



Educational Support Procedures

Policy Document Information

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Compliance	
Board of Studies	Registered and Accredited Individual Non-government Schools (NSW) Manual May 2012 (incorporating changes from 2004 to 2012)
Department of Education, Employment and Workplace Relations	Commonwealth Schools Assistance Act 2008
Legislative requirements	NSW Education Act 1990
Other Policy/Procedures Relationships	
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SUPPORT PROCEDURES

NEW STUDENTS are assessed in reading, spelling, handwriting and mathematics as soon as they are in the school, or during enrolment interview time with their parents. (The latter is preferable as it enables a needs assessment to be done and provisions to be provided prior to entrance- hence leading usually to a more positive start.)

Assessments include;

The numeracy section of the WIAT- to determine stage level for mathematics, SWST spelling to determine appropriate spelling group placement, handwriting which, in conjunction with spelling may indicate whether a person needs support in the form of a scribe

Reading comprehension using the Neale or TORCH to determine support needed in understanding and whether extra time may be needed with reading- or extra stimulus material.

EXISTING STUDENTS are generally referred by teachers during collaborative consultation sessions, staff meetings and with reference to BOS literacy and numeracy grant needs. At times parents will bring in results of an assessment by outside medical, therapy, psychological or psychiatric services which will be analysed to determine support needs and eligibility for funding support and the results discussed in collaboration with parents and teachers.

STUDENTS referred for INTEGRATION support, given that the correct documentation is procured and forwarded to the AIS for funding, receive support that at least includes the funded amount for specific needs as determined in an IEP (individual education plan meeting) and generally includes additional group support in literacy or numeracy as well as support according to their Individual Education Plan determinations.

Individual Education Plan meetings are held with the families and support staff and some medical supports of all students referred for integration funding. This happens initially in Term 1 and then throughout the year as needed or determined in the original meeting.

STUDENTS referred for literacy support are given support in line with grant allocations. At times there may be additional support.

In 2006 literacy support included in-class writing and research support, spelling group and in-class spelling support, reading group support, Multilit program, in-class peer-tutor program , some home programs and a homework support program. Throughout,

fluency was stressed and new reading booklets relevant to fluency progress were made up , distributed and encouraged to be used.

STUDENTS referred for numeracy support are generally supported in class. Year 7 has trialed a rotational withdrawal support according to need for different topic areas.

STAFFING ALLOCATION The support team has three part-time staff members. The staff have been allocated with primary support for years 8-10 being with Julie (with some additional support in year 8 and 10 from Sue), primary support for years K, 6 and 7 being with Sue (involvement in transition stages), primary support for years 1,3,4 and 5 being with Robyn (with some assistance in year 1 from Sue).

EXIT FROM PROGRAM occurs after consultation with parents and teachers when standardised tests indicate that the student is operating at the appropriate age level in the required skill.

GIFTED STUDENTS are identified through IQ tests and standardised test results (PR 95 and above) and are given opportunities for development through differentiation of class work, group work, contract work, school clubs and opportunities such as camps and competitions advertised through the University of NSW.