

WALKERVILLE PRIMARY SCHOOL

PRIVATE PROVIDERS POLICY

CONTEXT

The majority of our students achieve better than satisfactory outcomes in the regular classroom program, with typically less than 10% of students needing additional and specific support provided by the school through its Student Review Team process.

Considerable school resources are invested to support students identified with special needs. Usually 3% of the school population qualify for DECS support funding under the 'DECD Disabilities Policy' whilst the remaining 7% are supported from within the school's budget. These students respond to the tutorial assistance provided by School Services Officers (SSO) or teacher support.

Occasionally, a student may benefit from individual tutoring beyond that provided by the Student Review Team. In the first instance this tutoring should be negotiated to happen within the home and out of school hours under parent supervision and line management.

There may be a very small number of requests for private tutors approved by the Principal under agreed criteria. The approval process has been endorsed by Governing Council to ensure that any requests are managed in a fair and transparent way.

DECS discourages the engagement of private tutors in schools during compulsory school hours. The local approval to permit private tutors to access children ultimately resides with the Principal.

AIM

This policy and the relevant application form provide parents with the necessary information to seek approval to engage a private tutor within school hours. The process aims to ensure that only students with highly complex needs are able to be supported in this way in any school year. Consideration to limiting the disruption caused to the learning of other students is also an important consideration.

SCOPE

Private tutors are engaged by the parent in a commercial agreement directly with the tutor. Line management and performance management remains solely with the parent and cannot be delegated to the school.

DECS discourages the engagement of private tutors in literacy and numeracy for students. It considers that teacher programs and other 'needs-based' support programs are available to all students from within the program. DECS currently supports the Reading Assistance Voucher program for students who do not reach the national literacy benchmark and acknowledges the current need for instrumental music programs. These programs can only be made available where they do not adversely impact on the child's learning outcomes or those of other children.

ADVICE FROM STAKEHOLDERS

DECD legal advice states that ...

- 'duty of care must remain with the class teacher and cannot be delegated to a private provider'
- 'students of compulsory school age must fully participate in the educational program provided by the school'.
- 'requests for exemption from the school program for off-campus tutoring can only be approved by DECD'

Parents advise at a consultation meeting that approvals should be limited to students who have complex educational needs. They perceive that a small number of children would benefit from individual help beyond that which the school has resources for.

Class teachers' advice is that a child, who is typically perceived as a candidate for private tutoring at school, often has low self esteem. The child may not respond positively to being treated differently in the proposed way.

Teachers advise that they are unable to re-teach the lessons missed or the learning experiences gained whilst a child is being tutored. This may further alienate the child from their peer group.

COMPLETING THE APPLICATION FORM

All sections of the 'Application to Provide Educational Services' form must be completed prior to seeking the approval by the Principal. Copies of the form are available from the school's front office during school hours. Applicants should have read the 'Student Support Policy' available on the website:

www.walkvleps.sa.edu.au

in order to explore other available support options through the Student Review Team, prior to completing an application.

Section 1

The reason for seeking approval and the educational concerns of the parents must be summarized. Evidence may include test results, anecdotes in reports or NAPLAN scores. Every effort must be made to accommodate the provider at home out of school hours.

Section 2

Applications considered for approval must be accompanied by a copy of the documentation requested in section 2 of that document. This would include the relevant checks, trainings and certificates as follows:

1. Police Check – a current letter of currency from SA Police reflecting no convictions.
2. Mandatory Reporting – a current certificate indicating that this course of training has been completed.
3. Child Protection – a current certificate indicating that the DECD Child Protection training for volunteers has been completed.
4. Public Liability – a certificate of currency from an insurer indicating a \$10m public liability. Any professional indemnity coverage is to be at the provider's risk.
5. Health Certificate – the onus is upon the provider to present a health certificate if any pre-existing injuries need to be considered at the worksite.

Section 3

The parent should seek a meeting with the class teacher to discuss the application. The teacher completes section 3, paying particular attention to duty of care. The teacher should outline how the provider can access learning information from them, with due consideration to the teacher's workload.

The teacher should confirm that a blue form referring the child to the Student review Team has been completed.

A work area will need to be made available for the duration of the private provider's involvement.

Section 4

The principal will consider all the information presented in sections 1, 2 and 3.

The request will be given a status of approved or not approved within two weeks of receipt of the application.

Approvals may be given within the constraints communicated by the principal on the application form.

No request can be re-presented until the start of the next school year.

GRIEVANCE

The principal will communicate the broad reasons for approval or non-approval in writing to the parent.

The decision of the principal is final and there is no appeal process.

The intent of the policy is to inform parents of the process to follow when making a request for a private provider to tutor their child during school hours.

REVIEW

This policy will be reviewed by staff and Governing Council when necessary.

May 2017