ST CHARBEL’S COLLEGE (K - 12)
LEARNING SUPPORT –
SPECIAL NEEDS POLICY 2006

(LAST UPDATED MARCH 2006)
INTRODUCTION

St Charbel’s College is first and foremost a Maronite Catholic School dedicated to developing in the children a love of God and neighbour, and an abiding attachment to their Maronite faith and heritage. (St Charbel’s College Vision Statement, 1996)

Our mission is for the school to:

- Be rich in Lebanese traditions that will help the children to appreciate their history and their past and future glories of the Maronite Church
- Be a community in which staff, students and parents are challenged to the life-long invitation of Christ to:

  “Come Follow me.” (Matthew 9:9)

St Charbel’s College Learning Support - Special Needs Policy is aimed at ensuring access and equality to school, resources and an appropriate education for students with disability. The College aims to facilitate effective learning for students identified as having a learning disability. It will do so by engaging the expertise of staff, parents, external agencies, paramedical and medical specialists, in a manner that is collaborative and dynamic. This policy will provide guidelines for staff on processes relating to identification, goal setting (including post-school options), programming, teaching, monitoring and evaluation. Through the provision of information, the policy aims to empower stakeholders as advocates for students with a disability and their families, ensuring we continue to promoting education in a discrimination-free environment.

Students with disability can be defined as those students classified as having one or more cognitive, sensory, behavioral limitations that are likely to impair learning. Such impairments may include issues of mobility and physical and curriculum access. Students and stakeholders may require use of adaptive technology.

Student and family right to privacy is supported, consistent with St Charbel’s Mission Statement and the Privacy Act.
RATIONALE

The staff at St Charbel’s College believe that all students at the College:

- have gifts and talents and are able to learn.
- have a right to an education in the least restrictive environment.
- are entitled to equity of appropriate learning and access to appropriate curriculum.
- will be encouraged to develop their spiritual, emotional, academic, social and sporting potential allowing them to lead fulfilling lives in their post school years.

CORE BELIEFS

- Parents are the child’s first teacher and are to be consulted regularly by school personnel.
- Other personnel that can be involved are therapists, doctors and paramedical personnels, counsellors, psychologists, teacher aides.
- All students have a right to attend a mainstream class, learning at appropriate pace, working towards identified goals with the assistance of the classroom teacher, parents and members of the Learning Support team.
- Outcomes and course content need to be adjusted to meet the identified needs of the student. Assessments and reporting will reflect the adjusted outcomes the student is working towards.
- In addition to assessment measures forming a basis for reporting, its primary purpose is to determine programming direction and appropriate objectives and interventions.
- Social interactions, friendships and social skills development are encouraged.
- The importance of communication and self-help skills.
- Regular two-way communication with stakeholders is imperative in developing joint goals.
PRIVACY

St Charbel’s College recognises the Privacy Act, and endeavors to take responsibility for the manner in which information is collect, stored and accessed by its employees. In keeping with the Privacy Act the Learning Support Department (LSD) has constructed the following outline for staff working with students with a disability, their families and their student records.

- Parental permission sought to begin investigating student learning needs
- Note to parents outlining how any information collected will be stored and accessed, by whom and the level of access.
- Parental permission sought on the use of student information with College staff and professionals representing external agencies.
- Restrictions in the verbal transfer of confidential student information e.g. performance on psychometric assessment as measured by a score. Discussions should concentrate instead on strategy implementation, content adjustment, delivery, assessment and timeline for evaluation.
- Written parental consent required by College staff to contact any relevant educational, medical or paramedical agency including Specialist Doctors, General Practitioners, Occupational Therapist, Community Health Centers’, other schools, Speech Language Pathologist, Mental Health Workers
- Any parent requests be respected and treated confidentially, e.g. relaying events of meeting with parents to wider staff for entertainment purposes
- The College is dependent on parental disclosure regarding needs of newly enrolled students and further to this require consent to access any relevant records from the previous school/preschool.

DISABILITY DISCRIMINATION ACT (DDA)

The College recognises the Disability Discrimination Act of 1992 and will through its policies and practices uphold its mandatory requirements. The College will eliminate discrimination as far as possible for students with a disability and their associates. Students with a disability are often seen as vulnerable and can be the target of school bullies. To minimise such behaviors, systems need to be implemented which include the education for all students as a preventative measure. The College staff will ensure that prospective and existing students have access to activities, appropriate curriculum, and support services on the same basis as a student without a disability.

SCHOOL REFUSALS & LEARNERS AS RELUCTANT PARTICIPANTS

Students with negative schooling experiences may display reluctance in school attendance. Once such Learning Support students have been identified, a meeting is to be held with all stakeholders in an attempt to ascertain what problems are at the core and how they can be countered.

Possible interventions can include the family phoning the school when the student refuses to attend school. The student will be asked to talk to the LS teacher. Such process should be in collaboration with the student. The student should be able to identify the problems, be satisfied with suggested coping mechanism and set appropriate and manageable goals.
SUMMARY OF SPECIAL NEEDS MANAGEMENT PROCESS.

The following table is an overview of the process through which students with special needs are assessed, their needs are catered to and the progress and performance and teaching practices and adjustments are evaluated.

<table>
<thead>
<tr>
<th>STAGE</th>
<th>PROCEDURE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identification of Special Needs</td>
<td>To identify Special Needs students within the college:</td>
</tr>
<tr>
<td>(Referral Stage 1)</td>
<td>Concern for student</td>
</tr>
<tr>
<td></td>
<td>Parents meeting</td>
</tr>
<tr>
<td></td>
<td>Information is gathered</td>
</tr>
<tr>
<td></td>
<td>Consideration of the Learning Support Department</td>
</tr>
<tr>
<td></td>
<td>May screen for additional information: e.g. English Proficiency.</td>
</tr>
<tr>
<td></td>
<td>Refer to the School Counsellor/Psychologist and or recommend strategies</td>
</tr>
<tr>
<td></td>
<td>and curriculum adjustments for trial</td>
</tr>
<tr>
<td></td>
<td>Parental consent for assessment</td>
</tr>
<tr>
<td>Assessment of Special Needs</td>
<td>Assessment conducted, and follow up interview with parents and teachers</td>
</tr>
<tr>
<td>(Referral Stage 2)</td>
<td></td>
</tr>
<tr>
<td>Formulation and Implementation of</td>
<td>Collaboratively plan with all stakeholders, to identify short- and long-</td>
</tr>
<tr>
<td>Educational/Transitional Plans</td>
<td>term goals (Educational, social, Transitional), timeline, assessment</td>
</tr>
<tr>
<td></td>
<td>considerations and staff responsibility.</td>
</tr>
<tr>
<td></td>
<td>Plan coordinator to liaise on a regular basis and coordinate plan</td>
</tr>
<tr>
<td></td>
<td>implementation.</td>
</tr>
<tr>
<td></td>
<td>Profiling student needs to determine the level of required support.</td>
</tr>
<tr>
<td>Ongoing evaluation of Individual</td>
<td>Twice yearly the Learning Support Coordinator will conduct meetings with</td>
</tr>
<tr>
<td>Educational/Transitional Plans</td>
<td>all stakeholders regarding student performance against set goals and</td>
</tr>
<tr>
<td></td>
<td>establish new goals.</td>
</tr>
<tr>
<td></td>
<td>Psychometric assessment every 3 years.</td>
</tr>
</tbody>
</table>
REFERRAL

REFERRAL Stage 1

The aim of this stage is to identify students experiencing / displaying academic difficulties due to reasons other than having a disability. An example of a student displaying academic difficulties due to reasons other than a disability can include but is not limited to:

- Death/divorce in the family
- English as a second language acquisition
- Social & economical disadvantage
- Stress and anxiety

Any student, teaching staff or parent/carer can request a referral for academic/emotional assessment and/or counselling. Referral Stage 1 is initiated when concerns about a student are raised and discussed by any stakeholder including the student. The Referral Stage 1 incorporates all teacher activity including information gathering and problem solving before being submitted to the Learning Support Committee for evaluation.

The Referral Stage 1 acts as a filter for the later stage, when it is determined that the Counsellor/Psychologist will be consulted. At the College, the English Language proficiency of the English as a Second Language Learner needs to be considered since such learners can be mistakenly identified as having a disability. Therefore the continual cooperation between Literacy Support personnel and the LSD is of paramount importance.

Collection of data about student performance can include curriculum-based or criterion-referenced assessments, anecdotal records, state-wide testing and observations as well as information supplied by the parent/carer. Examples of information include:

- Neale Reading Analysis (3rd Edition)
- South Australian Spelling test
- Raven Matrix (appropriate level testing)
- BST / ELLA / SNAP
- School Certificate
- Unsupported writing sample
- Mathematics listing of achieved indicators and rate of progress
- Connors Rating Scale
- Teacher/Coordinators Comments
• Parent Survey/Interview (Checklist to be collaboratively created by Learning Support Staff)
• Medical Reports
• Paramedical Reports
• Previous reports by counsellors and psychologists

REFERRAL Stage 2

Referrals warranting further investigations by the Counsellor/ Psychologist are determined by the Learning Support Committee. A guiding principle for a referral would be the determination of student strengths and preferred learning style in the interest of improving the student’s educational and emotional outcomes and the need for specialist guidance.

Learning Support staff will stay in close communication with the Counsellor/Psychologist, ensuring parent consultations are strengthened by the inclusion of all stakeholders

FORMULATION AND IMPLEMENTATION OF EDUCATIONAL/TRANSITIONAL PLANS

Once student needs and learning preferences have been determined, an Individual Educational/Transitional Plan needs to be formulated in a collaborative manner. The plans will include short- and long-term goals (Educational, Social, Transitional, Sensory, Mobility, Self-Care), a realistic timeline, assessment considerations and staff responsibility. Goals also referred to as objectives need to be measurable, achievable and observable. The type of adjustments that would be beneficial to the students are also included in the plan. Devising the plan can be influenced by findings from using a profiling tool. The onus is on the Learning Support staff to host the collaborative planning process with the classroom teacher including demonstrations of teaching strategies and curriculum that may foster more appropriate learning experiences for the students. Part of this process is to select outcomes that are suitable to the students learning needs.

Advance planning is crucial to success.
ONGOING EVALUATION OF INDIVIDUAL EDUCATIONAL/TRANSITIONAL PLANS

Once the Individual (Student) Plan has been developed, it needs to be monitored, primarily by the designated plan coordinator. More importantly, the plan coordinator assists the student’s teacher in understanding the student as a learner and provide for on-going curriculum, pedagogy and assessment adjustments. This role can also involve:

- Communication with the student’s teachers
- Maintaining informal communication with parents (Primary School)
- Maintaining informal communication with parents through year coordinator and faculty (Secondary School)
- Regularly touching base with the student
- Assisting coordinator in the coordination of support services (including counsellor and external agencies)
- Monitoring /Reviewing student progress against stated goals
SERVICE PROVISION FRAMEWORK FOR WORKING WITH STUDENTS WITH DISABILITY

1. Academic/behavioural/ emotional concern for a student
   - Medical, Sensory and Paramedical details
   - Student background information (parent meeting)
   - Teacher surveys, reports, (e.g. Language proficiency), including information from Arabic faculty, support staff, previous teachers
   - Existing Data. School reports, state-wide assessments, competitions

2. Refer to Learning Support Committee for consideration

3. Screen for any additional information

4. Adjustments to Environment/Curriculum/Teaching Strategies
   - Qualified for Learning Support with recommendations
     - Complete Carers Payment if qualified
     - Formulation of IEP Service Support / Parents
     - Teaching Program
     - Review Evaluation with parents and students

5. Refer to psychologist/counsellor for specialist services
   - Did Not Qualify for Learning Support with recommendations
     - Internal counselling
     - Referral to external agency for counselling

6. Provide counselling
### STANDARDISED ASSESSMENT PLAN (LITERACY AND NUMERACY)

<table>
<thead>
<tr>
<th>Grade</th>
<th>Type of Assessment</th>
<th>Test/ Assessment Name</th>
<th>Time</th>
<th>Responsibility for Administration</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>Reading Numeracy</td>
<td>Running Records</td>
<td>2nd half year Continuous</td>
<td>Class teacher RR teachers, Sp.Ed Teacher, Class Teacher Grade</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Ongoing Assessment</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Reading</td>
<td>Running Records (RR Levels) Observational Survey Curriculum based</td>
<td>Continuous Term 1 Continuous</td>
<td>Class teacher RR teachers Grade</td>
</tr>
<tr>
<td></td>
<td>Early Literacy Development Numeracy - speed + accuracy</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Reading Reading Numeracy - Speed + accuracy</td>
<td>Running Records Observational Survey (Children previously on Reading Recovery) Curriculum based</td>
<td>Continuous 6 monthly Continuous</td>
<td>Class teacher RR teachers Grade</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Basic Skills TORCH PAT</td>
<td>August Term 1 &amp; 3 Term 2 Ongoing Continuous Mid term 3</td>
<td>Government Class teacher Class teacher RR teachers Grade Grade &amp; coordinators</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Observational Survey (Children previously on Reading Recovery) Curriculum based</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>ACER 1A</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Literacy/Numeracy / Writing Reading Comprehension Reading Numeracy - Speed + accuracy Standardised Maths test</td>
<td>Basic Skills TORCH PAT Observational Survey (Children previously on Reading Recovery) Curriculum based ACER 1A</td>
<td>August Term 1 &amp; 3 Term 2 Ongoing Continuous Mid term 3</td>
<td>Government Class teacher Class teacher RR teachers Grade Grade &amp; coordinators</td>
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<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Reading Comprehension Numeracy Standardised Maths test</td>
<td>TORCH PAT Curriculum based ACER 1A</td>
<td>Term 1 &amp; 3 Term 2 Continuous Mid term 3</td>
<td>Class teacher Class teacher Grade Grade &amp; coordinators</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Literacy/Numeracy/ Writing Reading Comprehension Reading Numeracy Standardised Maths test</td>
<td>Basic Skills TORCH PAT Curriculum based ACER 2A</td>
<td>August Term 1 &amp; 3 Term 2 Continuous Mid term 3</td>
<td>Government Class teacher Class teacher Grade Grade &amp; coordinators</td>
</tr>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Reading Comprehension Numeracy Standardised Maths test</td>
<td>TORCH PAT Curriculum Based ACER 2A</td>
<td>Term 1 &amp; 3 Term 2 Continuous Mid term 3</td>
<td>Class teacher Class teacher Grade Grade &amp; coordinators</td>
</tr>
<tr>
<td>Grade</td>
<td>Type of Assessment</td>
<td>Test/ Assessment Name</td>
<td>Time</td>
<td>Responsibility for Administration</td>
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<td>--------------------------------------------------------</td>
</tr>
<tr>
<td>7</td>
<td>Literacy</td>
<td>ELLA</td>
<td>Term 1, Term 1 &amp; Term 3, Term 1</td>
<td>Literacy &amp; Numeracy Teacher</td>
</tr>
<tr>
<td></td>
<td>Reading Comprehension</td>
<td>TORCH</td>
<td>Term 1, Term 1 &amp; Term 3, Term 1</td>
<td>Literacy &amp; Numeracy Teacher</td>
</tr>
<tr>
<td></td>
<td>Numeracy</td>
<td>SNAP</td>
<td>Term 1, Term 1 &amp; Term 3, Term 1</td>
<td>Literacy &amp; Numeracy Teacher</td>
</tr>
<tr>
<td>8</td>
<td>Literacy</td>
<td>ELLA</td>
<td>Term 1, Term 1 &amp; Term 3, Term 1</td>
<td>Literacy &amp; Numeracy Teacher</td>
</tr>
<tr>
<td></td>
<td>Reading Comprehension</td>
<td>TORCH</td>
<td>Term 1, Term 1 &amp; Term 3, Term 1</td>
<td>Literacy &amp; Numeracy Teacher</td>
</tr>
<tr>
<td></td>
<td>Numeracy</td>
<td>SNAP</td>
<td>Term 1, Term 1 &amp; Term 3, Term 1</td>
<td>Literacy &amp; Numeracy Teacher</td>
</tr>
<tr>
<td>9</td>
<td>ESL/ Literacy and language Skills</td>
<td>DELTA (at risk students)</td>
<td></td>
<td>Literacy &amp; Numeracy Teacher</td>
</tr>
<tr>
<td></td>
<td>Reading Comprehension</td>
<td>TORCH</td>
<td></td>
<td>Literacy &amp; Numeracy Teacher</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Literacy &amp; Numeracy Teacher</td>
</tr>
<tr>
<td>10</td>
<td>ESL/ Literacy and language Skills</td>
<td>DELTA (at risk students)</td>
<td>Term 4</td>
<td>Literacy &amp; Numeracy Teacher</td>
</tr>
<tr>
<td></td>
<td>Reading Comprehension</td>
<td>NEALE: (Special Provision applications)</td>
<td>Term 4</td>
<td>Literacy &amp; Numeracy Teacher</td>
</tr>
<tr>
<td></td>
<td>BOS based Literacy, Numeracy, Science</td>
<td>School Certificate</td>
<td>Term 4</td>
<td>Literacy &amp; Numeracy Teacher</td>
</tr>
<tr>
<td></td>
<td>Civics &amp; Citizenship</td>
<td></td>
<td>Term 4</td>
<td>Literacy &amp; Numeracy Teacher</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Term 4</td>
<td>External</td>
</tr>
<tr>
<td>11</td>
<td>Cross KLA</td>
<td>In-house departmental assessments</td>
<td>Term 1 - 4</td>
<td>Class teachers, Heads of Department</td>
</tr>
<tr>
<td>12</td>
<td>BOS-based assessment</td>
<td>Catholic Schools Test Examination</td>
<td>Term 3, Term 4</td>
<td>External</td>
</tr>
</tbody>
</table>
LIFE SKILLS

A syllabus is available for each Years 7–10 course developed by the Board. Each of these syllabuses contains Life Skills outcomes and content. By satisfactorily undertaking courses based on Life Skills outcomes and content from one or more Years 7–10 Board Developed syllabuses in a key learning area (KLA), students are able to satisfy the mandatory curriculum requirements in individual KLAs. The KLAs are English; Mathematics; Science; Human Society and Its Environment; Technological and Applied Studies; Creative Arts; Personal Development, Health and Physical Education; Languages Other than English.

Most students with special education needs will participate fully in learning experiences and assessment activities provided by the regular syllabus outcomes and content, although they may require additional support, including adjustments to teaching and learning activities and/or assessment. However, for a small percentage of these students, particularly those with an intellectual disability, the Life Skills outcomes and content in each syllabus can provide a more relevant, accessible and meaningful curriculum option.

A decision to allow a student to undertake Life Skills outcomes and content in one or more Years 7–10 courses is made collaboratively with the student, parents/caregiver and the school (see Section 3.4). Before deciding that a student should undertake a course based on Life Skills outcomes and content, consideration should be given to other ways of assisting the student to engage with the regular course outcomes. This assistance may include adjustments at school level for course work and/or assessment tasks and/or special provisions for School Certificate tests.

(Life Skills Years 7–10: Advice on Planning, Programming and Assessment, Board of Studies NSW, 2004)

Eligibility criteria, entry procedures and school planning are outlined in Section 3 of the document Life Skills Years 7–10: Advice on Planning, Programming and Assessment, Board of Studies NSW, 2004 (http://www.boardofstudies.nsw.edu.au/manuals/#acemanual)

A decision to undertake one or more Board courses in Life Skills will be the end result of a collaborative process, involving executive staff members, teachers, parents and student if applicable. This process can be initiated in Stages 4 and 5. It is expected that existing data will be utilised in considering the most appropriate course of education for the student. Student’s currently level of achievement should be examined in a comparative light against mainstream and Life Skills outcomes.
TRANSITION PLANS

Transition is a planned, outcome oriented process that enables young people with disabilities to move from school to adult life with the implied opportunities and challenges associated with achieving maximum independence, productivity and membership of the community.

To promote these goals, each identified secondary student will have a collaboratively formulated or negotiated plan of action. This plan of action is known as an Individual Transition Plan (ITP) to cater for their post-school options. The ITP itself will consider the students individual strengths, preferences and learning needs. Exit outcomes are set, strategies are determined and a timeline is constructed for student progress towards the achievement of exit outcomes. Like all good teaching practices, the ITP is characterised by a cycle of inclusive and collaborative planning, monitoring, adjusting, evaluating and reporting. Such practice is carried out to enhance and promote success in study and employment options beyond school years.

This plan is formulated in a case conference with the parents, the students and all involved stakeholders from the high school community. Students with special needs may do extra work experience through the Catholic Schools enclave. Students will benefit by

- Experiencing real work situations
- Developing competencies that will assist them in their transition from school to work
- Evaluating abilities and interests in relation to career choices
- Accessing industry standard facilities, equipment and experienced staff
- Participating actively in an adult work environment
- Applying classroom learning in the workplace
- Gaining credit towards further education and training
- Furthering the future of industry by promoting skills base
- (An Employer’s Guide to Transition Workplace Learning 2005, CEO Sydney)
Work Experience (HS)

Students with a disability in Year 9 /10 are encouraged to complete work experience days in addition to the compulsory two weeks at the end of Year 10. The aim is to encourage student confidence and skills to broaden their awareness of expectations and to understand and appreciate what is involved in a particular field.

Students with disability who meet the criteria can access the services of Catholic Education Work Placement Officer after completing a Work Orientation Day which covers occupational health and safety, personal safety and safe working practices.

Education and training providers can also be accessed to promote further skill development and accreditation such as White Card, Introduction to Work Skills; driver’s and forklift licence and First Aid.
PROFESSIONAL DEVELOPMENT

Professional Development is vital for the continued progression of the skills of the Learning Support staff. The purpose of professional development is to promote the principles of inclusive education and best teaching practice in all classrooms. Teachers, as a result of professional development should have improved attitudes about students with special needs and their own ability to accommodate those needs in a mainstream classroom. Teachers should be able to implement and reflect on strategy provisions. Further, professional development days when held outside of the college, facilitate networking of personnel, ideas and resources.

Learning support staff are encouraged to attend Special Needs Cluster Meeting hosted once per term by both the Catholic Education Office (CEO) and the Association of Independent Schools (AIS). These meetings provide opportunity to liaise with special needs teachers from other settings.

In-house professional development for the department and wider staff is offered on a regular basis, with consideration given to the teachers’ needs, student’s learning needs and preferred learning styles.
ASSESSMENT

The primary purpose of assessment practice is to provide feedback to the teaching program to guide future learning. Assessment also provides information to stakeholders about student performance. Assessment tasks should act as a diagnostic tool that provides objective information to direct future learning. Assessment tasks also measure the degree to which outcomes have been achieved. Assessment outcomes should be clear to the student and reflect the adjusted program. Assessment for student with special needs should occur in a timely and flexible manner.

Alternative Assessment attempts to measure student performance against set outcomes without the distraction of formal assessment.

Alternative Assessment Procedures for students with special needs can include:

<table>
<thead>
<tr>
<th>Alternative Assessment</th>
<th>Definition</th>
<th>Useful for</th>
</tr>
</thead>
<tbody>
<tr>
<td>Oral / Aural Assessment task requires listening and or speaking. Quick way of demonstrating outcome achievement.</td>
<td>Slower writers, (who would normally qualify for a writer) and students with good auditory processing. Also useful for students who fatigue quickly when writing.</td>
<td></td>
</tr>
<tr>
<td>Peer Learning</td>
<td>Work in small group where the end goal is clear and members understand their role in the group. Peer learning also allows for assessment of social skills and organisational skills.</td>
<td>Students who produce better work when in pairs or small group.</td>
</tr>
<tr>
<td>Observations</td>
<td>On-going. Teacher draws conclusion about student achievement based on observation of student performance on task. Has the benefit of noting student behaviour and allows teacher to give quick feedback to student.</td>
<td>All students. Can complement or substitute other assessment tasks.</td>
</tr>
<tr>
<td>Multiple Sessions</td>
<td>Breaks up the task into manageable components and sessions</td>
<td>Student with reduced concentration span</td>
</tr>
<tr>
<td>Pictorial representation eg. Poster / collage</td>
<td>Use of visual materials to represent understanding</td>
<td>Students with lower English Language proficiency</td>
</tr>
<tr>
<td>Use of technological devices</td>
<td>Can include use of software, or hardware devices</td>
<td>Sensory impairment, motor skill impairment</td>
</tr>
<tr>
<td>Exemption from assessment</td>
<td>Set assessment task not appropriate. Adjustment labour intensive and substitute not applicable.</td>
<td>Any student where an alternative assessment procedure is not applicable</td>
</tr>
</tbody>
</table>
Guidelines

Considerations for in-class paper and pencil tests

• Free from distractibility (as much as is possible)
  ○ Matches program taught
  ○ Matches objectives being measured
  ○ Consistent format throughout test
  ○ Sequenced in order of increasing difficulty
  ○ Ensure focus skill is not clouded
  ○ Program time allocated match level of item prevalence
  ○ Distribute and discuss structural copy of test / test to duplicate sheets in class
  ○ Marking criteria and allocation match program focus
  ○ Questions in paper are structural duplicates of work done in class
  ○ Consideration given to error types
  ○ Test taking time can differ among individuals
  ○ Duplicate test structure provided before hand
  ○ Resources used in class made available to test takers including calculators (specify)
  ○ Objectives listed

• Specific objectives and outcomes marked on sheet
REPORTING

Reporting forms an important part of the teaching and learning process. Reporting provides information about the student’s progress primarily to the parents and possibly to a broader audience. At the core of reporting are the formal reports issued twice yearly. These reports provide specific, accurate and objective information regarding the student as a learner in a meaningful way. The parent/caregiver is given an opportunity to meet with the teacher each time the formal reports are issued. The report clearly stipulates achievement levels that are understood by the immediate audience. By doing so, the reports are not consistent with traditional reports using ranking and marking.

ANECDOTAL RECORDS

Maintenance of anecdotal records plays an important role in the coordination of the management of educational provision. Anecdotal records allow teachers to keep up to date about the progress of a student towards fulfillment of IEP/ITP objectives. This is beneficial for the pastoral care of the student. Anecdotal records are maintained on a shared drive, and it remains the responsibility of the Learning Support Staff to regularly enter data. Information entered into anecdotal records must be objective and protective of student privacy.

SPECIAL PROVISIONS

Special examination provisions are granted to provide students with special examination needs access and equity through practical support. Regardless of the nature of the special need, the provisions granted will be solely determined by the implications of the student's functioning in an examination situation. Provision is granted for students by principals for school-based assessments. The Board of Studies may approve special examination provisions for the School Certificate Tests and Higher School Certificate Examinations if a student has a special need that would, in a normal examination situation, prevent him or her from:

- reading the examination questions; and/or
- Communicating his or her responses.

Provisions may include Braille papers, large print papers, use of a writer, use of a reader, extension of test time, rest breaks, use of a personal computer, establishment of a special test centre, exam supervision, individual supervision, permission to take medication, or other provisions as judged appropriate.

(Life Skills Years 7–10: Advice on Planning, Programming and Assessment, Board of Studies NSW, 2004)
STAFF ROLES & RESPONSIBILITIES

STUDENT
- Extend their learning parameters
- Assume responsibility for their own learning
- Actively seek assistance when required
- Report any discrimination to learning support staff

STUDENT'S PARENTS/CAREGIVERS (ASSOCIATE)
- Appreciate their valued standing as the student’s first teacher
- Actively participate in their child’s education.
- Communicate desired outcomes and contribute to the development and review of IEP including transition plans (Yr6 – Yr7, post-school options)
- Assist in the access of external support agencies when required
- Keep in regular communication with school contact person
- Report any discrimination to a learning support staff

LEARNING SUPPORT COORDINATOR
- Acting as an advocate for students with disability and their families
- Promoting inclusive practices in relation to students with disability
- Developing and managing strategies for identifying students with disability, being mindful that the students first language may be Arabic and possible presences of social dysfunctional attributes
- Distributing to teachers relevant and appropriate information about students with disability
- Coordinating the collaborative development, implementation and evaluation of individual educational programs for ‘targeted’ students with disability
- Leading and supporting the members of the Learning Support Team (E.S.L Teacher, Learning Support Teacher, Classroom Teachers, Careers Advisor) in developing and evaluating their programs
- Monitoring the progress of all students with disability, and overseeing the regular reporting to parents
- Collaborating with Heads of Department (7-12), Curriculum Coordinator (K-6) and teachers to ensure that all students are supported and have access to a relevant and challenging curriculum through assessment, curriculum differentiation, instructional adaptation, appropriate equipment and technology, environmental modifications, behaviour management and social programs
- Collaborate with the College Librarian regarding resources
- Leading the Learning Support Team to include relevant stakeholders
- Providing professional development opportunities to teachers (in conjunction with other members of the Learning Support Team, in order to support them in their inclusion of students with disability
- Working closely with the Assistant Principals (Welfare), Curriculum Coordinators and members of their teams in the provision of support for students with disability
- Collaborating in the process of forward planning in curriculum development at a whole-College level
- Coordinating the documentation of Learning Support curriculum, assessment and reporting policies and procedures
- Maintaining a core database of students with disability to be used for teaching and administrative purposes
- Overseeing the development and maintenance of appropriate records of all Learning Support programs and registers
• Coordinating all aspects of Special Provisions for eligible students (7-12) in examinations and assessment tasks
• Working collaboratively with the academic timetabling committee in relation to the allocation of students to classes and teacher placements
• Preparing applications for funding within Commonwealth and State programs for students with disability
• Managing the Learning Support budget, including the authorisation of expenditure
• Liaising regularly, and working collaboratively with external agencies [in particular the Education Officer – Special Education, Catholic Education Commission (NSW), to enhance the delivery of services to students with disability
• Liaising with itinerant teachers
• Collaborating with the Curriculum Coordinators in relation to curriculum administrative and organisational tasks (K-12)

SCHOOL COUNSELLOR / PSYCHOLOGIST

• Acting as an advocate for students with disability and their families
• Retest students using appropriate testing tools
• Facilitate meetings regarding student with disability with all stakeholders
• Advise College Management/Pastoral Care Team on best practice for students with disability
• Represent student concerns to Pastoral Care Team, and recommend appropriate alternative procedures
• Conduct self-help/support sessions, and social skills groups for student(s)
• Liaise with external agency for access to service provisions for students with disability and their families

TEACHING/LEARNING COORDINATOR

• Extend their learning parameters
• Coordinate necessary provisional structures for the implementation of Life Skills Program
• Consider the needs of the Learning Support Staff when timetabling
• See Role Description

LEARNING SUPPORT TEACHERS

• Act as an advocate for the student with disability
• Act appropriately according with procedure [to include appendix] if witness to told or of harassment
• Primarily lead the collaborative effort to develop, implement and evaluate the IEP
• Communicate regularly the needs of student to other members of the teaching faculty
• Provide support to students, their parents and teachers
• Assist the LSC to ensure that appropriate programs and assessment tasks are in place for student
• Assist with the writing and implementation of specific programs and/or adjustments collaboratively
• Actively contribute to the benefit of students through participation at the Learning Support Committee
PASTORAL CARE COORDINATORS

- Liaising with members of the Learning Support Team regarding pastoral care of students with disability
- Devising appropriate behaviour response plan for students with disability
- Implement education and other preventative programs to negate bullying at school
- Follow up with victims/bullies meetings
- Collaborating with the school counsellor, parents/care givers on Pastoral Care issues
- Encouraging students to maximise their positive schooling experiences
FUNDING APPLICATION CONGREGATIONAL SCHOOLS

STUDENTS WITH DISABILITY – Integration Support

Commonwealth Integration Funding, for Congregational schools is distributed twice annually by the Catholic Education Commission (CEC). Separate on-line applications need to be made by the College to receive entitlements. Typically, these submission dates are mid October (Round 1) and the end of March the following year (Round 2).

Outline of Application Procedure – Responsibility of Learning Support Staff

- Regularly maintain database of retesting dates of Students with Disability (SWD), liaise with counsellor/psychologist
- Receive CEC SWD listing from the Business Operations Manager
- Address any outstanding requirements e.g. supply requested reports
- Check all details and mark corrections on sheet (Check: spelling, DoB, category of disability) including drawing a red line through the names of students who are no longer at the college, marking in their destination school (if known)
- List provision of services on SWD database
- Obtain principal’s signature on each individual sheet of SWD listing
- Collect electronic copies (with psychologist’s signature) and name files in the following format GivenNameDDMMYY
- Compress files individually (with an application such as WinZip)
- Complete remainder of submission off-line in a word processing document (Round 1 application needs evaluation and goal setting for following year and service provision)
- Complete data table with new student application include name (and previous school if a new enrolment), DoB, Grade for Following Year, Type and Date of Documentations
- Log on to secure website to lodge application (minimum two staff required)
- Enter all details, update new student lists, select individual student list, enter new date, upload single student GivenNameDDMMYY.zip (with multiple student files)
- Complete application on-line
- Print principal authorisation and application
- Post/Fax principal authorisation once signed as stipulated (keep photocopy)
- Provide copies, URL link to relevant staff. Consider Principal, Business Operations Manager, AP-Welfare, Learning Support Coordinator, Curriculum Coordinator

CAPITAL GRANTS

Commonwealth Capital Funding is aimed at specific support for SWD to enhance access to the curriculum through the provision of specialist aids (such as adaptive technology) and physical access structures (such as ramps). The funds are distributed through CEC and the information and guidelines are found on the CEC website (http://www.cecnsw.catholic.edu.au). Application closing dates align themselves with the Integration Funding dates.
CENSUS DATA

Census data is collected twice annually. The census months are February (State) and August (Federal). All students with a disability (SWD) need to be confirmed, this is best done by liaising with the Business Operations Manager. Ensure that the current CEC SWD Datasheet is made available by the Business Operations Manager whilst finalising the database for census purposes. Students listed must be known to the Catholic Education Commission (CEC). The database held by the Learning Support Department must align with that of the CEC. All queries and discrepancies need to be finalised by contacting the State Coordinator – Special Learning Needs at the Catholic Education Commission. The Learning Support Coordinator (LSC) at the College is responsible for presenting the data as a pivot table (using a spreadsheet), by gender (males then females) and grade. An example of the current desired format is found below.

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REVIEW DATE

Review date for Policy: April 2007
## APPENDIX

<table>
<thead>
<tr>
<th>SERVICE PROVIDORS</th>
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<tbody>
<tr>
<td>Direct Employment, (Belmore)</td>
<td>Students with COG Mild, job preparation, parent interviews, organise &amp; visit work experience. (trade and retail), support post-schools years</td>
</tr>
<tr>
<td>On Track</td>
<td>Students with disability in years 10 – 12, TAFE placements, assess suitability of post school options</td>
</tr>
<tr>
<td>Mission Australia</td>
<td>Reconnect Program, (in school – based jobs skills training), family support</td>
</tr>
<tr>
<td>Job Support</td>
<td>Students with COG Mod. Assessment of work place readiness, recommend other training programs, supervise students in work – place, provide assistance to employer and training for student in work-place.</td>
</tr>
<tr>
<td>Rosemount</td>
<td>One term alternative placement for high school students. Customised programs for at – risk students.</td>
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<tr>
<td>Rivendell</td>
<td>Residential schooling and counseling support for students with high emotional needs</td>
</tr>
<tr>
<td>SWSAHS</td>
<td>Speech therapy, audio, vision, occupational therapy</td>
</tr>
<tr>
<td>Royal Institute for Deaf and Blind Children (Vision Ed)</td>
<td>Vision and adaptive technology assessment, itinerant vision support services, large print service</td>
</tr>
<tr>
<td>Northcott</td>
<td>Computer assistive technology service, support services for children with disabilities and their family</td>
</tr>
<tr>
<td>TAFE Disability (Access) Counsellors</td>
<td>Assist students with disabilities to access courses and ensure appropriate support whilst studying</td>
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<tr>
<td>NOVA (Hurstville)</td>
<td>Supports students with disability make the transition from school to the workforce</td>
</tr>
<tr>
<td>Equal Access, Campsie</td>
<td>Students with COG Mild. Employment directions, supported job entry and on-site training</td>
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</table>
WORLD WIDE WEB LINKS FOR PARENTS/CAREGIVERS AND TEACHERS.

http://services.admin.utas.edu.au/alda/options/res/nswpeak.htm


http://www.mdaa.org.au

http://www.northcott.com.au


BIBLIOGRAPHY

An Employer's Guide to Transition Workplace Learning 2005, CEO Sydney


http://services.admin.utas.edu.au/alda/options/res/nswpeak.htm

(Life Skills Years 7–10: Advice on Planning, Programming and Assessment, Board of Studies NSW, 2004)