SUPPORTING LEARNING AT NEWBRIDGE HEIGHTS PUBLIC SCHOOL
Learning Support Team

The prime function of the learning support team is to ensure that the needs of students in the school are being met by considering individual student need, teacher need and whole school planning.

Special Education Handbook for Schools

THE LEARNING SUPPORT TEAM – OPERATION AND RESPONSIBILITIES

Effective Learning Support Teams (LSTs) play a vital role in supporting both students and their teachers. The learning support team focuses on addressing the learning needs of students by ensuring that collaborative planning and programming occurs, that effective implementation strategies are in place, that available and appropriate school resources are being utilised, and that monitoring, assessment and reporting strategies have been agreed upon.

A practical and direct way for parents and carers to be involved in their child’s learning is through the learning support team. Parents and carers know most about the child’s abilities and needs in a non-school setting, and their insights can add significantly to the work of the team. Together teachers and parents work to support students and achieve outstanding outcomes through planning, expectations of success and positive school culture.

The learning support team’s member participation depends upon the background and needs of the individual student. Each teacher becomes a member of the LST when the performance of one of their students is being reviewed, and the leader of any program of support for that student. The learning support team at Newbridge Heights Public School comprises the Deputy Principal (learning support team coordinator), the Principal, school counsellor/s and specialist teachers – LaST, Reading Recovery and ESL / EALD.

Learning support team meetings are held every week. They are concerned with student support and collaborate to:

- discuss needs
• share information
• share resources
• set goals
• devise strategies
• decide on future action.

The learning support team process may result in:
• request for or supply of additional background information
• collaborative planning / teaching
• support for the classroom teacher
• modified classroom practice and/or
• individualised planning.

A learning support team meeting may lead to:
• a personalised learning and support program (PLaSP)
• further assessment
• application for, or referral to, support services external to the school.

At Newbridge Heights Public School we recognise the need for support for students at three levels of need: **Intensive support** for those with the greatest difficulty in learning and for whom learning adjustments may be needed, **targeted support** for those experiencing difficulty with a specific skill or concept that requires accommodation in their program, and **universal support** programs that will support better learning outcomes for all students.

The Learning Assistance Policy, 2007-2009 (Primary & Central) DN/06/00280 states:
• In any school at any time, there will be students who may experience difficulties with learning. These difficulties may vary in cause, nature, intensity and duration.
• Learning difficulties may arise at any time throughout a student’s school life. Students may experience difficulties in learning because of the ways in which they learn or the rates at which they learn.
• Students experiencing difficulties in learning will have differing levels of educational need, which may require the provision of one or more educational support services over varying periods of time.
• Prime responsibility for meeting the specific learning needs of students with difficulties in basic areas of learning lies with the school and the classroom teacher.
• The school learning support team plays a key role in ensuring that the specific learning needs of students experiencing difficulties in learning are met.

**ACCOMMODATIONS AND ADJUSTMENTS**

The Disabilities Discrimination Act and the Board of Studies require that all students have equity of access to the curriculum. This may be achieved through making **accommodations and learning adjustments**.

**Accommodations** in teaching strategies allow students to achieve **appropriate age stage outcomes**. These accommodations include a wide range of strategies which should be implemented in classroom practice and assessment processes. Accommodations are changes to an environment that will allow students with additional needs to participate fully in the same learning, working towards the same syllabus outcomes and content, as all other students of the same age/stage. Accommodations could include sign language, Braille, a reader or scribe, access to technology, personal carer support, modifications to equipment, furniture and learning spaces.

**Learning adjustments** in teaching strategies allow students to access outcome that are **not stage/age appropriate**. Learning adjustments are measures or actions taken in relation to teaching, learning and assessing that enable a student to access and participate in achieving syllabus outcomes and content different from those for the age/stage group, and that meet the student’s personalised learning needs.

Assessment tasks should be modified in-line with accommodations and learning adjustments.
LEVELS OF SUPPORT FOR STUDENTS

INTENSIVE SUPPORT

Between 1% and 5% of our students will need intensive support beyond that available through targeted and universal levels. These students experience the greatest difficulty in learning. Their learning support needs dictate that the best chance of quality learning time may be achieved by offering instruction away from the distractions (for them) of the regular classroom. The learning support team will focus on ensuring the validity and quality of the teaching practices as well as taking all possible measures to ensure the best alignment between the classroom program and the intensive support program.

This level of action is considered CRITICAL as a result of student need and teacher concern.

Direct, intensive support is provided in a withdrawal mode, on a short term basis, and is reviewed frequently of evidence of reaching the exit criteria.

At Newbridge Heights, support for these students is provided in the following way:

- Teacher referral is completed and submitted to the learning support team for consideration and advice.
- Observations and assessments are undertaken, taking into consideration past records.
- An allocation of support is made, and a review date established.
- Intensive support programs, such as Reading Recovery, Multilit and Speech Therapist are supported through the school's budget and timetabling processes
- Time is arranged for the class teacher and specialist teacher to develop a Personalised Learning and Support Plan (PLASP) for the student.
- PLASPs are developed using the Literacy and Numeracy Continuums as benchmarks, and include exit criteria and a home learning component.
- PLASPs indicate directions for in class support from the teacher as well as individual support from the specialist.
- The PLASP is communicated to parents and a signed copy recorded in EduPro.
- PLASPs are established using S.M.A.R.T. goals – and targets are broken down into smaller, achievable units. Once these have been achieved and celebrated, the PLASP is reviewed.
- Progress of children receiving support of this nature is discussed by the learning support team one month after the intervention begins. Recommendations for teacher professional development or external support are considered by the learning support team.
- Volunteer support (through programs such as Multilit) are monitored and evaluated with the volunteer participating in the review process.
- Once the learning support team decides that the target for the withdrawal intervention has been met, a follow-up assessment of the child’s progress is made and a revised PLASP developed for implementation by the class teacher and, if necessary, parents. The child will be reviewed again by the learning support team in the following term.

Students responsive to short term, intensive support would include those who:

- Gain little when guided or nothing when operating independently from factual or literary text used at grade level in the KLAs.
- Bring few, if any, strategies to the reading task.
- Do not focus on reading for meaning, have no expectation of reading beyond avoiding their perception of the teacher’s displeasure or their classmate’s derision.
- Are almost completely lacking fluency on any text that is not known ‘by heart’ and a rate of oral reading that demonstrates that all processing is focussed on decoding, allowing none for meaning making.

Their academic progress might have certain significant markers, including any of the following:

- Year 3 NAPLAN scores at low band 1, or Year 5 NAPLAN scores at low band 3.
- Literacy outcomes or benchmarks that are considerably lower than stage expectation; for example,
  - one whole stage by the end of stage 2
  - reading recovery level of 6 or less by the end of year 2
  - reading recovery level of 16 or less by the end of year 4
  - Neale comprehension / accuracy score less than ¾ chronological age when in years 3-6
- Not improving oral reading rate at a minimum of 1 cwpm for every week of intervention over an extended period of 10-20 weeks
- Virtually no congruence between published work samples and standards rubrics
- A history of ongoing learning support needs that have resisted classroom accommodations to ameliorate
- Severe expressive and or receptive language delay
- Evidence of early difficulties with phonemic awareness and or phonological skills, combined with an observed or diagnosed ‘slow processing’ difficulty (not low IQ) demonstrated by slow naming speed of objects, letters, etc.
- Participates better and achieves more when working one-to-one or in small groups of up to 3-4
- There is a noticeable change in the performance of the child, indicating an obvious need for support.
- Teacher observations are that the student consistently needs one to one assistance to achieve learning targets.

TARGETED SUPPORT

About 10 – 15% of students will need targeted support beyond that feasibly provided in the regular curriculum through accommodative teaching. These children will typically be in the low reading group. The focus for the learning support team is making the organisational and structural changes needed to ensure that those students have daily access to appropriate support.

This level of action is considered IMPORTANT as there is significant need and potential for improving learning outcomes through building teacher capacity and making school structural adjustments.

The daily use of a shared and guided reading time is essential in meeting the needs of these students in the classroom. The strategies demonstrated, used and practiced at this time need to be carefully selected to meet the needs of these students.

Support for these students is provided in the following way:

- Learning support team coordinator works with stage executive to analyse assessment results and set targets
- Stage executive support teachers in developing learning referrals for groups of students
- Learning support team plans, implements and monitors interventions for groups of students with their classroom teachers (for example, early intervention speech pathology program)
- Learning support team coordinates professional learning for teachers associated with emerging trends and needs.
- Time is arranged for the class teacher, stage exec and specialist teacher to develop a differentiated program for the identified students.
- Targeted programs are developed using the Literacy and Numeracy Continuums as benchmarks, and include a home learning component.
- Progress of children receiving support of this nature is discussed by the learning support team at the end of the term in which the support was commenced.
- Once the learning support team decides that the target for the support has been met, a follow-up assessment of the children’s progress is made and a reviewed program developed for implementation by the class teacher. The group will be reviewed again by the learning support team in the following semester.

Students responsive to targeted support in the regular classroom would include those who:

- Are reading considerable below grade level and struggle with using reading to learn from factual or literal texts used at grade level in the KLAs
- Have some command of useful reading strategies, but need to improve existing strategies and learn new ones
- Are not consistent in their understanding of meaning, don’t listen to themselves when reading; have low rates of self - correction observed during reading inventory or miscue analysis
- Are somewhat behind their age peers in fluency and rate of oral reading.

Their academic progress might have certain significant markers, including any of the following:
- Year 3 NAPLAN scores in Band 1 or 2, or Year 5 NAPLAN scores in Band 3 or 4
- Students with a Reading Recovery Benchmark under 16 in year 2 and under 20 in year 3 should be referred to the learning support team. Stage 3 students with a PM Benchmark under 25 should also be referred to the learning support team.
- Literacy outcomes or benchmarks that are ‘somewhat’ lower than stage expectation, for example: one whole stage by the end of stage 2. If a teacher is in doubt, a referral to the learning support team will trigger diagnostic assessments.
- Little or inconsistent congruence with standards rubrics
- A history of frequent learning support needs addressed by supplemental instruction that is only variably successful or usually only partially successful
- Evidence of early difficulties with concepts about print, phonemic awareness and or phonological skills, combined with a lower than normal acquisition of the early reading skills addressed in the school’s regular reading instruction
- Participates better and achieves more with regular and frequent instruction and frequent short practice opportunities
- Teacher observations are that the student needs teacher help or works better in small groups to achieve outcomes.

**UNIVERSAL SUPPORT**

Around 80% of all students can have their learning needs met through high quality, accommodative teaching delivered through the regular classroom program by their classroom teacher. The focus for the learning support team and school efforts at this level is on enabling and supporting all classroom teachers to deliver that kind of quality teaching across all KLAs.

This level of action is considered STRATEGIC because it has the greatest potential for reducing learning support needs and urgency at higher levels, yet requires the least effort to implement for the team.

Accommodative teaching comprises all the ways teachers adjust what they normally do in order to account for the learning support needs of particular students. It is a personalisation of how things happen in the classroom. Needs in the following areas – memory, strategy use, vocabulary knowledge and language coding are best addressed through accommodations and adjustments that support curriculum access for all students, and especially for target students.

Support for all students is provided in the following way:

- Monitoring student achievement on national, standardised and school based assessment.
- Applying diagnostic tools to school achievement and making recommendations for future professional development.
- Championing and supporting staff in the implementation of focused, targeted professional learning that is aligned to student needs.
- Assisting teachers to develop and use a wide range of strategies for instruction in their classroom accommodations.
- Establishing whole school targets based on student need.

*Students responsive to accommodations at the core program or regular classroom level would include those who:*  

- Struggle getting the ‘big picture’ of a content area, failing to see connections between lesson content and what they already know
- Need to hear something a few more times from different angles for it to ‘stick’
- Take more time to respond to verbal questions
- Can’t remember or follow more than a few instructions at a time
- Are reading somewhat below grade level and struggle with using reading to learn.

Their academic progress might have certain significant markers, including any of the following:

- Year 3 NAPLAN scores at Band 2 or 3, or Year 5 NAPLAN scores at band 4 or 5
- Literacy outcomes or benchmarks that are a little lower than stage expectation, for example: one grade level by the end of stage 2.
- There is some congruence with standards rubrics in their work, but it is not complete
- A history of occasional needs addressed by supplemental instruction that is usually at least partially successful
- Any evidence of early difficulties with concepts about print, phonemic awareness and/or phonological skills
- Participates better and achieves more when things are modelled or demonstrated explicitly
- Teacher observations are that the student is not working to potential.

**ROLE OF THE LEARNING AND SUPPORT TEACHER**

The Learning and Support Teacher (LaST) will, through the school’s learning and support team, provide direct and timely specialist assistance to students in regular classes with additional learning and support needs and to their teachers. Many of these students come from diverse cultural, linguistic and socio-economic backgrounds.

The *Disability Standards for Education 2005* provides the context for the role and activities of the Learning and Support Teacher.

Emphasis in the role will reflect the needs of individual students and school priorities and programs that support students with additional learning and support needs.

The role will be underpinned by a collaborative and consultative approach so that the student and/or their parent or carer are actively involved in the student’s education.

The **Learning and Support Teacher** will:

- work collaboratively with the classroom teacher to support assessment for learning of their students with additional educational needs and identify specific learning and support needs
- plan, implement, model, monitor and evaluate teaching programs for students with additional learning and support needs in conjunction with regular classroom teachers
- plan, implement, model, monitor and evaluate personalised adjustments for learning where required, with the classroom teacher, student and/or parent or carer
- model exemplary classroom practice when tailoring adjusted learning programs for students with additional learning needs
Learning Support at Newbridge Heights Public School

- provide direct support for students with additional learning and support needs through a range of strategies (including direct instruction, delivery of adjusted learning programs, assessment and monitoring of progress) including the areas of social integration, language and communication, literacy, numeracy and behaviour. This may include students with confirmed disabilities.

- provide professional specialist advice, support and mentoring to classroom teachers on:
  - how best to cater for the diverse learning needs in their classrooms, and
  - how to effectively work in partnership with families to maximise learning opportunities for students at school and at home

- provide professional specialist advice and assistance about students with additional learning needs to the school’s learning and support team

- assist with professional learning for class teachers and school learning support officers within their school and local network of schools where appropriate.

In undertaking their work the Learning and Support Teacher will not be used to provide relief for teachers / executive or to establish a separate class.

BEHAVIOUR SUPPORT

A behaviour management program and process is well established at Newbridge Heights Public School. Support for student’s behaviour is outlined in the school Welfare policy. When a student’s behaviour is affecting their learning, the learning support team will undertake assessments with the classroom teacher, review the program in place for the student, and make suggestions for program changes, teacher professional learning, counsellor referral and family support.

INTEGRATION SUPPORT

Each school’s learning and support team will play a key role in planning how learning and support resources are used and how best to meet the specific learning and support needs of students. Parents and carers have a vital role to play in their child’s education. The learning and support team will work in consultation with parents and carers to ensure the best possible outcomes for their child.

Many students with disability have additional learning and support needs. The level and type of support that each student needs is different. Many students need adjustments in their day to day learning. A small number of students need more intensive or specialised support.

To achieve this, a Learning and Support Framework is to be designed to improve support for students with disability when they enrol in a school. This will follow a risk assessment involving parents, carers, professionals and paraprofessionals who have been working with the student prior to their enrolment at Newbridge Heights Public School.

This Learning and Support Framework will ensure that students receive the highest quality education from trained teachers and support staff who are focused on personalising each student’s learning experience.

Flexible Funding Allocation

Newbridge Heights Public School receives flexible funding to support students with additional needs in learning and behaviour, regardless of the cause. This includes students with mild intellectual disability, students with a language disorder or delay, and students with autism or mental health disorders who have lower level needs for additional learning support.

The school will use these funds to support students and their teachers. This may include using funds for extra teacher time, school learning and support officer time and release for teachers to undertake planning and programming or additional training.

The school learning support team may work with other local schools to share or pool their specialist resources to meet the needs of students, according to their local needs and priorities.
Students will not need a formal diagnosis, confirmation of disability, or a separate funding application in order to receive additional support for their learning through the flexible funding allocation or school resources.

**Support for students with moderate, high or complex needs**

Students with confirmed disability in regular classes who have moderate, high or complex learning and support needs will continue to be supported through the Integration Funding Support Program. This is funded additionally, and requires a Disability Confirmation and Access Request application.

This program provides additional support to schools for students with:

- moderate or severe intellectual disability
- moderate, high or complex needs in autism or mental health disorders
- physical disability
- hearing impairment; and
- vision impairment.

This support may be given in the school, but may require an application for support through a specialist support class or outreach program.

The learning support team coordinator will ensure that a review meeting occurs at least once each year to ensure that the adjustments and accommodations agreed on for students are still appropriate and relevant. This meeting will outline adjustments for the following year, and is done in consultation with parents, carers, teachers and support staff working with the student. Where the student is approaching transition points, the staff of the next school will also be involved.

**REPORTING TO PARENTS**

**Policy PD/2005/0290/V09:**

*Curriculum Planning And Programming, Assessing And Reporting To Parents K – 12: policy standards*

*October 2006 5*

3.1.5 Students for whom accommodations and/or learning adjustments have been made

Reports for students enrolled in regular classes, special classes and special schools for whom accommodations and/or learning adjustments have been made, will provide information about learning in K – 6, in each of the six key learning areas.

For students for whom learning adjustments have been made, the report will show achievement in components of the negotiated, adjusted program in each KLA or subject.

3.2.5 Students for whom accommodations have been made

Schools will use the five point achievement scale to report to parents for students in Years 1 – 10. The achievement of students is to be judged in relation to syllabus standards.

3.2.6 Students for whom learning adjustments have been made

For students for whom learning adjustments have been made because of an intellectual disability, the student’s report will indicate that it shows achievement against a personalised learning program i.e.

P – Personalised

The student has learning needs that require access to content and competencies that are at a different level from their age peer group

In general, ‘personalised’ reports will be provided for students with moderate or severe levels of intellectual disability, but may also be provided for students with other confirmed disabilities in those KLAs where a learning adjustment has been provided.

In addition to reporting the student’s achievement, in key learning areas or subjects where learning adjustments have been made, through written comments, schools also may report the student’s achievement using the following scale:

P4 – Independent

The student can complete a task independently, without assistance. The student maintains the skill or knowledge over time. The student generalises the skill or knowledge to new settings, people or materials.

P3 – Frequent

The student relies on partial prompts to complete a task. The student can regularly perform the skill or demonstrate knowledge. The student uses the skills or knowledge in a variety of familiar settings and situations.
P2 – Occasional

The student understands information, concept and/or can perform skill. The student often relies on physical or verbal assistance when participating in a task. The student has begun to demonstrate the skills in selected, familiar settings.

P1 – Beginning

The student has some existing prior knowledge and/or necessary pre skills for the task. The student is beginning to participate in a task with maximum teacher assistance. The student uses skills and knowledge in a single setting.

**ENGLISH AS AN ADDITIONAL LANGUAGE or DIALECT SUPPORT**

An English as an Additional Language or Dialect (EAL/D) Program is essential at Newbridge Heights Public School to cater for the education and social needs of EAL/D students. New Arrivals and students who have had little experience of formal English cannot always be effectively catered for in the mainstream classroom.

The EAL/D Program aims to:

- assist in the acquisition and/or development of English for children of Non-English Speaking Backgrounds (NESB), whether born in Australia or overseas.
- Identifying the language skills and concepts necessary for them to function effectively in school and in society.
- Devise activities which develop language skills and concepts, raising teacher awareness of the specific needs of EAL/D children.

The largest groups of students from non-English speaking backgrounds come from Arabic, Vietnamese, Greek, Chinese and Hindi families. Many of these do not require EAL/D support. Of those needing support the majority are Beginning English Learners. A small number of these children will be New Arrivals to Australia, who may have refugee status. Australian born children enrolling in kindergarten with minimal or no English are also monitored within the EAL/D program. For most children in this school, the socio-economic background is a stable one where education is valued and promoted and parents are supportive of school programs. A significant number of our children maintain their learning of their home language through formal classes.

EAL/D students are supported in their learning by the use of the following diagnostic tool which is used to assess their learning needs at any Curriculum Stage.

**Beginning English: Some print literacy in first language**

These students are starting to learn English. They can speak one or more languages/dialects other than English and have an age-appropriate level of print literacy in their first language. They have had varying experiences of formal schooling and may be literate in their first language. In a familiar learning environment, they will begin to engage with simple language tasks of the curriculum, particularly with support from a speaker of their first language, and targeted contextual support (eg visuals and gestures). Learning a language requires intense concentration, and students are likely to tire when listening to and speaking English constantly. High levels of explicit teaching of specific EAL/D skills are required from both the specialist teacher and the classroom teacher. These students are capable of understanding the concepts of the curriculum for their year level. However, as they are new to learning in and about English, they will find it difficult to show achievement as described in the achievement standards for their year level, as these rely heavily on English language proficiency to convey content knowledge and understandings.

**Beginning English: limited literacy background**

These students are learning English for the first time, with little or no foundation in continuous, formal education. They can speak one or more languages/dialects other than English, but have little or no experience with print literacy in their first language. Some students may be unfamiliar with books, needing explicit teaching to understand that the print marks on the page symbolise meaning. In a familiar learning environment, they will begin to engage with simple curriculum demands, particularly with support from a speaker of their first language, and targeted contextual scaffolds (eg visuals and gestures). Learning a language requires constant focus and attention, and students will tire easily and may experience a high level of frustration. High levels of explicit teaching are required throughout the day both from the specialist teacher and the classroom teacher. These students may be capable of understanding the content of the curriculum for their year level. However, as they are new to learning in and about English, they will find it difficult to
show achievement as described in the achievement standards for their year level, as these rely heavily on English language proficiency to convey content knowledge and understandings.

Emerging English
These students can speak one or more languages/dialects, including basic English, and have a growing knowledge of print literacy in English. They understand and participate in classroom behaviours and school routines. They engage with curriculum demands with some success, but continue to benefit greatly from the use of first language with peers and teachers’ assistants to clarify and consolidate understanding. Explicit and focused language teaching will enable them to produce simple written and spoken English, using predictable and learned formulas. They are still in a phase of language learning that requires intense concentration, so they are likely to tire during the day or disengage when the spoken or written texts under discussion are not accompanied by adequate contextual scaffolds. These learners still require extensive EAL/D explicit teaching throughout the school day from both the specialist teacher and the classroom teacher. These students are able to engage with and learn the content of the Australian Curriculum when provided with suitable language teaching and additional time to complete classroom activities. However, they will find it difficult to show their understandings if achievement must be demonstrated through language-reliant activities.

Consolidating English
These students can speak one or more languages/dialects and have a sound knowledge of Standard Australian English. They are active and increasingly independent participants in classroom and school routines, and are mostly able to concentrate on classroom tasks, including extended teacher talk. An increased ability to use English means that they purposefully engage with curriculum demands with general success. They understand and produce spoken and written texts for a range of specific purposes, with effective control of appropriate text structures features. However, they still require focused language teaching and strategies supportive of EAL/D learners, as the academic language of subject disciplines increases, becoming grammatically dense and with increasingly abstract and technical vocabulary. They will still require explicit teaching to develop their understanding of culturally laden topics of study (e.g. novels or historical inquiries). They have the language skills in English to meet many of the achievement standards for their year level, as described in the Australian Curriculum.

The main responsibilities of EAL/D teachers are to:

- Identify EAL/D students and their need, prioritise and allocate time accordingly
- Develop and implement EAL/D programs which demonstrate current EAL/D methodologies and target identified needs.
- Analyse language reception and production of EAL/D students, record progress and report to teachers and parents with reference to EAL/D Learning Continuum.
- Familiarise staff with EAL/D methodologies and techniques through formal and informal discussions, staff meetings or circulation of printed material.
- Ensure maintenance of correct OASIS records for NESB students
- Obtain and develop teaching and learning materials appropriate to the needs of EAL/D students
- Attend network meetings to upgrade skills and promote links with other EAL/D staff
- Maintain the EAL/D program regardless of teacher absences.

Program Implementation
An initial assessment of all new NESB enrolments is made after consultation with teachers and feedback is provided. The EAL/D learning continuum provides progressive standards of English language and literacy, this may be used to assess and report and provide a framework of activities. Assessment of receptive and productive language in oracy and literacy is achieved through taped interviews, anecdotal records, checklists, work samples etc.

After consultation with classroom teachers and depending on particular needs the number of children to be targeted, number of classes involved and timetable will be established.

- The EAL/D teacher and classroom teacher will jointly plan and share teaching load.
- The EAL/D teacher will provide language perspectives and individual assistance to students
- Scripture time or eating time is to be utilised for planning
- The EAL/D teacher and classroom teacher will teach similar content areas in separate locations
- Native English speaking students may be included in the EAL/D group to provide good language models or to receive assistance for some language need
- Thirty minutes of individual assistance, may be made available for short term assistance which may involve a special need e.g. speech therapy program.
• Support students attending school excursions.

The effectiveness of the implementation of the EAL/D Policy will be determined by students’ progression through the learning continuum, the adjustment of new arrivals to school routines and environment and feedback from classroom teachers. This policy will be evaluated as part of the school’s Strategic Plan for policy review.

READING RECOVERY PROGRAM

Reading Recovery is a research-based early intervention designed to reduce literacy failure for students in Year 1, not a remedial program. It was initiated and developed in New Zealand by educator and psychologist Dame Marie Clay. Reading Recovery operates world-wide and since 1999 has been implemented in over 830 NSW government schools annually.

Reading Recovery identifies students experiencing reading and writing difficulties after their first year of school. It aims to accelerate student progress by providing intensive one to one teaching for 30 minutes per day supplementary to ongoing literacy activities in their classroom. The goal is for students to fully participate in the classroom program along with their average peers.

It is recognised that Reading Recovery training influences a teacher’s classroom practice. Therefore, to enhance professional learning at a school level, a turnover of Reading Recovery teachers should occur after three to five years in the role.

Reading Recovery will be implemented as part of the school’s total literacy program. The Coordinator of the Learning support team is the executive supporting reading recovery and its implementation at Newbridge Heights Public School. The Learning support team monitors the implementation of reading recovery through:

• ensuring Reading Recovery is delivered daily according to the guidelines;
• following the process for the identification of students;
• monitoring Reading Recovery students beyond their participation in Reading Recovery;

Ensuring that a consistent and systematic approach to early literacy is achieved through assisting teachers to:

• gain an understanding of Reading Recovery and its role in the school's overall literacy strategy;
• assist in the identification of students for Reading Recovery in line with the guidelines;
• ensure identified students attend daily teaching sessions;
• attend Reading Recovery lessons at various stages to observe the student’s progress;
• provide Reading Recovery students with quality classroom literacy programs;
• monitor and support the progress of students who have had their series of lessons discontinued. Monitoring should be carried out by the learning support team until the end of Year 3.

The learning support team encourages parents of Reading Recovery students to work in partnership with the school by:

• maintaining a commitment to their child’s regular attendance at school
• providing assistance at home with their child’s literacy learning.

Identification of students

Students who participate in Reading Recovery are Year 1 students in their second year of school, who are identified as the lowest achievers in literacy learning.

An Observation Survey of Early Literacy Achievement (Clay, M.M., 2002) is administered by a Reading Recovery teacher to identify approximately the lowest 20% of text readers and those who achieve the lowest scores in observation survey tasks in Year 1. The lowest achieving students enter Reading Recovery.

Recommendations for assessing students are made after:

• consideration of the Reading Recovery Guidelines and Reading Recovery teacher Guidesheets ‘Guidelines Criteria for Identification Selection of Students’;
• consultation with the principal, the learning support team and the stage executive who has responsibility for learning in Stage 1.

Students with identified support needs, who are integrated into the regular classroom, may be considered for inclusion in Reading Recovery.
Student progress through Reading Recovery

Students who are identified for Reading Recovery are recorded in the register of participation on the day of entry to the intervention.

When a student has achieved the outcomes of Reading Recovery, the student’s series of Reading Recovery lessons is discontinued. However, the student’s progress in literacy, as a result of ongoing participation in explicit literacy instruction in the classroom, will be monitored during the years of primary schooling.

Students who do not complete Reading Recovery satisfactorily are referred to other programs and services for additional literacy support. As places become available, new students commence the intervention. In any year, students who have not completed their series of lessons are carried over to the next year.

Transfer of students

Reading Recovery students who have transferred from another school enter the intervention at Newbridge Heights Public School to complete their Reading Recovery series of lessons as soon as a place becomes available.

Monitoring student progress

Reading Recovery requires careful record keeping and ongoing monitoring of student progress. Evaluation and data collection are therefore in accordance with recognised international standards for implementing Reading Recovery.

This information is used by the Region and will also be forwarded to the NSW Reading Recovery trainer/coordinator who is responsible for the production of evaluation documents and state reports.
AN OVERVIEW OF THE LEARNING SUPPORT TEAM STRUCTURE

The learning support team will evaluate the effectiveness of the support program in conjunction with the class teachers involved and reallocate the support resources as necessary.

Teacher identifies student/s-experiencing difficulties

Teacher discusses student/class needs with Mentor/Stage Executive

Referral made to learning support team

Assessment of individual student or class needs (counsellor referral may be required)

Learning support team allocates support resources to class and/or requests additional support through other agencies or DET services

Mode of support determined: Consultancy, withdrawal or team teaching

Outcomes achieved:
- LaST assistance phased out
- Monitor class/student progress
- LaST support/resource for further support considered

Targets not reached

Program evaluation: learning support team and class teacher

Implementation

Program refinement

Planning
- Program developed
- Targets determined
- Preparation of teaching activities and learning experiences

Targets not reached
# Teacher Referral to Learning Support Team

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<tr>
<th>Student Name:</th>
<th>Year:</th>
<th>Class:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Date of Birth:</th>
<th>Classroom Teacher:</th>
<th>Referral Date:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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</tbody>
</table>

## Support Requested

- [ ] EAL/D
- [ ] LaST
- [ ] Multilit
- [ ] Counsellor Assessment
- [ ] Gifted and Talented
- [ ] Behaviour
- [ ] Communication Partners
- [ ] Other ________________________

## Preferred Support Model

- [ ] Team Teaching
- [ ] IEP
- [ ] Withdrawal Teaching
- [ ] Resources
- [ ] LaST Assessment
- [ ] Other ________________________

Please be specific when completing the following information.

<table>
<thead>
<tr>
<th>Reason for Referral</th>
<th>Relevant Background Information</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

Identify the stage at which the student is currently working:

<table>
<thead>
<tr>
<th>Personalised Program (Stage level)</th>
</tr>
</thead>
<tbody>
<tr>
<td>ES1</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>English</th>
<th>Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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</table>

<table>
<thead>
<tr>
<th>Talking &amp; Listening</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Writing</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Mathematics</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
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<td></td>
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</table>

<table>
<thead>
<tr>
<th>Working Mathematically</th>
</tr>
</thead>
<tbody>
<tr>
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</table>

<table>
<thead>
<tr>
<th>COGs</th>
</tr>
</thead>
<tbody>
<tr>
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</tbody>
</table>

Describe the student’s Literacy performance:

### Reading:

### Writing:

### Spelling:
**Talking and Listening:**

<table>
<thead>
<tr>
<th>Access Domains</th>
<th>Area</th>
<th>Comment</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Communication</strong></td>
<td>Expressive Language</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Receptive Language</td>
<td></td>
</tr>
<tr>
<td><strong>Participation</strong></td>
<td>Social Competence</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Safety</td>
<td></td>
</tr>
<tr>
<td><strong>Personal Care</strong></td>
<td>Hygiene</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Eating and Dietary</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Health Care Procedures</td>
<td></td>
</tr>
<tr>
<td><strong>Movement</strong></td>
<td>Mobility</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Hand Motor Skills</td>
<td></td>
</tr>
</tbody>
</table>

**Social Skills:**

**Playground Behaviour:**

**Strategies Implemented in Class/Playground**

Ensure that the following have been done before referring to the LaST:

- The parents have been asked to an interview / have tried to contact parents.
- The referral has been discussed with parents/carers.
- The referral has been discussed with stage executive.

**Teacher’s Signature:**

**Stage Executive Signature:**
Please complete and forward to your stage exec and to Leonie.
REFERRAL TO SCHOOL COUNSELLOR
From Learning Support Team

For completion by PARENT OR CAREGIVER

Student’s name: _______________________
Date of birth: _______________________
Date: _______________________

Please speak with the stage executive or school counsellor if you would like help completing this form.

What concerns do you have in relation to your child’s schooling?

Developmental history (eg has your child ever been very sick or had a serious accident? Has your child had their sight / hearing tested?)

Previous assessments (e.g. by doctor, psychologist, speech therapist. If yes, please say who and attach copies of any reports)
Is there anything else you would like the school counsellor to know about your child’s learning?

What do you hope will happen as a result of the school counsellor seeing your child?

Privacy Note: This information is being obtained to assist the school counsellor in providing support for your child. It may, as appropriate, be provided to other members of the school staff involved in supporting your child. Provision of this information is voluntary. It will be stored securely. You may correct any personal information provided at any time by contacting the school counsellor.

I have read the Privacy Note and give permission for the school counsellor to:

1. Carry out assessment and counselling as required  YES/NO
2. contact the authors of the reports I have provided from the following agencies:
   __________________________________________________________________________  YES/NO
3. Exchange information with these agencies  YES/NO

Parent / Caregiver ‘s signature: ___________________________  Date:__________________

The best number to contact me on during the day is: ______________________________
Please enclose this form in a sealed envelope and address to: Learning Support Coordinator, Mrs Leonie Fraser.
This form should be handed in to the office.