



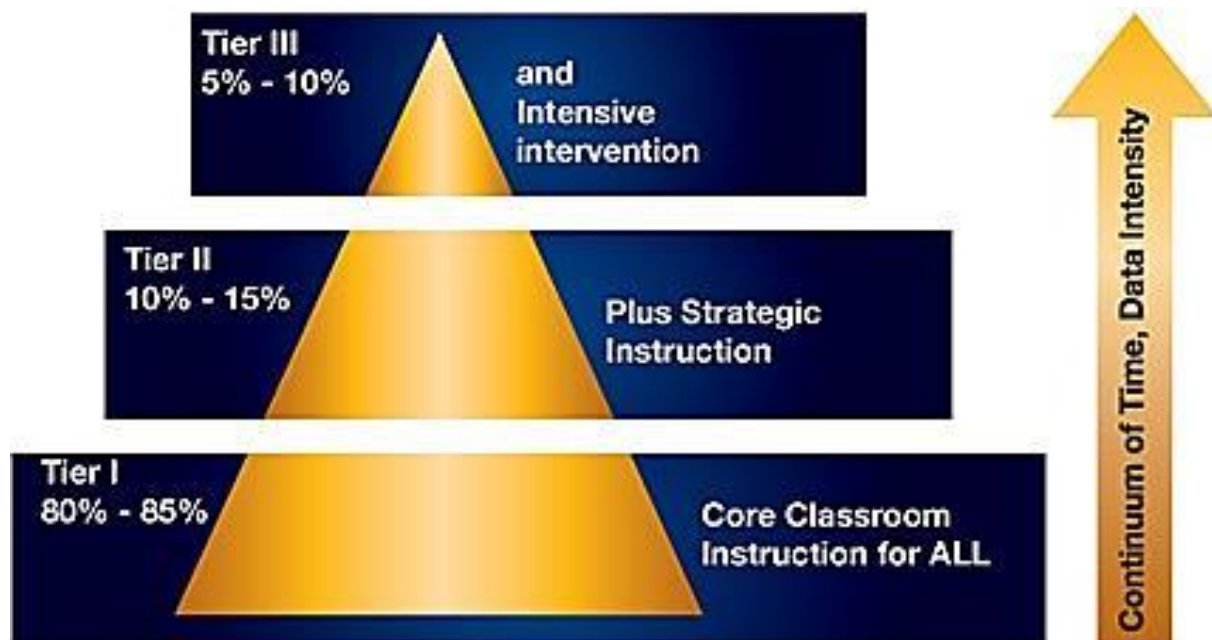
Spotlight on Student Services

WELLBEING AND RESILIENCE

The development of resilient children in a safe and supportive school setting is fundamental to their optimal learning, growth and wellbeing. Floreat Park Primary School is committed to ensuring the working and learning environment fosters positive relationships, engages students and develops strategies for our children to prosper.

Teaching children and young people how to improve their resilience is embedded in our culture at Floreat Park Primary. The dedicated team in Student Services aim to develop programs that promote resilience and wellness while supporting students who require help socially, academically and emotionally.

Our dedicated team of caring professionals seeks to assist our school community in fostering the academic, emotional and social well-being of our students. We are there to assist teachers, where appropriate, with tier 2 and 3 intervention.



We also offer input into pastoral care, engagement / behaviour strategies and student leadership.



Rod Cohen

*Deputy Principal
Student Services Manager*

"Every kid is one caring adult away from being a success"

My principal role is to direct the strategic and operational management of the Student Services Team.

This includes:

- Recruiting and overseeing the professional development of team members,
- Developing policy,
- Applying for Disability Resource Funding,
- Assisting with the selection and deployment of Special Needs Education Assistants,
- Collecting and analysing data to maintain a SAER and TAGS register,
- Co-ordinating PEAC testing and facilitating the communication between the PEAC administration and our students/parents,
- Overseeing the caseload of the school psychologist and allocating teacher referrals prioritised by the team,
- Liaising with staff and parents in facilitating case conferences,
- Organising the Kid's Hope mentoring program and
- Overseeing the SAER budget and auditing SEN plans and reports.



Kate Free

EAL/D Specialist

It is my role to oversee the development of EAL/D students and make the transition into an English classroom as inclusive as possible.

It is a passion of mine to teach students from different cultural and language backgrounds. This is the fourth continent I have taught on and I have always been intrigued by the ability of children to adapt their language and begin speaking, reasoning, understanding and thinking in English.

I aim to develop the learning environment, teaching aids, resources and knowledge of teachers to develop EAL/D students at Floreat Park Primary. My role as the EAL/D specialist includes:

- Providing assistance to all staff for best practice with EAL/D students.
- Develop a community of cultural awareness at Floreat Park Primary School.
- Assist staff with teaching EAL/D students.
- Complete an audit of EAL/D students.
- Help to develop resource packs to best assist EAL/D students.
- Develop a welcome pack for families who are new to Australia or Perth to assist with transition both at school and within the community.
- Researching, developing and writing School Policies and reporting frameworks.
- Assist staff with placing students on Progress Maps and together decide when students should be reported on.
- Give assistance to staff in using online progress mapping of EAL/D students.
- Assisting teachers with developing IEP/ GEP's for EAL/D students.

I am very happy to be part of the student services team. Please feel free to pull me aside or ask for assistance if it is ever needed.



Fiona Farley

SEN Coordinator



Emily Eldridge

*Health and Wellbeing
Coordinator*

My role is to support teachers with SEN reporting and advising on inclusive practice throughout the school.

I have 6 years' experience working in an education support setting with a range of students with diverse needs and challenging behaviours.

I aim to use my expertise in this area to support my fellow teachers with the diversity of students we teach.

- SEN planning (IEPs, GEPs, IBPs)
- SEN reporting, setting and using scales
- Assisting with the prioritising of referrals.
- Liaising with teachers and students, developing strategies for assisting students with special needs
- Liaising/meeting with Statewide Support Services to discuss the support of our students
- Supporting/meeting with teachers to discuss courses of action with children in their classroom.
- Attending case conferences, as required.

'My role involves overseeing the emotional, social and wellbeing of the school. I enjoy knowing that the programs I implement and the time I give our students has a positive impact.'

I am particularly passionate about having implemented our Bounce Back and Leadership Program that aims to improve the health and wellbeing of our students at Floreat Park Primary.

My role as the Emotional, Social and Wellbeing Coordinator is challenging and busy because there are many different facets. Some of these facets include:

- Assisting with the prioritising of referrals.
- Liaising with teachers and students regarding social and emotional issues.
- Applying for grants/funding to support our programs.
- Fostering relations with Rotary and Lion's Club, and organising community events.
- Supporting the Leadership Program (meeting with teachers to discuss progress and offering whole class sessions)
- Researching, developing and writing School Policies (e.g. Behaviour Engagement Policy, new teacher referral application process and format).
- Liaising/meeting with Statewide Support Services to discuss the support of our students
- Supporting our school psychologist with regular discussions about the course of actions on individual students.
- Supporting our Chaplain in the support programs and initiatives she runs.
- Supporting/meeting with teachers to discuss courses of action with children in their classroom.

I enjoy being part of such a caring, dedicated and hard-working team who strive to support the best individual outcome for each student.



Jodie Bell

School Psychologist



Sue Robinson

School Chaplain

A School Psychologist is similar to a GP – we apply our knowledge about a very diverse range of issues as needed, and know when to refer to a specialist provider.

As part of the Student Services team, I provide support in the areas of learning, mental health, well-being, positive behaviour and whole school approaches. Depending on the needs of each case, I work with individual students, parents, teachers and external agencies to achieve the best possible outcomes for each child.

In the RTI model, I am usually a Tier 3 resource, however can also contribute to the development and implementation of evidence-based effective Tier 2 interventions.

It is a privilege to be a School Psychologist and to be given the opportunity on a daily basis to try to effect meaningful change in the lives of the next generation.

“Too often we forget that ‘discipline’ really means to teach, not to punish. A disciple is a student, not a recipient of behavioural consequences” – Dr Dan Siegel, *The Whole-Brain Child*

My role on Student Services Team is in the area of relationships, including friendships between students and separation challenges between parents and children.

It is a privilege being part of this team. The team is made up of dedicated passionate individuals who desire to ensure that every child in this school has the best opportunity to flourish and grow into the best person they can be.

“Train-up a child in the way they should go and they shall not depart from it, even when they grow old”.

Glossary of Terms

- SAER – Students at Educational Risk
- TAGS- Talented and Gifted Students
- PEAC- Primary Extension and Challenge
- EAL/D-English as an Additional Language/Dialect
- IEP- Individual Educational Plan
- GEP- Group Education Plan
- SEN- Special Educational Needs
- RTI – Response To Intervention