Below is a curated selection of support materials developed by AISNSW and available for member schools focused on supporting students with diverse needs. The type of support materials include, for example:

- Planning pro formas and accompanying case studies that can be adapted for each school context
- Online learning experiences designed flexibly so they can be completed individually, or as part of a suite and completed at your own pace
- Guidance documentation to inform schools' own processes and procedures
- Video snippets and animations developed to be short snippets of key information, with accompanying practical strategies, that may be used for staff professional learning sessions.

The support materials are organised alphabetically according to particular areas of need.

An AISNSW log-in is required to access the support materials.

Tailored to your school's context and needs, delivery of professional learning may include face-to-face or virtual engagements. Sessions may be distributed over time to allow for implementation and reflection in between sessions, or they may be stand-alone offerings.

Contact Student Services:

Phone: 02 9299 2845
Email: studentservices@aisnsw.edu.au
Attendance

Guide to School Attendance Requirements and Attendance Improvement Planning

- Understand the regulatory requirements and responsibilities of schools.
- Identify and respond to attendance concerns of individual students.
- Includes sample pro formas for schools to use and adapt to assist with attendance improvement planning.

Autism

Three online learning experiences that provide a range of strategies to support the needs of all students on the autism spectrum:

- **Universal supports**: addressing the social communication, social interaction, patterns of behaviour and interests. (1 hour)
- **Targeted supports**: focusing on understanding the strategies and adjustments that can be integrated into daily classroom practice. (30 minutes)
- **Intensive supports**: identifying relevant strategies and adjustments based on a student’s strengths and challenges. (30 minutes)

Behaviour

A suite of video snippets, spotlights and resources focused on classroom management practices including:

- Classroom environment
- Classroom expectations
- Procedures and routines
- Encouraging expected behaviour
- Active supervision
- Opportunities to respond
- Responding to behaviour

Five online learning experiences that focus on supporting students with challenging behaviour:

- Understanding behaviour, the function of behaviour and prioritising behaviours of concern. (25 minutes)
- Gathering information to identify the form and function of the behaviour. (35 minutes)
- Analysing the data, patterns of behaviour and summary statements. (30 minutes)
- Developing interventions and Behaviour Support Plans. (40 minutes)
- Implementing and monitoring interventions and the Escalation Cycle of Behaviour. (25 minutes)
Collaborative Planning Process

As defined in the Disability Standards for Education 2005, the Collaborative Planning Process is the fundamental practice underlying the procedure for supporting students who require adjustments to access and participate in education on the same basis as other students.

A range of resources including fact sheets, planning tools and case studies have been developed to support school teams in facilitating and documenting the Collaborative Planning Process that can be adapted for each school context.

Enrolling and Supporting Students with Disability

The Guidelines for Enrolling and Supporting Students with Disability

- Understand the legal obligations when enrolling and educating students with disability.
- Includes collaborative planning tools and templates for use by schools, as well as sample consent forms when liaising with parents/carers to gather information from external support services.
Gender Identity

**Gender Identity and Intersex Status: Guidance document for schools and accompanying planning considerations:**

- Preparation of procedures and/or processes which reflect the obligations under the Sex Discrimination Act 1984 (Cth).
- Planning considerations.

Mental Health and Wellbeing

A suite of online learning experiences designed to assist in understanding the mental health and wellbeing needs of students:

- **Introduction** to promoting and protecting mental health and wellbeing.
  (1 hour)
- **Universal supports:** assisting in the identification of early signs of possible mental health difficulties and whole-school approaches that promote positive mental health and wellbeing. (45 minutes)
- **Targeted supports:** identifying emerging signs of possible mental health difficulties in students and the timely implementation of supports and adjustments. (45 minutes)
- **Intensive supports:** understanding the types of assessment and engagements that will benefit students requiring more intensive support. (30 minutes)

**Mental Health Services Directory**

Provides clear information about a curated selection of external services focused on supporting student mental health organised according to geographical regions. Enables schools to identify the most appropriate external services according to the service type, age group, the threshold for the support provided, and provide contact details that schools can access and share with students and their families.

**Literature Review: How Can Schools Support Whole-school Wellbeing?**

Review of different wellbeing approaches over the past decade which identifies the most effective ways to support student wellbeing in schools.

**Flowchart: Responding to Self-Harm and/or Suicidality**

Suggested process that highlights specific steps to address safety and provide immediate support to a student who presents with concerns of self-harm and/or suicidality through three main stages: assessing risk, safety planning and school planning.
Animation: Understanding Anxiety
Explains anxiety and its functional impact; part one provides an overview of the anxiety cycle and part two explains why it is important to challenge this cycle.

Guidance for School Counselling in Independent Schools
Outlines considerations for informed consent, security of information and privacy laws.

Pedagogy and Practice

Fact Sheet: Multi-tiered Systems of Support (MTSS)
Provides an overview of the three-tiered framework MTSS, for allocating educational services to students with varying academic, social-emotional and behavioural skills.

Fact Sheet: Inclusive Programming and Planning
Outlines the Universal Design for Learning (UDL) approach to designing flexible learning for all students.

Illustrations of Practice: Principles of Instruction
A collection of video illustrations highlighting a set of strategies to promote student engagement and involvement in instructional lessons.
Illustrations of Practice: Using Engagement Strategies
A set of video illustrations highlighting strategies to ensure that students are involved in the lesson, allowing them to stay on track with the instruction.

Nationally Consistent Collection of Data on School Students with Disability (NCCD)
A range of planning tools, aligned with each of the four phases of the NCCD model:
- School planning
- Implementation
- Validation
- Reflection
Suitable for use when facilitating school-based learning sessions with teams of staff and building capacity and skills for teachers, counsellors, specialist and support staff.

Support for Students with Disability in Stage 6
Webinar: Supporting Students with Disability in Stage 6
Provides information about adjustments for students with disability in Stage 6.

Transition Planning Resource Pack: Post School Planning for Year 12 School Leavers with Disability
A series of supports and planning resources to assist with post school planning for students with disability.