



# St Anthony's Catholic Primary School, Kingscliff

## Learning Support Testing Procedures

### VALUES

Care & Compassion; Doing Your Best; Fair Go; Understanding, Tolerance & Inclusion

### VIRTUES

Caring, Courage, Courtesy, Excellence, Fairness, Joyfulness, Kindness, Reliability, Respect, Responsibility, Service

### RATIONALE

Education is a life long process where people gain knowledge and learn to utilise skills to learn, adapt and cope with our ever changing society. St Anthony's Catholic Primary School – Learning Support Department is concerned with the holistic development of each individual, encompassing the intellectual, social, spiritual and physical facets.

### GENERAL CRITERIA

#### (Prior to Testing)

Class teacher, Principal or parents inform Learning Support Teacher of their concerns for the student at risk. Special Ed Teacher follows CEO Referral Process:

- Application for Release of Information Form issued to parents/guardians so that they sign in agreement that appropriate information about their child can be shared among necessary professionals at the school level and with Special Education Team at CEO (namely: class work, therapist reports, formal testing, IEP's, school reports, previous intervention)
- Parents/Guardians fill in PARENT QUESTIONNAIRE outlining background information and any previous intervention + therapist reports
- Class Teacher fills in SCHOOL REFERRAL FORM (which gives relevant information about the child's level of class work, and the strategies used by the teacher already to support the child's needs.)

### SPECIFIC CRITERIA

#### (Prior to Testing)

- Burt Reading Test and South Australian Spelling Test administered by Class Teacher or Learning Support Teacher to ascertain reading and spelling age compared to chronological age. Two or more years below chronological age indicates the child has learning difficulties
- Diagnosis from previous assessments via therapists (if any has been done)
- Reading Recovery Observation Survey to determine the skills the child already has (more relevant to Early Stage One & Stage One students)

### WIAT -11

#### PURPOSE AND/OR TYPE

The Wechsler Individual Achievement Test is used to comprehensively to assess a broad range of academic skills in reading, mathematics, written language and oral language, or to test only in a specific area of need

#### TARGET GROUP (Usage Age)

Suitable for assessing the achievement of children, adolescents, college students and adults. However at the Primary School level it seems more appropriate for Primary age students age 8 to 12

#### USUAL ADMINISTRATOR

Learning Support Teacher and/or Special Ed Adviser

#### ADMINISTRATION QUALIFICATIONS

Teaching qualifications with certified training in administering the WIAT

### NEALE ANALYSIS

#### PURPOSE AND/OR TYPE

The Neale Analysis is a diagnostic Reading Assessment

#### TARGET GROUP (Usage Age)

Suitable for assessing the achievement of children's literacy skills (reading, comprehension and spelling). At the Primary School level it seems more appropriate for S2 & S3 students (ages 8 – 12). It is also most appropriate for use at the Secondary School Level.

#### USUAL ADMINISTRATOR

Learning Support Teacher and/or Special Ed Adviser

#### ADMINISTRATION QUALIFICATIONS

Teaching qualifications with certified training in administering the Neale

**NUMERACY ASSESSMENT**

**PURPOSE AND/OR TYPE**

Assessment Criteria to assess student's ability to perform at stage outcomes within the NSW Maths Syllabus

**TARGET GROUP (Usage Age)**

Suitable for assessing the achievement of children's numeracy skills across ES1, S1, S2 and S3 students at Primary School level. It is also most appropriate for the use in Secondary School Level.

**USUAL ADMINISTRATOR**

Class Teacher and/or Learning Support Teacher and/or Special Ed Adviser

If this testing is administered by class teacher, no general criteria prior to all testing applies. It is only if Class Teacher refers student onto Special Education Teacher that the above general criteria applies to all testing

**ADMINISTRATION QUALIFICATIONS**

Teaching qualifications

**READING RECOVERY OBSERVATION SURVEY**

**PURPOSE AND/OR TYPE**

The Reading Recover Observation Survey is a screening assessment for early literacy skills

**TARGET GROUP (Usage Age)**

Suitable for assessing the emergence of children's early literacy skills, particularly used for ES1, S1 & S2

**USUAL ADMINISTRATOR**

Reading Recovery Teacher &/or Special Education Teacher &/or Special Education Advisers who are also Reading Recovery Trained

NB: If this testing is administered by the current Reading Recovery Teacher, no general criteria prior to all testing applies. It is only if Class Teacher refers the student onto the Special Education Teacher that the above general criteria applies to all testing

**ADMINISTRATION QUALIFICATIONS**

Teaching qualifications and Reading Recovery Training

**CRITERIA PRIOR TO TESTING**

**WIAT – 11, NEALE ANALYSIS, READING RECOVERY OBSERVATION SURVEY**

Results from Burt Reading Test and South Australian Spelling Test

Class work samples, teacher observations and class assessments indicating the child is not able to perform at appropriate stage outcomes

**NUMERACY ASSESSMENT**

Class work samples, teacher observations and class assessments indicating the child is not performing at appropriate stage level outcomes

**AUDIENCE FOR RESULTS**

**WIAT -11 & NEALE & READING RECOVERY OBSERVATION SURVEY**

Results and information from the WIAT/ NEALE / READING RECOVERY OBSERVATION SURVEY are reported back to Principal & Class Teacher. At the school level it is decided if the child needs further assessment(s) by appropriate therapists (eg: Speech Pathologist, Occupational Therapist, Psychologist). Recommendations are proposed to the child's parents

**NUMERACY ASSESSMENT**

Results and information from the Numeracy Assessment are reported back to the Principal & Class Teacher. At the school level it is decided if the child needs further assessment(s) by appropriate therapist, eg: Psychologist. Recommendations are proposed to the child's parents / guardians

**HOW RESULTS USED TO INFORM TEACHING & LEARNING**

Parents/Guardians invited to an IEP meeting with Class Teacher, Principal and/or Learning Support Teacher to discuss and make recommendations regarding their child's learning. An IEP is composed outlining the specific Learning Outcomes for the child for the next term or semester specifying which areas of the curriculum each member at the IEP will undertake & agreeing on a time frame to review this IEP

**ACTION / FOLLOW-UP**

- At the next IEP the same team (if possible) comes together to evaluate the above IEP and determine where to next depending on outcomes being achieved or not and to monitor the effectiveness of strategies used.
- If the outcomes are achieved further IEP's may not be needed...student is monitored on class set program

**CONSULTATION PROCESS**

CONSULTATION HAS OCCURRED WITH THE FOLLOWING PERSONNEL:

- Principal                       Staff                       Curriculum Coord                       LCEO

**RELATED POLICIES**

Learning Support Policy

Year Adopted:	2005	Year revised:	2008	Area:	Learning Support
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