



## **What if I have concerns about a learner?**

At St. Mary's, we pride ourselves on differentiating learning for all students within a caring and supportive environment. Central to achieving optimal learning, behaviour, and wellbeing outcomes for all students, is our capacity to work collaboratively as a team. We recognise the importance of building a strong, open dialogue between home and school.

The concern about a learner process is a way of thinking and working so that all students can become successful learners who are confident, creative, active and hope filled. It is student-centred and allows for focused direction from a broader team to deepen learning and improve access to the school environment. The process for sharing a concern about a learner is non-linear and is grounded in open and respectful communication between the student, their family, the classroom teacher and the broader school support team who gathers relevant information, seeks expert input and utilises evidence-based effective practices.

### **Stage 1 – Information Gathering by the Classroom Teacher**

- Review available information on student files (Admin file – Portfolios – BI Tool – Learning Support file – ENGAGE). Determine if there is existing identified giftedness, disability/impairment, a culturally/linguistically diverse background, emotional and behavioural concerns, school attendance or medical/health problems.
- Discuss concerns with previous teachers, the Support Teacher and Guidance Counsellor (if relevant).
- Decide if contact with parents/guardians would be useful at this time.
- Collect further evidence about your identified concerns (work samples, running records, teacher assessment data, classroom/playground observations, class-based behaviour plans etc).

While collating this evidence, continue to use effective first teaching strategies to address the student's needs within the context of the classroom and track progress through the collection of data. Collaboration with colleagues will inform your teaching responses ensuring that the student is provided with opportunities to show their learning in multiple ways.

## **Stage 2 – Request for Support by the Classroom Teacher**

Using ENGAGE functionality, make a request for support on behalf of the student.

Search for the student, then using the green ADD button, click on Request for Support. You will be asked to document your concerns across three sections.

### **Section 1 - Concerns**

What are the barriers to learning? Is the student disconnected from the school community? Is the student having difficulty meeting academic demands (please specify)? Is the student experiencing social, emotional or communication difficulties? Behavioural difficulties? Does the student struggle with problem solving, decision making or organisational skills? How long have you been concerned? Has anything changed for this student recently?

Some additional information you might consider adding here is:

- How often do the concerns impact upon the student's ability to learn and to successfully belong in the classroom?
- Describe what you see in the classroom that makes learning or interacting difficult for the student.
- Are the following areas a challenge for this student?
  - Attention/concentration
  - Independence
  - Motivation/attitude to school
  - Social skills/friendships
  - Following directions
- What discussions you have had with the student's parents about the concern so far? What was the outcome of these discussions?
- Are there any other factors that seem to be contributing to current concerns? (maturity, change of school, attendance, health issues, skill deficits, family issues etc.)

### **Section 2 – What is helping?**

Are you aware of anything in the school context that has been supportive for this student?

Some additional information you might consider adding here is:

- Describe the targeted in-class instruction or assessment that has been specifically matched to the identified needs of the student.
- Over what time period have you implemented these?

### **Section 3 – What hasn't worked well?**

Are you aware of anything, in the school context, that has escalated the student's difficulties?

Once you have completed the summary, your request will be sent to the student support team for further consideration and action planning.

### **Stage 3 – Requests for Support are discussed by the Student Support Team**

The Student Support Team will meet regularly to discuss requests made using ENGAGE.

After a request for support has been discussed at a team meeting, an email response summarising the conversation and outlining the continued collaborative work of all professionals to progress student learning and wellbeing, will be forwarded to you.

Depending on the nature of the request some responses at this point could include:

- Request for further information or data
- Student Support Team meeting with school team and parents
- Short-term action planning and goal setting
- Further assessment (at school or externally)
- Setting up a Personalised Support profile for the student in ENGAGE

### **Stage 4 – Communication of Further Actions**

Student is added as a participant to the support that 'best fits' their needs. Supports are then matched to the student's needs and skill level. In ENGAGE your original request for support will be noted as one of the following actions.

This means...

<b>Queued</b>	Awaiting discussion at next Student Support Team meeting.
<b>Pending</b>	We will arrange to meet with you to collect further information about the concern. A meeting with the parent may also need to be arranged.
<b>Forwarded</b>	Concerns will be addressed by a specific person or team (e.g. Guidance Counsellor; Principal/APRE).
<b>Actioned Targeted</b>	Targeted supports are to be planned and implemented.
<b>Actioned Individual</b>	Personalised/individual supports are to be planned and implemented.
<b>Not Actioned</b>	No individual or targeted supports are needed at this time. Concerns to be addressed at class-level using effective first teaching. Additional data needed.

Notes from any meetings discussing the student's needs will be recorded within ENGAGE – either within the student's Personalised Support Summary or Conversations (for those students who do not have a Personalised Supports at this point in time). Monitoring, review, and data collection should be ongoing and recorded in ENGAGE.