

# Western Student Connections

# Links to Learning

## Management Kit

2015



**Castlereagh, North West & Far West Links to Learning Projects**

**The Links to Learning Program is funded by the NSW Government and administered by the NSW Department of Education and Communities.**

## **Western Student Connections Links to Learning Programs**

### **Year 6 to Year 7 Transition Program**

Students identified as disengaged or at risk of disengagement from learning, or requiring additional support before moving into Year 7 will be targeted for the WSC Year 6 to Year 7 Transition Program.

In 2015, students starting Year 7 will be identified at the beginning of Term 1, based on referrals from their Primary School.

Students will be assessed by the school to determine the level of literacy and numeracy support required. The school's Learning Support Team will advise the Project team of specific social and life skills requirements.

Students will be introduced to the World of Work using appropriate sessions of The Play Real Game and The Make It Real Game.

Social and emotional skills development will be explored through sessions from resources such as KidsMatter and Mind Matters, with a focus on personal attributes such as honesty, integrity, personal presentation, loyalty, commitment, enthusiasm, reliability, common sense, sense of humour, adaptability motivation, and ability to deal with pressure.

In Term 3, 2015, Year 6 students will be referred for this program. Their activities will include the above, plus mini excursions to Year 7 classrooms to allow students to experience lessons and meet teachers and support staff.

No accredited training will be offered to students.

### **Year 7, 8 & 9 Student Development Program**

Students identified as disengaged or at risk of disengagement from learning, or requiring additional support while in Year 7, Year 8 or Year 9 will be targeted for the WSC Year 7, 8 & 9 Student Development Program.

Students will be assessed by the school to determine the level of literacy and numeracy support required as well as social, emotional and life skills requirements. They will be referred at the end of Term 1, 2015

Students will explore the World of Work using appropriate sessions of the Make It Real Game, The Real Game, and the WSC Work Readiness Program, as well as participating in excursions to local businesses, and for those who have turned 14 years of age, a work experience program.

Social and emotional skills development will be explored through sessions from resources such as KidsMatter and Mind Matters with a focus on personal attributes such as honesty, integrity, personal presentation, loyalty, commitment, enthusiasm, reliability, common sense, sense of humour, adaptability motivation, resilience and ability to deal with pressure.

Students will also be introduced to the key Employability Skills: communication, teamwork, problem solving, initiative and enterprise, planning and organising, self-management, learning and technology. Resume-writing, job application and interview techniques will also form part of delivery.

Students who have turned 14 years of age may participate in accredited training:  
CPCCOHS1001A Work Safely in the Construction Industry - Construction Induction White Card

### **Year 10 Ready for Senior School Program**

Students identified as disengaged or at risk of disengagement from learning, or requiring additional support while in Year 10 will be targeted for the WSC Year 10 Ready for Senior School Program. The focus of this program is to provide students with the skills and resilience to successfully transition to Year 11 in 2016.

Students will be assessed by the school to determine the level of literacy and numeracy support required as well as social, emotional and life skills requirements. They will be referred at the end of Term 2

Students will explore the World of Work using appropriate sessions of the Make It Real Game, The Real Game, The Be Real Game, and the WSC Work Readiness Program, as well as participating in excursions to local businesses, work experience opportunities and School Based Traineeship or Apprenticeship opportunities.

Social and emotional skills development will be explored through sessions from resources such as KidsMatter and Mind Matters with a focus on personal attributes such as honesty, integrity, personal presentation, loyalty, commitment, enthusiasm, reliability, common sense, sense of humour, adaptability motivation, resilience and ability to deal with pressure.

Students will also be introduced to the key Employability Skills: communication, teamwork, problem solving, initiative and enterprise, planning and organising, self-management, learning and technology. Resume-writing, job application and interview techniques will also form part of delivery.

Students may also participate in a Year 10 to Year 11 transition program with visits to Year 11 classes and interaction with Year 11 teachers.

Accredited training may include:

CPCCOHS1001A Work Safely in the Construction Industry - Construction Induction White Card

HLTAID003 Provide First Aid

HLTAID001 Provide CPR - First Aid

Barista Course

### **Year 11 Staying at School, Ready for Work Program**

Students identified as disengaged or at risk of disengagement from learning, and requiring additional support while in Year 11 will be targeted for the WSC Year 11 Staying at School, Ready for Work Program.

Students will be assessed by the school to determine the level of literacy and numeracy support required as well as social, emotional and life skills requirements.

Students will be encouraged to pursue a School Based Traineeship or Apprenticeship opportunity after participating in a work readiness program. They will also be introduced to the key Employability Skills: communication, teamwork, problem solving, initiative and enterprise, planning and organising, self-management, learning and technology.

Resume-writing, job application, interview techniques and goal setting will also form part of the program's delivery.

Students will explore alternative post-school education and training pathways including university, TAFE, on-the-job training, traineeships and apprenticeships.

Students will also be supported in the completion of school assessments with a focus on improving language and literacy skills.

Accredited training may be provided to provide additional skills for employability:  
 CPCCOHS1001A Work Safely in the Construction Industry - Construction Induction White Card  
 HLTAID003 Provide First Aid, HLTAID001 Provide CPR  
 SITHFAB201 Provide Responsible Service of Alcohol  
 SITHGAM201 Provide Responsible Gambling Services  
 Barista Course

**Program Overview – 2015 Timeline for referrals and programs:**

	Start Term 1 Weeks 1-4	End Term 1	Start Term 2	End Term 2	Start Term 3	End Term 3	Start Term 4	End Term 4
Yr 6 – Yr 7	Referral					Referral		
Yr 7, 8, 9		Referral						
Yr 10				Referral				
Yr 11	Referral							

## Links to Learning 2015 Referral Process

Year 7 (*Year 6 to Year 7 Transition Program*) and Year 11 (*Staying at School, Ready for Work*) students will be referred to WSC by each school's Learning Support Team during Weeks 1 – 4 of Term 1 2015.

Year 7, Year 8 and Year 9 (*Student Development*) will be referred to Western Student Connections towards the end of Term 1, to start the program at the beginning of Term 2.

Year 10 (*Year 10 to Year 11 Transition*) will be referred to Western Student Connections towards the end of Term 2, to start the program at the beginning of Term 3.

Students will be identified by the school's Learning Support Team through their poor attendance record, high suspension rate and/or low literacy / numeracy levels. NAPLAN results will be also taken into consideration.

During the time of referral, parents/caregivers will be contacted by the school for support and permission, and students will be assessed by the school to determine literacy, numeracy and social and emotional skills development requirements.

Once a student is identified, the school will gain permission from the parent/caregiver for their child to be referred to Western Student Connections for the Links to Learning Project, using the **Links to Learning Parent Permission Form (L2L1a)**.

When parental permission is gained and necessary documents are ready, each referral will be made using the **Links to Learning Student Referral Form (L2L1b)**, in full consultation with the student and parent/carer.

The school will provide Western Student Connections with the Links to Learning Student Referral Form (L2L1b) and any attachments required:

- Risk Management Plan
- Health Care Plan
- Responsible Behaviour Support Plan
- Disability Support Plan

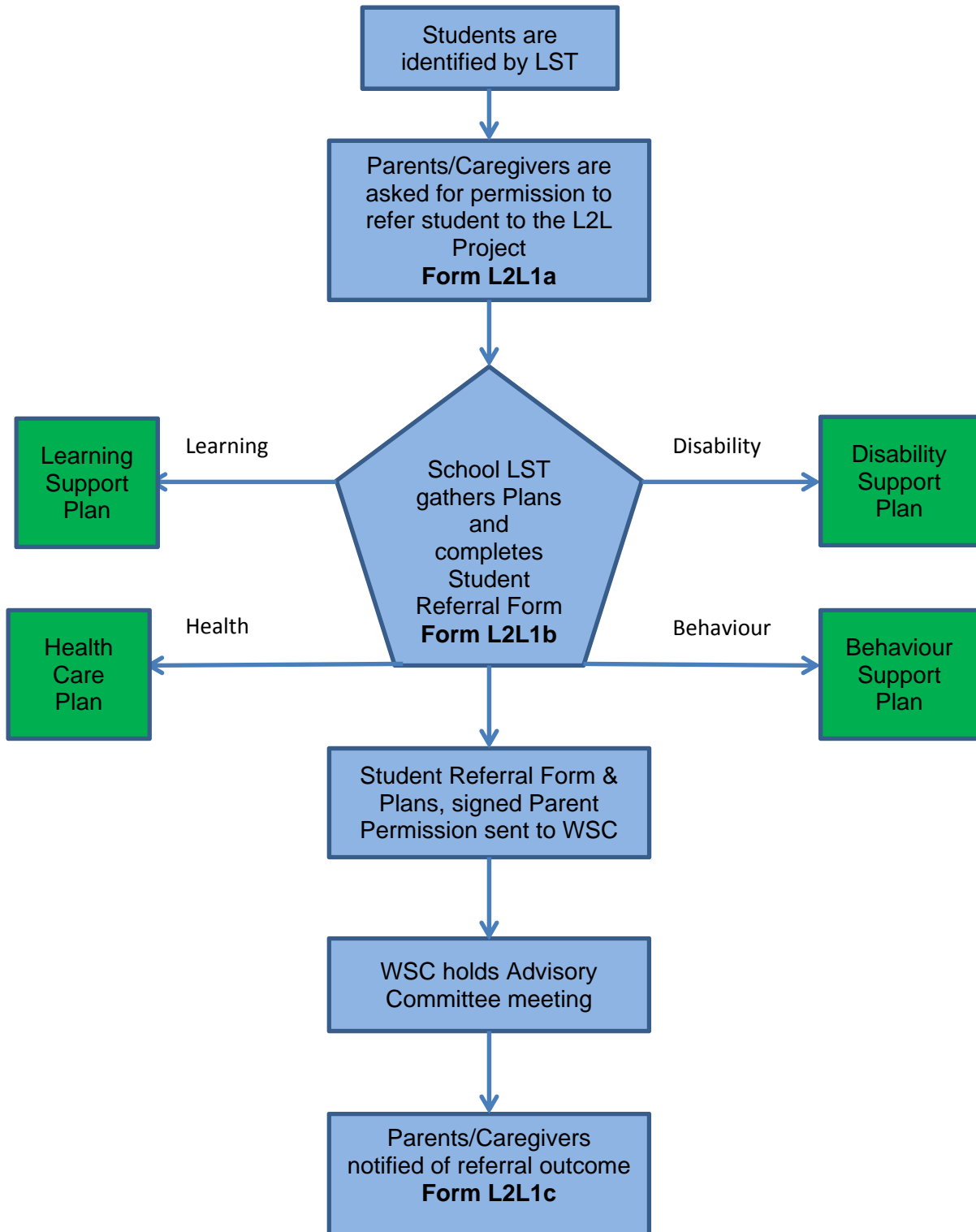
The Links to Learning Advisory Committee will review all referrals and the school will be notified of the result.

The school will notify the parents/caregivers of the outcome of the referral process using the **Links to Learning Notification Form (L2L1c)** prior to Western Student Connections contacting each parent/caregiver.

Western Student Connections will then contact each parent/caregiver and organise a program entry meeting with the parents/caregivers, students and Links to Learning Coordinators. These meetings will be an opportunity for the parents/caregivers to have input into the individual program for the student.

Students and parents/caregivers responsibilities will be discussed and explained at this meeting.

**Western Student Connections Links to Learning Referral Process Flowchart**



## Identifying Students at Risk



A student's engagement in school is demonstrated across three dimensions: behavioural, emotional and cognitive.

Generally speaking, a student is engaged when they:

- participate in all areas of the school including academic, social and extracurricular activities (behavioural engagement)
- feel included in the school and has feelings of belonging to the school (emotional engagement)
- are personally invested in and take ownership of their learning (cognitive engagement).

Disengagement refers to a situation where a child or young person demonstrates none of these characteristics, and/or they are not enrolled or have very poor school attendance.

Presence of only some of these characteristics may indicate a child or young person is at risk of disengagement.

### **Risk factors**

There are a range of factors that may contribute to a child or young person becoming disengaged, or at risk of disengaging from school. These include:

- *Family and community factors* such as poverty, parental unemployment and/or low educational attainment, homelessness, transience or living in out-of-home care, Aboriginal or Torres Strait Islander status, refugee background, family breakdown/relationship issues and domestic violence.

- *Personal factors* such as physical or mental health issues, disability, behavioural issues, offending behaviour and/or contact with police or justice system, substance misuse or dependency, pregnancy or parenting, caring responsibilities, and learning difficulties.
- *School-related factors* such as negative relationships with teachers or peers, unsupportive school culture, limited subject options and lack of student participation in decision making.

Young people may often experience multiple risk factors, which may be interdependent.

For example, family breakdown may be a factor in substance misuse, which may itself contribute to other problems such as offending behaviour.

The impact of risk factors on engagement, health and wellbeing will vary between individuals, depending on their levels of resilience and protective factors such as support from a trusted adult.

While the presence of one or more risk factor does not inevitably mean a child or young person will become disengaged, it is important that schools have an awareness of these factors to be able to identify and address issues as early as possible.

## **What schools should look out for**

Indicators at the school level that a student may be at risk of disengaging include:

- erratic or no attendance
- low literacy or numeracy/poor attainment
- lack of interest in school and/or stated intention to leave
- negative interactions with peers
- behavioural issues including aggression, violence, or social withdrawal
- significant change in behaviour, attitude or performance.

Schools can draw on a range of data and tools to identify students that are at risk of disengagement.

These may include:

- information on family background, educational history and personal issues collected at the time of enrolment
- attendance data
- educational, health or welfare assessments completed by in-school or Department support services (and external support services where these have been provided to the school with the student and their parents' consent)
- reports from classroom teachers on learning and behavioural issues

## **Support for Disengaged and at Risk Students**

While most children and young people attend school regularly and successfully attain a senior secondary qualification, a small proportion leave school early for a variety of personal, family or school-related reasons.



Others facing complex problems may remain enrolled in a school but are not engaged in learning and demonstrate poor attendance or behaviour.

These children and young people need to be identified early and provided with extra support to help them to remain actively involved in their learning and achieve success.

## Links to Learning Available Program Sessions

Session
1. Getting to know yourself – Mind Matters activities
2. Promoting Resilience – Managing Me
3. Resilience – Helpful and positive thinking skills
4. Resilience – Different situations/similar feelings
5. Resilience – Everyone has problems
6. Resilience – Talking about resilience
7. Resilience – Planning ahead
8. Resilience – Reading emotions
9. Resilience – Seeking help
10. Resilience - Courage
11. Resilience - Emotions
12. Resilience – Being the BOSS of my anger
13. Resilience – Dealing with difficult emotions
14. Resilience – Developing values
15. Resilience – Exploring courage further
16. Resilience – Making decisions – brave talk
17. Resilience – Practicing using the five tools of resilience
18. Resilience – Setting goals – short term
19. Resilience – Setting goals – class / group
20. Goal setting – Why set goals
21. Goal setting – Long term and short term goals
22. Goal setting – Rules for goal setting
23. Goal setting – Using your goals
24. Goal setting – Setting lifetime goals
25. Anger Management – Breaking up your anger
26. Anger Management – Getting to know your anger triggers
27. Anger Management – Costs versus benefits
28. Anger Management – Emergency control
29. Change – Stages of change
30. Change – Advantages of change
31. Change – Intention to change
32. Change – things that increase the chances of success
33. Managing anger – Noticing when you get angry
34. Managing anger – Stop, Think of the consequences, Act

35. Managing anger - Breathing
36. Managing anger - Relaxation
37. Managing anger – Strategies to manage anger
38. Managing anger – Things you already do
39. Managing anger – Stop, Think, Act
40. Managing anger – Self talk
41. Managing anger - Frustration
42. Managing anger - Venting
43. Managing anger - Rumination
44. Managing anger – Problem solving routine
45. Managing anger – Passive, assertive, aggressive communication
46. Managing anger - Forgiveness
47. Managing anger – Anger Diary
48. Managing anger – Anger decisions
49. Mind Matters – Creating Connections
50. Mind Matters – Games Collection
51. Mind Matters – Friendship & Belonging
52. Mind Matters – People, Identity & Culture
53. Mind Matters - Coping
54. Mind Matters – Stress Busters
55. Mind Matters – Dealing with bullying – Facing Facts
56. Mind Matters – Dealing with bullying – Giving Voice
57. Mind Matters – Dealing with bullying – Defining Moments
58. Mind Matters – Creating Connections – What is Wellbeing?
59. Mind Matters – Creating Connections – Acceptance, Belonging & Connection
60. Mind Matters – Creating Connections – Contribution & Opportunity
61. Mind Matters – Creating Connections – Self-esteem & Self-confidence
62. Mind Matters – Creating Connections – Caring relationships
63. Mind Matters – Creating Connections – Feeling valued & appreciated
64. Mind Matters – Creating Connections – Goal setting & a sense of purpose
65. Mind Matters – Creating Connections – Stress juggling
66. Healthy Relationships – Circle of Respect
67. Healthy Relationships – Giving compliments
68. Healthy Relationships – Pressure points
69. Healthy Relationships – Show respect
70. Healthy Relationships - Characteristics
71. Healthy Relationships – Life’s situations
72. Healthy eating
73. Personality quiz
74. Wellbeing Assessment Tool
75. Language and Literacy support
76. Numeracy support
77. Keeping up to date with class work

78. The Play Real Game
79. The Make It Real Game
80. The Real Game
81. The Be Real Game
82. The Get Real Game
83. Personal Goal Setting
84. Personal Attribute Development
85. Employability Skills Development
86. My Future
87. The Job Guide
88. Work Readiness
89. Work Experience
90. Resume Writing
91. Job Application Preparation
92. Interview Techniques
93. White Card
94. Senior First Aid
95. Barista Training
96. Certificate I in Active Volunteering
97. Certificate I in Work Preparation – Community Services
98. Apprenticeship Central
99. The Harrison Career Assessment Tool
100. School Based Traineeship / Apprenticeship
101. Maths for the Trades
102. Language and Literacy for Training
103. RSA
104. RCG
105. Post School Options Planning
106. Other identified training

## Links to Learning Referral Process - Forms

### Form L2L1a – Parent Permission Form

This form is to be completed by the school and provided to the parent/caregiver with a copy of the Links to Learning Parent Fact Sheet.

A copy of this signed form is to be sent to Western Student Connections with all other completed forms.

### Form L2L1b – Links to Learning Student Referral Form

This form is to be completed by the school and signed by the School L2L Coordinator, the student and the parent/caregiver.

This form and any necessary Plans are to be sent to Western Student Connections.

Plans may include any or all of the following:

- Health Care Plan
- Disability Support Plan
- Risk Assessment
- Behaviour Support Plan
- Personal / Individual Learning Plan
- Other

### Form L2L1c – Links to Learning Notification Form

This form is to be completed by Western Student Connections and sent to the parent/caregiver following the Advisory Committee meeting.

### Referral Timeframe 2015

	Start Term 1 Weeks 1-4	End Term 1	Start Term 2	End Term 2	Start Term 3	End Term 3	Start Term 4	End Term 4
Yr 6 – Yr 7	Referral					Referral		
Yr 7, 8, 9		Referral						
Yr 10				Referral				
Yr 11	Referral							

## LINKS TO LEARNING PARENT PERMISSION FORM 2015

### 1. PARTICIPATING SCHOOL:

School name: \_\_\_\_\_

Contact person: \_\_\_\_\_

Phone number: \_\_\_\_\_

### 2. STUDENT'S DETAILS:

Student name: \_\_\_\_\_

School year: \_\_\_\_\_

### 3. PARENT/CAREGIVER'S DETAILS:

Parent/Caregiver name: \_\_\_\_\_

Address: \_\_\_\_\_

#### Phone numbers

Home: \_\_\_\_\_ Mobile: \_\_\_\_\_

Dear Parent

Your child, named above, has been identified by the school's Learning Support Team to be referred to Western Student Connections to participate in the Links to Learning Project. The Links to Learning Project is funded by the NSW Department of Education & Communities to assist students to re-engage or remain engaged in their learning. The attached Fact Sheet will explain the project in more detail.

Please contact the school contact person above if you have any questions.

If you agree to your child being referred to participate in the Links to Learning Project, please sign below and return to the school as soon as possible.

#### Acceptance and Permission:

I, \_\_\_\_\_ (parent/caregiver name),

being the parent / caregiver for \_\_\_\_\_ (student name)

give permission for him/her to be referred to Western Student Connections to participate in the Links to Learning Project.

Signed: \_\_\_\_\_ Name: \_\_\_\_\_ Date: \_\_\_\_ / \_\_\_\_ / \_\_\_\_

## **LINKS TO LEARNING STUDENT REFERRAL FORM 2015**

1. REFERRAL DATE: \_\_\_\_\_

2. PARTICIPATING SCHOOL:

School name: \_\_\_\_\_

Contact person: \_\_\_\_\_

Phone number: \_\_\_\_\_

Email: \_\_\_\_\_

3. LINKS TO LEARNING ORGANISATION:

Project name: Western Student Connections Links to Learning

Contact person:	<b>Kylie Ryan</b>	<b>Lauren Floyd</b>
Position:	<b>L2L Coordinator</b>	<b>L2L Officer</b>
Phone no:	<b>02 6885 6144</b>	<b>02 6885 6144</b>
Email:	<b>Kylie.Ryan@wsc.edu.au</b>	<b>Lauren.Floyd@wsc.edu.au</b>
Fax:	<b>02 6885 6199</b>	<b>02 6885 6199</b>

4. STUDENT'S DETAILS:

Name: \_\_\_\_\_

ERN No: \_\_\_\_\_

Medicare number: \_\_\_\_\_

Sex: \_\_\_\_\_ Age: \_\_\_\_\_ Date of birth: \_\_\_\_\_

School year: \_\_\_\_\_

Home address: \_\_\_\_\_

Home / mobile no: \_\_\_\_\_

**5. PARENT/CAREGIVER'S DETAILS:**

Name: \_\_\_\_\_

Address: \_\_\_\_\_

**Phone numbers:**

Contact no: \_\_\_\_\_

Mobile no: \_\_\_\_\_

*Emergency contact information is required for students on work experience, work placement, doing volunteer work etc. This should be a parent/caregiver, however another responsible adult may be named with approval of the Principal.*

Emergency contact name: \_\_\_\_\_

Emergency contact phone / mobile: \_\_\_\_\_

**6. STUDENT BACKGROUND – please circle the appropriate response:**

- a) Does the student meet Links to Learning Guidelines for inclusion in projects? **Yes / No**
- b) Is the student of an Aboriginal or Torres Strait Islander descent? **Yes / No**
- c) Is the student from English as an Additional Language or Dialect (EAL/D) background? **Yes / No**
- d) Does the student have additional learning and support needs? **Yes / No**  
**If yes**, does the student receive Integration Funding Support? **Yes / No**
- e) Does the student have a disability? **Yes / No**  
**If yes**, please attach disability information.
- f) Does the student require literacy/numeracy support? **Yes / No**
- g) Does the student have a current behavior/health/risk assessment? **Yes / No**
- h) Does the student have a history of violence? **Yes / No**  
**If yes**, please attach copies of relevant documentation including risk assessment/ management plan, behavior support plan.

Other- please specify below



**7. PERSONAL SUPPORT ELEMENTS**

For the previous twenty weeks (2 school terms) please indicate:

School attendance %		
Partial attendance %		
Number of suspensions	Short:	Long:

Please provide the following background information relevant to the student referral:

Background Information	Poor	Good	Excellent
Self Confidence			
Interpersonal skills			
Punctuality			
Peer relationships			
Staff relationships			
Completion of work/assignments			
Time on task			
Family stability/relationships/ trauma			
Anger / Aggression / Hostility			
Other relevant information- please give details			

**8. HISTORY OF SCHOOL AND OTHER DEC SUPPORT (Please tick as appropriate):**

- |                                   |                          |                     |                          |
|-----------------------------------|--------------------------|---------------------|--------------------------|
| School Counsellor                 | <input type="checkbox"/> | Welfare Team        | <input type="checkbox"/> |
| Learning & Support Teacher        | <input type="checkbox"/> | Home School Liaison | <input type="checkbox"/> |
| Officer Learning and Support Team | <input type="checkbox"/> | Transition adviser  | <input type="checkbox"/> |

Other support - please specify below

Does the student have a Personal or Individual Learning Plan? **Yes / No**

(If **yes**, please provide a copy of the Plan)

**9. HEALTH CARE DETAILS:**

Are there any health concerns which would impact on participation? **Yes / No**

(If **yes**, please provide a copy of the student's Health Care Plan)

**10. STUDENTS STRENGTHS:**

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**11. STUDENT IDENTIFIED GOALS:**

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**12. GOALS SET BY PARTICIPATING SCHOOL:**

LEARNING AND ENGAGEMENT	✓	LIVING SKILLS	✓

**13. COMMENTS:**

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14. PREFERRED FOCUS OF LINKS TO LEARNING PROJECT FOR THIS STUDENT:

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15. DOCUMENTS ATTACHED (please tick)

- Health Care Plan
- Disability Support Plan
- Risk Assessment
- Behaviour Support Plan
- Personal / Individual Learning Plan
- Other (please specify):

PARTICIPATION SIGN OFF	SCHOOL CO-ORDINATOR	STUDENT	PARENT/CARER
NAME			
SIGNATURE			
DATE			

(WSC office use only)

LINKS TO LEARNING ADVISORY COMMITTEE NOTES:

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LINKS TO LEARNING CO-ORDINATOR

Is the referral accepted by The Links to Learning Advisory Committee? **Yes / No**

Name: \_\_\_\_\_ Signed: \_\_\_\_\_ Date: \_\_\_\_\_

## LINKS TO LEARNING PARENT NOTIFICATION FORM 2015

Student name: \_\_\_\_\_

School: \_\_\_\_\_

Parent name: \_\_\_\_\_

Address: \_\_\_\_\_

Dear Parent

Your child, named above, was referred to Western Student Connections to participate in the Links to Learning Project and has been **successful in gaining a position** in the group.

Shortly, you will be contacted by a representative of Western Student Connections, to organise a meeting at the school in regard to this project and your son's/daughter's participation.

At this meeting you will be given additional information about what the Links to Learning Project will include and you will meet all staff involved in the Project.

The meeting will also give you an opportunity to have a say in what your child will do during Project time.

Participants in the Links to Learning Project will be involved in many activities within the school grounds and in the community, aimed at re-engaging or maintaining engagement in learning. Some activities will lead to accredited qualifications.

Where specific parent permission is required for an activity, you will receive a Permission Note to sign and return.

A Links to Learning newsletter will be sent home regularly to keep you up to date with Links to Learning activities.

Please contact the school or Western Student Connections if you have any questions regarding Links to Learning.

Regards

Kylie Ryan

Links to Learning Coordinator  
Western Student Connections