



PILOT PROGRAM

SCHOOL SPEECH PATHOLOGIST IN SCHOOLS

INFORMATION & TERMS OF SERVICE

The Speech Pathologists in Schools (SPiS) pilot program provides access to speech pathology services for schools in the North Metropolitan area. Speech Pathologists (also known as Speech and Language Pathologists) are university trained professionals whose work focuses on language, communication and swallowing/mealtime support.

Within the SPiS pilot program, schools may access speech pathology services across the areas of speech sounds, language, literacy, Augmentative and Alternative Communication (AAC), and in some contexts stuttering and consultations regarding mealtime management within a school context. *Note, the SPiS program is not intended to replace the need for students to access external speech pathology services through other agencies, particularly in the case of ongoing or significant difficulties.*

Within the SPiS pilot program, services are provided:

- For students, school staff and parents
- Directly and indirectly
- Proactively and responsively
- At the individual, group and school level
- By Speech Pathologists employed as Speech and Language Officers through the NEMLDC under the Public Service Award & Agreement (Specified Callings Level 1) – referred to a Speech Pathologist (SP) or the School Speech Pathologist (SSP)

The SSP delivers support services to the school through the development of collaborative and cooperative relationships with school personnel. This document outlines the negotiated support from the SSP (NEMLDC) and responsibilities of each party to this Service Agreement. These are reiterated and signed upon in a school service agreement when a school receives a SP to work in their school.

The Negotiated Services will be reviewed each semester with the school, the Speech Pathologist and the NEMLDC to address identified needs and ensure quality service provision.

The SPiS Pilot Program has been approved by Joanne Harris (Director of Education at the North Metropolitan Regional Office), currently until the end of 2024. If an extension to the program is granted, these terms of reference will continue to apply for schools in contract during that time period.

ROLES AND RESPONSIBILITIES

SCHOOL & PRINCIPAL OR DELEGATE ROLES AND RESPONSIBILITIES

Resources & infrastructure. Provide the SP with:

- a **consistent, secure working space** for the SP to work and store their materials. If withdrawal support is provided to students, the school should also provide suitable space for this to happen (this can be a separate space from the SP's main 'working space').
- computer and internet access
- a secure **space on the school shared drive**/within the school's data management system (e.g. through Integris) to store student data
- access to relevant **student school assessment data** and relevant school communications
- sufficient printing/photocopying access for quality service provision
- **consumables** required by the speech pathologist such as art/craft resources, photocopying of test papers and reports etc.
- loan access to school resources that may be required for group intervention sessions e.g. the book being studied by a class
- a clinical **resources budget** of at least \$300pa to be used by the SSP as needed to access resources to support the school, as well as testing materials. Materials purchased using this money become the property of the school.

Service planning and support:

- Meet with the School Speech Pathologist (and as needed NEMLDC) at least **once each semester** to review services provided under the Service Agreement. Agreed services can be altered substantially within the semester, however **no more regularly than once every 5 service weeks**.
- Ensure caseload allocation for **consultative services of no less than 0.2 FTE SSP per 250 students**. For **direct student services, an FTE allocation of no less than 0.2 FTE per 150 students** is recommended.
- Ensure **staff work collaboratively with the SSP** to identify and meet the needs of students/staff being supported e.g. ensuring that staff are making suitable and timely referrals/requests for support, supporting with negotiation of suitable times for support where requested by the SSP etc.
- Provide direction as to which classes/educators/cohorts are priorities for tier 1 support.

Capacity building of staff

- Communicate and reiterate to staff as needed the **SPiS service focus on capacity building and tier 2 support** (where possible used over tier 3 support), as broader and higher impact models of support.
- Ensure **time is provided for teachers and school leadership to meet with the SSP** as needed.
- Ensure time on SDD and/or staff meetings is provided for the SSP to upskill school staff.
- Ensure staff implement negotiated teaching and learning adjustments.

Consent

- Ensure that the caregivers of students receiving specialist withdrawal tier 2 or 3 support have been informed of the support and have given adequate consent for the service to be provided. **The school carries the burden of consent for all services provided.**
- Communicate to the SP which students do/do not have adequate consent for planned services in a **timely manner** (within 2 weeks of a request for information being made by the SP)

Service feedback

- Provide the NEMLDC with timely and honest **feedback** on the service **mid-contract year and at the end of the contract year** (the SPiS coordinator will reach out requesting feedback, however voluntary feedback is always welcomed).

SPEECH PATHOLOGIST ROLES AND RESPONSIBILITIES

Service planning and provision

- Negotiate the Service Agreement and meet each semester with the School (and NEMLDC as needed) to review services provided under the Service Agreement, to address identified needs and ensure a quality service provision.
- **Caseload management** – determining which students/staff will receive support, as well as the manner and timetabling of this support. School staff such as school leadership, the school contact person and teachers may have input, however it is ultimately the SSP's responsibility to determine the best way to provide the agreed services.

Service provision

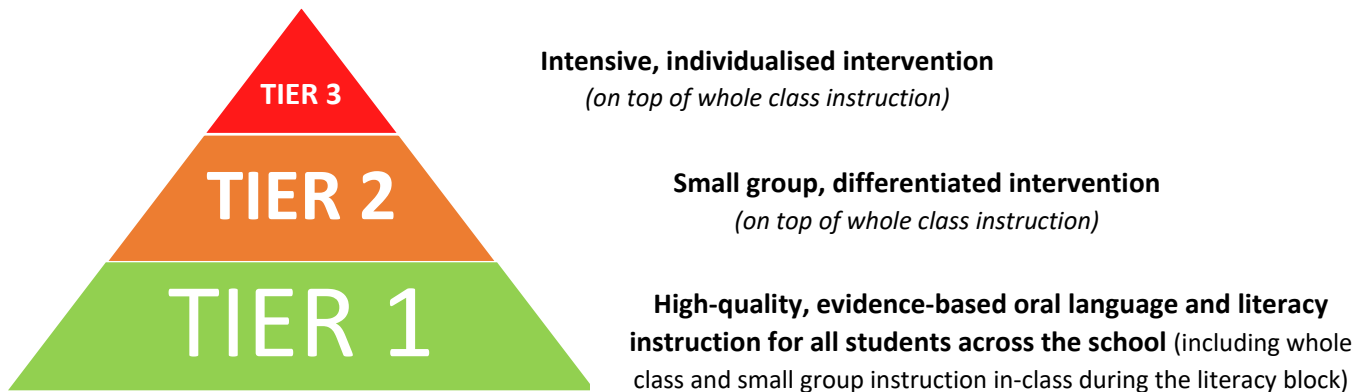
- **Provide the services** agreed in service planning/review discussions (see service agreement & meeting minutes)
- Provide an **average of at least 270 mins per week** (e.g. 6x 45mins) of **targeted services during the school terms**. These targeted services include: tier 1, 2 & 3 support and intervention; assessment and data analysis; upskilling of and liaison with staff, families and relevant stakeholders (including reporting); resource provision for staff and families.
- Upskill school staff as negotiated in **collaboration with the relevant LDC Outreach Service**
- Maintain professionalism according to the DOE Code of Conduct and Speech Pathology Australia Code of Ethics.
- Appropriate acquisition of resources and transparent expenditure of budget and time.

SERVICE PROVIDER (NEMLDC) ROLES AND RESPONSIBILITIES

- **Negotiate the initial Service Agreement** and meet each semester (as needed) with the Speech Pathologist and the School to review services provided under the Service Agreement, address identified needs and ensure a quality service provision.
- Hold and email the school the completed Service Agreement.
- **Human Resource administration and line management** of SSP (e.g. recruitment, leave management etc.)
- Provide relevant **professional learning** for the SSP .
- Provide **performance management** processes for the SSP.
- Provide **collegiate support** for the SSP.
- Monitor the **quality of the SSP**.
- Respond to School feedback.
- The SPiS Coordinator is the main **contact person for the school** if they would like to discuss any matters regarding the service **without the SSP's involvement**.
- **Invoice the school** for relevant payments to be made and process leave reimbursement.

RESPONSE TO INTERVENTION

The SPiS Pilot Program is based on the Response to Intervention (RTI) model, a best practice model for the provision of speech pathology services in schools. This model is delivered within the context of the most effective evidenced based, teaching and learning practices and prescribes multiple tiers of service provision:



The SPiS program provides services across all tiers of intervention in the areas of language, literacy, speech and fluency, with expertise in Kindergarten to Year 2 (K-Y2) language, literacy and speech impairments.

Within this service, there is a particular focus on:

- ✓ Working closely with educators to upskill them and support the delivery of **high-quality, evidence-based assessment and instruction for all students within Tier 1**. *This forms the foundation for effective tier 2 and 3 support to then be provided.*
- ✓ Where possible, **tier 2 intervention** is prioritised over tier 3 intervention. *This is to broaden the impact of the SPiS service in the limited SPiS time available.*
- ✓ **Upskilling educators/other parties** supporting the school (e.g. volunteers) to provide quality tier 2/3 intervention. *This is important because intervention needs to be delivered intensively to be most effective – often more intensively than the number of days a week schools have an SP.*

NEGOTIATED SERVICES

The following services can be provided as negotiated and agreed throughout the course of the year. Services to be provided is to be re-evaluated each term and amended throughout the year as needed. *Please see agreed support plans /meeting minutes for more details.* Where services can be provided by both the SSP and the Outreach Service, the SSP and Outreach will collaborate with each other and the school to establish the most cost effective and impactful distribution of roles.

		Service <small>** & bold = recommended SPiS service</small>	Potential service provider <small>(grey = typically not available)</small>		
			Outreach <small>(free/low cost) *Some limits</small>	SPiS <small>(paid)</small>	
Workshops		Teacher PL in relation to specific topics e.g. assessment, RTI, communication difficulties, vocabulary, grammar, speech sound support	✓	✓	
		**Targeted PL workshops for EAs	✓	✓	
		**Caregiver training in the areas of DLD, language, literacy and speech development		✓	
Tier 1	Assessment	Review of school assessments	✓	✓	
		Coaching in assessment administration	✓	✓	
		Support analysing class/school English data	✓	✓	
		**Side:side training in assessment administration		✓	
	Instruction	Language and literacy programming (cohort/school level)	* ✓	✓	
		In-class observations and feedback of staff	* ✓	✓	
		Collaborative planning with teachers	✓	✓	
		**Teacher consultations	✓	✓	
		**Co-teaching of collaboratively planned lessons		✓	
		**In-class modelling of whole class lessons (K-2)		✓	
		**Modelling / running small groups during the literacy block – educator upskilling		✓	
	Tier 2/3	Recommended	Identification/assessment of communication difficulties		✓
			Language/literacy small group withdrawal intervention		✓
**Recommendations and in-class modelling of support strategies for students with difficulties				✓	
**Training EAs/selected staff to provide specific interventions				✓	
Optional		Speech sounds small group withdrawal intervention		✓	
		Individual withdrawal intervention <small>(speech, language, literacy, fluency if the caregiver is present for sessions)</small>		✓	
		Referrals to the Child Development Service (CDS) or Language Development Centre (LDC)		✓	
		Applications for NDIS funding		✓	
	External service provider consultation		✓		
	Caregiver consultation		✓		

SP WORKING CONDITIONS

SSP Hours: 8-hour day including 30-minute lunch break, as per the PSA/A. Flexible working arrangements. *During the school term, SP hours are typically worked between 8/8.30am and 4/4.30pm, with flexibility as negotiated with the SPiS coordinator (SP line manager).*

School Holidays: SSP to conduct the work of the School onsite at NEMLDC/as negotiated with their line manager, participate in professional and collegiate support and performance development processes.

Leave: The school will be reimbursed the salary of the SSP for days of annual, personal or long service leave taken.

- *Annual leave:* SSP have access to 4 days of annual leave per year, per 0.2 FTE worked (total of 4 weeks per year for 1FTE). SSP are encouraged to take annual leave in the school holidays to maximise their time on site at the school, however this will not always be possible. In these cases, the SSP will endeavour to prioritise the provision of direct services when they are on site during the term, and will endeavour to move some indirect services (e.g. report writing) into the school holidays.
- *Personal leave:* Where personal leave needs to be taken, the SSP will inform their main school contact and process the leave through the NEMLDC.

SERVICE AGREEMENT & COST

Contract length:

A minimum contract of 12 months must be agreed to. In some circumstances schools can sign up for a contract of 2 years, which secures the school access to the same high-quality SP where possible. Regardless of contract length, schools are billed on an annual basis as per the determined costs below.

Service cost:

In order to ensure a sustainable, high-quality service, the SPiS pilot program needs to be cost neutral to the LDC. As such, the cost a school incurs for the SPiS service is determined by when the service contract starts and calculated on a 12 monthly basis. A 2.5% price increase per semester is included in pricing to keep the service cost neutral to the LDC. *In the event that SP salaries do not raise as much as anticipated and thus factored into costings, schools may be reimbursed the difference.*

Below are the projected costs for a 12m contract for the following timespans per FTE...

2024 Semester 1 starting on-site:

# days per week	1	2	3	4	5	
FTE	0.2	0.4	0.6	0.8	1.0	
Total cost	\$27,600	\$52,100	\$76,600	\$101,100	\$125,600	
Cost breakdown:	SP salary	\$24,500	\$49,000	\$73,500	\$98,000	\$122,500
	Administration fee*	\$3,100				

2024 Semester 2 starting on-site:

# days per week	1	2	3	4	5	
FTE	0.2	0.4	0.6	0.8	1.0	
Total cost	\$28,600	\$54,000	\$79,400	\$104,800	\$130,200	
Cost breakdown:	SP salary	\$25,400	\$50,800	\$76,200	\$101,600	\$127,000
	Administration fee*	\$3,200				

Administration Fee: Fee covers recruitment, induction and ongoing training, HR management, access to the Resource Library, ongoing support, performance development and program review.

Test form usage: The cost of test forms used by the SSP for the school's work will be invoiced to the school.

Payment:

Payment for the SPiS service is to be made via a School Allocation Module Request to the North East Metro Language Development Centre. The contracted amount will be invoiced in 2 parts, with the first year's portion of total cost invoiced in the first year, then the remaining portion of the contract's cost invoiced and to be paid the next year.

The first invoice of the year will credit schools with ongoing contracts the value of outstanding leave reimbursements, and will invoice schools the cost of test forms used in the year prior.

Continuation of SSP across contracts:

Contracts lapsing during the April school holidays to the end of term 4:

- If the school wishes to renew their service contract, a new agreement must be signed **4 or more weeks in advance** of the current contract lapsing for the School to maintain the same SSP it has had (if the same SSP remaining is preferable for both the NEMLDC & School).

Contracts lapsing during the Christmas holidays through to term 1:

- If the school wishes to renew their service contract, a new agreement must be signed by the **end of week 6 of term 4** of the year prior for the School to maintain the same SSP it has had (if the same SSP remaining is preferable for both the NEMLDC & School).

If the School does not sign a new contract within the stipulated time, the service contract can still be renewed, however the SSP the school had may no longer be available. In this situation another SSP would be offered to the School when one becomes available (which might not necessarily be at the cessation date of the original contract).

This is to ensure that if contracts are not renewed, SSPs are given at least 4 weeks' notice of their employment situation changing, and to ensure that SSPs have sufficient time to wrap up services with school staff.

Need more information? Please call 9218 1600 or email cindy.stirling@education.wa.edu.au

Ready to apply? Complete the application form online here: <https://forms.office.com/r/HHwPT879hT>