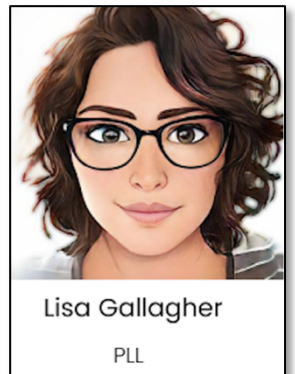


Our TLP Team

At St Benedict's Catholic Primary School, our Teaching and Learning Partners (TLP) work in collaborative partnership alongside classroom teachers and school leadership to deliver improved educational outcomes for all students. The TLP team is committed to inclusive practices and share responsibility for student well-being, engagement, progress and achievement.

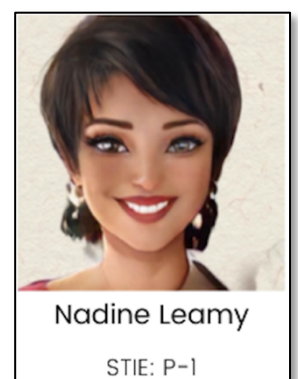
Primary Learning Leader (P-6):

The role of the Primary Learning Leader (PLL) is to ensure staff deliver high impact, effective instructional practices that support, challenge, and engage all students and result in improved learning outcomes. The PLL takes a lead role in collaboratively designing, structuring, and delivering learning experiences with year level teams so that students can access the curriculum and successfully demonstrate their learning. The PLL supports staff to collect and analyse a range of data to monitor and evaluate the success of delivered learning experiences and their impact on student well-being, engagement, progress and achievement. The PLL engages in reflective practices with staff to provide productive feedback that drives learning and pedagogical practice forward. The PLL nurtures a growth mindset in the community that promotes a positive learning environment for students and staff. The PLL is a lifelong learner who actively seeks professional development opportunities and engages in research of high impact strategies to share with their colleagues. The PLL is pivotal to supporting year level teams to operate successfully as Professional Learning Teams, and to providing the professional development required by staff to ensure all students are engaged, progressing and achieving. The PLL leads and works in partnership with co-teachers to engage in cycles of co-teaching with classroom teachers to improve teaching practice, implement whole school expected practices, provide targeted teaching support, and review the impact of teaching on learning. The PLL is a member of the school Leadership Team who operates with the authority delegated by the school Principal. The PLL has a direct, shared responsibility for the teaching and learning that happens at St Benedict's.



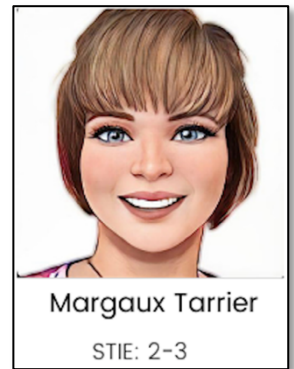
Support Teacher: Inclusive Education (P-1):

The role of the Support Teacher: Inclusive Education (ST:IE) (P-1) is to work collaboratively to achieve educational outcomes for all students by developing a whole school commitment to inclusive education in an evolving educational environment. The ST:IE (P-1) is a key stakeholder in supporting members of the community with NCCD requirements and in creating Personalised Learning Plans for students with identified and/or verified needs. The ST:IE (P-1) is integral in the transition process for Prep students, attending Prep enrolment interviews, arranging orientation opportunities, and observing students within the day-care setting. The ST:IE (P-1) collaborates and consults with all parties within the community to conduct the Enrolment Application and Support Process (EASP) for new students with disabilities in Prep and Year 1, in order to plan for a successful transition into St Benedict's. The ST:IE (P-1) works closely with the School Officers in Years P-1 regarding invention, professional development, and timetabling that best support students with additional social emotional and learning needs. When students attend excursions or sporting events, the ST:IE (P-1) ensures risk management plans are in place with appropriate adjustments and communicates this to all parties involved. The ST:IE (P-1) is a member of the school Leadership Team who operates with the authority delegated by the school Principal and is instrumental in the oversight and management of the wider ST:IE team. The ST:IE (P-1) has a direct, shared responsibility for the differentiated teaching and learning that happens at St Benedict's.



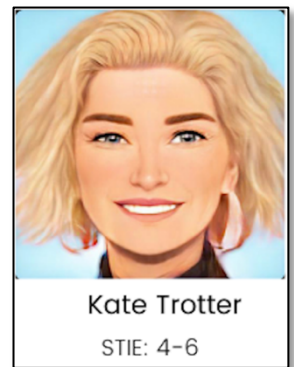
Support Teacher: Inclusive Education (2-3):

The role of the Support Teacher: Inclusive Education (ST:IE) (2-3) is to work collaboratively to achieve educational outcomes for all students by developing a whole school commitment to inclusive education in an evolving educational environment. The ST:IE (2-3) is a key stakeholder in supporting members of the community with NCCD requirements and in creating Personalised Learning Plans for students with identified and/or verified needs. The ST:IE (2-3) collaborates and consults with all parties within the community to conduct the Enrolment Application and Support Process (EASP) for new students with disabilities in Years 2-3, in order to plan for a successful transition into St Benedict's. The ST:IE (2-3) works closely with the School Officers in Years 2-3 regarding invention, professional development, and timetabling that best support students with additional social emotional and learning needs. When students attend excursions or sporting events, the ST:IE (2-3) ensures risk management plans are in place with appropriate adjustments and communicates this to all parties involved. The ST:IE (2-3) has a direct, shared responsibility for the differentiated teaching and learning that happens at St Benedict's.



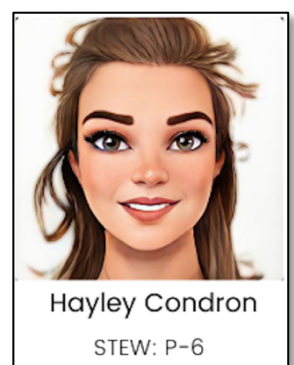
Support Teacher: Inclusive Education (4-6):

The role of the Support Teacher: Inclusive Education (ST:IE) (4-6) is to work collaboratively to achieve educational outcomes for all students by developing a whole school commitment to inclusive education in an evolving educational environment. The ST:IE (4-6) is a key stakeholder in supporting members of the community with NCCD requirements and in creating Personalised Learning Plans for students with identified and/or verified needs. The ST:IE (4-6) actively collaborates with secondary schools to ensure the smooth and successful transition of primary students to Year 7. The ST:IE (4-6) collaborates and consults with all parties within the community to conduct the Enrolment Application and Support Process (EASP) for new students with disabilities in Years 4-6, in order to plan for a successful transition into St Benedict's. The ST:IE (4-6) works closely with the School Officers in Years 4-6 regarding invention, professional development, and timetables to best support students with additional social emotional and learning needs. When students attend camps, excursions or sporting events, the ST:IE (4-6) ensures risk management plans are in place with appropriate adjustments and communicates to all parties involved. The ST:IE (4-6) has a direct, shared responsibility for the differentiated teaching and learning that happens at St Benedict's.



Support Teacher: Engagement/Well-being (P-6):

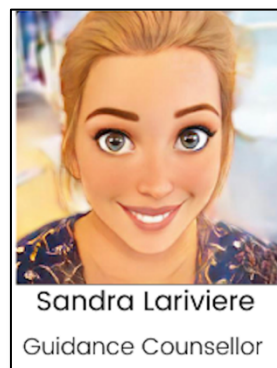
The role of the Support Teacher: Engagement and Well-being (ST:EW) is to oversee and support the implementation of Positive Behaviour 4 Learning processes and work with staff to ensure increased social and academic outcomes for students. The ST:EW builds staff capacity through the planning, modelling and tracking of social and emotional programs. These include: Skillstreaming, Mindfulness, Brain Health lessons and Kindness programs. The ST:EW assists the Leadership Team with Tier 3 behaviour support as required. The ST:EW monitors any recorded major behaviour incidents entered onto our system-wide monitoring tool 'ENGAGE', to analyse the areas of need to support positive behaviour within the school. Alongside the Leadership team, the ST:EW monitors and adjusts the Office Referral system to streamline processes and ensure it is being followed by all parties who utilise and implement it. The ST:EW facilitates restorative conversations to address any harm that has been caused, and addresses this through an action-based conversational process. The ST:EW works in partnership with the Primary Learning Leader (PLL) to support the engagement of students in the learning. The ST:EW collaborates with the school 'Well-being' team to support staff and students to implement well-being practices that help us establish a peaceful, learning community at St Benedict's.



Guidance Counsellor (P-6):

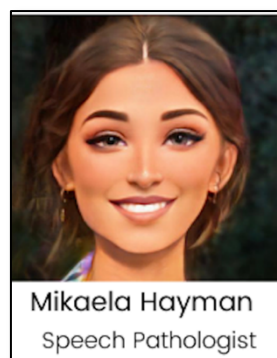
The role of the Guidance Counsellor is to work collaboratively with the school community to promote and foster the wellbeing and mental health of all students. This includes developing and facilitating programs that promote student well-being, as well as working directly with students, classroom teachers, school support personnel, family, other specialists, and/or external support providers. Support offered by the Guidance Counsellor includes providing advice and counselling on educational, behavioural, personal, social, family, and mental health and well-being issues. Psychoeducational assessments also form an important part of the work the Guidance Counsellor undertakes to enhance positive educational outcomes for all students.

The Guidance Counsellor provides support and case management in responding to some of the most complex and challenging of circumstances, including student protection matters, critical incidents, mental health issues, and suicide prevention and postvention support.



School-based Speech Pathologist:

The role of the School-based Speech Pathologist (SP:SB) is to work directly with students to complete observations, screeners and assessments in order to identify their speech, language and communication needs. The SP:SB leads small group intervention targeting the development of oral language skills in identified students. The SP:SB supports classroom teachers to understand the speech, language and communication needs of the students in their classroom, as well as to identify and implement appropriate adjustments. Additionally, the SP:SB collaborates with private speech pathologists around goals and approaches to support.



Co-teachers (P-6):

The role of our co-teachers is to work under the guidance of the Primary Learning Leader to engage in cycles of co-teaching with classroom teachers to improve teaching practice, implement whole school expected practices, provide targeted teaching support, and review the impact of teaching on learning.

At St Benedict's, co-teaching is defined as two or more people sharing responsibility for teaching some, or all, of the students assigned to a classroom. It involves the shared responsibility of the curriculum planning, effective instruction, and assessment that is required for a classroom of students. Co-teachers establish high levels of trust with staff and students, employ effective communication skills, share responsibility for planning and resourcing, acknowledge and celebrate successes, collaboratively problem-solve, and resolve conflict in a constructive way.

Co-teaching can be delivered via a number of different models at St Benedict's. The model chosen will be the one that best supports students to meet the intended learning outcome/s and successfully demonstrate what they know, understand and can do, whatever their particular needs may be. Our co-teachers work in partnership with classroom teachers and wider support staff to co-plan, co-teach, co-debrief, and co-reflect in order to improve student well-being, engagement, progress and achievement.

Co-teachers are viewed as lifelong learners in our community, who actively seek professional development opportunities and research high impact strategies to share with their colleagues. They are pivotal in supporting the PLL to nurture a growth mindset in the community that promotes a positive learning environment for students and staff.

