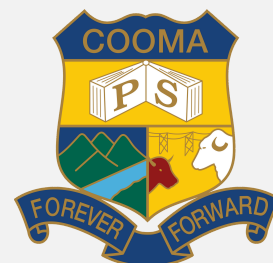


2024

School Behaviour Support & Management Plan

Striving for excellence in teaching and learning, connecting on many levels to build trusting and respectful relationships for students to connect, succeed and thrive.



The Care Continuum

Inclusive Practices

Behaviour Support

Anti-Bullying Plan

Planning For Wellbeing

Tailored and Specialised Support



The Care Continuum at CPS

Prevention



- Classroom expectations
- Spotteds
- Grow Your Mind Lessons
- Anxiety Project Lessons
- Return and serve conversations
- Adjustments in class
- Health Care Plan
- PAX
- Pod Leaders
- Restorative practices
- Extra Curricula interest groups
- Parent teacher interviews
- Transition supports
- Playground expectations
- Signage with KWS integrated
- Morning circle
- Acknowledgment of country

Early Intervention



- Phone call with parent/carer
- Review HCP
- Discussion with executive
- Learning and support team
- Behaviour Support Plan
- Risk Management Plan
- Staff communication
- Agreed calm/safe places
- SLSO Support
- Differentiation
- Sensory breaks
- Attendance monitoring and support
- Sentral record keeping

Targeted Intervention



- Classroom observation
- Playground observation
- Buddy Class
- Zones of regulation
- Functional behaviour assessment
- Referral to APLaS
- Referral to LWO
- Meeting with parents (review, refine and refer as appropriate)
- School counsellor support
- Specialised programs - drum beat, rock and water, LEGO group
- Check in and out
- SLSO Support
- WHIN Nurse

Individualised Intervention



- Assessment
- WHIN Nurse
- Access Request
- Team around a school
- Complex behaviour team
- Systemic Consultation
- Part Day Exemption
- Suspension Warning
- Suspension
- Stewart House
- Royal Far West
- External specialised supports

At Cooma Public School we believe that student wellbeing is underpinned by a whole school approach focused upon the four pillars of the care continuum: prevention, early intervention, targeted intervention and individual intervention. We have a language of wellbeing and positive mental health that students, school, staff and families can use that incorporates inclusive practices, explicit teaching through schoolwide expectations, relationships and achievement. Our student behaviour support and management plan outlines a balanced approach to ensure that students at Cooma Public School are known, valued and cared for, to allow them to connect, succeed and thrive. All students are expected to follow the Student Behaviour Code for students. The Behaviour code for students shows how students should behave to make sure schools are safe and inclusive.

The overarching expectations of behaviour at Cooma Public School are underpinned by our PAX philosophy. They are:

- PAX hands and feet are for helping
- Be a PAX leader
- Bring peace productivity, health and happiness.

Cooma Public School has included representation from the school community: students, staff, parents and carers, to inform our policy and practice within the unique context of our school and broader community.

The draft policy was presented to contributing parties with recommendations and amendments being revised and adjusted accordingly. The policy has been presented to parents via the school P&C as well as through publication on the school website and media streams.

The intent of this plan is for it to be a living document, with iterative reviews as best practice and supports in student welfare and wellbeing continue to evolve. The policy will be reviewed whole school In Term 1 of each year.

At all times staff will report and record behaviours of concern

Staff will comply with reporting and responding processes outlined in the:

·Incident Notification and Response Policy




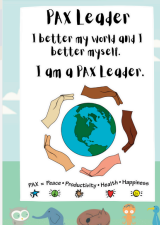





·Incident Notification and Response Procedures

·Student Behaviour policy and Suspension and Expulsion procedures.

Inclusive Practices

A whole school approach

Our whole-school prevention approaches aim to establish and maintain safe, respectful learning environments for all students. These learning environments include classrooms, playgrounds, online and any other school endorsed events that encourage prosocial behaviour. These interventions underpin effective teaching and learning.

| Practice | The Why | What this looks like around our school | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|--|--|---|------|-------------------------------|-------------|--|--|--|-----------------------------------|--|--|---|--|--|--|--|--|--|--|--|--|--|--|----------------------------|--|--|--|--|--|--|--|--|---|--|--|--|--|--|---|--|--|
| <p>Pax good Behaviour Game</p>  | <p>The PAX Good Behavior Game® is an evidence-based universal preventive intervention applied by teachers in the classroom. This evidence-based practice consists of a set of research-based strategies with origins in behavioral science, neuroscience, and cultural wisdom that operate together to improve children's self-regulation. Teachers implement these strategies as part of their daily routines in carrying out tasks such as getting students' attention, selecting students for tasks, transitioning from one task to the next, working as part of a team, limiting problematic behavior, and reinforcing prosocial behavior.</p> <p>The PAX Good Behavior Game® helps to build children's self-regulation, resulting in improved focus and attention, improved test scores and other academic outcomes, reduced alcohol and other drug use, reduced psychiatric disorders, and reduced suicide. PAX is unique in arranging for peer reinforcement for exhibiting prosocial behavior and peer reinforcement for inhibiting problematic behavior</p> | <p>GYM and PAX. Good Behaviour for Learning Classroom Expectations</p> <p>It is essential that the following elements are visible and used within your classroom.</p> <p>Teacher: _____ Class: _____</p> <table border="1"> <thead> <tr> <th>What</th><th>Visible in the Classroom? Y/N</th><th>Description</th></tr> </thead> <tbody> <tr> <td>PAX Vision - Co created and displayed in a visible position in the room.</td><td></td><td></td></tr> <tr> <td>GYM posters displayed and visible</td><td></td><td></td></tr> <tr> <td>PAX Hands and Feet and PAX Voices posters displayed and used for all students</td><td></td><td></td></tr> <tr> <td>PAX Site and Pax Jobs are visible and used</td><td></td><td></td></tr> <tr> <td>Strong and predictable procedures in place for students to follow in moment (e.g. turn, try to help)</td><td></td><td></td></tr> <tr> <td>Cool Down / Time to reset identified and appropriately structured in the classroom</td><td></td><td></td></tr> <tr> <td>Room is neat and organized</td><td></td><td></td></tr> <tr> <td>Spotted container is used within the classroom</td><td></td><td></td></tr> <tr> <td>Quality, relevant classroom displays (side work)</td><td></td><td></td></tr> <tr> <td>Environmental Print is displayed, relevant and appropriate to grade</td><td></td><td></td></tr> <tr> <td>PAX quiet poster displayed and procedure in place and consistently used by teacher for gaining student attention</td><td></td><td></td></tr> <tr> <td>Learning Intentions & Success Criteria displayed in a visible position in the room.</td><td></td><td></td></tr> </tbody> </table>       | What | Visible in the Classroom? Y/N | Description | PAX Vision - Co created and displayed in a visible position in the room. | | | GYM posters displayed and visible | | | PAX Hands and Feet and PAX Voices posters displayed and used for all students | | | PAX Site and Pax Jobs are visible and used | | | Strong and predictable procedures in place for students to follow in moment (e.g. turn, try to help) | | | Cool Down / Time to reset identified and appropriately structured in the classroom | | | Room is neat and organized | | | Spotted container is used within the classroom | | | Quality, relevant classroom displays (side work) | | | Environmental Print is displayed, relevant and appropriate to grade | | | PAX quiet poster displayed and procedure in place and consistently used by teacher for gaining student attention | | | Learning Intentions & Success Criteria displayed in a visible position in the room. | | |
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| <p>Grow Your Mind</p>  | <p>Grow Your Mind is a social and emotional wellbeing program grounded in four key pillars of research: positive psychology, public health, social and emotional learning + neuroscience. The program makes wellbeing visible and consistent across year levels. We have a strong focus on brain awareness, emotional literacy and regulation, healthy relationships, mindsets, character strength education and consent education. We have coupled the characters from Grow Your Mind into our spotted system to assist in rewarding students from growing their minds in practice in the classroom and in the play ground.</p> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <p>The Anxiety Project</p>  | <p>The Anxiety Project is a whole-school community approach to managing anxiety and building resilience to help counter anxiety habits in children, as they arise in the school environment. We are introducing this as a new approach in 2024, in a hope to build our capacity as a whole school community in supporting student anxiety.</p> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

Our whole-school merit system was developed with students for students. At fortnightly assemblies students may receive a merit award - working through a stepped process of acknowledgement against personal successes.




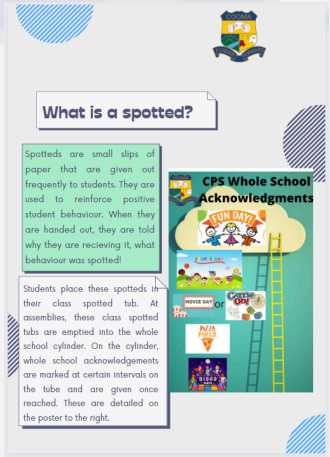
Cooma Public School Merit System Flow Chart



Inclusive Practices

Student Positive Behaviour Acknowledgement

Our whole-school student behaviour acknowledgment is developed annually so that current students determine how to celebrate their own success. At the commencement of the school year each class proposes ideas as to how they would like reaching positive behaviour targets (through spotted tokens) to be acknowledge. Tokens are handed out in all areas of the school environment and linked to the explicit teaching model of Grow Your Mind. Students come together fortnightly to receive support on whole school positive behaviour focuses ,as well as filling the tower of success with tokens. As the tower fills the acknowledgments developed by students are achieved and celebrated.

| Practice | The Why | What this looks like around our school |
|--------------------------------------|---|---|
| Spotteds (fast and frequent rewards) | Spotteds are linked to Grow Your Mind to ensure language and messaging to students is directly linked to learning that has been explicitly taught in the classroom. When being given a “spotted: teachers articulate what character they are being given a token for .for example “congratulations on calmly your guard dog in what looked like a difficult situation” or “ well done on using your wise owl to problem solve and work together”. |  |
| Tower of Success | The tower of success is filled by students on a fortnightly basis in a whole school wellbeing assembly. Students pour token into the clear cylinder so that all students can visually see the tower fill and move closer to the next acknowledgment point. |  |
| 2024 Acknowledgments | Ice block day Sports Day Movie Day Crazy Hair Day A BIG SURPRISE (Magic mountain) | |

Behaviour Support : The Journey

At Cooma Public School we believe that proactively supporting students is a journey and that through working in partnership with students and carers, on this journey, we can assist in building proactive skills around feelings of distress and overwhelm. At all points of the behaviour journey we believe that things can U turn around.

The Behaviour Journey

Baseline



Early Warning Signs



Escalation



Crisis



De-escalation



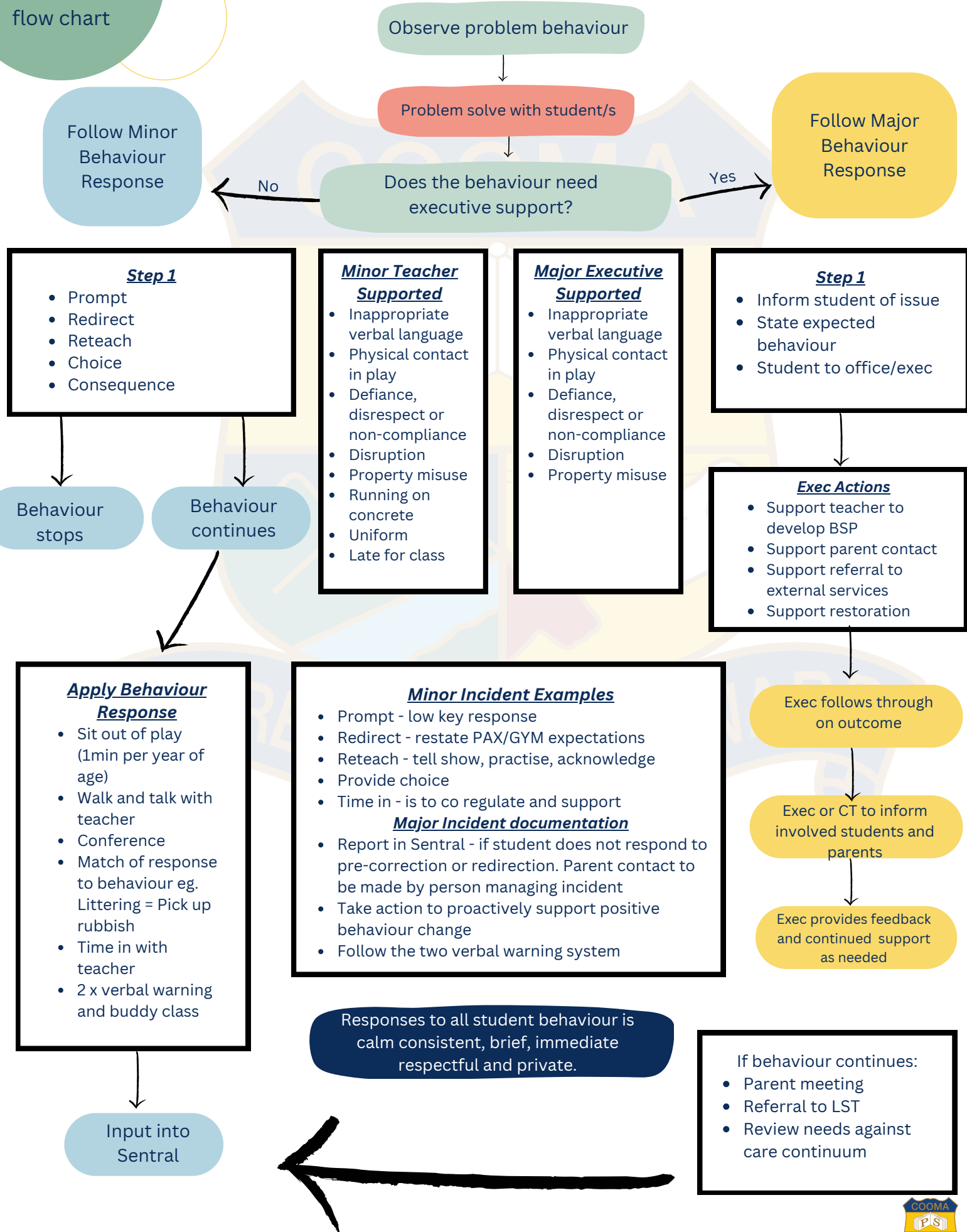
Recovery









Returning to baseline



Behaviour Support Process



Below is a guide of what the journey can look like for students. If students require more tailored support under the care continuum, an individualised behaviour support plan will be developed in partnership with students, carers, relevant support agencies to support their needs.




| The Journey | What does this look like? | How we support |
|--|---|---|
|  <p>Baseline</p> | <ul style="list-style-type: none"> • Following instructions and requests • Interacting positively with peers and staff • Completing learning • Engaging in learning | <ul style="list-style-type: none"> • Spotted • Noticing statements • Encouraging • Fast and frequent regards |
|  <p>Early Warning Signs</p> | <ul style="list-style-type: none"> • Avoiding learning • Disrupting others • Inappropriate language • Swearing • Rough play • Unable to follow simple instructions • Property Mis-use | <ul style="list-style-type: none"> • Re-direct with take-up time • Use past, present and future statements eg. I saw and am disappointed. How are you right now? What are we going to do make this better? • Repair the situation with the student |
|  <p>Escalation</p> | <ul style="list-style-type: none"> • Physical aggression/aggressive play • Targeted name calling/teasing • Repeated inability to follow directions • Ongoing disrespect • Intimidation (repeated) • Leaving without permission or an agreed plan - but in sight | <ul style="list-style-type: none"> • A calm and consistent response • Use questions that refer to GYM characteristics - What was your wise owl/guard dog etc doing then? Why do you think that was? Can you tell me more about that? • If possible re-direct to a space to reset with an adult who can co-regulate • Record in Sentral and discuss with executive to support proactive plan |
|  <p>Crisis</p> | <ul style="list-style-type: none"> • Physical harm to self or others • Fighting • Sexualised Behaviours • Leaving without permission or agreed plan and not in sight • Vandalism • Ongoing harassment • Bullying | <ul style="list-style-type: none"> • Ensure other students are safe and evacuate area if necessary • Call for Exec on call • Monitor from a distance • If necessary uses simple one word commands to manage risk such as "Stop" and use hand gesture • Record in Sentral and if relevant report to incident reporting hotline |
|  <p>De-escalation</p> | <ul style="list-style-type: none"> • Often tears or feeling of embarrassment • A need to be with trusted people | <ul style="list-style-type: none"> • Being calm, close by and available. |
|  <p>Recovery</p> | <ul style="list-style-type: none"> • Able to communicate • May want food/water | <ul style="list-style-type: none"> • We will talk about what you want to talk about - now is not the time for us to discuss the incident • We will offer you a drink, family etc. |

Student Discipline for serious behaviours.

Sometimes we may need to do more when a student shows a behaviour of concern and the plans we have in place are not working. Behaviours of concern can affect teaching and learning and how safe a person feels.

You can read about the Suspension and expulsion procedures on our suspension and expulsion procedures web page

<https://education.nsw.gov.au/policy-library/policyprocedures/pd-2006-0316/pd-2006-0316-06s>.

| Discipline process | What this means |
|--|---|
| Formal Caution  | A formal caution means the school tells a student that their behaviour is not ok. We will send an email or letter to the student's family. A formal caution can help the student and their parents or carers understand how the behaviour affects others. |
| Suspension  | If a student's behaviour does not get better or is serious we may decide that a suspension is needed. Suspension means the student is removed from school for a short time. Suspension gives us time to plan how to support the student's behaviour. If |
| Expulsion  | If the behaviour is very serious, we might decide that expulsion is needed. Expulsion means the student cannot return to the same school. You can read about the Suspension and expulsion procedures on our suspension and expulsion procedures web page |

Anti-bullying Plan

Bullying behaviour has three key features. It involves the intentional misuse of power in a relationship. It is ongoing and repeated, and it involves behaviours that can cause harm. The NSW Department of Education requires all NSW public schools to have an Anti-bullying Plan which details the strategies implemented to reduce student bullying behaviours

Resources The NSW anti-bullying website (see: <https://antibullying.nsw.gov.au/>) provides evidence-based resources and information for schools, parents and carers, and students. We use the website to support whole-school prevention, early intervention and response approaches and strategies for student bullying behaviour.

Cooma Public School Commitment.

Our school rejects all forms of bullying behaviours, including online (or cyber) bullying by maintaining a commitment to providing a safe, inclusive and respectful learning community that promotes student wellbeing. Executive staff are committed to establishing evidence-based approaches and strategies that promote a positive climate where bullying is less likely to occur.

School culture and inclusion

All members of the school community are active participants in building a welcoming school culture that values diversity and fosters positive relationships. A key component of a supportive school culture is building respectful relationships and an ethos that bullying is not accepted, in both online and offline environments. School staff actively respond to student bullying behaviour. Our school engages in the following practices to promote a positive school culture.

In student assemblies bullying and expectations about student behaviour will be discussed and information presented to promote a positive school culture where bullying is not accepted.

| Term 1 | Term 2 | Term 3 | Term 4 |
|--|---|---|--|
| Whole school develops PAX vision Week 5 Wellbeing Assembly focus: What is bullying? | Whole school revisits PAX vision Week 5 Wellbeing Assembly focus: What are the different types of bullying | Whole school revisits PAX vision Week 4 : Bullying No Way Day Week 5 Wellbeing Assembly focus: How does bullying affect others? | Whole school revisits PAX vision Week 5: What can I do to help stop bullying? |

BULLYING RESPONSE FLOWCHART

- Ask for evidence from student (concrete or circumstance)
- Write out discussion and reclarify with student it is correct
- Enter into Sentral
- Contact parent or carer

DOCUMENT

- Evaluate and determine if it meets the definition of bullying
- meet with the student (and parent/carer if needed) to discuss next steps
- Ask student what ay help the situation
- Engage student as part of teh solution
- update parent of agreed actions if not in meeting

DISCUSS

- Met with student (and parent/carer if needed) to review situation
- What worked/didn't work
- explore different options as needed
- Feedback to parent/carer if not in meeting
- Record outcomes in Sentral

REVIEW

- Seek out support from executive to debrief as needed .
- Consider what your self-care options will be at the end of the day
- Contact EAP if needed

DEBRIEF



LISTEN

- Offer reassurance and provide a safe place to talk
- Allow student to share without interruption
- Consider risks under MRG and take necessary steps

COLLECT

- Gather additional information from students, staff or family .
- Review previous Sentral records/reports and parents contacts
- Who?What?When?Where? How?
- Clarify with student and check-in on wellbeing

IMPLEMENT

- Develop and document plan in Sentral
- Communicates plan with relevant staff.
- Monitor and schedule check-ins for wellbeing
- Connect with parent/carer on progress

FOLLOW-UP

- Continue check-ins on an ongoing basis until concerns are mitigated.
- Record notes in Sentral
- Refer to LST if not resolved within two school days
- Seek opportunities to improve wellbeing for all students

Staff communication and professional learning.

Staff will be supported with professional learning that provides evidence-based ways to encourage and teach positive social and emotional wellbeing and discourage, prevent, identify, and respond effectively to student bullying behaviour.

| Term 1 | Term 2 | Term 3 | Term 4 |
|---|--|--|--|
| Implementation coach training for the anxiety project | Week 1: Whole staff anxiety project training Week 2: Whole staff anxiety project training Week 3: Whole staff anxiety project training | Work with implementation coach for support and feedback to assist students in improving internal locus of control skills | Work with implementation coach for support and feedback to assist students in improving internal locus of control skills |

New and casual staff.

New and casual staff will be informed about our school's approaches and strategies to prevent and respond to student bullying behaviour in the following ways.

Sentral daily communications, student support plans, local induction processes, access to training as per other staff.

Website

Information to support families help their children to regulate their emotions and behaviour and develop socially is communicated regularly through the Sentral Parent Portal. Information is provided to assist if children have been involved in bullying behaviour (as the person engaging in bullying behaviour, as the person being bullied or as the person witnessing the bullying behaviour). The following are published on our school's website: School Anti-bullying Plan, NSW Anti-bullying website and the Behaviour Code for Students

Communication with parents

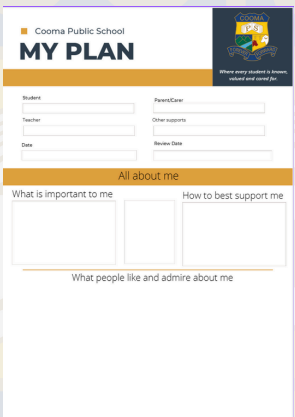
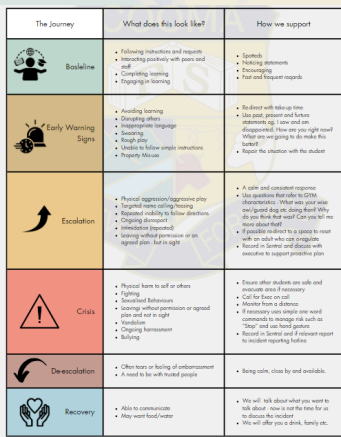
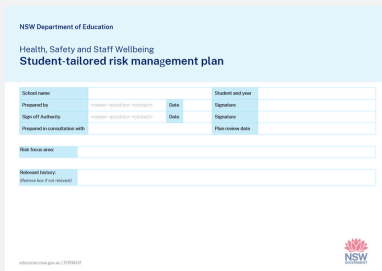
Our school will provide information to parents to help promote a positive school culture where bullying is not acceptable and to increase parent's understanding of how our school addresses all forms of bullying behaviour.

| Term 1 | Term 2 | Term 3 | Term 4 |
|---|---------------------------------|---|---------------------------------|
| Student Behaviour Code reminder Annual consultation and review | Student Behaviour Code reminder | Student Behaviour Code reminder Bullying no way resources shared | Student Behaviour Code reminder |

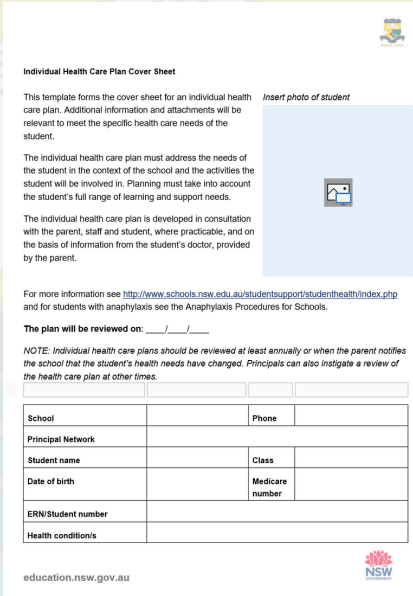
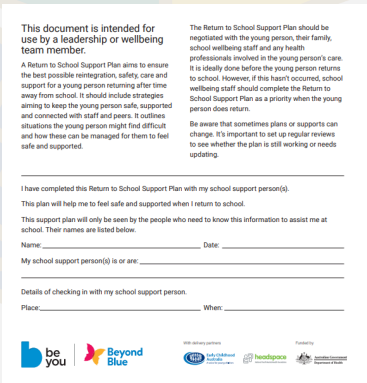

Support for Wellbeing and Positive Behaviours.

Our school's practices support student wellbeing and positive behaviour approaches that align with our school community's needs. Social and emotional skills related to personal safety, resilience, help-seeking and protective behaviours are explicitly taught across the curriculum in Personal Development, Health and Physical Education (PDHPE). Examples of other ways our school will embed student wellbeing and positive behaviour approaches and strategies in practices include the following.

| Overarching School Wellbeing initiatives | | | |
|--|----------------------------|---|---|
| Grow Your Mind | The Anxiety Project | PAX Good behaviour game | Merit System |
| Targeted teaching through curriculum (as per school scope and sequence) | | | |
| Term 1 | Term 2 | Term 3 | Term 4 |
| How can I be healthy safe and active? | How do we grow and change? | Where can I get information to keep myself and others safe? | How can I build positive relationships with others? |

| What is it? | What is it for? |
|---|---|
| My Plan |  |
| Behaviour Support Plan |  |
| Student Tailored Risk Management Plan |  |
| This plan is developed in partnership with parents to support their individual goals around their child. It is an inclusive document that takes into consideration the unique learning needs of each student through culture, language and adjustments | Behaviour support planning is a continuous cycle of planning and improvement. The process of continuous reflection and improvement is focused on understanding underlying triggers and causes from the perspective of the individual student. Behaviour support planning can assist in providing additional support and guidance to identified students |
| Any incidents involving high risk-taking behaviour exhibited by students must be reported to the <u>Incident Report and Support Hotline</u> on 1800 811 523. Following lodgement of the report, the <u>Complex Cases team</u> is available to provide risk management support and advice to schools and can assist with the development of the <u>Student Tailored Risk Management Plan</u> (DOC 357 KB). | |

Plans to support Wellbeing

| What is it? | What is it for? |
|----------------------------------|---|
| <h3>Health Care plan</h3> |  <p>The individual health care plan addresses the needs of the student in the context of the school and the activities the student will be involved in. Planning takes into account the student's full range of learning and support needs. The individual health care plan is developed in consultation with the parent, staff and student, where practicable, and on the basis of information from the student's doctor, provided by the parent.</p> |
| <h3>Mental Health Care Plan</h3> |  <p>MHCP support the specific mental health needs and support required for a students. This plan is developed with relevant support services and identifies strategies to support and minimise risk.</p> |
| <h3>Emergency Care Plan</h3> |  <p>Emergency care plans are developed to ensure dignity and support to students if an emergency arises in relation to complex health needs.</p> |

Assistant Principal Learning & Support

- Provides leadership and guidance in supporting student learning and support needs in NSW schools.
- Oversees the LST and collaborates with the school leadership team to ensure a comprehensive learning and support program for all students.
- Leads the development, implementation, and monitoring of individualized plans for students with additional learning and support needs.
- Works closely with teachers to provide guidance on evidence-based teaching strategies and professional learning opportunities to support diverse student needs.
- Collaborates with external agencies and professionals to provide additional support and resources for students and families, and ensures alignment with relevant legislation and guidelines.
- Promotes a positive school culture that values diversity, inclusivity, and equity, and ensures access to quality education and support for all students.

WHIN Nurse (Wellbeing, Health In-Reach)

- WHIN (School Nursing) nurses are registered nurses who support student health and wellbeing in NSW schools.
- Collaborate with students, families, and health professionals, and provide services like health assessments, education, first aid, medication administration, and managing chronic conditions.
- WHIN nurses promote a safe and healthy school environment and support school staff on health and safety issues.
- Ensure access to appropriate health care services and resources and promote healthy lifestyles and health literacy skills for students and the wider school community.

Learning & Support Team

- The LST is a multidisciplinary team that includes teachers, professionals such as school counsellors, and the Principal
- It is responsible for identifying and supporting students with additional learning and support needs and developing and implementing individualized plans to meet those needs.
- The team may conduct assessments to determine a student's strengths and needs, and develops individualised plans that may include accommodations, modifications, and targeted interventions.
- They provide ongoing support to students and their families, monitor progress, and adjust plans as needed.
- The LST works closely with classroom teachers to provide support and resources to help them meet the diverse needs of their students, and liaises with external agencies and professionals as needed to provide additional support and resources for students and families.

Learning & Wellbeing Officer (external)

- Specialist role in the NSW DoE focused on supporting student learning, wellbeing, and social-emotional development.
- Collaborates with school staff, families, and professionals to provide targeted support to students with difficulties.
- Implements evidence-based interventions and programs to improve student outcomes and experiences.
- Provides professional development and support to school staff to build their capacity to support student learning and wellbeing.
- Works with external agencies and providers to ensure students have access to appropriate support and resources.
- Promotes positive school culture and wellbeing practices and contributes to policies and programs related to student wellbeing and mental health.