

HUME CENTRAL SECONDARY COLLEGE

STUDENT SUPPORT SERVICES POLICY



RATIONALE:

Hume Central Secondary College recognises that student support is the responsibility of all staff working in a whole college context. Student learning is closely linked to the welfare of a student. Our College is committed to developing and maintaining an environment where students feel connected to their school community.

It is the role of Hume Central Secondary College to plan and implement whole-school prevention activities and to develop early intervention and intervention strategies to identify and support those students requiring additional assistance. A focus on primary prevention and early intervention contributes to maximising all students' access to teaching and learning and helps them develop as healthy, secure and resilient people.

Student Support Services includes the Student Services Leader, Student Welfare Co-ordinators and Youth Workers. This team works in consultation with the School Nurse Program, and North-Western Victoria Region Student Support Services Office (SSSO) and other external agencies.

PURPOSE:

Hume Central Secondary College recognises that Student Support Services is a whole college approach and aims to address the following:

- ensuring teams at Year 7 -12 provide clear and consistent links with curriculum to student support
- address the range of needs of all students in the whole college community
- provide ongoing and relevant professional development
- work collaboratively with members of the college and wider community
- link to student support services and community support services
- implement a clear and consistent model of student support and its processes
- evaluate the provision of student support

IMPLEMENTATION:

Student Support Services Roles and Responsibilities

Student Services Leader

The Student Services Leader will lead the Student Services team (including Student Welfare Co-ordinators, PSD Leader, Secondary School Nurses, Youth Workers) and the Student Leaders to provide appropriate support for students and engage and challenge students. The Student Services Leader will work with Student Engagement and Wellbeing and SP/AIP area teams to achieve goals.

This will include:

- leading programs that address needs and promote student engagement and wellbeing and leading the SEW team to address student needs through the Mentoring program Year 7-12.
- working with Student Leaders to plan and implement initiatives and programs across the College
- developing processes for student referrals to the Student Services team so student needs are met and leading staff to undertake successful meetings with parents and other relevant groups to meet student needs.

The Student Services Leader will liaise with DEECD regional and external services to further support students and to address mandatory and legal obligations.

Student Welfare Coordinator (SWC)

The SWC is responsible for leading, supporting and coordinating the work of the welfare team at their Campus. These include the Educational Psychologists, Youth Workers, and School Nurse and where appropriate the Integration Team, and the

Managing Individual Pathways (MIPs) worker. The SWC will work with students at risk, liaising with Team Leaders and Team Co-ordinators and the team. This will include providing fortnightly case management notes to Co-ordinators and Team Leaders via the Case Management Log. SWCs will need to liaise with parents when necessary and/or be present at Student Support Group meetings. These responsibilities include:

- fortnightly case management meetings with SWC, School Nurse, Youth Workers and SSSO representatives
- case management documentation processes
- support at Student Support Group meetings

School Nurse

The School Nurse is responsible for working with the students and wider school community in providing and facilitating the health care of students. The School Nurse will be directly involved in providing individual, group and whole school health promotion and awareness initiatives on the Junior campuses.

Youth Worker

The Youth Workers are responsible for assisting and supporting the work of the team at their campus, liaising and reporting to the Student Welfare Co-ordinator. The Youth Worker will support individual student's engagement and wellbeing through individual counseling and group workshops.

Program for Students with Disability (PSD)

The PSD Leader is responsible for developing submissions and applications for funding and conducting Parent Support Group (PSG) meetings with students, parents and staff. The PSD Leader is responsible for monitoring progress of submissions and applications. The PSD Leader assists and supports classroom teachers by supporting the preparation and evaluation of curriculum materials, sharing relevant information and resource materials and assisting in planning and implementing classroom management strategies.

Student Support Services Team See Appendix 2

General Referrals

- a) Referrals to the welfare team are to be made by the Team Leader or Team Co-ordinator by completing an electronic referral form – See Appendix 3 '**Hume Central Secondary College Welfare Referral**' and forwarding it electronically to the SWC on the respective campus
- b) Referrals will be allocated to a member of the welfare team at the next case management meeting, unless the situation is urgent
- c) Cases are to be managed by the SWC who will make recommendations/referrals to the welfare team, S S S O and/or external agencies
- d) If a referral is being made for a learning/cognitive assessment it is required that the Team Leader complete a document – See Appendix 4 '**Student Referral for Learning/Cognitive Assessment**'

Student Referral for Learning/Cognitive Assessment, Speech Pathology, Autism, Psychologist

- a) Referrals for student learning/cognitive assessments, to speech pathology, psychologists and for services for autistic students will be made by the campus SWC to the NWVR SSSO using the Student Online Case System (SOCS)
- b) Reports that come from the SSSO and other external agencies will be distributed as detailed in the '**Management of Assessment reports**' document. See Appendix 5
- c) Cognitive assessments which are being considered for funding will be referred to Lewis and Lewis. If the student meets the criteria for funding, then the PSD Leader will submit an application, which will involve a screening test conducted at school.

Urgent Cases

In situations of urgency, find a relevant, available member of the Welfare Team. Please make contact in the following order of preference.

1. Student Welfare Co-ordinator
2. Youth Worker
3. School Nurse (Dimboola Road and Blair Street only)
4. Student Services Leader
5. Assistant Principal
6. Principal

Appointments

If a student is out of class for an appointment with a member of the team, the appointment can be verified in the following ways:

1. appointment slip/signed Diary
2. appointment recorded on First Class Roll marking system.
3. email to relevant staff member instructing them to mark the roll

Case Management Meetings

The welfare team will meet once a fortnight on respective campuses to discuss student welfare referrals and to allocate these referrals to the relevant case manager. The relevant SWC will be expected to complete an agenda and minutes which are to be forwarded to the Student Services Leader and relevant Team Leaders/Principal Class. The team will discuss at these meetings referrals, new cases, ongoing management, cases that are completed and strategies initiatives that will be developed/presented.

Student Welfare Logs

All members of the welfare team are responsible for the documentation of their own cases on the Student Management Tool – XTREME. Copies are to be made of these documents, confidential case notes/material added in writing and the copy is to be kept in the student file in the relevant welfare office. The SWC will complete the welfare log in case management meetings to provide ongoing feedback to Team Leaders on a fortnightly basis. A log will be kept for each specific year level. This should include relevant strategies to support classroom teachers to enable a supportive and positive environment for student learning.

Example:

Date	Student name	Year level	Referred by and nature of issue	Urgency	Manager	Special Conditions	Coping strategies	Case status

Student Support Group Procedures

A Student Support Group (SSG) may be convened by schools to exchange information and facilitate solutions to learning and behavioural issues. In general, they will be convened at the school, although they could occur at alternative locations agreed to by the school and parents.

These meetings are to be held at a time suitable both to the school and to the parents. The purpose of such meetings will vary depending on the needs of individuals and schools, but they should promote positive behaviours through a staged response. As well as staff, parents and student, the meeting could involve a person requested by the parents who is not acting for fee or reward, Campus Principal or nominee and any student support staff who have been involved with the student and/or the student's family or have the particular relevant expertise. Interpreters will be organized as needed.

A brief written statement including a list of participants and agreed outcomes should be maintained to assist future problem-solving processes at the school.

A Student Engagement and Wellbeing (SEW) sequence has been established to support the Student Support Group process. See Appendix 1.

NWVR - Student Support Services Referral Process

Student Support Services are provided on a network basis in order to provide equitable distribution of services across schools, networks and the region. Individual cases are referred to the NWVR using the Student Online Case System (SOCS).

Targeted service delivery ensures that all children, young people and schools have access to support while also taking into account the higher rates of need and disadvantage in some schools and areas. The targeting of services to students and schools requiring additional support is critical to this process.

There are five stages of access to and delivery of student support services:

Referral at HCSC ➡ SOCS referral made by SWC ➡ Intake ➡ Service delivery ➡ Service Review

The student support services referral, intake and service delivery process identifies and targets children and young people with the greatest need, and matches student/school needs with the expertise of network student support services team members. The service review process involves planning, data collection, analysis and reporting in order to monitor effective service delivery and determine opportunities for program enhancement.

Schools are able to regularly liaise and consult with Student Support Services Office regarding referrals or student wellbeing

issues. This ensures that support is targeted to areas of greatest need by making the best use of the range of staff expertise and knowledge across the network.

Consultation

The Student Services Leader has the primary responsibility for liaison with Student Support Services Office and also for following the referral processes.

Each school will be allocated a Student Support Services Officer (SSSO) from the Network multidisciplinary team to liaise with the school and act as the first point of contact regarding potential referrals or student wellbeing issues that may require intervention. This person will be referred to as the Student Support Services Liaison (SSSL). Where appropriate and staffing numbers allow, more than one SSSL may be allocated (e.g. a psychologist and a speech pathologist).

A meeting or telephone consultation process between the SSSL and the SWC needs to be established for each school. Meetings should be fortnightly or by negotiation several times per term. Urgent matters can be dealt with by arrangement. Principal class will contact Emergency Management on 9589 6266 if there is a critical incident.

Mandatory reporting

The team at respective campuses will follow ministerial guidelines for mandatory reporting of suspected cases of child abuse.

Mandatory Reporting is the legal requirement to report suspected cases of child abuse and neglect to the Department of Human Services, Child Protection unit.

A mandatory Report must be made when a mandated person has formed a reasonable belief that a child is in need of protection because:

- the child is at apparent risk of harm
- a disclosure of abuse or neglect has been made by the child or other person(s)
- there is reasonable belief that a child is being subjected to sexual abuse or physical harm resulting from abuse or neglect
- the child's parents/carers cannot or will not protect them from that harm.

The same processes apply when a Non-mandated person forms a belief that a child is in need of protection, and a voluntary report of child abuse can subsequently be made.

Proof is not required that abuse has occurred, or is likely to occur – a belief is sufficient.

Members of the welfare team will inform Principal class when reports have been made.

See Appendix 6. **'Making a report – Child Protection and Child First'**.

State School Relief

Student Welfare Coordinators are responsible for the State School Relief applications at their campus. SWC's must ensure that they have the approval from State School Relief before directing the student's family to LOWES Broadmeadows Town Centre to collect the specified uniform pieces and to pay the difference between the SSR funding and the full cost of the uniform. Team Leaders and Team Co-ordinators must be notified that an application has been made for the student, so that they are aware of why the student is not able to be in uniform.

State School Relief will donate a percentage of the cost for uniform. It is the responsibility of the student/family to pay the difference.

Welfare - Hardship

In cases where it is deemed there is significant financial hardship the welfare team is able to access funding for students in need of uniform, textbooks, computer or other needs directly relating to their education. A welfare team member is to complete the form **'Eligibility Assessment – SSR/Hardship'** (See Appendix 7) to assess the needs of the family and must receive authorisation from the Student Services Leader prior to proceeding with this.

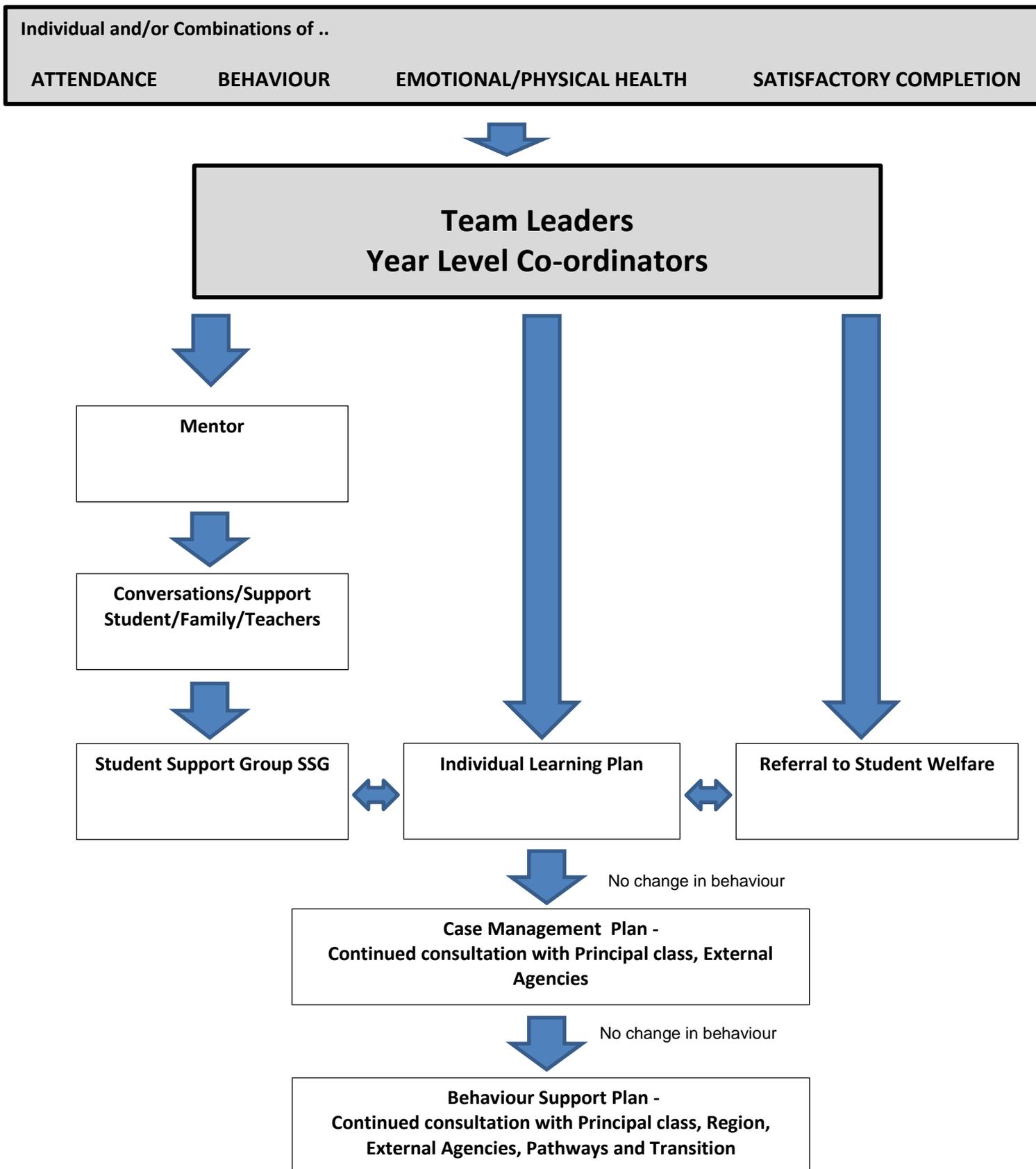
Referrals to Alternative Teaching and Learning Settings

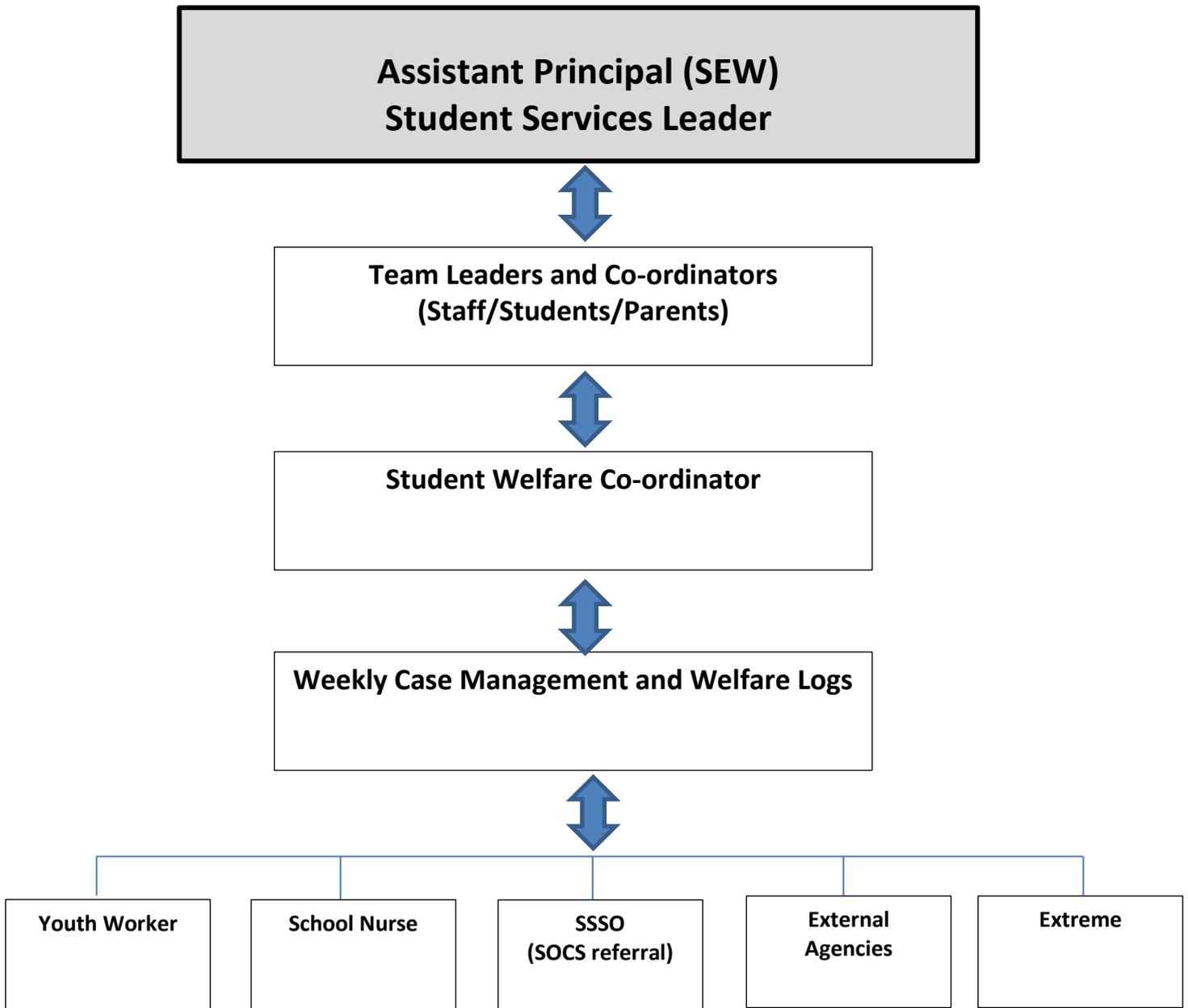
The SWC on respective campuses will refer students to alternative teaching and learning settings when deemed necessary. See Appendix 8. **'Management of Referrals to Alternative Teaching Settings'**.

This referral will be made in consultation with the parties outlined in the document and after strategies and initiatives have been devised and implemented at the campus level.

Health and Safety Plans

The SWC team on the respective campus is responsible for developing the individual student safety plan where the student has identified they are at risk of personal injury/harm, emotional or mental stress. See Appendix 9 **'Health and Safety Plan'**. It will be documented on the case management log and accessible to relevant others.





Student Referral for Learning/Cognitive Assessment

This form is to be completed for all learning referrals by the Team Leader in consultation with all classroom teachers.

It is to accompany a Welfare Referral.

Complete all sections in as much detail as possible. Attach supporting data where possible.

Student name: _____ Mentoring group: _____ Date of birth: _____

Current school performance		Please tick		
Subject	Below average	Average	Above average	
Reading/literacy	<input type="radio"/>	<input type="radio"/>		
Spelling	<input type="radio"/>	<input type="radio"/>		
Mathematics/numeracy	<input type="radio"/>	<input type="radio"/>		
Attendance rate				

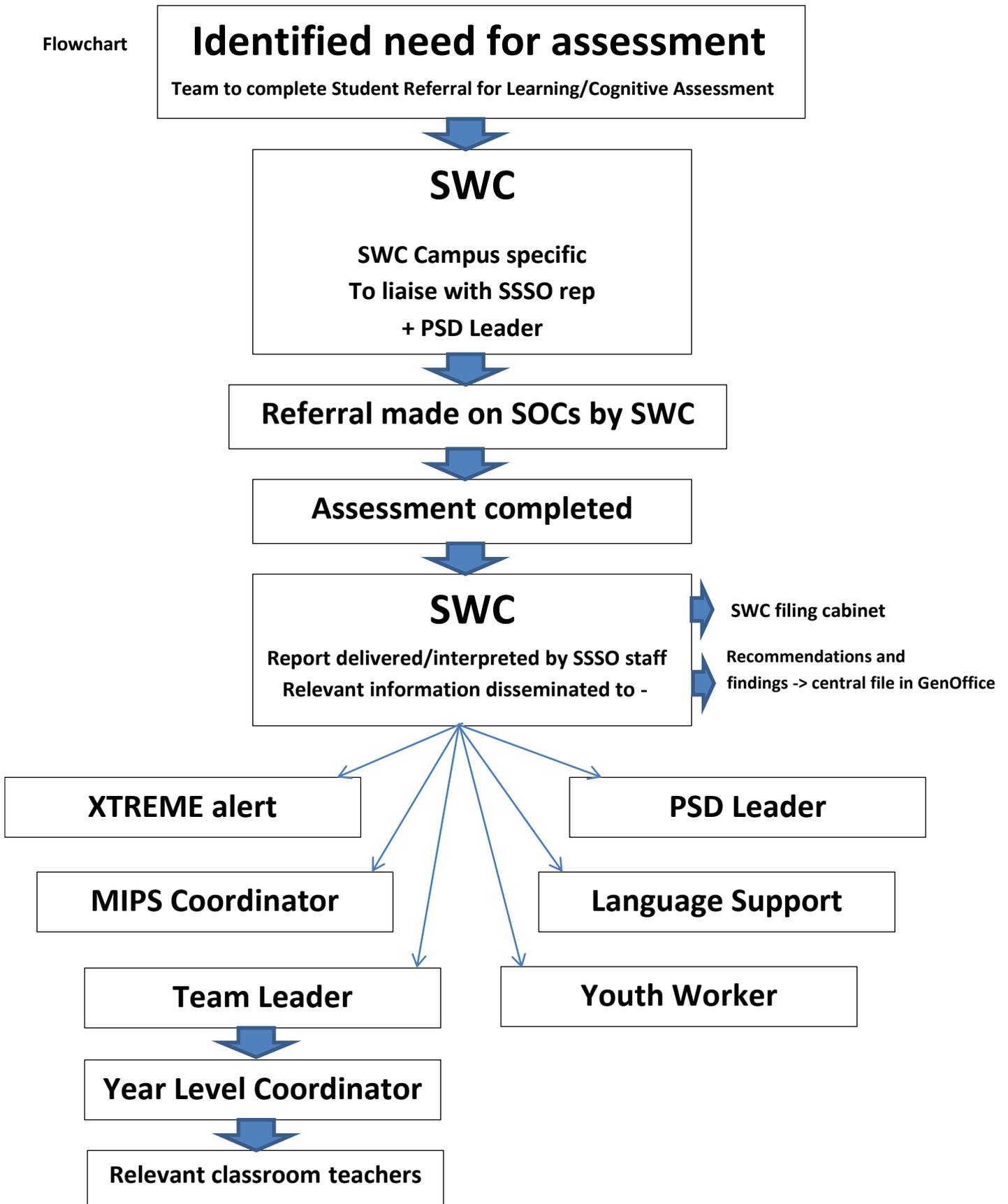
Cognitive	Examples of student's behaviour
<p><u>Examples</u> Requires a modified curriculum Requires frequent teacher assistance Learns at a slower rate compared with same age peers Requires a highly directive and structured learning environment Requires complex tasks to be broken into smaller, sequential steps Requires frequent prompting to stay on task Requires constant repetition of information</p>	
Speech	Examples of student's behaviour
<p><u>Examples</u> Has difficulty following instructions Experiences word-finding difficulties Repetitions are evident (ie. repeats sounds, syllables, words, phrases) Has difficulty expressing himself/herself Has a limited vocabulary, and/or poor clarity of speech Finds it difficult to sequence ideas so that what is said makes sense Finds it difficult understanding the meaning of many words Gets 'stuck' on words and is unable to produce them Provides insufficient information when communicating Uses argumentative or alternative communication (ie. Makaton) Has repetitive and stereotyped speech (ie. echolalia)</p>	
Social	Examples of student's behaviour
<p><u>Examples</u> Finds it difficult to initiate conversation Poor topic maintenance</p>	

<p>Forgets to greet or farewell others Poor eye contact Poor peer relationships Has difficulty interpreting social cues Shows little interest in the activities of other students Shows preference for much older or younger children Plays alone in the schoolyard</p>	
Motor skills Examples of student's behaviour	
<p><u>Examples</u> Clumsy or uncoordinated Poor muscle tone Has difficulty with tasks requiring hand-eye coordination Immature pencil grip Poorly formed handwriting Requires hand-over hand assistance to undertake fine motor tasks Uses specialised equipment to assist with fine motor tasks</p>	
Behavioural Examples of student's behaviours	
<p><u>Examples</u> Unwilling or reluctant to speak Poor attention or concentration Restless or overactive Forgetful or absent minded Prefers to be alone/own company Preoccupied with a special interest or object More interested in objects than people Engages in stereotyped or repetitive behaviours Is shy, timid, anxious, worried, sad, depressed Aggressive or cruel, deceitful or dishonest, defiant/demanding Loses temper, has bouts of anger, swears and uses inappropriate language, non-compliant Inappropriate sexual behaviour</p>	

Completed by: _____ Date: _____

Completed in consultation with: _____

Flowchart



A step-by-step guide to making a report to Child Protection or Child FIRST

Protective concerns

You are concerned about a child because you have:

- received a disclosure from a child about abuse or neglect
- observed indicators of abuse or neglect
- been made aware of possible harm via your involvement in the community external to your professional role.

At all times remember to:

- record your observations
- follow appropriate protocols
- consult notes and records
- consult with appropriate colleagues if necessary
- consult with other support agencies if necessary

STEP 1	RESPONDING TO CONCERNS	STEP 2	FORMING A BELIEF ON REASONABLE GROUNDS	STEP 3	MAKING A REFERRAL TO Child FIRST	STEP 4	MAKE A REPORT TO CHILD PROTECTION
	<p>1. If your concerns relate to a child in need of immediate protection; or you have formed a belief that a child is at significant risk of harm*.</p> <p>Go to Step 4</p> <p>2. If you have significant concerns that a child and their family need a referral to Child FIRST for family services.</p> <p>Go to Step 3</p> <p>3. In all other situations</p> <p>Go to Step 2.</p> <p>* Refer to Appendix 2: Definitions of child abuse and indicators of harm in the Protocol – <i>Protecting the safety and wellbeing of children and young people</i></p>		<p>1. Consider the level of immediate danger to the child.</p> <p>Ask yourself:</p> <p>a) Have I formed a belief that the child has suffered or is at risk of suffering significant harm? YES / NO and</p> <p>b) Am I in doubt about the child's safety and the parent's ability to protect the child? YES / NO</p> <p>2. If you answered yes to a) or b) Go to Step 4</p> <p>3. If you have significant concerns that a child and their family need a referral to Child FIRST for family services. Go to Step 3</p>		<p>Child Wellbeing Referral</p> <p>1. Contact your local Child FIRST provider.</p> <ul style="list-style-type: none"> • See over for contact list for local Child FIRST phone numbers. <p>2. Have notes ready with your observations and child and family details.</p>		<p>Mandatory/Protective Report*</p> <p>1. Contact your local Child Protection Intake provider immediately.</p> <ul style="list-style-type: none"> • See over for contact list for local Child Protection phone numbers. • For After Hours Child Protection Emergency Services, call 131 278. <p>2. Have notes ready with your observations and child and family details.</p> <p>* <i>Non-mandated staff members who believe on reasonable grounds that a child is in need of protection are able to report their concerns to Child Protection</i></p>

For further information refer to *Protecting the safety and wellbeing of children and young people – A joint protocol of the Department of Human Services Child Protection, Department of Education and Early Childhood Development, Licensed Children's Services and Victorian Schools*

Eligibility Assessment – SSR/Hardship

Date: _____ 2013

Note: Information provided to the school, and given by the school, is strictly confidential.

Family information

Family name: _____ Student's name(s): _____

Age of student(s) at HCSC: _____

Age of students not attending HCSC: _____

Parent/Guardian's name(s): _____ Phone: _____

Mobile: _____

EMA Credit	Yes: Value \$:	No:
Family Centrelink support ie. Disability Pension	Yes:	No:
External workers/agencies	Yes:	No:
Number of employed persons in household		
Employment status	Fulltime: Part-time: Casual:	
Does student receive Youth Allowance	Yes: Value \$	No:
Single parent family	Yes:	No:
Previously used State Schools Relief (SSR)	Yes:	No:
Housing/Accommodation: Home ownership:	Mortgage:	Rental:

Is student under DHS protection order	Yes:	No:
Is student homeless/at risk of homelessness	Yes:	No:
Is student a refugee/newly arrived	Yes:	No:
Is student in residential care	Yes:	No:

Other relevant information: _____

Student requirements: Uniform: ___ Texts/Stationery: ___ Netbook levy: ___ School levy: ___ Excursions: ___

Completed by: _____ Date: _____

Authorised by: _____ Date: _____

Decision: _____

Approved: YES NO **Payments in 2013**

Year 7 – \$300 (EMA) + 2 x \$410 School Kids Bonus = \$1220

Year 8 – \$250 (EMA) + 2 x \$410 School Kids Bonus = \$1070

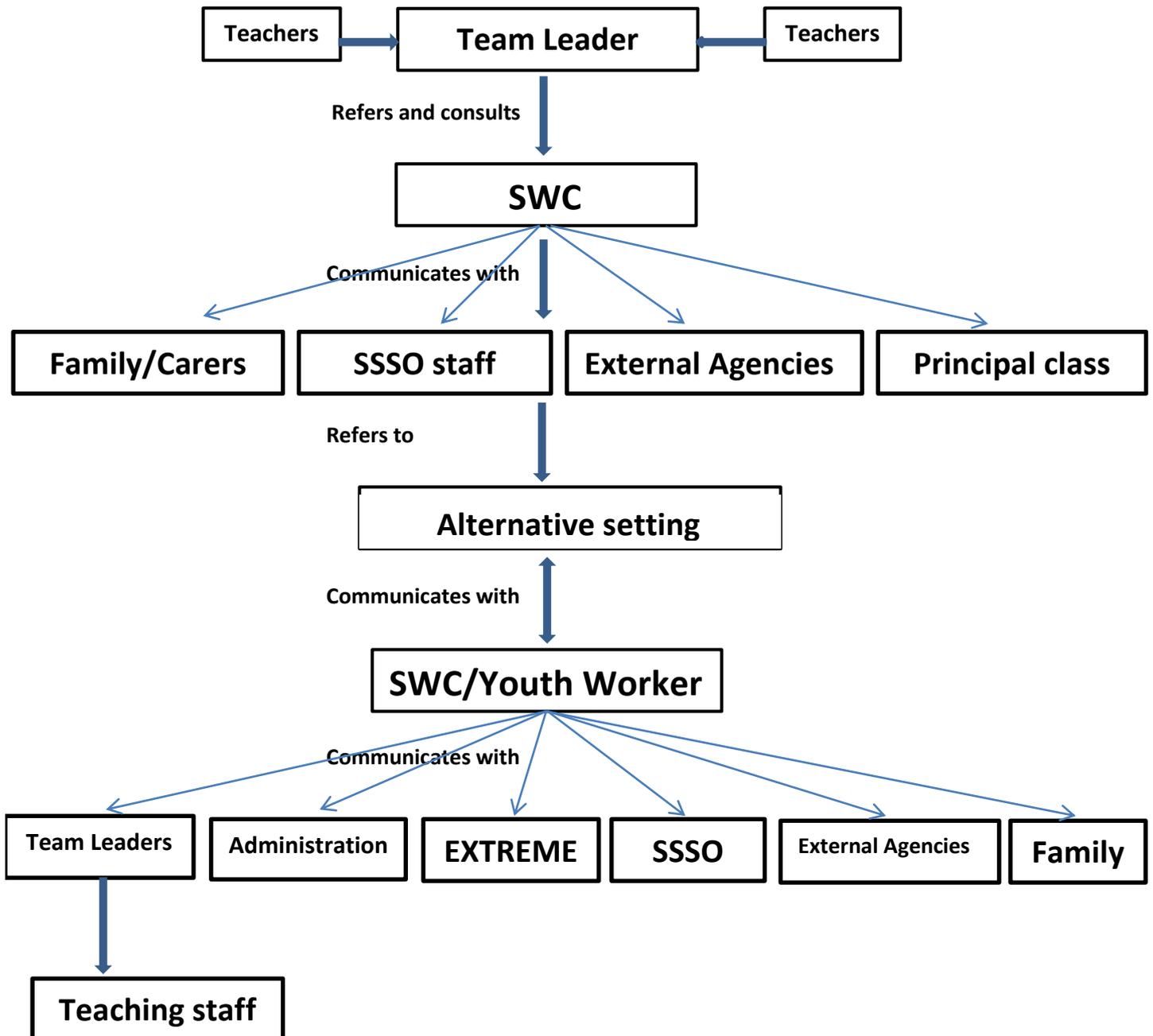
Year 9 – \$250 (EMA) + 2 x \$410 School Kids Bonus = \$1070

Year 10 – \$250 (EMA) or pro-rata if student turns 16 during 2013
+ 2 x \$410 School Kids Bonus = \$1070

Year 11 – 2 x \$410 School Kids Bonus + Youth Allowance

Year 12 – 2 x \$410 School Kids Bonus + Youth Allowance

Management of Referrals to Alternative Teaching Settings



Things I do that make me feel positive	Positive relationships I have

Triggers and signs that I'm not feeling OK:

At School	At Home

Strategies that are useful

XXXXXXXX's strategies

At School	At Home

School's Strategies: I will let my teacher know when I am feeling agitated or upset.

1. When <u>XXXXXXXX</u> is feeling down and sad in class →	
2. When I don't understand the work in class →	
3. When I feel sad at lunch or recess. →	

Important phone numbers

Numbers XXXXXXXX can contact when feeling unable to cope with life's pressures:

Parents contacted Date of parent contact _____

