



Virginia
State
School

STUDENT SUPPORT PLAN

2019

Oral Language

On entry to prep students identified by classroom teacher are assessed using Quick Test.

Consultation with Speech Language Pathologist identification of students to participate in Poley Program.

Refer: via Special Needs Committee

Funding: Investing for Success

- Teacher aide provides small group sessions several times per week (withdrawal)

Goal: support early year students to develop oral language skills

Guided Reading Program

Every Student in school Year 1-6 from beginning of the year, prep from term 2.

Funding: Investing for Success, General Aide allocation,

- Classroom teacher identify individual reading goals for students. Additional teacher and two teacher aides work in small groups with focus on guided reading to develop goals 3 days every week. (in class)

Goal: provide students with daily explicit teaching of reading focused on individual goals.

Literacy Support Teacher – Prep

Additional teacher working with students in prep to develop and enhance early reading skills.

Refer: Teacher identification

Funding: Investing for Success

Goal: identify gaps in student learning and provide opportunity to focus on these areas in small groups to allow student to achieve in reading.

Year 3 and 5 writing extension program

Identification of students at or above C in Writing. Students engage in opportunities to extend and develop writing skills as per school priority area. Teacher to conduct baseline assessment and identify individual focus areas. Students then focus on these areas both in class activities and in additional extension activities

Refer: Classroom teacher identification/NAPLAN data? A-E data

Funding: Investing for Success

Goal: identify opportunities for students to extend beyond core program and achieve high results.

Year 4 and 6 – NAPLAN intervention

Identification of students using NAPLAN NMS results. Students who receive below NMS are provided with support through identification of gaps in learning and provision of focused learning in those areas.

Refer: Administration identification

Funding: School grant

- Additional teacher works in conjunction with classroom teacher to identify areas for development and provide focused support. (Semester 1)

Goal: identify gaps in student learning and provide opportunity to focus on these areas in small groups to allow student to achieve C or above and close the gap with peers in future NAPLAN assessment.

Guidance Officer

Identification and support of students through referral in Special Needs Committee. Identification through cognitive assessment and/or referral to external agencies. Support of students if required for severe emotional/social.

Refer: Special Needs Committee

Funding: Staffing allocation

Goal: identify and support students with learning/developmental concerns.

SEP

Students with identified diagnosis. Departmental identified supported diagnosis

Refer: Special Needs Committee with appropriate diagnosis from medical practitioner.

Funding: School staffing allocation

- Profiles guide support program generally through primarily in-class support with withdrawal for specific programs (e.g. physical therapy).

Goal: Support identified students to work towards individual goals – reported in Semester reports.

Speech Language Pathologist

Identify and support students with speech language requirements.

- Identification of students who require speech language support
- Provision of support programs for use at home/in school
- Support Oral Language program

Refer: Special Needs Committee

Funding: School staffing allocation

Goals: Identify and support students to enhance speech and language development in all year levels.

English as an Additional Language/Dialect

Support for student who qualify for language support (refuges, new arrivals etc).

Departmental identified guidelines for support.

- Provide in class and individual support to ensure students develop English skills
- Provide support for new arrivals to enable communication between student > teacher > parents and any identified support agencies.

Refer: Department identified on enrolment

Funding: School staffing allocation

Goals: Enhance students development of English and ability to engage in whole school program. Provide support between teacher and parent to ensure student engagement and development.

Student Welfare Worker

State funded program to provide additional support services for student with social and emotional concerns.

- Assist student to develop strong social skills through in class and lunch time programs
- Provide an additional staff member for students to engage in when requiring support of personal difficulties.

Funding: State Government

Goals: provide student an onsite counselling and support network to improve student engagement and success in school programs.

Indigenous Aide support

Identification of students Indigenous students below expected levels in Literacy and Numeracy through analysis of end of term data.

Refer: Administration identification

Funding: Closing The Gap

- Indigenous Teacher aide supports students to engage in curriculum and provides support to develop literacy and numeracy skills withdrawal/in-class. 4 hours per week, whole year.

Goal: identify gaps in student learning and provide opportunity to focus on these areas in small groups to allow student to close the gap with peers.

Behaviour Team

Tracking and monitoring of student behaviour trends and development of appropriate support and consequences for students identified.

- Regular meetings to identify students with behaviour concerns and identify an appropriate plan to improve behaviour.
- Referral to regional support programs as required.
- Support for teachers to develop and provide support programs.

Refer: Special needs, or identification through data tracking

Funding: School funded

Goal: Develop appropriate programs to reduce behaviour incidents and ensure students are actively and successfully engaging in whole school program.