



STUDENT SUPPORT POLICY

Rationale

The Student Support Network underpins all engagement and achievement initiatives, and reflects the value statement of the school:

We are a co-educational school. Learning is our focus. We are diverse, inclusive and caring.

The values and key competencies of the NZ curriculum form the basis of the learning culture in our school.

The following guidelines incorporate evidence based best practices taken from literature on **Maori Achievement** (Bishop, O'Sullivan, & Berryman, 2010), **School Wide Positive Behaviour Interventions & Supports** (Sugai, G. 2009), **Restorative School Discipline** (Thorsborne, 2006, and Meyer & Evans 2012) and **Eight Steps for Organisational Change** (Kotter, J 2000).

Bishop's et al, GPILSEO, and Kotter's '8 Steps', are the frameworks for developing cultural and organisational change, under the PBIS umbrella. Restorative practices are the relationship principles that lead to the behaviour changes of all members of the Spotswood School Community.

Guidelines and procedures

1. Staff, students, and the community work in collaboration to co-construct school wide systems, which incorporate the values and key competencies of the school and the NZ curriculum.
2. The Student Support Network links the work of year level Deans, Hapu leaders, School Counsellor/s, Specialist Classroom Teacher, and representatives from RTLB, SLT, Piki Te Mana, International Students, School Chaplain and outside agencies by invitation (CYF, Community Constable).
3. The Student Support Network utilises the E TŪ intervention triangle.

Tier 3: high risk 1-5%

Tier 2: at risk students 5-10%

Tier 1: school wide 80-90%

- a. The Student Support Network (SSN) maintains a KAMAR based, at risk register for tier 2 and 3 students (see attached Special Needs Register). The register identifies a support person/s for each student. The goal is to maintain school engagement. The Student Support Network identifies tier 2 and 3 literacy and numeracy

needs. Group and Year level Interventions are proposed, and developed alongside departments.

4. School Wide initiatives are evidenced based and link data from teacher inquiry, and behaviour monitoring, (School Wide Information System, SWIS). All decision making is based on data, and best practice literature, with a philosophy of early intervention. The E TŪ Team drives the implementation of Positive Behaviour for Learning (PB4L). The aim of PB4L is to create an umbrella-like framework under which school initiatives can be grouped and incorporated into the structures of the school.
5. Student voice is central to E TŪ. The team is comprised of interested and motivated students, as well as staff and BOT members, who want to improve learning relationships in the school. The E TŪ team meets at least weekly.
6. Spotswood College has identified as a Restorative School. However, intensive professional development is needed across all staff to enable the school community to incorporate restorative practices into individual, group, classroom and all relationships i.e. restorative conversations are the norm at Spotswood College.
7. The relationship between the student and the school is mediated and supported by the Whanau teacher. The Hapu leaders work as a team, to structure activities based on the key competencies of the NZ curriculum and the teaching of identified social skills (from SWIS data), spread across all learning areas.
 - 7.1 IDPs (Individual Development Plans) are a record of ongoing conversations between students and teachers about their goals and progress towards their goals, as they journey through school, and onto tertiary learning and career pathways.
 - 7.2 The goal for our Māori students is to “enjoy education success as Māori.” IDPs for Māori students should incorporate these ‘four outcomes: learning to learn; making a distinctive cultural contribution; contributing to tea o Māori; and contributing to Aotearoa and the world’ (*Ka Hikatia- Managing Success*, MOE, 2008.p.1). For Māori students we need to achieve 100% participation in IDP construction and reviews.
8. Priority learners need to be identified through enrolment assessment, and ongoing assessment data. Priority learners will be provided with Year level Dean coordinated support from: Piki Te Mana; Departmental Initiatives; and Targeted NCEA Level 1 and 2 credit completion programmes. Student poutama and IDPs are essential documents that will need more regular reviewing.
9. Staff will be given Training opportunities to develop skills; in collaborative goal setting for student pathways; restorative conversations; managing and monitoring challenging behaviour. The SSN will facilitate research into restorative alternatives to out of class and out of school exclusions.

Approval:

When the Board approved this Policy it agreed that no variations of this Policy or amendments to it could be made, except with the majority approval of the Board.

Approved by the Board of Trustees on 23 September, 2013

Signed on behalf of, and with the authority of the Board

_____ on _____ (Date)
Board Chairperson

Due for Review: _____ (Date)

Reviewed Date: _____ Signed for B.O.T. _____

References

Bishop, R. O’Sullivan, D. & Berryman, M. (2010) *Scaling up education reform; Addressing the politics of disparity*, NZCER Press, Wellington.

Meyer, L. & Evans, (2012) *The school leaders guide to restorative school discipline*.
Corwin, California.

Sugai, G. (2009). School wide positive behaviour support and response to intervention, in *www.PBIS.org*.

Thorsborne, M. & Vinegard, D. (2006). *Restorative Practices in Classrooms: Rethinking behaviour manangement*. Inyahead Press, Victoria, Australia.

Spotswood College Special Education Needs Register

Priority Learners

At Risk

Special Learning Needs

Priority Learners Maori

Achievement

Piki te Mana

Sowman Centre
ORRS

Priority Learners
Pascifika

Priority Learners

Relationships

Pathways Development

Sutcliffe Centre
ORRS/Special Needs

Priority Learners
Socioeconomic

Attendance

Activity Centre

Alternative Education

IDP (Development)

ISP (Support)

ILP (Learning)

IEP (Educational)