



Ballarat Specialist School

PLC Supports – Central Highlands Area

Inquiry Cycles



At BSS we know that inquiry cycles which focus on student growth and teacher development are vital to the work of PLCs. We have several PLCs which operate under three areas of the school:

- A-C curriculum levels which include our students with high needs.
- D -10 curriculum level PLCs; and,
- VCAL and VET PLCs, situated at the Farm.

Our Inquiry Cycles have been focussed on using Augmented and Alternative Communication (AAC) to improve communication and vocabulary, improving literacy in the D and upwards curriculum levels and we will soon be focussing on Learning Outcomes within VCAL. Our PLCs include our Allied Health staff and work towards Inclusion best practice.

A-C/D Curriculum & Assessment

The ABLES assessment is linked to the A-D curriculum and is completed by school staff on behalf of the students.



BSS has specific PLCs which focus on the students who learn within the A-D levels of the curriculum. As part of the staff learning the PLC teams are developing a school-based scope and sequence on the curriculum which delves into the specific skills and understandings the students need to grow.

The teams have and are continuing to design specific assessments linked to

Disability Inclusion (DI) & IEPs

CHA is implementing the DI reforms in Term 2, 2022. At BSS, all of the 400 students will need to have their funding reviewed in the next 3 years.

As part of this reform implementation, BSS is capturing the range of adjustments the staff make daily to ensure inclusion is promoted in all learning and school-based activities. This includes in the learning environment, resources, and available technologies.

The school has multiple PLCs which can be classified into 3 areas to support all students:

- High support & Early Years (which includes ST, OTs, IOC)

VCAL/VET

BSS provide an inclusive environment to ensure students can work within the VCAL/VET framework to either achieve certification or the outcomes appropriate to the specific certifications.

Even though not all students may achieve a full completion of the certifications, experience in the learning, and the satisfactorily completion of specific outcomes can lead to increased options of pathways for students with disabilities as they leave the education system.

BSS will be able to provide supports to schools to identify, document and implement the reasonable adjustments

Intervention Instructional Model

In 2022, BSS has been developing an Intervention Instructional Model approach to planning, teaching and learning. Through the continued understandings around the school's guaranteed and viable curriculum from A – D and beyond, the school is undertaking a move to a four to six week planning model.

Staff will be planning each unit of work in response to initial assessment at the beginning of the unit. This assessment will guide a tiered intervention strategy for supporting the students.

BSS can support other schools with the development of framework supporting

the skills and understandings of the curriculum. Due to the nature of the student abilities, these assessments are often captured in observation checklists, in footage or through Assisted Augmented Communication (AAC). The curriculum and assessments are kept on Compass and for the basis of a PLC Inquiry Cycle. SMART goals are linked within Inquiry Cycles, IEPs and TLI.	● PPLC & MPLC for students working within D-10 of the Victorian Curriculum ● Senior School PLC – VCAL & VET students All students must have ongoing IEPs and therefore several the SMART goals can be transferred for dual purposes. The inherent requirements of the students mean BSS can provide examples of SMART goals related to the functional needs of students across the 6 domains.	required for students to access VET and VCAL learning programs. BSS can support schools in breaking down the Learning Outcomes/Units of Competency into manageable experiences for the students. BSS can assist schools in long term planning, focusing on students who require additional time to complete Senior Secondary Certificates in post school placements.	the implementation of a similar model. This can include but isn't limited to, planning documentation, PL documentation and the sharing of resources used by the teaching staff within the learning environment. BSS can provide support in setting up the Tier 1 and 2 interventions within a school. This can include the use of ESC staff and identifying and supporting the development and use of reasonable adjustments to support the students learning.
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