Overview for Student Support Services

At Collingwood Park State School we are committed to achieving excellence by enhancing educational opportunities for all students. To this end, we aim to create learning environments where:

- all students feel a strong sense of belonging
- all students learn to interact respectfully with others
- all students learn to understand and appreciate diversity, and
- all parents and carers in the community can take an active role in the life of our school. (based on EQ’s Inclusive Education Policy)

At Collingwood Park State School, Student Support Services include Learning Support, Behaviour Support and Advanced Learning Support. A common referral process, form and individual support plan are used to identify student needs. Differentiated learning opportunities are listed in our Differentiated Learning Overview.

Acceleration: When a student demonstrates advanced learning potential in all curriculum areas year level advancement may be considered. Guidelines for Year level advancement, proforma for documenting acceleration.

Teacher Knowledge, Development & Skill

Teachers:
- engage in continued PD to improve their knowledge & skill in providing appropriately challenging work for all students through differentiation:
- use ongoing assessment to inform adjustments for all students
- plan challenging tasks to suit students in all curriculum areas – see differentiation files for extension resources and PD ideas
- share “Best Practice” & seek advice within & between year level groups
- engage in PD around developing co-operative and independent learning skills and higher order thinking skills in students

Student Support Mentor Group

Meridee Cuthill (DP)
Helen Glindermann (GO)
Olga Fisher (STLaN)
Karen Mackellar (SEP)
Advisory Visiting Teacher (ESL)

The Central Mentor Group for Student Support Services is responsible for the intake of Request for Support Referrals. This group is made up of administrative staff and specialist teachers in each of the identified Support areas. Using the combined expertise,
experience and knowledge of this group, students requiring support can be directed to the most appropriate mentor group so that specific support can be provided.

**Identification & Provision for Learners Performing below their Peers**

Students performing below their peers access the following specialist staff for assessment and support, depending on the nature of their support needs.

**Support Teacher (Literacy and Numeracy):**
Works within school teams to assist classroom teachers and curriculum leaders to develop and effectively implement responses to students with learning needs across the Key Learning Areas (KLAs), with a focus on literacy and numeracy.

**Responsibilities and key tasks include:**
- Assist with planning, preparation and delivery of effective learning and teaching programs for identified students to improve their learning outcomes, with a focus on literacy and numeracy.
- Provide support to school teams and individual teachers in identifying patterns of achievement and selecting evidence based intervention strategies at whole school, cohort and individual student levels for underachieving students, including students with learning disabilities.
- Support teachers in assessing and monitoring the progress of students underachieving in the literacy and numeracy demands of the Key Learning Areas.
- In cooperation with the classroom teacher, teach whole classes, small groups and individuals as negotiated within the guidelines of the school improvement plan.
- Provide expertise, support and professional development at whole school, cohort and individual teacher levels to support improved student achievement.
- Support documentation of intervention responses for students requiring additional support.
- Work collaboratively with other specialists (e.g. guidance officers, speech language pathologists) to coordinate services which improve students’ learning.

**School Guidance Officer**
A Guidance Officer has the responsibility for leading the following activities and delivery of the following key tasks:
- advocate, provide counselling, psycho-educational assessment and/or individual student support, recommendations and support, teachers and parents concerning educational, behavioural, mental and family issues
- assist schools in the implementation of student protection, gifted education, behaviour support policies and risk management processes that may involve the development of individualised education plans, including Educational Support Plans
- prepare in and implement professional and personal skill development programs and in-service activities for administrators, teachers and parents
- conduct activities such as student observation and psycho-educational assessment in order to determine the nature of student learning difficulties, disabilities, developmental levels or psychological and emotional status in order to make recommendations for educational adjustments and interventions.
Special Education Program – Inclusive Education Teachers
Our vision for students who have a verified disability is that they feel valued in a learning environment which both supports and challenges them to achieve to the best of their ability. The Special Education Program provides support and resources to students with a verified disability, their teachers and their caregivers.

English as a Second Language Mentor Group

AVT ESL
ESL teacher aides
Meridee Cuthill Deputy Principal

Collingwood Park State School offers English as a Second Language (ESL) program to students from non-English speaking backgrounds on a weekly basis. This program is coordinated by an Advisory Visiting Teacher (AVT) who visits 2 days a week. Support is provided by the AVT and teacher aides. Students who meet the criteria outlined by Education Queensland are eligible to receive support for up to five years. The level of support provided is determined following assessment of a student’s listening, speaking, reading and writing skills in English.

Students are supported in one or more of the following ways:

- Individual support
- In-class support
- Withdrawal in a small group

Priority is given to students in most need depending on their language skills and level of schooling. Newly arrived students who are in upper primary and who have limited English ability, for example, will be given priority over students in junior primary classes. ESL students who do not receive support are monitored by the AVT who liaises with the class teacher on a regular basis. Each case is reviewed throughout the year to ensure that students receive support appropriate to their needs.

Assessment is based on the National Languages and Literacy Institute of Australia (NLLIA) ESL Bandscales. These Bandscales consist of levels which describe the development of a student’s English language proficiency within the school context. Students are given a rating from Level 1 (lowest) to Level 6 (highest) for each skill area: listening, speaking, reading and writing. A full copy of the ESL Bandscales can be obtained from the AVT. Alternatively, background information can be viewed online at http://www.esl.eq.edu.au/cdrom/

Parents wishing to discuss their students ESL requirements or progress are invited to make an appointment with the Advisory Visiting Teacher through the school office.

Behaviour Support Mentor Group

Dave Coulson (Deputy Principal)
Stacey Conway
Students at Collingwood Park State School are encouraged to be responsible for and manage their own behaviour. Our strategies to support the development of student self-management are based on the Glasser approach, supported by behaviourists such as Bill Rogers and the most recent brain based research. The focus is upon developing and reinforcing positive behaviours, particularly recognising and rewarding those students who are managing their behaviour well. Emphasis is also placed upon strategies to support students to change inappropriate behaviours so that they can become more self-managing.

**Identification & Provision for Students requiring behaviour support**

Collection, and analysis, of school data and information on student behaviour provides information from which targets for behavioural support can be identified. The Principal, Deputy Principals and other support personnel use the analysis of data and information to identify cohorts, classes, groups of students or individual students who are in need of targeted behaviour support.

At Collingwood Park State School intensive behaviour support is provided through a collaborative approach. The school’s Responsible Student Behaviour Plan identifies four support levels with corresponding strategies. Students identified as having level 4 support needs have an Individual Behaviour Support Plan, which encourages and motivates students towards being self-managing. This support plan is developed collaboratively between classroom teacher, Leadership Team member, parent and other involved support personnel.

Strategies and processes may include:

- Referral to Student Support Mentor Group to implement process to identify any underlying medical, psychological or academic issues which may need to be investigated further.
- Referral to outside agencies, Behaviour Intervention Team, Child and Youth Mental Health, Lifeline, Anglicare
- Withdrawal from playground activities
- Buddy classes used to facilitate ‘time-out’
- Session reporting to Leadership Team member
- Recording of behaviour incidents in OneSchool
- Regular contact with parent/caregivers through telephone, communication books, diary
- Calls for assistance from teachers to Leadership Team member are made by requesting member to come to child
- Participation in small group sessions provided by Guidance Officer eg Stressbusters

**Advanced Learner Support Mentor Group**

Meridee Cuthill  
Kirsten Bailey  
Leanne Jared  
Deian Ping  
Melissa Smith

“Optimising every student’s opportunity to achieve their potential, lies at the heart of EQ commitment to all students. Our vision for students who are gifted is that they feel valued...”
in a learning environment which both **challenges** and **supports** them to pursue excellence and develop a passion for lifelong learning.”

Giftedness is the natural, innate ability of an individual to excel across one or more learning domains. When enhanced and scaffolded through effective pedagogy and delivered through differentiation of the curriculum, advanced learners have the potential to excel across one or more learning domains: intellectual, creative, social, perceptual, muscular, motor control (Gagne, 2008). Advanced learning potential (giftedness) in a student is commonly characterised by an **advanced pace of learning, quality of thinking** or capability for **remarkably high standards of performance** compared to students of the same age.” (Framework for Gifted Education EQ, 2004)

### Identification & Provision for Advanced Learners

Collingwood Park State School teachers profile ALL their students to determine interests, learning styles & readiness. They follow the **Differentiation Flowchart & Student Support Process** for students with advanced learning potential (& other needs). A Teacher checklist is completed to assist in determining areas of giftedness: **Brilliant Behaviours Checklist**, or **Self /Peer Nomination**. Parents are invited to offer additional information on a **Parent Checklist**. Assistance from the Advanced Learner Mentor Group, includes ISP development & monitoring.