

2022

# STUDENT SUPPORT POLICY

*Every Child  
Matters,  
Each Moment  
Counts,  
Everyone  
Belongs*



10/11/2022

*Respect ~ Resilience ~ Responsibility ~ Kindness*

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## OCEAN ROAD PRIMARY SCHOOL ACKNOWLEDGEMENT OF COUNTRY



We assemble in this special place to celebrate our learning journey together.

We acknowledge the traditional custodians of this land upon which we learn, the Bindjareb people of the Noongar Nation.

We pay respects to the elders of the past, present, and future and acknowledge their spiritual connection to Country.

## POLICY STATEMENT AND BELIEFS

Ocean Road Primary School identifies, responds to, and supports the diverse needs of all students so that they can engage with the content and standards defined in the Western Australian Curriculum. We recognise that we play a vital role in promoting the intellectual, physical, social, emotional, moral, spiritual, and aesthetic development and wellbeing of our students. We believe learning is a partnership with parents, carers, and others in the community, all of whom have a role to play in nurturing the love of learning needed for success at school and in life.

### **Goals (as outlined in Alice Springs (Mparntwe) Education Declaration December 2019)**

1. Provide all young Australians with access to high-quality education that is inclusive and free from any form of discrimination.
2. Recognise the individual needs of all young Australians, identify barriers that can be addressed, and empower learners to overcome barriers.
3. Promote personalised learning and provide support that aims to fulfil the individual capabilities and needs of learners.
4. Ensure that young Australians of all backgrounds are supported to achieve their full educational potential.
5. Encourage young people to hold high expectations for their educational outcomes, supported by parents, carers, families, and the broader community.



## OCEAN ROAD PRIMARY SCHOOL CONTEXT

Ocean Road Primary School is the most southern public school in the South Metropolitan Education Region. We are located south of the Dawesville Cut, approximately 20 minutes' drive from the city centre of Mandurah. Our school community is significantly isolated from essential allied child and family services. Our school is often the only local place that our families can access such support. Hence, we play a major part in the social, emotional, physical and moral wellbeing of our children and school community.



Our school is growing; with current enrolments exceeding 630. Our demographics have changed substantially in recent years. We currently have an ICSEA of 964, with 49% of our families in the bottom socio-economic quartile and 83% in the bottom half of the Australian socio-economic distribution. This has had significant impact on the social and emotional health of our students and their families. Many families are struggling from generational poverty and the serious effects

that this brings. These include emotional and social challenges, acute and chronic stressors, cognitive lags, and health and safety issues.

We have a significant number of students impacted upon by both acute and chronic trauma including, family breakdowns, domestic violence, family members incarcerated, drug issues and Child Protection and Family Support involvement. Adding to this, we have a high number of students with identified special needs, including diagnosed and imputed disabilities. Our Student Support Team currently investigate and support over 40 students per year.

## STUDENT SUPPORT TEAM

Ocean Road Primary School has a strong Student Support Team consisting of a Student Services Deputy, Learning Support Coordinators, a Lead Education Assistant, School Psychologist, Chaplain, and a high number of Special Needs Education Assistants.

## MORAL PURPOSE

We provide wrap around support to students, families, and our educators. This includes liaising with outside support agencies to create an environment that meets the child's unique needs, builds on their strengths, and inspires them to be successful life-long learners. We empower families to navigate the path and access the best supports for their child so that ultimately, they are successful in school and in life.

Our Student Support Team consists of highly proficient, experienced professionals who work collaboratively to achieve this common goal and vision for all students to excel. This team holds a tactical meeting once per week to triage individual students, engage in joint problem solving and capitalise on the team's collective intelligence. The Student Services Deputy and the Learning Support Coordinators also engage in strategic meetings to proactively identify problems, generate solutions and plan for improvement and innovation across the school.

## LEARNING SUPPORT COORDINATORS

The role of our Learning Support Coordinators is to support teachers within their phase of learning in successfully managing students at high educational risk. This includes the identification of students, case management, supporting staff in the development of individual plans, the transitioning of students to new classes and schools, including secondary school. They work closely with our School Psychologist and Chaplain, as well as outside support agencies.



## LEAD EDUCATION ASSISTANT

We have a highly accomplished Lead Education Assistant who is employed four days a week to support staff in providing early intervention for learning difficulties and behaviour. She assists in the development of student engagement and independence through planned and explicit approaches to support their self-management and self-regulation skills.

She mentors, coaches, and models good practice to build the capacity of our Education Assistant Team and to expand their individual Professional and Personal Growth. To support student literacy, she also coordinates the MultiLit program and Ed Connect volunteers.

## SCHOOL PSYCHOLOGIST

At Ocean Road Primary School, we value the School Psychology Service as an integral part of our collaborative Student Support Team. Our School Psychologist is employed at our school on Wednesday to Friday. Our School Psychologist provides specialist psychological assessment, intervention, and consultation service for our school. They provide support in three main areas.

### Behaviour

- Working with students, families, and school staff to identify and change target behaviours at the individual, group and systemic level.

### Learning

- Conducting psychological assessments of students who experience learning difficulties and/or disabilities.
- Supporting school staff in developing individual education plans that focus on specific curriculum adjustments to best support the needs of students and enhance their learning outcomes.

### Mental Health and Wellbeing

- Providing direct support for students experiencing mental health and wellbeing difficulties that are impacting their engagement at school.
- Providing consultative support to identify appropriate mental health services that best support the needs of students and families, including support with referrals.
- Assisting school staff, families, and students to maximise the development of positive mental health and wellbeing.



Referrals to our School Psychologist are made through the school's Learning Support Coordinators.

## SCHOOL CHAPLAIN

Our school Chaplain is employed two days per week, thanks to our school receiving state chaplaincy funding in recognition of our school needs. The role of the school chaplain is to help build a strong sense of community between students, families, and staff. Most of our chaplain's time is spent providing one to one support of students.

Our chaplain has a deep knowledge of our community and assists families with referrals to outside agencies. She runs two courses in our school, Seasons of Growth which is a program that supports students who have suffered loss and/or grief, and another workshop called Grit. The word 'grit' is an acronym for Getting Along, Resilience Thinking, Identifying Emotions and Taking Responsibility. GRIT empowers students with the knowledge and skills to maintain a healthy mind and positive well-being.

Each Tuesday and Thursday the chaplain works with the student leaders in running our breakfast club.

The chaplain is passionate in seeing each child thrive and build skills needed now and into their future.



### SPECIAL NEEDS EDUCATION ASSISTANTS

We are committed to promoting the health and wellbeing of all students. Our Special Needs Education Assistants are an integral part of this. They work flexibly across the school with all stakeholders to make the necessary environmental adjustments. They create and implement relevant, meaningful learning experiences in response to the needs of students with a diagnosed or imputed disability. This is implemented both at point of need and through long term strategic planning, to ensure all students can access the curriculum socially, emotionally, physically, and academically.



### POSITIVE MENTAL HEALTH AND WELLBEING COORDINATOR

Our Positive Mental Health and Wellbeing Coordinator is employed half a day per week. Her role is to:

- Promote student wellbeing and provide opportunities to develop mental health knowledge, skills, and competencies.
- Develop support within the school community for engaging in mental health promotion and prevention.
- Develop responses to positive mental health care that fit with local school context.
- Establish partnerships with agencies and organisations suited to provide care to our students and families.

She works collaboratively with our DRUMBEAT trained music specialist to run our DRUMBEAT Program and leads our school's Be You Action team in the Be You professional learning, whole school community resources and planning tools to support mentally healthy environments for the whole school community.

## APPROACHES

### POSITIVE BEHAVIOUR SUPPORT

Positive Behaviour Support (PBS) provides a framework for improving student academic and behaviour outcomes to ensure all students have access to the most effective and accurately implemented instructional and behavioural practices and interventions

possible. It builds a continuum of supports for staff and students through a three-tiered model of intervention. Students who show positive behaviour are rewarded through gold slips and whole school rewards. Instances of problem behaviour are opportunities to learn and practice pro social behaviour.

The PBS Team has representatives across the school including teachers, parents, specialist teachers, members of the executive team and education assistants. Our team purpose is to establish a consistent and sustainable positive behaviour support framework that uses explicitly taught common language and is owned by students, staff, and the school community alike.



### TRAUMA INFORMED PRACTICE

Our school is a Trauma Informed Positive Education school. We provide a safe, supportive community that enables both students and adults to feel a sense of belonging, build caring relationships with one another, regulate feelings and behaviour as well as learn.

Within our trauma informed practice, we focus on building strong relationships. Our classrooms are stable, predictable and relationships focused to provide a healing environment for our children with adverse experiences, which is also best practice for all our children.

The Trauma Informed Positive Education model that we follow to strengthen our collective teacher efficacy is a strength based three-tiered approach.

1. Increase self-regulation abilities. This includes Zones of Regulation, Mindfulness Brain breaks, and rhythmic routines.
2. Increase relational capacities. This includes positive supportive relationships, unconditional positive regard, emotional intelligence, 2 by 10 method, mentoring, co regulation, and champion of children.
3. Increase resources for psychological student wellbeing. This includes our Positive Mental Health Coordinator, growth mindset, stamina for learning, resilient self-talk, practicing gratitude and character strengths.



### RESPONSE TO INTERVENTION

Response to Intervention is a comprehensive, multi-tiered approach for the early identification of students who are at risk academically or behaviourally. It outlines the layers of targeted support for these students learning and behaviour needs. The Response to Intervention process begins with high-quality instruction for all and research-based interventions for those who require it.

Each of our Student Support Focus areas has a clearly defined Three-Tiered Approach. These include Behaviour, Attendance, Pastoral Care, English, and Numeracy.

Our Student Support Team have very clear processes for referrals for SAER, Attendance, Behaviour and for the School Chaplain.

### INDIVIDUAL EDUCATION PLANS

All students have a right to learn at their point of need. The purpose of an Individual Education Plan is to cater for the identified educational needs of an individual student that cannot be catered for in the general planning and differentiation of the classroom. These plans ensure we give all students the opportunity to achieve and succeed at their level.

Our Student Support Team works collaboratively with staff and families to develop clear expectations on Individual Education Plans using the Response to Intervention approach. Our preferred mode for Individual Education Plans (IEPs) is SEN Planning and Reporting.



## SENSORY ROOM

We have a multipurpose sensory room, created to provide support and promote student's engagement in their learning and to achieve their learning goals in a manner that proactively supports and responds to the student's sensory needs.

It is timetabled accordingly to meet requirements in Individual Education Plans and for use by visiting Occupational Therapists, Psychologists and other outside agencies.

This intentionally created space assists with increasing student focus, learning, sensory integration and provides resources and tools to enable students to self-regulate and reduce over stimulation.



## MULTILIT

Reading Intervention - MultiLit ("Making Up for Lost Time in Literacy") is an intervention program developed for effective literacy instruction in Australasia. It is grounded in scientific evidence-based best practice.

The program, designed to support students who struggle with reading, is implemented across the school – PreLit, MiniLit and MacqLit.