

GREATER SHEPPARTON SECONDARY COLLEGE

INTENSIVE LEARNING SUPPORT PROGRAM

ENTRY POLICY

Approval Date:	16.03.2023	Approved by:	School Leadership
Review Cycle:	3-4 years	Next Review Date:	March 2026
Responsible for Review:	School Leadership	Initial Endorsement Date:	16.03.2023



Help for non-English speakers

If you need help to understand the information in this policy please contact Greater Shepparton Secondary College.

PURPOSE

The purpose of this policy is to specify the eligibility criteria for students seeking to participate in the Intensive Learning Support Program, offered at Greater Shepparton Secondary College.

POLICY

ABOUT THE INTENSIVE LEARNING SUPPORT PROGRAM AT GREATER SHEPPARTON SECONDARY COLLEGE.

The Intensive Learning Support Program is a standalone, specialist program of Greater Shepparton Secondary College that provides a flexible learning option to support students who are at high risk of disengaging, or are already disengaged, from education. The flexible learning option offers highly individualised learning and has a strong focus on providing holistic support for a student's engagement and wellbeing.

The Program does not operate under a different philosophy or protocols to that at Greater Shepparton Secondary College, but rather is an extension of the school's broader values, expectations and systems.

The program is intended to be a short term "exit and return" program for a relatively small number of students (approx. 25), with participation for up to 6-12 months, prior to a return to a mainstream classroom environment.

The program provides the Victorian curriculum and will include Individual Education Plans for all students. Students are in attendance four (4) days per week. Staff use the day where the students are not on site to plan and run Student Support Group meetings with families.

Participation in our flexible learning option is a short-term intervention for students whose needs cannot be met at GSSC mainstream setting, with a focus on supporting the student to the main campus of Greater Shepparton Secondary College or further training or employment.

We welcome eligible students from year 7 to year 10 who are enrolled at Greater Shepparton Secondary College.

Eligibility Criteria

Identification of Students for the Program

The Intensive Learning Support Program operates within the school's other systems. Therefore, students will have already received a range of supports, including student support group meetings, Individual Education Plans (IEP), Behaviour Support Plans (BSP) and referrals to internal programs such as our wellbeing team, Hands on Learning and other behavioural and learning supports. Moreover, they may have engaged with external supports (allied health professionals, agencies) to address different concerns that have been identified to impact on their ability to function at school. Some students will have already progressed to assessment regarding Program for Students with Disabilities (PSD), or students had previously been assessed and have been receiving PSD support.

Analysis of student data will be overseen by the GSSC School Leadership team. Students are considered for the program based on the following:

- *High incidence of behavioural incidents (as recorded on Compass)*
- *Behavioural incidents that are dangerous or disruptive to others and repeated*
- *Behavioural disengagement from classroom learning (resulting in poor academic progress)*
- *Eligibility for Program for Students with a Disability – Severe Behaviour Disorder (PSD-SBD)*

From this list, students will be short-listed and the following process will be implemented:

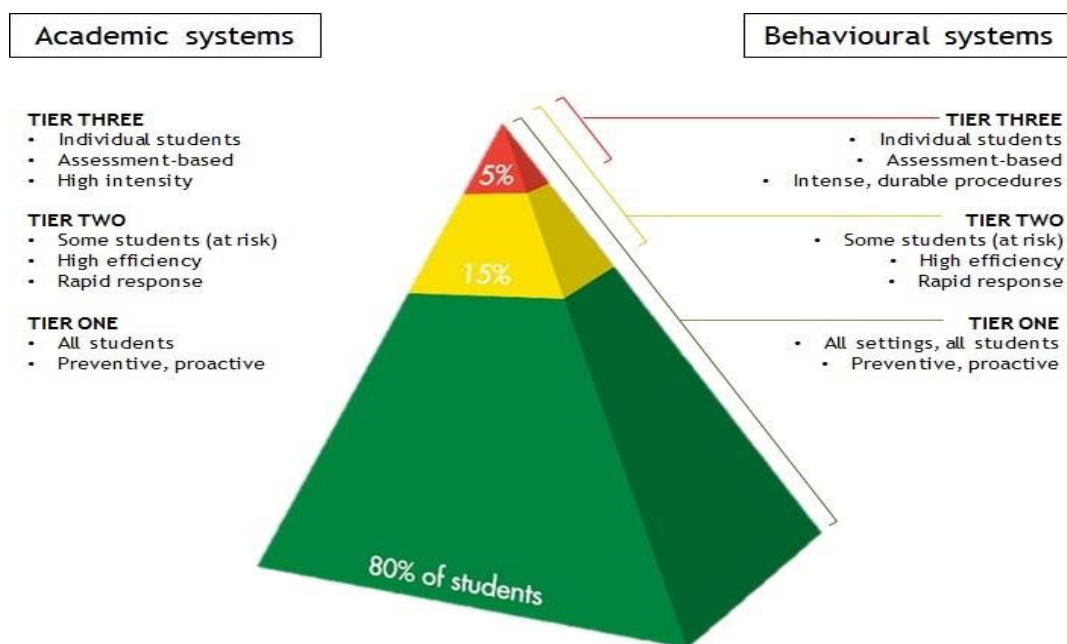
- *Complete Student Support Group (SSG) meeting to discuss and offer student supports, including the potential suitability of an alternative education program. Students and parents/carers to be in attendance as well as Koorie Educators/KESO or multicultural support officers, as appropriate*
- *Discuss and determine areas to focus for the Individual Student*
- *Follow up Student Support Group (SSG) Meeting:*
 - *Adjustment of Individual Education Plan (IEP) and Behaviour Support Plan (BSP)*
 - *Parent consent gained for GSSC Intensive Learning Support Program as preferred intervention*

The analysis of student data by GSSC will also enable students who require additional support to be identified earlier with a view to preventing some of the externalised behaviours that some students have presented with this year.

REFERRAL AND APPROVAL PROCESS

GSSC has developed a health and wellbeing program which is underpinned by School-Wide Positive Behaviour Support (SWPBS), which itself operates with multitiered systems of support. GSSC is continuing development work on a comprehensive suite of programs and supports that will exist at the whole school level (Tier 1), targeted interventions (Tier 2) and tertiary level (Tier 3).

Figure 1. Multitiered Systems of Support



When designing these supports GSSC uses six High-Impact Wellbeing Areas to help define the different areas that are most important to student functioning.

Figure 2. High Impact Wellbeing Areas



The GSSC Intensive Learning Support Program is considered a Tier 3 program and operates to support a small number of students who have not responded to supports at the other levels. It is intended that the Program will be in place to support these students that display complex presentations that

relate to issues with their learning, mental health (particular externalized behavioural disorders), cared for and safe, and participation.

Process for Entry/ Exit of ILSP

1. Main campus House Leaders, after consultation with Wellbeing/AP, complete INTAKE Referral Form, signed off by Neighbourhood Principal or AP.
2. Intake form goes to 'Waitlist' housed for consideration of Senior Leadership, then to Executive Principal for final approval.
3. Semester entry and exit students may be considered. (Begin the process mid term to allow for transition experience for potential students)
4. SSG held with parent/ carer/ student/ and relevant staff from both campuses. Progress goals are set for / with the student.
5. Visit to program by family and student (at any point in process).
6. Transition program commences and strong connections are established between students and ILSP staff
7. Student commences at ILSP.

Parent Contact and Consent

Attendance at the GSSC Intensive Learning Program is a collaborative decision between school, student and family/guardians. It will be explored and discussed as part of SSG meetings.

The GSSC Intensive Learning Support Program is a Tier three program within the school and there will be limited places. It has the opportunity to offer students and families high intensity supports and the possibility to address barriers that are currently impacting on the student and are potentially putting school placement at risk.

Individual Education Plans (IEP)

All students that attend the GSSC Intensive Learning Support Program will have an Individual Education Plan developed which is reviewed regularly. The IEP will be used to set goals and individualise supports that are required for the student. Every student's individual education and learning plan will identify clear learning goals and outcomes as well as broad life and behaviour goals.

Parent/Carer and Student Engagement

Attendance at the GSSC Intensive Learning Support Program is a collaborative decision between school, student and family/guardians. It will be explored and discussed as part of Student Support Group meetings.

The Program has the opportunity to offer students and families high intensity supports and the ability to address barriers that are currently impacting on the student and are potentially putting school placement at risk.

If parents/guardians do not wish for their child to participate in this intensive learning program, further discussions will be held as part of the SSG process in terms of appropriate education and learning supports for the student.

Consent from parents/carers is required prior to a student participating in the program. A Participation contract for students will also be established, to support the Individual Education Plan approach, with clear expectations about student and GSSC commitments to the Program.

APPEAL PROCESS

Parents/carers are able to appeal against the decision not to provide entry. This can occur in relation to placements at any age level and the following process applies:

1. Appeal to the school's Principal

Appeals must be made in writing and lodged with the Executive Principal.

In assessing the appeal, the school will ensure the entry decision is consistent with the eligibility criteria set out in this policy and any other factors that may be relevant to the decision.

The school's decision will be communicated to the parent/carer in writing.

COMMUNICATION

This policy will be communicated to our school community in the following ways:

- Made available publicly on our school website
- Made available in hard copy from school administration upon request

FURTHER INFORMATION AND RESOURCES

This policy should be read alongside and in conjunction with the following Department policies:

- [Enrolment](#)
- [Exemptions from School Attendance and Enrolment](#)
- [Flexible Learning Options \(FLOs\)](#)
- [Schools' Privacy Policy](#)