A) EDUCATIONAL SUPPORT

PREAMBLE

Parade College aims to offer quality services to students to maximize the educational outcomes and wellbeing of staff and students. These services include:

- Educational Support Programs for students requiring intervention
- Enhancement Programs for highly able students
- Counselling
- Speech Pathology
- Ongoing monitoring and assessment including diagnostic assessment
- Parent Education

PRINCIPLES

1. “We value a broad curriculum that provides an opportunity for each student to achieve their personal best within a large community with a wide range of abilities.” (Mission Understanding 2009)

2. “With respect for the personhood of each member of the College community, we embrace diversity which celebrates individual differences and promotes tolerance through our Christian behaviour.” (Mission Understanding 2009)

3. “Our communal stories challenge us to be attentive and reach out to those who are on the margins, inside and outside, of our community.” (Mission Understanding 2009)

4. “We recognise the primary role of parents and guardians as significant contributors to the spiritual formation of our young men. We aim to promote an integral and active parent and guardian involvement in the Teaching and Learning of student life in the College.” (Mission Statement)

5. "A Catholic school In the Edmund Rice tradition provides a curriculum attentive to the needs of each person. (The Charter: Holistic Education)

6. “The school acknowledges the primary role of parents and guardians in the growth and development of the child and provides opportunity for their participation in the life of the school.” (The Charter: Community)

7. “In the allocation of resources, a priority is given to the provision of services for students with special needs." (The Charter: Pastoral Care)

8. “Staff recognise that their principle vocation is to serve students and families.” (The Charter: Service of Others)

9. “The school programs are designed to empower all members, especially the marginalised, to participate with dignity and confidence.” (The Charter: At the Margins)

10. “Students at risk are provided with special assistance." (The Charter: Compassion)
POLICY

Parade College aims to identify all students with special learning needs and to offer them appropriate programs and staffing support to achieve to their maximum educational potential.

GUIDELINES

1. Parade College is guided by the principle of inclusion for students with special learning needs.

2. Parade College acknowledges the importance of early identification and intervention for students with special learning needs.

3. Parade College conducts termly Program Support Group Meetings for students with special learning needs.

4. Parade College recognises that Assessment and Reporting practices must be tailored to cater for individual needs.

5. Parade College recognises the need for all staff to be informed of Professional Development activities pertaining to students with special learning needs.

6. Parade College recognises the importance of clear referral processes for students at-risk.

7. Parade College acknowledges the importance of working with the parents of students with special learning needs particularly via the Program Support Group process.

8. Parade College seeks to facilitate a smooth transition from Primary to Secondary school with Student Support Services Staff attending Program Support Group Meetings for students with special needs.

9. Parade College endeavours to support parents/guardians, students and staff with appropriate strategies to enhance educational outcomes.

IMPLEMENTATION

1. Identification of student needs occurs via:
   - Comprehensive literacy and numeracy assessment of Yr 6, Yr 8, & Yr 10 students (results collated by ACER);
   - Advanced Placement Entry Test
   - Teacher referral;
   - Parent Referral;
   - Transition Interviews conducted by the Registrar;
   - Transition Forms;
   - Program Support Group Meetings
   - Identification of students' and parents' country of birth;
   - Student self-referral;
   - Review of students' academic results;
   - Analysis of AIM data.

2. Following assessment by the Student Support Services Staff and/or external agencies, teaching and learning recommendations are entered onto Synergetic student records for staff to access and implement.

3. Placement in Literacy and Numeracy Intervention Programs or Advanced Placement Programs is offered to identified students.
4. Student Support Officers provide assistance to students whose educational program receives Literacy, Numeracy, and Special Learning Needs funding through the Commonwealth Government.

5. Homework Clubs are available to students each Tuesday from 3.30-4.30.

6. Program Support Group Meetings are facilitated each term for identified students with Individual Learning Plans submitted.

 **AIMS:**
  * To provide appropriate program planning and direction as well as regular monitoring and evaluation of the student’s progress;
  * To increase the participation of the student in the educational programs and social life of the school;
  * To provide ongoing support for teachers, parents, and the student in program planning and direction as well as regular monitoring and evaluation of the student’s progress.

 **MEMBERSHIP:**
  * Parent / guardian or advocate
  * Program Support Manager
  * Special Needs Coordinator
  * Student Support Officer
  * Student
  * Consultants (optional)

 **ROLES & RESPONSIBILITIES:**
  * Special Needs Coordinator: Chairperson
  * Program Support Manager: Organise and present ILPs from Subject Teachers and Progress Reports from Tutor Teachers
  * Student Support Officer: Take Minutes

 **PROGRAM PLANNING:**
  * Curriculum development is based on individual need
  * Teaching strategies should build on the strengths of the student
  * Curriculum must be age-appropriate

 **OPERATION OF THE PSG:**
  * The focus is on educational planning and monitoring of a student’s progress …to facilitate optimum learning outcomes.
  * Meetings are held at least once a term or at the request of any member.

 **MEETING PROCEDURE:**

Below is a suggested procedure to ensure that those with the most knowledge of, and responsibility for, the student make a valuable contribution by working together to establish shared goals for the student’s educational future.
  * Welcome / Introductions / Apologies
  * Review of the Minutes from the previous PSG meeting
  * Table ILPs from Subject Teachers
  * Table Student Progress Report from Tutor Teacher
  * Student Support Officer report
  * Student report
- Parent Report
- Further discussion / comments / clarification
- Agenda items for the next meeting
- Date of next meeting

**CONFIDENTIALITY:**

All discussions and reports considered by, or arising from, the Program Support Group process are to be treated in the strictest confidence.

7. The Referral Team meets fortnightly to consider and recommend action for referrals by College teaching staff for students at risk. The Referral Team consists of the Director of SSS, Yr 7-9 Special Needs Coordinator, Yr 10-12 Special Needs Coordinator, Counselling Manager, Advanced Placement Coordinator.

**EXPECTED ACTION PRIOR TO REFERRAL**

- Identification of academic need (learning difficulty/highly able) by Subject Teacher.

- Subject Teacher to check Scholaris for Teaching and Learning recommendations from previous diagnostic assessment reports:
  - Implement Teaching & Learning Recommendations. If there is no improvement after 4-6 weeks complete and forward a Student Referral Form.
  - OR
    - Contact Jenine Fogarty, Director of Student Support Services (Ext 355), to discuss concerns.

**NOTE:** Prior to submitting the Referral Form to Student Support Services please ensure the student’s parents have been informed of concerns, strategies implemented to date, and the decision to proceed with a referral to Student Support Services.

- Place the Referral Form in Director of SSS’s Pigeon Hole (next to the Administration Staffroom), in a sealed envelope, marked “Confidential – Referral Committee”.

**ACTION UPON RECEIPT OF REFERRAL:**

- The referring teacher is contacted via email by the Special Needs Coordinator to acknowledge receipt of the referral.

- The Referral is considered by the Team with appropriate action identified and documented.

- The referring teacher, Tutor Teacher, and House Leader are informed of the recommended action by the Special Needs Coordinator.

**ACTION FOLLOWING ACCEPTANCE OF REFERRAL**

- If assessment is recommended the Special Needs Coordinator will contact the student’s parent/s and forward a Parent Permission Form and Case History Form.

- Following assessment, a feedback meeting is convened with the student’s parent/s where they are provided with a written report. A copy of the report is placed in the student’s Special Learning Needs File and teaching and learning recommendations are entered onto Synergetic.
• If the results from the initial assessment indicate that further assessment is required, internally or externally, parent permission will be obtained at the feedback meeting.

• Following any further assessment, a feedback meeting will be organised by Student Support Services for the parents and the referring teacher to attend with the examiner. The Special Needs Coordinator will contact the student’s Subject Teachers to inform them of the report in the student’s Special Learning Needs File and the associated recommendations on Synergetic.

• The referring teacher and subject teachers adjust their teaching and management strategies in light of recommendations arising from the assessment and continue to closely monitor the student’s progress. Teachers are advised to contact Student Support Services for assistance with implementing recommendations, if required.

• If the Team does not recommend an assessment, the referring teacher will be requested by Student Support Services to contact the student’s parents and inform them of the Referring Team’s recommendation(s).
B) COUNSELLING
PREAMBLE

Parade College is a large educational community of almost 1700 staff and students. Boys in transition from early adolescence through to early adulthood will experience some health and wellbeing issues that are unique to this period of growth and development and so, from time to time, need additional support. Parade College, as a caring community, in the Edmund Rice tradition, provides this support through the Counselling Team.

PRINCIPLES

The Counselling Service at Parade College is committed to enhancing the wellbeing – personal, social, educational – of Parade College students. It provides a range of direct and indirect services.

Firstly, the service provides individual counselling to students who require confidential assistance and support during their social, emotional, behavioural, and academic development and learning. A psycho-educational assessment service is also offered. This aims to establish understanding of cognitive styles, identify specific learning difficulties and assist in the development of appropriate interventions by working collaboratively with the student, parent(s)/guardians, and College staff. A number of educational programs are also offered to students, delivered during the school term or holidays, as appropriate.

The Counselling Service supports students indirectly. Through the provision of secondary consultation services and school community awareness, understanding and relationships are fostered. Information seminars to parent(s)/guardians and College staff are delivered. And importantly, a variety of practices are in place to safeguard the effectiveness of the Counselling Service and therefore enhance student wellbeing.

POLICY

Parade College provides substantial but necessarily limited counselling services to enhance the well-being – personal, social, educational – of its students through appropriate interventions, including psycho educational assessment, and individual and group educational programs.

GUIDELINES TO THE SERVICES

Counselling

The aim of counselling is: to develop healthy perspectives, build resilience, facilitate insight into individual difficulties, assist in the development of problem-solving and decision-making skills, develop conflict resolution skills, assist in the development and practice of positive coping strategies and choice-making, support social, emotional and behavioural development, and assist in the establishment of support networks within the College for students, and, if appropriate, to refer students to professionals and organisations outside of the College who can provide additional support. Parent(s)/guardians and College staff are to be involved in this referral process.

Issues dealt with in counselling include: frustration, anger and conflict situations; anxiety, depression; suicide ideation; self-harm; self-esteem; school refusal; traumatic events; relationship/friendship issues; parental separation/divorce; grief and loss; abuse; drug-related issues; crisis issues, behaviour problems and learning difficulties. Assistance may also include support with study organisation, motivation, and time management skills.

In supporting students through counselling, Counsellors communicate with the student’s family and relevant College staff where appropriate whilst at the same time being sensitive to the wishes and age of the student and his situation. The general practice of the Counsellors is to engage the parent(s)/guardians in the counselling process as much as possible.

Counselling Staff

All Counselling staff are Psychologists and registered with the Psychologists Registration Board of Victoria (PRBV). They are members of the Australian Psychological Society (APS) and are
therefore guided by the Code of Ethics set down for psychological practice (APS).

**Counselling and Confidentiality**

It is important for the appropriate conduct of the Counselling Service at Parade College that all who attend counselling sessions are assured that what is shared remains confidential. Counselling is therefore undertaken in accordance with relevant professional and ethical guidelines as well as CECV and Parade College Policies. Private counseling rooms are available for students.

There are circumstances that may limit the extent of confidentiality. For example, if during a Risk Assessment, in the professional judgment of the Counsellor, a student is considered to be seriously at risk to himself or to others, then there is an overriding duty of care to notify parents, the Director of Student Support Services, the Assistant Principal (Student Welfare), and the Principal. This condition affecting confidentiality is clarified with the student during their first Counselling session.

At all times, however, it is recognized that the Principal has the ultimate duty of care for each individual student and therefore, in certain circumstances, may need to be briefed, or may have to call on counselors to provide more details in relation to any student enrolled in the College.

**Risk Assessment**

The Counselling Service has a Suicide Risk Assessment Management Plan which is followed in response to students considered ‘at risk’. Through risk assessment questioning, a High, Medium, or Low level of risk is established by the Counsellor. An action plan is then followed to ensure the student’s health and wellbeing needs are addressed. This plan includes notification to the Principal via the Director of Student Support Services and the Assistant Principal (Student Welfare) of students considered ‘at risk’.

**Referral to the Counselling service**

Students, College staff, and families can refer a student to the Counselling Service. All initial referrals are forwarded to the Counselling Coordinator. Students can approach the Counselling Coordinator directly or make an appointment through their Tutor Teachers, House Leader, College Principal, Parents, or Subject Teacher. Parents are encouraged to contact the Counselling Coordinator directly. All Counsellors are available before, during or after school time at the convenience of families.

New Referrals are discussed with Counselling staff regarding reasons for the Referral and the presenting concerns. The Referral is then allocated to a Counsellor based on expertise in relation to particular issues and caseload.

**Psycho-Educational Assessment**

Students may present at the Counselling Service following referral from College staff and/or parent(s)/guardians due to concerns relating to academic progress and behavioural issues. Before developing an appropriate intervention, it is necessary to establish understanding of the student’s cognitive style, and to identify any specific learning difficulties which may be related to the behaviours of concern. This can be achieved through the administration of formal and informal assessment procedures which may include:

a) Interviews;

b) Cognitive assessments;

c) Educational assessments;

d) Social, Emotional, and Behavioural assessments.

During the assessment process the Psychologist will work closely with parent(s)/guardians and teachers to develop contextual understanding of the student’s difficulties. Following administration of the formal assessments considered appropriate, all information and results are collated and a written report, which includes recommendations, is produced. To complete the assessment process, the Psychologist will report the findings to the student, parent(s)/guardians, Director of Student Support Services, and College staff as appropriate. Based on the recommendations derived from the results, an individual learning and
A behavioural plan can then be formulated, ideally in collaboration with the student, parent(s)/guardians, and College staff.

**Student Programs**

Often students present at the Counselling Service with issues that indicate further understanding and skill development would greatly assist in their learning to manage and cope with problems. Programs offered by the Counselling service include topics relating to: anger management, assertiveness, study skills, anxiety, and stress.

**Consultation**

College staff and parent(s)/guardians are often seeking more information and greater understanding of psycho-educational issues and how they can provide appropriate support for students who are experiencing difficulties. To meet this need, the Counselling Service offers consultative services to College staff and to parent(s)/guardians. This can involve individual consultation, group consultation, and screening and referral to appropriate services outside of the College, if appropriate.

**Information Seminars**

At various times throughout the school year the Counselling Service offers Information Seminars to parent(s)/guardians and College staff. These may be developed and delivered by the Counsellors in collaboration with the Student Support Services Team and College staff. Topics may include: specific learning difficulties, ADHD, Aspergers, anxiety, depression, trauma, school refusal, grief and loss, blended families, self-harm, and parental separation/divorce. Topics may also be delivered upon request. The sessions generally include an introduction to the topic, consideration of the impact on a student, implications for significant others in the student's life, appropriate support strategies, and provision of resources that can be utilised.

**BEST PRACTICE**

To effectively meet the needs of students, the Counselling Service participates in professional development activities, fosters internal collaborative networks, and undertakes a number of practice inquiry methods.

**Professional Development**

The College has a consultancy with the Child and Adolescent Mental Health Service (CAMHS) based at the Austin and Repatriation Medical Centre. Secondary consultation is facilitated by a visiting CAMHS Psychiatrist on a monthly basis at Parade College. This consultation is attended by Parade College Counsellors and Counsellors from numerous schools within the local network.

Parade College Counsellors also participate in a monthly network meeting with the Catholic Secondary Schools Welfare group (CSSS). These sessions provide opportunity for professional discussion relating to case studies, effective evidence-based practices, recently attended professional development, and general issues of concern. This is also an opportunity for the exchange of professional resources and information relating to forthcoming professional development events.

On a monthly basis Parade College Counsellors attend individual supervision. Psychological supervision is an invaluable source of ongoing professional development and maintenance of sound psychological practice. Supervision is a means of ensuring that the psychological practice delivered by Parade College Counsellors is of the highest quality.

On a fortnightly basis, a Counsellor’s Meeting is held by the Service. This meeting provides opportunity for case management discussion, review of students at risk, discussion of administration issues, program planning, and review of current practices.

Throughout the school year Counsellors also attend various professional development events. These may
be organised by the Catholic Education Office, the Australian Psychological Society, the Department of Human Services, Universities, SPELD, local community organisations, and schools within the network.

**Internal Collaborative Networks**

Meeting the individual needs of students in a large school is an ongoing challenge. To ensure that this occurs the Counselling Service participates in a number of collaborative networks which aim to facilitate communication of student needs across administration and teaching levels.

Counselling staff regularly meet to collaborate with the Director of Student Support Services regarding the identified needs of the College community and to plan accordingly to effectively meet these needs. On a fortnightly basis, the Counselling Service Coordinator attends the SSS Referral Meeting. A fortnightly meeting is also attended by the Director of Student Support Services, the Assistant Principal (Student Welfare), and the Coordinator of the Counselling Service. In addition, each fortnight the Counsellors attend the Student Support Services Team meeting. These meetings provide invaluable opportunity for close and collaborative monitoring of students requiring additional support.

On a weekly basis, Counsellors provide the Director of SSS and relevant SSS staff, House Leaders, and the Assistant Principal (Student Welfare) with a report of the students currently attending the Counselling Service. In a school the size of Parade College, this provides an invaluable means of closely monitoring students. It establishes a mutual understanding of existing individual student needs and reduces the response time by College staff for immediate issues of concern in relation to students.

These networks also provide a means for College staff and the Counselling Service to develop appropriate support strategies and interventions for students.

**Practice Inquiry Methods**

The Counselling Service aims to provide a high quality service. Various evaluation methods are undertaken to improve the effectiveness of the Counselling Service.

**Reports**

A Review of the Service is conducted at the end of each school term and a Report is produced. The Report presents the descriptive data provided by Counsellors following provision of individual counselling during the term. Terms are also compared. This information assists the College in developing a more comprehensive understanding of the needs of Parade College students and can be used to inform practice not only within the Counselling Service but across Parade College at numerous levels. For example, it can be used to identify common presenting concerns of students and periods of high demand within the Counselling Service which contribute to future decision-making and program development.

An Annual Report is also produced by the Counselling Service. This Report is a comprehensive summary of the reports written during the year.

**Reviews**

The Counselling Service holds regular Planning and Review days. A Planning Day is held at the beginning and end of the school year. Each term a Planning and Review Day is also held. This is an opportunity to review the current term and to plan for the next. The findings from the written Reports, in particular the presenting concerns of students, are used to inform these meetings.

A summary of the Counselling Service is shown in the Figure below.
Parade College Counselling Service
Enhancing Student Wellbeing

Services

Psycho-Educational Assessment
Secondary Consultation
Information Seminars Families

Best Practice

Individual Counselling
Student Programs
Information Seminars College Staff

Professional Development
Practice Inquiry Methods
Internal Collaborative Networks

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