

STUDENT SERVICES:

# Support Materials and Professional Learning for Member Schools 2025



The Association of  
**Independent Schools**  
of New South Wales

Photo courtesy of  
Wagga Wagga Christian College

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 proformas 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 clips of key information, with accompanying practical strategies, that may be used for staff professional learning.

The support materials are organised alphabetically according to particular focus areas.

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

High quality professional learning can also be accessed by schools. This may include face-to-face events and online learning experiences such as webinars. Network Groups also provide the opportunity to meet people in similar roles within the Independent school sector and gain insights from other education professionals.

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## Contact Student Services:



02 9299 2845



[studentservices@aisnsw.edu.au](mailto:studentservices@aisnsw.edu.au)

Attendance

Autism

Behaviour

Collaborative Planning Process

Enrolling and Supporting Students with Disability

Gender Identity

Mental Health and Wellbeing

Nationally Consistent Collection of Data on School Students with Disability (NCCD)

Pedagogy and Practice

School Counselling

Support for Students with Disability in Stage 6

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2025 Upcoming Events

Network Groups

# Attendance

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## [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 proformas for schools to use and adapt to assist with attendance improvement planning.



## **School Attendance on demand learning experience**

This suite of resources is designed to help schools foster a positive, inclusive attendance culture using a Multi-tiered System of Supports. Areas of focus include an introduction to regulatory requirements, whole-school strategies to optimise school engagement, and attendance improvement planning. (A collaboration with AISNSW Regulations and Student Services Teams)

# Autism

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

- **Universal supports:** addresses the social communication, social interaction, patterns of behaviour and interests that may be observed with a student with autism. (1 hour)
- **Targeted supports:** focuses on understanding the strategies and adjustments that can be integrated into daily classroom practice. (30 minutes)
- **Intensive supports:** identifies relevant strategies and adjustments based on a student's strengths and challenges. (30 minutes)



# Behaviour

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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, considering 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.

[Individual  
Planning](#)



[Behaviour Support  
Planning](#)



[Health Support  
Planning](#)



[School Risk  
Assessment](#)



## 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

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[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 to help schools to respond appropriately to the student's needs.



## Mental Health and Wellbeing

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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.



### [Flagship Program: Whole-school Wellbeing Initiative](#)



Whole-school  
Wellbeing

Drawing on the *Australian Student Wellbeing Framework*, which identifies goals to support student wellbeing, the Whole-school Wellbeing Initiative aims to collaborate with schools to select evidence-based strategies and implement a whole-school vision and approach to wellbeing.



### [Staff Wellbeing](#)

AISNSW has developed a flexible process for reviewing and enhancing staff wellbeing that can be adapted to a school's context.



### [Literature Review: Trauma-Informed Practice](#)

Review of a range of peer-reviewed journal articles on trauma-informed practice addressing trauma and its impact on young people; trauma-informed practice and professional learning for it to occur in schools; and how trauma-informed practice fits within broad wellbeing models.



## Nationally Consistent Collection of Data on School Students with Disability (NCCD)

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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.





## Pedagogy and Practice

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### [Fact Sheet: Multi-tiered System of Supports \(MTSS\)](#)

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: 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.



## School Counselling

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### [Guidance for School Counselling in Independent Schools](#)

Outlines considerations for schools who engage or employ counsellors with documenting school practices and processes for school counselling services including informed consent; collection and storage of information; and access, disclosure and sharing of information.



### [Professional Associations for School Counsellors](#)

Provides information on various professional associations School Counsellors may engage with to support their services within schools.





# Support for Students with Disability in Stage 6

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## [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.



## 2025 Upcoming Events

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### Conferences

#### [AISNSW K-12 Wellbeing Conference 2025 - Rise and Shine](#)

28 March 2025 Doltone House, Sydney

Join us at the AISNSW K-12 Wellbeing Conference to learn from experts, collaborate with peers, and gain skills to rise to challenges. Walk away ready to help your community continue to shine.



#### [AISNSW School Counsellors' Conference 2025 - The Kaleidoscope of Human Experience](#)

14 August 2025 Deckhouse Woolwich, Sydney

Strengthen your knowledge, skills and practices as a School Counsellor. This unique conference will support you with practical and relevant professional learning and connections with colleagues.



### Masterclass

#### [Anti-Discrimination Legislation Executive Masterclass](#)

5 May 2025 Fullerton Hotel Sydney

Explore case studies that will further develop your understanding of the Anti-Discrimination Legislation, legal obligations as educators and guidance to implement adjustments for students with disability.



Photo courtesy of  
Oran Park Anglican College



## Webinar Series

### Supporting Students with Disability Webinar Series

[Supporting  
Challenging  
Behaviour](#)

12 March 2025



[Understanding  
Neurodiversity](#)

26 March 2025



[Implementing  
Curriculum  
Adjustments](#)

18 June 2025



[Introducing  
Universal Design for  
Learning \(UDL\)](#)

13 August 2025



[Leveraging AI to  
Empower Students  
with Disability](#)

11 September 2025



### Wellbeing Webinar Series

[Practical  
Strategies  
to Enhance  
Whole-school  
Wellbeing](#)

8 May 2025



[Practical  
Strategies to  
Enhance Social  
and Emotional  
Learning](#)

31 July 2025



[Practical Strategies  
to Enhance  
Wellbeing Planning  
and Sequencing](#)

23 October



## Network Groups

Designed for staff from AISNSW member schools, network groups provide the opportunity to meet people in similar roles within the Independent school sector and gain insights from other education professionals.

- **Diverse Learning**

Meeting Schedule: Once per term – Week 5

Term 1- Wednesday 26 February 3.30 – 5pm

Term 2- Wednesday 28 May 3.30 – 5pm

Term 3- Wednesday 20 August 3.30 – 5pm

Term 4- Wednesday 12 November 3.30 – 5pm

Contact: Michelle O'Brien: Education Consultant [mobrien@aisnsw.edu.au](mailto:mobrien@aisnsw.edu.au)

- **School Counselling**

Meeting Schedule: Once per term – Week 4 (various days)

Term 1 - Monday 17 February 2pm – 3.30pm

Term 2 – Thursday 22 May 2pm – 3.30pm

Term 3 – Monday 11 August 2pm – 3.30pm

Term 4 - Wednesday 5 November 2pm – 3.30pm

Contact: Fabienne Arora: Psychologist and Education Consultant [farora@aisnsw.edu.au](mailto:farora@aisnsw.edu.au)

- **Wellbeing**

Wellbeing Network Meetings: Once per term (various days)

Term 1 – Monday 10 February 3.30 – 5pm

Term 2 – Tuesday 13 May 3.30 – 5pm

Term 3 – Wednesday 6 August 3.30 – 5pm

Term 4 – Thursday 30 October 3.30 – 5pm

Contact: Laura Brennan: Education Consultant [lbrennan@aisnsw.edu.au](mailto:lbrennan@aisnsw.edu.au)

## Explore the AISNSW Professional Learning Calendar 2025

With over 400 courses, events and consultancy options, this is [your guide](#) to exploring opportunities that strengthen your practice, inspire fresh ideas, and connect you with fellow educators.

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