

Guidelines for resource utilisation

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NEW SOUTH WALES
DEPARTMENT
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Introduction

Schools need to be safe and happy places for students and their teachers. Student welfare is enhanced when all members of the school community participate fully in the learning programs and life of the school.

The majority of students in New South Wales government schools are connected to learning and to their schools. A small number of students may persistently display disruptive behaviour that interferes with individual learning, disrupts the learning of others and impacts on staff. Other students have behaviours, such as poor attendance, lack of academic engagement, anxiety and other mental health issues, which prevent them participating in a full school life. Students who display disruptive behaviour of high intensity, frequency and duration while relatively small in number, are among the most difficult for schools to manage.

There is a wide range of support for these students. This includes normal classroom management procedures as well as adjustments and accommodations to the curriculum and learning environment implemented by the class teacher. Others, however, may require school delivered support from the learning support team/student welfare team along with the executive staff or support teachers behaviour. A small number may need support from specialist regional programs that may be external to the student's home school.

These guidelines have been developed to facilitate consistency in support provision whenever specialist programs are being:

- considered for a particular student
- developed for establishment in a region
- implemented in a particular geographical area or for a target population.

These guidelines must be read in conjunction with occupational health and safety policies. These are available at:

<https://detwww.det.nsw.edu.au/adminandmanage/ohands/safeworklearn/commit/index.htm>

Regional behaviour resources

Each region is allocated a range of resources to support students with disruptive behaviour. These resources include support teachers behaviour, suspension centres, behaviour schools, tutorial centres and programs and support for students with emotional disturbance.

The region is responsible for determining how behaviour resources will be utilised to meet the needs of students with disruptive behaviour. The allocation of resources will be determined by the regional director, and coordinated by the regional student support coordinators and student services officers in consultation with representatives of the relevant service.

In exceptional circumstances regions may utilise the Regional Student Services Support Program (RSSSP) to provide additional assistance for students receiving support from the resources described above.

Overview of behaviour support programs

Behaviour is defined as disruptive where it:

- interferes with individual learning and disrupts the learning of others, and the delivery of educational programs
- is of high intensity, frequency and duration.

Behaviour support programs provide interventions for students with disruptive behaviour. These programs aim to reduce the disruptive behaviour of students and enable them to positively engage with school.

Regions will develop the intake process for accessing behaviour resources in accordance with the regional special education placement process. A regional placement panel will be established which includes appropriate behaviour support personnel. Schools will make application for placement to the panel using the Access Request Form available from Disability Programs. Where a risk assessment of a student is necessary the Student Behaviour Management Intervention (SBMI) procedures will be followed. The SBMI flowchart is attached at Appendix 1, and information is available at:

https://detwww.det.nsw.edu.au/media/downloads/detoh_s/adminandmanage/ohands/safeworklearn/riskmanage/stndt_behaviour/beh_overview.doc#chart

Note: Programs for students with an emotional disturbance may only be accessed by students who have been confirmed by the Department of Education and Training as having mental health problems and/or disorders. These students may also access other behaviour resources if these are suitable for their needs.

Support teacher behaviour (STB) Behaviour disorder itinerant (BDI)

The student support coordinator, student counselling and welfare, is responsible for planning the delivery of support teacher behaviour services across the region.

Support teachers behaviour are school based and assist schools in planning and implementing appropriate educational, vocational and behaviour management programs for students with disruptive behaviour.

In carrying out this role they may:

- support schools by assessing disruptive behaviours exhibited by students
- support the teacher and other relevant school staff to develop and implement behaviour support plans. This may involve academic and behaviour components, including playground behaviour programs, individual and group social skills programs and communication skills programs
- work in a case management model on individualised or group behaviour programs
- teach or team teach in a class to which student support has been allocated
- assist students to develop skills in managing their own behaviour

- review and evaluate the services and strategies provided to students with disruptive behaviour
- review and evaluate the services and strategies provided to teachers and other school staff to help them support students with disruptive behaviour
- provide consultancy support and/or professional learning initiatives in schools or across a number of schools in the region
- support early intervention and transition initiatives for students displaying disruptive behaviour
- support the transition of students returning to mainstream settings following a placement in a behaviour support program
- provide an overview of the planned intervention to the principal, assistant principal behaviour, learning support team or other appropriate personnel, including the occupational health and safety committee, if required, of the school in which they are providing support.

Assistant principal behaviour (APB)

Assistant principals behaviour are responsible for ensuring the effective service delivery of support teachers behaviour provisions.

The assistant principal behaviour will, in addition to carrying out the role of support teacher behaviour:

- supervise nominated support teachers behaviour
- consult and collaborate with regional personnel
- develop and implement individual professional development plans with support teachers behaviour in the areas of behavioural assessment, curriculum, teaching and learning, specialist behaviour skills and knowledge, collaborative consultation, case management, planning, negotiation, time management and conflict resolution
- facilitate access to skills training, current research and educational technology
- ensure a support teacher behaviour management plan is developed, implemented and reported on annually in consultation with regional student services personnel
- ensure relevant administrative procedures are followed
- provide advice to base school principals to assist with the completion of the Teacher Assessment Review Schedule (TARS)
- support the region in data collection and caseload management
- forward all required documentation to the student services coordinator or nominee
- allocate caseloads and schools in consultation with the student support coordinator student counselling and welfare
- participate in the risk assessment and management process as required.

The principal of the base school

The base school is the school to which the support teacher behaviour is appointed.

The principal of the base school will support the support teacher behaviour by:

- encouraging full participation in the activities of the school, including staff meetings, school development days and professional learning
- acknowledging the global funding generated by the support teacher behaviour that is reflected on the staffing entitlement and consider, plan and commit the utilisation of these funds
- managing copies of administrative records such as itineraries, variations to routine and petty cash claims
- ensuring there is access to working space, office equipment, telephone, fax, stores, teaching equipment and clerical support
- liaising with the assistant principal behaviour on the nature of service delivery of individual support teachers behaviour in consultation with the support coordinator, student counselling and welfare and principals of the schools on caseload
- completing the Teacher Assessment Review Schedule in conjunction with the assistant principal behaviour.

The principal of the school on caseload

The principal of the school with students on the support teacher behaviour caseload will support the support teacher behaviour by:

- ensuring participation (where appropriate) in the school's learning support team/student welfare team
- providing all relevant information to facilitate the support teacher behaviour's work with the student on caseload including risk management
- providing information, as appropriate, to support the risk assessment process
- maintaining responsibility for the student's educational programs
- providing access to school resources for use with student(s) on caseload
- representing the school in the student review process
- facilitating active participation of parents or caregivers and appropriate external agencies in planning and programming of the students' educational plans
- providing appropriate work space if needed.

Providing support to school learning support team/ student welfare team

Support teachers behaviour may be asked to provide assistance to the school learning support team/student welfare team in completing student appraisals. The focus of such appraisals is to describe the disruptive behaviour using an educational model and plan appropriate outcomes. This avoids unnecessary labelling of the student. The undertaking of a functional assessment will also provide direction for possible interventions.

The appraisal should provide information outlining:

- the relationship between the behaviours and the settings in which they occur
- interactions between the student, peers, teachers and other support staff
- opportunities which have been provided by the school for social and educational development
- the demands of various settings, for example, classroom, playground, excursions
- teacher expectations and requested level of support to manage the student behaviour
- any previously utilised interventions, even if they only partially addressed the disruptive behaviour.

As requests for additional support are based on educational need, the learning support team/student welfare team must also have information on the student's academic and social learning outcomes.

Suspension centres

Suspension centres enhance the range of options available to principals to manage students and increase the capacity of schools to cater for disruptive students.

Suspension centres are an intervention for students who are on long suspension (5-20 days) and have been identified by their school as likely to benefit from a structured program to assist their successful return to schooling as soon as possible.

Suspension centres aim to provide skill development opportunities and support for students, parents/caregivers and teachers to enhance the capacity of students to re-engage successfully at school. Guidelines for the establishment and operation of suspension centres are attached (*Appendix 2*).

Tutorial centres and programs

Tutorial centres and programs cater for students who have been identified as requiring intensive behavioural and educational support. Tutorial centres and programs generally cater for students in years 5 to 10.

The principal of the school who has referred the student will support the tutorial centre or program by ensuring the school's learning support team/student welfare team is actively involved in the appraisal, review and development of programs that support the transition of the student into and out of the tutorial centre or program.

Note: Programs may cater for students in the K-4 range if the region is able to support the extension of the program with student data and the extension is approved by the regional director.

Tutorial centres and programs' guidelines are attached (*Appendix 3*).

Behaviour schools

Behaviour schools provide intensive behavioural and educational support for students who have exhausted all other regional behaviour support provisions, and/or for whom a risk assessment indicates a behaviour school placement is required. Behaviour schools provide a range of specialist programs for students in Years 5-10 with the aim of returning the students to regular schools or supporting their transition to other education or employment opportunities. Students attending a behaviour school will have an individual education and behaviour support plan developed in collaboration with the behaviour school's learning support team/student welfare team.

The principal of the school who has referred the student will support the behaviour school or program by ensuring that the school's learning support team/student welfare team is actively involved in the appraisal, review and development of programs that support the transition of the student into and out of the behaviour school.

Behaviour school guidelines are attached (*Appendix 4*).

Emotional disturbance (ED) – mental health

Emotional disturbance schools and programs provide intensive educational support for students who have been confirmed by the NSW Department of Education and Training as having mental health problems and/or disorders. Emotional disturbance schools, classes and programs provide a range of specialist support for students across Years K-12. They aim to address the needs of students with mental health problems and/or disorders by building a culture of support, including attitudes and beliefs that encourage positive relationships, student empowerment and resilience.

These programs focus on:

- providing access to the curriculum K-12
- returning students to regular classes
- supporting students in their transition to other education or employment opportunities or
- supporting the long-term education of students with intensive levels of support needs.

Students attending an emotional disturbance program will have a personalised learning program and behaviour support plan developed in collaboration with the school's learning support team and other relevant professional agencies.

Emotional disturbance schools and programs' guidelines are attached (*Appendix 5*).

Program profiles

To assist schools in making decisions about the most suitable placement for students, regions will develop, in consultation with principals and regional student services personnel, behaviour support program profiles for all programs including emotional disturbance classes.

The program profile should include:

- target population (eg Years 5 to 10)
- purpose of the program
- integration/transition model
- hours of operation
- staffing provisions.

Students who have additional behaviour support needs but do not have a confirmed disability related to mental health problems, or where such a confirmation is pending, may be supported through:

- suspension centres
- tutorial centres and programs
- behaviour schools
- support teachers behaviour.

Students who fall outside the target population range for support from behaviour schools and tutorial centres and programs have access to the support teacher behaviour service and the resources available within their school. Only in exceptional circumstances would such a student be included in behaviour schools or tutorial centres and programs.

Any changes to the profile of behaviour support programs including emotional disturbance should be negotiated with the appropriate state office directorate.

Realigning to a behaviour support program

Approval to realign one type of behaviour support program to another type of behaviour support program is based on a consideration of information including the purpose of the program, management, venue, resources, safety issues (including the number and type of resources that will be provided by participating schools), staffing, method of operation, intended outcomes and methods of monitoring and evaluating. The application to establish a behaviour service – (*Appendix 8ii*) is to be forwarded to the Student Welfare Directorate (fax: (02) 9244 5606).

The occupational health and safety legislation requires that the NSW Department of Education and Training ensures the health, safety, and welfare of employees. This means that any risks including for example the isolation of the teacher involved, are identified, assessed and eliminated or controlled as part of the process to establish any behaviour program.

Accordingly:

- for each support class operated a teacher and teacher's aide must be present
- the total number of students engaging in the program should reflect the nature of the behaviour profile of the proposed group and the nature of the setting, including the allocation of appropriate staff
- a risk assessment should be undertaken, where an application to establish a program is made
- teachers and other relevant staff should be provided with all relevant information concerning the student.

Descriptors of need

Student access to additional educational support is based on the recommendation of the learning support team/student welfare team and the written information provided for referral. Students may be referred for additional support if they display disruptive behaviour that is high in intensity, frequency or duration. The learning support team/student welfare team must have clearly defined the behaviour including:

- who or what is perceived to be the focus of the behaviour
- setting/s in which the behaviour occurs
- who regards the behaviour to be extreme
- a description of the behaviour/s in functional terms (for example the type of behaviour, how often it occurs, possible purpose the behaviour is serving).

Although the student may be seeing other professionals and receiving therapy or pharmacological interventions, the focus of the services provided by the NSW Department of Education and Training is on the wellbeing and learning needs of all students. For educational purposes a functional assessment and an occupational health and safety risk assessment of the behaviour and its impact on the student, teacher and peers is required. This will assist teachers to understand the structure and purpose of the behaviour and this, in turn, will assist with developing interventions.

A broad approach to behaviour assessment will help to identify strategies that can be implemented. Collaboration with relevant therapists or medical practitioners is encouraged, especially for those students whose health is impacting on their behaviour. The focus of the collaboration is to develop a coordinated plan in consultation with the student, their parent/carer and relevant school and regional personnel. Behaviour interventions must centre on educational and safety needs.

Transition to and exit from a behaviour support program

The transition of students, together with their educational records, into and out of behaviour support programs is critical. When entering a program it is essential that all relevant student information including information relevant to occupational health and safety considerations must be made available to, and maintained by, the receiving behaviour support program prior to enrolment or placement. This will allow for the development of an appropriate educational, behavioural and risk management plan.

Similarly, when exiting a program it is essential the behaviour support staff provides comprehensive information concerning the outcomes of the student's participation in the program, as well as the educational needs of the student and any potential occupational health and safety issues to the receiving setting. This will ensure there is appropriate follow-up and ongoing support for students in this setting.

The referring school, the behaviour support program and the parents/carers must share responsibility for the transition of students into and out of behaviour support programs. Planning for transition out of the behaviour support program starts as soon as the student enters the program to ensure that the student is taught the necessary skills and provided with educational support to successfully engage in an integration/transition to mainstream plan.

When the behaviour support program staff have identified that a student has successfully met the goals of placement an integration and transition meeting will need to be facilitated between the referring school and the behaviour support program. The facilitators for this initial meeting must be the behaviour support program principal (or nominee) and the referring principal. The integration support team should be represented by members of the learning support team/student welfare team.

There may be exceptional circumstances where return to the referring school will not be a suitable option. In this situation, the school education director or the student support services coordinator (or nominee) will need to advise the referring school and the behaviour support program that an alternative school or appropriate educational setting will be sought for the student by the referring school principal with support from the region.

The staff in behaviour support programs are responsible for the ongoing collection of information and data that provides detail on:

- referring behaviour
- short-term and long-term goals
- interventions implemented (successful and unsuccessful)
- risk assessment and management
- behavioural changes
- academic progress
- attendance patterns.

The school counsellor

The school counsellor, as part of the learning support team/student welfare team, is responsible for providing relevant information about the student's needs which must be considered in the transition process. The school counsellor will:

- assist with the assessment process
- provide relevant information from the counsellor file to the learning support team/student welfare team
- provide ongoing support for students with behaviour needs as required
- liaise with the parents, caregivers and other agencies where necessary
- facilitate a case management approach for students exiting the service who require ongoing counselling support.

The school counsellor will also be a valuable resource for principals giving consideration to an application to enrol. If any information on the application or advice from a previous school gives principals grounds for further enquiry, they should alert their school counsellor who will assist in accessing further available information.

It is essential that the enrolment decision is made as soon as is reasonably practicable. Principals should also initiate the despatch of appropriate student files as quickly as possible. Where appropriate student files include school counsellor records, your attention is drawn to *Memo DN06/00160 Enrolling Students with a History of Violence: School Counsellor Advice to Principals* issued by the General Manager, Access and Equity on 2 August 2006.

Student movement

Students moving between behaviour schools and tutorial centres and programs should be managed by the same process as students moving between mainstream settings. In accordance with the procedures outlined in *Legal Issues Bulletin 40 Collection, Use and Disclosure about Students with a History of Violence*, all information relating to the student's behaviour interventions and academic programs should be outlined in the student's individual plan and forwarded to the receiving school prior to the student commencing attendance at that school.

Review and reporting process

The review of behaviour services proforma is to be used to report on tutorial centres and programs and behaviour schools. A proforma is attached at *Appendix 8iii*.

Annual evaluations will usually include information on the:

- extent to which the purpose, goals and objectives of the program are achieved
- outcomes of the program for the current school year
- evidence of the program's effectiveness in meeting its stated goals and objectives
- pattern of attendance in the program
- suggestions for program improvement.

Programs need to demonstrate a coordinated and systematic approach to the assessment and monitoring of student progress.

Student attendance in the program must be recorded and monitored. If prolonged absences occur without sufficient reason, student placement should be reviewed by the regional placement panel.

The region will coordinate the completion of a *Review of behaviour services* proforma each year for all programs providing support to students with disruptive behaviour.

Support cycle procedures

Appraisal

Information to assist with the appraisal of needs by the learning support team/student welfare team should include:

- documented evidence of behaviour support needs
- educational and behavioural assessments
- discipline records held by the referring school and any previous school
- school counsellor information
- class teacher's reports.

Additional information that may assist includes:

- reports from other agencies (Department of Community Services, Health, Juvenile Justice)
- reports from the parents and/or student
- reports from treating practitioners
- psychometric assessment.

Programming

Once the priorities and the type and level of support have been determined, the learning support team/student welfare team will work in consultation with the support teacher behaviour to develop appropriate educational interventions and to provide training and development related to those interventions.

Reappraisal

Reappraisal involves the ongoing monitoring of student outcomes and formal review of the appropriateness of the current support. Reappraisal of the type and level of the support required should be undertaken no less than once a semester. A review of each intervention must occur within ten weeks of the commencement of that intervention or earlier if necessary. The review process may support a change of service delivery, further program implementation or referral to a more intensive service.

NB. Information that may lead to a change in the risk management plan must be considered and, if necessary, incorporated into the plan whenever that information becomes available.

Appendices

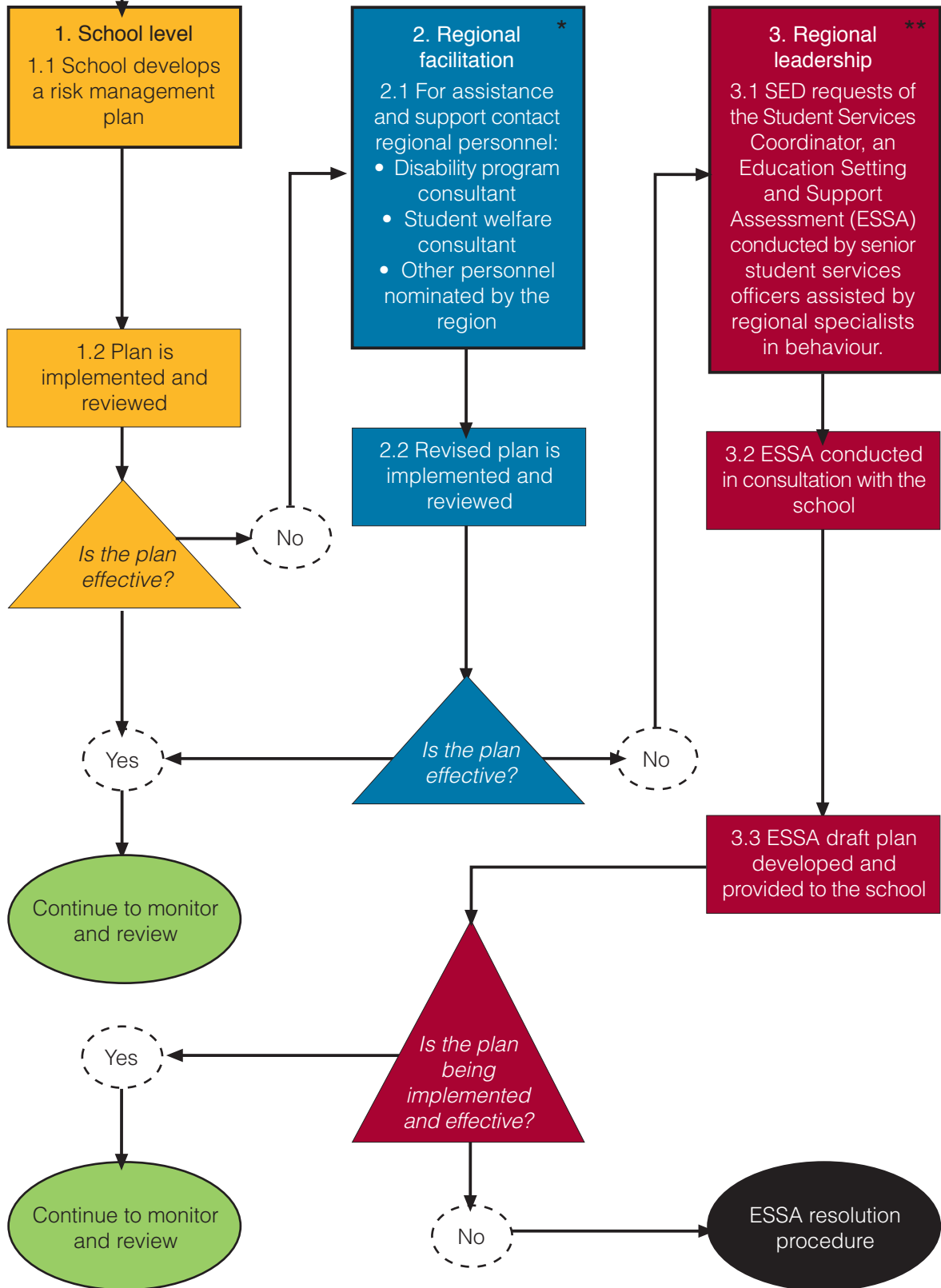
1. Student Behaviour Management Intervention (SBMI) flowchart
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6. Occupational health and safety obligations
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- 8iii. Review of behaviour services

Student Behaviour Management Intervention (SBMI) flow chart

Behaviour that may cause harm to the student, staff or other students is identified

* Schools can contact regional personnel for advice in the first instance

** The SED may request an Educational Setting and Support Assessment (ESSA) in the first instance



Guidelines for the establishment and operation of suspension centres

Definition

The suspension centre is an intervention for students who are on long suspension and have been identified by their school as likely to benefit from a structured program to assist their successful return to schooling as soon as possible.

Purpose

The new suspension centres will:

- form part of a range of behaviour services for students who are disruptive (school discipline plans, behaviour team support to schools, withdrawal programs)
- increase the capacity of schools to deal successfully with disruptive students
- assist students to make a successful re-entry to schooling.

General operating principles

- The model to be implemented will be determined locally within the guidelines provided by the Department.
- The suspension centre will be established under the auspices of the Regional Student Services Executive and managed by regional school and student services executive.
- Students who attend the centres remain the responsibility of the home school and strong links will be maintained throughout the period in the suspension centre.
- The centre and its expectations will mirror the home school and its expectations.
- The length of stay will be no more than twenty days.
- Students will be referred back to their home school principal if their behaviour is such that it threatens the safety of other students, or is seriously disruptive whilst they are in the centre.

Goals

The goals of the centre will be:

- to assist students to reflect on and understand their behaviour and its consequences
- to reinforce and develop appropriate attitudes and behaviours
- to build capacity and understanding in students on how to re-engage at school, re-integrate to positive work habits and prevent recurrence of the inappropriate behaviours
- to provide skills development opportunities and support for the parents/caregivers of the students

- to provide professional development opportunities and support for the teachers of the students.

Target population

Students who:

- have been placed on long suspension
- are assessed by the school as having the potential to benefit from an intervention to successfully return them to school following a long suspension.

Facility

- The program will be located in a setting determined at the local level. This may be separate from schools accessing the program.
- The maximum number of students in a suspension centre program at any one time is six.

Operational guidelines

Referral and attendance

- As part of the suspension resolution process, students will be nominated by the principal to participate in the suspension centre program.
- The principal completes Appendix 5 – *Notification of suspension/considering expulsion as per Suspension and Expulsion of School Students – Procedures (2005)*.
- Prior to students attending the centre a risk assessment must be coordinated by the principal of the student's school, in liaison with the head teacher of the suspension centre.
- The student's entry into the suspension centre must be preceded by an interview with the student's parents/caregivers and the completion of a school counsellor's suspension report.
- The suspension report will be short and should focus on information that will inform intervention strategies eg key relationships/supports for the students.
- The expectations and role of the school, the student and parents /caregivers will be clearly communicated to all parties.
- The home school retains responsibility for the student and managing the suspension process. Attendance and progress reports will be provided to the home school by the centre.
- In accordance with *Student Attendance in Government Schools: Procedures (2006)*:
 - the attendance register at the home school will be marked as 'E' for the period that the student is not attending the home school during the long suspension period (for a maximum of 20 days).

- The head teacher of the suspension centre will complete in accordance with 4.4 of the *Student Attendance in Government Schools: Procedures (2006)* 'Special Circumstance Register' for the period of time that the student attends the suspension centre.
https://detwww.det.nsw.edu.au/policies/student_admin/attendance/sch_polproc/implementation_7_PD20050259_i.shtml
- At the conclusion of the period of time that the student attends the suspension centre, the head teacher will forward a copy of the 'Special Circumstance Register' to the student's home school.
 - The home school will insert a comment in the 'comments' section of the attendance register (roll) that the student was attending a suspension centre in the short-term.
 - The 'Special Circumstance Register' will be attached to the home school's attendance register.
- A 'suspension resolution meeting' must be convened by the principal of the student's home school within five days of the student commencing at the centre as per *Suspension and Expulsion of School Students – Procedures (2005)*.
https://detwww.det.nsw.edu.au/policies/student_serv/discipline/susp_expul/PD20020014_i.shtml?level=

Management

- The region will establish a management committee chaired by a principal with representation from relevant departmental, school and community groups.
- The committee will develop an implementation plan and oversight the management of resources, including funding.
- A managing school must be designated by the regional director.
- The principal of the managing school (if different from the chairperson) will attend regional management committee meetings.
- The principal of the managing school is responsible for ensuring that the head teacher of the suspension centre has appropriate plans in place in the event of a serious incident.
- The principal of the site at which the suspension centre is located is responsible for providing appropriate support in the event of a serious incident. This principal (if different from the chair and managing school) will also attend management committee meetings.

Resourcing

- The managing school will receive funding to support the establishment and operation of the suspension centre.
- The head teacher position will be established at the managing school.

Staffing

- The head teacher appointed to the centre will have experience in teaching students with disruptive behaviours.
- The teacher managing the centre will be substantively appointed as a head teacher for a period of two years. If the centre relocates at the end of this period and the teacher does not wish to relocate with the centre, the teacher will have nominated transfer status at head teacher level or equivalent.
- A teacher's aide special must be employed at the centre whenever the structured program is operating.

Program

- The home school will remain responsible for the management of the student and provision of the learning program.

Transition

- The student will be linked to a mentor teacher while in the suspension centre program. The mentor teacher will support the student's return to school.
- Students returning to school after suspension will be supported through the continuum of available support services including mentoring, support teacher behaviour and school counsellors.

Tutorial centres and programs' guidelines

Definition

A tutorial centre and program will provide an age appropriate short-term intervention for students who have difficulty managing their behaviour in a mainstream setting. Tutorial centres and programs must be attached to a base school, generally a secondary school. Teacher entitlements will be reflected against the base school's staffing entitlement.

Purpose

The tutorial centre and program will enable students to learn new skills in an intensive, highly structured environment, while maintaining contact with a home school. The tutorial centre and program will:

- provide students with access to literacy and numeracy within a broad curriculum, based on individual learning programs, tailored to meet specific student needs
- assist students to manage their own behaviour and become successful learners
- support mainstream classroom teachers with strategies and training opportunities and develop links between the tutorial centre or program and home school.

General operating principles

The tutorial centre and program will ensure:

- an individual plan targeting specific educational and behavioural needs is developed
- an individual integration program that maintains students' connection to their home school and community is negotiated with the home school upon entry to the centre/program
- a transition/return plan to ensure successful transition to a less restrictive setting is developed. This transition plan will be supported by teachers from the tutorial centre and program and the support teachers behaviour
- maximum class size of seven students at any one time.

The principal of the school who has referred the student will support the tutorial centre and program by ensuring the school's learning support team/student welfare team is actively involved in the appraisal, review and development of programs that support the transition of the student into and out of the tutorial centre and program.

Goals

Successful intervention requires a collaborative framework that allows for a coordinated approach in supporting students, staff and parents. Therefore the program will:

- assist students to reflect on and understand their behaviour and its consequences
- reinforce and develop appropriate attitudes and behaviours

- build capacity and understanding in students on how to re-engage at school, re-integrate to positive work habits and prevent recurrence of the inappropriate behaviours
- provide students with the opportunity to have successful educational experiences
- enable skills development opportunities and support for the parents/caregivers of the students
- facilitate professional development opportunities and support for the teachers of the students.

Target population

Students in Years 5 to 10 who display on-going violent and severe disruptive behaviours, that require intensive and significant levels of intervention that cannot be provided within a mainstream or support class setting.

Note: Programs may cater for students in the K-4 range if the region is able to support the extension of the program with student data and the extension is approved by the regional director.

Operational guidelines

The model of intervention will vary according to the needs of individual students, and focus on achieving high educational outcomes and successful transition to a less restrictive setting.

Referral

- Student behaviour identified by school.
- Referred to school counsellor for assessment.
- Referral to district guidance officer for behaviour support or placement.
- District guidance officer endorses referral.
- Referral forwarded to student support coordinator student counselling and welfare, or delegate, for recommendation via regional placement procedures.
- Student and parent/carer visit tutorial centre and program prior to placement panel meeting.
- Student's enrolment into the tutorial centre and program must be preceded by an interview with the student's parents/caregivers.
- Expectations and role of the school, tutorial centre and program, the student and parents/caregivers will be clearly communicated to all parties.
- Parents must give their consent to the enrolment/attendance in a tutorial centre and program.
- Receiving principal, or delegate, to be a recognised member of the regional placement panel.

Enrolment

- NSW Department of Education and Training confirmation of mental health problems/disorders is not required for students referred to a tutorial centre and program.
- The program will usually be a 10 to 20 week intensive behaviour intervention with continued academic program provided in consultation with the home school.
- The student attending a tutorial centre and program will be considered a 'special placement student' and given 'short-term attendance of students status'.
- The head teacher of the tutorial centre and program will complete the *School Attendance Policy* 'Special Circumstance Register' for the period of time that the student attends the centre.
- Students are to be enrolled in accordance with NSW Department of Education and Training policy, *Enrolment of students in NSW government schools: a summary and consolidation of policy* (page 18).

"Short-term and Part-time Attendance of Students

A student should be enrolled in one school only at any given time. For a variety of reasons, such as parents visiting a locality for a brief period or a student being involved in an integration program, a student enrolled at a particular school may need to attend another school for a short period of time.

Where this period is no more than one term, or in the case of a student involved in a special placement of no more than 2.5 days per week, the student should not be enrolled, but regarded as being on a short-term attendance. The home school should maintain the student's name on an attendance register, with a note to the effect that the student is attending another school."

Integration/transition

- An integration program is to be developed in consultation with referring school. In the case of the referring school not being a suitable option for integration the referring school principal in consultation with the student support coordinator, student counselling and welfare and the tutorial centre will seek a suitable integration/transition setting.
- Integration and transition plans for all students are to be recorded and made available to the integrating setting.

Review and assessment practices

- Formal student reviews should be conducted once per semester.
- Ongoing meetings with parents/carers and relevant agencies as part of the student's program should be encouraged.
- Referral information and tracking data should be maintained regularly to ensure that student progress is being monitored.

Behaviour school guidelines

Definition

Behaviour schools are educational settings established to support students with severe disruptive behaviour. A behaviour school provides intensive behavioural and educational support for students who have exhausted all other regional behaviour support provisions, and/or for whom a risk assessment indicates a behaviour school placement is required.

Purpose

A behaviour school will provide students with:

- access to the full curriculum, with adjustment depending upon the student's literacy, numeracy and social needs
- teachers who will develop individual learning plans in collaboration with the student, parent or carer
- structure to reach set behaviour targets of appropriate conduct before reintegration into mainstream schools will be considered
- pathways to other appropriate education or employment settings (eg TAFE or workplaces).

General operating principles

A behaviour school will ensure:

- the delivery of stage appropriate curricula for all students depending upon the student's needs
- an individual integration program that maintains student connection to their home school and community is negotiated with the referring school upon entry to the behaviour school
- a transition/return plan to ensure successful transition to a less restrictive setting is developed. This transition plan will be supported by teachers from the behaviour school and support teachers behaviour
- maximum class size is seven students supported by a teacher and a teachers' aide.

Goals

Behaviour schools provide a range of specialist programs for students in Years 5-10 with the aim of returning the students to regular schools or supporting their transition to other education or employment opportunities. The goals of the school will be to:

- assist students to reflect on and understand their behaviour and its consequences
- reinforce and develop appropriate attitudes and behaviours
- build capacity and understanding in students on how to re-engage in mainstream schooling, re-integrate to positive work habits and prevent recurrence of the inappropriate behaviours

- facilitate transition to other educational or employment settings, as appropriate
- provide students with the opportunity to have a successful educational experience
- provide skills development opportunities and support for the parents/caregivers of the students
- provide professional development opportunities and support for the teachers of the students.

Target population

Behaviour schools provide a range of specialist programs for students in Years 5-10.

Regions may determine the target population based on referral needs for example target school Years 5-8 based on regional data. The target population must be monitored carefully and may need to be reviewed to accommodate a change in referral trends. Regional management will monitor this process.

Operational guidelines

Referral

- Student behaviour identified by school.
- Referral to school counsellor for assesment.
- Referral through district guidance officer for behaviour support or placement.
- District guidance officer endorses referral.
- Referral forwarded in accordance with regional placement procedures.
- Student and parent/carer visit behaviour school prior to placement panel meeting.
- The student's enrolment into the behaviour school must be preceded by an interview with the school principal, the student and the student's parents/caregivers.
- Referring school must negotiate a transition/return plan as part of the referral process.
- The expectations and role of the school, the student and parents/caregivers will be clearly communicated by the behaviour school principal.
- Parents/caregivers must give consent to the enrolment/attendance of their child in the behaviour school.

Enrolment

- NSW Department of Education and Training confirmation of mental health problems/disorders is not required for student referral to the behaviour school.
- Students are to be enrolled in accordance with the Department of Education and Training policy, *Enrolment of students in NSW government schools: A summary and consolidation of policy* (page 18 of this policy).

“Short-term and Part-time Attendance of Students

A student should be enrolled in one school only at any given time. For a variety of reasons, such as parents visiting a locality for a brief period or a student being involved in an integration program, a student enrolled at a particular school may need to attend another school for a short period of time.

Where this period is no more than one term, or in the case of a student involved in a special placement of no more than 2.5 days per week, the student should not be enrolled, but regarded as being on a short-term attendance. The home school should maintain the student’s name on an attendance register, with a note to the effect that the student is attending another school.”

- Generally students can be placed in the school for a maximum of four school terms. Exceptional circumstances may require a lengthier enrolment and are subject to negotiation using regional placement protocols.

Integration/transition

- An integration model is to be developed in consultation with referring school. In the case of the referring school not being a suitable option for integration the referring school principal in consultation with the student support coordinator, student counselling and welfare and the behaviour school principal will seek a suitable integration/transition setting.
- Integration and transition plans for all students are to be recorded and made available to the integrating setting.

Review and assessment practices

- Formal student reviews should be conducted once per semester.
- Ongoing meetings with parents/carers should be encouraged.
- Engaging relevant agencies as part of the student’s program should be encouraged.
- Referral information and tracking data is to be maintained regularly to ensure that student progress is being monitored.

Emotional disturbance (ED) schools and programs' guidelines

- Emotional disturbance schools, classes and programs provide a range of specialist support for students across Years K-12 in regions. Department of Education and Training confirmation of mental health problems/disorders or special consideration sign off is required for students referred for emotional disturbance placement.
- **School for Specific Purposes (SSP):**
 - minimum of two classes (with up to seven students per class) supported by a teacher and a teacher's aide for each class
 - flexible enrolment period based on student support needs
 - funded under the global funding formula for schools.
- **Support classes within mainstream schools, hospital schools, behaviour schools:**
 - an across region service
 - attached to a base school (support classes)
 - located either on a school site or alternative (non-school) site (secondary school). Must be approved by Asset Management Unit
 - maximum class size of seven students (placement panels may use their discretion to place fewer than seven due to support needs)
 - each class can provide capacity for seven students and is supported by a classroom teacher and teacher's aide
 - the principal (representative or nominee) of the enrolled school as the senior officer is responsible for administration, policy and procedure support
 - flexible model of operation to support individual student support needs
 - provided with operational grants from the region.
- **Funding Support Program:**
 - targeted program for students with disabilities enrolled in regular classes
 - students must be enrolled in and attending regular classes on a full time basis and have an identified disability as defined by the NSW Department of Education and Training criteria
 - a diagnosis of disability does not automatically qualify a student for support
 - to be eligible for support students must have educational needs that are directly related to their identified disability that cannot be met from within the full range of resources available from the school and region.

Target population

Emotional disturbance schools, classes and programs provide a range of specialist educational supports for students across Years K-12. These students have been confirmed by NSW Department of Education and Training with mental health problems and/or disorders and may present with externalising and/or internalising behaviours.

Purpose

Emotional disturbance schools, classes and programs provide a range of specialist support for students across Years K-12 with the aim of returning the students to regular schools or supporting long-term student support needs and/or transition to other education or employment opportunities.

All schools in NSW:

- fulfil the Disability Standards for Education (2005)
- provide access to the Board of Studies Curriculum Framework K-12
- fulfil the Department of Education and Training curriculum planning and programming, assessing and reporting to parents K-12 policy
- provide programs for all students which meet their learning needs.

In addition to these requirements emotional disturbance schools and programs will:

- access the full curriculum
- provide individual plans to meet personalised learning needs across areas of curriculum, instruction and environment in collaboration with the student, parent/carer and other relevant professionals
- develop individual plans to meet personalised learning needs in collaboration with the learning support team, student, parent and carer
- provide positive expectations and planned support to reach set individual targets of social skill development and personal management of appropriate behaviour
- establish high and explicit expectations, routines, systems and procedures to support student attendance, engagement and achievement of educational outcomes
- maintain communicative partnerships between emotional disturbance setting and referring/base school for example coordinate and support programs and procedures for active student engagement in reintegration and transition
- build capacity and understanding in students on how to re-engage in mainstream schooling and develop positive work habits
- provide students with the opportunity to have a successful educational experience
- provide skills development opportunities and support for the parents/caregivers of the students
- provide professional development opportunities and support for the teachers and support staff of the students.

Operational guidelines

The establishment, disestablishment and relocation of classes and positions are part of the annual process of regional planning. It involves an on-going analysis of enrolments, demand for and location of special education services as well as consultation with parents and relevant school communities.

Regions have the capacity to support the needs of students through a variety of models across the region based on referral needs and other regional data. Careful monitoring of referral trends and a review of students needs will inform regional planning.

Regions must consider those students who present support needs outside of the current models of operation to provide appropriate targeted support and, as well, focus upon those factors in future planning

Refer to Regional Procedures for Special Education Placement Panels for procedures for seeking access to a special education service for new and transferring students

Staffing

- Emotional disturbance schools are staffed on a primary school formula.
- Emotional disturbance classes in primary and secondary schools are staffed on the basis of the formula applicable to that school.
- In all settings, each class can provide capacity for seven students and is supported by a classroom teacher and teacher's aide.
- Timetabling of programs takes into account teacher release from face to face.

General operating principles

The expectations and roles of the regional student services team, schools, student and parents/caregivers will be clearly communicated to all parties.

Referral

- Regional student services teams will support referring schools and emotional disturbance settings in the appraisal, review, monitoring and development of programs to support student need.
- The principal of the referring school and of the emotional disturbance setting will support the program by:
 - supporting the school's learning support team to actively be involved in the appraisal, review, monitoring and development of programs that support the attainment, integration and transition of the student between sites.
- NSW Department of Education and Training confirmation of mental health problems/disorders is required for students referred for emotional disturbance placement.

Enrolment

- Students are to be enrolled in accordance with NSW Department of Education and Training policy:
 - *Enrolment of Students in NSW Government Schools: A Summary and Consolidation of Policy 1997*
 - *Implementation Statement on Enhanced Enrolment Procedures – and Memorandum to School Principals, Regional Directors and School Education Directors DN/06/00168*
 - *Enrolling Students with a History of Violence – School Counsellor Advice to Principals Memo DN06/001060.*
- Parents/caregivers must give consent to the enrolment of their child.
- Student enrolment into the emotional disturbance school, class or program must be preceded by an interview with the student's parents/caregivers.

Program

- Start/finish times are balanced to ensure that students are receiving the required face to face teaching time to meet Board of Studies (BOS) requirements.
- School and program models of operation (eg four day programs) need to be reviewed regularly to ensure support is based on student need.

Integration/transition

- Regional student services team with support of the parent/carer and where appropriate student, will negotiate an alternative placement if required due to student need, prior to the student's transition out of the emotional disturbance school/program.
- Integration model to be developed in consultation with referring school. In the case of the referring school not being a suitable option for integration the referring school principal in consultation with the student services team and the emotional disturbance school or program principal will seek a suitable integration/transition setting.
- Integration and transition plans for all students are to be recorded and made available to the integrating setting.
- Provision of a range of exit/transition options for students.
- Transition plans for enrolment in and exiting must be negotiated with the referring school and/or appropriate placement option, students and parent/carer.

Review and monitoring practices

- Regional formal student reviews should be conducted at least annually.
- Regional student services team and principals will support the review of student individual plans and the identification of professional learning needs for teachers and support staff.
- Conduct ongoing meetings with parents/carers and engaging agencies as part of monitoring the student's outcomes.
- Referral information and tracking data should be maintained regularly to ensure that student progress is being monitored.

Occupational health and safety obligations

To be read in conjunction with the *Enhanced Enrolment Procedures* outlined in *Memorandum to School Principals, Regional Directors and School Education Directors DN/06/00168* of 2 August 2006 and is available at:

<https://detwww.det.nsw.edu.au/schooladmin/schoolenrolment/memodn0600168.htm>

The Department has an obligation to ensure that, among other things, the systems of work and the working environment of its employees are safe. It is also required to obtain and use, as appropriate, information to ensure both the health and safety of its employees at work and of others who come onto Departmental sites. In this context it is reasonable that Principals should have available to them, prior to enrolment procedures being completed, information that is relevant to an assessment of whether or not the prospective student should be enrolled at that school at that time (Occupational Health and Safety Act Sections 8 and 20).

Obligation to enrol

At the same time, there is a concurrent legal obligation to accord every eligible child the right to enrol in his or her local government school, and every parent of a school aged student has the duty to ensure their child attends school (*Education Act Section 34*).

Given these coexisting legal obligations, where there are safety concerns, enrolment should not be completed and attendance should not commence until adequate safeguards are in place. *Legal Issues Bulletin No 40 Collection, use and disclosure of information about students with a history of violence* contains advice for principals and TAFE college managers regarding risk assessment and should be read in conjunction with the above Memorandum.

Safe working practices

Support teachers behaviour are bound by the Department's Code of Conduct. They should be aware of the Occupational Health and Safety (OHS) Act and Regulations and other Departmental policies that relate to student and staff welfare, serious incidents and child protection. Policy information can be found on the intranet at:

<https://detwww.det.nsw.edu.au/policies/>

The NSW Department of Education and Training supports professional learning activities within regions for programs such as NonViolent Crisis Intervention (NCI) training and Professional Assault Response Training (PART). These programs equip staff with the skills to manage aggressive and assaultive behaviours. Educational facilities should have serious incident management plans that are regularly reviewed and monitored.

The support teacher behaviour provides support in a school setting or an approved alternate setting. Any alternate setting must be approved by the regional director following risk assessment considerations.

Support teacher behaviour (STB) administration

Patterns of service delivery for the support teacher behaviour are determined by the regional director or delegate. Any request to relocate a support teacher behaviour position should be made by completing the proforma (*Appendix 8i*) and returning it to the Student Welfare Directorate.

Teaching time

Teaching time for support teachers behaviour and assistant principals behaviour is 23 3/4 hours per week. Release from face to face teaching is two hours per week. Allocated caseload and other duties should be 21 3/4 hours per week. This calculation is based on Determination 3 of the *Teaching Services Act*.

Hours of Duty – *The Teachers' Handbook, Section 5.4.2* specifies that “teachers are required to be on duty at their schools half an hour before school work begins in the morning and may be required to be present, if thought necessary by the teacher in charge of the school, for half an hour after the dismissal of the school in the afternoon. Where special circumstances arise which, in the interest of the school, necessitate attendance beyond these hours, the attendance of the staff may be required.”

School Routine – *The Teachers' Handbook, Section 3.1.33* specifies:

Daily Routine

- (1) The daily routine is as specified here under, unless otherwise approved by the school education director.
- (2) In primary schools all teachers are to be present at 9.00 am. Lesson hours are 9.30 am to 3.30 pm with a mid morning recess of 15 minutes and a luncheon break of one hour.
- (3) In high schools, the hours of instruction are from 9.00 am to 3.30 pm with a mid morning recess and a luncheon break that total one hour. The actual hours may be varied in accordance with the local conditions and the school community, provided that overall hours of duty are not exceeded.

Travel

Travel time during regular school hours should be deducted from the 21 3/4 hours. Travel time will vary for each support teacher behaviour depending on their caseload, itinerary and the distances to be travelled from school to school. Itineraries and caseloads should be established in a manner that minimises travel time. Travel time to the first school on a caseload each morning will generally be done in the teacher's own time, except in country areas where this may need to include teaching time. (Refer Crown Employees (*Teachers in Schools and Related Employees*) *Salaries and Conditions Award 2006 – Clause 12 and Schedule 9.*)

The most recent guidelines covering the use of private and government vehicles are available from the local regional office and should be made available to each support teacher behaviour. Travel claims, with an approved itinerary (including variations), are submitted to the student support coordinators, or their nominee at the regional office. Advice is available at:

<https://detwww.det.nsw.edu.au/directorates/admiserv/travel/>

Itineraries

Itineraries for support teachers behaviour should be developed in conjunction with the assistant principal behaviour. Copies of itineraries are to be provided by the support teacher behaviour to their base school. The support teacher behaviour should seek approval for any variations in itineraries to the assistant principal behaviour and notify schools on case load that will be affected.

Caseloads

The number of cases a support teacher behaviour has at any one time will depend on the intensity of the programs being implemented. The expectation is that the allocated caseload for each support teacher behaviour will not exceed the Full Time Equivalent (FTE) of 12 cases. Cases may include active interventions, assessment, monitoring of progress, consultation with schools and the provision of professional learning or systems support.

The expectation for an assistant principal behaviour is that the allocated caseload should not exceed the FTE of 8 (0.7) cases and (0.3) administration and supervision.

The workload of the support teacher behaviour is determined by the student support coordinators in consultation with the assistant principal behaviour in accordance with the regions needs. It may change from term to term.

Administration records

When a support teacher behaviour takes leave, he or she must notify the base school and their assistant principal behaviour, complete a leave form and submit it through the base school principal.

The base school is responsible for notifying the local regional office of the teacher's absence.

The base school is also responsible for notifying schools that the support teacher behaviour will not be providing a service due to absence. In this case the assistant principal behaviour, in consultation with the support teacher behaviour's base school principal, will make arrangements for a replacement teacher to support urgent needs.

Attendance at meetings

When planning itineraries, support teachers behaviour should take into account the need to attend meetings with their assistant principal behaviour and other support teachers behaviour and their base school staff meetings. Exceptions to attendance at base school staff meetings are made in agreement with the base school principal and assistant principal behaviour.

Meetings will generally be held either during release from face to face teaching time, where agreed, or outside of school hours. Where it is geographically necessary, such as in country areas, meetings with the assistant principal behaviour and other support teachers behaviour may be planned as one day meetings on a less frequent basis. Alternative forms of communicating, including teleconferences, should also be considered. Minutes of meetings will be recorded and distributed. Where information relevant to occupational health and safety issues is identified at these meetings, this information will be disseminated to all appropriate personnel.

Supervision

The base school principal is responsible for implementing the annual Teacher Assessment Review Schedule (TARS).

The assistant principal behaviour has responsibility for the professional supervision, professional learning, case management and collegial support of the support teacher behaviour. The assistant principal behaviour is responsible for overseeing the efficient planning of travel in conjunction with the behaviour committee, student support co-ordinator, student counselling and welfare or their nominee. Generally assistant principals behaviour will supervise a maximum of 5.5 support teachers.

Request to relocate support teacher behaviour

Relocation of Support Teacher – Behaviour Relocation of Assistant Principal – Behaviour

From: _____ School Code: _____

To: _____ School Code: _____

Nominated transfer procedures followed *please circle* YES/ NO

Reason for relocation: _____

Asset Implications:			
Name/Position	Signature	Date	Comment
Support Teacher – Behaviour			
Assistant Principal – Behaviour			
Principal Departing School			
Principal Receiving School			
Student Support Coordinator SC&W			
School Education Director Student Services			

State Office – Student Welfare Directorate: Fax to (02) 9244 5606

Name/Position	Signature	Date	Comment
Coordinator Behaviour Programs			
Director Student Welfare			Approved / Declined

Application to establish a behaviour support service

(including relocation of an existing service)

Region	Code	School	Code
Position/class			

Asset implications: Yes/No (If yes, please attach relevant documentation if available)

Asset management comment:

.....
Manager, Asset Management Unit

.....
Location

.....
Date

Student Support Coordinator Student Counselling and Welfare (SSC SC&W).

Comments:

Recommendation:

.....
Name (SSC SC&W)

.....
Signature

.....
Date

Supported by School Education Director in consultation with the School Education Director – Student Services.

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Name (SSC SC&W)

.....
Signature

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Date

Comments by Regional Director:

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Name (SSC SC&W)

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Signature

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Date

Actioned by Director Student Welfare:

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Name (SSC SC&W)

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Signature

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Date

Review of behaviour services

Region	Code	Base school	Code
Return to: Student Welfare Directorate	Fax: (02) 9244 5606	Attention: Coordinator Behaviour Schools, Tutorial Centres and Programs	<i>Office Use</i> Date received:

Program description

1.0 Student enrolments and attendance profile

The information collected in this section is used to calculate the Full Time Equivalent (FTE) for students attending the program. To calculate FTE you will need to establish the total number of days that each student attended over the year. The following example shows how to calculate FTE.

Please complete and attach a similar table showing details for all students attending the program over the year.

A	B		C	D	E
Student initials	M/F	Age	Days per week attended	Total No. of weeks attended	Total days attended program
TOTAL					

The Full Time Equivalent is calculated by:

$$\frac{\text{Total numbers of days students attend the program (column E)}}{\text{Total number of school days per year}} = \underline{\hspace{2cm}}$$

1.1 Provide a general description of the academic and behavioural characteristics of the target student group

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1.2 Please provide a summary of the student placement outcomes for the previous school year

Post program placement	Male	Female
Return to mainstream school		
TAFE		
Employment		
Other training		
Unknown		

2.0 Program description – staff

2.0 Staff profile

Please indicate the total staffing profile for the program. Please indicate under FTE whether fulltime (1.0) or part-time (eg 0.4)

Teacher	FTE	AIDES	FTE

2.1 Source of staffing

Please indicate the source of staffing, eg Support Teacher Behaviour, Flexible Behaviour Funds.

Teacher	Source	AIDES	Source

Do any other agencies contribute support staff to the program? Eg PCYC, DOCS.

Staff	Source

3.0 Teaching and learning

3.1 Describe the range of expected learning outcomes of the program (behaviour and curriculum).

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3.2 What processes are in place for assessing and monitoring these outcomes?

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3.3 How is the program complying with Key Learning Area requirements for the School Certificate?

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4.0 Program Supervision and Accountability

4.1 How is the program managed? Please give details of intake meeting and review dates.

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4.2 Please provide details of the links between schools/TAFE/community organisations and the program regarding the future transition/placement of the student (if appropriate).

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5 Parent/carer/community involvement:

5.1 Describe the involvement of parents/caregivers in the program.

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5.2 Describe the involvement of government/community agencies with the program, eg links with PCYC, Area Health, local business.

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6 Please attach a detailed projected financial plan