



Good Shepherd Catholic School

— Lockridge —

215 Morley Drive, Lockridge, W.A. 6054

Phone: (08) 6278 9500 • Fax: (08) 6278 9540 • Email: admin@gsl.wa.edu.au

Website: www.gsl.wa.edu.au • ABN 86 853 294 544

LITERACY & NUMERACY SUPPORT POLICY

Rationale

The Literacy & Numeracy Support Policy encapsulates how Good Shepherd Catholic School will identify and respond to the needs of individual students at “educational” risk within the classroom in the area of Literacy and Numeracy.

The Literacy and Numeracy Support Program is based on the beliefs that:

1. All students are capable of making progress given appropriate time and support.
2. Students will learn best when exposed to teaching strategies and experiences that are:
 - a Meaningful
 - b Developmental
 - c Purposeful
 - d Culturally appropriate to the student
3. Planning should be based on individual needs and data driven allowing for different progress of student development.
4. Parents are valued partners in the student’s development.
5. Effective planning is dependent on an ongoing process of accurate assessment and continuous review, involving all stake holders.

Definitions

Literacy & Numeracy Support Program

The Literacy & Numeracy Support Program aims to support individual students at “educational” risk or who may fail to achieve their potential within the classroom.

Literacy & Numeracy Co-ordinator

The role of the Co-ordinator is to work collaboratively with the classroom teachers and parents to identify and support students at risk in the classroom. The Co-ordinator draws together expertise within the school or outside the school to assist the teacher in setting specific objectives and outcomes for children needing additional support. The role of the Co-ordinator is part of a process supporting the classroom teacher, not replacing the classroom teacher.

Literacy & Numeracy Support Team

The Literacy and Numeracy Co-ordinators work together with teacher assistant who make up the support team. The Co-ordinators will engage with the teacher assistants to work through each child’s Curriculum Adjustment Plan. The plan entails areas the child needs assistance in and how they can be achieved.

Group Meetings

A meeting which may involve the parent, Class Teacher, the Co-ordinators, Teacher Assistants (Support team), the Principal (or delegate), or outside agencies are held to address specific issues of the child.

Principles

- Each student is capable of making progress, when exposed to appropriate teaching and learning experiences.
- The early identification of students with learning difficulties facilitates planning of appropriate support programs.
- Even with good classroom teaching and second wave intervention, some students will need additional support.
- Good classroom teaching has the potential to enhance student learning.

Procedures

Identification of students at educational risk

1. Features:
 - a. The process will be continuous from K-6
 - b. Each teacher has a responsibility for identifying a student who stops making appropriate progress towards the established outcomes.
2. Processes will varied but may include:
 - a. Teacher observation and records
 - b. The student's portfolios or work samples
 - c. Classroom assessment
 - i. standardised tests
 - ii. teacher made assessments
 - d. Discussion and feedback from the Literacy or Numeracy Coordinator
 - e. Relevant previous reports from other professionals
 - i. Optometrist
 - ii. Audiologist
 - iii. Psychologists
 - iv. Speech Pathologists
 - v. Occupational Therapists
 - f. Collaboration with parents – student support group meetings

The Referral Process

A referral may be made to the Literacy or Numeracy Coordinator by:

1. The Classroom Teacher via:
 - a. Email with a CC being forwarded to the Principal and Assistant Principal
 - b. A formal interview with the Coordinator who will facilitate the completion of the Referral which will then be emailed as per the above.
2. The Parent via the:
 - a. Classroom teacher and / or who will complete an Interview Form Book

3. Other agencies:
 - a. School Psychologist
 - b. Speech Therapist

Literacy & Numeracy Support Plan

The Class Teacher and Coordinator will meet to develop an Initial Student Support Plan which:

- a. Refines the information gathered
- b. Collates and refine available data
- c. Establishes the Initial Priority Specific Learning Outcomes
- d. Integrates the Initial Priority Specific Learning Outcomes into the Learning Program of class

Co-ordinator and Teacher Assistant Meetings

The Initial meeting is a discussion of background information, sharing data and the Initial Student Support Plan.

After the Initial Meeting ongoing meetings will take place at least once per term. These meeting will usually run for approximately twenty minutes.

The purpose of this meeting is to refine the Student Support Plan. The Student Support Plan is the focus of the meeting.

Student Support Plan

Is established through meetings and includes notes taken with the teacher assistants and provides:

- Structure and purpose
- Clear direction and shared responsibility
- Shared ownership
- A clear action plan to address the individual's learning needs.
- A record of student progress