



Fowler Road School

Home School Booklet



Education



Safe... Smart... Prepared

Welcome

School Vision and Purpose

- ◆ At Fowler Road School, we believe that everyone has a right to learn, in a positive way, about themselves and the world they live in, so that they can connect, succeed and thrive. We work towards this by providing;
 - An imbedded protective behaviours and trauma informed approach creating a school culture in which our students, our families, our staff and our visitors feel safe, secure and accepted.
 - A climate where positive relationships are valued and developed including a collaborative case management approach with student voice to inform all directions across all environments and areas including education, health, community and home.
 - An inclusive and individualised educational program where the necessary adjustments are made to assist students to reach their full potential and every student is known, valued and cared for.
- ◆ Our purpose is to assist students with mental health to access the curriculum on the same basis as their peers. We work to empower students to acquire, demonstrate, articulate and value the knowledge and skills that will support them to return to a more regular setting close to their homes, engage in post school options and become life long learners. To achieve this we focus on providing successful and enjoyable schooling experiences for students so that they can change the “stories” they have had about themselves into a story in which they see themselves as safe, smart and prepared. We assist students to value themselves and strive for excellence by helping them to;
 - ◆ Relate to others and themselves in **SAFE** ways; managing self and respecting individual differences.
 - ◆ Strive to be the best they can be; focusing on successful academic skills so to see themselves as **SMART** and succeed in a rapidly changing society.
 - ◆ Be **PREPARED** for learning; to make positive contribution now and in the future to our global community.

SAFE

- ◆ To create a school culture where every student is known, valued and cared for in order for them to connect, succeed and thrive at each stage of their cognitive, emotional, social, spiritual and physical wellbeing.

SMART

- ◆ To support student literacy and numeracy achievement through individualised learning, differentiation, best education practices and instructional leadership. To build upon teachers' capacity for success through promoting collaborative partnerships, professional learning, mentoring and team teaching opportunities in order to deliver best practice in teaching.

PREPARED

- ◆ To support a culture of high levels of student and community engagement, resulting in sustained and measurable achievements.

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FOWLER ROAD SCHOOL

Cnr Fowler Road & Matthew Street
Merrylands, 2160

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Fax: 02 9892 2529

Email: fowlerroad-s.school@det.nsw.edu.au

Website: www.fowlerroad-s.schools.nsw.edu.au

About Fowler Road

Fowler Road School Program

- ◆ Fowler Road SSP is located at Merrylands and has 56 students who come from a number of Sydney districts
- ◆ Fowler Road School is committed to the pursuit of excellence and the provision of high quality educational opportunities for each and every child. Positive and respectful relationships across the school community underpin a productive learning environment and support students' development of strong identities as learners.
- ◆ At Fowler Road School each individual child will be known and understood, and their individual potential is continuously developed. Fowler Road School is devoted to fostering positive mental health and wellbeing for all of our students. Positive wellbeing practices are vital for learning and for the students' life outside of school. At Fowler Road School we acknowledge that students are not able to fulfil their academic learning goals when they are not feeling safe, secure and mentally prepared for school. We recognise that students enrolled in our school often have a history of trauma and other emotional distress and do not yet have the skills to manage and regulate their emotions. We therefore emphasise the importance of quality emotional regulation learning for our students and aim to build each student's repertoire of emotional resilience strategies.
- ◆ The school provides programs for students from Kindergarten to Year 12 who experience emotional/behavioural and mental health difficulties.
- ◆ The main program has 6 classes (42 students in total) for K–6 students with mental health disorders. Most of these students attend Fowler Road on a part-time basis and also attend their home school for some of the time. The attendance pattern in this program usually involves students attending Fowler Road School until lunchtime, then returning to their local public school during the afternoon session. This program is intended as a short term intervention that supports students in a regular school close to their homes (home schools). The program focuses on working with home schools to facilitate students' attendance there with minimal difficulties. Length of stay for students in this program is usually twelve to eighteen months.
- ◆ Apart from this core program, Fowler Road School offers two additional programs for students in secondary school. These programs have a maximum enrolment of 7 students in each program, taking the school's overall enrolment to 56 students.
- ◆ The first of these secondary programs is for students with significant internalising anxiety disorders who have found it hard to attend their regular schools. This program is fulltime providing students with access to individualised support to obtain their ROSA in Year 10 and their HSC in Year 12. The program also provides students with support into post school options, including employment and further education.
- ◆ The other secondary program is a tutorial program for students who have disengaged in education due to their mental health disorders and are not attending any school. The program aims to assist students to re-engage in schooling with the goal to see them into a full time supported placement in the future. Students are enrolled in Distance Education and are provided with support to complete their Distance Education packages and manage their work schedules. Support is also provided to access post school options, including employment and/or other educational options outside of school.



Fowler Road School Staff

Principal



Amanda Barton

Principal Rel.

Executive Team



Bianca Bramall

Assistant Principal Rel.



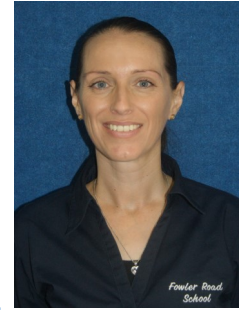
Amy Burge

Assistant Principal Rel.



Christopher Mackay

Assistant Principal Rel.



Beti Neskosi

Assistant Principal Rel.

Administration Staff



Adrienne Gear

SAM



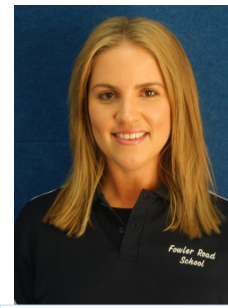
Jodie McGaughey

SAO



Elizabeth Henman

School Counselor- Thursday



Paula Stevenson

School Counselor- Monday/Friday

School Counselors

Teaching Staff



Jaishree Amini

CLAST



Joshua Bramall

CLAST



Ruth Graves

CLAST



Christopher Holloway

CLAST



Michelle Muzyczka

CLAST



Martin Nunn

CLAST



Stephanie Starling

CLAST



Andrew Wilson

CLAST



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Fowler Road School Staff Contact Details

Principal (relieving)

Amanda Barton Amanda.Barton@det.nsw.edu.au

Assistant Principals (relieving)

Bianca Bramall Bianca.Mangano4@det.nsw.edu.au

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School Administrative Manager

Adrienne Gear Adrienne.gear@det.nsw.edu.au

School Administrative Officer

Jodie McGaughey Jodie.mcgaughey1@det.nsw.edu.au

School Counsellors

Paula Stevenson Paula.decastro@det.nsw.edu.au

Elizabeth Henman Elizabeth.henman2@det.nsw.edu.au

Teachers

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Stephanie Starling Stephanie.starling3@det.nsw.edu.au

Andrew Wilson Andrew.wilson184@det.nsw.edu.au



Fowler Road School Staff

Students Learning Support Officers



Andrew Farag

SLSO



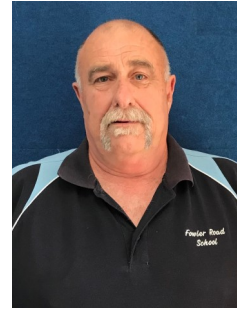
Pita Fotofili

SLSO



Sherry Goruken

SLSO



Chris Linnell

SLSO



Mark Lonergan

SLSO



Matt Martin

SLSO



Patricia Nassar

SLSO



Maria Schembri

SLSO



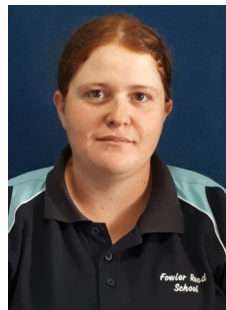
Gizem Yuksel

SLSO



Will Wark

SLSO



Rebecca Wignall

SLSO

Fowler Road School has a dedicated team of SLSOs that support class and executive staff . They play an important part of the integration process, ensuring a successful return to your school.

Above is a small number of our collegial team.



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Access Request

- ◆ Referral to Fowler Road School is done through school counsellors (DSCs) to their District Guidance Officers (DGOs) who forward the application through their School Education Area (SEA) office. The referral is then forwarded to the Granville SEA. The referring DGO forwards the Guidance File to the DGO, Fairfield. Referrals are considered where:
 - The student displays behaviour characteristic of mental health problems at a level of frequency, duration and intensity that seriously affects their educational functioning and emotional well-being
 - An assessment and report from a clinical psychologist or psychiatrist indicates emotional disturbance based on descriptors from the DSM-IV or ICD 10 or by consultation with SWSR Student Support Co-ordinator – Welfare
 - A completed access form, including a DSC report and Attachment 7, has been prepared by the referring DSC/DGO
 - The student has significant needs which cannot be met with regular school-based and other supplementary resources.
- ◆ Prior to the referral, the referring school counsellor will liaise with relevant personnel from the Learning and Well-being Team and Fowler Road School to facilitate appropriate placement. The identified needs of the student should indicate that the program at Fowler Road School is the most appropriate method of support for the student.
- ◆ The Fowler Road School Principal informs the Regional Placement panel of context issues which usually include the following:
 - Students are enrolled at home schools prepared to work with Fowler Road School, the student attends home school as negotiated.
 - Students function cognitively at least in average range.
 - Parents/carers are prepared to support the program.
 - Assessment indicates potential to benefit from the program and return to full attendance at the home school in 4-6 terms.
 - The dynamics of the proposed placement are in the best interest of the student and the best interest of other students currently in the program.
 - Particular issues relating to the school at the time.
- ◆ The Fowler Road School intake team prioritises referrals and forwards this to the Student Services Officer at Granville SEA.
- ◆ The Regional Placement Panel meets twice each term at this panel a priority order is established and students are offered placement accordingly.

Access

- ◆ If the Regional Placement Panel recommends placement then:
 - An offer of enrolment in the Fowler Road School program is sent to the parents/carers with a copy to the Fowler Road School Principal & the referring SEA and home school;
 - Parents/carers make an appointment with the Fowler Road School Principal to enrol and discuss agreements;
 - Fowler Road School staff meet with referring school staff and other key personal to discuss the student's current behaviour and academic progress along with the proposed pattern of attendance at Fowler Road School and home school;
 - Transport, if necessary, is applied for by the Fowler Road School Principal.

Please Note:

- If a student referred to Fowler Road School has no home school, it is the responsibility of staff at the referring SEA to negotiate a new home school placement.



Enrolment at Fowler Road School

Offer of Placement and Enrolment at Fowler Road School

- ◆ Fowler Road School (Schools for Specific Purposes / SSP) support students with Emotional Disturbance Mental Health Disorders.
- ◆ Fowler Road School is intended to be a short-term intervention that aims to assist students to develop the skills to regulate their behaviors and emotions and return successfully to their mainstream setting on a full time basis or where appropriate access post school options.

(Adapted from Department of Education: Enrolling in a Government school: Enhanced Enrolment Procedures)

- ◆ All students offered a placement to enrol at Fowler Road School will be enrolled through the enhanced enrolment procedures as outlined in "Memorandum to School Principals, Regional Directors and School Education Directors DN/06/00168"
- ◆ An overview of this Memorandum is as follows:
 - *"The Department has an obligation to ensure that, among other things, the systems of work and the working environment of its employees are safe. It is also required to obtain and use, as appropriate, information to ensure both the health and safety of its employees at work and of others who come onto Departmental sites. In this context it is reasonable that Principals should have available to them, prior to enrolment procedures being completed, information that is relevant to a risk assessment of the prospective student."*
- ◆ Where there are safety concerns, enrolment should not be completed and attendance should not commence until adequate safeguards are in place. The Legal Issues Bulletin No 40 provides advice on collection, use and disclosure of information about students with a history of violence (*Please refer to the Legal Issues Bulletin 40 for further information*).

Offer of Placement

- ◆ Students who attend Fowler Road School are offered placement through a placement panel process. A student's eligibility is determined through the department's disability criteria as well as the availability of a place in an appropriate special class.

(<https://education.nsw.gov.au/teaching-and-learning/disability-learning-and-support/programs-and-services/special-schools-ssps>)

- ◆ Notification of the offer is sent to the student's family via mail and the current referring school principal.
- ◆ Upon receiving notification, the referring school and / or family should make contact with Fowler Road School to seek information and schedule an enrolment meeting.
- ◆ The formal offer of placement must be accepted and signed for return pre or at the enrolment meeting.

Information Sharing Prior to the student starting at Fowler Road School.

- ◆ Request for student background information and documents (Information-Sharing-between-Principals-and-Schools, Legal Issues Bulletin 43)
 - The student guidance file will be requested as a high priority to be sent to Fowler Road School Counsellor
 - The transferee of file can sometimes be delayed. In the instance a guidance file does not arrive prior to the enrolment meeting the Fowler Road School councillor and the referring school councillor will discuss via phone / email / face to face any information in the guidance file that is significant to keeping the student and Fowler Road School students and staff members safe during the transition period. The Fowler Road School counsellor will resume responsibility for relaying this information onto the Fowler Road School Learning and Support Team.
 - On receiving the student guidance file a thorough review will occur through a Learning and Support Team meeting as soon as practical or prior to enrolment.



Enrolment at Fowler Road School (continued)

- Prior to the meeting the referring school should collate relevant information on the student offered placement and forward it to Fowler Road School. This information will be used to inform educational, health and risk planning prior to the student attending Fowler Road School (OH&S Act Sections 8 and 20). Information may compose of school based and DoE assessment data, tracking and monitoring systems, Behaviour Support and Crisis Management Plans, Health Care Plans, attendance records/ HSLO referral if appropriate, Individual Learning Plans, external agency contact details /reports, school reports, suspension data, wellbeing and LST referrals, etc.) This information can be emailed to the school principal (amanda.barton@det.nsw.edu.au) or the school email (fowlerroad-school@det.nsw.edu.au)
- Accessing student information through use of ICT (ebs4 and Synergy for LMBR schools or OASIS for non LMBR schools) will also enable the Principal and allocated staff at Fowler Road School to receive electronic information regarding history of wellbeing referrals, health concerns or other relevant information. For further information / reference please refer to Memorandum DN/06/00227 Improved Access for Principals to Information on Students presenting for Enrolment .

The Enrolment Meeting

- ◆ A copy of original school enrolment papers will be provided to parents to update and sign (i.e. ghost enrolment), the student will remain enrolled in the referring school (census school) , Fowler Road School administration will facilitate a request for a shared enrolment.
- ◆ Where possible the enrolment meeting will be held at Fowler Road School as this provides opportunity to orientate the student to the new setting.
- ◆ Attendees at this meeting should compose of the student offered placement, the parents / caregivers, representatives from the referring school (this could be selected from School Principal, School councillor, Last, current CRT, supervising AP) and any relevant external agencies. In the case of students who reside in OOHG arrangements the person identified with parental responsibility must attend. The OOHG teacher allocated to the referring school may also be a valued participant.
- ◆ The agenda is for all parties to share relevant information to inform planning of mutually agreeable educational and wellbeing outcomes. Relevant documentation will also be completed.
- ◆ Fowler Road School will provide minutes of the meeting to all relevant parties.

Commencing Attendance at Fowler Road School

- ◆ The Fowler Road School Principal will issue a proposed starting date for the referred student.
- ◆ The start date will be pending all information being received, reviewed and relevant steps taken to ensure the safety and wellbeing of the referred student and the Fowler Road School students and staff.
- ◆ Discussion with other relevant Department of Education personnel will occur if deemed necessary, for support and advice prior to enrolment and the student starting attendance at Fowler Road School.
- ◆ At times, the start date can be delayed while the student awaits the approval of an ASTP application. During this time, the referred student should continue to attend their mainstream setting as per normal. Further information can be found at <https://education.nsw.gov.au/teaching-and-learning/disability-learning-and-support/programs-and-services/assisted-school-travel-program>



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Enrolment at Fowler Road School (continued)

Maintaining Enrolment at Fowler Road School

- ◆ Fowler Road School enrolls primary and secondary students on a shared enrolment basis.
- ◆ In the instance that the student does not have a current census mainstream enrolment the Regional Wellbeing Team may negotiate enrolment at Fowler Road School to commence pending a new census mainstream enrolment as soon as practical.
- ◆ All students enrolled in K-6 attend a 5 afternoon per week integration program at their referring mainstream census school. Integration provides valuable opportunities for students to generalise the strategies focused on in their individual program at Fowler Road School. If a student is unable to safely access the integration program the census school is required to obtain approval for altered attendance through DoE procedures. (For further information please refer to the DoE Exemption from School Procedures).
- ◆ Reviews of the placement of each student (K-12) is an ongoing process. Fowler Road School aims to review all enrolled students each term. Review participants include the students family / caregivers, Fowler Road School, the referring school, DoE and agency representatives where appropriate. The review considers all aspects of a student's personalised learning and support, including whether or not the current placement is best meeting their learning and support needs.



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Starting at Fowler Road School

Proceeding the successful admission and enrolment process into Fowler Road School, students will receive a start date to which their learning will commence.

- ◆ Students at Fowler Road School will partake in a collaborative framework that promotes a broad academic syllabus aligned with the NSW curriculum guidelines, participate in targeted Individualised learning and Wellbeing Programs, as well as be provided with prospective opportunities to engage in numerous extra curricula activities.
- ◆ Students at Fowler Road School will receive an individualised learning plan consisting of syllabus aligned outcomes according to the NSW Education Standards Authority (NESA). Learning within the school consists of targeted year/stage appropriate learning designed to foster emotional, social and academic capability.
- ◆ Continuous engagement and collaboration with home school staff, family/carers and applicable external agency members is a vital component of the program as it ensures consolidation and cohesion between educational settings. Fowler Road School is committed to providing students with a cooperative integration setting and collegial support for the duration of their attendance.
- ◆ As a general guideline, the following support procedures apply to home school attendance as part of each students Fowler Road School plan and should see implementation within the first four weeks of commencement at Fowler Road School:
 - Fowler Road School teachers to complete curriculum and behavioural assessments; produce Individual Learning Plan (ILP) and Behaviour Support Plans specific to the student. Copies will be provided to home schools and relevant external agencies for their review and record.
 - Arrange a visit for home school teacher to Fowler Road School as part of a collaborative process that ensures transparency, communication and collegial partnership (applicable to primary students).
 - Fowler Road School staff to contact home school to confirm date within the adjustment period to visit. Students have the opportunity to introduce and guide their Fowler Road School teacher around their school helping to facilitate cohesion and cooperation practices in both settings.

Primary School Students accepted into the Fowler Road School Program (K-6)

- ◆ The Fowler Road School program is intended as a short-term intervention (12 to 18 months). The program aims to return students to their local mainstream enrolment. The program emphasises interagency collaboration with prominence placed on working with home schools to promote student attendance as well as behavioural capability. Primary students enrol to Fowler Road School on a shared enrolment basis. The hours of attendance at Fowler Road School are 9:00am to 12:30 pm. At 12:30 pm students return to their mainstream enrolment (home school) to attend integration.
- ◆ Where a student is not able to safely access the curriculum in their mainstream setting the case team may negotiate an individualised attendance plan that is inclusive of Part-day Exemption. The exemption is from the census school and needs to be approved by the School Director and the parent/carer.

High School Students accepted into the Fowler Road School Program (7-12)

- ◆ High School students at Fowler Road School attend on a fulltime or flexible timetable basis with no integration process, (although integration can be negotiated on individual basis where appropriate). Attendance is dependent on program admission (High School or Tutorial). Students accepted into the High School program undertake fulltime studies aligned with the NSW Education Standards Authority (NESA) curriculum. Senior students are assisted academically through an education program designed by Sydney Distance Education High School (SDEHS) or Life Skills program.
- ◆ Students admitted into the Tutorial Program attend Fowler Road School on a variable basis engaging in academic learning via SDEHS or Life Skills program. Students engage in onsite learning at Fowler Road School combined with offsite study via online learning. All students in the Fowler Road High School programs are supported academically through an educational program designed to meet key syllabus and learning outcomes as well as promote cognitive, social and emotional development.

For more information on integration please refer to Attendance.



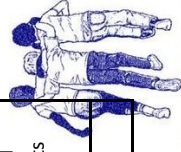
Starting at Fowler Road School (continued)

Example of FRS Primary School Timetable/Routine

8.40am	Arrival to school. Students have supervised play both on the playground and in the BER room.
9.00am <u>First Session</u>	Students are offered breakfast and begin the daily routine. Students are taught KLAS based on the allocated time recommendations by NESA. Using the Zones of Regulation, students check in with their teacher every half an hour. These are recorded daily, and all data will be emailed to the Principal and any other nominated staff from your school in your student's weekly report. Student's aim to have a full green day (Green is the zone optimal for learning)
10.30am	Students have access to our healthy canteen.
10.40am	Recess Student's play outside or they can access quiet inside activities in the BER.
11.00am <u>Second Session</u>	Students continue engaging in a variety of learning activities and programs. <i>For more information on programs refer to: OT and Speech Programs and Sporting Programs</i> Lunch is offered to students The BER Reward Room is opened for students who have earned rewards time
12.15pm	Students who have had a full green day can access additional supervised playtime and additional rewards. Each Friday students meet for a whole school assembly
12.30pm	Students leave Fowler Road School to attend home school. Those that do not attend are on a current Part-day Exemption (signed off by the Director and their guardian) and return home.

Example of FRS High School Timetable/Routine

8.40am	Arrival to school. Students have supervised time on the playground until class time.
9.00am <u>First Session</u>	Students are offered breakfast and begin the daily routine. Students are taught KLAS based on the allocated time recommendations by NESA and their chosen subject areas. The focus during this session is English, Maths and Science. Students in Years 9-12 access the Sydney Distance Education High School (SDEHS) curriculum to complete their studies. A Life Skills program is also offered to those students unable to complete a mainstream curriculum. Using the Zones of Regulation, students check in with their teacher every half an hour. These are recorded daily and emailed to student's parents/carers. Student's aim to have a full green day (Green is the zone optimal for learning).
10.30am	Students have access to our healthy canteen.
10.40am	Recess Students take a break outside or they can access quiet inside activities in their classroom supervised by staff.
11.00am <u>Second Session</u>	Students continue engaging in a variety of learning activities and programs. Students complete studies in Humanities based subjects such as History, Geography and PDHPE. Students on a SDEHS program will have alternative subject choices. <i>For more information on other programs refer to: OT and Speech Programs and Sporting Programs</i> Lunch is offered to students.
12.30pm	Lunch Students who have had a full green day can access additional supervised playtime and additional rewards in the BER Rewards Room during their lunch break.
1.30pm <u>Third Session</u>	Students continue engaging in a variety of learning activities and programs. Students complete studies in Creative Arts based subjects such as Visual Arts and Music, and other curriculum subjects such as French and Technology. Students on a SDEHS program will have alternative subject choices.
2:30pm	Students leave Fowler Road School to go home.



Attendance

Fowler Road School Attendance Guidelines

- ◆ Students attend Fowler Road School from 9.00am to 12.30pm, Monday to Friday. They attend their home schools during the afternoon. Students are dropped at home school by DoE approved transport (taxi) or alternative transport.
- ◆ Whilst Fowler Road School supports a student focused approach, daily afternoon attendance at home school is an essential part of every student's intervention. Once afternoon attendance is successful, full day attendance will be implemented. This provides consistent daily opportunities for students to practice and generalise social skills learnt at Fowler Road School to their mainstream setting. As a general guideline, the following support procedures apply to home school attendance as part of each student's Fowler Road School plan.
- ◆ Fowler Road School will maintain a Special Circumstance Register (School Attendance Policy PD20050259). This register will be forwarded to referring schools each Friday.

Special Circumstance Register can be viewed below

Special Circumstance Register				
School Attendance Policy PD20050259				
Special Circumstance Register				
School: _____		Date: _____		
Reason for maintaining special circumstance register:				

Teacher maintaining this record: _____				
Student	Roll Class	Arrival	Departure	Comment

This record must be permanently attached to the school attendance register or class roll.

Signature of teacher: _____ Date: _____

Transitioning to Fowler Road School

- ◆ Transition points can be a difficult time for students. Fowler Road School recommends students only attend the Fowler Road School setting for a 5 week period while they transition.
- ◆ During transition the new student will be supported by the Fowler Road School teaching team to build appropriate support networks and complete assessments. Individualised Planning will also occur.
- ◆ During transition Fowler Road School encourages key staff members from the referring school to visit the student at the Fowler Road School setting to maintain connection. Fowler Road School and the referring school also work collaboratively to put into place systems to support a successful integration program.



Attendance (continued)

Part-day Exemption

- When a student is not attending full time school a Part-day Exemption is required. Fulltime attendance can be shared between the two school settings. The exemption is from the census school enrolment. *For further information please refer to the DoE School Attendance Policy and Exemption from School Procedures.*
- A student who engages in the recommended transition must have a Part-day Exemption. The decision to apply for a Part-day Exemption must be discussed and agreed upon by all key personnel including the parent/carer. Individual circumstances may indicate a Part-day Exemption is not the preferred or suitable option. If a Part-day Exemption is required it is completed and approved by the home school's Principal and Director.
- The Part-day Exemption is populated by Fowler Road School and states the hours students are attending Fowler Road School (e.g. 9am-12.30pm- 3.5 hours) and the hours the student is exempt from school (12.30-3pm- 2.5 hours). The Part-Day Exemption is valid for five weeks and will be updated as student's attendance increases and when the five weeks concludes.
- Part-day Exemption approvals are completed for a maximum of 5 weeks, attendance should then be reviewed and renegotiated with all key personnel. Integration schedules may require altered attendance procedures to be implemented.
- Once the application for Part-day Exemption has been approved the referring school (census) should forward a copy of the approved document to Fowler Road School and issue the parents / caregivers a certificate of exemption. In addition to registering student attendance approved Part-day Exemption plans are required to apply for and maintain Assisted School Transport access.

Application for Part Day Exemption form and Certificate of Exemption from Attendance/Enrolment at School can be viewed below

B: Application for Part Day Exemption (Short Term Transition Plan)											
School:	Student:	ATSI:	Grade:	DOB:							
The focus of the plan should be to return the student to full time attendance. Anticipated date of return to full time attendance: Refer to Exemption from School - Procedures 2.2 when completing this application.											
Name of Program/s		Summary / outline of program									
Where the part day exemption is to support the student's transition to school, a learning and support plan must be attached. Students may be required to complete additional school work if they are not in attendance for at least 5 hours per day. Where the part day exemption is part of a health care plan the principal must ensure consultation with health professionals responsible for the health of the child.											
WEEK (max 5 wks)	ATTEND	EXEMPT	ATTEND	EXEMPT	ATTEND	EXEMPT	ATTEND	EXEMPT	ATTEND	EXEMPT	TOTAL HRS
Example Week 1	9am-11am	11am-3pm	9-3pm	N/A	9-11am	11am-3pm	9-12pm	12pm-3pm	9-12pm	12pm-3pm	14
School staff supporting plan:						Period of Exemption: from _____ to _____					
Learning Support Team Coordinator:						Last date student attended whole day:					
School case manager:						Review date of this plan: (max 5 wks):					
Onsite:						Funding support:					
Support Class (Please specify):						Returning from suspension?					
Signature: _____						Date: _____					
Principal/Delegate				School Case Manager				Parent/Careworker			
To be forwarded to the local education office for LEO recommendation and Director (Schools) approval:											
Recommended				Not recommended				Approved			
Comments:				Comments:				Comments:			
Learning & Engagement Officer						Director (Schools)					
						Date:					
When transition plan approved by the Director (Schools) the principal will then issue a Certificate of Exemption. The original Certificate is provided to the parent and a copy placed in the student's file. Attach a copy of this plan to the Certificate.											

C: Certificate of Exemption from Attendance/Enrolment at School under Section 25 of the Education Act 1990	
NSW Education & Communities Public Schools NSW	
The student whose details appear below has been granted an exemption from school for the period indicated.	
<input type="checkbox"/> exemption from attendance or <input type="checkbox"/> exemption from enrolment	
STUDENT DETAILS	
Family name: _____ Given name(s): _____	
Student Registration Number (SRN) (if applicable): _____	
Date of birth: (dd) / (mm) / (year)	
Address: _____	
Postcode: _____	
School name: _____ School's telephone number: _____	
Date of exemption from: ____/____/____ to: ____/____/____	
Reason for the exemption: _____	

Conditions of the exemption (note: for a part day exemption the hours of program participation must be specified by attaching the Director approved transition plan to have the student attend school full time).	

Name and position of delegate: _____	
Signature of delegate: _____ Date: ____/____/____	
This certificate has been issued without alteration and must be produced when requested by police or other authorised attendance officers.	



Safe... Smart... Prepared

Attendance (continued)

Starting Home School Attendance (Integration)

- ◆ For the first five weeks of students starting at Fowler Road School, most students will only attend Fowler Road School from 9am-12.30pm. At the end of the five week settling in period, the student will start attending home school a minimum of two afternoons per week.
- ◆ Integration schedules are negotiated on an individual basis through a consultative process. Fulltime attendance between the two school settings should occur over the first term of enrolment. In the instance that access to an integration program results in significant and ongoing risks additional support from Fowler Road School and a reduced schedule may be negotiated with key personnel.

In class Support Program

- ◆ New integration programs are supported by a Fowler Road School teacher or SLSO for two afternoons and up to five weeks. During this period of supported attendance, the following will occur:
 - Students will arrive via approved DET transport (taxi). A member of Fowler Road staff will be present upon or soon after arrival.
 - Fowler Road School staff will show students how they will be dropped by taxi transport. Home school staff must organise a procedure of how the student will arrive to home school (e.g. check in with executive staff member, go to the front office)
 - Consultation:
 - ⇒ On the first week (2 afternoons) of home school attendance, a Fowler Road School staff member will provide playground and/or classroom support (depending on the needs of the student) during the afternoon at home school. This gives Fowler Road School staff and home school staff an opportunity to assess playground/classroom needs and further develop/modify the students' individual program to assist in further success.
 - ⇒ Fowler Road School staff and home school staff can discuss what support would be appropriate for future visits (e.g. 1:1 support with academic tasks, behavioural redirection on the playground etc.)
 - ⇒ Fowler Road School staff can discuss an appropriate reward system to link both Fowler Road School and home school together to show that both settings are working together for the students success
 - ⇒ Home school staff and Fowler Road School staff must negotiate an appropriate communication system to report on any positives or issues occurring between both school settings (e.g. phone, email, text). Communication is to occur on a regular basis (**weekly updates must be provided**) . The more frequent the communication, the more success the student will experience at both settings as students may receive rewards or consequences at Fowler Road School for their behaviour at home school.
 - **After five weeks** of home school attendance, Fowler Road School support will be removed to allow the student to become independent without the Fowler Road School staff member. The two schools will continue to work together through consultative processes to support the student.
 - Home Schools should implemented school based systems to continue supporting the student (eg, structured playground games, small group interventions, program adjustments, etc.)
 - Home school staff can make necessary application for any additional support through Funding Support or RSSSP that they require to support student's attendance as Fowler Road School staff support is reduced.

Special Events

- ◆ Inclusion assists students to feel accepted and connected. Where possible students should access the special events and excursions that their peer group is attending. Access may require attendance to be altered. Through negotiation, Fowler Road School can assist with risk assessment processes and may be able to provide additional support for the student on the day.

Home schools requiring further support will need to negotiate with the Principal of Fowler Road School. This requires a Review Meeting with relevant stakeholders.



Safe... Smart... Prepared

Attendance (continued)

Increasing Home School Attendance

- ◆ Increase in attendance at home school usually occurs every four to five weeks to ensure the student is experiencing success. Increases will be either additional afternoons or selected full days as negotiated with Fowler Road School. During this period of increasing attendance the following will occur:
 - Students will be travelling to school on approved DET transport (taxi) and home school is responsible for the supervision of the procedure for the students arrival
 - Fowler Road School staff will provide initial support for each additional afternoon as they occur. This support may last up to four weeks and is a maximum of two days per week so that students do not become dependent on Fowler Road School staff
- ◆ Once students are experiencing progress during their afternoon attendance at home school, full day attendance at home school may be negotiated to recognise this success. Whole days allow for the generalisation of learnt skills to be implemented throughout the day at home school whilst the student is still being supported within the Fowler Road School Program. Fowler Road School staff will support in the afternoon (either playground or classroom support) on full days for up to four weeks.

Ongoing Intervention Program

- ◆ Once the student is attending five afternoons at home school, Fowler Road School staff will provide ongoing support through:
 - Consultancy/resource support via agreed communication system (e.g. phone, email, text) and arranged meetings with home school teacher
 - Programming and Review Meetings as arranged with home school teacher
 - Assisting with curriculum modification and development of individual programs
 - Assisting student with the development of prior knowledge and preparing them for activities that will be occurring at home school
 - Negotiating/identifying targeted behaviours/social skills for student's ongoing development and achievement at home school
 - Additional in school support through visits to classrooms or negotiated short term support for a targeted area of the student's development at home school (e.g. playground support)
- ◆ Once students are experiencing progress during their afternoon attendance at home school, attendance for whole days at home school may be negotiated to recognise this success. Whole days allow for the generalisation of learnt skills at home school whilst the student is still being supported within the Fowler Road School Program.

Exiting Fowler Road School

- ◆ Once student's home school attendance has increased to 3 full days, an exit plan will be negotiated between Fowler Road School and home school. This will involve students attending additional full days at home school over an agreed period no longer than one term (ten weeks). During this period the following will occur:
 - Fowler Road School staff will arrange a Review Meeting with home school to negotiate the student's exit plan to fulltime attendance at home school
 - Fowler Road School staff will provide a written copy of the exit plan as signed by the Fowler Road School Principal to the home school Principal and teacher
 - Home school teacher will liaise closely with Fowler Road School staff over changes in the student's behaviour during exit so that Fowler Road School can provide appropriate behavioural support to student's as they progress through the stages of exit.

Any changes to the exit plan will need to be negotiated with the Principal of Fowler Road School and will require a full review meeting to discuss the exit plan.

Available Funding Support for home schools

- ◆ RSSSP funding is available through the home school's regional office
- ◆ Funding Support for Students with Disabilities in Regular Classes is available through Disability Programs as ongoing support once the student is attending home school more than half the time



Attendance (continued)

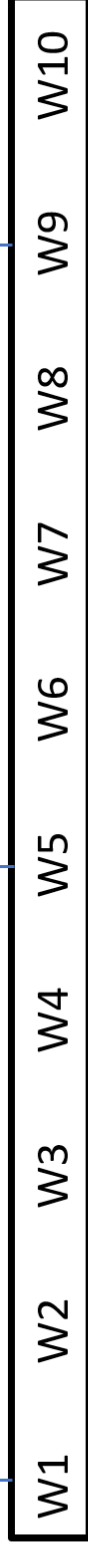
HOME SCHOOL INTEGRATION EXAMPLE

Term 1

Start Fowler Road
(no home school attendance)

Start home school attendance at
2 afternoons
(FR support both days)

FR support
removed

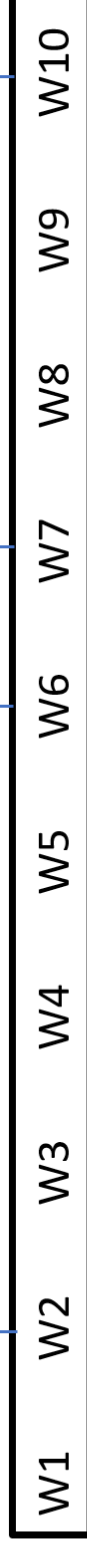


Term 2

Increase to 3 afternoons
(FR support to be negotiated)

Increase to 5 afternoons
FR support (FR support to be
removed negotiated)

FR support
removed

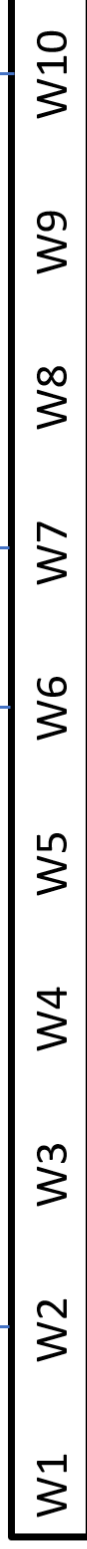


Term 3

Increase to 1 full day
(FR support to be negotiated)

Increase to 2 full days
FR support (FR support to be
removed negotiated)

FR support
removed

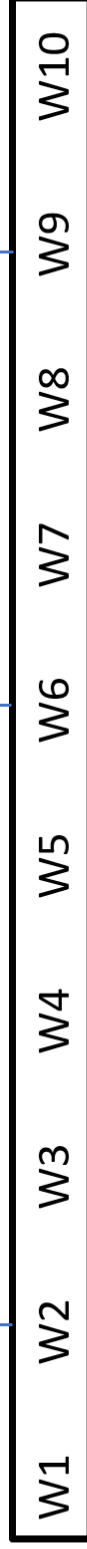


Term 4

Increase to 3 full days
(FR support to be negotiated)

FR support
removed

Exit plan discussed



***This example is just a guide and can be negotiated with Fowler Road School Staff. Each student's plan is individualised to meet their needs.*

***Fowler Road School support is usually given for up to 4 weeks to ensure the student does not become reliant on the Fowler Road School staff member*

***Home School attendance usually increases every 4-5 weeks*

***Part Day Exemptions must be completed every 5 weeks if the student is not attending home school for any part of the school week*

***Week 1- students leave attendance the same to ensure success after school holidays*



Suspension

Suspension at Fowler Road School

- ◆ All staff and students at Fowler Road School have the right to be treated fairly and with dignity in an environment free from disruption, intimidation, harassment and discrimination. In order to achieve this, Fowler Road School will maintain suitable standards of student behaviour. There will be cases of unacceptable behaviour where it will be in the best interests of the school community and/or the student involved, for the student to be removed from the school for a period of time. Suspension is the option available to the Principal in these situations. In determining whether a student's misbehaviour is serious enough to warrant a suspension, the Principal will consider the safety, care and welfare of the student, staff and other students. In implementing these procedures, the Principal will ensure that no student is discriminated against on any of the following grounds; race, sex, disability, homosexuality, transgender or age. The Principal will also ensure that the implementation of these procedures takes into account factors such as the age, individual needs, any disability and developmental level of the student/s. Such procedures apply to the behaviour of students at school, on the way to and from school and whilst away from the school site on school-endorsed activities. They can also apply outside of school hours and off school premises where there is a clear and close connection between the school and the conduct of students.

Suspension at Home School

- ◆ If a student is suspended (short-term) from Fowler Road School or their home school, the applicability of the suspension to both schools is carried out across settings; however this can be negotiated on a case by case basis. If a student is suspended (long-term) from the home school, negotiation to return a student to the Fowler Road School program after the short suspension period has been carried out may occur. Again, this will be determined on a case by case basis.

Uniform

- ◆ Fowler Road School students integrating back to their mainstream school (home school) are required to wear their home school uniform to school. If students are not attending their home school on a designated day, they can still wear their home school uniform or wear the proposed Fowler Road School uniform (black pants/shorts, light blue polo top and navy jumper).

More information on the Fowler Road School uniform to follow.

Transport

- ◆ Students who attend Fowler Road School may be eligible for the Assisted School Travel Program. This may be due to the nature of the disability and/or the circumstances of the family. Parents/carers who are enrolling a child at Fowler Road School can apply for Assisted School Travel on enrolment.
- ◆ To be eligible for the program parents/carers need to provide evidence to support the need for assisted travel. As a collaborative partner, your role in supporting student's families is an instrumental factor in providing cohesion between participants involved. It is important to encourage families to provide relevant documentation to aid in supporting their request for assisted transport. Documents may include the following:
 - evidence of the child's disability
 - evidence that the parent/carer works and cannot pick up their child
 - medical certificate/s supporting that the parent/carer cannot drive or has a limited driving range
 - other evidence supporting eligible family circumstances



Transport (continued)

- ◆ To gain a better understanding of the process please refer to the eligibility criteria and view the application for Assisted School Travel Program can be found on the DoE website (<https://education.nsw.gov.au/public-schools/astp/schools/student-eligibility>)
- ◆ For more information, please refer parents to the NSW Department of Education Assisted School Travel Program webpage: (<https://education.nsw.gov.au/public-schools/astp>)
- ◆ *Please Note:*
 - If the student receives assisted travel they will be picked up from Fowler Road School and taken to your school on days that they integrate. On these days the driver is not required to walk the student into the school. It is important that there is explicit instruction and routine regarding the arrival of the student. This will vary on the individual needs of the student. Most students will go to the office unassisted and will wait until their teacher arrives or until a staff member escorts them to class. Please discuss this with your team and communicate arrangements to the student and their family.
 - If you want your student to attend a special event e.g. class excursion, athletics carnival a **variation to transport** may be needed. Please speak to your Fowler Road School contact and arrange this as the variation to transport process can take a few weeks.

Zones of Regulation

- ◆ The Zones of Regulation is a systematic, cognitive behavioural approach, which Fowler Road School utilises to help teach students self-regulation strategies. Students are guided to become more aware of their emotions, sensory needs, impulses, and conflict resolution, with the aim of becoming independent managers of their own emotions.
- ◆ The program categorises behaviour/ emotions into four colour-coded Zones, which we have adjusted to meet the needs of our students. These Zones describe how the brain and body are feeling. At Fowler Road School, we teach students to recognise these thoughts and feelings and to respond appropriately to them.
- ◆ **Students engage in the Zones program through:**
 - Formal lessons on emotional awareness and various emotional regulation strategies
 - Informal lessons: staff use the practices and language of the Zones of Regulation daily across the school, teaching, modelling, guiding and supporting strategies for emotional regulation
 - Check-ins: Staff 'check in' with students every half an hour and plot the student's observable wellbeing/ behaviour against the Zones. This helps students to keep track of their own feelings and personal reactions to these feelings. Families, home schools and applicable agency staff receive a Weekly Report, which shares this information.
 - Calm down and Sensory Spaces: Students are encouraged to utilise classroom or school calm down spaces when they are feeling like or observed to be in the Yellow or Red Zone. This may include the use of sensory items to help regulate emotions and allow students to get back on track.
 - Rewards Systems: We would love students to be in the Green Zone throughout the school day! However, it is common for students to move between the zones over the day, and students receive feedback for working on appropriate strategies within each zone, with additional rewards for Green Zone behaviour.

The Zones
BLUE Zone – Your body is running slow, such as when you are tired, sick, sad or bored.
GREEN Zone – Like a green light, you are “good to go.” Your
YELLOW Zone – This zone describes when you start to lose control, such as when you are frustrated, anxious, worried, silly or surprised. Use caution when you are in this zone.
RED Zone – This zone is for extreme emotions such as anger, terror and aggression. When you are in this zone, you are out of control, have trouble making good decisions and must STOP!



Safe... Smart... Prepared

Weekly Report



Fowler Road School

Check in Sheet

Date: __/__/18

[illegible]

The Key:

	<p>Sad, sick, tired, bored, moving slowly</p> <p>Behaviour: limited verbal communication, passive refusal to participate, incomplete work</p> <p>Happy, calm, feeling okay, focused, ready to learn</p> <p>Behaviour: safe, following instructions/ rules, completing work, joining in, communicating appropriately meeting personal goals</p> <p>Frustrated, worried, silly, wiggy, excited, loss of some control</p> <p>Behaviour: non-compliance, rule to others, work avoidance/ refusal, incomplete work, inappropriate language, not meeting personal goals, disrupting others</p> <p>Mad/ angry, terrified, yelling/ hitting, elated, out of control</p> <p>Behaviour: unsafe, violence, spitting, intimidating others, leaving school grounds, placing self at risk of harm.</p>
--	--

*Please see your child's individual plan for more details on targeted behaviours.



Fowler Road School Weekly Report

Term 3, Week _____, Date: _____ to _____

Name:

☐ Explained Absence/s:

☐ Unexplained Absence/s:

☐ Access to Reflection Room this week. Date/s:

☐ Additional Comments:

Behaviour this week Students 'check in' with their behaviour every half an hour. Student behaviour/ emotions generally move between the zones throughout the day. Numbers indicate the number of check ins over the day in that zone. This data is collected based on observable behaviour. Whilst Green is the optimal zone to be in, we are teaching our students effective strategies to regulate their emotions and manage their behaviour within each zone. A few Yellow or Red check-ins does not necessarily indicate a negative day. Numbers indicate how many check-ins the student had in that zone for each day.

	Monday	Tuesday	Wednesday	Thursday	Friday
1	Blue	Blue	Blue	Blue	Blue
2	Green	Green	Green	Green	Green
3	Yellow	Yellow	Yellow	Yellow	Yellow
4	Red	Red	Red	Red	Red

Remember! You might move between the different Zones throughout the day. Using effective strategies to stay safe and keep on track with your learning is important!

Talk to your family of school staff for help with different strategies!


The Key:

	<i>Sad, sick, tired, bored, moving slowly</i>	Behaviour: limited verbal communication, passive refusal to participate, incomplete work
	<i>Happy, calm, feeling okay, focused, ready to learn</i>	Behaviour: safe, following instructions/ rules, completing work, joining in, communicating appropriately
	<i>Frustrated, worried, silly, vaguely excited, loss of some control</i>	Behaviour: non-compliance, rude to others, work avoidance/ refusal, incomplete work, inappropriate language, not meeting personal goals, disrupting others
	<i>Mad, angry, terrified, yelling, hitting, elated, out of control</i>	Behaviour: unsafe, violence, spitting, intimidating others, leaving school grounds, placing self at risk of harm



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Reflection Room

- ◆ Students enrolled at Fowler Road School experience high levels of emotional dysregulation, anxiety, stress, and other mental health concerns. Students may sometimes exhibit unsafe behaviours, which can place themselves or others at risk of harm.
 - ◆ Fowler Road School works with students to teach appropriate strategies for emotional regulation, stress management and self-crisis management. Staff have completed professional learning and practical training in preventing and managing emotional dysregulation, and challenging and unsafe behaviour including the Berry Street Educational Model, Zones of Regulation, S.T.A.R.S in Schools, Managing Actual and Potential Aggression and Predict, Assess and Respond to Challenging/ Aggressive Behaviour.
 - ◆ The Reflection Room offers an alternative space for students to regulate their emotions and, in some cases, regain control of their actions and behaviour. Students have the opportunity to engage in sensory play with large foam shapes and some exercise equipment to assist with regaining control and calming. The room is painted with cheerful pictures and the Zones of Regulation program has guided the development of positive prompt signs for the room. These signs remind students of behaviours and reactions within each Zone, assisting students to recognise the changes in their own behaviour.
 - ◆ Access to the Reflection Room may be student or staff prompted. The Reflection Room complies with the Department's Guidelines for the Use of Time-out Strategies Including Dedicated Time-out Rooms and the Student Welfare Policy.
- 

FRS Reflection Room



Rewards Room

- ◆ When attending Fowler Road School, students have the ability to access the Rewards Room Program. The Rewards Room Program offers students the opportunity to engage in fun activities tailored to their interests. The activities on offer include computers and gaming consoles, PlayStation, Xbox, movies, designing and creating t-shirts, construction, jewellery making, slime making, painting, drawing and other craft activities. To gain access to the Rewards Room, students must be demonstrating safe, respectful behaviour, engaging with learning tasks and working towards their goals.
 - ◆ The classroom teacher selects 2 students per day to receive a ticket that allows access to the Rewards Room.
 - ◆ Student access to the Rewards Room is recorded daily. When a student has accessed the Rewards Room 10 times, they are awarded a certificate and prize at the weekly assembly. A “Star of the Rewards Room” is also awarded at each weekly assembly.
 - ◆ Students are encouraged to suggest their own Rewards Room activities and staff will provide these when available



Individual Learning Plans

- ◆ Individualised Learning Plans are provided for each student across every key learning area as well as identified support needs in participation, integration and transition. The school has a focus on literacy and numeracy.
- ◆ All students at Fowler Road School are provided with an Individual Learning Plan (ILP). These plans aid in the process of communicating information about student achievement and progress towards outcomes within this ILP. These plans are created per semester with achievable outcomes for each student that will then become the student's progress report at the conclusion of each semester.
- ◆ Students' ILPs are devised based on their specific learning needs and current educational level/stage. This is completed against the standards framework of syllabus outcomes and the student's prior and current learning achievements.
- ◆ **Individual Learning Plans:**
 - ◆ have clear direct links with syllabus outcomes
 - ◆ are integral to teaching and learning
 - ◆ are balanced, comprehensive and varied
 - ◆ are valid and reflect the actual intention of teaching and learning activities, based on syllabus outcomes
 - ◆ are fair to their current cognitive capabilities
 - ◆ engage the learner
 - ◆ value teacher judgement
 - ◆ are time efficient and manageable
 - ◆ recognise individual achievement and progress
 - ◆ involve a whole-school and other stakeholders approach e.g. home schools, OOHHC agency information
 - ◆ convey meaningful and useful information.
- ◆ **Each Individual Learning Plan includes:**
 - A cover page outlining basic information on the student, goals, personal network, engagement strategies and special issues.
 - Learning adjustments that are used to assist the student to access the curriculum.
 - For each KLA outcome, learning experiences, teaching strategies, and monitoring processes are detailed.
 - The ILP also includes outcomes, learning experiences, teaching strategies, and monitoring processes for the specific areas of participation (social competence and safety); personal care (hygiene, eating and dietary needs, health care procedures, mobility and positioning, hand motor skills).

Personalised Learning Pathways

- ◆ Personalised Learning Pathways (PLPs) are a valuable tool that can aid in student participation and motivation. PLP's can potentially assist in promoting goal-directed learning and improve educational objectives (*Personalised Learning Pathways Guidelines*).
- ◆ Fowler Road School is dedicated to meeting the individual educational, social, wellbeing and behavioural needs of its students as a result the implementation of Personalised Learning Pathway plans involving Out of Home Care students (OOHC) and Aboriginal Torres Strait Islander (ATSI) students aligned with NSW Education guidelines are a necessary tool to ensure we are providing an optimal learning environment for our students.





Personalised Learning Pathways

Personalised Learning Pathways Implementation Process

- At Fowler Road School we tailor PLPs to meet the context and personal requirements of our OOHC students and ATSI students, this includes the application of educational strategies required to support students. Completing such plans is an active process that is achieved in collaboration with the student, parent/carer and teachers to allow for customised approaches to learning and participation.
 - ATSI Plans are completed in collaboration with Aboriginal students, parent/carers and teachers to allow for customised approaches to learning and participation including socially and culturally relevant aspirations
 - OOHC Plans are completed in consultation with OOHC students, parent/carers, relevant external agencies and teachers to allow for an individualised approach to learning including appropriate social and educational aspirations
- The PLP document is used by Fowler Road School to ensure that ATSI and OOHC students are dynamically involved in their educational journey and are provided with processes necessary to strengthen their goals, expectations and responsibilities. Fowler Road School will provide ongoing monitoring and review of PLPs to ensure they remain current with the learners needs. Review will occur once a semester where Fowler Road School staff will provide relevant adjustment/changes where required.

Fowler Road Schools OOHC/ATSI Plan proforma can be viewed below

 Fowler Road School Holroyd Network			
<input type="checkbox"/> Personalised Learning Pathway - ATSI		<input type="checkbox"/> Out of Home Care Education Plan	
Student Name:		Date:	Review Date:
Student Background Information			
D.O.B:	Parent/Guardian:	Caseworker/Agency Name:	Agency Contact Details:
Student Administration Information			
Academic Year/Stage:	SRN:	Shared School Name/Details:	Please Attach Relevant Documents Health Care Plan: Y/N Fowler Road School ILP: Y/N DSC: Exp.
Student Summary			
ALEAL/D		Impact of kinship / OOHC structures on learning / attendance and communication	
Language issues arising from switching between Standard Australian English and Aboriginal English		Impact of dislocation from cultural / family norms and friends	
Family court matters		Cultural Health related issues : Otitis Media /Hearing/Vision/	
Frequency & impact of family access visits Not current		Availability of stable adult role models	
Other Outside Agency Support: e.g. paediatrician / OT/Speech include contact details			
Student Self-identified			
Students identified personal Network: e.g. family, friends, support, clubs, sports			
What does the student identify as his / her strengths?		What does the student identify as a need or something to work on?	
What does the student identify as important to them?		What does the student identify as important for them?	
Parent/Guardian Identified			
What do the parents / carers recognise as the student's strengths?		What can the parent/carers do to support the student?	

Teacher/School Identified	
What can the school/teacher do to help the student?	Together- what are some strategies to best support the student?
Aspirational Goals	
Areas the student would like to improve in / get a greater understanding of / or achieve in (not just academic)	
Short term:	Actions: What is the student and other stakeholders going to do towards achieving these goals
Long term:	
Cultural:	
Relevant additional information reviewed and attached: Yes-attached to student file	
Plan prepared by:	Prepared in consultation with:
Communicated to:	

For further information regarding Personalised Learning Pathways please visit
 NSW Department of Education:
<https://education.nsw.gov.au/teaching-and-learning/aec/media/documents/PersonalisedLearningPathways16.pdf>



Behaviour Support Plans

- ◆ All students at Fowler Road School have a comprehensive Behaviour Support Plan (BSP), consistent with DoE guidelines. The BSP includes: engagement and differentiation strategies, any known risks of harm to the students/ peers/ staff, an assessment of the risk, and risk minimisation and prevention strategies.
- ◆ Comprehensive Behaviour Support Plans allow for teachers and support staff to effectively manage student behaviour in the classroom, playground and when engaged in community outings. Effective behaviour management decreases any risk of harm for students and staff and increases time spent on task and participation in relevant learning activities. The Behaviour Support Plan is reviewed and updated every six months, or as behaviour changes occur.
- ◆ To develop a thorough Behaviour Support Plan, staff at Fowler Road School use the Health and Safety Directorate *Student behaviour analysis and prompt sheet* and *Guidance in completing the student Behaviour Support Plan proforma* factsheet. These, along with other resources and in- depth information can be located under Health and Safety within the Department staff portal.
- ◆ Fowler Road School teaching and executive staff will assist students' mainstream schools in the development and implementation of student Behaviour Support Plans. This may include co- writing the BSP with a student's teacher/ supervisor, offering adjustment and differentiation strategies, offering behaviour management strategies or sharing the strategies that are effective at Fowler Road School. We recommend that each school's Student Welfare and Discipline policies/ implementation guidelines also guide the development of student Behaviour Support Plans.

Student Behaviour Support Plan Proforma

https://education.nsw.gov.au/inside-the-department/health-and-safety/media/documents/risk-management/FORM060_STUDENTBEHAVIOURSUPPORTPLAN_V1.pdf

Student Behaviour Support Plan Proforma Health and Safety Directorate

Name of student:		Year:	School:	Date:	
Behaviour Identification What behaviours cause the most concern?	Context What is the purpose of the behaviour? What can trigger the behaviour? When and where is the behaviour likely to occur? Other contributing factors?	Assess Behaviour	Elimination or Control Measures Identify strategies for the environment, work practices and the student to: <ul style="list-style-type: none"> • Eliminate or minimise triggers • Manage the behaviour safely • Respond safely if behaviour escalates 	Who	When
Risk of injury to self from:					

Behaviour Support Plans (Supporting Documents)

Guidance in Completing the Student Behaviour Support Plan Proforma

https://education.nsw.gov.au/inside-the-department/health-and-safety/media/documents/risk-management/PROF010_STUDENTBEHAVIOURSUPPORTPLAN_V1.pdf



Education

PROFORMA

Guidance in completing the student behaviour support plan proforma

Health and Safety Directorate



Behaviour identification and analysis

Behaviours that could be potentially harmful to the student or others can be physical or psychological. Consider verbal and physical assault, harassment, threats and intimidation, bullying, physical harm, sexual assault, property damage, chronic exposure to low level aggression, impact of major incidents and the cumulative effect of these behaviours. Identify who or what is most at risk if this behaviour occurs e.g. the student, other students, employees, visitors or property.

Purpose of the behaviour – Consider what situations, events or objects may trigger the behaviour e.g. unstructured classes, changes in routine, particular toys. Consider why the behaviour may occur e.g. severe communication impairment in expressing needs and wants, inability to understand changes to routines, limited maturation and poor self-control, emotional disturbance, effect of alcohol or other drug (legal and illegal), self-protection.

Workplace premises and the physical environment – Consider where and when the behaviour is likely to present in the learning environment including specific times or lesson activities e.g. early morning, transition between activities or with changes in routine. Consider classroom layout, seating arrangements, access to school resources that may be used as a weapon or projectile, and general security or fencing.

Systems of work – Consider consistency of implementation of policy or procedures, effectiveness of whole school welfare and discipline system, effectiveness of systems for monitoring incidents, effectiveness of mechanisms for communication and consultation, documentation processes including those for the anticipated use of restraint practices, parents needs for information, clarity of roles and responsibilities, quality of supervision, opportunity for debriefing and training opportunities.

Work practices and personal management – Consider lesson planning and delivery, clarity of expectations of behaviour, appropriateness of curriculum content, necessity of demands/requests, recognition of achievement and adequacy of classroom supervision. Also consider consistency of application of agreed individual behaviour

management strategies, established routines, documentation and data collection, consistency of application of classroom rules and consequences, access to situations and events with known triggers, whether current procedures for the management of and modification to behaviour support plans are working and appropriateness of clothing, footwear and jewellery

Elimination or Control Measures

Devise strategies to eliminate or control behaviours, e.g. eliminate access to items that may be used as weapons such as sticks from the playground; eliminate jewellery or clothing that can be used to injure such as dangling earrings, scarves etc.; and eliminate triggers to injurious behaviour such as noise and other sensory stimuli. If elimination is not reasonably practicable, control the behaviour as far as practical using the hierarchy of controls below. Select the highest possible control and/or use a combination of controls to reduce the risk.

Substitute – Replace unsafe behaviours with safe behaviours, replace deficit social skills through structured learning programs, replace teaching aids or equipment that may be used to inflict harm e.g. use plastic scissors/knives, plastic bins.

Isolate – Isolate items that could be used to inflict harm, e.g. lock scissors/knives away. Remove access to items that may be thrown in times of crisis, e.g. store easily accessible items from bench tops/desks/open shelves in enclosed cupboards and use lockable storerooms. Reduce opportunity for interactions at close proximity e.g. use desks as a physical barrier between student and employee when working one-on-one.

Use engineering controls – Permanently fix items that may be thrown in times of crisis e.g. lock computers onto desks, screw furniture to walls/floors. Ensure adequate safety fencing and use shatter proof windows.

Use administrative controls – Ensure the Student Welfare Policy, Student Discipline in Government Schools Policy, Bullying: Preventing and Responding to Student Bullying in Schools Policy and Guidelines for the use of Time-out Strategies including Dedicated Time-out Rooms are effectively implemented, minimise opportunities for



Behaviour Support Plans (Supporting Documents)

Guidance in Completing the Student Behaviour Support Plan Proforma

https://education.nsw.gov.au/inside-the-department/health-and-safety/media/documents/risk-management/PROF010_STUDENTBEHAVIOURSUPPORTPLAN_V1.pdf

Guidance in completing student behaviour support plan proforma



disruptive behaviour, promote good discipline and effective learning, recognise and reinforce student achievement, teach appropriate behaviours, avoid triggers that motivate the behaviour, introduce safe work practices for items that may be used as weapons e.g. use of scissors in visual arts or knives in food technology, document processes to monitor and review positive behaviour support plans and crisis management plans, investigate all incidents, communicate relevant information to all employees and others undertaking work, including casual relief, identify and address training and development needs of employees, develop and communicate safe work procedures, ensure debriefing and employee welfare practices in place.

Personal protective equipment (PPE) – Wear clothing that will assist with keeping safe e.g. long sleeves to reduce the opportunity for being scratched, shoes that do not interfere with ability to move quickly, comfortable clothing that allows for movement in crisis, hair tied back.

Behaviour Assessment and Rating	
Likelihood or frequency of behaviour occurring 1 Seldom 2 Occasionally 3 Weekly 4 Daily 5 ** times per day: 6 Other:	Duration • 0-1 min • 1-5 min • 5-10 min • up to 1 hour • over 1 hour • constant • Other:
Severity and extent of harm that may occur • Death or permanent disability • Long term illness or serious injury • Medical attention and time off • First aid needed • Time to recover • Other:	Prioritise High risk: deal with immediately Moderate risk: deal with as soon as possible. Low risk: deal with when able to do so



Behaviour Support Plans (Supporting Documents)

Flowchart for Student Behaviour Support Plan

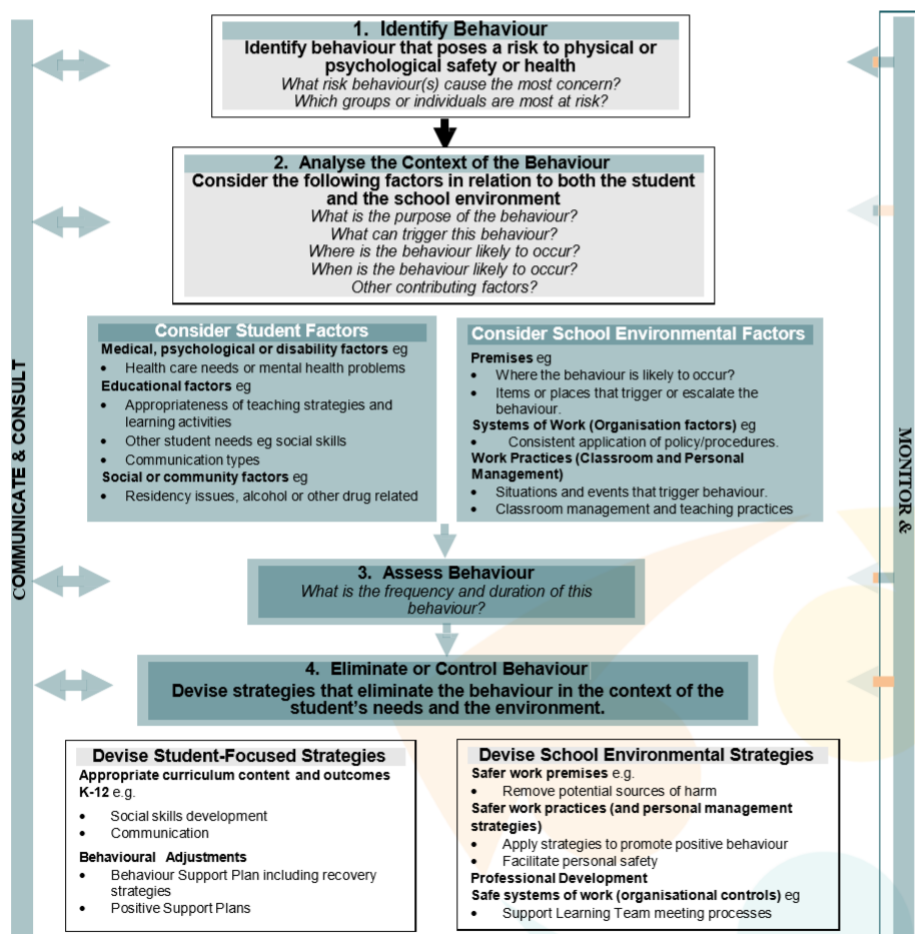
https://education.nsw.gov.au/inside-the-department/health-and-safety/media/documents/risk-management/FACT081_FLOWCHARTSTUDENTBEHAVIOURSUPP_V1.pdf



Education

FACTSHEET

Flowchart for student behaviour support plan Health and Safety Directorate



Behaviour Support Plans (Supporting Documents)

Student Behaviour Analysis and Prompt Sheet

https://education.nsw.gov.au/inside-the-department/health-and-safety/media/documents/risk-management/FORM059_STUDENTBEHAVIOURSUPPORTPLAN_V1.pdf



Education

FORM 059

Student behaviour analysis and prompt sheet

Health and Safety Directorate

Name of student:

School:

Date of birth

Date of assessment

Planned review date

Sheet completed by

Position

1. Behaviour identification

What behaviours may cause harm?

- | | |
|--|--|
| <input type="checkbox"/> Attacks using weapons e.g. scissors, pens | <input type="checkbox"/> Prohibited drug distribution, possession or use |
| <input type="checkbox"/> Physical attacks e.g. punching, hitting, biting | <input type="checkbox"/> Written abuse including SMS |
| <input type="checkbox"/> Throwing projectiles directly or indirectly | <input type="checkbox"/> Threats and intimidation |
| <input type="checkbox"/> Property damage – random or targeted | <input type="checkbox"/> Stalking |
| <input type="checkbox"/> Absconding or encouraging others to abscond | <input type="checkbox"/> Passive aggression |
| <input type="checkbox"/> Sexual harassment or abuse | <input type="checkbox"/> Invasion of personal space |
| | <input type="checkbox"/> Oppositional behaviours |
| | <input type="checkbox"/> Self-injurious behaviours |

Who / What is likely to be affected?

- ☐ Self
- ☐ Other students
- ☐ Employees
- ☐ Visitors
- ☐ Property



Communication

- ◆ ***Effective communication is essential in providing students, teachers, parents/carers and the community with the necessary information to make appropriate decisions. At Fowler Road School we are committed to using communication processes and techniques that aim to build a positive learning environment for students, staff and parents/carers in order to inspire and educate our students to succeed in becoming productive and valued citizens.***
- ◆ At Fowler Road School we believe that a high level of communication between Fowler Road School staff and home school staff is key to the success of our educational programs, thus providing the framework for successful integration. At Fowler Road School we encourage home school staff to visit the school regularly to keep in touch with their students activities, items of interest and general undertakings around the school. We ask that you make an appointment prior to visiting with the classroom teacher.
- ◆ Communication processes between Fowler Road School staff and home school staff is critical in developing the best strategies to help students make positive gains. It is imperative that home school staff complete and return regular information on the student's progress in a negotiated format so that appropriate reinforcement can be implemented at Fowler Road School. Structures to support communication include:
 - Communication between Fowler Road and Home Schools via email, using Department Of Education email addresses (primary method). All communication between staff should include all relevant stakeholders, including executive, principals, counsellors etc. at both school settings (staff emails can be located at the front of this book).
 - School teaching staff can be accessed during school hours via the Fowler Road School phone contact number – (02) 96814054.
 - All Fowler Road School staff carry mobile phones at all times, which can be used to maintain communication with home schools, if appropriate and necessary, and in cases of emergency.
 - Fowler Road School will provide a weekly report to home schools on the Friday of each week, outlining student behaviour throughout the week at Fowler Road School. This report will exhibit data from their daily check-ins using the Zones of Regulation Program (for further information please refer to Zones of Regulation).
 - If a student is unsupported during integration sessions, Fowler Road School requires the referring schools classroom teacher to send a weekly email, the email should briefly outline the achievement of the student's behavioural and academic goals.
 - In the case of significant behavioural issues the referring school executive / classroom staff should communicate with Fowler Road School staff, as soon as practical, to allow Fowler Road School staff to effectively address behavioural issues in a timely manner with the student when they return to the Fowler Road School setting.
 - (Please note: When a student is in attendance at the referring school, the school implements their own student discipline and incentive systems. A school should take into account a student's disability when implementing DoE policy.)
 - Regular review/case management meetings are held; meetings are scheduled each term or as need arises.
- ◆ All communication between staff should include all relevant stakeholders, including executive and/or supervising staff, counsellors, learning and support team staff and external agencies.
- ◆ All students at Fowler Road School are assisted to connect, succeed and thrive through a consultative case management approach. A coordinated approach aims to achieve greater impact and efficiency than could be achieved with each agency working in isolation.
- ◆ Fowler Road School endeavours to provide a broad range of formal and flexible opportunities to engage, inform and consult with referring schools, parents, carers, DoE specialised personnel and relevant external agencies.
- ◆ Consultative processes include:
 - Inclusive school policies, practices and programs help to build a culture of welcome and belonging for all families that reflects and respects the diversity within the school community.
 - Engagement of external community representatives whose values are aligned with the school.
 - Establishing and maintaining systemic, interagency relationships with other agencies to support student and family wellbeing (specialist expertise within education and government and non-government providers of mental health services, child protection services, health services, disability services and family support services.)
 - Strong and collaborative partnerships between Fowler Road School and the referring school.



Review Meetings

- ◆ Teachers and school staff at Fowler Road School work collaboratively to identify and respond to the additional learning and support needs of students. This includes consultation and collaborative planning between school staff and students and their parents or carers, as well as collaborative planning between teachers, support staff and specialist staff within and outside education to address individual student needs.
- ◆ Review meetings and/or case conferences are held for each student on a termly basis to review adjustments, discuss progression and deliberate forward planning for each student. This meeting involves Fowler Road School and home school teachers, executive staff and other nominated staff (i.e. counsellors, learning and support team), as well as parents/ carers and other specialist staff and professionals, such as OOHC agencies and health care team members. For more complex cases external DoE personnel including Learning and Wellbeing team members, Network Specialist Centre Facilitator or Director Education Leadership may be requested to attend.
- ◆ All review meetings will be documented by a Fowler Road School staff member, unless another member present is selected to do so. Meeting minutes will be distributed to all members in attendance and archived on the Fowler Road School server.
- ◆ Review meetings are organised through the classroom teacher at Fowler Road School. Additional review meetings may also be scheduled if there are concerns relating to the students program and placement, or where student behaviour has been of real concern to the staff, other students, their families and/or themselves.
- ◆ A final review meeting will be organised with the home school once a student is attending 3 full days. This review meeting will be held to negotiate the students exit/transition plan to fulltime attendance at home school. Fowler Road School staff will discuss with the home school what to expect, including the stage progression the student may experience as they exit the Fowler Road School program at this meeting. At this review meeting, Fowler Road School staff will provide a written copy of the exit/transition to fulltime attendance plan as signed by a Fowler Road School executive to home school coordinator and teacher. The home school teacher will liaise closely with Fowler Road School staff regarding the students behaviour during exit so that Fowler Road School staff can provide appropriate behavioural support to the student as they progress through the stages of exit. Any changes to the exit plan will need to be negotiated with the Principal of Fowler Road School and will require a full review meeting to further discuss the exit plan.



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DoE POLICY, PROFESSIONAL LEARNING AND DATA COLLECTION

- ◆ “Australian students with disability should enjoy the same opportunities and choices in their education as students without disability – All Australian education providers have obligation to students with disability and additional learning and support needs.” (Disability Learning and Support)

For further information please refer to <https://education.nsw.gov.au/teaching-and-learning/disability-learning-and-support/personalised-support-for-learning>

- ◆ The DoE has professional development e-learning available to support its employees to develop an understanding of the Disability Discrimination Act 1992 (DDA) and the Commonwealth Disability Standards for Education 2005. This resource can be accessed at any time free through MyPL. (Part 1 RG00313, part 2 RG00135)
- ◆ Every Student, Every School provides a framework for the support of students with additional needs and disability in regular classrooms.
- ◆ Each year schools receive funding to assist them to meet their obligations to students under the Commonwealth Disability Standards for Education, 2005.
- ◆ The equity loading for low level adjustment for disability is an allocation to support students in regular classes who have additional learning and support needs
- ◆ Flexible funding received by schools can be accessed to support students with additional learning and support needs. Flexible funding can be used to purchase additional teacher and/or school learning support officer time to support students and teachers.
- ◆ The Disability Standards for Education 2005 outlines the obligations of education and training providers to make adjustments. These adjustments should ensure that students with special education needs can access and participate in education on the same basis as their peers.
- ◆ Adjustments identified within the NDDC are at one of four levels: supports provided within quality differentiated teaching practices, supplementary adjustments, substantial adjustments and extensive adjustment.
- ◆ Fowler Road School executive and teaching staff are available to work with referring schools to assist in the development of personalised student programs inclusive of relevant adjustments, ensure collaborative processes are implemented and collate documents to support the NDDC process.

For further information, please refer to <http://www.schooldisabilitydataplan.edu.au/data-collection-steps/step-2---what-is-the-category-of-adjustment>

- ◆ The NSW Education Standards Authority (NESA) provides resources to assist schools to cater for the learning needs of students with disabilities.
- ◆ Resources include information to support students’ access to the curriculum, adjustments, collaborative curriculum planning, assessment and reporting and Life Skills programs.
- ◆ Resources can be accessed through the NESA website (>Kindergarten to Year 10 > Diversity in Learning > Special Education) <http://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/diversity-in-learning/special-education>



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DoE POLICY, PROFESSIONAL LEARNING AND DATA COLLECTION (continued)

Other Professional Learning and DoE supports

- ◆ At times meeting the needs of a student with a disability to facilitate safe access to the curriculum in a mainstream school setting requires additional supports. Through consultation, Fowler Road School executives can assist you in identifying and accessing relevant training and supports. Some examples include:
 - Engaging the Learning and Wellbeing Team or other specialised DoE personnel.
 - Engaging the support of the Network Specialist Facilitator.
 - Accessing recommended training such as MAPA, Trauma and Protective Behaviours.

Additional Key policies for reference:

- ◆ NSW Department of Education Disability Inclusion Action Plan 2016-2020
- ◆ Out of Home Care in Government Schools Policy PD/2010/0402/V01
 - The policy sets out the requirements relating to children and young people in statutory Out of Home Care who are attending government schools, including preschools.
- ◆ People with Disabilities - Statement of Commitment PD/2005/0243/V02
 - The policy outlines commitment to people with disabilities, education objectives based on the principle of “normalisation” and responsibilities at state, regional and school levels. It also articulates the rights of parents, care-givers and students.



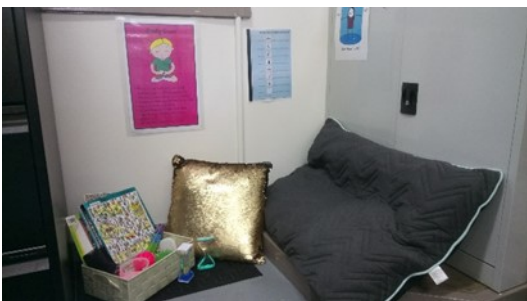
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Occupational Therapy and Speech Programs

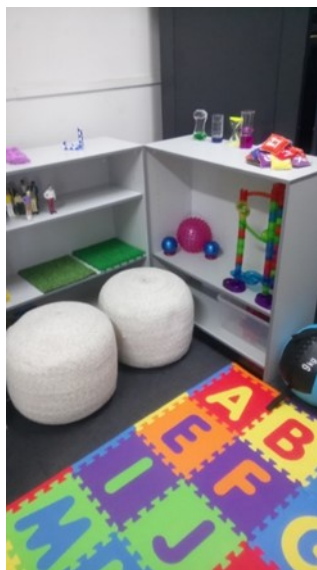
- ◆ Fowler Road School has a long- standing relationship with Allied Health Services. We regularly implement Occupational Therapy (OT) and Speech Therapy sessions for classes and individual students across our school and engage in staff professional learning with Occupational Therapists and Speech Therapists.
- ◆ Whole class OT and Speech Therapy sessions focus on general skills. Class teachers and therapists collaborate to plan needs based lessons for students. Students experience progress in areas of speaking and listening, concentration and attention, and emotional regulation.
- ◆ In collaboration with families, students may be offered individual OT or Speech Therapy sessions. This may include assessment and therapy for more specific needs, such as articulation, vocabulary, sensory processing and more in- depth emotional regulation. Students receiving individual Speech Therapy or OT are usually then referred to a community health centre (or similar) for further therapy.

Fowler Road School Initiatives

- ◆ OT Program:
 - Occupational Therapists and school staff have collaboratively developed a Fowler Road School specific OT program. This program is taught in classrooms, the Sensory Room and the Reflection Room. The program focuses on sensory processing and emotional regulation strategies and is highly effective with students across the school.
- ◆ Sensory Boxes:
 - Sensory Boxes are in each classroom, Counsellor's office and Principal's office. Sensory Box items were purchased in consultation with Occupational Therapists and Psychologists to ensure that high quality and effective equipment is utilised. Students receive explicit instruction on the use of sensory items, guided by the Fowler Road School OT program.
- ◆ Calm Spaces:
 - In consultation with staff at Allied Health Services, classroom staff have implemented 'calm corners' or 'calm spaces' in each classroom. Students are encouraged to access such spaces when they need a break and to manage their emotions and reactions. The Reflection Room also offers students a calm space, which is often accessed by students when they are not able to utilise the classroom spaces.
- ◆ Sensory Room:
 - The Fowler Road School Sensory Room has been developed as an alternative space for students to practise their emotional regulation and sensory processing strategies, away from the classroom. Staff and students are guided by the Fowler Road School OT program when accessing this room.



Sensory Boxes are used in individual classes



FRS Sensory Room



Sports Programs

- ◆ At Fowler Road School, we focus on increasing our students' level of physical activity. Fowler Road School aims to promote students' health and level of physical activity as well as those interpersonal relationships critical to physical activity in a team context, in a range of ways.
- ◆ School practices are based on the beliefs that participation in regular fitness activities are enjoyable, participation in regular and varied activity promotes healthy lifestyles, and fitness can be improved and maintained with regular participation in physical activity.
- ◆ At Fowler Road School, we focus on the following areas of the PD/H/PE Syllabus through varied sporting activities
 - Communicating effectively with others
 - Interacting positively with others
 - Moving with confidence and competence
 - Esteem building for self and others
- ◆ A whole-school approach has been applied at Fowler Road School that has fostered high levels of student participation through engagement in sporting activities that provide opportunities for the inclusion of student talents and interests in an outdoor learning space.
- ◆ The broader school community has played a vital role in supporting successful academic, child protection, social and behavioural outcomes for students through implementation of activities and events such as school camp and sporting workshops. Programs involving links with sport and recreation organisations including NRL One Community, F.A.B Star Basketball Company, Fit Futures, Cricket NSW, DoE School Swimming and Water Safety and The Great Aussie Bush Camp have been fulfilled throughout the school with both primary and high school classes on an annual basis. This practice has promoted stronger and more connected communities; diversion and education of students with mental health; healthy development and positive, respectful and productive relationships across the school community.

Fowler Road School has teamed with the following national sporting organisations to build upon self-confidence, a sense of achievement, teamwork and sportsmanship amongst our students



Gymnastics
Australia



Annual Sporting Programs Overview

- ◆ **NRL One Community:**
 - The NRL's community program uses the power of Rugby League to lead and inspire students to be the best they can be through equipping them with the tools to play a version of the game in any environment while delivering important education, health and welfare messages.
- ◆ **F.A.B Star Basketball:**
 - F.A.B Star offers a variety of activities for basketball which enables students to discover and maximize their potential through a proactive approach using education, mentoring and sport.
- ◆ **Fit Futures:**
 - Fit Futures introduces students to a wide variety of different sports and activities such as gymnastics, dance, athletics, fundamental motor skills and ball skills.
- ◆ **Cricket NSW:**
 - Cricket NSW is committed to working in conjunction with teachers to help promote a healthy, active lifestyle amongst students through cricket. In addition, Cricket NSW aims to help upskill teachers so they can continue development across the school.
- ◆ **School Swimming and Water Safety:**
 - The Department of Education (DoE) runs the School Swimming and Water Safety Program, a learn to swim and water safety program for students in order to gain confidence within the water.

Sporting Schools Grant

- ◆ At Fowler Road School we apply for Sporting Schools funding on a termly basis so that the delivery of Sporting Schools programs during school hours can take place. With their involvement, Sporting Schools offers a greater delivery of nationally endorsed products supported by national sporting organisations and endorsed coaches that also support the school's curriculum.



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Community Access Programs



- ◆ At Fowler Road School we believe that social and emotional skill areas are essential for the development of good mental health. Structured teaching of these competencies, and opportunities for students to practise and generalise them in the classroom, school and wider community, are crucial to implementing effective social and emotional learning.

Adapted from The Collaborative for Academics, Social, and Emotional Learning (CASEL) (2006). Sustainable school wide social and emotional learning (SEL): Implementation guide and Kids Matter.

- ◆ Fowler Road School accesses community resources and works closely with organisations in order to build successful partnerships to benefit the educational, social and emotional outcomes of students.
- ◆ Extra-curricular learning opportunities support student development and are strongly aligned with the schools vision, values and priorities.
- ◆ Community Access Programs aim to provide opportunities for students to generalise the skills they have been learning in the classroom across multiple and different environments.

- ◆ Community access programs include:

- Recreational programs to promote social and emotional learning as well as personal health and fitness
- Interactive and hands on curriculum opportunities
- Travel training
- Living skills
- Vocational options through agency access, carer markets and work experience

What does social and emotional learning have to do with learning?

Research has shown that children's learning is influenced by a range of social and emotional factors. How well children do at school is affected by things such as:


- how confident children feel about their abilities
- how effectively they are able to manage their own behaviour
- how well they can concentrate and organise themselves
- how effectively they can solve problems
- how positively they are able to get on with school staff and with peers
- how effectively they take into account others' needs
- how well they can understand and accept responsibilities.



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Additional Information

- ♦ Students attending Fowler Road School often have complex support needs. We understand that sometimes parents, carers, and home school staff may require additional support outside school hours. Below is a list of organisations that you may find helpful.

ORGANISATION LOGO	ORGANISATION AND SERVICE DESCRIPTION	PHONE CONTACT	WEBSITE/EMAIL CONTACT
	KIDS HELPLINE Confidential and private counselling service specifically for children and young people aged 5 to 25 years.	1800 022 222	Kidsshelpline.com.au https://kidsshelpline.com.au
	Life Line National charity providing 24 hour crisis support and suicide prevention services.	13 11 14	Lifeline.org.au https://www.lifeline.org.au
	PARENTLINE NSW Phone and online counselling for parents and carers of kids 0-18 years across New South Wales.	1300 1300 52	Parentline.org.au http://www.parentline.org.au
	Mental Health Line 24-hour telephone service operating seven days a week across NSW.	1800 011 511	Health.nsw.gov.au http://www.health.nsw.gov.au/mentalhealth/Pages/contact-service.aspx
	HEALTH DIRECT Free government-funded service providing quality, approved health information. Select a symptom, answer questions, get advice.	1800 022 222	Healthdirect.gov.au https://www.healthdirect.gov.au/partners/kids-helpline






Additional Information (continued)

ORGANISATION LOGO	ORGANISATION AND SERVICE DESCRIPTION	PHONE CONTACT	WEBSITE/EMAIL CONTACT
	KIDS MATTER Partnering with education, early childhood, health and community sectors to optimise children's mental health & wellbeing holistically and early in life.	N/A	Kidsmatter.edu.au https://www.kidsmatter.edu.au/health-and-community/contact-us
	STRESS FREE KIDS Stress management techniques to help children control anger, lower stress, reduce anxiety and build self-esteem and confidence.	N/A	Stressfreekids.com https://stressfreekids.com
	ROADS TO REFUGE Giving students, teachers and the community access to relevant, factual and current information about refugees.	02 9266 8445 <u>Department of Education & Communities</u> Refugee Student Programs Advisor	Roads-to-refuge.com.au http://www.roads-to-refuge.com.au/index.html
	SMILING MIND Web and app-based meditation program developed by psychologists and educators to help bring mindfulness into your life.	N/A	Smilingmind.com.au https://www.smilingmind.com.au/contact-us
	BEYOND BLUE Information and support to help everyone in Australia achieve their best possible mental health.	1300 22 46 36	Beyondblue.org.au https://www.beyondblue.org.au



Additional Information (continued)

ORGANISATION LOGO	ORGANISATION AND SERVICE DESCRIPTION	PHONE CONTACT	WEBSITE/EMAIL CONTACT
	GETTING BETTER AUSTRALIA Building the capacity of schools, educational leaders, teachers and support staff to effectively cater for the social, emotional and behavioural support needs of all students using a trauma informed approach	N/A	https://www.gettingbetter.com.au/trauma-informed-education https://www.facebook.com/traumasmartschools/
	STICKS 'N' STONES Youth led bullying prevention organization based in New Zealand	N/A	Sticksnstones.co.nz http://www.sticksnstones.co.nz
	ZONES OF REGULATION A framework to foster self-regulation and emotional control Created by Leah Kuypers, MA Ed., OTR/L	N/A	Zonesofregulation.com http://www.zonesofregulation.com info@zonesofregulation.com

