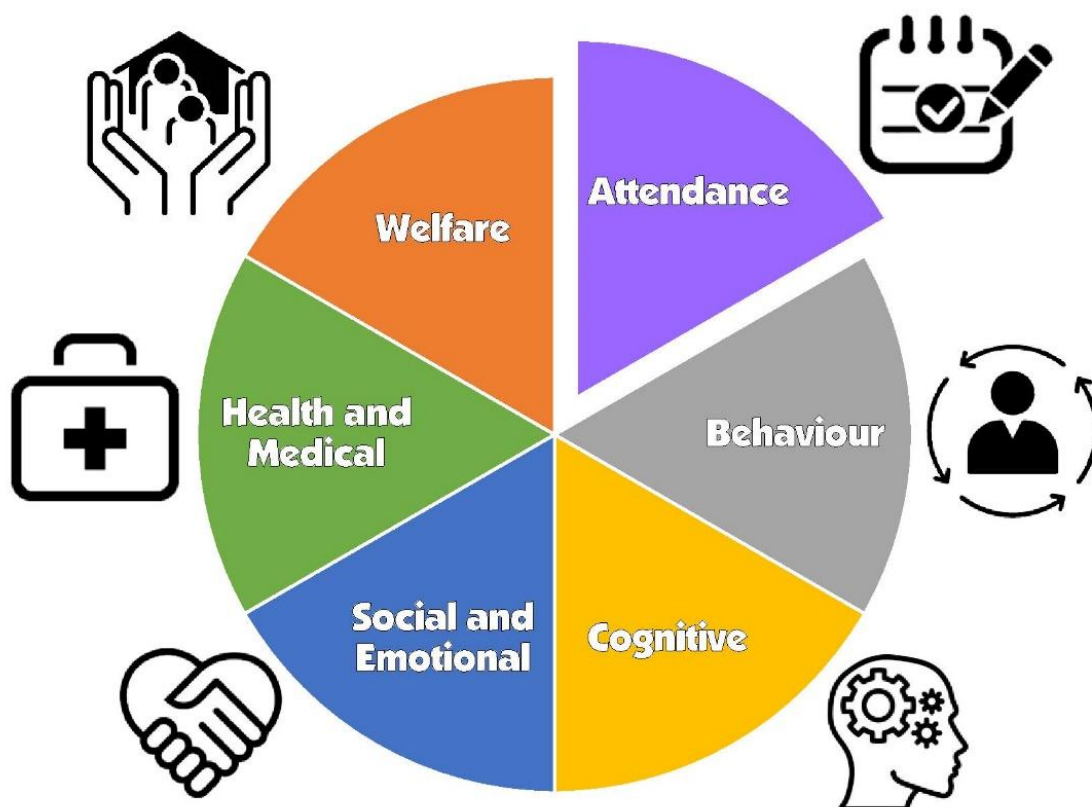
- Rita Pierson, Educator





Vulnerable and Diverse Learners

At Parkhurst State School, support resources and wrap around services are provided invisibly for learners deemed vulnerable or with diverse learning needs. The wheel below identifies the groups of vulnerability. We acknowledge that a learner may access support for more than one identified area.



Attendance

Learners are attending less than 85% and/or are regularly late.



Behaviour

Learners are identified as displaying 'major' or 'significant' behaviours. A Behaviour Support Plan (BSP) is in place.



Cognitive

Learners have support provisions or differentiated adjustments made for them through a Personalised Learning Record or an Individual Plan (eg; ISP, ILP, ICP, ILP or ICP).



Health and Medical

Learners have substantial health and/or medical adjustments in place through a Health Management Plan.

Social and Emotional

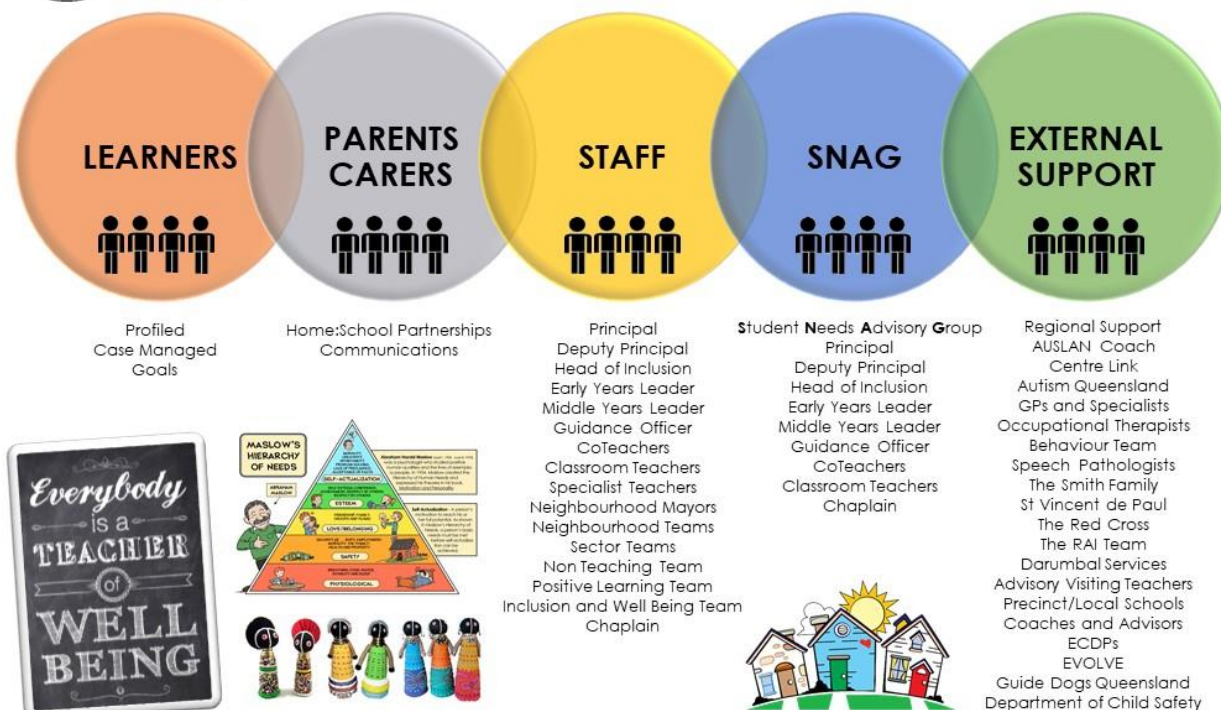
Learners have substantial social and emotional adjustments, including mental health issues and trauma

Welfare

Learners are living in care and/or have displayed behaviours of concern (eg; suspected known harm or neglect) and have an Education Support Plan (ESP) in place.




Our Village Raises the Child



Student Needs Action Group (SNAG)

This Team meets once a fortnight (or more frequent as required) as a team to respond to referrals for individual learners.



SNAG

Student Needs Advisory Group

Academic

Social and Emotional Welfare

Health and Well Being

Attendance

Communication

Behaviour

A forum for ALL Staff to ...

- flag or refer learners
- seek advice
- raise concerns
- share observations and data
- review
- celebrate progress

Download a **Referral Form** from SharePoint

Every second Tuesday at the Neighbourhood Centre at 8:00 a.m.



PARKHURST STATE SCHOOL

Student Needs Advisory Group

TEACHER/PARENT/CARER IDENTIFICATION OF INDIVIDUAL LEARNER'S NEEDS

academic
welfare
developmental

learning
wellbeing

physical
behavioural

social emotional
psychological
medical

PRE REFERRAL STAGE

1. Staff Member contacts the Parent/Carer via telephone or face to face regarding the **SNAG Referral** and documents as a record of Contact in OneSchool
2. Staff Member completes **SNAG Referral Form** (on SharePoint) and emails to the SNAG Chairperson by the Tuesday prior to the next SNAG Meeting (off SNAG Week)
3. The Chairperson emails SNAG Referral Forms to Team Members to assist with data collection, information gathering and case formulation.
4. SNAG Referral Forms and a summary of the meeting's discussion and actions are uploaded to OneSchool under the learner's **Support→Referrals and Reports** tab
5. The Chairperson emails the referring Staff member prior to the meeting to notify of a time to present case/s at the next SNAG Meeting.

STAFF MEMBER PRESENTS CASE FACE TO FACE TO SNAG MEETING

GUIDANCE

NEIGHBOURHOOD
CENTRE TEAM

WELFARE

BEHAVIOUR

ACTIONS

INFORMATION
SEEKING

DATA
COLLECTION

FOCUSED
OBSERVATIONS

ONGOING
MONITORING

Parent/Carer Contact
Adjustments
Individual Plan
Digital Technologies – ICT
Chaplain
Head of Inclusion
Autism Queensland
Red Cross
Relationships Australia
Audiologist

Specialist Referral
Advisory Visiting Teachers
Intervention Program
Evolve
Smith Family
Anglicare
General Practitioner
CentreLink
Optometrist

Occupational Therapist
Speech Therapist
Paediatrician
St Vincent de Paul
Child Mental Health
Coach
Specialist
RAI Team
Regional Behaviour Team
Adopt a Cop

MONITOR AND REVIEW

CLOSE CASE



PARKHURST STATE SCHOOL

SNAG Referral Form

Learner Name Click or tap here to enter text. **Class** Click or tap here to enter text.
Date of Referral Click or tap here to enter text. **Referred by** Click or tap here to enter text.
Year Level Click or tap here to enter text. **Class Teacher/s** Click or tap here to enter text.

	Tasks to be completed by the Teacher PRIOR to attending SNAG Meeting	Evidence provided and brought to SNAG
Teacher Check Please Tick (✓)	<input type="checkbox"/> Observed the student and begun anecdotal records and collection of data.	<input type="checkbox"/> Anecdotal Records provided <input type="checkbox"/> Academic Data provided <input type="checkbox"/> Learner Work Samples <input type="checkbox"/> Learner Behaviour Notes
	<input type="checkbox"/> Class Teacher has checked OneSchool for previous referrals, reports and plans. <small>(Check under SUPPORT – Referrals and Reports and Sensitive Case Record)</small>	<input type="checkbox"/> Referrals/Reports available <input type="checkbox"/> Complex Case Management <input type="checkbox"/> ICP or ISP <input type="checkbox"/> SLP Report or GO Report
	<input type="checkbox"/> Class Teacher has checked that the learner has a current PLR or Learner Alert (if required)	<input type="checkbox"/> PLR <input type="checkbox"/> Learner Alert (on SharePoint)
	<input type="checkbox"/> Sought input on learner's previous history <small>(One School, Files, previous teacher/s)</small>	<input type="checkbox"/> Contact recorded on One School
	<input type="checkbox"/> Parent/Carer contacted to obtain background information and discuss SNAG Meeting process	
	<input type="checkbox"/> Requested a Hearing and Vision Test and obtained results from parents/carers	<input type="checkbox"/> Hearing and Vision Results provided

REASONS FOR REFERRAL

Identify the main areas of concern and attach supporting information as required (eg; anecdotal records, behaviour incidents from OneSchool, work samples, medical reports, diagnosis, Individual Plans etc.)

- ☐ **Speech/Language** ☐ **Academic** ☐ **Behaviour** ☐ **Mental Health**
☐ **Verified Impairment** (eg; ID; SLI; ASD; PI; VI; HI) Click or tap here to enter text.
☐ **Other** Click or tap here to enter text.

Are there any known pre existing conditions or impairments (eg; cerebral palsy, down syndrome, epilepsy) ?
 Click or tap here to enter text.

What background information where the parents/carers able to provide?
 Click or tap here to enter text.

PLEASE PROVIDE THE FOLLOWING INFORMATION

Elaborate on the reasons for Referral ...
 Click or tap here to enter text.

Describe the strategies/modifications/adjustments/additional supports already implemented ...
 Click or tap here to enter text.

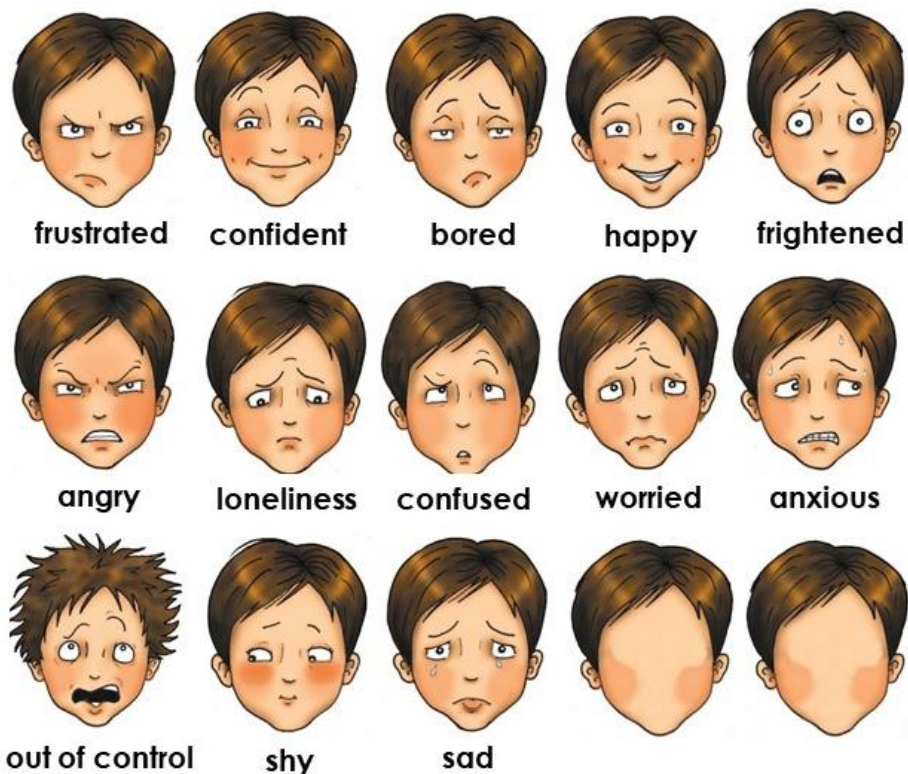
Describe the results/outcomes of the strategies you have implemented ...
 Click or tap here to enter text.

Action Plan – Initial Referral

To be completed by the Student Needs Advisory Group (SNAG)

<input type="checkbox"/> Internal Referral	<u>Click or tap here to enter text.</u>
<input type="checkbox"/> External Referral	<u>Click or tap here to enter text.</u>
Case Manager	<u>Click or tap here to enter text.</u>
Appointed	<u>Click or tap here to enter text.</u>
Group Chair	<u>Click or tap here to enter text.</u>
Date of Meeting	<u>Click or tap to enter a date.</u>
Future Action/s	<u>Click or tap here to enter text.</u>
	<u>Click or tap here to enter text.</u>
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How are you Feeling Today ?





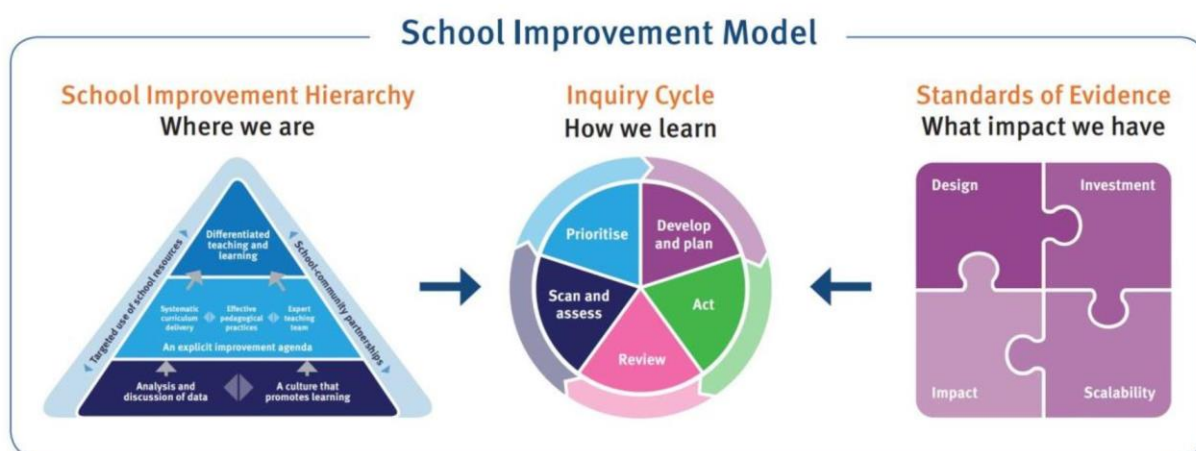
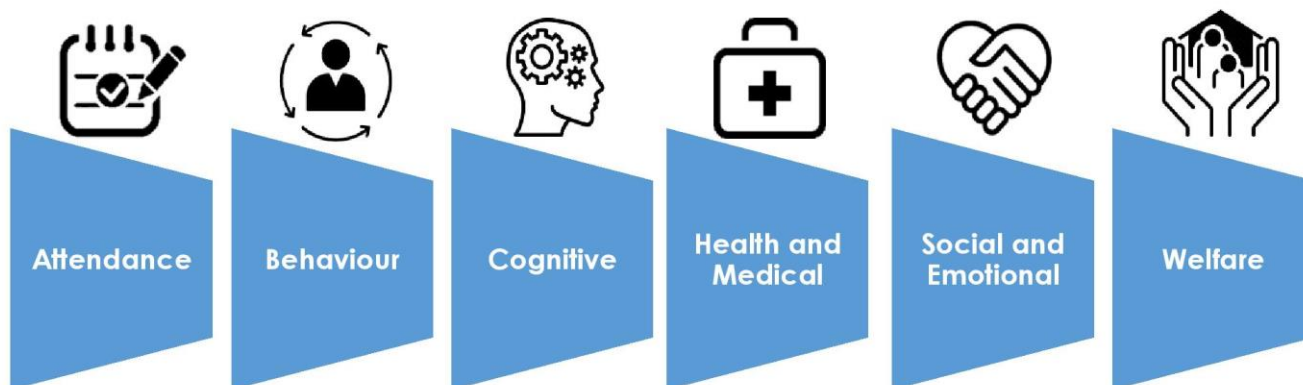
Case Management Processes

At Parkhurst State School, there are times when case management is required to ensure learners are supported to achieve success and reach their full potential. The school's Student Needs Action Group (SNAG) is the forum where referrals are received, discussed and actioned accordingly.

For learners with complex and diverse needs, a case management process is implemented, engaging all relevant stakeholders, including the Classroom Teacher/s, Specialist Teacher/s, CoTeachers, the Guidance Officer, Head of Inclusion, Early and Middle Years' Leaders, the Deputy Principal, Principal, Parents/Carers and any external personnel. The Classroom Teacher assumes the role of Case Manager overseeing the support strategies and interventions, with the assistance of the relevant CoTeacher.

Case Management Meeting Minutes, case notes and the Individual Case Management Plan and records assist in the review and sharpening of strategies. It is recommended that one plan be used as the Case Management Plan, uploaded to OneSchool, (eg; RAMPS, an ESP, Individual Behaviour Plan, Mental Health Plan, etc).

The following are identified as the school's areas of **learner vulnerability**



Case Management is a process of **inquiry**, starting with the specific information and data pertaining to the learner. This information then identifies the key priority to inform the development of the Case Management Plan's strategies, key actions, roles, responsibilities, goals and timeframes. The Case Management Plan is then implemented and reviewed regularly to determine the success and impact, with changes made as required. Over time, specific cases may close or change in the strategies being implemented.

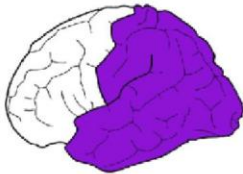


Universal Design for Learning

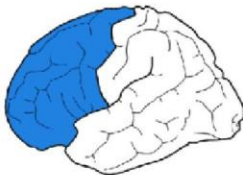
The **U**niversal **D**esign for **L**earning (UDL) Framework informs the design of multiple, flexible options to learn



Affective (the 'why' of learning)



Recognition (the 'what' of learning)



Strategic (the 'how' of learning)



The Universal Design for Learning Guidelines

CAST | Until learning has no limits™

Provide multiple means of Engagement

Affective Networks
The "WHY" of Learning



Provide multiple means of Representation

Recognition Networks
The "WHAT" of Learning



Provide multiple means of Action & Expression

Strategic Networks
The "HOW" of Learning



Provide options for Recruiting Interest ⁽⁷⁾

- Optimize individual choice and autonomy (7.1)
- Optimize relevance, value, and authenticity (7.2)
- Minimize threats and distractions (7.3)

Provide options for Perception ⁽¹⁾

- Offer ways of customizing the display of information (1.1)
- Offer alternatives for auditory information (1.2)
- Offer alternatives for visual information (1.3)

Provide options for Physical Action ⁽⁴⁾

- Vary the methods for response and navigation (4.1)
- Optimize access to tools and assistive technologies (4.2)

Provide options for Sustaining Effort & Persistence ⁽⁸⁾

- Heighten salience of goals and objectives (8.1)
- Vary demands and resources to optimize challenge (8.2)
- Foster collaboration and community (8.3)
- Increase mastery-oriented feedback (8.4)

Provide options for Language & Symbols ⁽²⁾

- Clarify vocabulary and symbols (2.1)
- Clarify syntax and structure (2.2)
- Support decoding of text, mathematical notation, and symbols (2.3)
- Promote understanding across languages (2.4)
- Illustrate through multiple media (2.5)

Provide options for Expression & Communication ⁽⁵⁾

- Use multiple media for communication (5.1)
- Use multiple tools for construction and composition (5.2)
- Build fluencies with graduated levels of support for practice and performance (5.3)

Provide options for Self Regulation ⁽⁹⁾

- Promote expectations and beliefs that optimize motivation (9.1)
- Facilitate personal coping skills and strategies (9.2)
- Develop self-assessment and reflection (9.3)

Provide options for Comprehension ⁽³⁾

- Activate or supply background knowledge (3.1)
- Highlight patterns, critical features, big ideas, and relationships (3.2)
- Guide information processing and visualization (3.3)
- Maximize transfer and generalization (3.4)

Provide options for Executive Functions ⁽⁶⁾

- Guide appropriate goal-setting (6.1)
- Support planning and strategy development (6.2)
- Facilitate managing information and resources (6.3)
- Enhance capacity for monitoring progress (6.4)

Expert learners who are...

Purposeful & Motivated

Resourceful & Knowledgeable

Strategic & Goal-Directed



PARKHURST STATE SCHOOL

Newcomer's Learning Plan

Learner Name	_____	Age	_____	Year Level	_____
Parents	_____		<input type="checkbox"/>	Carer	
Reason for Enrolment	<input type="checkbox"/> Transfer	<input type="checkbox"/> Prep	<input type="checkbox"/> Other	_____	
Previous School/s	_____				
Birth Certificate	<input type="checkbox"/> Sighted	<input type="checkbox"/> Not Required			
Interstate Enrolment	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Placement requires consideration		
Documents Provided	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> _____		
OneSchool Profile Check	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> _____	Non State School	<input type="checkbox"/>

Family Circumstances

(eg: Living Arrangements, Custody)

Expectations

(eg: Curriculum, Attendance, Learning)

Support Plans/Needs

(eg: Behaviour, Learning, Specific Needs, Social/Emotional, Medical)

Access Considerations

Strengths

Challenges

(eg: Attendance, Friends, Homework)

Preferences/Interests

(eg: Sport, Music, ICT, The Arts)

Other Information

Administration Tasks

Referral to SNAG

☐ Yes ☐ No

Details _____

Induction Completed

(ie: Vision and Values, Responsible Behaviour Plan, Expectations, Lunch Times outlined)

☐ Yes ☐ No

Tour Completed

(ie: Classroom, Facilities, Play Areas, Eating Areas, Toilets)

☐ Yes ☐ No

Book List/Uniforms

☐ Yes ☐ No

Assigned Teacher/s

_____ Year Level _____ Class _____

Documents Requested

☐ Yes ☐ No

Commencement Date

____/____/____

Signed _____



Learner Well Being Framework

Our Vision

'Every Parkhurst learner is literate, numerate, safe, happy and learning every day.'

Our Values

Respect
Responsibility
Rigour
Resilience
Relationships



Our Beliefs

- Parkhurst learners are **individuals** who learn at their **own rate** using their **preferred learning styles** to reach their full potential.
- **High expectations** are essential for high performance.
- Our environments are **warm, caring, nurturing and stimulating** to develop independent, 21st Century learners.
- Children learn best by **doing and through modelling**.
- **Negotiation, choice, risk taking and challenges** are an important part of the learning process.
- Learning must be **engaging, futures orientated and connected to the real world**.



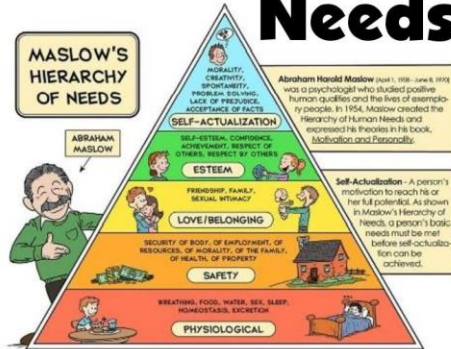
"It takes a Village to raise a Child."

Every child has a good day every day

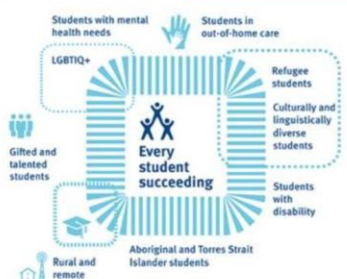
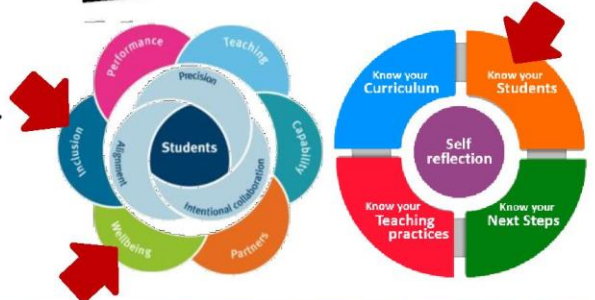
Every Learner
Every Lesson
Every Day

Every child matters every day

Needs



Profiling Goals



Safety

Adopt a Cop Program

Neighbourhood Centre CoTeaching



SNAG





Embedding Indigenous Perspectives

Indigenous Australians are not one group. Aboriginal people and **Torres** Strait Islanders throughout Australia have different thoughts, ideas and beliefs. Today, their cultures are a mix of contemporary and traditional ways and practices.

Shared Vision

Every Parkhurst Learner is literate, numerate, safe, happy and learning every day



Our Mantra

'It takes a Village to raise a Child'
(African Proverb)

Values

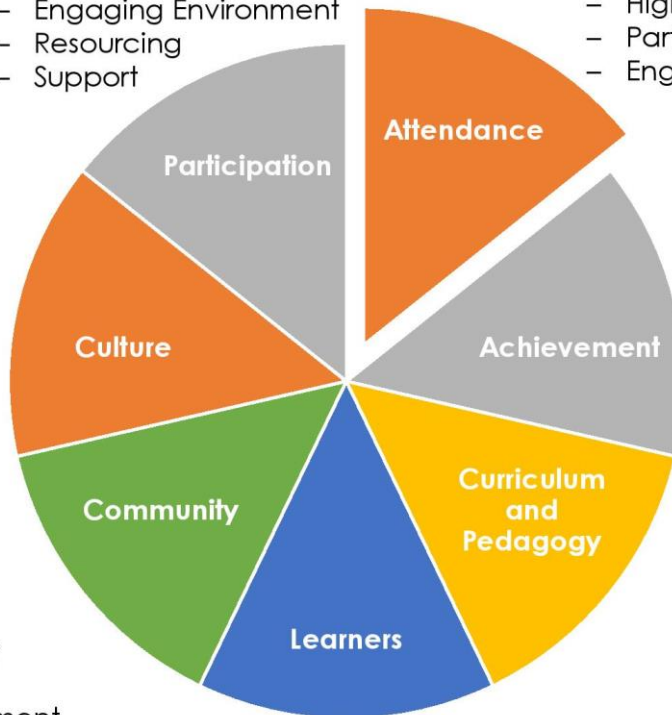
Respect
Responsibility
Rigour
Resilience
Relationships
Reputation

- Knowing Learners
- Meeting Needs
- Engaging Curriculum
- Engaging Environment
- Resourcing
- Support

- Targets and Goals
- Case Management
- Communications
- High Expectations
- Partnerships
- Engaging Environments

- Dreamtime Centre
- Traditions
- Protocols
- Language
- Art
- Music
- Performances
- Artists in Residence

- Local Area
- Darumbal People
- Elders
- NAIDOC Week
- Reconciliation
- Welcome to Country
- Celebrations
- Community Engagement



- Targets
- Goals
- Data Tracking
- Closing the Gaps
- Active Engagement
- High Expectations
- Individual Plans

- HOW Learners learn
- Celebrating Difference
- Australian Curriculum
- Histories
- Languages
- Cultures
- Resources and Texts
- Literacy and Numeracy
- Oral Histories
- The Arts
- Connectedness
- Unpacking 'Whiteness'
- Capability Development

- Knowing our Learners
- Knowing our Families
- Meeting their Needs
- Supporting Learners
- Case Management



We acknowledge the **Darumbal** people, the traditional custodians of this land on which we meet. We pay respect to their Elders both past, present and emerging and extend that respect to other Aboriginal people present.

Respect Relationships



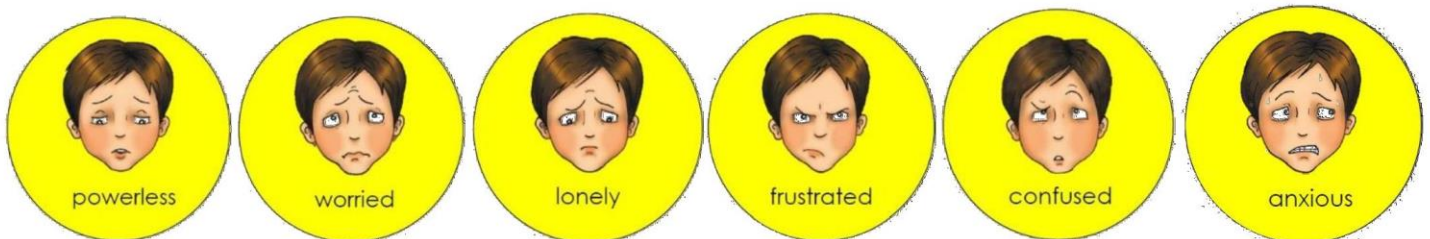


The ZONES of Regulation

The **Red Zone** is used to describe extremely heightened states of alertness and intense emotions. A person may be elated or experiencing anger, rage, devastation, or terror when in the **Red Zone**.



The Yellow Zone is also used to describe a heightened state of alertness and elevated emotions, however one has more control when they are in the Yellow Zone. A person may be experiencing stress, frustration, anxiety, excitement, silliness, the wiggles, or nervousness when in the Yellow Zone.



The **Blue Zone** is used to describe low states of alertness and down feelings such as when one feels sad, tired, sick, or bored.



The **Green Zone** is used to describe a calm state of alertness. A person may be described as happy, focused, content, or ready to learn when in the **Green Zone**. This is the zone where optimal learning occurs.



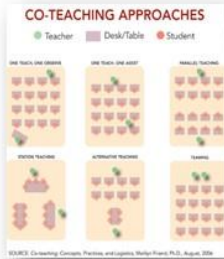


CoTeaching

at Parkhurst State School

Why Co Teaching at Parkhurst?

Co Teaching aligns to the school's long held philosophy of differentiation and commitment to inclusivity through multiage learning spaces that cater for the needs of all learners. The school's vision of 'every Parkhurst learner being literate, numerate, safe, happy and learning' underpins this commitment.



Co Teaching Models

1. One teach, one observe
2. One teach, one assist
3. Parallel teaching
4. Station teaching
5. Alternative teaching
6. Teaming



Mantras

The Village Raises the Child
No child left behind
Every child matters every day
Invisible interventions
Access all Areas



Neighbourhood Centre

The Parkhurst State School Neighbourhood Centre was rebranded from the Special Education Program (SEP). The Centre Team of 4.1 FTE is led by the Head of Special Education Services (HoSES). Staff include three trained Special Educators, an 0.3 Guidance Officer, and Chaplain. The school's ST:LN fraction has been incorporated into the Team. The Centre also provides an outreach service as required to neighbouring small schools. The Neighbourhood Centre facility is available for use by all Staff and is open every day during playtime for all learners.

Cohort Planning Time CPT is provided in a four weekly cycle, enabling Neighbourhood Teams to engage as cohorts and teams. Additional release time is provided towards the end of each Term to plan and map the Term ahead.

Co Teaching Time varies in each partnership, with one hour per day as the baseline. English and Mathematics are the priority KLAs for coteaching, with the contexts of other KLAs used for English

Groupings vary according to the data, needs of learners and curriculum confidence

Resources are allocated strategically to Learning Neighbourhoods, including Teacher Aides and specific learning resources required for school priorities and units of work

Staff Capacity Development is the key to delivering quality learning outcomes for every learner

Co Teaching is and can be

- active engagement
- coordinated instruction
- simultaneously delivering instruction
- being collaborative and interdependent
- Planning, teaching, assessing and monitoring the curriculum together
- sharing classroom and learner responsibilities
- taking the lead
- making student observations, collecting data
- maximising the range of resources
- working with each other's strengths
- taking risks
- evidence based practice

Co Teaching isn't

- taking turns or 'turn' teaching
- passive engagement
- withdrawal from the classroom
- being independent
- an 'extra' set of hands
- only one teacher working with SWD



Supporting Links, Documents, Frameworks, Policies and References

- Health and Wellbeing Policy, Procedures and Guidelines
- Administration of Medications in Schools Procedure
- Management of Students' Health Support Needs at School
- Management of Contagious Conditions
- Student Protection Procedure
- Supporting Students Mental Health and Wellbeing
- Supporting Students with Asthma and/or at risk of Anaphylaxis at School
- Health and Physical Education: Essential Learnings and Standards
- Australian Curriculum: Personal and Social Capabilities
- Chaplaincy and Student Welfare Services Policy Statement and Supporting Documents
- DET Strategic Plan 2018-2022
- Every Student Succeeding
- Every Student with a Disability Succeeding
- Diversity in Queensland Schools – Information for Principals
- Domestic and Family Violence Employee and Student Supports
- KidsMatter
- MindMatters
- Australian Student Wellbeing Framework
- Parent and Community Engagement Framework
- Physical activity in State Schools
- Positive Behaviour for Learning
- Smart Choices (Healthy Food and Drink Supply Strategy for Queensland Schools)
- Sun Safety Strategy