



# Illawarra Sports High School

Behaviour Support Structure

**2010**

# STUDENT WELFARE AND DISCIPLINE POLICY

## Statement of Purpose;

Student Welfare at Illawarra Sports High School includes all things the school community does to meet the personal, social and learning needs of students. The components of our welfare program are suited to all students regardless of cultural background, ability, religion, age, gender, sexuality or socio-economic status. This Welfare and Discipline Policy has been developed with extensive consultation with staff, students and community members.

Illawarra Sports high School utilises school-wide systems of support that include pro-active strategies for defining, teaching and supporting appropriate student behaviours to create a positive school environment. This is known as **PBS – Positive Behaviour for Success**. Positive behaviour support is an application of a behaviourally-based behaviour systems approach to enhance the capacity of the school community to improve the environments in which teaching and learning occurs. The purpose of school-wide PBS at Illawarra Sports High School is to establish a climate in which appropriate behaviour is the norm.

Everything within this policy document is designed to help nurture students to develop and demonstrate the attributes specified in our three PBS focus areas of **Respect, Responsibility and Learning**.

Although the details of this policy are explicit in relation to the daily implementation of student welfare and discipline procedures, it is understood that ongoing training and development will occur for staff in developing a repertoire of effective behaviour management strategies to complement this. Concurrently Student Welfare initiatives and other programs across the school will assist students in enhancing their understanding of behaviour and that all behaviour choices lead to either positive or negative outcomes.

Underpinning this policy are the Department of Education and Training's guidelines, including *Student Welfare, Good Discipline and Effective Learning 1996* and *Procedures for the Suspension and Expulsion of School Students 1999*.

As a school community we expect that all staff will firstly take a pro-active approach to managing school behaviour by providing a supportive school environment where all students are valued and challenged by an appropriate learning environment and classroom curriculum that is exciting, meaningful and engaging.

Parents have joint responsibility with the school, for the education of their children. They are responsible for ensuring their children attend school. They share in the responsibility of; shaping their children's understanding and attitudes about acceptable behaviour and looking after the physical, social and emotional needs of their children so that they are ready and able to learn to the best of their ability when at school. The information in this booklet forms the basis of the partnership between the school and parents. This partnership is based on shared responsibility for achieving good discipline and thus a productive and harmonious school environment

"NSW public schools have the following requirements of all students:

- Sustained application to learning
  - Respect for individuals and their property
  - Courtesy to other students, to teachers and to community members
  - Due respect for teachers
  - No violence, discrimination, harassment, bullying or intimidation
  - No weapons
  - No illegal drugs, alcohol or tobacco
  - Peaceful resolution of conflict
  - Adherence to the standards of dress determined by the school community
  - Compliance with the school's Welfare and Discipline Policy"
- (excerpt from the *Student Welfare, Good Discipline and Effective Learning 1996*)

**EVALUATION:**

Evaluation will be undertaken annually. Extensive revision will occur every 3 years. The evaluation process will incorporate data that will be collected and collated from RISC (the student welfare and discipline database used at Illawarra Sports High School), focus groups, online surveys, public meetings and consultation, student input and school reviews. This data will be used to determine the effectiveness of our Student Welfare and Discipline Policy and Procedures and will determine which elements, if any, require modification and review.

**PBS – Values and Positive Behaviour Expectations**

This Values and Expectations was developed to state in a positive way, the behavioural expectations of students at Illawarra Sports High School.

# Category System Flowchart

## Diamond Category

Students gain **3 Category Gold** & submit them to the **Principal** via a completed Category Diamond application form.

Students must have an **exemplary** record for Uniform, Behaviour and Attendance.

A **certificate, letter and trophy** will be issued on Presentation Night.

## Gold Category

Students collect **3 Category Silver** & submit them to the relevant **Deputy Principal** via a completed Category Gold application form.

Students must have an **excellent** record for Uniform, Behaviour and Attendance.

A **certificate and a reward** is issued for the first Category Gold attained in a year.

For each Category Gold attained, a letter will be mailed home

One or two excursions will be held each year.

## Silver Category

Students collect **5 Merits** & submit them to the **Year Adviser**

Students must have a **satisfactory** record for Uniform, Behaviour and Attendance

There must be **Merits from at least 3 different KLA's**

A **certificate** is issued and a letter will be mailed home.

## Bronze Category

**All students start on this Category** and this is where they begin to collect and save Merits.

All students are **Respectful, Responsible, Learners** whilst on this level

**Teachers issue** Merits.

**Minor** misbehaviours by students may lead to such consequences as detentions, specified seating arrangements, warnings or school service.

## Red Category

This is **issued and monitored by Deputy Principals** for serious misbehaviours, persistent disobedience and aggression.

Students are issued with a **Red Card** and will be monitored by the Deputy. It will be signed every lesson by staff (who still issue consequences & referrals for misbehaviour).

Up to **60 points** needs to be earned in each of the areas of **Respect, Responsibility, Learning & Uniform**.

**Appropriate consequences** will be issued & a letter will be sent home by the Deputy Principal.

Students will lose Category Gold or Category Diamond, where relevant & will not be allowed to leave school on excursions or for Sport.

This level constitutes a **"Warning of Suspension"**

## Yellow Category

This is **issued and monitored by Head Teachers** for more serious misbehaviours, persistent disobedience or for persistent non-uniform.

Students are issued with a **Category Yellow booklet**, signed every lesson by staff, and signed each night by a guardian. The Card will also be signed each day by the issuing Head Teacher.

Up to **60 points** needs to be earned in each of the areas of **Respect, Responsibility, Learning & Uniform**.

**Appropriate consequences** will be issued & a letter will be sent home by the Head Teacher.

Students will lose Category Gold or Category Diamond, where relevant.

## Green Category

This is used **by Classroom Teachers** to monitor students who demonstrate minor misbehaviours or persistent disobedience within the classroom.

Students will be monitored **via Green Card. Up to 10 points must be earned in each area respect, responsibility and learning.**

**Appropriate consequences** will be issued and a letter will be sent home by the Teacher.

## Grey Category

**Principal** monitors **Grey Booklet** for students who return from long suspension where possible. **Deputy** monitors **Grey Booklet** for students who return from short suspension.

Up to **60 points** need to be earned in each of the areas of **Respect, Responsibility, Learning & Uniform**.

and students must report the Principal once.

Students will not be allowed to leave school for excursions or Sport

## Short Suspension, Long Suspensions and Expulsions

**Deputy Principals** gather information, make recommendations and complete paperwork for the Principal.

Principal makes determination if Long Suspension is to be imposed and follows DET guidelines

Short suspensions are for **"Persistent Disobedience"** and **"Aggressive Behaviour"**

Long Suspensions are for **"Serious Criminal Behaviour relating to the School"**, **"Possession/Use of a Weapon"**, **"Persistent Disobedience"**, **"Possession/Use of an Illegal Substance"**, **"Aggressive Behaviour"**

Deputy Principal's conduct **return from short suspension interviews and facilitate resolutions.**

Principal's conduct **return from long suspension interviews and facilitate resolutions.**

Senior Executive will facilitate referrals to Counsellor, Welfare Team, LST, RSP funding, District Office, or Suspension Centre, or Special Schools, where appropriate..

<b>Behaviour Management Strategies and Suggested Consequences:</b>				
		<b>Category Green:</b>	<b>Category Yellow:</b>	<b>Category Red:</b>
<b>General, non-specific Consequences</b>		<ul style="list-style-type: none"> <li>• Display and refer to PBS Values and Expectations</li> <li>• Verbal reminders and warnings</li> <li>• Name on board and 2 ticks = detention</li> <li>• Temporary seat change</li> <li>• Permanent seating plan</li> <li>• Send to Head Teacher with Referral Slip</li> <li>• Student complete reflection sheets</li> <li>• Refer to Year Adviser</li> <li>• RISC – Category Green</li> <li>• RISC – Referral LST</li> <li>• Contact parents by phone</li> <li>• Parent Interview with student</li> </ul>	<ul style="list-style-type: none"> <li>• Display and refer to PBS Values and Expectations</li> <li>• Verbal reminders and warnings</li> <li>• Two lunch/recess detentions</li> <li>• After school detention</li> <li>• Student complete reflection worksheets</li> <li>• Internal suspension from subject lessons</li> <li>• Refer to Deputy Principal with Referral Slip</li> <li>• RISC – Category Yellow</li> <li>• RISC – Referral LST</li> <li>• HT, interview</li> <li>• Contact parents by phone</li> <li>• Parent Interview with student</li> <li>• No external excursions or sports</li> </ul>	<ul style="list-style-type: none"> <li>• Display and refer to PBS Values and Expectations</li> <li>• Verbal reminders and warnings</li> <li>• Detentions with Deputy</li> <li>• Room 13 Detentions</li> <li>• Students complete reflection worksheets</li> <li>• RISC – Category Red</li> <li>• RISC – LST Referral</li> <li>• Student, Teacher, Head teacher, Deputy interview</li> <li>• Contact parents by phone</li> <li>• Parent Interview with student</li> <li>• No external excursions or Sports</li> <li>• Support Service Referral</li> <li>• School Service</li> </ul>
	<b>Being Unsafe</b>	<ul style="list-style-type: none"> <li>• Confiscate inappropriate item</li> <li>• Item stored in office</li> <li>• Send for HT / buddy</li> <li>• Referral to anti-harassment program</li> </ul>	<ul style="list-style-type: none"> <li>• Confiscate inappropriate item</li> <li>• Parent contact before item is returned</li> <li>• Have student engage in a reflective activity re: safety</li> </ul>	<ul style="list-style-type: none"> <li>• Confiscate inappropriate item</li> <li>• Parent interview before item is returned</li> <li>• Have student engage in a reflective activity re: safety</li> </ul>
	<b>Being Disrespectful</b>	<ul style="list-style-type: none"> <li>• Verbal apology</li> <li>• Written apology</li> <li>• School Service</li> </ul>	<ul style="list-style-type: none"> <li>• Student, teacher, head teacher interview; focus is on respect.</li> <li>• HT to address the class, where appropriate</li> <li>• Have student engage in an activity about being respectful</li> <li>• School Service</li> </ul>	<ul style="list-style-type: none"> <li>• Student, DP, teacher Interview- focus is respect.</li> <li>• HT to address the class, where appropriate</li> <li>• Have student engage in an activity about being respectful</li> </ul>
<b>Not being a Learner</b>	<ul style="list-style-type: none"> <li>• Re-do or complete work while at a detention</li> <li>• Re-do or complete work for homework</li> <li>• Send a copy of poor quality work home</li> <li>• Refer to LST</li> <li>• Provide alternate task or modify work</li> </ul>	<ul style="list-style-type: none"> <li>• Assist/facilitate a seating plan with teacher</li> <li>• Assign work to be completed</li> <li>• Withdrawal from class, where necessary</li> <li>• Refer to LST</li> </ul>	<ul style="list-style-type: none"> <li>• Ensure N-Awards and documentation complete,</li> <li>• Move to next level, where appropriate.</li> <li>• Senior Review contract</li> <li>• Refer to LST</li> <li>• Progress Report</li> </ul>	

Underpinning our Welfare and Discipline Policy is the philosophy that consequences need to be logical, meaningful and reasonable, and that resolutions should include the staff member or students who have been affected by the misbehaviour, wherever possible.

## Monitoring Students who fail to be Respectful, Responsible Learners:

<p><b>Category Green</b> All staff may issue Category Green.</p> <p>These may be issued for:</p> <p><b>Failing to be Respectful</b></p> <p><b>Failing to be Responsible</b></p> <p><b>Failing to be a Learner</b></p> <p>Category Green will be a letter home for any inappropriate behaviour that the teacher is dealing with at classroom level.</p> <p>In the Category Green letter home, staff will outline:</p> <ul style="list-style-type: none"> <li>a) problem behaviour</li> <li>b) consequences issued</li> <li>c) behavioural expectation</li> </ul> <p><b>Consequences will be issued by the teacher</b> in line with faculty policies and procedures, PBS strategies, the school's Welfare and Discipline Policy and the nature of the student's misbehaviour.</p> <p>Teachers may choose to monitor the students on Category Green in their class on a monitoring card for their subject only. Students have to earn up to 10 points in each of the areas of Respect, Responsibility and Learning.</p> <p>Parents informed at completion of monitoring</p>	<p><b>Category Yellow</b> Staff refer issues to their head teacher by writing an "incident report" on RISC and passing on the printed version to their head teacher for action, with a referral slip.</p> <p>The head teacher will consult with the teacher about the incident and discuss the incident with the student.</p> <p>A decision may be made to place the student on Category Yellow. A letter will be sent home, where the Head Teacher will outline the:</p> <ul style="list-style-type: none"> <li>a) problem behaviour</li> <li>b) consequences issued</li> <li>c) behavioural expectation</li> </ul> <p><b>Consequences will be issued by the head teacher</b> in line with faculty policies and procedures, PBS strategies, the school's Welfare and Discipline Policy and the nature of the student's misbehaviour.</p> <p>Head teachers will monitor the students on Category Yellow, using a booklet, where students have to earn up to 60 points each in Respect, Responsibility, Learning and Uniform, in order to get off the Category Yellow.</p> <p>Parents informed at completion of monitoring</p>	<p><b>Category Red</b> Head teachers refer issues to the relevant deputy by collating incident reports from RISC and from students and passing these on to the deputy for action, with a referral slip.</p> <p>The deputy will consult with the head teacher about the incident and discuss the incident with the student.</p> <p>A decision may be made to place the student on Category Red, or to recommend suspension. A letter will be sent home, where the deputy will outline the:</p> <ul style="list-style-type: none"> <li>a) problem behaviour</li> <li>b) consequences issued</li> <li>c) behavioural expectation</li> </ul> <p>Category Red is the "warning of suspension" phase of our system.</p> <p><b>Consequences will be issued by the deputy principal</b> in line with faculty policies and procedures, PBS strategies, the school's Welfare and Discipline Policy and the nature of the student's misbehaviour.</p> <p>Deputy principals will monitor the students on Category Red, using a booklet, where students have to earn up to 60 points each in Respect, Responsibility, Learning and Uniform, in order to get off the Category Red.</p> <p>Parents informed at completion of monitoring</p>	<p><b>Category Grey</b> All students returning from suspension will be placed on Category Grey.</p> <p>This monitoring card will be issued by the Principal or Deputy</p> <p>Students may be required to report every two periods to one of the senior executive.</p> <p>There will be a sign off spot for every Category Grey student to report to the Principal once during their time on Grey.</p> <p>The return from suspension interview will incorporate the teacher concerned with the original incident, where appropriate or feasible.</p> <p>The return from suspension agreements and conditions will be published in the Staff Bulletin each week. These will include individualised workshops to address specific needs of student</p> <p>Students will be issued a monitoring booklet, where students have to earn up to 60 points each in Respect, Responsibility, Learning and Uniform, in order to get off the</p>
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			Category Grey. Parents informed at completion of monitoring
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**Current educational research indicates strongly that the key to working successfully with young people is to create meaningful relationships with them.**

## Positive Recognition of Student Achievements:

<p><b>Merits</b></p> <p>All staff may issue Merits.</p> <p>These may be issued for:</p> <p><b>Being Respectful</b></p> <p><b>Being Responsible</b></p> <p><b>Being a Learner</b></p> <p>or for</p> <p>School Representation</p> <p>Community Service</p> <p>Sport</p> <p>Any reason a teacher deems worthy</p> <p>Students are responsible for collecting and saving their Merits in order to use them for Category Silver/Gold/Diamond.</p>	<p><b>Category Silver</b></p> <p>Students apply to their Year Adviser for Category Silver by presenting their 5 Merits.</p> <p>Students fill in an application form and show the Merits to their Year Adviser.</p> <p>The Year Adviser will sign each Bronze Award, so they cannot be re-used for a Category in the future.</p> <p>The student will receive a letter home and a certificate each time they receive a Category Silver.</p> <p>Year Advisers will sometimes have special rewards or activities for students in their year group who attain Category Silver.</p>	<p><b>Category Gold</b></p> <p>Students apply to the relevant Deputy for Category Gold by presenting their 3 Silver Awards</p> <p>Students fill in an application form and show their Silver Awards to their Deputy Principal, who will check RISC.</p> <p><i>This includes a sign off by the roll call teacher for uniform and attendance.</i></p> <p>The Deputy Principal will sign each Silver Award, so they cannot be re-used for a Category in the future.</p> <p>The student will receive a letter home each time they receive Category Gold. On the first occasion, they will receive a certificate a reward</p> <p>A medallion will be presented to Category Gold students in a formal assembly.</p> <p>There will be a minimum of 2 Category Gold excursions a year and there may be other rewards.</p>	<p><b>Category Diamond</b></p> <p>Students apply to the Principal for Category Diamond by presenting their 3 Gold Award letters to be signed off.</p> <p>Students fill in an application form and show their Gold Awards to the Principal.</p> <p><i>This includes a sign off by the roll call teacher for uniform and attendance</i></p> <p>The Principal will sign each Gold Award, so they cannot be re-used for a Category in the future.</p> <p>The student will receive a letter home when they receive Category Diamond. At Presentation Night each Category Diamond student will receive a certificate and a trophy.</p>
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The collection of awards only count for a calendar year, and the start of the following year will see students start their collection towards Categories again.

A Category Yellow, Red, Grey or Suspension will lead to a student being "taken off" Category Gold or Diamond.



## Roles and Responsibilities within the Welfare and Discipline System:

<p><b>Principal:</b></p> <ul style="list-style-type: none"> <li>• Provide leadership and direction. Be a role model</li> <li>• Disseminate DET policy information and training to all staff</li> <li>• Ensure all procedures are in line with DET policies and procedures</li> <li>• Oversee all suspensions and complex welfare and discipline issues</li> <li>• Liaise with staff, students, caregivers and relevant DET personnel</li> <li>• Issue &amp; monitor long suspensions, Category Grey &amp; Category Diamond</li> </ul>	<p><b>Teachers:</b></p> <ul style="list-style-type: none"> <li>• Establish classrooms that have positive learning environments</li> <li>• Liaise with head teacher re student issues and use RISC to document</li> <li>• Use the language &amp; structure of PBS as a role model for staff &amp; students</li> <li>• Make contact with caregivers, where appropriate and necessary</li> <li>• Ensure positive student achievement is acknowledged and rewarded</li> <li>• Issue, supervise and monitor Category Greens &amp; Merits</li> </ul>
<p><b>Deputy Principals:</b></p> <ul style="list-style-type: none"> <li>• Provide leadership and direction. Be a role model</li> <li>• Facilitate training and development opportunities for staff in PBS</li> <li>• Overall responsibility for the implementation of school policy/procedures</li> <li>• Liaise closely with Head Teachers, HT Welfare and Welfare Teams</li> <li>• Recommend short suspensions to Principal and conduct resolutions</li> <li>• Issue, supervise and monitor Category Red and Category Gold</li> </ul>	<p><b>Year Advisers and Girls Adviser:</b></p> <ul style="list-style-type: none"> <li>• Be a positive role model for students and be a mentor to those in need</li> <li>• Disseminate information for staff and use RISC effectively for this</li> <li>• Liaise with staff, executive and the Welfare Teams re student issues</li> <li>• Use the language &amp; structure of PBS as a role model for staff &amp; students</li> <li>• Assist caregivers, staff and students with welfare issues as they arise</li> <li>• Undertake this position in line with relevant role statements</li> <li>• Issue, supervise and monitor Category Silver</li> </ul>
<p><b>Head Teacher Welfare:</b></p> <ul style="list-style-type: none"> <li>• Lead PBS implementation, training, review and PBS Team</li> <li>• Clear, consistent, timely information dissemination to staff about students</li> <li>• Work with complex welfare and discipline issues in a sensitive manner</li> <li>• Liaise with staff, students, caregivers and relevant DET personnel</li> <li>• Make referrals for funding and DET support and coordinate funding</li> <li>• Issue, supervise and monitor Category Yellow</li> </ul>	<p><b>Parents:</b></p> <ul style="list-style-type: none"> <li>• Provide student with full uniform, sports uniform and correct equipment</li> <li>• Provide relevant documentation to the school, where necessary</li> <li>• Encourage child to be a “Respectful, Responsible Learner” at all times</li> <li>• Contact school, where necessary, if any issues needs resolving</li> <li>• Read newsletter and school website to know about current activities</li> <li>• Assist child file Merits &amp; encourage handing them in for Category</li> </ul>
<p><b>Head Teachers:</b></p> <ul style="list-style-type: none"> <li>• Provide leadership and direction within the faculty in Welfare &amp; Discipline</li> <li>• File all Category Yellow Cards and relevant statements &amp; documentation</li> <li>• Liaise with senior executive and the Welfare Teams re student issues</li> <li>• Use the language &amp; structure of PBS as a role model for staff &amp; students</li> <li>• Make contact with caregivers and conduct interviews, where necessary</li> <li>• Issue, supervise and monitor Category Yellow</li> </ul>	<p><b>Students:</b></p> <ul style="list-style-type: none"> <li>• Be a “Respectful, Responsible Learner” at all times.</li> <li>• Use the SRC and Prefects to bring up issues of concern</li> <li>• Participate in PBS and welfare day activities with enthusiasm</li> <li>• Be familiar with the school’s expectations and follow them</li> <li>• Ensure positive student achievement is acknowledged and rewarded</li> <li>• Save up Merits and apply for higher categories</li> </ul>

## Welfare Intervention and Supports for Students

The philosophy of PBS is that the majority of the students, 80%, respond effectively to whole school, consistent school wide interventions and supports. We have many programs to address the needs of the majority of the students.

The second tier of support in the school, is for approx 15% of the students, who require small group intervention and supports. We cater for these students in a variety of ways, primarily via special programs, year adviser workshops and general activities that target small groups of students.

The third tier of support in the school is for the 5% of our school population who require intensive, individualised programs that specifically meet the needs of each student. We are constantly designing new programs to meet the specific needs of these students.

### **5% - Individual intervention & supports** (est. 45 students)

Individual Education Programs (IEP)	Work it Out Time
Individual Welfare Programs (IWP)	Work Placement
Integration Funding Support	Student Learning Support Officer
Individual Behaviour Support	Aboriginal Individual Education Programs
Monitoring Academic Progress (SENIOR REVIEW)	Student Disabilities and Conditions List
External Support Programs	Student Financial Assistance Schemes
Life Skills School Certificate and HSC	Progress Reports
RSSSP	Peer Mediation
	Home School Liaison Officer

### **15% - Small group intervention & support** (est. 135 students)

Work Education & Academic Support	Board of Studies Coordinator
Anti-Harassment Officer and Procedures	Specialised Reading Program (TAFE accreditation)
Anti Racism Officer and Procedures	External Services such as Links to Learning
Attendance Monitoring	Counselling
	LST

### **80% - Whole school consistent school wide recognition & support** (est. 700 students)

Year 6 into 7 Orientation Program	Weekly Discipline Returns
Year Advisers and Assistant Year Adviser	Welfare Days
Uniform Code	Welfare Team Meetings
Uniform Pool	Student Notification Slips
Girl's Coordinator	Student Record Cards - electronic access of details
Graduation Ceremonies	Student Representative Council
Head Teacher Student Welfare	Student Self Discipline via PBS lessons
Sports Assemblies	Student Welfare Referral Slips
Senior Student Commitment–Principal's Contract	Careers Adviser
School Counsellors	Category Gold/Diamond Excursions
Record of Achievement - HSC	Category Gold/Diamond Reward Scheme
Reports to Parents	Child Protection: Procedures & Policies
Prefects and their special duties	Course Selection Counselling
Peer Support Program	Critical Incident Action Plan
Performances	Crossroads – Year 12 PDHPE program
Primary Links	Detention Policy
Motivational Media	Formal Assemblies
Parent/Teacher Evenings	Gifted and Talented Programs
Merit Award System	
Learning Support Team	

The Student Welfare Team (SWT)	The Learning Support Team (LST)
<p><b>Members of SWT;</b>  Principal  2 × Deputy Principals  Head Teacher Student Welfare  Year Advisers  School Counsellor(s)  <b>May include as required:</b>  Careers Adviser  Coordinators of specific programs such as Peer Support, Peer Mediation, Prefects, SRC etc...</p> <p><b>The role of SWT is to:</b></p> <ul style="list-style-type: none"> <li>• meet the welfare needs of all students</li> <li>• collect, collate and analyse the data from RISC</li> <li>• coordinate Welfare Days for each year group</li> <li>• seek and implement solutions to welfare issues</li> <li>• make referrals to specialist agencies</li> <li>• review, write and oversee student welfare policy and program development</li> <li>• access the support of District Office personnel/services</li> <li>• promote student achievement and talent</li> <li>• communicate with and provide guidance for staff</li> <li>• maintain consistency throughout the school</li> <li>• initiate and coordinate staff training in welfare skills</li> <li>• lead the implementation of PBS</li> <li>• <i>meet fortnightly in order to facilitate the above</i></li> </ul> <p>The <b>Year Advisers Group</b> meet each fortnight to plan programs specifically designed to meet the needs of students within each year group.</p> <p>Year Advisers meet each fortnight with Head Teacher Welfare and Deputy Principal to discuss individual students, analyse data from Risc and come up with strategies to support students who are experiencing difficulty.</p>	<p><b>Members of LST</b>  Principal  2 × Deputy Principals  Head Teacher Student Welfare  School Counsellor(s)  Support Teacher Learning Assistance  Student Learning Support Coordinator</p> <p><b>The role of LST is to:</b></p> <ul style="list-style-type: none"> <li>• meet the welfare and learning needs of all students</li> <li>• discuss specific referrals made by staff</li> <li>• support long suspension students and plan their return</li> <li>• seek and implement solutions to learning issues</li> <li>• make referrals to specialist agencies</li> <li>• make referrals to gain integration funding</li> <li>• access the support of District Office personnel/services</li> <li>• Review IEPs and make recommendations</li> <li>• communicate with and provide guidance for staff</li> <li>• maintain consistency throughout the school</li> <li>• initiate and coordinate staff training in learning support</li> <li>• make links with caregivers about special programs</li> <li>• <b><i>meet weekly in order to facilitate the above</i></b></li> </ul> <p>The Learning Support Team meets regularly to plan programs specifically designed to meet the needs of students who are referred to the LST.</p> <p>The LST specifically works on supporting students who have been long suspended and works on planning for their return to school, modifications that may be needed to help them succeed and any referrals that may need to be made.</p> <p>Life Skills, Individual Education Plans, Applications for Integration funding and the development of specific programs for targeted students with special needs are discussed and implemented via the Learning Support Team, and are also referred to Welfare Team for input.</p> <p>All information is provided to staff and a folder is issued to each staffroom for all documentation to be collated and stored in there for ease of staff to access.</p>