Hay War Memorial High School

Student Behaviour Management Procedure

Triple S

Whole School Behaviour Management

- Respect
- Responsible
- Achieve

Positive Behaviour for Learning

Contents

1) Introduction

Hay War Memorial High School supports a safe learning community which develops RESPONSIBLE citizens who have RESPECT for themselves, and others and are aiming to ACHIEVE their personal best in all facets of life.

The Triple S Behaviour Management policy follows processes outlined in the following New South Wales Department of Education and Training Documents:

- Student Discipline in Government Schools (2006)
- Student Welfare Policy (1996)
- Anti-Racism Policy (2005)
- Core Rules in NSW Government Schools (2006)
- Management of Drug Related Incidents (2000)
- Work Health and Safety Policy
- School Uniform Policy (2004)
- Strategies For Safer Schools (1997)
- Student Welfare Policy (1996)
- Suspension and Expulsion of Students – Procedures (2005)
- The Anti-Bullying Plan for Schools (2005)
- The School Attendance Policy (2005)
- Values in NSW Public Schools (2004)

The Triple S Behaviour Management policy supports H.W.M.H.S's reasonable expectations of students. These are based on the 3 core values of *RESPECT, RESPONSIBLE, ACHIEVE.* These are displayed prominently throughout the school and explicit lessons are regularly delivered to teach students what is expected of their behaviour while learning at H.W.M.H.S.

"When parents enroll their children at public schools they enter into a partnership with the school staff. This partnership is based on shared commitment to provide opportunities for students to take responsibility for their actions and to have a greater say in the nature and content of their learning. Collaboration between school staff, students and parent(s) or carer(s) is an important feature of discipline in government schools."

School Discipline in Government Schools
(Policy Statement NSW Department of Education & Training 2006 p1)

Students are expected to uphold the 3 main values in all school settings. These are respect, responsible, and achieve your personal best. Staff make use of these values to manage behaviour and set expectations for student achievement.

This policy has been developed in consultation with our school community. As PBL is developed and implemented in our school, additions and amendments will be made.

2) Positive Behaviour for Learning (PBL)

H.W.M.H.S. is a Positive Behaviour for Learning (PBL) school. H.W.M.H.S. adopted the Positive Behaviour for Learning philosophy in 2012. Positive Behaviour for Learning (PBL) is a school wide approach to behaviour with the aim of ensuring that the culture of the school is a positive one. PBL makes use of the framework of a three-tiered model of support addressing universal, targeted and intensive supports for students and teachers. The rationale behind the program is that if students adopt positive values there will be an improvement in behaviour in classrooms with a corresponding improvement in learning across the school. Areas of behaviour in need of addressing are identified, appropriate behaviours are taught and students are rewarded when they demonstrate behaviours that support our core values of respect, responsible and achieve.
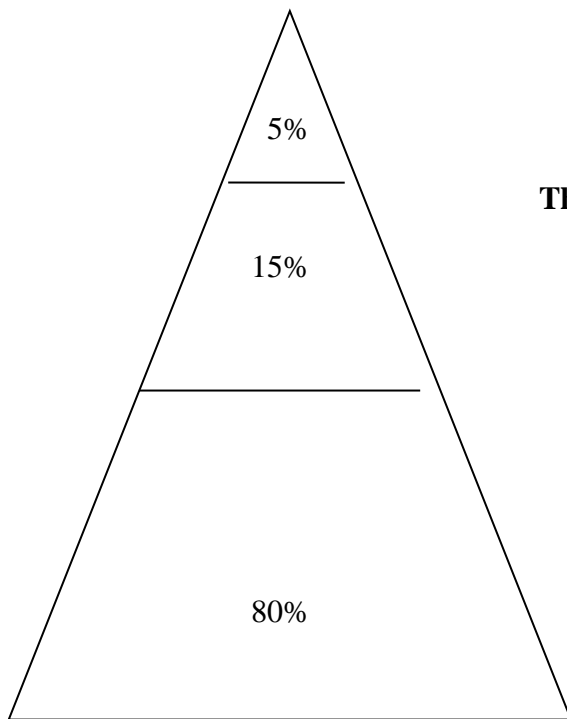
The Positive Behaviour for Learning Model

80% = Universal – Primary Prevention

15% = Targeted – Secondary Preventions

80% = Individual – Tertiary Preventions

3)Behaviour Basics

❖ Theory

There are three main behaviour theories. These are BEHAVIOURISM, CONSTRUCTIVISM and COGNITIVISM.

Teachers learn about behaviour theories during their teacher training and subsequent professional learning. Most teachers will be aware of approaches to cognitive and behaviour development and theorists such as Bandura (Social Cognitive Theory), Skinner (Operant Conditioning Theory), Kholberg (Moral Reasoning Stages), Freud (Personality Theory), Erikson (Theory of Psychosocial Development), Piaget (Theory of Cognitive Development), Maslow (Hierarchy of Needs).

Teachers also learn about behaviour management approaches. There are a range of behaviour management approaches that can be placed onto a continuum from the more coercive approaches to the less coercive approaches. The four main styles being authoritarian, behaviourist, democratic and constructivist. Most teachers will develop their own style of behaviour management based on their beliefs, experience and personality. Behaviour management approaches which are derivatives of the four main approaches have all been taught to teachers at various stages and with varying levels of influence and take-up. These include Canter and Canter's (1976) *Assertive Discipline*, Repp and Horner's (1999) *Functional Analysis,* Bill Rogers (1989, 1992) work, Ford (2003) *Responsible Thinking Process,* Glasser (1975, 1990) and Macfarlane, Glynn, Cavanagh & Bateman (2007) *Restorative Justice.*

"While every approach has advantages in terms of contributing to a teacher's behaviour management repertoire, problems arise when teachers use strategies *ineffectively.* Ineffective behaviour management consumes unnecessary time and energy at the expense of valuable learning time. One style is not inherently more effective than another. Approaches are merely tools that can be applied either well or poorly at any given time." (Richmond, 2009).

We also need to keep in mind that behaviour is:

- ❖ Learned
- ❖ Functional
- ❖ Contextual
- ❖ Human

❖ Function

Behaviour is about **communication** and **meeting a need**.

It is generally agreed that all behaviour has a function or purpose. It is telling us something.

The two main purposes of any behaviour will be to:

GAIN

Or

AVOID

Often the function of the behaviour is legitimate but the FORM of the behaviour may be unacceptable in the setting.

Successful intervention addresses the function of the behaviour.

Maslow's Hierarchy of Needs theory and Glasser's theory of 4 basic psychological needs help us to further understand the motivation of behaviour, in that all individuals are motivated by meeting their needs.

Glasser identifies 4 basic needs:

- **Belonging** - Fulfilled by loving, sharing, and cooperating with others
- **Power** - Fulfilled by achieving, accomplishing, and being recognised and respected
- **Freedom** - Fulfilled by making choices
- **Fun** - Fulfilled by laughing and playing

❖ PBL Theory

- Believes all behaviours occur within an environmental context
- Begins all investigations by examining the scope of the problem (school-wide, group, or individual)
- Is proactive – intentionally structures for success
- Systematically teaches and acknowledges appropriate behaviors
- Builds capacity for all staff to address both positive and negative student behavior
- Intentionally seeks to build positive, flexible environments based on review of data

4) Proactive Management Strategies

Minimising misbehaviours begins in the classroom. Teachers can promote a positive classroom learning environment utilising a range of strategies including the following:

Have well prepared lessons:

Avoid boredom and motivate students with a variety of approaches and high interest material

Let students feel they are learning

Pitch work to ability and interest level

Teach in achievable steps

Give students a purpose and provide encouragement

Have enough material and work to go on with when necessary

Provide students with feedback

Have alternative activities for students who finish work early

Be a presence in your classroom:

Be a leader

Use your voice, eye contact, personality, sense of humour

Speak calmly

Be human and admit to being wrong, angry, pleased, tired

Model your expectations by setting an example through your own behaviour

Monitor behaviour by moving around the room and frequently scanning the room

Show students that you care:

Show courtesy and respect

Avoid sarcasm and belittling

Recognise feelings without necessarily accepting the way they are expressed e.g. *I can see you are angry about detention*

Be helpful

Frustration, especially about inability to understand or complete work can lead to misbehavior. Genuine calls for help should be recognised by the teacher and arrangements made for additional assistance.

Be fair and understanding

Be patient

Talk to students outside the classroom

Anticipate problems:

Identify the problems that are likely to occur

Identify problem types and diffuse early

Recognise early warning signs (weather, disruptions to routine)

Develop and implement plans – Behaviour Management Plans, ILPs.

Establish a buddy classroom/teacher system for time out if necessary (Orange Exit Slips can be used for minor misbehaviours)

As a basic guide for classroom management:

Good Rules	Rules should be established, clear and concise, published, taught, referred to and reinforced (rewards and consequences). Rules should be written in the positive – i.e. what you should DO rather than DON'T.
Give explanations	There should be reason as to why behaviour is unacceptable.
Give warnings	Students who misbehave should be given a warning, they should have a chance to monitor and change their behaviour.
Follow-up	Remember certainty v's severity
Stay calm	Remove any emotion – if need be, allow cool off time for yourself and/or student before addressing the problem behaviour.
Take responsibility	Don't ignore the misbehavior or let them escape the consequence Consequences should be appropriate to the offence Don't pass the buck for punishment to someone else
Establish routines	Establish and teach classroom routines. Establish routines for the following: Entry and exit, fast finishers, distributing and collecting equipment and resources, packing up, bookwork and presentation, movement around the room, getting teachers attention, getting work marked, acceptable noise levels.
Physical environment	Where possible manage the physical environment to alleviate uncomfortable conditions (heating, cooling, noise, light etc.) Establish seating plans or strategically seat students according to needs.
Be positive	Acknowledge and reward positive behaviours more frequently than negative ones. You should use 7 positives to every single negative comment made.

Use whole school systems

Blue slips – out of class with permission
Orange Slips – exit slip (to Yr HT/buddy class)
Sentral – roll marking, recording behaviour information (rewards and consequences), letters to parents
Year Head Teacher – behaviour
Student Success System – positive recognition :-whole school rewards – raffle tickets, C.A.S.S.A.s (Yellow Merit awards)
School Step System – discipline

5) Student Rewards and Discipline

5a) School Success System – Triple S ☺

❖ Positive Recognition

PBL promotes positive behaviour by acknowledging students when they display the core values of respect, responsible, and achieve. Whenever students display these values, staff are encouraged to reward them.

Positive behaviour management at HWMHS is achieved through the **Student Success System** or **Triple S - positive.**

The Triple S positive behaviour management system works on the concept of a student reaching for the best.

Monitoring student positive recognition begins each term. Individual teachers are responsible for recording positives onto Sentral. Overall positive achievement is monitored by the Year Advisor and the Year Head Teacher.

Students are recognised at the classroom and whole school levels in the following ways.

- ❖ Raffle tickets – whole school
  A PBL focus is often decided on throughout each term. Raffle tickets are issued by the Year Teams during morning assemblies to acknowledge students demonstrating the expected value. Students can write their name onto the ticket and place it into a box for the chance to win a prize in a weekly draw.

- ❖ C.A.S.S.A. - Yellow Merit Awards – whole school
  All staff members can give out Yellow Merit Awards. These recognise students for community service, academic achievement, school service, and sporting achievement.

  Yellow merits are recorded by staff onto Sentral and the stub passed to the Year Advisor. The stubs are placed into the Win Bin for a prize draw at whole school assemblies (twice a term).

  Yellow merits also accumulate to enable students to be eligible for recognition of their positive contribution to our school. The number of merits and the spread of merits across the 5 areas of achievement make students eligible for Year Advisor Awards, Principal's Awards and DoE awards. Year Advisors are responsible for the collation of this information and for generating these awards.

- ❖ PBL activities – whole school
    Each term PBL activities are held to reward students who have displayed the core values of respect, responsible, and achieve. The target behaviour and reward activity is announced at the start of the term for students to work towards positive behaviour that will enable them to be eligible to participate in the activity. Activities may include and are not limited to a BBQ, a movie afternoon, a games afternoon, Wii games session, music in the Spirit of ANZAC Centre, afternoon tea and out of town excursions.

The following page outlines the Triple S ☺ at H.W.M.H.S.

Whole school Behaviour Management
Triple S - Positive
Student Success System

All ☺ incidents to be recorded onto Sentral by the teacher managing incident

☺ Classroom / Classroom Teacher

Classroom management/positive consequences
structure by individual CTs – i.e. individual teacher system

☺ School-wide   C.A.S.S.A.

Whole School Community, Academic, School and Sporting Awards (Yellow Merits)
- Used for recognition of more sustained and significant behaviours
- Teachers responsible for generating and issuing merit, Year Advisor has responsibility for administration.
- Maintains whole school focus on areas valued by school community.
- Provides another level to rewarding the whole school values of RESPECT, RESPONSIBLE, ACHIEVE.

- Operate at the same time to complement each other.
- Are not tied to each other. Students are not restricted by the need to obtain in one area before being able to access another area.
- Provides level of options for staff to recognise and reward the expected behaviours in a range of settings

5b) School Step System – Triple S ☹

❖ Discipline

Behaviour management at HWMHS is achieved through the **School Step System** or **Triple S misbehaviour.**

A student starts on no step. Once their misbehavior warrants the teacher's attention the teacher applies their professional judgement and behaviour management strategies in the classroom. This is monitored by the classroom teacher and students are supported in managing their behaviour.

In the **School Step System**, student discipline matters are managed by the teacher who witnessed the breach of discipline. **If the classroom/curriculum matter is serious** the student matter **will be referred to the teachers Faculty Head Teacher** (Note: **recess/lunch/before and after school student matters** are referred to the **Duty HT**; **Sport** student matters are referred to the **Yr HT**; **between class student matters** are referred to the **Duty HT**). If the problem is not resolved after intervention (restorative practice) the Year Head Teacher may consult with the teacher/s and Faculty Head Teacher/s for further intervention (Step 1 placement). If the problem is still not resolved then the Year Head Teacher may consult with the Deputy Principal.

Our aim is for students to be on no Step.

2022 Faculty Head Teachers

- Head Teacher Maths/Learning & Support - Mrs Aylett
- Head Teacher English/Music/Visual Arts/Library - Mrs Kerr
- Head Teacher HSIE/TAS/Language - Ms McNally
- Head Teacher Science/Agriculture/PDHPE - Mr Kerr

The following page outlines the Triple S ☹ at H.W.M.H.S.

No Step

Understanding the

School Step System – Triple S

Step 1
### Year Head Teacher
Minor/Major Misbehaviours

- ❖ Yr HT has reviewed Sentral entries and a student has had three (3) valid misbehaviours.
- ➢ Year HT places student onto Step 1. Yr HT contacts parent via phone call/letter/ SMS (Sentral) to notify of student's placement onto Step 1.
    - o Yr HT records placement onto Sentral.
    - o Student on Step 1 is monitored by YR HT for five (5) school days.
    - o Step 1 monitoring card is distributed and kept by the Yr HT
- ➢ While on Step 1 a student:
    - ▪ Collects the card from Yr HT before the start of school (discussion about progress)
    - ▪ Returns the card to Yr HT before before the start of school on the following day, signed by the parent
      (Late comers collect card from the Yr HT)
    - ▪ Is responsible for the card – failure to present monitoring card in class results in an unsatisfactory lesson
    - ▪ **Must achieve 25 out of 30 satisfactory lessons** over a period of 5 consecutive days to complete Step 1
    - ▪ **May not be entitled to participate in extra-curricular activities** (the teacher taking an extra-curricular activity will decide if the child attends)
- ➢ Details of unsatisfactory lessons must be entered onto Sentral by CT in addition to indicating it onto the card.
- ➢ Yr Head Teacher may refer to Welfare/LST/School Counsellor.
- ➢ **Completion of Step 1 sees student returning to Step 1 but not being monitored until the end of the term.** If the student misbehaves the Yr Head Teacher may reactive Step 1 monitoring.
    - o Yr HT to send exit letter to parents to notify of satisfactory completion of Step 1
- ➢ Unsatisfactory completion of Step 1 may lead to student referral for placement onto Step 2.

Step 2

Deputy Principal

Major Misbehaviours/ Unsatisfactory Step 1

❖ Yr Head Teacher consults with Deputy Principal or incident is a "Major Misbehaviour"

➢ DP places student onto Step 2. DP contacts parent via phone call/SMS (Sentral) and letter to notify of student's placement onto Step 2 and "Warning of Suspension".
   o DP records placement onto Sentral.
   o Student on Step 2 is monitored by DP for 5 school days.
   o Step 2 monitoring card is distributed and kept by the DP

➢ While on Step 2 a student:
   ▪ Collects the card from DP before the school day (discussion about progress)
   ▪ Returns the card to DP before the school day on the following day, signed by the parent.
      (Late comers collect card form the DP).
   ▪ Is responsible for the card – failure to present monitoring card in class results in an unsatisfactory lesson.
   ▪ **Must achieve 25 out of 30 satisfactory lessons** over a period of 5 consecutive days to complete Step 2.
   ▪ Is **not entitled to attend off ground sports**.
   ▪ Is **not entitled to participate in extra-curricular activities**.

➢ Details of unsatisfactory lessons must be entered onto Sentral by CT in addition to indicating it on the card.

➢ DP may refer to Welfare/LST/School Counsellor.

➢ **Completion of Step 2 sees student returning to Step 1 but not being monitored until the end of the term.** If the student misbehaves the Yr Head Teacher may reactive Step 1 monitoring.
      o DP to send exit letter to parents to notify of satisfactory completion of Step 2

➢ Unsatisfactory completion of Step 2 may lead to student referral for placement onto Step 3
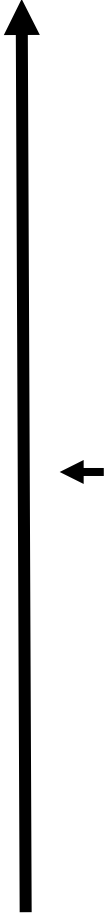
Step 3
Principal
Major Misbehaviours/Unsatisfactory Step 2

- ❖ Principal has received student's referral by DP.
- ❖ Immediate suspension behaviours or consultation from DP from Step 2 will lead to a student being on Step 3
- ➢ At Step 3 the student will be suspended (e.g. continued disobedience)
- ➢ Senior Executive contacts parent via phone call/SMS (Sentral) message and letter to notify of student's suspension by the Principal
  - o Senior Executive records placement onto Sentral
- ➢ Length of suspension and conditions of re-entry as per NSW DoE policy.

IMMEDIATE SUSPENSION

- Illegal substance
- Weapon
- Criminal behaviour
- Aggressive behaviour
- Violence

6) Major and Minor Behaviours

MINOR MISBEHAVIOURS

Misbehaviour	Examples Include:
Swearing	Non-directive, conversational
Misuse of equipment	Inappropriate use
Refusing	No attempt to follow instructions or complete work
Disruption	Continued calling out, silly and attention seeking behaviour prevents learning
Littering	Dropping papers or food
Anti-social behaviour	Pushing, verbal challenges, argumentative
Vandalism	Damage to property, graffiti
Being unprepared	Not prepared with equipment, homework/assignments not completed

MAJOR MISBEHAVIOURS

Misbehaviour	Examples Include:
Bullying	**Repeated** physical, verbal, electronic harassment; causes **harm; power**
Abusive swearing	Directed and intentional
Dangerous behaviour	Inappropriate use of equipment and furniture which causes harm
Racial vilification	Incitement/encouragement of racism
Smoking	Smoking at school, school functions and whilst in uniform
Harassment	A behaviour intended to disturb or upset, and it is repetitive
Truancy	Repeated whole class truancy, leaving school grounds

IMMEDIATE SUSPENSION	
Misbehaviour	**Examples Include:**
Possession of an illegal substance	Alcohol, cannabis, amphetamines
Possession of a prohibited weapon	Knives, firearms, syringes, homemade weapons
Criminal behaviour related to school	Stealing, filming of students or staff
Aggressive behaviour	Threatening behaviour
Violence	Fighting, assault

7) Satisfactory and Unsatisfactory

Prior to monitoring, behaviour that warrants an unsatisfactory lesson involves MINOR behaviours that continue despite the teacher implementing proactive management strategies.

In addition to the whole school all settings matrix, the following table provides a GUIDE to the expected satisfactory behaviours that would be demonstrated by a student upholding our 3 core values.

I am …	When I….	
Respectful	- Care properly for the school environment and the property of others - Interact with others in a courteous manner - Appreciate others and their differences - Wear the correct school uniform - Remove my hat inside buildings	- Follow the instructions of the teacher - Respect the right of others to learn
Responsible	- Act safely - Be where I am meant to be - Come prepared with appropriate equipment	- Take ownership of my actions and behaviours - Be punctual and prepared to learn
Achieving	- Challenge myself to improve - Take pride in my work, self and school - Volunteer and participate in school life	- Complete all tasks to the best of my ability - Have a go - Work towards goals

8) Matrix – all settings

The school-wide matrix is the central framework for the teaching of expected behaviours in non-classroom settings.

The matrix below identifies the minimum expected behaviours of students while at school, participating in school activities or in school uniform.

	Respect For people,places,property	Achieve Your personal best	Responsible Right place, right time, right thing
All Settings	Be courteous	Be proud	Be punctual
	Be in uniform	Be involved	Be prepared
	Follow instructions of staff	Challenge yourself to improve	Take ownership of actions and behaviours

9) Sentral

Sentral is the whole school management and recording system used at H.W.M.H.S. This allows staff to access and record information about students which allows for careful monitoring of students and their needs while at school. There is opportunity for both positive and negative behaviour incidents to be recorded onto Sentral.

Staff have received professional development on the use of Sentral for recording information about student behaviour, placement of students onto Steps and monitoring students behaviour footprint. Similarly, staff will record positive Triple S information about students when they are recognised for demonstrating the expected behaviours based on our school values. These can be accessed in the Student Management\Welfare and then continue to the section required by using the options on the left hand side menu bar. At any point, the help option on the top right hand corner can be accessed.

Letter or SMS (Sentral) to notify parents of a student's placement onto a Step or the successful completion of a Step can be generated by the Executive on Sentral.

HWMHS

Whole School Behaviour Management

Triple S

Student Success System

School Step System

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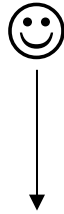
All incidents ☺ or ☹ are recorded onto Sentral by the staff member managing the incident.

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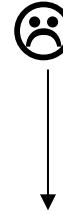
C.A.S.S.A.

Steps

C.A.S.S.A. = Whole School COMMUNITY, ACADEMIC, SCHOOL and SPORTING AWARDS

Yellow Merits

Year Advisor Awards and

Principal's Awards

Sustained and Significant

Step 1
Yr Head Teacher

Step 2
Deputy Principal

Step 3 (Suspension)
Principal

☺ **School-wide** PBL celebration activities

- Currently happens at the end of each school term
- Are tied to a term focus attached to the school values/expected behaviour or targeted problem area based on data
- Criteria for eligibility published at start of each term. This includes students NOT on Step 1 or above.
- Activities can be whole school or in Stages, on site or off, during class or break times and involve a recreational activity and/or food.
- Activities in the past have included BBQ lunch and extra lunch time, sports games afternoon in SPAC, electronic games, Easter Eggstravaganza, music and conversation, movies and popcorn, Olympic Challenge, Trivia Challenge, 10 pin bowling, Chinese lunch, bingo, free school social (PBL paid SRC)

C.A.S.S.A.

Whole School Community, Academic, School and Sporting

Awards (Yellow Merits)

These are issued by staff members for recognition of the whole school core values under 5 categories.

Each teacher enters the details of the merit onto Sentral and also completes the stub of the merit and places into the Year Advisors pigeon hole. Yr Advisors maintain records of student merits to then acknowledge via Year Advisors and Principal's Awards. The stubs of the merits are placed into the Win Bin by the Year Advisor.

COMMUNITY SERVICE

e.g. – Assisting other schools

ACADEMIC ACHIEVEMENT

e.g. - improvement

    - participation

    - consistency

SCHOOL SERVICE

e.g. - representing school in community events

- ANZAC Day

SPORTING ACHIEVEMENT

e.g.- sporting excellence

    - representing school

    - participation

    - effort

    - team

    - individual

Year Advisors Awards

Y.A's monitor CASSAs via Yellow Stubs and Sentral records.

YA award:

- #1 – must have 5 merits across 2 areas
- #'s 2 to 5 – must have 3 or more areas on each individual YA award
- #'s 6 to 10 – must have 4 areas on each individual YA award.
- #'s 11 plus – must have at least 4 areas on each individual YA award

Principal's Award:

- 5 YA Awards.

School Award:

- 10 YA awards and 2 Principals Awards and 12 months without major misbehaviour

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Win Bin at formal assemblies – 2 names are drawn out for a canteen voucher- uses Yellow Merit Certificate stubs, staff/Yr Ad responsible for putting into draw. Learning and Support Team responsible for conducting draw.

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13) Relationship to other areas of the school

Welfare and discipline are part of the whole school approach to support students learning at H.W.M.H.S.

The Triple S Systems form part of the school's wider learning and support framework which incorporates behaviour (PBL), welfare and learning support (LST).

The following provides and understanding of learning and support at H.W.M.H.S.

Understanding Learning Support:

➢ Learning Support encompasses the following areas:
- Academic/cognitive
- Social/emotional
- Behaviour
- Physical Health (including diabetes, anaphylaxis, broken bones etc.)
- Mental Health

➢ Needs may be permanent, long-term, short-term, immediate.
➢ Support for learning is provided under the E.S.E.S. framework for learning support (DEC 2012).
➢ Students will receive support via adjustments to their learning at the following levels:
- Extensive
- Sunstantial
- Supplementary
➢ Support for learning is provided by four key teams at H.W.M.H.S.
  - ❖ Learning and Support Team (Learning Support)
  - ❖ Positive Behaviour for Learning (PBL) Team (Behaviour)
  - ❖ Welfare Team (Welfare)
  - ❖ Year Head Teachers/Executive (Discipline)
➢ The L.A.S.T. provides a link between the teams.
➢ The L.S.T. coordinates the requests for support, the support that is to be given and response to interventions for each referral. The LST is also responsible for whole school programs and initiates for learning support.

Framework for Learning Support at H.W.M.H.S.

1

Concerns raised/information received by:

Welfare (Girls and Boys Advisor)
Parents
Class Teachers
Other (Outside agencies, feeder schools, DoE personnel)

NAPLAN Data
Faculty/Year Head Teachers, PBL (discipline/behaviour)
Executive (HT, DP, P)
LST (LAST, SC, MC CT)

Support required ?

2

If support is required, a *referral* to the **Learning Support Team** (LST) is made by completing a LST referral form.

Learning Support Team (LST)

LST Coordinator (Exec.), LAST, MC CT, T.Lib/AR Coordinator, 2LS Coordinator, SC, Faculty Reps

3

1) LST receives referral
2) Presents referral at LST meeting
3) Decides on appropriate support
4) Provides feedback to referral source
5) Initiates support

4

Whole school structures provide framework for learning support:

1) PBL
2) Learning Support
3) Welfare
4) Year HT

Support

Support is Provided based On the RTI model (Response to Intervention).

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