

Disability Inclusion Domains & Victorian Curriculum Links

Domains	School-based Activities (with Victorian Curriculum links)			
1. Learning and applying knowledge	Watching <small>(Personal and Social Capability: Social Awareness and Management)</small>	Listening <small>(English Mode: Speaking and Listening)</small>	Reading <small>(English Mode: Reading & Viewing)</small>	Writing <small>(English Mode: Writing)</small>
	Mathematics (calculating) <small>(Mathematics Strand: Number & Algebra)</small>	Focusing and directing attention <small>(Personal and Social Capability: Social Awareness and Management / Self-Awareness and Management)</small>	Solving problems <small>(Critical and Creative Thinking: Meta-Cognition)</small>	
2. General tasks and demands	Carrying out daily routines <small>(Mathematics Strand: Measurement and Geometry)</small>	Undertaking tasks independently <small>(Personal and Social Capability: Self-Awareness and Management)</small>	Handling stress and other psychological demands <small>(Health and PE: Personal, Social and Community Health)</small>	Managing one's own behaviour <small>(Personal and Social Capability: Self-Awareness and Management)</small>
3. Communication	Producing non-verbal messages <small>(English Mode: Speaking and Listening)</small>	Interpreting Spoken Messages <small>(English Mode: Speaking and Listening)</small>	Interpreting non-verbal messages <small>(English Mode: Speaking and Listening)</small>	Using expressive language (Speaking) <small>(English Mode: Speaking and Listening)</small>
	Conversation <small>(English Mode: Speaking and Listening)</small>			
4. Self-care	Drinking <small>(Health and PE: Personal, Social and Community Health)</small>	Eating <small>(Health and PE: Personal, Social and Community Health)</small>	Dressing <small>(Health and PE: Personal, Social and Community Health)</small>	Toileting <small>(Health and PE: Personal, Social and Community Health)</small>
	Washing oneself <small>(Health and PE: Personal, Social and Community Health)</small>	Looking after one's health <small>(Health and PE: Personal, Social and Community Health)</small>	Looking after one's safety <small>(Health and PE: Personal, Social and Community Health)</small>	
5. Interpersonal interactions	Responding to the feelings of others <small>(Health and PE: Personal, Social and Community Health)</small>	Forming relationships <small>(Personal and Social Capability: Social Awareness and Management)</small>	Regulating behaviours within interactions <small>(Personal and Social Capability: Social Awareness and Management / Self-Awareness and Management)</small>	Interacting according to social rules <small>(Personal and Social Capability: Social Awareness and Management)</small>
6. Mobility	Lifting and carrying objects <small>(Health & PE: Movement and Physical Activity)</small>	Fine motor skills <small>(Health & PE: Movement and Physical Activity)</small>	Moving from place to place <small>(Health & PE: Movement and Physical Activity)</small>	Positioning one's body <small>(Health & PE: Movement and Physical Activity)</small>

Disability Inclusion Rubric

Activities	Goals	Present Environment of Support	Differentiated Teaching	Supplementary Adjustments	Substantial Adjustments	Extensive Adjustments
Level of Adjustment Description		Students are able to access the education program provided to same age peers within the present environment of supports offered at the whole school level.	The student is enabled to participate on the same basis as students without a disability through differentiated teaching. Teachers are conscious of the need for explicit adjustments to teaching and school practice that enable the student to access learning on the same basis as their peers. They are supported through active monitoring and adjustments that are not greater than those used to meet the needs of diverse learners. These adjustments are provided through usual school processes. Adjustments are made infrequently as occasional action, or frequently as low level action.	The student requires supplementary adjustments to enable them to participate in activities on the same basis as their peers, through the provision of some personalised adjustments . Adjustments occur for particular activities at specific times throughout the week. These are required when there is an assessed need to complement the strategies and resources already available (for all students) within the school.	The student requires substantial adjustments to enable them to participate in activities on the same basis as their peers, with the provision of essential adjustments and considerable adult assistance. Adjustments to the usual educational program occur at most times on most days . Adjustments are provided to address the specific nature and significant impact of the student's functional needs. DI Tier 3 Funding Eligibility: The school provides Substantial Adjustments for at least 8 of the profile's 31 educational-related activities.	The student requires extensive adjustments to enable them to participate in activities, with the provision of extensive targeted adjustments and sustained levels of intensive support at all times . These adjustments are highly individualised, comprehensive and ongoing. DI Tier 3 Funding Eligibility: The school provides Extensive Adjustments for at least 3 of the profile's 31 educational-related activities.
Domain 1. Learning and Applying Knowledge						
1.1 Watching	To intentionally use visual information to learn and apply knowledge, such as: <ul style="list-style-type: none"> visually track text in a book watch a demonstration compare objects or figures in texts recognise places or friends identify games peers are playing, in a manner that is age and developmentally appropriate. 	The student intentionally uses visual information to learn and apply knowledge independently.	The student intentionally uses visual information to learn and apply knowledge with occasional assistance. They may require help to identify key features of visual information, or occasional assistance with the use of visual aids or technologies	The student can use visual information to learn and apply knowledge when their teacher has specialist advice to support targeted teaching strategies. The student requires regular support to use visual aids or technologies to access visual information.	The student uses visual information with substantial support. They require regular specialist advice and tailored teaching strategies to access visual information and/or to comprehend visual information. They require visual information to be presented in alternate formats that replace or supplement visual presentation.	The student does not access school-based learning through visual means and requires information to be transmitted in non-visual formats. They require others to interpret and respond to visual information on their behalf or to infer their response to visual information as it is described to them.
1.2 Listening	To intentionally use auditory information to	The student intentionally uses auditory information to learn and apply	The student intentionally uses auditory information to learn and apply	The student can access and interpret auditory information when their	The student can access and interpret auditory information with specialist	The student can access information with extensive support. Information is

	<p>learn and apply knowledge</p> <ul style="list-style-type: none"> listen to teachers' instructions listen to announcements, music, or a story being told use forms of communication that augment or replace listening comprehension, such as sign language 	<p>knowledge without assistance.</p>	<p>knowledge with occasional assistance. They may require auditory aides, with which occasional assistance is possibly needed.</p>	<p>teacher has access to specialist advice. The student requires the support of assistive technologies to listen and/or may require assistance to use assistive technologies. They may require information that is presented in non-auditory formats, or in formats which supplement auditory information.</p>	<p>advice and targeted teaching strategies. They require substantial support to use communication systems such as sign language. They require information that is presented in formats that are not auditory or which supplement auditory information.</p>	<p>presented to them in non-auditory formats and/or with alternative communication systems. They learn using communication systems such as sign language and require others to support them to interpret auditory information.</p>
1.3 Reading	<p>To develop the ability to read written material with fluency, accuracy and comprehension. This includes:</p> <ul style="list-style-type: none"> recognise characters and alphabets sound out written words with correct pronunciation understand an increasing vocabulary comprehend written language (e.g. books, instructions, newspapers and online texts, texts in Braille). 	<p>The student is developing age appropriately in their ability to read written material with fluency, accuracy and comprehension.</p>	<p>The student requires occasional assistance to read written material with accuracy fluency, and comprehension.</p>	<p>The student requires regular support to read texts. They require targeted teaching and may access a small group program or specific reading program at school.</p>	<p>The student can read written material with substantial support (including learning to read Braille and other symbols). The student requires specialised technologies, alternative methods of assessment, and specialist intervention to learn to read.</p>	<p>The student can engage with texts by responding to the reading of others. They require extensive support to access school-based learning through the reading of texts, including specialised technologies, alternative methods of assessment, and/or intervention delivered by specialists.</p>
1.4 Writing	<p>To develop the ability to produce symbols that represent sounds, words or phrases and produce written text in order to convey meaning. This includes:</p> <ul style="list-style-type: none"> spell effectively use correct grammar 	<p>The student is developing age appropriately in their ability to produce written text in order to convey meaning.</p>	<p>The student requires occasional assistance to produce written materials. The student may require occasional assistance to use an assistive device to write.</p>	<p>The student is developing writing skills with additional support. Their teachers may access specialist advice for targeted teaching. The student may require support to use assistive technologies to write.</p>	<p>The student can write with substantial support (including learning to write in Braille or with other symbols). They require specialised technology for written expression, and/or access specific writing programs delivered by specialists, and/or access alternative means of assessment.</p>	<p>The student uses a means of written expression that requires extensive support from others (including learning to write in Braille or with other symbols). They require individual support to use specialised technology, individual instruction from specialists and access assessments through means other than writing.</p>
1.5 Mathematics (Calculating)	<p>To develop the ability to manipulate numbers and numerals to perform mathematical operations, such as:</p>	<p>The student is developing age appropriately in their ability to calculate.</p>	<p>The student requires occasional assistance to calculate.</p>	<p>The student can calculate when their teachers have regular specialist input and use targeted teaching strategies.</p>	<p>The student can calculate with substantial support. They require intensive instruction to use quantities and numerals (including using Braille notation) and explicit teaching to apply</p>	<p>The student can calculate with extensive support that is tailored to their needs (including learning Braille notation). They require one-on-one support to access school-based</p>

	<ul style="list-style-type: none"> use and interpreting signs for addition and subtraction apply appropriate mathematical operations to a problem and evaluating the result. perform computations by applying mathematical principles to solve problems that are described in words produce or display the results, such as through the use of graphics calculators. 				these understandings to word-based problems.	learning of conventional arithmetic.
1.6 Focusing and directing attention	<p>To focus on specific stimuli, such as:</p> <ul style="list-style-type: none"> filter out distracting noises intentionally maintaining attention on specific actions or tasks as required 	The student can independently focus and direct attention.	The student can focus and direct attention with occasional assistance. They may require prompting to maintain attention on tasks and filter out distractions.	The student can focus and direct attention when the teacher accesses specialist advice and uses targeted teaching strategies. They maintain attention to familiar tasks for short periods, and may require support to attend to lengthy, novel or non-preferred tasks.	The student can focus and direct attention with substantial support and specialist advice. They maintain attention for a period, but require a range of supports to attend to novel or non-preferred tasks.	The student can focus and direct attention with extensive support for most tasks or activities at school.
1.7 Solving problems	<p>To find solutions to questions or situations by:</p> <ul style="list-style-type: none"> identify and analyse issues develop options and solutions evaluate potential effects of solutions execute a chosen solution 	The student is able to problem solve age appropriately by analysing, evaluating and executing solutions independently.	The student is able to find solutions to problems with some assistance. This may include drawing on known class-based approaches such as those employed in cooperative learning groups.	The student requires additional support and targeted teaching strategies to think critically and problem solve age appropriately.	The student requires substantial support and specialist advice to analyse, evaluate and execute solutions to problems age appropriately.	The student requires extensive support to analyse, evaluate and execute solutions to problems age appropriately.
Domain 2. General Tasks and Demands						
2.1 Carrying out daily routines	<p>To carry out coordinated actions in order to complete the requirements of day-to-day procedures. This could include:</p> <ul style="list-style-type: none"> unpack and repack school bag ensure all equipment for class is available 	The student is able to carry out coordinated actions in order to complete the requirements of day-to-day procedures independently.	The student can carry out coordinated actions in order to complete the requirements of day-to-day procedures with occasional assistance.	The student may require specialist advice and targeted teaching strategies to carry out coordinated actions in order to complete the requirements of day-to-day procedures (individualised verbal/visual cues). The student may require	The student requires specialist advice and targeted teaching strategies to carry out coordinated actions in order to complete the requirements of day-to-day procedures (individualised verbal/visual cues). The student may require step-	The student requires intensive support to carry out daily routines.

				regular additional prompting or partial assistance to begin, continue or complete day-to-day procedures.	by-step instructions, task analysis, and adapted procedures to be able to carry out some daily routines.	
2.2 Undertaking tasks independently	To independently prepare, initiate and arrange the time and space to carry out simple or complex and coordinated actions related to the mental and physical components of tasks. This may include: <ul style="list-style-type: none"> initiate a task organise time organise space and materials pace performance carry out, complete and sustain a task 	The student is able to independently complete simple and complex tasks, including organising their time, space and materials. Simple tasks may include building a tower, looking at a book; complex tasks may include using several toys in make-believe play or completing an assignment for school.	The student is able to complete simple and complex tasks with occasional assistance. Assistance may include explicit teaching, flexible grouping and redirection to resources, and prompts to stay on task.	The student requires specialist advice and/or targeted teaching strategies in order to carry out simple or complex tasks independently. This may include modification of the task or assistance in carrying out the task.	The student requires specialist personalised programs or interventions to be able to undertake tasks independently. This may include personalised adjustments to address the specific challenges they face in being able to organise their time, space and materials.	The student requires intensive support to undertake tasks independently.
2.3 Handling stress and other psychological demands	To carry out coordinated actions to manage and control the psychological demands involved in tasks that feature significant responsibilities and stress or distraction. This could include: <ul style="list-style-type: none"> taking exams putting on clothes when in a hurry finishing a task within a time limit 	The student is able to carry out tasks that involve stress or distraction.	The student is able to carry out tasks that involve stress or distraction with occasional assistance.	The student may require specialist advice and targeted teaching strategies to carry out tasks that involve stress or distraction. The student may require individualised support; for example, reduced quantity or complexity of task to be able to handle the stress.	The student requires specialist personalised programs or interventions to be able to carry out tasks that involve stress or distraction. This may include modified content, targeted instructional strategies or additional environmental resources.	The student requires intensive support to carry out tasks that involve stress or distraction.
2.4 Managing one's own behaviour	To carry out coordinated actions in a consistent manner in response to: <ul style="list-style-type: none"> new situations new persons new experiences 	The student responds to new situations, people or experiences in a consistent manner.	The student occasionally requires assistance to respond to new situations, people or experiences in a consistent manner. This may include classroom-based prompts about transition or visual cues.	The student may require specialist advice and targeted teaching strategies to respond appropriately to new situations, people or experiences.	The student requires specialist personalised programs or interventions to be able to respond appropriately to new situations, people or experiences.	The student responds inconsistently to new situations, people or experiences. This is apparent in the student's individualised behaviour program.
Domain 3. Communication						
3.1 Producing non-verbal messages	To use gestures, symbols or physical demonstrations to augment verbal messages in ways that match the social and cultural norms and are age appropriate, for example:	The student is able to independently produce appropriate non-verbal messages.	The student requires occasional support to produce non-verbal messages.	The student can produce non-verbal messages when their communication partners (such as teachers and peers) receive advice from specialists. They require targeted teaching to learn to produce some non-verbal messages.	The student can produce non-verbal messages with substantial support from specialists and communication partners. They require tailored instruction to produce non-verbal messages. Students with selective mutism	The student produces non-verbal messages with extensive support from staff and peers across the school. They require other people to infer the intent of non-verbal messages they produce independently.

	<ul style="list-style-type: none"> shaking one's head to indicate disagreement winking to indicate complicity. <p><i>This does not refer to non-verbal communication that is used to replace or develop speech but includes students who are selective mutes.</i></p>				require support to communicate at this level.	
3.2 Interpreting Spoken Messages	<p>To demonstrate comprehension of the literal and implied meanings of messages in spoken language, such as:</p> <ul style="list-style-type: none"> understand that a statement asserts a perceived fact that a question requires an answer that a joke is funny 	The student is able to comprehend and act on spoken messages independently.	The student is able to comprehend spoken messages with occasional assistance.	The student can comprehend spoken messages when their teachers employ targeted teaching, such as by pausing, scaffolding understanding of messages, or using deliberate signs or gestures to support speech.	The student can comprehend spoken messages when they receive specialist advice or support and tailored instruction. They use or are learning to use an augmentative and alternative communication (AAC) system to support their interpretation of spoken messages.	The student can comprehend simple spoken messages with extensive support. They require other people to infer their response to spoken messages, e.g. through behaviour, facial expressions or utterances, and require extensive support to respond to spoken messages. They require assistance to interpret messages using an augmentative and alternative communication (AAC) system.
3.3 Interpreting non-verbal messages	<p>To comprehend the literal and implied meanings of messages from communication partners, conveyed by:</p> <ul style="list-style-type: none"> gestures symbols physical demonstrations or actions (e.g. understanding that a nod implies agreement) 	The student is able to interpret non-verbal messages independently.	The student can interpret non-verbal messages from communication partners with occasional support.	The student can interpret non-verbal messages from communication partners with regular support. Their teachers may require specialist advice to provide support for the student to interpret specific gestures, symbols and physical demonstrations or actions.	The student can understand non-verbal messages with specialist advice and support from communication partners. They need explicit teaching to interpret specific signals such as messages accompanied with gestures or facial expressions.	The student requires other people to interpret their response to non-verbal messages, e.g. through changes in their facial expression, or to interpret non-verbal messages and signals on their behalf.
3.4 Using expressive language (Speaking)	<p>To use words, phrases and producing longer messages with literal and implied meaning, such as:</p> <ul style="list-style-type: none"> stating a fact telling a story 	The student is able to express themselves appropriately and independently.	The student can use expressive language with occasional assistance. The student's speech can be understood by familiar listeners in the school setting, e.g. close friends or teachers.	The student can use expressive language when their teachers have expert advice. The student can, for example, express themselves clearly in familiar contexts or within familiar routines. They may use non-standard syntax or pronunciation, or an AAC system or device to support expression.	The student can use expressive language with substantial specialist support. The student's communication partners engage with and are trained to support the student's expressive language, e.g. through the use of an AAC system or device. Selective mutism is addressed at this level.	The student can use expressive language with extensive support. They require support from communication partners to initiate expressive communication and to infer their communicative intent. They may be learning an AAC system or require support to learn to use a device.

<p>3.5 Conversation</p>	<p>To start, sustaining and ending an exchange of thoughts and ideas with one or more people in a variety of settings. This can be carried out by:</p> <ul style="list-style-type: none"> • spoken language • written language • sign language • other forms of language 	<p>The student is able to participate in a conversation appropriately and independently.</p>	<p>The student is able to start, sustain and/or end a conversation with occasional support.</p>	<p>The student can start, sustain and end a conversation when their teachers receive specialist support and use targeted teaching strategies. The student may require, for example, support to develop topics of conversation with a focus on specific language features and/or an AAC system or device.</p>	<p>The student can start, sustain and end conversations with ongoing specialist support, individualised teaching strategies and/or an AAC system or device to participate in conversations. Communicative partners may need training to support conversations.</p>	<p>The student can start, sustain and end conversations with substantial support. They rely on specialists to provide support with a range of strategies, including instruction in the use of an AAC system or device. Communicative partners require training to support conversations.</p>
--------------------------------	--	--	---	--	--	--

Domain 4. Self-Care

<p>4.1 Drinking</p>	<p>To indicate the need for, and taking hold of a drink, bringing it to the mouth and consuming the drink in culturally acceptable ways, including:</p> <ul style="list-style-type: none"> • pouring liquids for drinking • opening bottles and cans • drinking through a straw • drinking running water from a drink fountain 	<p>The student is able to drink without additional assistance.</p>	<p>The student requires some reminders and/or supervision to drink.</p>	<p>The student can drink independently with instruction and supervision.</p>	<p>The student requires assistance to drink; for example, holding a straw for the student to drink from. May require for example thickened liquids or specialised monitoring of fluid intake. They may have learning goals in this component in their Individual Education Plan and a Health Plan</p>	<p>The student requires the full assistance of another person to identify the need to drink and to do so, including the preparation of thickened liquids, specialised monitoring of fluid intake. They require other support such as medical equipment to help staff respond to the potential aspiration of fluids (and related training). They have learning goals in this component in their Individual Education Plan and a Health Plan to follow in the event of aspiration of fluids.</p>
----------------------------	--	--	---	--	---	--

<p>4.2 Eating</p>	<p>To recognise and indicate the need for eating food by bringing it to the mouth and consuming it in culturally acceptable ways by carrying out the actions:</p> <ul style="list-style-type: none"> • peeling • unwrapping • cutting or breaking food into pieces • using cutlery • considering any food allergies • consider and prevent choking hazards • eating a balanced diet 	<p>The student is able to eat independently.</p>	<p>The student requires occasional reminders and/or supervision to eat.</p>	<p>The student can eat when supplementary support is provided. Their teachers require specialist support to suggest appropriate tools, devices or preparations to help them eat. The student may not recognise hunger or satiation and requires supervision to ensure safe eating, i.e. to avoid choking, to ensure</p>	<p>The student can eat with substantial assistance, e.g. pre-cut food that may be brought to the mouth with assistance or adapted tools. They require other support, such as regular meal times or specially prepared food and supervision to ensure safe eating. They may have learning goals in this component in their Individual Education Plan.</p>	<p>The student can eat with substantial assistance. They require another person to identify their need to eat and to do so. The student may access nourishment by means other than eating, e.g. peg-feeding, or require specially prepared food and supervision to ensure safe eating. They have learning goals in this component in their Individual Education Plan and a Health Plan to follow in the event of aspiration of food.</p>
--------------------------	--	--	---	---	--	--

<p>4.3 Dressing</p>	<p>To put on and take off clothes and footwear in sequence, including:</p> <ul style="list-style-type: none"> • monitoring their clothing using a mirror and adjusting different pieces of clothing appropriately • To put on and take off clothes and footwear in keeping with climatic and social conditions. 	<p>The student is able to dress without additional assistance.</p>	<p>The student is able to dress with occasional assistance. They may need to be reminded to add or remove a piece of clothing or to adjust clothing appropriately, e.g. to do up their shoelaces, to ensure their clothing is right-side-out or right-way-round.</p>	<p>The student is able to dress with regular assistance, and to add or remove clothing; for example, to put their shoes on and lace them. The student needs assistance to recognise the need to adjust clothing in response to their level of comfort.</p>	<p>The student is able to dress with substantial support and needs hands-on assistance and instruction to dress or undress as appropriate. They accept direction and support with dressing, but may require prompting and explicit instructions to recognise the need to do so.</p>	<p>The student is able to dress with extensive support and requires the full assistance of another person.</p>
<p>4.4 Toileting</p>	<p>To indicate the need for, planning and carrying out the elimination of human waste and cleaning oneself afterwards.</p> <ul style="list-style-type: none"> • menstruation • urination • defecation 	<p>The student is able to toilet themselves without additional assistance.</p>	<p>The student may need to be reminded to go to the toilet.</p>	<p>The student needs some instruction and supervision to use the toilet.</p>	<p>The student requires regular assistance to use the toilet appropriately. For example, they may need another person to wipe their bottom. They may require instruction or support in their use of continence aides and may require specialised equipment to support their toileting needs at school.</p>	<p>The student requires the full assistance of another person to toilet themselves. They require specialist advice and key support staff require ongoing instruction, such as in the use of toileting aides, hoists and manual handling.</p>
<p>4.5 Washing oneself</p>	<p>To wash and dry one's whole body or body parts using water and appropriate cleaning and drying materials or methods. This includes:</p> <ul style="list-style-type: none"> • washing hands and face and drying them 	<p>The student is able to wash and/or dry themselves without additional assistance.</p>	<p>The student may occasionally need to be reminded to wash and/or dry themselves.</p>	<p>The student regularly needs to be reminded to wash and/or dry themselves.</p>	<p>The student requires some assistance to wash and/or dry themselves at times.</p>	<p>The student requires the full assistance of another person to wash and/or dry themselves.</p>
<p>4.6 Looking after one's health</p>	<p>To ensure or indicating that comfort, health and physical and mental wellbeing needs are met, within age and developmentally appropriate bounds. This includes:</p> <ul style="list-style-type: none"> • awareness of the need to maintain a balanced diet • an appropriate level of physical activity • a comfortable temperature • avoiding harm, as important to one's health and wellbeing. 	<p>The student is independently able to ensure their own needs around comfort, health and physical and mental wellbeing are met.</p>	<p>The student requires occasional assistance to manage their physical comfort, health and mental well-being. They may have an ongoing but controlled medical condition that they require occasional support to monitor at school, e.g. Type 1 diabetes – to test their blood sugar levels throughout the day. Their medical condition may be managed within an agreed routine or process.</p>	<p>The student has an infrequent but significant medical condition that may require on-call medical attention during school hours, e.g. anaphylaxis, epilepsy, or severe asthma. With initial expert support, such as a management plan from a doctor, the student is supported to manage their medical condition within an agreed routine or process.</p>	<p>The student needs specialised or frequent support for ongoing medical procedures during school hours, e.g. monitoring of medication effects, catheterisation at school, or daily injections that cannot be self-administered. The needs of students with anxiety disorders or similar mental health concerns are addressed at this level through therapeutic goals in their Individual Education Plans, which are supported by specialists.</p>	<p>The student requires full-time medical attention throughout the school day. The student's medical condition requires constant monitoring by a designated person at school, e.g. the student is on life-support equipment. The needs of students with suicidal ideation and self-harm are addressed at this level through specified treatment plans.</p>

<p>4.7 Looking after one's safety</p>	<p>To evaluate and avoid risks that can lead to physical injury or harm</p> <ul style="list-style-type: none"> • by using playground equipment safely • keeping clear of hazards in the playground • avoiding potentially hazardous situations; for example, through safe use of school equipment or by keeping one's distance from an argument. 	<p>The student is independently able to evaluate and avoid risks that could lead to physical or emotional injury or harm.</p>	<p>The student behaves safely in most circumstances with occasional assistance. They need occasional reminders to evaluate and avoid potentially harmful situations.</p>	<p>The student behaves safely with regular supervision and support, such as explicit teaching of safe behaviours. They may require further support when circumstances change, e.g. when there are casual staff or a change to the program.</p>	<p>The student can behave safely with supervision and physical assistance in both the classroom and in playground activities. Safety concerns are addressed at this level through therapeutic goals in their Individual Education Plans, which are supported by specialists.</p>	<p>The student can behave safely with extensive support. For example, they require close supervision in case they abscond or demonstrate aggression. They require 1:1 supervision for much of their time at school. The needs of students with suicidal ideation and self-harm are addressed at this level through specified treatment plans.</p>
--	---	---	--	--	--	---

Domain 5. Interpersonal Interactions

<p>5.1 Responding to the feelings of others</p>	<p>To show and respond to the feelings of others in a socially and age-appropriate manner, with consideration of their school's expectations.</p>	<p>The student is able to show and respond to sympathy, consideration, esteem, satisfaction and gratitude independently.</p>	<p>The student can recognise and respond to the feelings of others with occasional assistance, such as a verbal reminder.</p>	<p>The student requires supplementary support or prompting to recognise and respond appropriately to the feelings of others. Their teachers may receive specialist advice to support their targeted teaching.</p>	<p>The student can recognise and respond appropriately to the feelings of others with substantial support and has therapy goals in this area in their Individual Education Plan that is supported by staff across the school.</p>	<p>The student recognises and responds to the feelings of others with extensive support, such as through therapeutic support and therapy goals in their Individual Education Plan that is supported by staff across the school.</p>
<p>5.2 Forming relationships</p>	<p>To begin and maintain relationships with others for a period of time, in a contextually, socially and age-appropriate manner.</p>	<p>The student is able to begin and maintain relationships independently.</p>	<p>The student is able to begin and maintain interactions with occasional assistance, such as a verbal prompt.</p>	<p>The student requires regular support to begin and/or maintain relationships. Their teachers require specialist advice and targeted teaching strategies to support them to relate to others appropriately.</p>	<p>The student can begin and maintain relationships with substantial support. They have therapy goals as recommended by a specialist in an Individual Education Plan that is supported by staff across the school.</p>	<p>The student requires extensive support to begin and maintain relationships. They require individualised teaching strategies and intensive therapeutic input from an allied health professional.</p>
<p>5.3 Regulating behaviours within interactions</p>	<p>To regulate emotions and impulses in interactions with others, in a contextually, socially and age-appropriate manner.</p>	<p>The student is independently able to regulate their emotions and manage their impulses when interacting with others.</p>	<p>The student is usually able to regulate their emotions and manage their impulses in interactions with others with occasional assistance, such as a verbal or gestural prompt.</p>	<p>The student can regulate behaviour within interactions with regular support. They require the support of a school-wide approach that develops a shared understanding of behavioural expectations towards others (e.g. School-wide Positive Behaviour Support).</p>	<p>The student can regulate their own emotions and impulses within interactions with substantial support. They require the implementation of therapy goals in an Individual Education Plan. An Individual Behavioural Plan may also be necessary.</p>	<p>The student can regulate their own emotions and impulses within interactions with extensive support. Another person is required to assist in regulating behaviours within interactions with others. The student requires specific therapeutic input to learn to self-regulate and has therapeutic goals in their Individual Education Plan and Individual Behavioural Plan.</p>

<p>5.4 Interacting according to social rules</p>	<p>To interact age appropriately and respectfully according to culturally acceptable social rules and conventions that govern</p> <ul style="list-style-type: none"> • social roles • social status • social responsibilities 	<p>The student is able to interact appropriately in social interactions independently.</p>	<p>The student can interact according to social rules and conventions with occasional assistance, such as a verbal or gestural prompt.</p>	<p>The student can interact according to social rules and conventions with regular supplementary support. They require explicit instruction in accepted social rules, conventions and expectations.</p>	<p>The student can interact according to social rules and conventions when their teacher receives specialist advice and uses targeted teaching strategies. They require support to interact according to social rules and may have therapy goals in this area in their Individual Education Plan.</p>	<p>The student can participate according to social rules and conventions with substantial support. Another person is required to assist the student to interact socially in line with their Individual Education Plan and Individual Behavioural Plan.</p>
---	--	--	--	---	---	--

Domain 6. Mobility

<p>6.1 Lifting and carrying objects</p>	<p>To raise up an object or taking something from one place to another, such as:</p> <ul style="list-style-type: none"> • carrying a school bag • moving equipment from one class to another 	<p>The student is able to lift and carry objects as appropriate for their age without additional assistance.</p>	<p>The student is able to lift and/or carry objects with verbal prompts from another person.</p>	<p>The student is able to lift or carry objects with additional support from another person, e.g. the student can carry his or her own school bag if it is handed to them.</p>	<p>The student consistently requires assistance to lift and carry objects, e.g. the student requires assistance from another person to carry their books between classes.</p>	<p>The student requires the full assistance of another person to move any part of the body and therefore is unable to lift or carry any objects.</p>
<p>6.2 Fine motor skills</p>	<p>To perform the coordinated actions of handling, picking up, manipulating and releasing objects using one's hand, fingers and thumb, such as:</p> <ul style="list-style-type: none"> • turning on taps • manipulating fastenings on clothing • turning a doorknob 	<p>The student independently completes tasks involving fine motor skills as appropriate for their age.</p>	<p>The student manages most classroom activities that require fine motor skills.</p>	<p>The student can perform fine motor skills when their teacher receives specialist advice. They require regular support and encouragement to complete tasks involving fine motor skills, which require concentrated effort, even with supportive tools.</p>	<p>The student can perform fine motor skills with substantial support. For example, they require individual equipment that is prescribed by an expert (e.g. modified wrist-guards or a head-pointer, or the use of point boards, concept keyboards). Their fine motor control requires them to take regular breaks due to the high levels of effort it demands.</p>	<p>The student can perform fine motor skills with extensive support. They require individual equipment and assistance from another person to engage with all tasks involving fine motor skills. They have therapeutic goals in their Individual Education Plan that require specialist delivery or support.</p>
<p>6.3 Moving from place to place</p>	<p>To move along a surface, including moving forwards, backwards, or sideways, in order to play, to engage in physical activity and to access the learning environment, including:</p> <ul style="list-style-type: none"> • movement on foot • step-by-step • moving from place to place supported by a range of devices such as ankle-foot orthosis, walking frames, crutches, wheelchairs. 	<p>The student is able to move from place to place independently.</p>	<p>The student can walk or move across different surfaces with minimal support, but may, for example, take more time or require rests or consideration of their route. They may require occasional support to manage their walking device, including manual or electric wheelchairs.</p>	<p>The student can move from place to place with regular assistance and specialist support. They take more time, require rests and/or consideration of the surfaces of their route to move safely. The student may require assistance with their walking aide, including manual or electric wheelchairs, or support from another person to remain steady on their feet.</p>	<p>The student requires substantial expert support to move within and between learning environments. The student can move over short distances or for short periods. They require specialist assistance to use stairs or travel over sloping or uneven ground, and to manage walking devices, including manual or electric wheelchairs.</p>	<p>The student can move from place to place within the school environment with the full assistance of another person. This includes those students that use wheelchairs that must be managed by other people.</p>

<p>6.4 Positioning one's body</p>	<p>To position part or all of the body to gain access to learning experiences, to play or to meet self-care needs, such as:</p> <ul style="list-style-type: none"> • standing • sitting • reaching • To consider movement that serves purposes other than going from place to place, such as: • movement for physical development 	<p>The student is able to position their body independently.</p>	<p>The student can position their body, including positioning in their wheelchair if they need one (electric or manual), with occasional assistance.</p>	<p>The student can position part or all of their body with regular assistance, including, for example, some assistance with transfers to and from their wheelchair or to get to their feet if seated on the ground. The student may require some specialist support with equipment provided to suit their needs, e.g. desk, chair, move-n-sit cushion.</p>	<p>The student can position their body at school with substantial support, including, for example, assistance with transfers to and from their wheelchair. They can sit comfortably in appropriately prescribed equipment and may move in ways that help others to assist them. Their Individual Education Plan includes input from specialists to address their movement needs.</p>	<p>The student can position their body for learning with the full assistance of other people. They require extensive support from experts to provide learning and therapeutic programs that address their movement needs.</p>
--	--	--	--	--	--	---