



Student Wellbeing Guidelines

2024

Contents

1. NSW School of Languages	3
1.1 Our vision	3
1.2. Our mission	3
1.3 The Student Wellbeing Team.....	3
2. NSW Department of Education (DoE) mandatory policies for student wellbeing	5
3. NSW School of Languages policies and procedures	6
3.1 Student attendance	6
3.2 Behaviour code for students.....	6
3.2.1 Student award system	7
3.3 Student wellbeing	8
3.3.1 Aboriginal and Torres Strait Islander students	8
3.3.2 Learning support	9
3.3.3 Anti-racism policy.....	9
3.3.4 Use of digital devices and online services	10
3.3.5 High potential and gifted education	11
3.3.6 Anti-bullying policy	11
3.3.7 Transgender students	12
3.3 Supporting student health	12
3.3.1 Procedures for students who are unwell while onsite	13
3.3.2 Anaphylaxis	13
3.3.3 Asthma	14
4.4 Other health conditions and disabilities	14
4. Appendices.....	16
4.1 Procedures for review of student progress - Years 10, 11 and 12	16
4.2 Documenting and communicating student health and support needs.....	17
4.3 Supporting students for Lesson Days	18
4.4 Student referral to LaST process.....	19
4.5 Aboriginal student Personalised Learning Plan	20
4.6 Hearing impaired student Personalised Learning Plan.....	22
4.7 Vision impaired student Personalised Learning Plan	24
4.8 Personalised Learning and Support Plan (PlaSP)	26

1. NSW School of Languages

1.1 Our vision

To develop successful, thriving learners with a love of languages, intercultural understanding and skills for their future.

1.2. Our mission

NSW School of Languages strives to lead the teaching and learning of languages through innovative quality language programs.

Our skilled and committed teachers work with the school community to ensure students reach their highest potential, broaden their global perspective and strengthen their connections with heritage and culture.

1.3 The Student Wellbeing Team

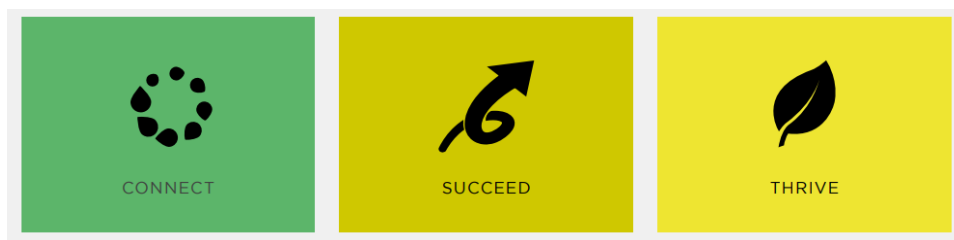
The Student Wellbeing Team at NSW School of Languages collaboratively coordinates the implementation of support strategies for students with disabilities and additional learning needs. The Student Wellbeing Team assists teachers in planning learning programs that meet the specific learning needs of all students, including those who require learning assistance and support to engage in their education.

The desired outcomes for the Student Wellbeing Team are aligned to the Department of Education guidelines for supporting students with additional education needs.

- To provide coordinated student centred and cyclical planning to accommodate each student's learning and support needs. Referral to both internal and external personnel may be part of this process.
- To ensure that the teaching and learning cycle supports the individual curriculum requirements of students with special learning needs. Strategies that best support individual student learning, including accommodations and learning adjustments, will be developed and communicated to all stakeholders.

- To support effective whole school planning, coordination and management of resources.
- To foster community participation by developing community ownership and shared responsibility of provision of services for students with special learning needs. Students may be referred to the Student Wellbeing Team at any time during their enrolment by teachers, Head Teachers, senior executive, parents, carers and supervisors.

The Learning and Support Teacher, Assistant Head Teacher work as a Team led by the Head Teacher Wellbeing. The team supports the Department of Education framework for achieving high quality learning and support for every student with additional needs and the teachers and support staff who work with them. [Wellbeing Framework for Schools](#)



2. NSW Department of Education (DoE) mandatory policies for student wellbeing

DoE recognises that all students should be known, valued and cared for. NSW School of Languages adheres to all DoE student wellbeing policies and procedures. These can be found on the DoE's intranet (staff only) and [DoE website](#).

- [Aboriginal Education Policy](#) confirms the DoE's commitment to improvement in educational outcomes and wellbeing for Aboriginal and Torres Strait Islander students. Inclusive Education for students with disability The NSW Department of Education has high expectations of all students. The department will continue to work with parents and carers and disability and education experts to personalise support, so that every student is engaged and learning to their fullest capability. For most students, this means attending their local school with individualised support. For some students, it may also mean attending more than one learning environment during their education.
- [Multicultural Education Policy](#) commits schools to providing opportunities to enable all students to achieve equitable outcomes.
- Inclusive education for students with disability outlines commitment to people with disabilities, education outcomes based on the principle of 'normalisation'.
- [School Attendance Policy](#) sets out the requirements for the attendance of students in NSW public schools.
- Student behaviour sets out the expectations for student behaviour in NSW public schools.
- [Student Welfare Policy](#) builds on existing good practice and incorporates contemporary educational perspectives. It sets out the objectives for effective teaching and learning, a positive climate and good discipline, the enhancement of community participation and responsibilities of schools and other DoE offices.
- [Wellbeing Framework for Schools](#) supports schools to create teaching and learning environments that enable students to be healthy, happy, engaged and successful under the three themes of Connect, Succeed and Thrive.

3. NSW School of Languages policies and procedures

3.1 Student attendance

NSW School of Languages adheres to the DoE [School Attendance Policy](#) and measures student attendance by course engagement, that is, the amount and rate of work completed as measured against the course schedule and by attendance at weekly speaking lessons. Teachers regularly monitor the progress of students and check that students are submitting work regularly and records are kept of records of student and teacher contact.

If a student does not engage sufficiently with the course, their teacher reviews their progress and consults with the faculty Head Teacher regarding action to be taken. A Letter of Concern and additional warning letters are sent as appropriate. Please see [Review of student progress flowchart](#) for more information.

3.2 Behaviour code for students

NSW School of Languages fosters a safe and healthy teaching and learning environment guided by the nine DoE core values of integrity, responsibility, care, excellence, cooperation, fairness, respect, participation and democracy.

NSW School of Languages students have a responsibility to adhere to the DoE [Behaviour code for students](#). They must:

- adhere to the school's policies.
- sign charters and class agreements for acceptable online behaviours as a condition of their enrolment.
- follow their home school rules and the DoE core rules of behaviour, including class rules, speaking courteously and cooperating with instructions at all times.
- attend their home school every day, unless they are legally excused.
- be on time and prepared for their speaking lessons, face to face lesson days and examinations.
- complete all their coursework, according to the course schedule.
- act as digital citizens, taking responsibility and care when using digital technology.

3.2.1 Student award system

NSW School of Languages acknowledges students who demonstrate one or more of the DoE core values such as participation, respect and excellence with the following awards.

During the year:

Merit Award
Principal's Award

End of year:

1st, 2nd and 3rd in Course Awards
(Years 9-12 only)

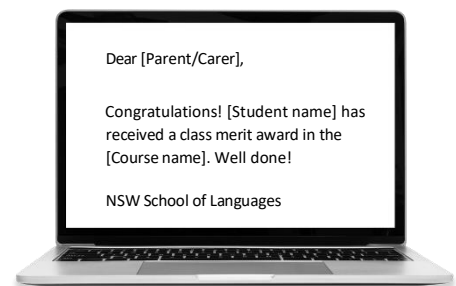
External Awards:

Ampol Best All-Rounder Award
Long Tan Leadership and Teamwork Award
Reuben F. Scarf Award

Merit Award

Students earn a Merit for a variety of positive actions including:

- outstanding effort
- application
- improvement
- commitment
- lesson day effort
- course work submission
- assessment result
- independent learning skills



Teachers enter a Merit on our school database (DEMS) and a notification is automatically sent to parents/carers.

Principal's Award

Ten Merits earns the student a Principal's Award that is printed and sent to student via the home school at the end of Terms 2, 3 and 4.



1st, 2nd and 3rd place in Course Awards

These awards are produced at the end of the school year (September for Year 12 and December for Years 9-11) and posted to homeschools to be presented during the students' home school assemblies, presentation or awards ceremonies.

1st, 2nd and 3rd in Course awards are awarded in recognition of academic excellence to students who achieve the top mark in the class (based on total marks for the year).



3.3 Student wellbeing

3.3.1 Aboriginal and Torres Strait Islander students

NSW School of Languages is committed to the educational outcomes and wellbeing of Aboriginal and Torres Strait Islander students. This school supports the [Aboriginal Education Policy](#) and we provide a supportive and culturally inclusive learning environment for Aboriginal students. All Aboriginal and Torres Strait Islander students enrolled at the school are supported by the Learning and Support Teachers (LaSTs) and the classroom teacher with a Personalised Learning Pathway (PLP).

The cultural contexts, values and practices of the local Aboriginal communities are incorporated into the practices and values of NSW School of Languages. This includes Welcome to and Acknowledgement of Country.

Professional learning is delivered to teachers to build competency in Aboriginal and Torres Strait Islander cultures and to promote reconciliation between Indigenous and non-Indigenous Australians.

Aboriginal perspectives are embedded in our courses to enable students to develop a deeper understanding of Aboriginal histories, cultures and languages. Cross cultural understanding is promoted by studying comparative topics on Aboriginal culture and the culture of the target language.

The Student Wellbeing Team provides support and encouragement to our Aboriginal and Torres Strait Islander students.

3.3.2 Learning support

NSW School of Languages is committed to creating quality learning opportunities for all students. Wellbeing at our school is dynamic and integral to learning.

Our [Student Wellbeing Team members](#) provide direct and timely specialist assistance to students with disability and additional learning and support needs and their teachers. This takes into account the needs of individual students, school priorities, and is founded on evidence-based programs to assist students with additional learning and support needs.

A collaborative and consultative approach is used so that students and their parents/carers are actively involved in the decision-making process. Our Student Wellbeing Team members consult with and support teachers and promote effective communication between all stakeholders involved in the management of students with Personalised Learning Plans. This includes plans for students who identify with an Aboriginal and/or Torres Strait Islander background, and students with vision and/or hearing impairments.

3.3.3 Anti-racism policy

NSW School of Languages is committed to the elimination of all forms of racial discrimination and follows the DoE [Anti-Racism Policy](#). All staff support students to develop an understanding of racism and discrimination and its detrimental implication on the individual and society at large.

NSW School of Languages courses are inclusive programs of study and reflect the ethnic, cultural, linguistic diversity of our students.

The Anti-Racism Contact Officer (ARCO) is an experienced teacher nominated by the Principal to assist teachers, students, parents/carers and other members of the community who have concerns about issues of racism in the school. The ARCO is trained in conflict resolution, and if an issue were to arise, can implement strategies which result in amicable solutions.

The ARCO also promotes inclusivity among staff by organising events during Harmony Week to remind staff of the importance of inclusivity and to always be vigilant in ensuring that students are never exposed to any form of racism.

3.3.4 Use of digital devices and online services

NSW School of Languages acknowledges the educational value of digital devices and online services in supporting and enhancing educational outcomes and student wellbeing. These may cause harm if used inappropriately and NSW School of Languages supports our students to use digital devices and online services in safe, responsible and respectful ways. Please see [Legal Issues Bulletin 35 - Misuse of technology in schools](#) for more information.

Our students:

- sign the [NSW School of Languages Acceptable Use Digital Technologies Agreement](#) agreeing to be safe, responsible and respectful users of digital devices and online services, and to support their peers to do the same.
- read the [Technology related policy and information](#) and the [Cyber-smart guide for families](#) in the orientation module of their course.
- respect and follow school rules, procedures and the decisions made by staff while understanding that their home school may have different arrangements.
- communicate respectfully and collaboratively with peers, school staff and the school community and behave in the ways described in the DoE [Behaviour Code for Students](#).

NSW School of Languages encourages teachers and students to use web conferencing tools in speaking lessons. [Guidelines to support schools using live video with students](#) provides DoE guidelines for lessons using web conferencing. In addition, students must:

- phone or email their teacher if they are unable to attend the speaking lesson.

- ensure they are supervised by a teacher at their home school.
- be punctual for their online speaking lesson and check their technology is working prior to the start of their speaking lesson.
- be focused at all times and actively participate in the online speaking lesson.
- not share the meeting link with anyone who hasn't been given access to the teacher's meeting room.

3.3.5 High potential and gifted education

The [High Potential and Gifted Education Policy](#) promotes engagement and challenge for every student in NSW public schools. NSW School of Languages is committed to high expectations and supports every student to achieve their potential in their chosen language.

Informed by data and when appropriate, NSW School of Languages provides differentiation of curriculum and learning experiences for high potential and gifted students as well as native speakers of the language of study. This challenging and purposeful enrichment of the curriculum extends students beyond their current level of mastery.

3.3.6 Anti-bullying policy

The DoE [Student Welfare Policy](#) promotes a proactive approach to the development of positive school environments in which every student is respected and valued. NSW School of Languages fully supports this policy and [Bullying of Students - Prevention and Response Policy](#). This policy sets out the DoE's position on student bullying and the requirements for preventing and responding to student bullying, including cyber bullying, in NSW public schools. Strategies to support parents/carers, students and teachers to respond to bullying and to actively discourage bullying can be found at [NSW Anti-bullying](#).

Our school rejects all forms of bullying behaviours, including cyber bullying, and is committed to providing a safe, inclusive and respectful learning community that promotes student wellbeing. We are committed to the use of evidence-based approaches and strategies that promote a positive climate in which bullying is less likely to occur.

NSW School of Languages' current Anti-Bullying Plan can be found on our [website](#) and in the appendix.

3.3.7 Transgender students

The DoE and NSW School of Languages are committed to providing safe and supportive learning environments that respect and value diversity and are free from violence, discrimination, harassment and vilification.

All students, including those who identify as transgender, have the right to be treated equitably and with dignity. The DoE has issued two bulletins to assist schools in providing safe and supportive learning environments for transgender students. [Legal Issues Bulletin 55](#) provides practical recommendations and a risk management plan for schools. [Legal Issues Bulletin 20](#) provides guidance on name changes for a transgender student under 18 years of age.

NSW School of Languages supports transgender students by:

- avoiding the use of gender stereotypes in course writing and assessment tasks.
- using the student's preferred name and pronouns.
- using the same name and pronouns on the student's report as the home school.
- liaising with the home school supervisor prior to a Lesson Day to ensure that the student knows toilet locations and is supported by correct use of preferred name/pronouns.
- ensuring other students extend the same respect and courtesy to transgender students that they would to any other student.

3.3 Supporting student health

The health and wellbeing of students at NSW School of Languages is a priority. Students may have a range of health care needs and these may change over time. All staff complete mandatory DoE training in child protection, emergency care and anaphylaxis. Many staff also complete annual CPR training. Fire and lockdown drills are practised at the school as mandated by DoE.

Parents and carers are asked to provide information about their child's health on enrolment and on an ongoing basis. They must provide NSW School of Languages with an [Individual Health Care Plan](#) if their child has an allergy or health condition as well as the name and contact details of an emergency contact person.

3.3.1 Procedures for students who are unwell while onsite

NSW School of Languages' sick bay is located in the front office and there is also a quiet room for student use. The sick bay is for students feeling physically unwell and is a rest area where students can wait before being collected by the emergency contact person. If a student is feeling unwell, they are to inform one of their Lesson Day teachers who will accompany the student to the sick bay. A staff member will contact the student's emergency contact person and supervise the student in the sick bay until the emergency contact person arrives to collect the student.

The quiet room is for students feeling anxious or overwhelmed. A teacher will accompany the student to the quiet room and supervise the student there until the student is ready to return to class or is collected by the emergency contact person. Quiet room usage is noted in the sick bay register by the accompanying teacher.

In the event of a student emergency, a staff member will call an ambulance and then the emergency contact person. A staff member will accompany the student in the ambulance and stay with the student until the emergency contact person arrives.

3.3.2 Anaphylaxis

Anaphylaxis training is mandated for all employees in NSW public schools. NSW School of Languages provides specialist anaphylaxis face to face training developed by NSW Health and ASCIA, delivered by a nurse educator annually. In addition, all staff undertake mandatory ASCIA anaphylaxis e-training every 2 years.

If a student is at risk of anaphylaxis, parents and carers must provide an [ASCIA Action Plan for Anaphylaxis](#) which has been completed by the student's doctor. This is tagged on the school's database with copies provided for the relevant faculty's staff room and front office.

Students at risk of anaphylaxis must bring their adrenaline autoinjector (EpiPen®) to Lesson Days, any other onsite events and offsite excursions organised by the school. This is checked by teachers at roll marking. Our school also has general use adrenaline autoinjectors (EpiPen®) located around the school. When teaching a student at risk of anaphylaxis, teachers carry a

general adrenaline autoinjector (EpiPen®) and general ASCIA Action Plan to supplement those of the student.

3.3.3 Asthma

NSW School of Languages has a staff member trained in the administration of prescribed medication, including asthma treatments.

For students with asthma, parents and carers must provide an [Asthma Action Plan](#), which has been completed by the student's doctor. This is tagged on the school's database and is provided to the relevant teacher, faculty Head Teacher and front office.

Students with asthma must bring their reliever medication to Lesson Days and any other onsite events or offsite excursions organised by the school. This is checked by teachers at roll marking.

4.4 Other health conditions and disabilities

All students diagnosed with severe asthma, type 1 diabetes, epilepsy, anaphylaxis and/or other conditions that may require an emergency response and/or may require the administration of health care procedures are required to supply the school with the student's [Individual Health Care Plan](#) on enrolment or on diagnosis. These are tagged on the school's database and are provided to the relevant teacher, faculty Head Teacher and front office.

For students with complex health conditions and/or disabilities, parents and carers must inform the school on enrolment or diagnosis and include information on any learning support needs provided by the student's home school. These are tagged on the school's database and the information is provided to the teacher. Students must bring prescribed medications to Lesson Days, any other onsite events and offsite excursions organised by the school. This is checked by teachers at roll marking.

If a student requires an accompanying support person on Lesson Days and other onsite events or offsite excursions organised by the school, where possible, this should be a support person from the home school. When returning the permission form, the home school must indicate that a support person will accompany the student and provide details of the support person's

name, position at the home school and mobile contact number in use on the day. The support person will be required to accompany the student in the classroom and recreation areas and assist when necessary.

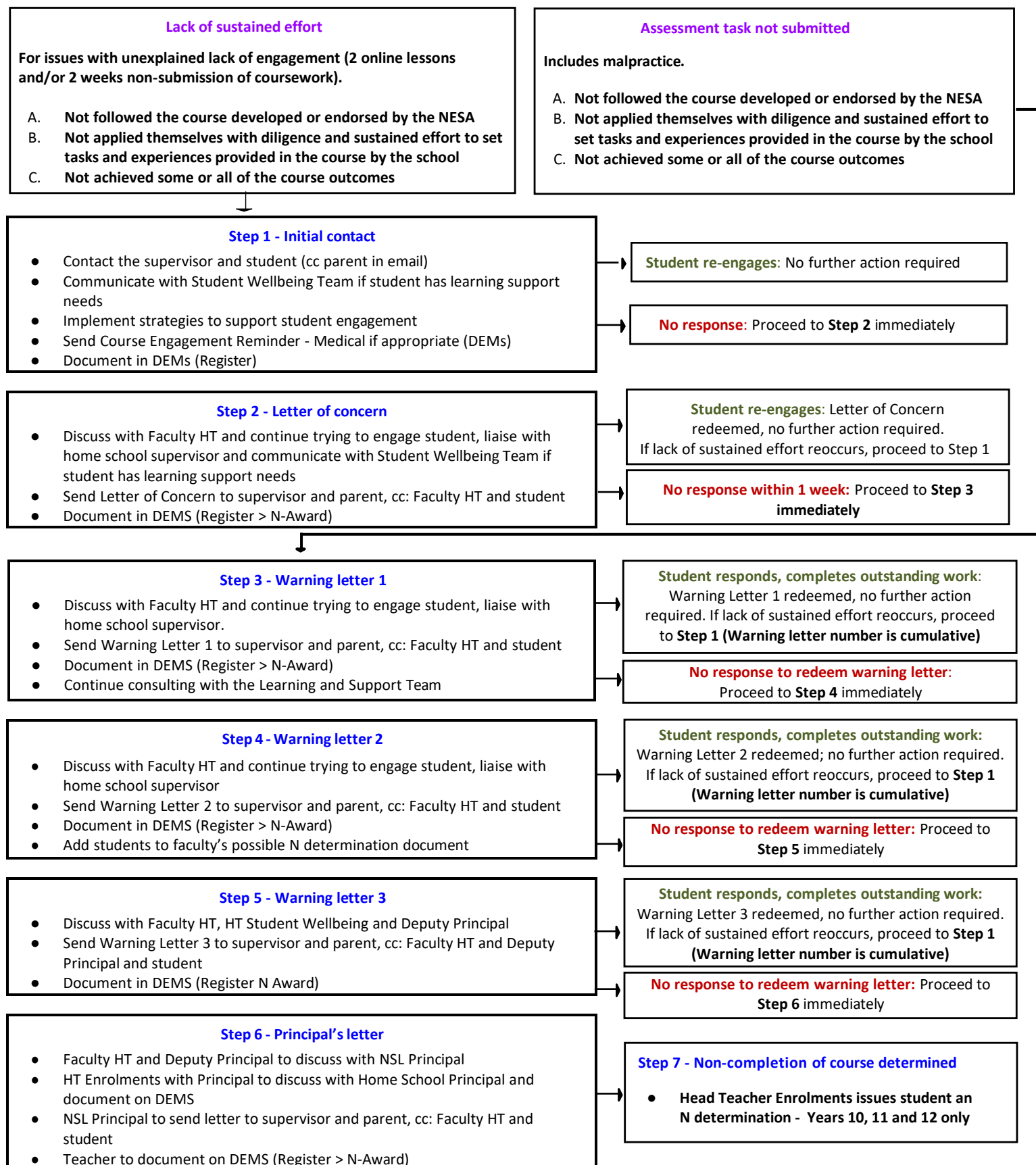
All students with mental health conditions are referred to the LaSTs on enrolment or diagnosis. The LaSTs work with the student's home school and teacher to ensure that appropriate learning support is provided. If required, the teacher will request the student's Personalised Learning and Support Plan (PLaSP) from the home school as these are developed locally. The PLaSP is a direct and targeted intervention with a specific program, or set of strategies to support the student, taking into consideration their strengths and areas for development.

For students requiring adjustments under [Disability Provisions](#), NSW School of Languages matches the provisions of the home school. LaSTs request the home school's disability provisions from the supervisor and save the document in the student's files and record this information on the school database. The required provisions are then communicated to the Head Teacher Administration for assessment timetabling purposes.

4. Appendices

4.1 Procedures for review of student progress - Years 10, 11 and 12

When a student has 2 weeks of no or insufficient engagement with the course.



4.2 Documenting and communicating student health and support needs

Condition identified

Parents/carers identify the student's condition on the medical page of enrolment application form, or complete a new medical page if the diagnosis is post-enrolment.

Action plans supplied

Action plans detailing treatment for serious medical conditions are completed by the student's doctor and attached to the enrolment application. These are uploaded to DEMS after the student is approved.

Plans to include:

- anaphylaxis – current ASCIA plan with a recent photo included
- asthma – current plan
- diabetes – current plan
- other – serious or life-threatening conditions

Enrolment process

- During the enrolment process, the SASS (Schools Administration Support Staff) Medical Officer takes note of medical conditions and of any requiring follow-up.
- SASS staff entering data into DEMS entering staff add details of the condition in the school database and a single letter code appears next to the student's name. These codes appear in student search, in the student profile and print out on student rolls used for Lesson Days and exams.

Enrolment approved

- LaST teacher is provided with regular data exports completed by SASS from DEMS, highlighting students, who in their application form, entered information regarding special mental health conditions, disabilities and/or health support needs.
- SASS:
 1. follows up missing plans for anaphylaxis, asthma, diabetes and other medical conditions
 2. uploads action plans, health plans and learning plans to the student profile in DEMs
 3. sends a printed colour copy of ASCIA health plans to the faculty Head Teacher

Faculty responsibilities

- Teachers must:
 1. read all medical and learning plans and make a note of the student's condition for future Lesson Days, exam days onsite and offsite excursions.
 2. refer the student to the Student Wellbeing team if a student has a mental health condition or requires learning support.
 3. ensure that conditions communicated or diagnosed post-enrolment are referred to the Student Wellbeing team
 4. update the SASS with any learning support plans or additional information obtained.

4.3 Supporting students for Lesson Days

Preparation

- Before the Lesson Day, the student's teacher **must inform the Lesson Day organiser and the -Student wellbeing team** of the students at risk and/or requiring specialised support including their name and the details of their condition.
- Inclusivity is essential. Anticipate the medical and mental health needs of students and coordinate with teachers and other relevant staff to make the necessary adjustments including possible attendance of support staff from the home school.
- Ensure all food and drink purchased or prepared take into consideration students' health conditions, such as diabetes type 1 or 2, anaphylaxis or other dietary conditions.

Communication and awareness

All teachers participating in the lesson day as well as any other relevant staff should be made aware of the possible risks by:

- issuing an all staff email with **details of the condition** (but not the student names) and **location of the lesson, a minimum of 24 hours before the Lesson Day**. See the template below and use the all staff distribution list. (Follow up)
- notifying the teachers involved of the student and their condition.
- highlighting the names of the students at risk on the roll.

Supervision

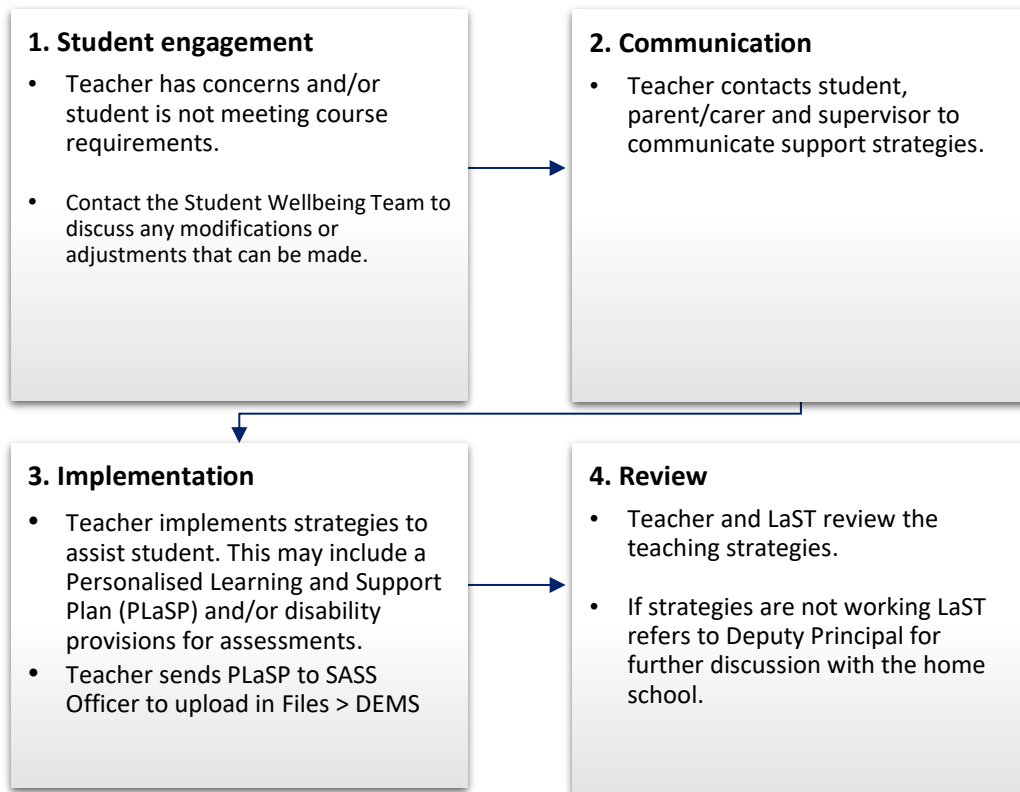
The roll marking teacher:

- has a roll with medical conditions and any specific instructions, for example, student to bring asthma puffer.
- **This must stay with the supervising teachers at all times.**
- signs out a first aid kit from SASS **if there are any students at risk of anaphylaxis**. This will include a general use adrenaline autoinjector (EpiPen®). This is needed, even if a student brings their own. **This must stay with the supervising teachers at all times.**
- ensures that students have brought their own prescribed medications (EpiPen®, Ventolin etc.) and relevant action plans (ASCIA or asthma plans) with them. If they do not, a first aid kit must be signed out from SASS.
- if necessary ensures accessible bathrooms have been unlocked and advises the student of their locations.
- ensures the first aid kit is returned to SASS at the end of the day.

In the event of an emergency:

- the teacher follows the action plan and stays with the student.
- a staff member calls 000 for an ambulance. If alone send a student to find the nearest staff member to assist.
- the teacher sends another staff member or student to the front office with a message to call the student's emergency contact and to send a first aid officer to assist.
- if required, a teacher can act as an interpreter for the emergency contact person.
- if the emergency contact person has not arrived prior to the ambulance's arrival, a staff member will accompany the student in the ambulance and stay with the student until the emergency contact person arrives.

4.4 Student referral to LaST process



4.5 Aboriginal student Personalised Learning Plan

Name	Year	Language and course	Teacher

Adjustment	<input type="checkbox"/> Specific times	<input type="checkbox"/> Ongoing/needed at most times	<input type="checkbox"/> Needed on a regular basis	<input type="checkbox"/> Differentiation
Intervention area(s) addressed by this PLP	<input type="checkbox"/> Reading	<input type="checkbox"/> Listening	<input type="checkbox"/> Moodle	<input type="checkbox"/> Social / emotional
	<input type="checkbox"/> Writing	<input type="checkbox"/> Project Communication	<input type="checkbox"/> Canvas	<input type="checkbox"/> Auditory/visual
	<input type="checkbox"/> Speaking lesson	<input type="checkbox"/> ASD	<input type="checkbox"/> IT skills	
Student background information	Disability			
	Medical condition			
	Academic concerns			
	Behaviour / sensory concerns			
	Communication (carers/supervisor)			

4.6 Hearing impaired student Personalised Learning Plan

Name	Year	Language and course	Teacher

Adjustment	<input type="checkbox"/> Specific times	<input type="checkbox"/> Ongoing/needed at most times	<input type="checkbox"/> Needed on a regular basis	<input type="checkbox"/> Differentiation
Intervention area(s) addressed by this PLP	<input type="checkbox"/> Reading	<input type="checkbox"/> Listening	<input type="checkbox"/> Moodle	<input type="checkbox"/> Social / emotional
	<input type="checkbox"/> Writing	<input type="checkbox"/> Project Communication	<input type="checkbox"/> Canvas	<input type="checkbox"/> Auditory / visual
	<input type="checkbox"/> Speaking lesson	<input type="checkbox"/> ASD	<input type="checkbox"/> IT skills	
Student background information	Disability			
	Medical condition			
	Academic concerns			
	Behaviour / sensory concerns			
	Communication (carers/supervisor)			

4.7 Vision impaired student Personalised Learning Plan

Name	Year	Language and course	Teacher

Adjustment	<input type="checkbox"/> Specific times	<input type="checkbox"/> Ongoing/needed at most times	<input type="checkbox"/> Needed on a regular basis	<input type="checkbox"/> Differentiation
Intervention area(s) addressed by this PLP	<input type="checkbox"/> Reading	<input type="checkbox"/> Listening	<input type="checkbox"/> Moodle	<input type="checkbox"/> Social / emotional
	<input type="checkbox"/> Writing	<input type="checkbox"/> Project Communication	<input type="checkbox"/> Canvas	<input type="checkbox"/> Auditory/visual
	<input type="checkbox"/> Speaking lesson	<input type="checkbox"/> ASD	<input type="checkbox"/> IT skills	
Student background information	Disability			
	Medical condition			
	Academic concerns			
	Behaviour / sensory concerns			
	Communication (carers/supervisor)			

4.8 Personalised Learning and Support Plan (PLaSP)

Student's Name	Year	Language and course	E-Learning Platform	Teacher's Name	Home School PLaSP in DEMS?
			Canvas <input type="checkbox"/> Moodle <input type="checkbox"/>		Yes <input type="checkbox"/> No <input type="checkbox"/>

Intervention area/s addressed by this PLaSP	<input type="checkbox"/> Reading Writing <input type="checkbox"/> Speaking Lesson <input type="checkbox"/> Listening <input type="checkbox"/> Engagement <input type="checkbox"/> IT Skills
Student's Strengths and Interests	
Student's Background Information	<p>Condition/Diagnosis</p> <p>Academic Concerns (<i>specific to NSL subject/s</i>)</p> <input type="checkbox"/> Not engaging <input type="checkbox"/> Takes longer to complete tasks <p>Communication with student, carers and supervisors</p> <p>Other relevant Information</p>
Student's Language Learning Goals	

Implementation of PLaSP

Area of adjustment <i>(please indicate)</i>	Adjustments needed	Strategies for implementation	Implemented by whom?	Review date with LaST
Reading <input type="checkbox"/>				
Writing <input type="checkbox"/>				
Listening <input type="checkbox"/>				
Speaking <input type="checkbox"/>				
Lesson Days <input type="checkbox"/>				
Excursions <input type="checkbox"/>				
Exams/Assessments <input type="checkbox"/>				
Evaluation and Suggestions for further interventions				

PLaSP sent to ☐ parents/carers ☐ student ☐ supervisor

Prepared by.....
(Language Teacher & Learning and Support Teacher)

Date/...../.....

End of document