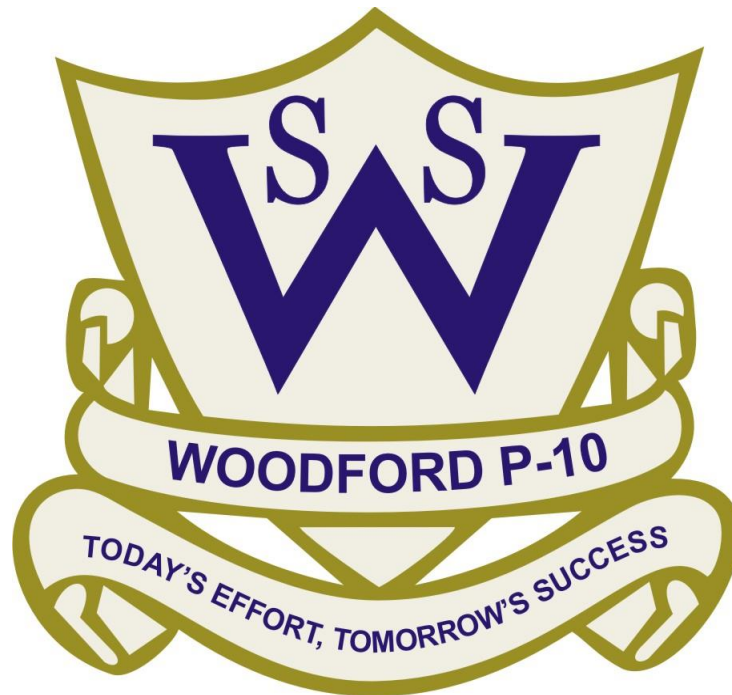


# Woodford P-10 State School



## DIVERSE LEARNING

**“Today’s Effort, Tomorrow’s Success”**

### **Explicit Improvement Agenda**

Every Student Succeeding:

Review and refine non-negotiable Pedagogical Practices to enhance teaching and learning

Students achieving a “C” or better in English, Maths, Science and specialised subjects in Secondary

A life of choice - Not a life of chance

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## Diverse Learning

Woodford P-10 State School offers a unique start to learning with exceptional staff who ensure all students begin their educational journey in a positive environment. We cater for the individual needs of the child and implement evidence based effective intervention programs to ensure all students are succeeding. We offer our students with disabilities a diverse range of social skills programs to support their emotional and wellbeing needs.

Diverse Learning functions under an inclusive model, whereby students are provided with programs both in class and /or withdrawal that allows them to achieve to their full potential in the least restrictive environment.



## Support Is Provided In Numerous Ways:

**In class support** – Diverse Learning (DL) Teachers may team teach, assist with designing, implementation and evaluation of programs. Diverse Learning (DL) Teacher Aides may assist in accessing the classroom activities by rephrasing, scribing, reading, assisting students with behaviour management/social skills.

**DL Support** – Withdrawal to focus on individual needs and functional skills. Some students take part in programs that focus on functional literacy/mathematics, social skills and work ethics.

**Supervised Play** – DL Teacher Aides provide support to those students who require supervision in the playground.

**Supportive Play** – Before school and during all breaks in S Block for Primary Students and G01 for Secondary Students.

**External Agencies**- We support our students to cater for their individual needs through outside agencies such as Education Queensland Occupational Therapists, Physiotherapists, Speech Language Pathologists, Autism Coaches, Advisory Visiting Teachers for vision impairment, hearing impairment, assistive technology and Guidance Officers for student engagement and well- being. Autism Queensland also visit the school for support team meetings. Additional services are also offered based on the individual needs of our students.

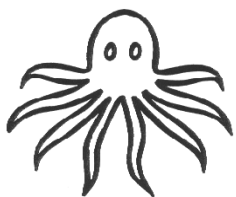
Communication between Parents/Carers and DL Teachers is strongly encouraged as it assists the students achieve their full potential.

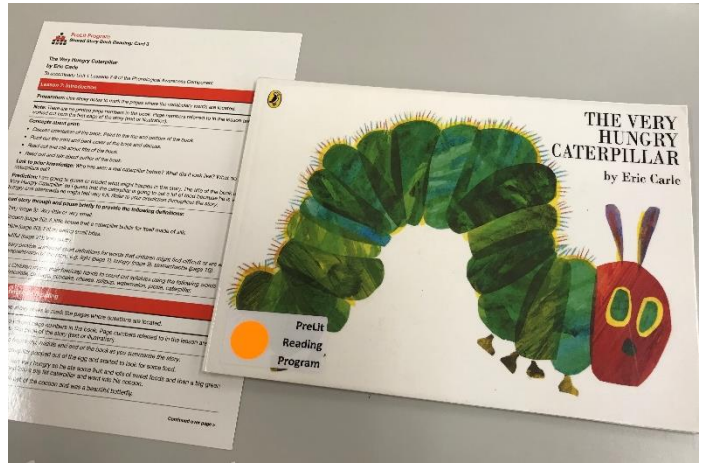




## Sounds to Letters

The relationship between sounds and letters is complex. To assist our students in developing their literacy skills we have adopted the **Sounds to Letters** phonics program. This program has a proven record of accomplishment and our students have had a great deal of success learning the sounds, letters and gestures. These are the building blocks of their literacy development. We also offer parent workshops in 'Sounds to Letters' so that parents are familiar with the gestures and can support their child's learning.





## PreLit

PreLit is a systematic, skills-based program that lays a sound foundation for children to learn to read. It provides Teachers with the tools necessary to teach pre-literacy skills and concepts in a fun and engaging way, focusing on phonological awareness and oral language development through structured storybook reading.





## MiniLit

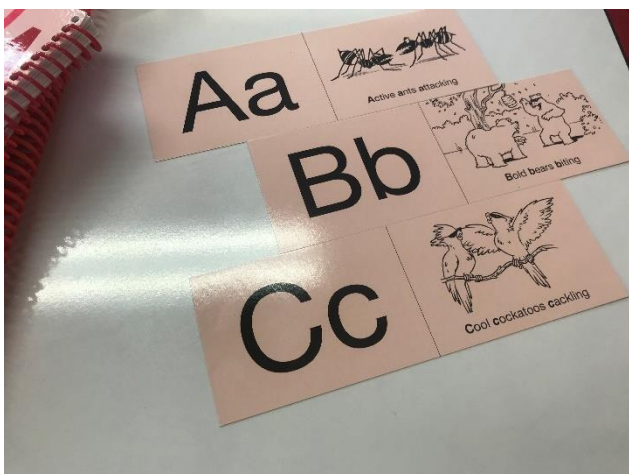
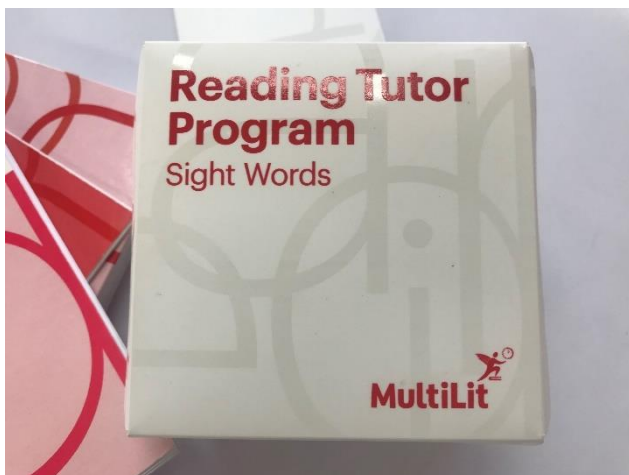
MiniLit is an evidence-based, explicit and effective early literacy intervention program for struggling readers. At Woodford P-10 State School, we target this program at students whose reading has not progressed at the expected rate since Prep-Year 1. MiniLit consists of 80 carefully structured 30 minutes – 1 hour lessons and is divided into two levels. Instruction is delivered to a group of 1-4 students in a session. There are three main components of each lesson: Sounds and Words Activities, Text Reading, and Story Book Reading. Not only do the students enjoy these fun and engaging lessons, the program has shown improvements in students' foundational reading skills such as:

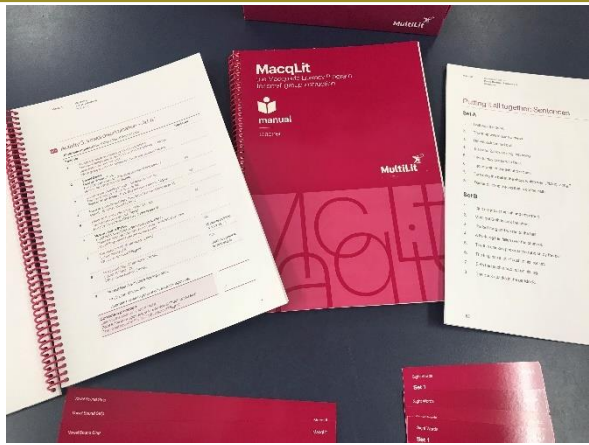
- phonemic awareness: identifying and manipulating individual sounds in words
- letter-sound knowledge: how letters and their combinations map to sounds
- decoding: using sound-letter relationships to sound out word



## RTP – Reading Tutor Program

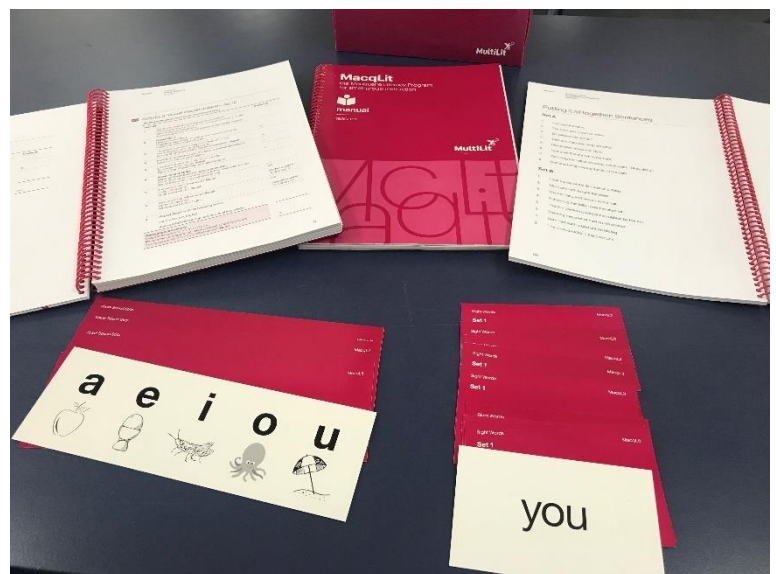
The Reading Tutor Program (RTP) caters for students who have struggled to acquire the basic skills needed to become functional readers. Children who have been unable to learn to read in the first few years of schooling benefit from intensive, structured reading instruction if they are to succeed in achieving reading accuracy and fluency. The RTP reflects a contemporary approach to best practice literacy instruction as identified by international reading scientists and this has been reflected in our student results here at Woodford P-10 State School.





## Macqlit

Macqlit is an explicit and systematic reading intervention program for older students who have struggled to make progress with their reading. Students work through a comprehensive sequence of lessons that cover all of the key components necessary for effective reading, including phonemic awareness, phonics, fluency, comprehension and vocabulary. Lessons are conducted in either small groups or one on one with a teacher or TA, and students are explicitly taught the foundations of reading at their individual reading level. Students enjoy the simple structure of these lessons and build reading confidence as they progress through the program lessons.





## Zones of Regulation

The Zones of regulation is a systematic, cognitive-behavioural approach used to teach students how to regulate their feelings and sensory needs in order to be successful socially. It helps students recognise and identify their feelings and use tools and strategies to regulate them. Students become aware and independent in controlling their emotional impulses, managing their sensory needs and improving their overall ability to problem solve.

There are 4 Zones


Red Zone – used to describe extremely heightened states of alertness and intense emotions (angry, terrified, panicked, elated)

Yellow Zone – used to describe a heightened state of alertness and elevated emotions (frustrated, worried, silly, excited)

Green Zone – used to describe a calm state of alertness (happy, calm, focused, ready to learn)

Blue zone – used to describe a low state of alertness (sad, sick, tired, board)

All of the Zones are natural to experience however this program teaches students how to recognise and manage their zone based on the environments they are in.

			
<b>Blue Zone</b> Sad Bored Tired Sick	<b>Green Zone</b> Happy Focused Calm Proud	<b>Yellow Zone</b> Worried Frustrated Silly Excited	<b>Red Zone</b> overjoyed/Elated Panicked Angry Terrified

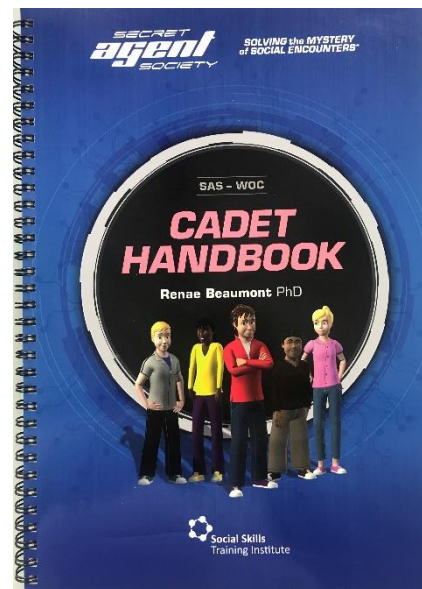


## SAS – Secret Agent Society

Secret Agent Society (SAS) is a breakthrough social skills approach for 8 to 12-year-old children, with a range of different social and emotional challenges. SAS has fun, espionage-themed resources and a program that helps children learn how to feel happier, calmer and braver. It also teaches them how to make friends and keep them.

- High functioning Autism / Asperger's Syndrome
- Anxiety Disorders
- Attention Deficit Hyperactivity Disorder (ADHD)
- Anger management difficulties
- Other general challenges with friendships, team work, conversations or staying calm

SAS was authored by Clinical Psychologist Dr Renae Beaumont, and is regarded as one of the most successful programs of its kind in the world.





## Pause Program

Students participating in the Pause Program have been learning about the 3 key parts of the brain and the roles that each of these plays.

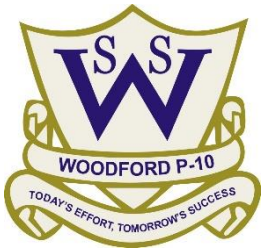
Prefrontal cortex (responsible for thinking)

Amygdala (emotions)

Hippocampus (long term memory)

They made a mind jar to represent a busy brain – all the thoughts and feelings running through your mind. This reinforced that if you take time to Pause and breath while watching the glitter (thoughts and feelings) settle to the bottom of the jar you will be able to settle your thoughts and feelings too.





## At Woodford P-10 State School

**"TODAY'S EFFORT IS TOMORROW'S SUCCESS"**

### Behaviour Expectations

<b>Respectful</b>	We speak kindly and politely to each other. We follow directions promptly and positively. We care for each other, our school and environment.
<b>Responsible</b>	We are accountable for our actions, consequences and belongings. We make amends. We make decisions that help us be successful and happy.
<b>Resilient</b>	We choose our attitude. We reflect on all experiences. We are open to critical feedback.
<b>Results</b>	We set goals. We are organised and prepared. We participate and give our best.

### Student Code of Conduct

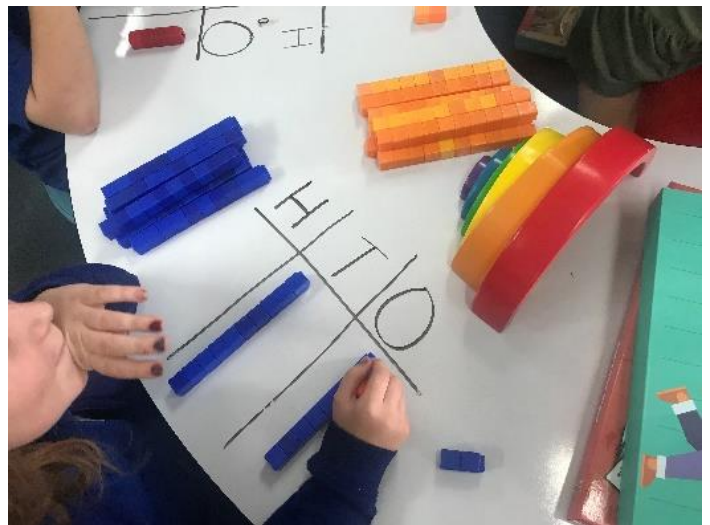
Our Student Code of Conduct is a recognised approach that acknowledges the need for explicit teaching in the foundation years. The overwhelming success of this approach is that it effectively allows your child to engage in learning and improves instructional time by establishing clear routines and expectations. At Woodford P-10, we teach the expected behaviours and encourage our students to be respectful, responsible, resilient and academically successful. We get results! Students celebrate their achievement with book awards, certificates and recognition for progress and academic merit. Appropriate behaviour is acknowledged regularly through "gotchas" prizes, class awards and whole school celebrations such as colour runs and pool parties. Our Student Code of Conduct has helped create a safe and supportive environment that has positive outcomes for student learning.



## Student Rights

The Student Code of Conduct is the framework Woodford P-10 State School has adopted to promote student success and positive behaviours within the school. We are committed to the belief that:

- Every student has the right to learn
- Every teacher has the right to teach
- Everybody has the right to feel safe



## Developing a love of learning

- A positive approach to learning
- Independence and confidence
- Thinking and problem solving skills
- Language & reading skills