

Student Support Plan

This document is used by the instruction coach and the teaching team to learn about the barriers that impede student performance and identify the additional support to overcome them.

School		Year	
Cc	Principal; Instruction Coach; Teacher; Teaching Assistant		

Student Name		Home Room		Year	
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Academic Results

Subject	Grade	Program	Progress	Year Level Equivalent	Gap	Teacher
Reading						
Language Arts						

Student Attendance

Average Attendance for the Year			XX%	GGSA Benchmark		90%	Total Absences for the Year	XX
Days Missed	Term 1	Term 2	Term 3	Term 4	Comments			
All day					<circumstances>			
Morning								

Student Readiness

Incidents Recorded	#	Comments
<incident type>		<circumstances>

Student Wellbeing

Issues	Category	Comments
Internalising		<circumstances>
Externalising		

Student Education Trust

Current SET Balance:	XXXX/\$3,000	Current Fortnightly Contribution:	\$XX/<defined fortnightly contribution>
On Track for Achieving \$3,000 Target:	Yes	No	

Student Transition to High School

High School Readiness Assessment (completed by teacher)
1. Is this student academically on track to transition to secondary school? <input type="checkbox"/> Yes <input type="checkbox"/> No If no, how far behind are they?
2. Does the student have any special skills, talents, which, if harnessed, could help them thrive in a secondary school? If so, what are these skills? <input type="checkbox"/> Yes <input type="checkbox"/> No If yes, please describe.
3. Does this student have the health and emotional capacity to cope with boarding school? <input type="checkbox"/> Yes <input type="checkbox"/> No If no, why?
4. Does this student have behaviour problems that are likely to become worse in secondary and boarding school context? <input type="checkbox"/> Yes <input type="checkbox"/> No If yes, please describe.
5. Have any schools been considered by the teacher that would be appropriate for a student with these needs? <input type="checkbox"/> Yes <input type="checkbox"/> No If yes please describe.
6. Has the teacher had a discussion with parents about retention? <input type="checkbox"/> Yes <input type="checkbox"/> No Please provide detail
7. Using the retention guidelines, and considering this student's needs, what does the teacher recommend regarding retention/acceleration/special considerations for this student?

Support Plan

What We Expect to Get to in the Next Semester	
What We Need to Do	
How Do We Make It Happen	
Parents	
Teacher	
Student	

ABCD plan			
A. Where are we now?		B. Where do we want to be?	
<p>Class</p> <ul style="list-style-type: none"> • ‘_’ years ahead/behind in Reading, completing ‘_’ program. • ‘_’ years ahead/behind in Language, completing ‘_’ program – writing a strength/weakness identified during NAPLAN testing. • ‘_’ years ahead/behind in Spelling, completing ‘_’ program – taking home spelling revision and homework each week. • ‘_’ years ahead/behind in Maths, completing ‘_’ program – favourite subject. • English Report grade – ‘_’ A-E. • Maths Report grade – ‘_’ A-E. • ICP detail (if applicable). <p>Club/Culture</p> <ul style="list-style-type: none"> • Report grades: Science – ‘_’, History – ‘_’, Music – ‘_’, PE – ‘_’, Design and Tech – ‘_’. • ICP detail (if applicable). • Attends classes with a high/low level of participation. • Eager/reluctant to share opinions and ideas. • Participated/did not participate in ‘_’ sporting/band activities, including sport/band events representing the school at ‘_’ level/event (if applicable). • Participated/did not participate in ‘_’ camps, with parent supporting ‘_’ (if applicable). • Achievements detail (if applicable). 	<p>Community</p> <ul style="list-style-type: none"> • ‘_’ attendance – ‘_’ days absent Semester ‘_’. • Student is always/rarely at school on time, in school uniform and ready to learn. • Student receives/does not receive ‘_’ awards most terms of schooling for ‘_’ attendance. • Parent notifies/does not notify the school when a student is ill and provides/does not provide medical certificates when appropriate. • Student attends/does not attend school in full school uniform including shoes and socks. • Student always/rarely brings lunch to school or parents bring it to school themselves. • Student is always/rarely prepared for off-campus activities and parents prepare/do not prepare everything on the ‘What to bring’ lists. • Student has ‘_’ identified/suspected verification issues, teacher/parents has expressed ‘_’ concerns about ‘_’ behaviour. • Active/inactive SETS account – regular/irregular contributions – uses/does not use SET for educational expenses e.g., camps. • Student currently feeling emotionally prepared/not prepared for high school. • Parent currently feeling emotionally prepared/not prepared for student to leave for high school. 	<p>Class</p> <ul style="list-style-type: none"> • Year ‘_’ level in Reading, completing ‘_’ program by graduation. • Year ‘_’ level in Language, completing ‘_’ program by graduation. • Year ‘_’ level in Spelling, completing ‘_’ program by graduation. • Year ‘_’ level in Maths, completing ‘_’ program by graduation. • Improve ‘_’ skills – focus on ‘_’ (if applicable). • ICP detail (if applicable). <p>Club/Culture</p> <ul style="list-style-type: none"> • Maintain/improve report grades by graduation: Science – ‘_’ History – ‘_’, Music – ‘_’, PE – ‘_’, Design and Tech – ‘_’. • ICP detail (if applicable). • Maintains/improves class attendance, participation. • Maintains/improves confidence to share opinions and ideas. • Participates in ‘_’ sporting band activities. 	<p>Community</p> <ul style="list-style-type: none"> • Maintain/improve attendance to ‘_’ – ‘_’ high school requires attendance above ‘_’ to improve chances of selection. • Achieve ‘_’ attendance award by graduation and work towards end-of-year prizes for ‘_’. • Maintain/improve parent notification of illness/provision of medical certificate when appropriate. • Maintain/improve uniform to include wearing ‘_’ every day. • Maintain/improve bringing lunch to school every day. • Maintain/improve preparation for off-campus activities to ‘_’. • Support/verify identified/suspected issues, investigate teacher/parent concerns (if applicable). • Maintain/sign up SETS account with ‘_’ contributions to have a minimum of \$3000 by graduation accounting for educational expenses e.g., camps. • Maintain/develop emotional preparedness of student/parent for high school to manage the separation. • Apply for and be accepted by ‘_’ high school as first option, ‘_’ second option. • Aspirations to go on to study/achieve ‘_’ at ‘_’ (if applicable).

	<ul style="list-style-type: none"> • Parent considering ' _ ' high school. • Student has siblings at ' _ ' high school (if applicable). 	<ul style="list-style-type: none"> • Participates in ' _ ' camps. • Continued/improved parent participation in ' _ ' activities/events. Achievement detail (if applicable) . 	
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C. How do we get there?		D. How will we make this happen?	
<p>Class</p> <ul style="list-style-type: none"> Extend/maintain/improve students' progress in Reading by ' _ '. Extend/maintain/improve students' progress in Language by ' _ '. Extend/maintain/improve students' progress in Spelling by ' _ '. Extend/maintain/improve students' progress in Maths by ' _ '. For example, allocating support from intervention teacher; reinforcing student for seeking help/sharing answers with class; moving to extension or remedial program; providing ' _ ' additional tuition hours each week; working with curriculum/behaviour/student services team to develop support plan; implementing ' _ ' check-in check-out procedure; working towards celebrating ' _ ' on parade; completing ' _ ' homework tasks; read books at home; engaging parent to accompany the student during ' _ ' lessons. <p>Club/ Culture</p> <ul style="list-style-type: none"> Extend/maintain/improve students' grades in Science, History, Music, PE, Design and Tech by ' _ '. For example, allocating support from intervention teacher; reinforcing student for seeking help/sharing answers with class; moving to extension or remedial program; providing ' _ ' additional tuition hours each week; working with curriculum/behaviour/student services team to develop support plan; implementing ' _ ' check-in check-out procedure; working towards celebrating ' _ ' on parade; completing ' _ ' homework tasks; read books at home; engaging parent to accompany the student during ' _ ' lessons. 	<p>Community</p> <ul style="list-style-type: none"> Extend/maintain/improve students' attendance by ' _ ' (e.g., arranging carers when a parent needs to go out of the community so a student can remain in school; allocating case management support; reinforcing attendance through ' _ ' school strategy; celebrating attendance success on parade for five out of five days; motivating progress towards term reward; promoting as a role model to other students). Extend/maintain/improve students' readiness by ' _ ' (e.g., arranging check-ins when a student presents readiness issues; allocating case management support; reinforcing readiness through ' _ ' school strategy; celebrating readiness success on parade; promoting as a role model to other students). Extend/maintain/improve students' wellbeing by ' _ ' (e.g., arranging verification in response to parent or teacher concerns; allocating case management support; requesting a specialist investigation to diagnose cognitive, social or emotional needs beyond EAP; coordinating support through ' _ ' agency; counselling retention where recommended by a psychologist; developing emotional resilience by practising nights away at friends'/families' houses). Extend/maintain/improve students' money by ' _ ' (e.g., arranging sign-up or increased contribution to SET; allocating case management support; reinforcing SET sign-up through ' _ ' O-Hub campaign and family education days; celebrating progress towards \$3,000 savings goal by graduation with family; promoting as a role model to other families). Extend/maintain/improve students' high school by ' _ ' (e.g., arranging interview or alumni conversation to ' _ ' high school; allocating case management support; reinforcing recommended high schools through conversations about students' specific needs and school visits; counselling retention where acceptance to high school is unlikely; deciding on boarding to begin emotional preparedness). 	<p>Class</p> <ul style="list-style-type: none"> Develop specific, measurable, achievable, relevant, time-bound (SMART) actions in response to chosen C space strategies. <p>Club/Culture</p> <ul style="list-style-type: none"> Develop specific, measurable, achievable, relevant, time-bound (SMART) actions in response to chosen C space strategies. 	<p>Community</p> <ul style="list-style-type: none"> Develop specific, measurable, achievable, relevant, time-bound (SMART) actions in response to chosen C space strategies.