

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 end 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 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 |
| √ | |

Year level

Current School and address of that School .

Name of Cluster school is with:

1. ACHIEVEMENT PROFILE

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 |
|--|------------------------|--|--------------------|
| Running Record Benchmark Level 4 Accuracy – 93% Self corrections 1:8 Comprehension 2/4 | 5 yrs 2 months | | March 20.. |
| Burt Word Reading Test (NZ Revised) Raw Score = 10 | No equivalent age band | | March 20.. |
| Hearing and Recording sounds in words. Score = 19/37 | | Using Non age appropriate stanines 6.51-7.0yrs Stanine 2 | March 20... |
| Writing Vocabulary(words written in 10 mins self generated followed by teacher prompted within the 10 mins) Score = 15 wrds | | Using Non age appropriate stanines 6.51-7.0yrs Stanine 2 | March 20.. |
| Clay Word Reading Test 4/15 | | Using Non age appropriate stanines 6.51-7.0yrs Stanine 1 | March 20.... |
| Spelling – Margaret Peters Spelling Test Raw Score = 6 | Spelling Age 5.7yrs | | March 20... |
| | | | |

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

| | Date: | YES | NO |
|------------------------------|----------------------|-----|----|
| Can memorise text | March 20.. / / | | No |
| Can read back dictated text | March 20.. / / | | No |
| Has developed directionality | March 20.. / / | Yes | |

| | | | |
|-------------------------------------|-------------------|--------------|----|
| Has accurate 1 : 1 pointing | March 20.. / / | Yes | |
| Can retell a story | / / | | No |
| | | Enter number | |
| Number of letters identified: | | 52/54 | |
| Number of letter sounds identified: | | 26/28 | |
| Number of words identified: | | 17/28 | |

Please attach an unassisted writing sample – 10minutes duration.

Writing Sample included - please tick

| | |
|-----|----|
| Yes | No |
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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> Please indicate Y/N in the right hand column: student capability.</p> | | Student Capability |
| | Knowledge | |
| | Emergent | |
| 1 | Read Numbers to 5 first and then to 10 | Yes |
| 2 | Count forwards to 5 first and then to 10 | Yes |
| 3 | Count backwards first from 5 and then from 10 | Yes |
| 4 | Say the number after a number in the range 1-5 | Yes |
| 5 | Say the number before a number in the range 1-5 | Yes |
| 6 | Order numbers to 5 first and then to 10 | Yes |
| | | |
| | One to One Counting | |
| 7 | Knowledge | |
| 8 | Read number to 10 | Yes |
| 9 | Count forwards to 10 | Yes |
| 10 | Count backwards from 10 | Yes |
| 11 | Say the next number after.... In the range 1-10 | Yes |
| 12 | Order numbers to 10 | Yes |
| 13 | Instantly recognise patterns to 5 | No |
| | Strategy | |
| 14 | Count a set of objects up to 5 first and then to 10 by one to one matching | Yes |
| 15 | Form a set of objects up to 5 first and then to 10 by one to one matching | Yes |
| | | |
| | Counting From One on Materials | |
| | Knowledge | |
| 16 | Read any number up to 20 | Yes |

| | | |
|----|---|-----|
| 17 | Count forwards from any number up to 20 | No |
| 18 | Count backwards from any number up to 20 | No |
| 19 | Say the number after a number in the range 1-20 | No |
| 20 | Say the number before a number in the range 1-20 | No |
| 21 | Order numbers to 20 | Yes |
| 22 | Know groupings within 5 e.g. (3 and 2) (4 and 1) | No |
| 23 | Knows groupings with 5 e.g. (5 and 2) (5 and 3) | No |
| 24 | Read symbols for halves and quarters $\frac{1}{2}$, $\frac{1}{4}$ | No |
| | Strategy | |
| 25 | Count and form a set of objects up to 20 | Yes |
| 26 | Join and split objects in groups | No |
| | | |
| | Counting from One by Imaging | |
| | Knowledge | |
| 27 | Read any number up to 20 | Yes |
| 28 | Count forwards from any number up to 20 | Yes |
| 29 | Count backwards from any number up to 20 | No |
| 30 | Say the number after a number in the range 1-20 | No |
| 31 | Say the number before a number in the range 1-20 | No |
| 32 | Order numbers to 20 | No |
| 33 | Skip count forwards & backwards in 2's, 5's & 10's | No |
| 34 | Knows groupings within 10 e.g. (7 and 3) | No |
| 35 | Instantly recognises patterns to 10 - doubles and 5 based. e.g. finger patterns/tens frames) | No |
| 36 | Knows doubles to 10 e.g. (5 + 5) | No |
| 37 | Read symbols for halves and quarters $\frac{1}{2}$, $\frac{1}{4}$ | No |
| | Strategy | |
| 38 | Solve simple addition problems by counting all of the objects in their head e.g. (6+3) | No |
| 39 | Solve simple subtraction problems by counting all of the objects in their head e.g. (6 - 3) | No |
| 40 | Solve simple \times and \div problems by counting all the objects e.g. (4x2) | No |
| 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) | No |
| | | |
| | Advanced Counting | |
| | Knowledge | |
| 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. ($\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{3}$, $\frac{1}{5}$, $\frac{1}{10}$) | |
| | Strategy | |
| 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 →) | |
| 56 | Solve + and - problems by counting on or back in 1's, and 10's e.g. (36+40 46, 56, 66) → | |

| | | |
|----|---|--|
| 57 | Solve x problems by skip counting in 2's, 5's and 10's e.g. ($4 \times 5 \rightarrow 5, 10, 20 \dots$) | |
| 58 | Find $\frac{1}{2}$ and $\frac{1}{4}$ of sets and shapes by equal sharing e.g. ($\frac{1}{2}$ of 8) | |
| | Early Additive Part-Whole | |
| | Knowledge | |
| 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 ($\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{3}$, $\frac{1}{5}$, $\frac{1}{10}$) | |
| 66 | Order fractions with the same denominators ($\frac{1}{4}$, $\frac{3}{4}$) | |
| 67 | Know groupings of 10's in a 3-digit number e.g.(327 \rightarrow 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 \rightarrow 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. ($5 \times 2=10$, $60 \div 10=6$) | |
| | Strategy | |
| 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 |
|---|--------------------|
| Numpa form A Operation Strategies – Stage 1 FNWS – Stage 2 BNWS – Stage 1 Numeral Identification – Stage 2 Place Value and Basic Facts – Stage 0-1 | March 20.. |
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Other information you consider would be helpful:

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:

xxxx has had RTLB involvement since the beginning of 20.. with literacy interventions being put in place during this time.

Xxxx has had Special Education Speech Language Therapist support since being a pre schooler. This support is on going.

Xxxx has a Communication Support worker for Terms 3 and 4 of 20... and again in Term 2 and 3 of 20..

May 20.. an assessment of fine motor/gross motor and visual perception was carried out by Occupational Therapist (SE) under the Moderate Physical Contract.

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 | | | | Nil |

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

(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 | nil | | | |

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 | 2.5 | | | |

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

| |
|--|
| Working in small groups on Numeracy using materials. |
|--|

How is this teacher aide support funded?

| |
|-----------------------|
| Ngati Whakaue funding |
|-----------------------|

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 **February 20..** _____

4. PROFILE OF ACCESS TO SPECIAL EDUCATION RESOURCES

| | | Currently | Previously | Never | Declined |
|-----|---|------------------|---|--------------|--------------------------------------|
| 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 RTL?B? | ■ | | | |
| 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? | | Met criteria, Met criteria in 20.. | | Did not meet criteria |

OTHER:

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

- 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 GSE and or RTLB submitting this nomination

RTLB Name:

RTLB Contact phone numbers:

Mobile:

Postal address of RTLB :

RTLB email address:

RTLB Signature:

GSE Name :

GSE Contact phone number:

Postal address of GSE

GSE email address:

GSE Signature:

Parent Consent:

"I agree to _____ being nominated for consideration for SLS service."

Parent/Caregiver address:

Parent/Caregiver Signature: _____

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).