

## Student Support Policy

### Background

At Huntingdale Primary School we recognise that students have a diverse range of abilities and learn in different ways and at different rates. The school endeavours to provide an individualised learning program for all students to cater for their needs. This includes providing a range of Student Support services to provide remediation or extension for students who need it.

Huntingdale Primary School is committed to providing a rich and balanced learning program for students who have a disability, whether they are funded or not through the Program for Students with a Disability Program (PSD). The school will implement and follow guidelines set by the Department of Education and Training (DET). The school is also committed to the principles in the Child Safe Standards, ensuring the wellbeing of all children and young people, regardless of their age, culture, beliefs, socio-economic circumstances, disability, family living situation, child rearing practices or educational level.

### Purpose

To:

- Provide a range of student support services that are delivered in a fair and balance manner.
- Ensure that every child's learning needs a catered for.
- Ensure that the school follows the policies, procedures and guidelines set by DET in regards to the PSD Program and support services.
- Ensure the school complies with the Child Safe Standards.
- Use school resources effectively when supporting student needs.

### Implementation

- The Principal has the overall responsibility of implementing this policy, but may delegate certain roles to suitably qualified staff.
- The school has developed a flow chart for accessing Student Support Services. See Appendix 1.
- If a student receives any sort of support service this will be entered onto Grade Xpert.
- A locked filing cabinet with confidential information on student assessments is kept in the Assistant Principal's office. Only qualified staff can access this information such as the Principal, Assistant Principal and SSSO staff.
- Classroom Teachers will be provided with information on assessments including relevant background information and key recommendations so they can provide a suitable program for students.

### Individual Education Plans (IEP's)

- A flow chart has been developed at the school level on the IEP process. See Appendix 2.
- Individual Education Plans (IEP's) may be developed for students who are achieving above the expected level (e.g. An 'A') or below the expected level (e.g. 'D'). These will include school and home activities to support the student's learning. They will be discussed with parents and a copy sent home.



### Student Support Groups, Extension and Enrichment Programs

- The school will endeavour to provide a range of student support services for students needing remediation and extension.
- The provision of these programs depends on student needs, timetabling, staff availability, resources and room availability.
- The school will ensure appropriate training is provided to staff providing these programs.
- Parents will be informed by the classroom teacher if their child is selected for a program and explain the reasoning behind their selection. A follow up letter from the student support teacher will confirm the child's place in the program.
- Students will be selected from programs using a variety of sources, for example, AusVELS achievement data, teacher recommendations, advice from SSSO's or outside agencies. Appendix 3 details selection criteria for particular extension/enrichment programs.
- The type of programs offered could include, but is not limited to:
  - English as an Additional Language
  - Literacy Support (e.g. Bridges)
  - Mathematics Consolidation
  - Mathematics Extension
  - Science Extension (including the John Monash Little Scientists Program- when available)
  - Taiko drumming
  - Choir
  - Student Wellbeing Support Groups
  - Chaplaincy

### Student Support Service Officers (SSSO)

- The school will have access to an Educational Psychologist, Social Worker and Speech Pathologist. The North Eastern Victorian Region (NEVR) will be responsible for providing and managing staff and communicating their time fraction to the school.
- The school will arrange monthly meetings with the SSSO group to assist with dissemination of information and managing students/caseloads at the school level.
- All students who access SSSO Services must have their cases entered onto the DET Student Online Case System (SOCS).
- SSSO's will be responsible for providing feedback to parents on their work with individual children.

### Outside Agencies

- The school will endeavour to provide parents/carers with links to outside agencies in the event that a timely service cannot be provided by the school.
- These services could include, but are not limited to On Psych, Monash Link Services and services provided through the City of Monash.

### Program for Students with a Disability (PSD Program)

- The school will implement and follow the guidelines set by DET when applying for funding through the PSD Program.
- The school will engage and liaise with a range of people to complete PSD funding applications. This includes SSSO staff, DET providers (e.g. Assessments Australia) and health professionals involved with that child (e.g. paediatrician, speech pathologist, occupational therapist etc.)
- Any assessments made by the teacher will be photocopied and kept on file.



- The Assistant Principal will be responsible for putting together the PSD application and managing it through the DET portal PSDMS.
- Individual Education Plans will be developed for all students on the PSD Program and reviewed each term. This meeting will include the teacher, parent(s) and PSD Coordinator. These will replace other interviews.

#### Visiting Teacher Service (VTS) and Blackburn English Language School (BELS) Outreach Program

- VTS and BELS Programs will be provided for students who qualify for these programs as per DET Guidelines.
- The English as an Additional Language (EAL) Leader will be responsible for coordinating the BELS Outreach Program, including assessments and room provision for the program.
- The Assistant Principal will be responsible for liaising with the VTS for students who qualify for the program.

#### Child Safe Standards

All staff will ensure they follow the Code of Conduct and the Child Safe Standards Policy when undertaking any student support service within the school.

#### **Evaluation**

This policy will be reviewed as part of the school's 3 year cycle or as needed to comply with DET policy changes.

#### **Document Status**

<b>Reviewed</b>	<b>School Council Ratification</b>	<b>Next Review</b>
September 2016	15 <sup>th</sup> November 2016	15 <sup>th</sup> November 2019



# Appendix 1- Student Support Process

## Concerned about a Student?

- Initiated by you
- Initiated by the parents



## Discussion- Assistant Principal

- About your concerns about the student
- Relevant services that may be of assistance (Could be DET, referral to Chaplain or out of school services such as On Psych)



## Teacher

- Fill in referral form- hand to Assistant Principal
- Speak to parents about your concern (if not already done so)
- Hand parents DET permission form Chaplaincy permission or On Psych information (given by Assistant Principal)
- Hand back forms to Assistant Principal when they return- please monitor this



## Assistant Principal

- Discuss case with relevant agency (e.g. DET SSSO staff, On Psych)
- Put case on Student Online Case System (SOCS) if DET Service is accessed
- Send referral forms to On Psych



## Student/Parent/Teacher/Assistant Principal

- Service is accessed
- Teacher will be able to give further background to professional
- Parent/Teacher/Assistant Principal feedback session
- IEP may need to be developed for student



## Appendix 2- IEP Process

### December- Previous Year

IEP updated- uploaded on Grade Xpert  
Given to new teacher as part of handover  
IEP stays current until Term 2



### Early Term Two- Following Year

IEP is updated by current teacher-uploaded on Grade Xpert  
IEP printed- Meeting held with parents by classroom teachers to share IEP. Any changes noted.  
Any edits made to Grade Xpert  
Parent sent home copy of IEP



### Ongoing-Teacher

Monitoring and updating if required



### December

IEP updated- uploaded on Grade Xpert  
Given to new teacher as part of handover  
IEP stays current until Term 2 of the next year

## When Devising your IEP

- Both the English and Japanese Teacher should have input, as well as the parents (at the SSG meeting)
- Areas of Focus- Literacy (Generally Reading first, then Writing), Student Wellbeing (Behaviour, work habits etc.)
- Ensure you upload the IEP on Grade Xpert by December/Early Term Two- put in any changes
- Give a copy to the parent
- All students on the PSD Program/Out of Home Care/Behaviour Support Plan must have an IEP. A PSG Meeting must be held each term with the Assistant Principal.



# Appendix 3- Enrichment Programs Selection Guidelines

## Science Extension Program & John Monash Science School

### **Purpose:**

To provide children who are talented in Science with an opportunity to extend their understandings and interests we facilitate attendance in the JMSS Little Scientists and Huntingdale SEP (Science Extension Program).

### **Restrictions:**

- Students in Years 5-6
- SEP maximum of 14 participants
- JMSS maximum of 4 participants (two girls, two boys)
  - These restrictions are based on the JMSS requirements, room allocations and teacher access

### **SEP/JMSS Selection Process:**

- 1) The children are selected based on;
  - Science results in current and previous year(s)
  - Ability to work independently and responsibly on a sustained project as evidenced in their inquiry project work
  - Enthusiasm for science as evidenced in their independent reading choice and discussion contributions
  - Ability to represent the school with exemplary behaviour, attitude, optimism and resilience
- 3) Final selection is determined by the 5/6 teaching in consultation with SEP teacher and previous year's teacher as required and cross checked with the Principal/Assistant Principal



## **CHOIR & TAIKO SELECTION PROCESS**

### **Purpose:**

To provide children with a flare in music to represent the school at special events we facilitate performance troops in Choir and Taiko.

*Note: This model is similar to that used when providing children with the opportunity to represent the school at District sporting events.*

### **Restrictions:**

- Students to be in Years 4-6
- Taiko group maximum of 15 participants
  - 5 participants in Year 4 selected each year, the participants progress in line formation so no further selection in subsequent years
  - These restrictions are based on the equipment required and the progression of skills of the students within the troop
- Choir- no maximum number of participants
  - selection on a yearly basis from Years 4-6

### **Taiko Selection Process:**

- 1) All children use Taiko in music prior to notices being sent home
- 2) The notices go home to all children in Years 4-6 to elect if they wanted to try out for Choir and Year 4 to try out for Taiko, this is clearly noted on the form
- 3) The children who want to trial for Taiko selection have a practice at lunchtime(s)
- 4) The children are shortlisted based on general classroom and music observations around;  
Confidence  
Enthusiasm  
Behaviour  
Attitude  
Responsibility  
Patience  
Resilience
- 5) The children who trialled for Taiko selection had a final practice at lunchtime
- 6) Final selection was based around the above observations and;  
Perform Taiko with rhythm  
Team work as a member of a larger performance group

### **Choir Selection Process:**

- 1) All children sing in music prior to notices being sent home
- 2) The notices go home to all children in Years 4-6 to elect if they want to try out for Choir and Year 4 to try out for Taiko, this is clearly noted on the form
- 3) The children who trialled for Choir selection are selected based on classroom and music observations around:  
Confidence  
Enthusiasm  
Behaviour  
Attitude  
Responsibility  
Patience  
Resilience