

Quality practice indicators as they apply at our school

How might we best lift student outcomes and rate of progress by explicitly reading, discussing, and coaching each other to implement evidence-based quality practice indicators for our students?

Curriculum

The school's Curriculum Plan provides bands across a three-year schedule and addresses the aspects of the achievement standards from version 9 of Australian Curriculum with curriculum delivery arrangements to enable staff to best address individual needs, strengths and interests and to promote and draw benefit from school-community partnerships

Curriculum is age appropriate and is explicitly, coherently sequenced across the years of schooling.

Curriculum takes account of

- * Ability whilst being challenging
- * Learning styles to promote accessibility
- * Strengths
- * Interests to enhance engagement and relevance
- * Cultural factors
- * Language/communication modes

Curriculum teaches

- * All eight learning areas
- * The extended general capabilities – literacy and numeracy
- * The general capabilities with particular attention to personal and social capabilities

Life quality and Behaviour Supports

Ways of working focus on the school's Shared Values - Diligence, Resilience, Ethics, Audacity, Mateship, and the Student Behaviour Code: We do our best; We keep trying, we don't give up; We make good choices; We try new things; We look after each other. A sense of belonging is fostered across the wider school community. Students feel safe and supported to confidently take risks.

Teaching teams promote and maintain a learning environment and professional and mutually respectful and caring relationships that reflect the school's shared values and the priorities of government, the department and the wider school community

Multiple methods such as direct observations, functional analysis, rating scales, interviews etc., inform programming and support using the school's PBS systems including multi-element plans for classes and individual students (where needed), providing environmental accommodations/adaptations, antecedent controls, positive programs, positive supports, non-aversive emergency management and supports

The Darling Point Generic Multi-Element Plan is used and all relevant protocols are developed, approved, published, taught to team members, and followed, to ensure adequate and appropriate support for all students including those with persistent challenging behaviours, with a focus on long term outcomes

Individual reinforcement schedules based on data are implemented for the class and individual students as needed with naturally occurring reinforcers emphasised, high rates of successful performance promoted, communication and social interaction encouraged along with spontaneous use of different skills in different settings

Programming and teaching recognise the communication and sensory purpose of behaviour and focuses on replacement behaviours not extinguishing of problem behaviours

Programming and teaching addresses needs and supports for students at risk of disengagement and promote students' beliefs in their own capacity to learn and the relationship between effort and success

Cultural competence and mutual cross-cultural valuing is demonstrated across and within teams individually and as groups

Programming and teaching provide interventions designed to explicitly close the achievement gap for students from indigenous backgrounds and promotes caring, polite and inclusive relationships amongst staff, students, families and the wider community, viewing parents and families as integral to the school community and important partners in student learning

Learning and Teaching

Teaching approaches and interactions reflect the belief that all students can learn and transfer learning across contexts, people, place and time

Teaching practices are documented as per formats and protocols agreed across the teaching and leadership team so that teaching is intentional and student-focussed, deep learning is promoted and big ideas are developed over time, within the capabilities and strengths of each student

Individualised, differentiated planning occurs early and includes a clear plan showing methods for systematically promoting the maintenance and generalisation of learned skills to new and different environments, promoting inquiry, creativity and as much independence in learning as possible

Explicit, intentional planning and teaching provide tailored, early and sustained interventions to identify and prevent student disengagement from learning

Teaching practices demonstrate evidence-based approaches, examples of which are listed below:

- * Thorough diagnostic, developmental and educational assessments use a comprehensive, transdisciplinary approach
- * Individualised, differentiated planning, resourcing, and teaching including communication, transition, behaviour, coping and tolerance and sensory factors
- * Range of activities, experiences and materials that promote engagement, challenge, extension through meaningful learning and high rates of successful performance across people and settings
- * Learning activities enhance response opportunities
- * Learning activities are appealing and interesting
- * Learning activities promote active student engagement
- * Learning activities focus on basic skills before more complex skills
- * Learning activities provide multiple opportunities for practice and across people and settings
- * Instructional activities are embedded within ongoing and natural routines of home, school, community and work, and practice is provided within these contexts

Teaching practices that use experimental methodologies are documented and explained and encouraged to achieve best possible outcomes for individual students.

The teacher has an up to date and comprehensive folder kept in the classroom, suitable for a relief teacher to gain a comprehensive overview of the class structure and student support needs. This information should include items such as:

- * Daily timetabling and planning (using the school planning format)
- * Student support notes
- * Class and individual multi-element plans
- * Location of keys, resources, laptop for teachers, other devices, and passwords and pins for access
- * Home-school communication protocols including Class DoJo

Learning environments are attractive, stimulating, structured and simplified to promote engagement, to help students recognise relevant information, predict events and activities, anticipate change and understand expectations

Learning environments and storage areas are organised, labelled, free of clutter and distractions

Learning environments have defined areas that provide clear visual boundaries for specific activities

Environmental supports (e.g. visual schedules) facilitate the students' ability to:

- * Predict events and activities
- * Anticipate change and transitions
- * Understand expectations
- * Conceptualise the beginning and end of activities or sessions
- * Transition to new events, activities, and environments, in a calm and safe manner

Communication with students is geared to their language abilities and modes, is clear and relevant, encourages dialogue rather than being largely directive.

Teachers engage enthusiastically with master teachers and coaches and the leadership team to develop and share deep understandings about student learning, curriculum and effective interventions

Staff are eager to be experts in their field, are confident educators and eager to improve within an attitude of lifelong learning across networked relationships, creating and taking advantage of opportunities for personal and professional development

Teacher team meetings have clear links to data analysis and contribute to enhanced student progress and teaching team confidence, skill and wellbeing.

Teams, data and evidence to achieve wisdom and clarity of perception
Teachers communicate with families daily using Class DoJo
Teachers lead collaborative, informed, cooperative teams
Teams demonstrate and articulate the school's shared values
Teams work towards aligned ambitious goals and targets to maximise student performance, achievement, progress and life quality
Teachers and teams collect a range of student outcome data aligned to the school's agreed data plan
Teachers gather information about student learning and progress using agreed diagnostic and progress tests and instruments
Teams reflect upon, consider evidence and evaluate program and lesson effectiveness
Teams and the School use data to identify student starting points for learning, to monitor progress over time and for other reasons such as class groupings, supports and resources allocation
Contacts with family members and other agencies are recorded on OneSchool
Phase level meetings are held with parents/family members at the start of each school year
Teachers co-plan with parents/guardians to set student learning goals at the start of each year and the start of term 3, and other times as needed
Teachers record student achievement and progress data in learning areas against individual goals according to the agreed school assessment system and schedule
Teachers work in teams with the HOD-C and school leaders to consider a wide range of learning and well-being data and use it to analyse, study and display individual and cohort progress over time
Teachers work with colleagues and the wider leadership team to review student learning, individually and as class and other cohorts so that data is analysed at student and whole-school levels, summarised, displayed and communicated with the wider school community
Teachers report in writing on student progress at the end of terms 2 and 4 so parents and students are informed about the student's achievement of curriculum intentions and progress over time
OneSchool provides information that the teacher uses in a timely manner to reflect, evaluate and differentiate
Teachers provide frequent, regular and meaningful feedback to students on their progress, achievement, ways of working, so that students know the next step to improve their progress
Reinforcement inventory and information informs functional behaviour analysis for multi-element programming
Personalised learning plans are up-to-date and tracked with evidence at least once per term
Incident reports are recorded in OneSchool on the same day, to report issues of significance
Positive and negative behaviour records are maintained on OneSchool
Medication records are maintained in accordance with DoE policy and procedures
Medical rescue/emergency support plans are developed by the Nurse consultant to reflect medical orders and to ensure safety and compliance, and are signed off by the parent/guardian, Principal or delegate, and the registered nurse consultant; available to teaching teams and others are needed for safety and wellbeing
Medical diagnoses are reported as they wish by parents/guardians including relevant implications for safety, learning and support
Generic behaviour data sheet is completed where the student has behaviour interventions
Baseline, intervention and generalisation data links to priority learning programs and shows achievement of goals and objectives, progress to date, need for goal/objective adjustment
Therapist assessment reports and recommendations are incorporated into students' learning experiences
Teachers know about the school's annual implementation and strategic plans and work to identify, document and work towards professional capability goals and targets
Resources
The class red hard copy file on the classroom wall for class teachers, and in an accessible location on both campuses for other teachers, provides detail about the run of the day
Each team member's role, duties and responsibilities aligned to DoE position descriptions and team priorities and protocols are clearly defined and explained at on-boarding

Environments and programs are resourced with appropriate furniture and materials. The class teacher consults with therapists and school leaders about resources required. Teachers explore the range of options for sourcing resources including toy libraries, the school resource collection, DET resource libraries, etc.

All team members wear clothing and accessories that are fit for purpose

Staff Quality Practice Indicators for PBS embedded in our Work

Student choice is incorporated into plans and activities
Student freedom of movement is incorporated in non-restrictive practices
Student communication options are consistently incorporated across time, contexts and people and include gestures, cues and prompts
Notes let everyone know how a behaviour is working for a student, how to reduce prompt dependency etc.
Learning occurs in natural environments and contexts
High density of preferred activities
Activities and lessons are interesting, not boring and achievable for all
There is diversity of task demands suiting all students
Generic plan is published for individual student/s as necessary
Generic plan is implemented for individual student/s as necessary
Visual schedules include individual differentiation for choice of activity, breaks, work partners, etc. and protocol published and followed
Tactile schedule is available for students as needed to meet learning modality preferences
Rapport building protocol published and followed
Interactional style protocol published and followed with interactions including focussed opportunities that are not instructional or directive
Staff know how to tell when a student needs help, a change, more time, time away etc.
Staff breaks protocol published and followed
Transition management protocol published and followed
General skills protocols published and followed
Chronological age-appropriate interactions, activities and communications are embedded
Tasks are appropriate to students' skill levels and sensory and physical abilities and needs
Task length is suitable, reasonable and enough for student to achieve and feel satisfaction
Activities and schedule take account of the students' preferences for variety, regularity, etc.
An increasing repertoire of fun skills is developed for all students
Functional skills protocols published and followed
Coping and tolerance skills protocols published and followed
Focused supports documented and implemented for each student as needed specifically with number and type of staff to meet needs and where possible, student choice
Physical contact of choice is afforded to students to ensure individual expression of emotions and appropriate expression of affection within the school context
Daily schedule/s with criteria
Class or individual incentive schemes as required
Antecedent controls are actioned
Medication is monitored as required
Diet is monitored as required
Reactive/emergency management is actioned as:

- Active listening
- Stimulus change
- Re-direction
- Strategic capitulation

A generic non-linear multi-element plan is published for the class
The generic plan is implemented for the class
The daily plan incorporates spontaneous things to do that each student enjoys