Inclusive, Engaging, Respectful Schools

FACSIAR Lunch and Learn

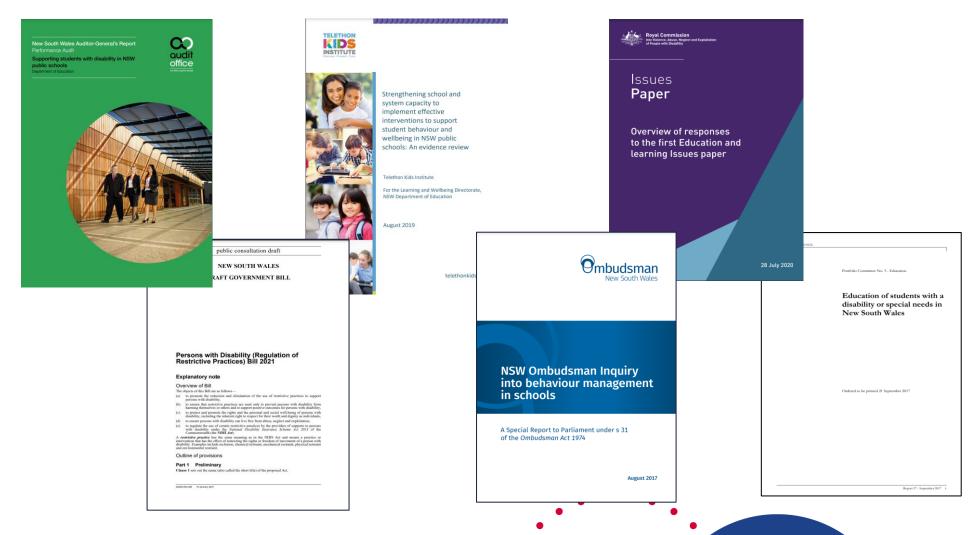
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The need for systems reform

Independent inquiries highlight need for ongoing improvement





A commitment to inclusive education

Inclusive, engaging, respectful schools

All students:

 have their freedom, rights and safety protected Restrictive Practices Framework Inclusive Education for Students with Disability Policy

Every student included, engaged, respected

Student Behaviour Policy and Procedures

All students:

- are supported in engaging, respectful, and effective classrooms with positive and inclusive practices
- are explicitly taught social and emotional skills
- engage in positive and respectful relationships with their community

Students with disability are:

- included in all aspects of school life
- supported to learn to their fullest capability
- supported by reasonable adjustments



What works – key principles

Shared community responsibility and action

> Fostered through meaningful engagement between schools, families and services

Strategic, whole-school approach

Student behaviour, learning, wellbeing and mental health integrated as a school wide strategy

Continuum of Care

Promotion, prevention, early intervention and individual student support

Evidence informed programs, practices and processes

> To plan, implement, monitor, evaluate school change and improvement

> > practices

Student-centred & strengthsbased approach

= CO TIWI

Developmentally appropriate and relevant content for students

> School leaders, teachers and specialist staff are engaged and supported

Capacity building and wellbeing practices

Social and emotional skills and behaviour expectations are explicitly taught

> Opportunities for students to build developmental skill and practise

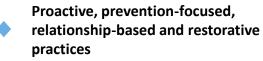
Quality implementation of effective interventions

A staged approach with clear planning, capacity building and with sufficient time and resources to establish and sustain a whole-school approach to positive behaviour support

School, student and staff needs are

considered, assessed and monitored

> Collective data systems that support evidence-informed decision-making processes



These are balanced with consequences





The Student Behaviour Strategy model

Practice

- teaching and behaviour management
- building positive behaviours and learning environments
- proactive and preventive approaches
- better options for managing challenging behaviours

Support

 supports and practice resources for schools, teachers, and parents

Ongoing improvement and systems reform

- build our evidence base
- measure outcomes and monitor progress
- establish what works best
- continue to collaborate with stakeholders
- update and expand tools and resources
- adapt our approaches.





Key policy changes for NSW public schools

Strengths-based, positive behaviour support approaches



•Lifting the threshold for use of suspension



•Reducing the maximums days for suspension



•Distinction between students in K-2 and 3-12

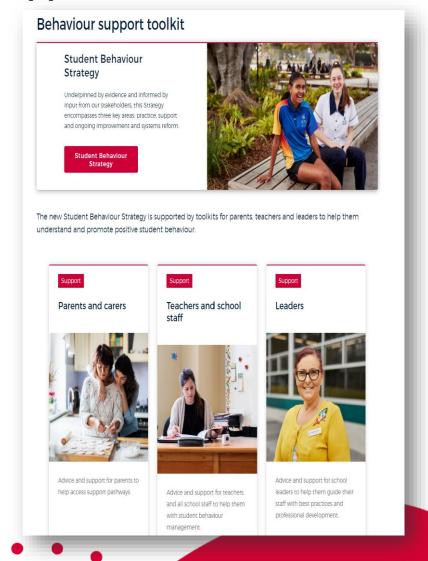


•Timeframes, recurrences and appeals



Inclusive Practice hub & Behaviour Support toolkit







How you can help

Flexible, solution-focussed approaches

- Promote, encourage and support learning with children, young people and families
- Social and emotional skill development
- Encourage partnerships and build quality relationships
- Wrap around support

