



## STUDENT LEARNING SUPPORT PLAN

### Inclusive Student Support

Inclusive student support is funded by the A, D, and I levels of support given to students on NEP's. This money funds site educators and classroom support provided by SSO's. Funding can change on a term by term basis, depending upon changes in levels of support (e.g. going from an 'A' to a 'D' level)

Roles of site inclusive student office (Assistant Principal of Wellbeing):

- ✿ Timetable wave 2 and wave 3 intervention across the site for verified students
- ✿ Employ SSO's and where possible match SSO skills and knowledge with students
- ✿ Aid teachers with planning classroom support for SSO's
- ✿ Meet with parents/caregivers and agencies as required
- ✿ Coordinate and gather evidence for special options (special class) packages
- ✿ Coordinate and gather evidence for changes in levels of support (LOS)
- ✿ Manage pre-referral process
- ✿ Manage disability census and ensuring everything is correct
- ✿ Work with other agencies, including but not limited to: Partnership Speech Pathologists, Special Educator, Psychologist, Social Worker and Behaviour Coach
- ✿ Collect, organise and analyse data to identify future planning targets
- ✿ Enter/update relevant data onto EDSAS as it becomes available
- ✿ Manage the sites annual collection of the Nationally Consistent Collection of Data for Students with a disability
- ✿ Promote relevant PD for staff in areas of need e.g. Disability Standards of Education, Autism, NEP/One Plan writing.

Roles of the classroom teacher include:

- ✿ Discuss student concerns with the relevant member of the Leadership Team.
- ✿ Write and/or review NEP's/One Plan aligned to the Australian Curriculum that clearly outlines SMARTAR targets (4 Curriculum areas for an 'A' level of support, 6 curriculum areas for a 'D' level of support).
- ✿ In practice this means the teacher will use the NEP/One Plan as a working document which is consistently referred.
- ✿ To planning, differentiating and assessing learning outcomes
- ✿ Inform Leadership and relevant members of the meeting with parent/caregivers/students re One Plan if requested a copy of the student's NEP to the parent/caregivers.

## **EALD (English as an Additional Language or Dialect)**

- ✿ EALD funding is based on a 'gap' model. The EALD support category, and hence EALD allocations are determined by the gap between the language level required for curriculum success and a student's language level at each year level of schooling.
- ✿ The *Language and Literacy Levels across the Australian Curriculum: EALD Students*, (*Language and Literacy Levels*) is the tool for assessing students' language levels. Language and Literacy Levels are assigned in Term 2 each year, and entered into EDSAS for collection.

Roles of the EALD Teacher include:

- ✿ Timetable wave 2 intervention for EALD students.
- ✿ Work with identified students in small groups or classrooms on identified teaching points.
- ✿ Work with Assistant Principal of Wellbeing to gather information for funding.
- ✿ Support classroom teachers to collect appropriate work samples to be "levelled".
- ✿ Lead the "levelling" process of assigning a Language and Literacy Level to all EALD students.
- ✿ Work with all classroom teachers to assign a literacy level and identify future teaching points and SMARTAR goals for all EALD students with reference to Wave 1 or Wave 2 intervention.
- ✿ Input data onto EDSAS by the relevant date to support future funding and data collection.

Roles of the classroom teacher include:

- ✿ Discuss student concerns with the EALD teacher
- ✿ Work with the EALD teacher to assign a Language and Literacy level to all EALD students, and identify future teaching points and SMARTAR goals.
- ✿ Provide 2 pieces of *\*handwritten, best work* to be "levelled" for each EALD student – 1 fiction (e.g. narrative) and 1 nonfiction (e.g. information report, recount, exposition).
- ✿ Ensure 2 pieces of work are collected by Week 4, Term 2.

*\*Best work can be a final draft or final piece of writing, preferably with an illustration, diagram or drawing and should be handwritten where possible, or if done on computer without spell check.*

*For Reception student's best work can be teacher scribing sentence/story exactly how the students has said it to teacher, with drawing. Where possible, get the student to write for themselves (however this may look), with a drawing.*

## **Aboriginal Education Teacher**

The Aboriginal Education (AB ED) teacher is funded through enrolment numbers of ATSI students.

Roles of the AB ED teacher include:

- ✿ Support the Aboriginal Community Education Officer/s (ACEO's) to engage the wider community (e.g. working with elders)
- ✿ Work with identified students in small groups or classrooms on identified teaching points and student engagement.
- ✿ Liaise with the ACEO/s, Assistant Principal of Wellbeing (Attendance) and Partnership Attendance Officer to identify students of concern and develop strategies to improve attendance.
- ✿ Support classroom teachers to incorporate ACARA Aboriginal Perspectives in planning in all curriculum areas
- ✿ Identify intervention needs and strategies of ATSI students determined by gap identified between student learning and DECD benchmarks as outlined in ILP's/One Plans.
- ✿ Timetable/organise Wave 2 or Wave 3 intervention for identified students, focussing on learning and/or attendance and re-engagement.

Roles of the classroom teacher include:

- ✿ Follow the processes established for attendance concerns and issues of all students
- ✿ Develop, write and review ILP's/One Plan for all identified ATSI students by Week 10 of Term 1.

Roles of the ACEO/s include:

- ✿ Engage with the wider community – e.g. Visit elder's, Breakfast Program, home visits.
- ✿ Work in classrooms with identified ATSI students.
- ✿ Liaise with the Ab Ed teacher, Assistant Principal of Wellbeing (Attendance) and Partnership Attendance Officer to identify students of concern and develop strategies to improve attendance.
- ✿ Conduct home visits for students not attending school on a regular basis.

Reviewed by staff: August 2018

School Values

Respect – Collaboration – Integrity – Diversity--Responsibility