



## **PARTNERING AGREEMENT**

**between**

**Yarra Me School**

**and**

**[insert name of Main School]**

**in relation to**

**Yarra Me School**

**Inclusion Support Program for**

**[insert term and Year]**

## 1. INTRODUCTION

The Yarra Me School (YarraMe) and [insert name of referring School], enter into this Partnership Agreement (PA) to strengthen the collaborative relationship between YarraMe and the Referring School.

The Referring School plays a key role in partnering with YarraMe to support the success of the programs.

The PA has been developed to support YarraMe and the Referring School to work together on the successful re-engagement of the student back into the Referring School.

This PA is made in the context of the Schools' shared objective to successfully support the re-engagement of the student into the Referring School and recognises the specific and complementary roles and responsibilities of both schools in ensuring successful outcomes for the student.

### 1.1 THE PARTNERS

YarraMe offers a positive school experience to students by delivering personalised, predictable and structured routines and works in partnership with the school and parents/caregivers to tailor supports for positive school engagement.

The Referring School seeks to refer the student to YarraMe who are at risk of disengaging from learning and are exhibiting significant social, emotional or behavioural difficulties. The Referring School would have demonstrated their staged response, in supporting the student, including recent cognitive, and speech and language assessments.

### 1.2 PURPOSE OF THIS AGREEMENT

The purpose of this Partnership Agreement is to:

- ensure a collaborative approach between YarraMe and the Referring School to support the referred student to successfully complete the program
- recognise the need for both schools' to be accountable for specified deliverables in order to maximise the prospects of the referred student completing the program and re-engaging with the referring School.

### 1.3 TIME FRAME FOR AGREEMENT

This PA will commence on the date specified in Item 3 of Schedule 1 and will end on completion of the program. The PA may be reviewed and updated or amended by agreement between the schools' in order to remain responsive and to support the student's completion of the program.

### 1.4 RELATIONSHIP WITH EXISTING AGREEMENTS

The Partnering Agreement is not intended to supersede or alter existing agreements between the Schools' nor the enrolment requirements of YarraMe, but instead sits alongside any other agreements.

## 2. ROLES AND RESPONSIBILITIES

The Schools' will each perform the specific obligations detailed in Schedule 1 and Appendix A to this Agreement.

The Schools' will insure the student is dual enrolled during the Program.

The Referring School retains the entire DET SRP funding allocated to the referred student whilst attending YarraMe.

The Referring School will pay the placement fee specified in Item 1 of Schedule 1 to YarraMe at the time and in the manner specified in Item 2 of Schedule 1 of this PA.

The Referring School agrees not to refer a student for enrolment in a Program at YarraMe unless:

- the referred student is enrolled at their School and is within the boundaries of the NWVR
- the student is at risk of disengaging from learning
- the student exhibits significant social, emotional or behavioural difficulties
- it has demonstrated their staged response, in supporting the student in their school, including recent cognitive, and speech and language assessments
- the student's family/carer has been consulted about the program and are supportive of the placement
- the student is positive about the placement at YarraMe.

### 3. MONITORING AND REVIEW

The Schools' agree to monitor the arrangement set out in this PA, and how they will support the student to successfully complete the Program and re-engage with the Referring School.

#### 3.1 Representatives

The Schools' appoint the following representatives (**Representatives**) to monitor compliance with this PA and to be the initial point of contact for all matters arising from this PA:

(i) YarraMe contact:

Name: Nancy Sidoti  
Position: Principal  
Telephone: (03) 9478 8895  
Email: [sidoti.nancy.m@edumail.vic.gov.au](mailto:sidoti.nancy.m@edumail.vic.gov.au)

(ii) School contact:

Name: [insert name]  
Position: [insert position]  
Telephone: [insert]  
Email: [insert]

Each school to this PA may nominate an alternative Representative or additional Representatives.

Each school acknowledges that its Representative is authorised to act for and on behalf of that Party in relation to the implementation of the arrangements set out in this PA.

### 4. MANAGING DIFFERENCE

The Schools' agree:

- to work constructively to honour the terms of the PA and in the best interests of the student,
- that they will work together in good faith to resolve any dispute that may arise during the term of this PA.

## 5. STATUS OF THE PARTNERING AGREEMENT

This PA is not intended to create legal relations or constitute a legally binding contractual agreement between the Schools'. However, the Schools' will comply with the terms of this PA.

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## RESPONSIBILITY MATRIX

A Referring School engaging YarraMe to deliver a tier 3 specialist intervention program retains accountability for the student.

The Referring School's accountabilities include but are not limited to ensuring that it complies with the following Department commitments to embedding inclusive education in all school environments for students with disabilities and additional needs:

### Inclusive education

An *inclusive education system* enables all students to be welcomed, accepted and engaged so that they can participate, achieve and thrive in school life. Inclusive education:

- ensures that students with disabilities are not discriminated against and are accommodated to participate in education on the same basis as their peers
- acknowledges and responds to the diverse needs, identities and strengths of all students
- occurs when students with disabilities and additional needs are treated with respect and are involved in making decisions about their education
- benefits students of all abilities in the classroom and fosters positive cultural change in attitudes and beliefs about disability, in and beyond the school environment
- contributes to positive learning, engagement and wellbeing outcomes for students.

### Victorian SHARE Principles for Inclusive Education

The following principles provide guidance for all members of the school community on the main features of inclusive education:

#### **S: Student-centred**

Inclusive education involves students, in collaboration with their peers and/or carers, in decision-making processes as respected partners in education.

#### **H: Human rights focused**

Inclusive education is supported by and is the realisation of a human rights based approach to education. International human rights principles and Victoria's *Charter of Human Rights and Responsibilities Act 2006* provide a framework for every Victorian to be treated with dignity and respect and to enjoy their human rights without discrimination.

#### **A: Acknowledges strengths**

Inclusive education recognises that each child and young person is unique. It focuses on a strengths-based, personalised approach to education that celebrates and welcomes difference to maximize learning, engagement and wellbeing outcomes.

#### **R: Respects legal obligations**

Inclusive education enables schools to uphold legal obligations to make reasonable adjustments for all students with disabilities. Reasonable adjustments assist all students to participate in education on the same basis as their peers without a disability.

### E: Evidence-based

Inclusive education uses contemporary evidence-based practices known to be effective in responding to individual student needs and improving student outcomes.

#### Legal obligations

All schools, as education providers, must comply with the *Equal Opportunity Act 2010* (Vic), the *Disability Discrimination Act 1992* (Cth) and also the *Disability Standards for Education 2005* (Cth) (the **Standards**), see: [Disability Standards](#)

The Standards cover enrolment, participation, curriculum development, student support services and the elimination of harassment and victimisation, and provides guidance for schools on:

- the rights of students with disabilities
- the legal obligations on education providers
- some of the measures that would demonstrate compliance.

The Standards apply to all students with disabilities, not just those who are eligible for support under targeted funding programs. Additional resources provided to schools do not define or limit the support provided for student disabilities.

#### Reasonable adjustments

Under both State and Commonwealth laws schools must make 'reasonable adjustments' to accommodate students with disabilities or additional needs. An adjustment is a measure or action taken to assist all students to participate in education and training on the same basis as their peers without a disability.

When planning an adjustment for a student, the School should consult with the parent/guardian/carer(s) and the student, through the Student Support Group process.

**Appendix A – Responsibility Matrix – Yarra Me School Inclusion Support Program – PA**

Requirements	Referring School Responsibility	YarraMe Responsibility
<b>Supported Transition</b>		
<p>Students commencing a placement with YarraMe will have an initial four week trial period.</p> <p>Subject to a satisfactory trial period, following this, it is anticipated that students will be offered a full placement</p> <p>Student attendance times will be reviewed at the first Student Support Group (SSG)</p>	<p>The School will work closely with YarraMe to support student attendance and transition plans</p>	<p>Teacher will be required to sign in and sign out at each visit.</p>
<b>Student Support Group Meetings (SSG)</b>		
<p>Student Support Group Meetings are held twice a term to review the student’s progress.</p> <p>Parents/carers, teachers, school representatives and other support staff are required to attend all Student Support Group Meetings.</p>	<p>A representative of the Principal class team will attend the Student Support Group meeting</p> <p>Set aside up to one hour for the meeting</p> <p>Ensure that the classroom teacher and other relevant school staff are released from duty to attend the meeting</p> <p>Assist in taking minutes at the meeting and distribute to all members</p>	<p>The YarraMe Key Teacher will:</p> <ul style="list-style-type: none"> <li>• confirm each Student Support Group meeting with the school</li> <li>• send an agenda to all members of the Student Support Group prior to the meeting</li> <li>• chair the Student Support Group meeting</li> <li>• distribute SSG Minutes</li> </ul>
<b>Program for Students with Disabilities (PSD)</b>		
<p>All students in receipt of Program for Students with Disability funding supported by integration aides, will continue to receive this support when attending YarraMe.</p> <p>It is expected that the student’s integration aide attends YarraMe with the student.</p>	<p>The School will ensure that:</p> <ul style="list-style-type: none"> <li>• YarraMe is not the aide</li> <li>• The integration aide assists the classroom teacher in embedding YarraMe suggested strategies in the classroom</li> </ul>	<p>Yarra Me School Key Teacher will work closely with the integration aide, sharing resources and strategies for supporting the student</p>
<b>Classroom Teacher Release</b>		

## Appendix A – Responsibility Matrix – Yarra Me School Inclusion Support Program – PA

Requirements	Referring School Responsibility	YarraMe Responsibility
Peer observation is about teachers observing and reflecting on their practice. It aims to support the sharing of best practice and build awareness about the impact of your own teaching.	<p>Confirmation of weekly meetings per term to observe the range of strategies and supports in place by YarraMe</p> <p>Prior to commencement of the program, a representative of the Principal class team will confirm in writing the scheduled meeting times with the classroom teacher</p>	YarraMe Key Teacher will work closely with the classroom teacher sharing resources and strategies for supporting the student
<b>Student Attendance</b>		
<p>Maintenance of student attendance records in accordance with the Victorian School Policy and Advisory Guide, and the School Council’s policy on student attendance.</p> <p><i>The role of the Referring School and Yarra Me School in maintaining attendance records, reporting student attendance and action to be taken in the event of student non-attendance.</i></p> <p>Ensure both parents/guardians and School are notified as soon as practicable in line with the Department Policy regarding student attendance. For more information see: <a href="https://edugate.eduweb.vic.gov.au/sites/i/Pages/production.aspx#/app/news/detail/1566/">https://edugate.eduweb.vic.gov.au/sites/i/Pages/production.aspx#/app/news/detail/1566/</a></p>	The School will support the goals of YarraMe through the integrated attendance across the two schools	YarraMe will develop a supported transition plan to consolidate the learning gains, and to work with the Referring Classroom Teacher.
<b>Care, Safety and Welfare</b>		
<p>DET safety provisions are in place for the School to follow for students presenting with complex needs including:</p> <ul style="list-style-type: none"> <li>making of a mandatory report to report a formed belief that a student is at risk due to neglect and/or abuse. Procedures for responding to and reporting allegations of suspected child abuse: <a href="https://www.education.vic.gov.au/school/teachers/health/childprotection/Pages/report.aspx">https://www.education.vic.gov.au/school/teachers/health/childprotection/Pages/report.aspx</a></li> </ul>	<p>The School is required to follow DET policy and strategies for addressing behaviour concerns or if a student has a chronic pattern of challenging behaviour.</p> <p>The School is required to ensure regular communication about behaviours of concern with YarraMe</p>	<p>In collaboration with the School, the YarraMe Key Teacher will develop a Safety Plan, and Functional Behaviour Plan for students with behaviours of concern</p> <p>The YarraMe Key Teacher and/or Leadership Team will provide guidance, support or templates</p>



**Appendix A – Responsibility Matrix – Yarra Me School Inclusion Support Program – PA**

Requirements	Referring School Responsibility	YarraMe Responsibility
<ul style="list-style-type: none"> <li>• meeting obligations for students in Out of Home Care  <a href="https://www.education.vic.gov.au/childhood/professionals/health/outofhomecare/Pages/about.aspx">https://www.education.vic.gov.au/childhood/professionals/health/outofhomecare/Pages/about.aspx</a></li>   <li>• use of emergency management and critical incident management plans  <a href="https://www.education.vic.gov.au/school/teachers/behaviour/student-behaviour/Pages/respondingtobehaviour.aspx">https://www.education.vic.gov.au/school/teachers/behaviour/student-behaviour/Pages/respondingtobehaviour.aspx</a></li> <li>• maintenance of major and minor behaviour data  <a href="https://www.education.vic.gov.au/school/teachers/management/improvement/Pages/swpbs.aspx">https://www.education.vic.gov.au/school/teachers/management/improvement/Pages/swpbs.aspx</a></li> <li>• following DET Restraint and Seclusion guidelines  <a href="https://www.education.vic.gov.au/school/teachers/behaviour/restraint/Pages/behaviourofconcern.aspx">https://www.education.vic.gov.au/school/teachers/behaviour/restraint/Pages/behaviourofconcern.aspx</a></li> </ul>		<p>to the Referring School to assist the School to implement DET best practice safety measures</p>

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**Appendix A – Responsibility Matrix – Yarra Me School Inclusion Support Program – PA**

Requirements	Referring School Responsibility	YarraMe Responsibility
<b>Individual Education Plans (IEP)</b>		
<p>Students participating in the program have an Individual Education Plan that details goals with reference to the strengths and issues for participation and the plan for how these will be addressed by the program.</p> <p>Refer to <a href="https://www.education.vic.gov.au/school/teachers/teachingresources/practice/Pages/reportsgoals.aspx">https://www.education.vic.gov.au/school/teachers/teachingresources/practice/Pages/reportsgoals.aspx</a> for more information.</p>	<p>The School will work with the YarraMe Teacher in the development of the Personalised Learning Plan (PLP)</p> <p>The School will make every effort to implement the strategies with fidelity, and seek advice from YarraMe for assistance</p> <p>It is expected on completion of the student’s placement that the School will continue to implement the annual and sub goals as outlined in the PLP</p> <p>The PLP will be made available to all relevant School staff</p>	<p>YarraMe reporting on the student will be in the form of a PLP.</p> <p>YarraMe Key Teacher will develop a PLP containing Social and Emotional Learning Goals, with both annual and sub goals.</p> <p>The PLP takes the full Semester (i.e., two school terms) to complete and the document goes through rigorous draft processes including three scheduled edits by YarraMe Leadership team</p> <p>The PLP will be presented at the student’s final SSG</p>

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**Appendix A – Responsibility Matrix – Yarra Me School Inclusion Support Program – PA**

Requirements	School Responsibility	YarraMe Responsibility
<b>Behaviour Support Plans (BSP)</b>		
<p>A Behaviour Support Plan is a document that addresses inappropriate behaviour of a student, and outlines strategies to improve their behaviour.</p> <p>Targeted plans are developed for students who have been diagnosed with severe behaviour disorders</p> <p>BSPs are an essential Tier 3 Intervention Plan developed by YarraMe. A BSP from YarraMe clearly outlines YarraMe’s current understanding of student behaviour, as well as the steps that are taken to assist with supporting positive behaviour. The focus is on how school staff members manage their responses to behaviour, and on school cultural and environmental change, rather than the expectation the student will change on their own without those supports.</p>	<p>The School will work with the YarraMe Key Teacher in the development of the BSP</p> <p>The Schools will make every effort to implement the strategies with fidelity, and seek advice from YarraMe for assistance</p> <p>It is expected on completion of the student’s placement that the School will continue to implement the strategies as outlined in the BSP</p> <p>The BSP will be made available to all relevant School staff</p>	<p>YarraMe reporting on the student will be in the form of a BSP.</p> <p>YarraMe Key Teacher will develop a BSP to implement various interventions and test their success for each student individually throughout their placement.</p> <p>The BSP takes the full Semester (i.e., two school terms) to complete and the document goes through rigorous draft processes including three scheduled edits by a psychologist.</p> <p>The BSP will be presented at the student’s final SSG</p>
<b>Post Intervention Surveys</b>		
<p>YarraMe conducts post intervention surveys to measure the success of the student supports and to monitor progress at a 3, 6, 12 and 18 month intervals post placement</p>	<p>Identify a relevant person (Teacher or principal class) from the School to complete the survey.</p> <p>Surveys are required to be completed within 7 days of receipt</p>	<p>YarraMe will send a survey by email to the Referring School Principal at the following intervals: 3, 6, 12 and 18 months post intervention</p>
<b>NAPLAN</b>		
<p>VCAA Provides numerous adjustments for students with disability to support access to the NAPLAN tests and encourage maximum participation.</p> <p><a href="https://www.nap.edu.au/naplan/school-support/adjustments-for-students-with-disability">https://www.nap.edu.au/naplan/school-support/adjustments-for-students-with-disability</a></p>	<p>The School is expected to encourage the student attending YarraMe to sit NAPLAN testing</p>	<p>YarraMe Key Teacher will liaise with the Referring School for the student to attend the referring school on NAPLAN days or pending availability.</p> <p>Alternatively, the School can provide the NAPLAN tests for the student to complete at YarraMe.</p>

## Appendix A

### Summary of Referring School Requirements

Requirements	Check List
Student Support Group Meeting (SSG) at Referring School (Twice per term)	<input type="checkbox"/> 2 Meetings per term Scheduled (4 in total)
Principal Class attendance at SSG	<input type="checkbox"/> Attendance at SSG's Scheduled
Integration Aide attendance days at Yarra Me School Confirmed (if applicable)	<input type="checkbox"/> Yarra Me School notified
Teacher morning visits at Yarra Me School arranged (2 per term)	<input type="checkbox"/> Visit dates booked and Yarra Me School notified
<b>Office Use</b>	
	<input type="checkbox"/> Agreement provided to Referring School
	<input type="checkbox"/> All sections completed
	<input type="checkbox"/> Receipt of signed Agreement 3552

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## AUTHORISATION

Yarra Me School and [insert name of School] acknowledge their acceptance of the terms of the Partnering Agreement for the delivery of the Yarra Me School Inclusion Support Program by signing this PA

Yarra Me School or its Authorised Appointee:

.....

Signature

Name: .....

Title: .....

[insert name of School] or its Authorised Appointee:

.....

Signature

Name: .....

Title: .....

SAMPLE