Tutorial centres/programs guidelines

Definition

A tutorial centre/program will provide an age appropriate short-term intervention for students who have difficulty managing their behaviour in a mainstream setting. Tutorial centres/programs must be attached to a base school, generally a secondary school. Teacher entitlements will be reflected against the base school’s staffing entitlement.

Purpose

The tutorial centre/program will:

- enable students to learn new skills in an intensive, highly structured environment
- assist students to manage their own behaviour and become successful learners
- provide students with access to literacy and numeracy within a broad curriculum, based on individual learning programs, tailored to meet specific student needs
- collaborate with the student, their family and the census school to develop individual integration and transition plans, learning plans and support plans
- support census school staff with strategies and training opportunities and develop links between the tutorial centre/program and the census school.

General operational principles

The tutorial centre/program will ensure:

- development of an individual plan targeting specific educational and behavioural needs
- development of an integration plan, negotiated with the census school upon entry to the tutorial centre/program, that maintains connections with the census school and community
- development of a transition/return plan to ensure successful transition to a less restrictive setting when the student is ready
- the transition plan is supported by teachers from the tutorial centre/program
- a maximum class size of seven students at any one time
- the principal of the census school who has referred the student will support the tutorial centre/program by ensuring the school’s learning and support team is actively involved in the appraisal, review and development of programs that support the transition of the student into and out of the tutorial centre/program.
Goals

A successful intervention requires a collaborative and coordinated approach to support students, staff, parents and carers. The tutorial centre/program will:

- assist students to reflect on and understand their behaviour and its consequences
- reinforce and develop appropriate attitudes and behaviours
- build capacity and understanding in students on how to re-engage at school, re-integrate to positive work habits and prevent recurrence of the inappropriate behaviours
- provide students with the opportunity to have successful educational experiences
- enable skills development opportunities and support for the parents/carers of students
- facilitate professional development opportunities and support for census school staff.

Target population

The target population is students in Years 5 to 10 who display on-going severely disruptive and/or violent behaviour requiring intensive and significant levels of intervention which cannot be provided within a mainstream or support class setting.

Note: Programs may cater for students in the K-4 range if the operational directorate is able to support the extension of the program with student data and the extension is approved by the Director, Student Engagement and Interagency Partnerships.

Operational guidelines

The model of intervention will vary according to the needs of individual students, and focus on achieving high educational outcomes and successful transition to a less restrictive setting.

Referral process:

- census school identifies students with disruptive behaviours
- referral to school counsellor/psychologist for assessment
- referral for additional behaviour support or placement via School Services
- parents/carers must give consent for the referral of their child to a tutorial centre/program
- referral forwarded in accordance with departmental placement procedures
- receiving principal, or delegate, to be a member of the placement panel
- student and parent/carers visit tutorial centre prior to acceptance of the placement offer
- student enrolment into the tutorial centre/program is preceded by an interview with delegated staff from the tutorial centre, the student and the parents/carers
- expectations and role of the tutorial centre, the student and parents/carers will be clearly communicated to all parties by delegated staff from the tutorial centre
• NSW Department of Education confirmation of mental health problem/disorder is not required for student referral to a tutorial centre/program

• the program will usually be a 10 to 20 weeks intensive behaviour intervention with an academic program provided in consultation with the census school.

Short term and shared enrolment of students

• The student remains enrolled in the census school.

• The census school shares the enrolment with the tutorial centre/program using electronic record keeping (ERN and ebs).

• An integration program is to be developed in consultation with the census school. If the census school is not a suitable option for integration, the census school principal, in consultation with School Services, and the tutorial centre, will seek a suitable integration/transition setting.

• Integration and transition plans for all students are to be recorded and made available to the integrating setting.

• Formal student reviews should be conducted once per semester.

• Ongoing meetings with parents/carers and relevant agencies as part of the student’s program should be encouraged.

• Referral information and tracking data should be maintained regularly to monitor progress.