



## Guided Learning Outcomes & Wellbeing (GLOW) Team 2022

### Goal:

The GLOW Team assist children and young people facing a range of barriers to learning to achieve their educational and developmental potential by providing a range of strategies and specialised support at individual, group, school and Regional levels.

### Composition:

The 2022 GLOW Team consists of:

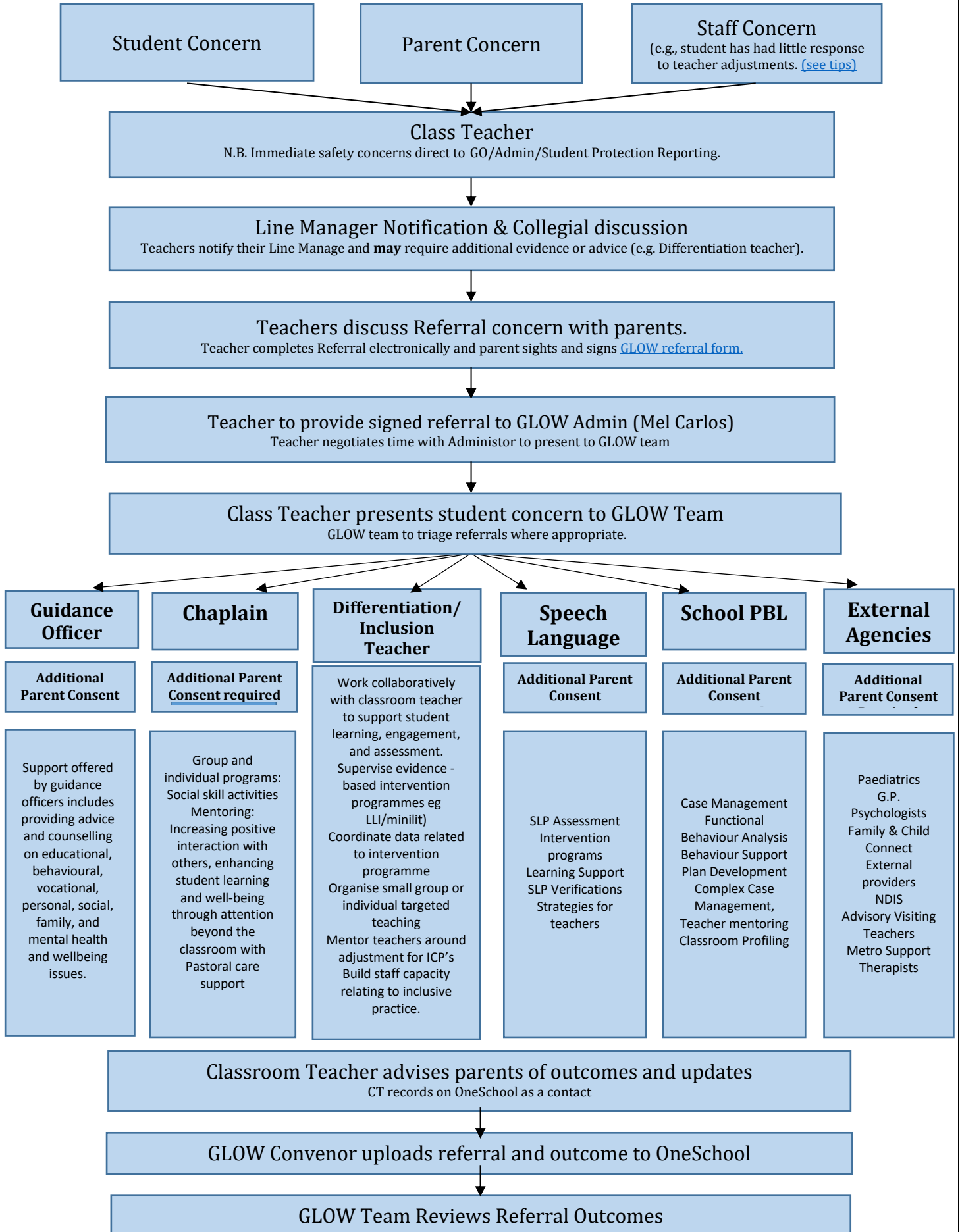
- Principal: Vicki Caldow
- Line Managers/Deputy Principals: Dione Robinson, Megan Reeves, Luisa Battye
- A/ Head of Special Education: Mel Carlos (GLOW Administrator)
- Head of Curriculum: Jen Ottaway
- Differentiation Teacher: Brooke Elliott
- Inclusion Teacher: Nicola Pennisi
- Chaplain: Robyn Maxwell
- Guidance Officer: Jess Jones
- Teacher/s
- Speech and Language Pathologist: Lauren Byrne
- Specialists as required (OT's Physio, AVT's)

### Meeting Times:

- The 2022 GLOW Team meet every Thursday in the conference room starting at 7.45am. Meetings on EVEN weeks are to review previous referrals and Teachers present students on ODD weeks.
- Teachers bringing forward student referrals will be notified of a presentation time between 7.45am and 8.30am.



### GLOW Team: Referral Process Overview



# Wellers Hill GLOW Team referral form - 2022 – Please complete digitally by highlighting appropriate box

Student		Date of Referral		<u>Key referral criteria (tier 2 or 3 support):</u> o The teacher has discussed their concerns and sought guidance from or problem solved with their line manager, colleagues, inclusion teacher o The student has no or very little response to teacher implemented adjustments and strategies (tier 1 differentiation) o A student has been diagnosed with a condition, for which there is evidence it is impacting on the learning & functioning at school <b>N.B.</b> If a teacher has significant concern about a student's wellbeing or a sudden change in behaviour, discuss it with their supervisor immediately.
Date of birth		Referral Discussed with Parent	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Teacher/s	Class	Date of Parent Discussion		

Parent/carer names: \_\_\_\_\_ Address \_\_\_\_\_

Parent concerns: \_\_\_\_\_

Parent signature: \_\_\_\_\_ Date: \_\_\_\_\_

Other Information					
Year level report card results	English	Maths	Science	HASS	PE
NAPLAN results if applicable	Year 3 reading - language conventions – writing - numeracy		Year 5 reading - language conventions – writing - numeracy		
Formal diagnoses (include information on medications)					
Vision and hearing checks	Vision check	yes/ no	date	Hearing check	yes/no date
Speech therapy	yes/no	date			
Family information (culture, custody, history of disabilities)					
Psychologist					
Occupational therapy					
Behaviour history					
Attendance history					
Enrolment history (include repeats & number of schools)					
<b>Desired outcome of this referral</b>					

# 1.Areas of concern – mark/highlight 2-3 areas of most concern – then fill in only the matching boxes in student profile below

Academic Knowledge & Skills	Cognitive & Language Abilities	Executive Functioning	Functional Abilities	Motivation	Self-Regulation
<input type="checkbox"/> Low <input type="checkbox"/> Extension <input type="checkbox"/> Reading - decoding / comprehension / fluency <input type="checkbox"/> Writing <input type="checkbox"/> Numeracy <input type="checkbox"/> General learning skills <input type="checkbox"/> General knowledge <input type="checkbox"/> Knowledge of Standard Australian English (SAE)	<input type="checkbox"/> Receptive language <input type="checkbox"/> Expressive language <hr/> Information processing speed <input type="checkbox"/> Auditory <input type="checkbox"/> Visual <hr/> <input type="checkbox"/> Working memory <input type="checkbox"/> Long term memory <input type="checkbox"/> Thinking & reasoning skills	<input type="checkbox"/> Attention & concentration <input type="checkbox"/> General cognitive efficiency <hr/> <input type="checkbox"/> Planning & organisation <input type="checkbox"/> Solution / idea generation <input type="checkbox"/> Executing a course of action	Sensory Reception <input type="checkbox"/> Hearing <input type="checkbox"/> Vision <input type="checkbox"/> Other <hr/> <input type="checkbox"/> Sensory sensitivity <input type="checkbox"/> Understand / use class routines <input type="checkbox"/> Fine motor <input type="checkbox"/> Gross motor <input type="checkbox"/> Play skills <input type="checkbox"/> Self-care skills	<input type="checkbox"/> Engagement & Participation General Mindset <input type="checkbox"/> Fixed <input type="checkbox"/> Growth <input type="checkbox"/> Social skills <input type="checkbox"/> Lifestyle & general health	<input type="checkbox"/> Connectedness & trust <input type="checkbox"/> Emotional wellbeing <hr/> <input type="checkbox"/> Emotional / stress management <input type="checkbox"/> Hyperactivity / impulse control <input type="checkbox"/> Behavioural self-control <input type="checkbox"/> Metacognition (self-monitoring behaviour, thinking & work) <input type="checkbox"/> Personal ethics

## 2.Student Profile (Based on areas identified above, identify more detail of concerns below- check mark specific aspects of concern) Aspects in green text contribute to executive functioning

### Academic Knowledge and Skills

Reading	Writing	Numeracy	General learning skills	General Knowledge	Knowledge of SAE
<input type="checkbox"/> Concepts about print <input type="checkbox"/> Letter recognition <input type="checkbox"/> Phonological awareness <input type="checkbox"/> Phonemic awareness <input type="checkbox"/> Text decoding <input type="checkbox"/> Reading fluency <input type="checkbox"/> Reading comprehension	<input type="checkbox"/> Letter formation / handwriting <input type="checkbox"/> Letter automaticity <input type="checkbox"/> Spelling ability <input type="checkbox"/> Sentence structure & grammar <input type="checkbox"/> Cohesion of writing	<input type="checkbox"/> Basic concepts of number (counting, 1 to 1 correspondence, number recognition, number value, subitising, sense of ten / place value) <input type="checkbox"/> Basic number facts <input type="checkbox"/> Arithmetic <input type="checkbox"/> Mathematical knowledge <input type="checkbox"/> Mathematical problem solving	<input type="checkbox"/> Reliance on concrete materials to assist learning <input type="checkbox"/> Multiple experiences to acquire new concepts <input type="checkbox"/> Application of skills / knowledge to new situations <input type="checkbox"/> Independent academic problem solving	<input type="checkbox"/> Lack of accumulate experience <input type="checkbox"/> Knowledge of basic concepts <input type="checkbox"/> Functional / cultural knowledge <input type="checkbox"/> Age appropriate knowledge of the natural world <input type="checkbox"/> Age appropriate Mechanical knowledge (function and operation of common tools, machines & equipment)	<input type="checkbox"/> English is an additional language / dialect <input type="checkbox"/> Difficulties using original language

### Cognitive and Language Abilities

Receptive language	Expressive language	Information processing	Working memory	Thinking & reasoning skills
<input type="checkbox"/> Ability to understand questions <input type="checkbox"/> Ability to follow directions <input type="checkbox"/> Ability to follow instruction <input type="checkbox"/> Ability to follow conversation <input type="checkbox"/> Ability to interpret body language <input type="checkbox"/> Ability to interpret tone <input type="checkbox"/> Interprets language literally	<input type="checkbox"/> Clarity of speech <input type="checkbox"/> Ability to form words <input type="checkbox"/> Speed of articulation / stuttering <input type="checkbox"/> Reluctant to talk <input type="checkbox"/> Difficulty finding the right word <input type="checkbox"/> Difficulty expressing thoughts & ideas <input type="checkbox"/> Poor spoken sentence structure <input type="checkbox"/> Limited range of vocabulary	<input type="checkbox"/> Speed of processing auditory info <input type="checkbox"/> Ability to tune into what is said <input type="checkbox"/> Speed of processing visual info <input type="checkbox"/> Ability to tune into what is seen <input type="checkbox"/> Ability to see patterns in visual info	<input type="checkbox"/> Ability to briefly remember auditory info <input type="checkbox"/> Ability to briefly remember visual info <input type="checkbox"/> Ability to perform simple tasks on auditory info <input type="checkbox"/> Ability to perform simple tasks on visual info <hr/> <b>Long term memory</b> <input type="checkbox"/> Ability to quickly name objects <input type="checkbox"/> Speed of recognising pictures of objects <input type="checkbox"/> Ability to recall facts previously taught <input type="checkbox"/> Ability to explain a concept	<input type="checkbox"/> Ability to classify/ find commonality between objects <input type="checkbox"/> Ability to classify/ find differences between objects <input type="checkbox"/> Age appropriate understanding of causality <input type="checkbox"/> Age appropriate concept formation <input type="checkbox"/> Ability to think with abstract symbols of concepts <input type="checkbox"/> Understand reversibility & conservation <input type="checkbox"/> Inductive reasoning <input type="checkbox"/> Deductive reasoning

## Executive Function

<b>Attention &amp; concentration</b> <input type="checkbox"/> Ability to focus attention <input type="checkbox"/> Ability to sustain attention <input type="checkbox"/> Ability to selectively attend <input type="checkbox"/> Ability to shift attention	<b>General cognitive efficiency</b> <input type="checkbox"/> Simple reaction time <input type="checkbox"/> Speed of visual scanning <input type="checkbox"/> Speed of choice making <input type="checkbox"/> Speed of reasoning	<b>Planning &amp; organisation</b> <u>Plan</u> <input type="checkbox"/> Ability to set a goal <input type="checkbox"/> Ability to prioritise <input type="checkbox"/> Ability to sequence steps <input type="checkbox"/> Ability to use advice / feedback	<b>Solution / idea generation</b> <input type="checkbox"/> Ability to think of real solutions to practical problems <input type="checkbox"/> Ability to think of uncommon responses to a situation <input type="checkbox"/> Ability to think creatively	<b>Executing a course of action</b> <input type="checkbox"/> Able to articulate a planned course of action. <input type="checkbox"/> Implement the plan step by step. <input type="checkbox"/> Monitor the implementation <input type="checkbox"/> Accurately evaluate outcome
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## Functional Abilities

<b>Sensory reception</b> <u>Hearing</u> <input type="checkbox"/> Misses what you are saying <input type="checkbox"/> Asks you to repeat instructions <input type="checkbox"/> Looks at others to find out what to do <input type="checkbox"/> Has difficulty learning sounds <u>Vision</u> <input type="checkbox"/> Difficulty copying from board <input type="checkbox"/> Loses place when reading <input type="checkbox"/> Tires quickly when copying <input type="checkbox"/> Squints	<b>Sensory sensitivity</b> Auditory <input type="checkbox"/> Misses <input type="checkbox"/> Seeks <input type="checkbox"/> Distracted <input type="checkbox"/> Distressed Visual <input type="checkbox"/> Misses <input type="checkbox"/> Seeks <input type="checkbox"/> Distracted <input type="checkbox"/> Distressed Proprioceptive <input type="checkbox"/> Misses <input type="checkbox"/> Seeks <input type="checkbox"/> Distracted <input type="checkbox"/> Distressed Tactile <input type="checkbox"/> Misses <input type="checkbox"/> Seeks <input type="checkbox"/> Distracted <input type="checkbox"/> Distressed Oral <input type="checkbox"/> Misses <input type="checkbox"/> Seeks <input type="checkbox"/> Distracted <input type="checkbox"/> Distressed	<b>Use of class routines and resources</b> <input type="checkbox"/> Knowledge of common class routines <input type="checkbox"/> Use of common class routines <input type="checkbox"/> Ability to access class resources <input type="checkbox"/> Ability to navigate around school <input type="checkbox"/> Ability to utilise school facilities	<b>Self-care and personal safety skills</b> <input type="checkbox"/> Eating & drinking <input type="checkbox"/> Personal hygiene <input type="checkbox"/> Body health & injury management (sun, body temp) <input type="checkbox"/> Awareness of potential dangers in the environment <input type="checkbox"/> Awareness of potential dangers of own behaviour <input type="checkbox"/> Ability to self-protect
	<b>Muscle Tone and Balance</b> <input type="checkbox"/> Posture when sitting <input type="checkbox"/> Posture when standing <input type="checkbox"/> Balance when bumped <input type="checkbox"/> Movement across uneven ground	<b>Gross &amp; Fine Motor Skills</b> <input type="checkbox"/> Gross motor movements <input type="checkbox"/> Multi-limb coordination <input type="checkbox"/> Finger dexterity (writing, cutting) <input type="checkbox"/> Hand-eye co-ordination	<b>Play skills</b> <input type="checkbox"/> Ability to use toys / equipment as intended <input type="checkbox"/> Interactive play <input type="checkbox"/> Imaginative play <input type="checkbox"/> Ability to follow rules of games / sport

## Motivation

<b>Engagement &amp; participation</b> <input type="checkbox"/> Attendance / school refusal <input type="checkbox"/> Participating in learning tasks <input type="checkbox"/> <b>Independent task initiation</b> <input type="checkbox"/> Remaining on task <input type="checkbox"/> Reliance on support (learned helplessness) <input type="checkbox"/> Persisting when task is challenging <input type="checkbox"/> Task completion	<b>Mindset / attitude</b> <input type="checkbox"/> Fixed mindset (I will never be able to do this, rather than I can't do this yet [growth mindset]) <input type="checkbox"/> <b>Cognitive flexibility (set shifting)</b> [start another task without completing the first one, coping with change / the unexpected] <input type="checkbox"/> Willingness to try something new <input type="checkbox"/> Willingness to risk failing	<b>Social skills</b> <input type="checkbox"/> Willingness to interact with others <input type="checkbox"/> Ability to initiate interactions <input type="checkbox"/> Ability to join social interactions <input type="checkbox"/> Ability to share / take turns <input type="checkbox"/> Knowledge of social skills <input type="checkbox"/> Use of social skills <input type="checkbox"/> Need to be in control of interactions	<b>Awareness of social dynamics</b> <input type="checkbox"/> Awareness of social dynamics <input type="checkbox"/> Ability to make friends <input type="checkbox"/> Acceptance <u>of</u> others <input type="checkbox"/> Acceptance <u>by</u> others <input type="checkbox"/> Empathy for others feelings <input type="checkbox"/> Ability to solve social problems <input type="checkbox"/> Ability to assert self when needed	<b>Lifestyle &amp; general health</b> <input type="checkbox"/> Nutrition / diet <input type="checkbox"/> Exercise <input type="checkbox"/> Sleep <input type="checkbox"/> General health <input type="checkbox"/> Effects of medication
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## Self-Regulation

<b>Connected / attachment &amp; trust</b> <input type="checkbox"/> Sense of belonging to class <input type="checkbox"/> Need for attention <input type="checkbox"/> Need to control environment <input type="checkbox"/> Sabotage (control potential failure) <input type="checkbox"/> Ambivalent / indifferent to others <input type="checkbox"/> Rejecting of others <input type="checkbox"/> Hypervigilance <input type="checkbox"/> Trust / confidence others will be their when needed <input type="checkbox"/> Cultural identity	<b>Emotional wellbeing</b> <input type="checkbox"/> Flat affect <input type="checkbox"/> Limited range of emotions <input type="checkbox"/> Confidence / self-concept <input type="checkbox"/> Resilience <input type="checkbox"/> Some anxiety <input type="checkbox"/> Separation anxiety <input type="checkbox"/> Highly anxious / distressed <input type="checkbox"/> Withdrawn <input type="checkbox"/> Signs of depression <input type="checkbox"/> Self-harm <input type="checkbox"/> Mental health episode	<b>Emotion / stress management</b> <input type="checkbox"/> Manages day to day pressures <input type="checkbox"/> Awareness of own emotions <input type="checkbox"/> Dealing with the unexpected <input type="checkbox"/> Ability to self-calm <input type="checkbox"/> Generates solutions to deal with stress	<b>Behavioural self-control</b> <input type="checkbox"/> Knows expectations <input type="checkbox"/> Differentiates accept & unacceptable behaviour <input type="checkbox"/> Accepts boundaries <input type="checkbox"/> Accepts responsibility for behaviour choices <input type="checkbox"/> Response inhibition (thinks before acting) <input type="checkbox"/> Responds to re-direction or correction	<input type="checkbox"/> Choice of behaviours <input type="checkbox"/> Non-compliant <input type="checkbox"/> Oppositional / defiant <input type="checkbox"/> Bullying / intimidation <input type="checkbox"/> Verbally aggressive <input type="checkbox"/> Physically aggressive	<b>Metacognition</b> <input type="checkbox"/> Able to resist responding to stop and think first <input type="checkbox"/> Able to identify if task completed to expected standard <input type="checkbox"/> Able to recognise & rectify mistakes <input type="checkbox"/> Able to recognise the need for help <input type="checkbox"/> Able to reflect on own emotions <input type="checkbox"/> Demonstrates insight into the impact on others of their own behaviour	<b>Personal ethics</b> <input type="checkbox"/> Demonstrates the values they espouse <input type="checkbox"/> Demonstrates the values they expect of others
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### 3. Diagnostic & Standardised Assessments (Latest results found under Academics tab of Student Profile on One School)

Reading	Month	Results (report xx/zz, %ile or stanine)	Writing	Month	Results (report xx/zz, %ile or stanine)	Numeracy	Month	Results (report xx/zz, %ile or stanine)
Phonics			Spelling					
Sight words			Writing					
Text decoding								
Reading comprehension								

### 4. Current Adjustments and or Support received (e.g. units of work / intervention programs / small group learning / individual support plan / individual curriculum plan)

	<b>Differentiation</b> tier 1- classroom adjustments by classroom teacher  Duration of support	<b>Focused teaching</b> tier1 – classroom adjustments developed by classroom teacher delivered by others  Duration of support	<b>Focused teaching</b> tier 2- support provision developed by classroom teacher or other as well as evidence- based program ie LLI/minilit Duration of support	<b>Intensive teaching</b> tier 3- support provision small group or individual  Duration of support
English				
Japanese				
Maths				
Language / communication				
Social				
Emotional				
Behavioural				
Personal / self-care				