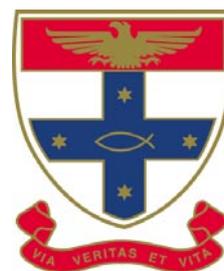


EDUCATION SUPPORT POLICY



**St Francis Xavier College
Berwick, Beaconsfield & Officer
Ratified by Board of Management
June, 2001
Amended April, 2006
Ratified by College Board May, 2006
Amended April, 2009
Ratified by College Board April, 2009
Amended February, 2012
Ratified by College Board April, 2012**

MISSION STATEMENT

St. Francis Xavier College is a Catholic community that is educative and supportive. We have a clear purpose: the development of a person of competence, conscience and compassion formed in the Christian tradition; one who is guided by a sense of hope and self-belief and who will be of service in the world. We recognise God's presence in our lives by celebrating and pursuing personal excellence and by living courageously with optimism and respect for all.

St. Francis Xavier College is committed to ensuring that there is equal access to appropriate and challenging learning experiences that develop the gifts and talents of all who are enrolled in the school. It is understood that the commitment for each student needs to be in the fullest sense in accordance with his or her capacities in the spheres of family life, the school, employment, and more generally, in social, political and religious communities.

Goals of the Education Support Policy

- To support the establishment of an educational environment where every student has an opportunity to strive to develop his/her ability to their maximum potential.
- To promote equity of opportunity for students in any learning area in which they may experience difficulty or wish to extend themselves.
- To identify educational and social goals for the student.
- To determine an appropriate educational program to meet these goals.
- To identify ways in which this educational program may be implemented.
- To provide information to the subject teachers concerning the educational needs of the identified students and the type of resources required to meet these needs.
- To review and evaluate the student's program on a regular basis.
- To support the development of a sense of self-worth and uniqueness in all members of our school community.
- To encourage the development of the total person - physically, intellectually, socially, emotionally and spiritually.
- To assist students in selecting careers to which they are suited so that they may experience contentment and satisfaction in serving society.
- To assist students in the acquisition of skills to live independently (as far as possible) as functional and contributing members of the community.

The main function of the Education Support Program at St. Francis Xavier College is to ensure that the educational needs of all students are supported. Early identification of the abilities, disabilities and requirements of students will enable the school and parents to seek specialist advice, obtain the necessary resources and develop suitable programs. The integration of students with disabilities is consistent with Catholic ethos and Equal Opportunity legislation. The student's enrolment is dependent upon the availability of resources (human, physical, financial) to support the student, and to ensure the ongoing safety of all members of the St Francis Xavier Community.

Students whom the policy attempts to assist are:

- lower achievers (those who experience difficulties with the mainstream)
- underachievers, for whatever reason, (those who have the potential to excel but who are not currently reaching their full potential)
- those who have learning and/or other disabilities (Integration students, hearing impaired, speech impaired, sight impaired, physically impaired, emotionally impaired.)

Implementation of the Education Support Program

1. **Diagnosis of Needs (Identification) via**
 - Transition documentation from Primary Schools (including visits to the Primary Schools)
 - Testing of the Year 7 students to identify literacy and numeracy needs and learning styles
 - Specialist testing where appropriate
 - Analysis of Year 7 and Year 9 AIM test data, NAPLAN Data
 - Recommendation from subject teachers/Care Group teachers
 - Recommendation from parents
 - **VCE** – Special Provisions/**COD**

2. **Development of Programs**
 - Individual Education Programs (IEPs)
 - Modification of Programs
 - Life Skills Development Programs
 - Extension Programs: e.g. Tournament of the Minds, da Vinci Decathlon, University Challenges, Science Talent Search, Wespac Maths, NSW English Competition.
 - Extension Competitions: Maths, English, Science and Technology.
 - Transition Programs: Grade 6 to Year 7, Year 9 to Year 10, School to work, St. Francis Xavier to other specialist educational setting.
 - Pastoral Care Groups
 - Social Skill Groups
 - Enrichment and Extension Programs within and outside the regular classroom.
 - TAFE/VET courses

3. **Assistance with Teaching/Learning Processes**
 - Study Skills
 - Organisational Skills
 - Staff Professional Development
 - Staff Teaching Methodologies e.g. PEEL, Multiple Intelligences, Learning Styles, Mixed Ability Teaching and Co-operative Learning Strategies
 - Enrichment and Extension Support Group
 - Program Support Groups (PSGs)
 - Enrolment Support Groups (ESGs)
 - Support by specialist staff including
 - Director of Education Support
 - Education Support teaching staff
 - Integration Aides
 - Visiting Specialists – Speech Pathologists, Counselling Services, physiotherapists, and psychologists
 - Educational Psychologists
 - School Counsellors
 - Careers Advisors
 - School Nurse
 - Pastoral Associate
 - Director of Learning & **VCE** (Beaconsfield)
 - Director of Learning (Berwick)
 - Director of Learning (Officer)
 - **VCAL** Co-ordinator
 - **CEO** staff, including Special Education consultants, psychologists and school advisors

4. **Direct Family Assistance**
- Educational Psychologist
 - School Counsellor
 - Careers Advisor
 - School Nurse
 - Pastoral Associate
 - Referral to community agencies
 - **VCAL** Co-ordinator
 - **VET** Co-ordinator
 - Directors of Learning & **VCE**

In planning and developing an individual program, or modified program for a student, the following sequence will be followed:

1. **Understanding the Student**
- Sharing of existing information and reports from parents, teachers and student.
 - Identifying existing student skills - strengths and weaknesses – through testing, past school reports, consulting teachers, students and parents.
 - Identifying the most appropriate learning styles.
 - Providing an appropriate range of choices depending on student interest.

2. **Goal Setting**
- Focus on long-term planning.
 - Identify objectives.

Student Goals and Objectives should

- Be age appropriate.
- Be realistic, given the student's current age and functioning level. (Goals and objectives should be achievable within a manageable time framework.)
- Take into account the student's preferences, abilities and interests.
- Enhance student's self esteem and status.

3. **Program Planning**
- Decide on what needs to be learnt to meet goals. Consult Care Group teacher, subject teachers, parents and students.
 - Select priorities for the content to be learnt.
 - Select effective teaching methods and assessment appropriate for the students learning styles.
 - Provide pathways to enhance student choice and foster potential.
 - Develop required specialist support, such as:
 - For unspecified durations of time, for students who are withdrawn from class for concentrated work on specified areas of need or for extension.
 - School Assistants (Integration Aides), who can prove to be invaluable support assistants to both teachers and students in and out of the classroom.
 - Seek outside specialists as required e.g. Speech Therapists, **CEO** Special Education Consultants.

4. **Implementation**
- Well planned learning experiences.
 - Individual learning, small group learning, peer and cross-age tutoring, co-operative learning, team teaching.
 - A variety of teaching methodologies.
 - Programs based on student's interests and strengths.

- A low stress, supportive environment in which the student feels secure and confident enough to take risks and seek help and guidance to encourage independence in learning.
- Organisational strategies determined.

5. **Evaluation**

- Regular informal review by Care Group teacher and House Co-ordinator.
- Review mid-year and end of year reports for all subject areas.
- Each Semester: formal/informal meetings with students, parents and subject teachers (including **PSG** meetings for integration students).
- Modified reporting including descriptive end of Semester reports where appropriate.

6. **Program Components**

- Enrichment and Extension Program.
- Integration.
- Education Support.
- Transition: Grade 6 to 7, Years 9 to 10, school to work, St. Francis Xavier College to other specialist educational setting.
- Specialist programs, eg social skills, speech therapy.