

## Annual Application Form for Supplementary Learning Support Service

All applications can be sent to Rotorua Intermediate School at the address below. **Closing date for all applications is the last day of Term 1.**

### Address for Applications:

**Rotorua Intermediate Supplementary Learning Support Application Panel  
Rotorua Intermediate School  
Malfroy Road  
Rotorua.**

**Note:** RTLB and/or GSE have joint responsibility for identification and nomination of students. Nominations will not be accepted unless completed collaboratively and are signed by RTLB and/or GSE.

- \* Please read the Eligibility Criteria carefully prior to completing the data sheet.
- \* GO to [www.minedu.govt.nz](http://www.minedu.govt.nz) type in Supplementary Learning Support. The eligibility criteria are found within 'Guidelines for Host Principals, Learning Support Teachers and Management Committees. Schedule C.

Date of nomination:

### STUDENT PROFILE

Name:

D.O.B.

Age:

Ethnicity:

Gender: Please Tick

M	F
<input type="checkbox"/>	<input type="checkbox"/>

Year level

Current School and address of that School .

Name of Cluster school is with:

# 1. ACHIEVEMENT PROFILE

**Do not include the assessment papers with the application. Please type the results in the area below.**

## Literacy assessment information and date of assessment:

**A.** Please provide running record information, including comprehension, achievement age, assessment tool used and date of assessment which indicates this student is functioning at level one or below.

**Note:** In line with the criteria only current assessment data that is less than 3 **school months** old will be considered.

Assessment Tool Used (Please name the assessment tool)	Achievement Age	Stanine (if applicable)	Date of Assessment
Reading Age must include instructional reading level, accuracy, self correction and comprehension. Use Benchmark			
Probe Reading Test (for students at Intermediate, Secondary School )			
Hearing and Recording sounds in Words (if appropriate)			
M.Peters or Daniels and Diak or Schonell spelling test			
Burt Word Reading Test (NZ Revised)			
Alphabet -names and sounds (if appropriate)			
Or any other appropriate assessment			

For pre-and emergent readers, please provide examples of what the child can do , e.g.

	Date:	YES	NO
Can memorise text	/ /		
Can read back dictated text	/ /		
Has developed directionality	/ /		
Has accurate 1 : 1 pointing	/ /		
Can retell a story	/ /		
		Enter number	
Number of letters identified:			

Number of letter sounds identified:	
Number of words identified:	

Please attach a 10 minute unassisted writing sample.

Yes	No

Please attach an unassisted writing sample – 10minutes duration.

Writing Sample included - please tick

**Numeracy assessment information and date of assessment:**

Provide numeracy assessment data, tool used (E.G NUMPA for Primary school, ASTTLE for high school) and date of assessment which indicates this student is functioning at level one or below.

The guide provided here outlines Level one skills in numeracy and can be used to identify what the student can do:

<p><i>The follow tables describe the key features of knowledge and strategy stages of the Number Framework that assist in student need identification at Level 1 (MiNZC)</i></p> <p><b>Please indicate Y/N in the right hand column: student capability.</b></p> <p><b><u>Do not</u> include the assessment papers with the application.</b></p>		Student Capability
	<b>Knowledge</b>	
	<b>Emergent</b>	
1	Read Numbers to 5 first and then to 10	
2	Count forwards to 5 first and then to 10	
3	Count backwards first from 5 and then from 10	
4	Say the number after a number in the range 1-5	
5	Say the number before a number in the range 1-5	
6	Order numbers to 5 first and then to 10	
	<b>One to One Counting</b>	
7	<b>Knowledge</b>	
8	Read number to 10	
9	Count forwards to 10	
10	Count backwards from 10	
11	Say the next number after.... In the range 1-10	
12	Order numbers to 10	
13	Instantly recognise patterns to 5	
	<b>Strategy</b>	
14	Count a set of objects up to 5 first and then to 10 by one to one matching	
15	Form a set of objects up to 5 first and then to 10 by one to one matching	
	<b>Counting From One on Materials</b>	
	<b>Knowledge</b>	
16	Read any number up to 20	
17	Count forwards from any number up to 20	
18	Count backwards from any number up to 20	
19	Say the number after a number in the range 1-20	
20	Say the number before a number in the range 1-20	
21	Order numbers to 20	
22	Know groupings within 5 e.g. (3 and 2) (4 and 1)	
23	Knows groupings with 5 e.g. (5 and 2) (5 and 3)	
24	Read symbols for halves and quarters 1/2, 1/4	
	<b>Strategy</b>	
25	Count and form a set of objects up to 20	
26	Join and spilt objects in groups	

	<b>Counting from One by Imaging</b>	
	<b>Knowledge</b>	
27	Read any number up to 20	
28	Count forwards from any number up to 20	
29	Count backwards from any number up to 20	
30	Say the number after a number in the range 1-20	
31	Say the number before a number in the range 1-20	
32	Order numbers to 20	
33	Skip count forwards & backwards in 2's, 5's & 10's	
34	Knows groupings within 10 e.g. (7 and 3)	
35	Instantly recognises patterns to 10 - doubles and 5 based. e.g. finger patterns/tens frames)	
36	Knows doubles to 10 e.g. (5 + 5)	
37	Read symbols for halves and quarters $\frac{1}{2}$ , $\frac{1}{4}$	
	<b>Strategy</b>	
38	Solve simple addition problems by counting all of the objects in their head e.g. (6+3)	
39	Solve simple subtraction problems by counting all of the objects in their head e.g. (6 - 3)	
40	Solve simple $\times$ and $\div$ problems by counting all the objects e.g. (4x2)	
41	Find $\frac{1}{2}$ and $\frac{1}{4}$ of shapes or sets to 20 by equal sharing of the objects e.g. ( $\frac{1}{2}$ of 8)	
	<b>Advanced Counting</b>	
	<b>Knowledge</b>	
42	Read any number up to 100 e.g. ( 17, 26, 38)	
43	Count forward from any number up to 100 e.g. (34, 35, 36....)	
44	Say the number after and before a number 1-100	
45	Order numbers to 100 e.g. (26, 33, 54, 71)	
46	Count forward and backwards in 2's, 5's and 10's to 100	
47	Knows number of 10's in decades e.g. (six 10's in 60)	
48	Knows groupings within 20 e.g. (17 +3, 4+16)	
49	Know teen number facts e.g. (10+6 = 16, 10+?=18)	
50	Knows multiples of 10 that add to 100 e.g. (30+70=100)	
51	Knows doubles and halves to 20 e.g. (3+3, 6-3, $\frac{1}{2}$ of 6)	
52	Know addition facts to 10 e.g. ( 4+3=7)	
53	Read unit fractions e.g. ( $\frac{1}{2}$ , $\frac{1}{4}$ , $\frac{1}{3}$ , $\frac{1}{5}$ , $\frac{1}{10}$ )	
	<b>Strategy</b>	
54	Solve + problems by counting on from the largest number e.g. (16+3 17, 18, 19)	
55	Solve - problems by counting back from the largest number in my head e.g. (32 - 3 31,30,29 $\rightarrow$ )	
56	Solve + and - problems by counting on or back in 1's, and 10's e.g. (36+40 46, 56, 66) $\rightarrow$	
57	Solve $\times$ problems by skip counting in 2's, 5's and 10's e.g. ( 4x5 $\rightarrow$ 5,10,20...)	
58	Find $\frac{1}{2}$ and $\frac{1}{4}$ of sets and shapes by equal sharing e.g. ( $\frac{1}{2}$ of 8)	
	<b>Early Additive Part-Whole</b>	
	<b>Knowledge</b>	
59	Read any number up to 1000 e.g. ( 333, 479, 983)	
60	Count forwards and backwards by 1's, 10's and 100's e.g.(325, 335,...1000)	
61	Say the number: 1 more, 10 more, 100 more	
62	Say the number: 1 less, 10 less, 100 less	
63	Order numbers to 1000 e.g. (126, 433, 759)	

64	Skip count forwards and backwards in 3's ( as well as in 2's, 5's and 10's)	
65	Know unit fraction symbols ( 1/2, 1/4, 1/3 , 1/5, 1/10)	
66	Order fractions with the same denominators (1/4, 3/4)	
67	Know groupings of 10's in a 3-digit number e.g.( 327 → 32 tens)	
68	Know groupings to 100 e.g.( 43 + 57)	
69	Round 3-digit numbers to the nearest 10 or 100 e.g.( 266 → 270)	
70	Know addition facts to 20 e.g. ( 12+8=20)	
71	Know multiples of 100 that add to 1000 e.g.( 400+600=1000)	
72	Know multiplication and division facts for x2, x5, x10 e.g. ( 5x2=10, 60÷10=6)	
	<b>Strategy</b>	
73	Solve simple problems mentally using basic facts e.g. ( doubles, 8+7= 8+8-1) (Fives, 8+7=5+3+5+2) (making 10's, 8+7=8+2+5)	
74	Solve 2 & 3 digit numbers using: (Tidy numbers; 29+18 as 30+17) & or (Place Value, 33+16 as 30+10+3+6)	

**Note:** In line with the criteria only assessment data that is 3 **school months** old or less will be considered.

Assessment Tool Used: Please name the assessment tool	Date of Assessment
<b>This may include the following assessments:-</b>	
<b>Numpa Form ..... (A,B)</b>	
<b>Asstle (for Secondary School )</b>	
<b>PAT stanines</b>	

Copies of assessments are not to be included in the application. Please type the results in the area above.

**Other information you consider would be helpful:**

This may include:-  
 KLST 2 results  
 Oral Language Assessment results – JOST, ROL,  
 Short Term Auditory Memory Test

**2. STUDENT IS WELL KNOWN TO GSE AND / OR RTLB, IS CONSIDERED A PRIORITY FOR AND HIGHLY LIKELY TO BENEFIT FROM AN ENROLMENT WITH A SPECIALIST TEACHER (0.1FTE)**

(a) Describe the current or previous GSE and or RTLB involvement with this student:

**It is helpful to include dates for involvement of GSE and /or RTLB. This provides a richer history of identified need for the student.**

**e.g.**

**Previously**

**has been on RTLB roll since .....**

**Has had SE Speech Language Therapist involvement since .....**

**Currently**

**Is on RTLB roll for.....**

**Is receiving .....** support for .....

**2 (b) What do you see as the main benefits this student would gain from involvement with a Learning Support Teacher?**

### **3. INDIVIDUALISED ASSISTANCE PROFILE:**

Detail individualised assistance:

(a) Lower student / teacher ratio eg home room, unit, specialist setting

Student has this:	100%	At least 50% each week	Less than 50% each week	0%
Please type number of hours				

**Important:**  
If there are nil hours, please write nil. Do not leave blank, do not cross out.

Describe nature of low student/teacher ratio setting and how it is funded:

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(b) Teacher Aide

The student currently has:

A teacher aide solely for him / her for:

	1-5 hours per week	6-10 hours per week	11-15 hours per week	More than 15 hours per week
Please type number of hours				

**Important:**  
If there are nil hours, please write nil. Do not leave blank, do not cross out.

The student currently has:

A teacher aide shared in a small group less than 5 other students

	1-5 hours per week	6-10 hours per week	11-15 hours per week	More than 15 hours per week
Please type number of hours				

**Important:**  
This section needs to be filled in. Please do not leave blank, do not cross out.

**Describe the nature of the teacher aide tasks with the student:**

**How is this teacher aide support funded?**

**If other in-school support has been provided eg additional teacher time please comment on the nature of this support:**

(c) Is there a current IEP for this student?    YES                      NO (Please circle)

(d) If NO, why not, if the student has ongoing and significant needs?

Date of Latest IEP \_\_\_\_\_

**Please do not include a copy of the IEP with the application.**

#### **4. PROFILE OF ACCESS TO SPECIAL EDUCATION RESOURCES**

		<b>Currently</b>	<b>Previously</b>	<b>Never</b>	<b>Declined</b>
1.	Has the student accessed the Behaviour initiative?				
2.	Has the student accessed the Communication initiative?				
3.	Has the student accessed the Moderate Hearing initiative?				
4.	Has the student accessed the Moderate Physical initiative?				
5.	Has the student accessed Early Intervention?				
6.	Has the student accessed ORRS				
7.	Has the student been enrolled with an RTLB?				
8.	Has the student had a GSE Communication Support Worker				
9.	Has the student had a GSE Behaviour Support Worker				
10.	Has the student received support from Itinerant Teacher of the Deaf or the Visual Resource Teacher?				
11.	Has the student been dual-enrolled with the Correspondence School?				
12.	Has there been a previous SLS application?		<b>Met criteria,</b>		<b>Did not meet criteria</b>

**Important:**

Please complete this section. Please do not leave blank, do not cross out.

**OTHER:**

1. **Are there other significant, current specialist and/or agency involvements not mentioned in this datasheet? Briefly describe those involvements and their purpose:**

This section may include the following

- Involvement with agencies such a Te Au o Hinetai, Strengthening Families, Public Health Nurse.
- Other Non – government agencies.

- 2.. **Is there any other information you think the Application Panel should know about? Do not attach copies of additional information. This will not be considered as all information needs to be embedded in the application.**

**Name of SE and or RTLB submitting this nomination**

RTLB Name:

RTLB Contact phone numbers:

Mobile:

Postal address of RTLB :

RTLB email address:

RTLB Signature:

SE Name :

SE Contact phone number:

Postal address of SE

SE email address:

SE Signature:

**IMPORTANT:**

If this section is not completed the application can not be considered by the moderators. Any information from supporting documents needs to be embedded in the application.

**Parent Consent**

"I agree to \_\_\_\_\_ being nominated for consideration for SLS service."

**Parent/Caregiver address:**

**Parent/Caregiver Signature:** \_\_\_\_\_

**IMPORTANT:**  
If this section is not completed the application can not be considered by the moderators.

**Examples of assessment tools that are considered appropriate for students in NZ schools in terms of assessing literacy and numeracy.**

NUMPA

ROL – Record of Oral Language

KLST – Kindergarten Language Screening Test

JOST – Junior Oral Language Screening Test

STAM – Short Term Auditory Memory Test

CAP – Concepts about Print

Alphabet knowledge, Colours and Shapes

Running Record (with Accuracy, Self Correction and Comprehension eg PM Benchmark)

6 Year Net (Please give stanine levels if student is 7 years or less)

NUMPA

PROBE

ASTTLE (Secondary School only and only for Maths)

Te Aka (School Entry Assessment for Maori immersion learners)

Poutama Tau / Matatipu (Literacy)

Uiui (Māori medium equivalent of NUMPA for children from Kohanga or in kura for level one).