



The HUB

A guide for parents

A place for students to learn and grow while building the essential skills to engage at school and reach their full potential

What is the HUB

The HUB is an extension of the Support Team that focuses on students who may find it difficult to be fully engaged in the classroom.

The HUB is a physical space and is located in the Library building.

The HUB is run by our Learning Support Team.

What is it?

What is our mission?

For Students we aim to:

- * enhance engagement, participation, independence and success in the classroom so that students can reach their full potential*
- * create highly-predictable and individualised routines that provide clarity and consistency for our students*
- * build the skills required for our students to engage and succeed in the classroom*

For Staff we aim to:

- * support staff in understanding and catering for the needs of all students*
- * work collaboratively with staff to improve practice*

For Families we aim to:

- * support and work collaboratively with families in partnership to achieve the best outcomes for all students*

Our
MISSION

What is the HUB all about?

Collaboration

Reducing anxiety

Identifying needs

Supporting Teachers

Safe Space

Building skills

Classroom Engagement

The HUB is all about:

- * Working collaboratively with teachers, students and families to explore and understand the individual needs of targeted students and implementing proactive plans and programs that set our students up for successful engagement in the classroom.
- * Alleviating anxiety through the creation of highly-predictable and individualised routines that assist our students in navigating the school day with confidence and independence.
- * Identifying key areas of need for students, identifying the skills that are lacking in these areas and explicitly teaching and practising these skills so that the student can apply these skills with confidence and independence in the classroom.
- * Supporting classroom teachers in a way that sets both student and teacher up for success by working collaboratively to identify the skills to be explicitly taught, practised and consolidated in the HUB, supporting successful application of the skills in the classroom.
- * Creating a safe space for students to explore and understand aspects of school that they may find challenging while receiving support to manage these challenges.
- * Doing very intentional work that targets specific areas of need that often prevent quality engagement in the classroom for a student. The consistent and predictable routine of the HUB creates the conditions for these skills to be explicitly taught, consolidated and then fully embedded into a student's daily routine.
- * Working toward our ultimate goal, which is increased engagement, participation, independence and success in the classroom so that students can reach their full academic potential.

What do we hope to achieve in the HUB?

We hope to achieve the following outcomes through our HUB program:

- * We will create a safe space for students to explore and understand aspects of school that they may find challenging, whilst receiving support to manage these challenges.
- * Students, staff, families and professionals will work collaboratively as high-functioning teams to ensure our students are set up for success at school
- * Students will be equipped with the tools and skills that they need to successfully engage in the classroom in order to reach their full potential
- * Students will be less anxious as they gain confidence and independence in following highly-predictable routines
- * Students be more engaged and participate in the classroom with greater independence and success
- * Teaching staff will feel supported in catering for all students within the classroom
- * Families will feel supported as they work collaboratively with staff to plan and set goals
- * Families will feel valued as key members of the team and work collaboratively with the school to communicate openly, plan and set goals
- * There will be a very consistent approach in terms of how we cater for our students at St Patrick's School

Staff, students and families working together

Building Skills

Reducing anxiety

Enhanced engagement in the classroom

Supporting teachers

Supporting families



What happens in the HUB?

Individual Routines

Each HUB routine is very individualised depending on the needs of the student. Some students who need a very high level of predictability and routine start their day in the HUB and transition to the classroom from there. Some students have scheduled time in the HUB for regulation breaks. Some students are timetabled to visit the HUB to engage in "skill building sessions" in which target skills are explicitly taught and practised, with the aim of successful application in the classroom.

Move to Learn

The routines in the HUB can be categorised into the following areas:

1) Morning HUB Routines - starting the day in the HUB with a highly-predictable and individualised routine that aims to create a high level of consistency for the student. This aims to decrease anxiety and enhance executive functioning so that the student can navigate the school day with greater independence and success.

2) Move to Learn - a 10 minute movement program that assists with settling the body for learning and concentration in the classroom.

Skill Building Sessions

3) Skill Building Sessions - students with identified target skills work within the HUB either individually or in small groups on target skills. In some students, certain skills may be lacking, which can inhibit engagement in the classroom. In the HUB these identified skills are explicitly taught and practised until mastered. These skills can then be successfully applied within the relevant context.

Regulation Breaks

4) Regulation Breaks - scheduled time in the HUB throughout the day can provide the student with the opportunity to regulate their body and emotions if they find the demands of the classroom overwhelming. Regulation breaks allow students who may experience sensory overload, dysregulation or fatigue the opportunity to 'reset and recharge' before returning to the classroom. Regulation break times are designed according to the individual needs of the student and may involve physical movement, quiet time, fine motor activities, drawing, special interest activities, etc.

Check Ins

5) Check-Ins - some students may not need a full HUB routine but still benefit from a quick check-in either at the HUB or with the Principal. These check-ins provide an additional level of routine and predictability and an opportunity for the student to have someone to 'touch base' with and discuss any issues or concerns. Check-ins are a great opportunity for a student to develop an understanding of emotions. Students then use these skill to guide their decision making through the day and gauge when they may need a regulation break.

What's Happening...?

What skills are targeted in the HUB?

Depending on the individual needs of the student, some or all of the following skills may be targeted:

* Regulation Skills

- identifying and understanding emotions
- how to listen to our bodies and manage emotions
- how to regulate our bodies and emotions when experiencing 'big feelings'
- how to settle our bodies for learning

* Managing anxiety

- identifying and understanding feelings of anxiety
- how to listen to our bodies and manage anxiety
- how to regulate our bodies and emotions when experiencing anxiety
- how to work to predictable routines as a way of alleviating anxiety

* Social Skills

- understanding and building skills to navigate social interactions
- understanding and building skills to engage successfully in social interactions
- understanding and building skills to manage challenging situations that may emerge in a social context, eg: losing games, having to share, conflict, when things do not go as planned, etc.
- passive play options for students who may find the playground too overwhelming

* Understanding expectations

- Understanding classroom expectations, routines and dynamics
- Understanding playground expectations, routines and dynamics

* Working to routines

- Understanding how to follow visual scripts and schedules
- Understanding how to follow a routine
- Learning how to use a timer

* Safety Skills

- learning how to navigate the school environment safely and with independence
- transitioning from the HUB to the classroom
- transitioning to and from the playground

Regulation Skills

Managing Anxiety

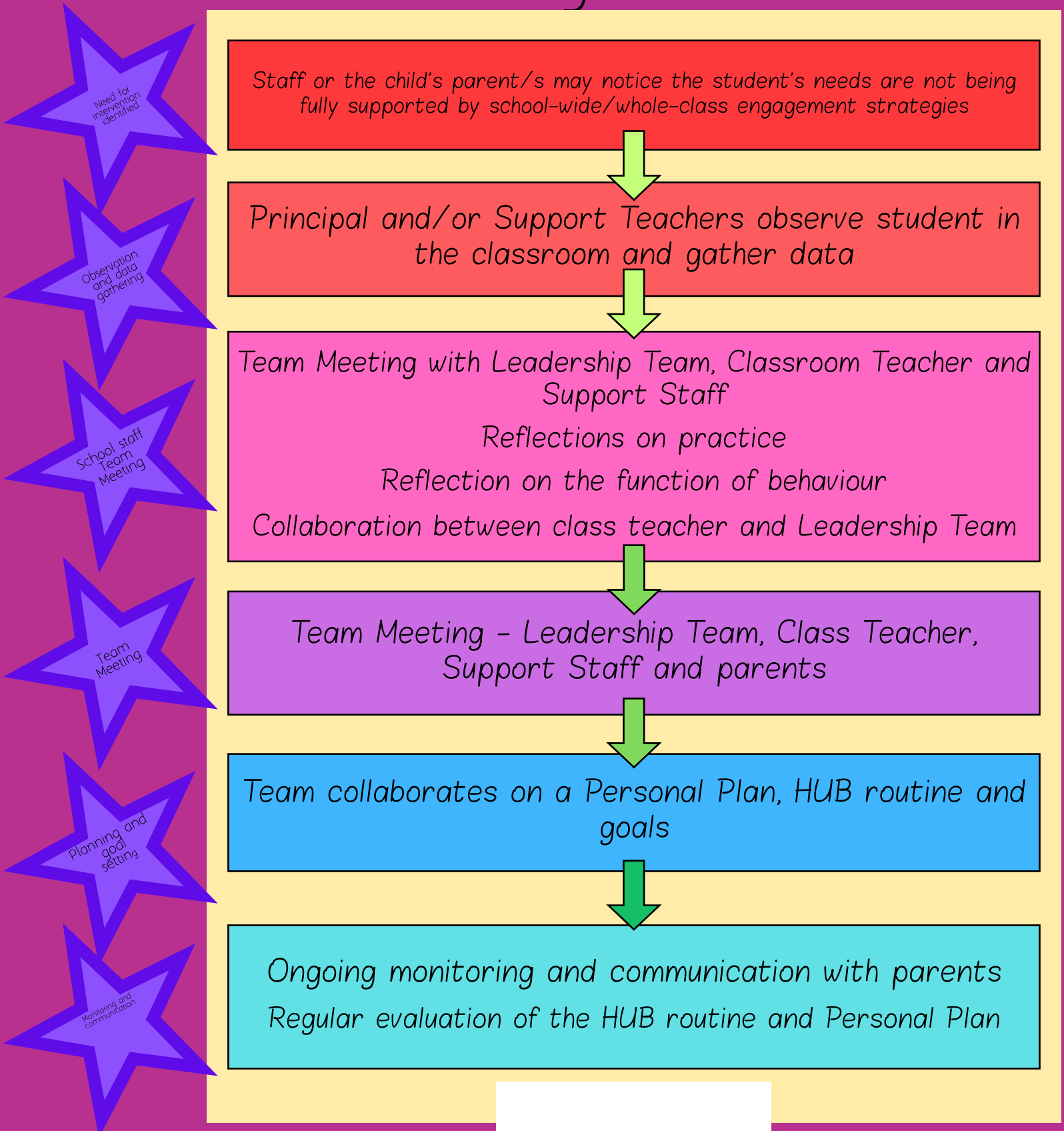
Social Skills

Understanding Expectations

Working to Routines

Safety Skills

What is the process for entry into the HUB Program?



Frequently Asked Questions

I don't want my child to be seen as "different". What will the other kids think?

It is very normal for parents to feel worried that their child will be seen as "different" if they are accessing an intervention program outside of the classroom. At St Pat's we offer many literacy and numeracy interventions to enhance learning. Most of these interventions happen outside of the classroom so it is a very normal thing for lots of students to be going out of the classroom for intervention on a daily basis. Just like literacy or numeracy interventions support learning and engagement in the classroom, the social/emotional interventions that happen in the HUB are also supporting learning and engagement in the classroom. The Support Timetables are running throughout the day with lots of students coming out of the classroom to engage in programs that support their learning. Students accessing programs leave the classroom without a fuss and often the other children do not even notice. We have also found that sometimes the classmates of the child attending the HUB actually ask if they can go too! The experience is very positive and all of our students understand that we all have individual needs and that at St Pat's everyone gets what they need.

Will my child need to access the HUB forever?

The ultimate aim of the HUB program is to set students up for successful, independent engagement in the classroom. Each HUB routine is tailored to the individual needs of the student. Some students rely heavily on the support provided by the HUB and their needs may require ongoing involvement in the HUB program. Other students may only need short-term intervention and once the targeted skills are mastered they may not rely on the HUB as much, or at all. Parents work closely with the teachers, Support Team and Leadership Team to set goals throughout the year and are always aware of where their child is at in terms of the mastery of skills that enhance independence.

**FREQUENTLY
ASKED QUESTIONS**

Frequently Asked Questions

My child does not have a diagnosis - can they access the HUB?

The HUB is accessible to any student who may benefit from some social/emotional intervention. Some children who attend the HUB may have a diagnosis, but others do not. The decision to include a student in the HUB program is dependent on the needs of the child and whether they may benefit from what the program offers. Parents are always a part of the planning and decision making involved in targeting a student for the HUB program.

How often will my child be in the HUB?

Every HUB routine is different and tailored to the student's individual needs. Parents are involved, through Team Meetings and regular communication with the school, in the planning process and decision making, so there is flexibility in terms of designing the routine and plan that will best suit the individual child.

What happens if my child misses class work when they are in the HUB?

Each student who is involved in the HUB program has an individual learning plan that is tailored to their needs. Part of this is designing their learning schedule in order to incorporate their HUB routine. Students who miss class work whilst at the HUB are not expected to catch that up, rather their individual plan ensures that they are covering the essential content at a level that is tailored to their needs. In other words, the class content for the individual child is tailored in order to accommodate the HUB times.

My child has individual funding - will being involved in the HUB program affect that?

No. Being involved in the HUB program does not impact individual funding. The work in the HUB is designed to set students up with the skills required for successful engagement in learning and we find that this then allows for the funded time to be utilised to its full potential.

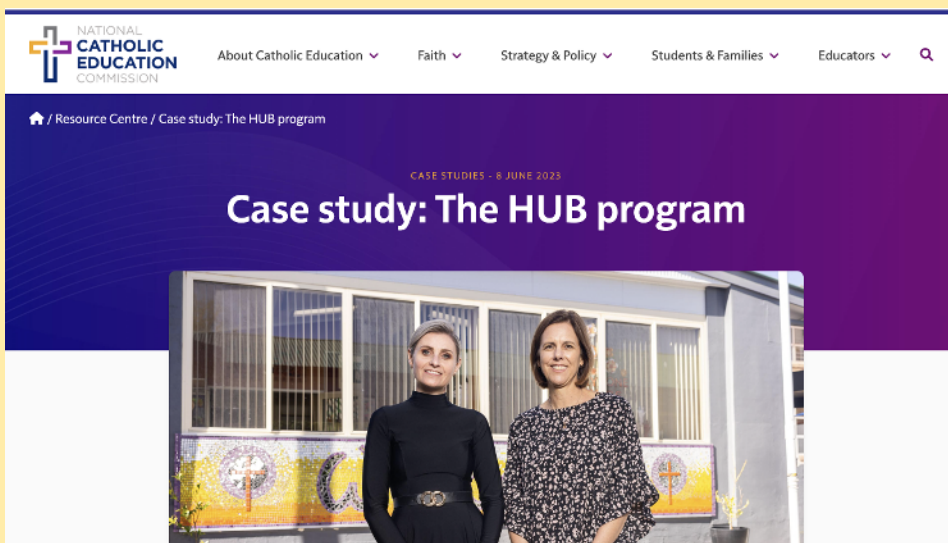
**FREQUENTLY
ASKED QUESTIONS**

A School Leading the Way!

We offer Professional Learning sessions for teachers and have had many teachers from other schools within and outside of our diocese visit St Pat's to learn about the HUB program and the work that we do at St Pat's.

Our work has been featured as a Case Study on the NCEC website

We are proud to share the work that we do within the HUB and at St Pat's!



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Testimonials

"The team are exceptional"

"I found the visit inspiring"

"There is such a calmness at St Pat's"

"I saw amazing results for each student!"

"We had access to expert dialogue and resources"

"The teamwork is really positive"

"I loved the empowering nature of upskilling individuals to gain independence"

"St Pat's is an exemplar school leading the way in the area of student wellbeing"

"The HUB engages and re-engages students in how to be safe, happy, calm and connected at school to then be a learner. Wow - this is impressive"

Parent Testimonials

The HUB routine has definitely helped my child and family at home. His after school meltdowns have decreased. I can definitely tell when he hasn't had his HUB routine at school because he will have a bad afternoon.

Before coming to St Pat's, my child was not receiving social/emotional intervention and his anxiety was debilitating. The difference in him since coming to St Pat's is massive. He is talking more and is building the confidence to engage more fully at school. He is much more regulated after school and his mental health has improved. We cannot thank St Pat's enough for helping our child understand school and building the routines and skills for him to succeed - it has changed his and our lives.

St Pat's has changed our lives and {student} is like a different child. We didn't get any support at the old school.

The check-ins have helped increase {student's} confidence. He has more guidance and a chance to see how he is feeling within the day. He is more calm and content and in return it has made him more settled for school work. He is able to communicate better overall with teachers and other students

{Student} has become more of a happy person since the check ins started. {Student} finds themselves more organised for the day when having check ins. {Student} is relaxed knowing there is someone kind and loving to meet with and go through the day plan

The HUB has been great for {student}. After {student} attends the HUB he returns to class with his emotions regulated, stress levels are down and he can focus on the tasks for the rest of the day. He loves going to the HUB, he feels happy and has fun.



Student Testimonials

My check-ins help me feel more calm and not as stressed. They help me plan my day. It's good to have a person to go to if I need it.

My HUB routine in the morning calms me down for the day and gets me organised.

The HUB makes me happy because I am with my friends. My routine helps me to know what to do in the classroom and to stay calm.

The HUB helps me to calm down to play with my friends. It helps me to know how to be good in class and on the playground so I don't get angry at my friends or the teachers.

My check-ins with {teacher} help me to calm down a lot and takes my mind off my worries.

My check-ins help me through hard times and to stay calm when things are bad.



Staff Testimonials

The HUB has supported me in my role as a classroom teacher by giving students in my care a 'soft place to fall' when they need it. It has provided me with a Plan B for students that need to reset or decompress outside of the classroom space.

The HUB has supported me with students in my classroom. It has supported the students in learning skills that enable them to have success in the classroom. The work in The HUB is very carefully scaffolded to meet each individual child at their point of need which is amazing. The repetitive and predictable structure of the HUB supports students who struggle with anxiety and worries.

Having children who need help with social skills go to the HUB each day anchors them and makes them feel secure to go on with their day. This in turn supports learning and I am better able to teach.

My students have gone from not being able to function in the classroom without becoming angry and frustrated to being settled and calm.

The HUB has helped to create independence, support routines within the classroom, has helped with changes in the school day and going through daily routines and timetables.

The HUB provides our children with a quiet settled space to strengthen their social skills and build the skills they need to thrive in the classroom and the playground.



Want to learn more?



For families:

If you think your child might benefit from being involved in the HUB program, contact your child's Classroom Teacher to set up a Team Meeting.

For professionals:

For more information about our HUB Professional Learning experiences please email us at stpatslithgow@bth.catholic.edu.au to arrange your visit.



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