

	PARADE COLLEGE
POLICY:	STUDENT SUPPORT SERVICES

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
- Gifted and Talented Programs for highly able students
- Professional Learning for staff
- Speech Pathology
- Ongoing monitoring and assessment including diagnostic assessment
- Parent Education

PRINCIPLES

1. Liberating Education: "We open hearts and minds, through quality teaching and learning experiences, so that through critical reflection and engagement each person is hope filled and free to build a better world for all". (EREA Charter)

A Catholic school in the Edmund Rice tradition:

- Encourages all members of the school community to work to the best of their ability, to become the person that each is created to be and to strive for equity and excellence;
- Serves the individual needs of each person, providing teaching and learning experiences that are authentic, relevant, rigorous and creative;
- Is committed to enabling students to experience personal achievement within a safe, supportive and healthy environment;
- Gives priority in the allocation of resources to provide services for students with particular needs. (EREA Charter)

2. Gospel Spirituality: "We invite people into the story of Jesus and strive to make his message of compassion, justice and peace a living reality within our community". (EREA Charter)

A Catholic school in the Edmund Rice tradition:

- Recognises and acts upon the central place of the Gospel commitment to the marginalized through a preferential option for the poor. (EREA Charter)

3. Inclusive Community: "Our community is accepting and welcoming, fostering right relationships and committed to the common good". (EREA Charter)

A Catholic school in the Edmund Rice tradition:

- Demonstrates a preferential option for the poor by standing in solidarity with those who are powerless and marginalized, and strives to provide access to those who otherwise would not seek enrolment;

- Welcomes and values all members of the school community regardless of religion, race, disability, gender, sexual orientation or economic situation;
 - Promotes social inclusion and views diversity as beneficial to a liberating education;
 - Acknowledges the traditional ownership and cultural heritage of Aboriginal and Torres Strait Islander peoples of Australia, and welcomes them into its community. (EREA Charter)
4. Justice and Solidarity: "We are committed to justice and peace for all, grounded in a spirituality of action and reflection that calls us to stand in solidarity with those who are marginalized and the earth itself". (EREA Charter)

A Catholic school in the Edmund Rice tradition:

- Develops a curriculum that integrates themes of justice and peace, underpinned by Catholic Social Teaching;
- Promotes partnership in service and solidarity learning programs in partnership with those on the margins;
- Seeks to provide opportunities for Involvement in immersion programs In which students and staff form relationships, work with and learn from those on the margins, leading to mutual transformation;
- Is committed to working with and walking alongside Aboriginal and Torres Strait Islander peoples of Australia, advocating justice and promoting reconciliation. (EREA Charter)

POLICY

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

GUIDELINES

Parade College:

- is guided by the principle of inclusion for students with additional needs.
- acknowledges the importance of early identification and intervention for students with difficulties.
- conducts termly Program Support Group Meetings for students who receive additional funding and for students who have been identified as highly able.
- recognises that teaching, assessment and reporting practices must be tailored to cater to individual needs.
- recognises the need for all staff to be informed of Professional Learning activities pertaining to students with additional needs.
- recognises the importance of clear referral processes for students at-risk.
- acknowledges the importance of working with the parents / guardians of students with additional needs.
- seeks to facilitate a smooth transition from Primary to Secondary school with Student Support Services Staff reviewing Enrolment Forms, Transition Forms and attending Program Support Group Meetings for students with additional needs.

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

IMPLEMENTATION

A) EDUCATIONAL SUPPORT

1. Identification of students with difficulties occurs via:
 - Comprehensive literacy and numeracy assessment of Yr 6, Yr 7, Yr 8, & Yr 9 students (results collated by ACER);
 - Teacher referral;
 - Parent / guardian referral;
 - Transition Interviews conducted by the Registrar and the Additional Needs Coordinator;
 - Transition Forms;
 - Program Support Group Meetings;
 - Identification of students' and parents' country of birth;
 - Student self-referral;
 - Review of students' academic results;
 - Analysis of NAPLAN data.
2. Following assessment by the Student Support Services Staff and/or external agencies, teaching and learning recommendations are entered onto eWorkspace student records for staff to access and implement. Students with additional needs are identified on eWorkspace with either a blue coloured or gold coloured Alert. Students with a gold coloured alert receive additional funding such as Students with Disabilities funding, Refugee funding, funding for Indigenous students. Students with a blue coloured alert have been identified with additional needs however they are not eligible for additional funding.
3. Possible placement of students in the following programs:
 - Year 7-9 Intervention English
 - Year 7-9 Intervention Maths
 - Year 10-11 Foundation Maths
 - Year 10 Essential Science
 - QuickSmart Numeracy
 - QuickSmart Literacy
 - Spelling Mastery
4. Learning Support Officers provide assistance to classes with students who receive Students With Disabilities (SWD) funding from the Commonwealth Government.
5. Homework Clubs are available to students each Tuesday and Wednesday from 3.15-4.30.
6. Program Support Group Meetings for Students With Disabilities are facilitated each term by the Additional Needs Coordinators.
7. Subject Teachers complete semester based Personalised Learning Plans for students who are in receipt of additional funding. These PLPs are forwarded to parents / guardians.
8. Participation of students in supplementary programs is valued and encouraged. For example: the Australian Indigenous Mentoring Experience (AIME), NRL School to Work, I CAN, Tailored Pathways Program.

B) GIFTED and TALENTED

1. Identification of Gifted and Talented students occurs via:
 - Comprehensive literacy and numeracy assessment of Yr 6, Yr 7, Yr 8, & Yr 9 students (results collated by ACER);
 - Teacher referral;
 - Transition interviews;
 - Transition forms;
 - Parent / guardian referral;
 - Program Support Group Meetings;
 - Review of students' academic results;
 - Analysis of NAPLAN data;
 - Applications for Year 7 Altior program.

2. Applications for Year 7 Altior are completed by students when they are in Grade 6 and enrolled in Parade College. All Grade 6 students are invited to apply for a place in Altior.

3. The Year 7 Altior application includes the following documentation:
 - Altior Application Form
 - Teacher Survey
 - Parent / Carer Survey
 - Student Self-Nomination Form
 - Evidence of high achievement from:
 - Cognitive assessment

OR (select three of the following):

 - Academic:
Achievement in top 5% to 10% of state-wide and national competitions e.g. UNSW, AMC
 - Academic:
School report from last semester; achievement must be reported across all subjects
 - Academic:
NAPLAN in at least Band 7 for all areas
 - Academic:
Achievement in the top 5% of students in school wide ACER testing.
 - Music:
Performance in AMEB exams in top 5 % to 10% at advanced for age levels, membership of audition only bands and ensembles
 - Leadership:
Demonstrated high levels of initiative, confidence, ability to motivate and influence others, e.g. debating finalist, conference organiser, school captain etc.

4. Following a review of applications for Year 7 Altior by the Coordinator of Gifted and Talented Programs, students may be offered a place in the following core Altior subjects: English, Mathematics, Humanities, Science. Parents / guardians are required to provide written acceptance of their son's place in Altior classes.

5. Year 7 students complete one semester only, Semester 1 or Semester 2, of Altior, where the focus is on enrichment.

6. All Year 7 students complete the ACER Abstract Reasoning Test during the Semester 1 Examination Week. The results are used to assist in determining the suitability of students for Year 8 Altior.
7. Identification of students for Year 8 and 9 Altior occurs via a review of their:
 - Academic results;
 - Conduct;
 - Attendance;
 - NAPLAN;
 - Involvement in the College community;
 - Teacher recommendation;
 - ACER Abstract Reasoning Test results (for Year 8 only).
8. Years 8 and 9 Altior students complete a full year of Altior in the core subjects of English, Mathematics, Humanities, Science, with an emphasis on an accelerated curriculum.
9. If a student wishes to withdraw from Altior, the following process occurs:-
 - The Coordinator of Gifted and Talented Programs is notified;
 - Subject teachers are consulted;
 - Parents / guardians are contacted;
 - The Director of Student Support Services, College Timetabler, and Director of Teaching and Learning Coordinator are advised;
 - If all parties are in agreement, the student may withdraw.
10. Program Support Group Meetings are held termly for students who are identified as performing in the Gifted Range (defined as a score above 130) on an IQ Test with a Personalised Learning Plan developed and reviewed in consultation with the student, parent / guardian, and Coordinator of Gifted and Talented Programs.
11. Participation of highly able students in extracurricular programs is strongly encouraged. For example: World Scholars Challenge, Tournament of Minds, Science Talent Search, Debating, Chess Club, Drama Productions, High Performance Sport, Community Action.
12. Homework Clubs are available to Altior students each Tuesday and Wednesday from 3.15-4.30.

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