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|  | <p style="text-align: center;">PARADE COLLEGE, BUNDOORA</p> |
| <p>POLICY:</p> | <p style="text-align: center;">SUPPORT SERVICES FOR STUDENTS, STAFF AND PARENTS</p> |

"To seek out and support those individuals in need" (Mission Statement)

A) EDUCATIONAL SUPPORT POLICY

PREAMBLE

This policy aims to provide a basis for the provision of all essential aspects of Educational support in the College. It derives from the Mission Statement in order to ensure that principles and practices are authentically Catholic and true to the College's self understanding.

PRINCIPLES

1. "We value the contributions of all individuals of Parade College community and encourage them to realise their full potential academically, spiritually, physically, emotionally and culturally." (Mission Statement: Values and Beliefs)
2. "We value student successes in all aspects of College life." (Mission Statement: Values and Beliefs)
3. "To encourage and provide an open system of communication to empower all members of the Parade community. We will review the system of communication within Parade with reference to communicating to appropriate people the special needs of individuals within the school community." (Mission statement: Communication)
4. "We will acknowledge and celebrate the multi-cultural nature of our community." (Mission Statement: Community)
5. "To shape a curriculum that endeavours to meet the specific needs of all individuals. We will identify early those specific needs and then seek to provide appropriate assistance." (Mission Statement: Curriculum)
6. "We will investigate alternative, flexible, school-learning structures to assist in developing more individualised programs for students." (Mission Statement: Pastoral Care)

GUIDELINES

1. Parade should provide equality in Education. Members of the Parade community should recognise the diversity of the cultural backgrounds of its students.
2. The Parade community needs to recognise that individuals learn and teach in a variety of styles.
3. Parade should identify the learning needs of the student body.
4. Parade recognises the need to partnership with parents.

- 5 Parade recognises the need for Educational support staff to develop programs collaboratively with mainstream teachers in order to address the needs of Special Education students, English as a Second Language students (ESL), students of Non-English Speaking Backgrounds (NESB), Gifted students and New arrivals. A separate Integration policy is available.
6. Parade recognises that our Assessment and Reporting practices at the College must be tailored to cater for individual needs.
7. Parade recognises the need for all staff to be involved in Professional Development activities related to Educational support, to ensure that staff are up to date with current research.
8. Parade recognises the importance of the referral process where appropriate.
9. Parade recognises the importance of working with parents in the provision of Educational support.
10. Parade recognises and values the important step of transition from Primary school to Secondary school.
11. Parade will endeavour to support parents, students and staff with appropriate strategies to enhance educational programs.

IMPLEMENTATION

- 1 The students' learning needs are identified by the following means: Contact with feeder schools, the assessment of literacy and numeracy skills, identification of the country of birth of both parents and students, interviews with new students, referral to outside agencies by parents and regular student review meetings.
2. The following support strategies are utilised where appropriate:
 - * Relevant information is shared with parents and possible models of assistance are discussed.
 - * Parallel teaching.
 - * Collaborative Planning/Team teaching.
 - * Modified Curriculum.
 - * Modelling of new tasks and strategies for staff.
 - * Mixed ability teaching.
 - * Intensive clinics.
 - * Referrals.
 - * Empowering teachers and parents to better assist our students by providing professional development activities and information forums.
 - * Regular communication between home and school.
 - * Inclusive curriculum.
 - * Role sharing between mainstream staff and the Educational Support Services team.
 - * Cross Age tutoring.
 - * E.S.L. programs, courses, units, lessons and activities may need to be developed for specific individuals, small groups or whole classes of students.
 - * Provision of enrichment and accelerated courses.
3. The responsibilities of the support staff will be clearly defined in the Role description associated with this role.
4. The lines of responsibilities will be made clear by reference to the tafe Handbook.

B) COUNSELLING SUPPORT POLICY

GUIDELINES

1. ROLE OF COUNSELLING SERVICES

The role of counselling at Parade is to assist and support students, families and staff who need special help to negotiate relational and personal issues.

The counselling relationship may need to be on-going or require only short-term intervention, and would help persons clarify their situations and choices in dealing with personal or relational issues.

These may include : dealing with anger, anxiety, conflict or personal trauma from loss or family breakdown.

A pamphlet outlining the scope of services offered is available from the House Offices or the Counsellors. (Appendix A)

2. SPECIALISED COUNSELLING

Where the counsellors identify a disorder that needs specialised professional attention, the person will be referred to the appropriate professionals outside the school.

The appropriate follow-up may be self-initiated or facilitated by the College counsellors.

3. AVAILABILITY OF COUNSELLORS

The College provides counsellors, accessible by anyone in the school community.

Where appropriate, members of staff can refer students to a College counsellor.

Students, staff and families can approach the counsellors independently.

Students can make appointments through their home room teachers, House secretaries, coordinators or parents.

Parents are welcome to contact counsellors who can be available out of school hours and at the convenience of families.

This counselling service is available to staff, students, parents and families.

4. OTHER SERVICES

The personal-life counselling provided by the counsellors generally excludes matters best dealt with by career counselling, Student Support Services, and other specific Pastoral Care Programs such as the Spectrum Program.

5. CONFIDENTIALITY

Private counselling rooms are available and sessions will be conducted with professional regard to confidentiality and privacy.

C) POLICY ON INTEGRATION OF STUDENTS WITH DISABILITIES

PREAMBLE

This policy aims to provide a basis for the provision of educational support for those students who satisfy the criteria for Integration Support as defined by Government policies.

PRINCIPLES

1. The integration of students with disabilities requires teacher knowledge and skills in using strategies to cater for individual differences, e.g. mixed-ability teaching and cooperative learning.
2. In making appropriate education provision for all students, the school seeks to meet the general needs of young people as well as the needs of the individual.
3. Catholic schools have a responsibility to all Catholic students to ensure that they have adequate opportunity and encouragement to participate fully in the educational, spiritual, social and faith life of the school and its community.

GUIDELINES

1. Recommendations concerning the enrolment of a student with a disability need to take account of these factors:
 - the readiness of the school and its community to be involved in integration
 - the experience, ability and readiness of the staff involved
 - the number of students in the learning group
 - the number of students with special need in the group
2. The integration procedure involves an Integration Committee and Support Groups. The responsibility for enrolment, on-going development and evaluation resides with these two groups who are accountable to the Principal and the School Board.
3. It is the responsibility of parents of the student seeking enrolment to provide full and accurate information to the College in regard to any disability of the student to enable a decision regarding enrolment which is in the best interest of all involved. When it is subsequently learned that this has not occurred, the enrolment of the student may be terminated.
4. There may be occasions when it is valid and appropriate for the Integration Committee, after detailed analysis of Parade's situation and level of resources, to recommend a deferment of enrolment until adequate resources are in place. Alternatively, it may recommend that the family seek enrolment in a more suitable Catholic school. In such cases it is expected that a representative of the CEO be closely involved in developing the final recommendation.

IMPLEMENTATION

1. The Integration Committee will consist of the Principal or Dean of School, an Educational Support Services staff member, a teacher representative, and a parent representative.
2. The role of the Integration Committee is a supportive and enabling one. Its areas of responsibility are:
 - Enrolment
 - Facilitation of information throughout the school community
 - College policy on integration
 - Liaison with Support Groups
 - Integration Aides.
3. Support Groups may consist of the parent/guardian of the student, a parent advocate (if requested by the parent), an Educational Support Services teacher, a teacher representative (Tutor) the Principal or Dean of School, the student, the student advocate (if appropriate), the Curriculum manager, and others as coopted for expertise.
4. The Support group shall facilitate integration. It shall:
 - assess the curriculum requirements of the student
 - assess the resources available within the school
 - identify additional resources required, e.g. after consultation with the parent
 - avail of appropriate resources available to the school
 - be responsible for regular review of the student's progress

- be responsible for future curriculum planning as required
 - advise the Integration Committee on additional resources required
 - make recommendations to the school Administration via the Integration Committee
 - do on-going evaluation of the Program.
5. There shall be a support Group established for each Integration student at Parade College.

D) CAREERS EDUCATION POLICY

PREAMBLE

This policy aims to outline the current work in careers education as well as indicating the goals and objectives for the future. It is recognised that careers education has progressed from what was essentially one-on-one advice about University selection to being a vital area of the day-to-day curriculum of the College.

PRINCIPLES

1. Students need access to advice about careers from the time they begin making choices about subjects. This means that the process of appropriate advice and information needs to begin in the middle school.
2. Parents are a valued part of the process of choosing careers. Opportunities need to be provided for parents to be up to date with the latest information.
3. Skills for careers are best delivered as part of the overall curriculum rather than as separate subject areas.
4. Students need to be exposed to the world of work in both theoretical and practical ways. Students need to understand the social context by which the world of work is constructed.
5. The College recognises the importance of developing further its Dual Recognition courses.

GUIDELINES

1. Curriculum review needs to take place to ensure that the specific skills of careers education are a part of the curriculum. Monitoring the key competencies is an important element of establishing whether the appropriate skills are being taught.
2. All staff have a responsibility to ensure that careers advice is tendered accurately and is up to date. Any specific questions should be referred to the careers adviser.
3. The provision of appropriate careers advice is an important feature of year level subject information nights and other similar gatherings. It is vital that there be such advice available in all instances.
4. Year 12 students moving from the College to the work force or to study require up to date advice with respect to VTAC as well as the world of work. The opportunity to discuss their selections is an important factor in the assistance to students.
5. Students moving from Year 10 into the VCE require regular contact with up-to-date careers information on an ongoing basis. This is necessary in order to ensure that students select appropriate subjects based on their interests as well as the latest information.
6. Work experience makes a valuable contribution to the students' understanding of the world of work. It is important then that there be adequate preparation for work experience by way of careers skills in the curriculum. As well as that, there needs to be careful monitoring of the kinds of

placements the students seek so that legitimate career aspirations can be previewed. It is important that parents be provided with feedback about their sons' performance in work experience.

7. Dual recognition courses are an important feature of course offerings in the senior school at Parade. Ensuring that the College keeps abreast of developments in this area is an important, on-going aspect of the work of the curriculum groups in the College.

8. New initiatives in Work Placement as part of VCE and Dual Recognition courses require an exploration of the current arrangements of the College both in terms of timetabling and course offerings to determine the best arrangements for the students desiring a combination of work and study.

IMPLEMENTATION

1. An audit will be carried out to determine the most appropriate way to deliver the key competencies as well as the other essential aspects of careers education. Such audit to take place in the middle school courses.

2. The results of the evaluation of the work experience program to be communicated to staff and parents.

3. To investigate ways in which the student's performance on work experience can be incorporated into his school record of achievement.

4. The establishment of a careers centre in the Mount Sion Complex to be staffed three days a week.

5. The establishment of a Vocational Education Coordinator in the VET sector and to case manage students doing mixed courses of VCE with VET, tafe or Apprenticeship Training.

APPENDIX A

COUNSELLING - PARADE COLLEGE

"To seek out and support those individuals in need"
(Mission Statement)

Parade is a large community of almost 1700 people including staff and students. It would be no surprise that among such a large and diverse population of adolescent boys and adult staff the need for counselling arises on a daily basis. Boys in transition from adolescence to early adulthood will experience pressures unique to this period of growth and development and sometimes need special support. Adults under pressure from the stress of teaching and modern life could also need support from a counsellor from time to time for a variety of reasons. It is this support that Parade as a caring community provides through the counsellors.

What Happens in Counselling?

The role of counselling at Parade College is to give confidential assistance and support to students, families and staff who need special help to negotiate relational and personal and professional issues.

With students the counsellor will, when appropriate, communicate with the family and at the same time be sensitive to the wishes and age of the student and his family situation. However, as many problems of young people stem from family situations or at least greatly impact on family, the general practice of the counsellors would be to engage the parents in the process as much as possible.

The counselling relationship may need to be on-going or require only short term intervention. The aim of counselling is to provide appropriate relational support, help in clarifying situations, facilitate insight into difficulties, assist in the development of strategies or choices, and help in the development of action plans for resolving personal or relational issues.

Issues may include: dealing with anger, anxiety, peer and family conflict, bereavement or personal trauma from loss or family breakdown. Assistance may also take the form of helping with organisational skills and time management.

Referral to other agencies:

There are situations where the counsellors will recommend referral by parent or parents or guardian to an outside agency, when a problem calls for specialised professional attention.

In this regard Parade College is fortunate to have a consultancy with the Child and Adolescent Mental Health Service (CAMHS) at the Austin and Repatriation Medical Centre. This consultancy with CAMHS occurs on a monthly basis. The association with CAMHS also provides in-service where appropriate for teachers who deal with a student in the class-room. In this way teachers gain strategies to better deal with the student-at-risk and the therapy offered by CAMHS is supported. Such follow-ups may be

initiated by CAMHS, the family involved or facilitated by the College counsellors.

Other outside support agencies which are used:

Catholic Education Office Pastoral Care Unit
Catholic Secondary Schools Support Service (CSSS)
Catholic Education Office, designated Psychologist for social, emotional, educational testing.
Mental Health Service for Kids and Youth (MHSky)
Local Paediatrician for health concerns
Breaking Free Programme: a programme of Personal Development aimed at building confidence and empowering students to make decisions and take control of their lives. (funded by School Focus Programme)

Availability of Counsellors:

The College provides two counsellors who are accessible to anyone in the school community. However there is a designated counsellor for Years 11 and 12 and another for the Middle school of Years 9 & 10. The service to years 7 & 8 is shared by both counsellors.

Referral to School Counsellors:

Any members of staff with a concern for a student can refer him to a College counsellor.

Students, staff and families can approach the counsellors independently.

Students can approach the counsellor directly or make appointments through their Homeroom Teachers, Campus Secretaries, Campus Directors, College Principal, Co-ordinators or Parents.

Parents are welcome to contact counsellors who can be available out of school time and at the convenience of families.

This counselling service is available to staff, students, and families.

Other Parade Services:

Parade provides associated services and the counsellors work in collaboration and often confer with the professional teams that provide these services:

1. Educational Services for students with learning difficulties.
2. Career Adviser for students seeking guidance.
3. The Spectrum Programme that supports those students who are dealing with grief or loss in their lives through deaths or separations in their families.

Confidentiality:

It is important for the appropriate conduct of the counselling service that all who attend counselling sessions are assured that what is shared remains confidential.

Hence private counselling rooms are available for the students and staff, and all sessions are conducted with professional regard to confidentiality and privacy.

However there are circumstances that may limit the extent of confidentiality. For example, if in the professional judgment of the counsellor, a student is seriously at risk to himself or others then there is an overriding duty of care to notify parents and other persons. This condition affecting confidentiality would be clarified with the student.

How to contact the current counsellors at Parade:

Br. Mark O'Loughlin
Phone: 9468 3388
&
Mr. Michael Henry
Phone: 9468 3385

Approved by the College Board October 2001