

# **Australian Government Programs for Schools**

# 2009

## **AISNT Information Booklet**



**Association of Independent Schools of the Northern Territory Inc.**

Fifth Floor, Darwin Central, 21 Knuckey Street DARWIN NT 0800,  
GPO Box 2085 DARWIN NT 0801  
Telephone (08) 8981 8668 Facsimile (08) 8941 3061 Email [admin@aisnt.asn.au](mailto:admin@aisnt.asn.au)

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# **Conditions of Funding**

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The Association of Independent Schools of the Northern Territory Inc administers funding from the Australian Government for the *Australian Government Programs for Schools*.

Applications are considered through the Association's committee processes. The following are provisions for funding support under the *Australian Government Programs for Schools*.

1. The school ensures students have the opportunity to participate in year 3, 5, 7 and 9 Literacy and Numeracy testing under the National Assessment Program.
2. The school makes a commitment to the National Goals for Schooling in the Twenty First Century and to the achievement of the performance measures outlined in the 2009 – 2011 Australian Government Administrative Guidelines.
3. Funding is used for the purpose outlined in the application and as specified in the 2009 – 2011 Australian Government Administrative Guidelines.
4. Educational accountability requirements for a program are met as outlined in this Information Booklet under the relevant program.
5. Financial accountability requirements for a program funded for 2008 are met through certification, by a qualified accountant, that funding has been applied for the identified purpose and in the funding year in accordance with Australian Government guidelines by 31<sup>st</sup> March 2009.
6. Financial accountability requirements for a program funded for 2009 are met through certification, by a qualified accountant, that funding has been applied for the identified purpose and in the funding year in accordance with Australian Government guidelines by 31<sup>st</sup> March 2010.
7. The intellectual property in the project materials developed wholly or partly using grant funds is vested in the Australian Government. Project materials may be reproduced in whole or in part for study and training purposes, subject to the inclusion of acknowledgement of the source. It may not be used for commercial purposes.
8. All media publicity and promotion of any materials must refer to the relevant program by name and acknowledge the financial and other support provided by the Australian Government.

# Timetable

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## Year 2009 Programs

### 2008

- October** AISNT Commonwealth Targeted Programs Guidelines sent to schools.
- October & November** Assistance to schools re Commonwealth Targeted Programs Applications. (On request.)
- November 14<sup>th</sup>** Closing date for Applications for the following programs:
- ❑ *Literacy, Numeracy and Special Learning Needs Program – Literacy and Numeracy*
  - ❑ *Literacy, Numeracy and Special Learning Needs Program – Special Education \**
  - ❑ *Country Areas*
- November 20<sup>th</sup>** AISNT Commonwealth Targeted Programs Committee Meeting
- December** Notification to Schools re status of project approval for 2008.

### 2009

- March** Acquittals and Evaluations for 2008 programs.
- March** High Needs Students Mobility Review.

For further information please contact:

Gail Barker

Executive Director

Phone: 08 8981 8668 Fax: 08 8941 3061

Email: [gail.barker@aisnt.asn.au](mailto:gail.barker@aisnt.asn.au)

- \* This date refers to applications for known enrolments of students with disabilities for the 2009 school year. The program will be adjusted for further enrolments or transfers of eligible students during the 2009 school year (funds permitting).

# **Procedure**

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1. Guidelines, including formats for applications for the targeted programs, are sent to Independent Schools by the AISNT.
2. Relevant applications are to be completed by the project coordinator or other school staff as nominated by the relevant school authority.
3. A copy of the completed application, signed by the relevant School Authority, is to be sent to the AISNT by the closing date for the particular program as stated in these guidelines.
4. The AISNT Commonwealth Programs Committee will meet to prioritise and allocate the available funding for each of the targeted programs.
5. Notification will be sent to schools re the success of their applications for funding.
6. Payments to the Schools who submit successful applications will be made during the course of the program. Wherever possible, payments will be made in accordance with the payment schedule as outlined in the *Australian Government Administrative Guidelines 2009 - 2011*.
7. Evaluation and Acquittal forms will be sent to schools at the completion of the funding year.
8. Evaluation and Acquittal forms to be completed and returned to the AISNT by the end of March of the year following the program.

# Applications

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Applications for the 2009 Commonwealth Targeted Programs as outlined in these guidelines are due at the Association of Independent Schools of the Northern Territory by 14<sup>th</sup> November 2008. Please see heading 'Application' under each program section for exceptions to the closing date for applications.

**Hand Delivery Address:**

AISNT  
Fifth Floor, Darwin Central Hotel  
Office Suites  
21 Knuckey Street Darwin NT

**Postal Address**

AISNT  
GPO Box 2085  
Darwin NT 0801

**Fax:**

08 8941 3061

**Email:**

[gail.barker@aisnt.asn.au](mailto:gail.barker@aisnt.asn.au)

**Please Note:**

*In the instance that the application is emailed or faxed, please post or deliver a signed original to the AISNT Office.*

# Programs

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**Literacy, Numeracy and Special Learning Needs – Literacy and Numeracy**

*(due 14<sup>th</sup> November 2008)*

Grants to Schools to foster literacy and numeracy development.

**Literacy, Numeracy and Special Learning Needs –Special Education**

*(due 14<sup>th</sup> November 2008))*

Grants to Schools to assist students with severe to profound disabilities.

**Country Areas**

*(due 14<sup>th</sup> November 2008)*

Grants to Schools to improve educational opportunities, participation, learning outcomes and personal development for rural and isolated students.

**English as a Second Language – New Arrivals**

Grants to schools to improve the educational opportunities and outcomes of newly arrived students of non-English speaking backgrounds.

# **Role of the Project Coordinator**

*The coordinator is responsible for overseeing the planning, consultation, implementation, evaluation, reporting and acquittal of the project.*

Projects require ongoing review to ensure they continue to focus on the stated educational outcomes and the funds are spent according to the conditions of the grant.

It is recommended that the coordinator create a project file. On receiving a grant, project coordinators, on behalf of the Principal, also accept the responsibility for clearly identifying Commonwealth funded items in the School Asset Register.

# **Evaluation and Accountability**

The following guidelines include reference to evaluation and educational and financial accountability requirements as outlined in the Australian Government Programs Guidelines.

# **Program 1**

## **Literacy and Numeracy Element**

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### **Under Literacy, Numeracy and Special Learning Needs (LNSLN) Program**

#### **Objectives**

To assist primary and secondary schools and school communities to measurably improve learning outcomes of educationally disadvantaged students, through literacy and numeracy whole school and intervention programs.

#### **Target Group**

Students who are educationally disadvantaged in terms of their literacy and numeracy outcomes due to a range of factors such as language background other than English, Aboriginal and Torres Strait Islander background and low socio-economic background and learning difficulties. Funding under this program is supplementary to school funding.

*(See Attachments 1 and 2)*

Students who are educationally disadvantaged in terms of their literacy and numeracy outcomes due to a range of factors including:

- Aboriginal or Torres Strait Islander background.
- Non English speaking background.
- Low socio-economic background.
- Learning difficulties.
- Moderate disabilities.

#### **Eligibility**

Students enrolled in years which are eligible for Australian Government general recurrent grant funding (i.e. T-12).

Schools must provide the opportunity to students to participate in the Northern Territory Multi-level Assessment Program (MAP) and National testing programs (where applicable), therefore meeting the Australian Government's benchmark testing requirements.

## **Types of Projects**

An important part of the application process is the role of the project. The project should fit within the schools Literacy and Numeracy Plan and be a strategy to improve the literacy and/or numeracy outcomes for an identified targeted group of students.

- Basic skills and specialised intervention programs designed to improve literacy and/or numeracy proficiency
- Development and implementation of programs on literacy and/or numeracy across the curriculum
- Maintaining appropriate numeracy outcomes throughout schooling
- Development and implementation of screening strategies
- Development and implementation of assessment and reporting strategies
- Development and implementation of innovative classroom and whole school organisational arrangements, including development and implementation of strategies by primary and secondary schools to improve transition between pre/primary/secondary schools
- Professional learning programs for teachers and support staff
- Development and implementation of strategies to improve educational participation, including integrated assistance to individuals and links with other agencies and groups
- Identifying and promoting best classroom practice
- Involvement of parents, communities and community agencies in literacy and/or numeracy development activities
- Educational support services, including consultancies to develop school community strategies

## **Allocation of Funding**

The allocative mechanism for the funding is explained in full in ***Attachment 1.***

## **Use of Funds**

Funds may be used for school strategies that contribute to achieving the program's objectives and may include:

- Salaries for teachers, specialist and/or support staff
- Development of programs including preparing, publishing or purchasing program materials or equipment such as teaching aids
- Employment of literacy and/or numeracy coordinators, advisory staff, interpreters, translators, welfare officers including bilingual officers, teachers' aides and school liaison workers
- Trialling, evaluating, disseminating and delivering professional development material
- Teacher and support staff professional learning opportunities

## **Accountability**

Project coordinators will be required to meet the financial and educational accountability requirements of the project by providing:

- a financial acquittal on completion of the project
- an evaluation of the project that identifies the educational outcomes, and the degree to which these were achieved on completion of the project
- information regarding how the Commonwealth Benchmarking requirements were met during the project year
- information on how literacy and/or numeracy levels were evaluated pre and post program

## **Educational Outcomes**

Outcomes should be realistic, practical and achievable within the available timeframe given the level of resources.

Baseline data should be captured at the beginning of the project in order that the extent to which outcomes have been achieved can be determined.

The following are suggested for base line measurement and should be identified where appropriate in the application for funding:

- Northern Territory Curriculum Framework Outcomes
- MAP achievement data
- Board of Studies Certificate participation and results
- Other system wide student attainment measure

## Evaluation

The evaluation should address each of the anticipated educational outcomes for the program. An explanation of how each outcome was evaluated and the extent to which it was achieved should be included.

Evaluation methods will vary according to the nature of the project and the individual outcomes and will probably consist of a mix of qualitative and quantitative measures. You are expected to use system wide and current school assessment procedures.

*Assessment measures **must** include (where applicable):*

NTCF Data  
National Test Data

*Assessment measures **could** include:*

*Questionnaires and sample surveys  
Criterion referenced tests  
Direct quotes from participants  
Anecdotal records  
Rating scales  
Self-evaluation information  
Samples of work  
Observations*

*Attendance/participation records  
Videos and photographs  
Case histories  
Measure of involvement  
Standardised tests  
Peer evaluation information  
Pre and post tests  
Checklists*

## Applications - (Requests for Funding)

Requests for funding should be concise and follow the format of the example application in these guidelines. Please refer to Attachments 1 and 2 before completing applications.

**ASSOCIATION OF INDEPENDENT SCHOOLS OF THE NORTHERN TERRITORY  
COMMONWEALTH TARGETED PROGRAMS**

**2009**

**LITERACY and NUMERACY  
LITERACY, NUMERACY AND SPECIAL LEARNING NEEDS**

(Please refer to Attachments 1 and 2 prior to completing this form.)

**Request for Funding Form**

<b>School</b>			
<b>Postal Address</b>			
<b>Phone</b>		<b>Facsimile</b>	
<b>Principal</b>			
<b>Project Coordinator</b>			
<b>Email</b>			

**Project Title:**

**Explain how the target group is educationally disadvantaged.**

*Please refer to the categories listed under Target Group in the Guidelines for this program.*



**Précis:**

*Provide a brief, concise description of the proposed project. Information on the aims, proposed outcomes, methodology and evaluation methods **must be stated** clearly.*

**Commonwealth Benchmark Requirements**

*Please indicate how your school will meet the Australian Government National Testing requirements for 2009. e.g. Participation National Testing where applicable.*

**Coordinator's Statement**

.....  
Signature

.....  
Date

**Principal's Statement**

.....  
Principal's Signature

.....  
Date

# **PROGRAM 2**

## **Special Education Element**

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### **Under Literacy, Numeracy and Special Learning Needs (LNSLN) Program**

N.B. For students with SEVERE or PROFOUND DISABILITIES.

Please refer to the AISNT Special Education Handbook.

### **Literacy, Numeracy and Special Learning Needs Special Education**

This program aims to improve the educational participation and outcomes of young people with disabilities.

#### **Objective**

To improve the educational participation and outcomes of young people with severe or profound disabilities through the provision of assistance targeted at schools.

#### **Target Group**

Students with severe or profound disabilities attending Independent Schools.

#### **Eligibility**

Projects must address the needs of students with severe or profound disabilities who are attending a non government school and have been assessed by a person with relevant qualifications as having, *intellectual, sensory, physical, social/emotional, or multiple impairments*, to a degree that satisfies the criteria for enrolment in special education services or programs in the Northern Territory. The student must be receiving a special education service or program and the level of disability requires that the student has a negotiated Individual Education Plan or similar significantly modified program. They would be the equivalent of Level 5 or 6 students as described in 'Attachment 3'. *Verification of the child's eligibility is required.*

A student whose only impairment is a specific learning difficulty or for whom remedial education or remedial support is appropriate is *not eligible* under this program. They may however be eligible under the *Literacy and Numeracy element of the Literacy, Numeracy and Special Learning Needs Program*.

## **Use of Funds**

Funds may be used for;

- salaries of teachers, specialists, professionals, e.g. therapists and support personnel;
- essential travel and transport costs of students, teachers, specialists, professionals and support personnel;
- consultancy and advisory services;
- development of curriculum;
- monitoring and evaluation of both educational and other service programs;
- programs of professional development for staff, and education sessions for parents and community members associated with special education;
- purchase of educational equipment and materials;
- minor building and equipment projects.

## **Accountability**

Project coordinators will be required to meet the financial and educational accountability requirements of the project by providing:

- a financial acquittal on completion of the project;
- an evaluation of the project that identifies the educational outcomes, and the degree to which these were achieved on completion of the project.

## **Educational Outcomes and Evaluation**

Guidance on the approach to Educational Outcomes and Evaluation can be found by reference to the same titled section under the *Literacy, Numeracy and Special Learning Needs - Literacy and Numeracy* section of this document.

## **Applications**

Applications should be concise and should follow the format of the example application in these guidelines.

**ASSOCIATION OF INDEPENDENT SCHOOLS OF THE NORTHERN TERRITORY  
COMMONWEALTH TARGETED PROGRAMS**

**2009**

**SPECIAL EDUCATION  
LITERACY, NUMERACY AND SPECIAL LEARNING NEEDS**

**Request for Funding Form**

<b>School</b>			
<b>Postal Address</b>			
<b>Phone</b>		<b>Facsimile</b>	
<b>Principal</b>			
<b>Project Coordinator</b>			
<b>Email</b>			

**Project Title**

**Project Description**





## Supporting Statements

### **Education Consultant or Specialist Teacher Statement**

.....  
Signature

.....  
Date

### **Coordinator's Statement**

.....  
Coordinator's Signature

.....  
Date

### **Principal's Statement**

.....  
Principal's Signature

.....  
Date

**CONFIDENTIAL**

**LNSLN – Special Education. Student Profile Form – 2009**

Please complete one form per student who has not previously been  
ascertained and included on the AISNT List of Students.

*(The identity of the student will remain confidential with access only being available to the  
Executive Director and Manager of Educational Programs of the AISNT.)*

<b>Name of School</b>	
<b>Address</b>	
<b>Phone Number</b>	<b>Facsimile:</b>
<b>Principal</b>	
<b>Coordinator</b>	
<b>Email</b>	

<b>Student's Name.</b>	
<b>Student's Identity Number</b>	
<b>Date of Birth.</b>	
<b>Defined impairment or description of type of impairment.</b>	
<b>Date Commenced at this School.</b>	
<b>Has this student previously received funding under this program whilst at this school.</b>	
<b>Provide the name and profession of the person who diagnosed the student's impairment. <i>Please attach copies of supporting reports and/or documentation.</i></b>	

<p><b>Student Profile:</b> This should include details of type and level of support required for inclusion purposes. e.g. Level of Part Time Instructor Support. (Attach a second page if required.)</p>
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Principal's Signature: \_\_\_\_\_

Date: \_\_\_\_\_

# Program 3

## Country Areas

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### Objective

To improve the educational opportunities, participation, learning outcomes and personal development of rural and isolated primary and secondary school students.

### Target Group

Students in primary and secondary schools who are educationally disadvantaged by geographical isolation. Isolation refers to access to services, facilities, professional learning and other educational enrichment available to students and teachers from less remote locations.

### Use of Funds

Funds should assist whole school communities to work collaboratively to improve the delivery of educational services by building on existing practice and developing innovative approaches designed to achieve outcomes for students.

Activities may include projects which;

- focus on pooling and sharing activities involving communities and clusters of schools
- involve links with other agencies and groups
- foster curriculum appropriate for the experience and interests of isolated students
- support secondary students in making the transition to work;
- focus on using technology to overcome distance barriers to education
- support the documentation, evaluation and dissemination of activities.

### Accountability

Participating schools will be expected to provide an Evaluation/Acquittal on an annual basis. Guidance on the approach to Educational Outcomes and Evaluation can be found by reference to the section titled 'Educational Outcomes and Evaluation' under the *Literacy, Numeracy and Special Learning Needs – Literacy and Numeracy* section of this document.

### Application

Applications should be concise and should follow the format of the example in these guidelines.

**ASSOCIATION OF INDEPENDENT SCHOOLS OF THE NORTHERN TERRITORY  
COMMONWEALTH TARGETED PROGRAMS**

**2009**

# **COUNTRY AREAS**

## **Individual School Project Outline**

<b>School</b>	
<b>Postal Address</b>	
<b>Phone</b>	<b>Facsimile</b>
<b>Principal</b>	
<b>Project Coordinator</b>	
<b>Email</b>	

### **Project Type**

*Please tick the appropriate box for the type of project you are applying for. You may apply for more than one type of project. Please provide a separate project description for each of the project types nominated.*

- Curriculum Enrichment
- Information and Communication Technology
- Professional Development
- Purchase of Tangible Items

### **Target Group**

*Please state the target group to which the project applies.*

**Project Description**

*State clearly whether funds will be used to establish a particular project or to supplement an existing or proposed program. Provide a concise description of the project under the nominated Project Type (max 50 words).*

***Curriculum Enrichment******Information and Communication Technology******Professional Development******Purchase of Tangible Items***

**Anticipated Project Outcomes**

Provide a concise description of the anticipated outcomes for each of your nominated Project Types.

***Curriculum Enrichment***

***Information and Communication Technology***

***Professional Development***

***Purchase of Tangible Items***

**Signed by the Principal:** \_\_\_\_\_

**Date:** \_\_\_\_\_

# **PROGRAM 4**

## **ENGLISH AS A SECOND LANGUAGE – NEW ARRIVALS**

### **Objective**

To improve the educational opportunities and outcomes of newly arrived students of non-English speaking backgrounds by developing their English language competence and facilitating their participation into mainstream education activities.

### **Target Group**

Students who have recently arrived in Australia and whose first language is not English, and whose proficiency in the English Language is determined, at the local level, to require intensive assistance to enable those students to participate fully in the mainstream classroom activities.

### **Eligibility**

To be eligible for funding under this program, students are required to be;

- Australian citizens or permanent residents of Australia and determined at the local level to require intensive assistance to participate in mainstream classroom activities.
- Undertaking primary or secondary education at a school or have an intention to undertake such education as soon as practicable after the completion of the course of intensive English language instruction, and
  - If entering the first year of primary schooling, have enrolled in an intensive English class funded under this program within 18 months of arrival in Australia, or
  - If entering any other year of schooling, have enrolled in an intensive English class funded under this program within six months of arrival in Australia.

## **Program Considerations**

Students are expected to receive a minimum of six months intensive English language in an intensive language centre/unit or in a school. If the program is conducted in the school, it is expected that students will be provided with a minimum of ten hours of ESL assistance per week.

## **Use of Funds**

The educational authority has discretion for the use of these funds and they can be used for such purposes as:

- The employment of specialist teachers, including bi-lingual teachers, to teach ESL in a variety of situations including;
  - *Intensive and part-time withdrawal sessions;*
  - *Parallel and team teaching;*
  - *Assistance to regular teachers to enable them to attend more effectively to English language development across the curriculum for ESL learners;*
- The employment of advisory staff, interpreters, translators, bilingual welfare officers, teacher's aides and school community liaison workers;
- Curriculum development and the provision of ESL teaching and learning materials;
- The provision of small items of equipment such as teaching aids; funds may not otherwise be used for capital purposes; or
- The provision of ESL in-service courses for ESL specialists as well as mainstream teachers.

## **Accountability**

Project coordinators will be required to meet the financial and educational accountability requirements of the project by providing:

- a financial acquittal as requested;
- an educational assessment.

## **Applications**

Schools with students eligible for funding under the English as a Second Language – New Arrivals Program should contact the AISNT Office for details regarding applications.

***Claims can be lodged with the AISNT as required.***

# ATTACHMENT 1

## Allocative Mechanism for LNSLN – Literacy & Numeracy

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*When completing applications for SAISO – Literacy and Numeracy, please note the following decisions from the 2001 Commonwealth Targeted Programs Committee Meeting.*

*It was agreed that:*

1. Students in years 11 and 12 who are undertaking NTCE or IB programs for those levels should not be included for funding under the SAISO Literacy and Numeracy Project.
2. In recognition of the stated criteria for the designation of funding under this project it was agreed that:
  - 2.1 An amount of \$2 000 be allocated as a base payment to all schools in the sector.
  - 2.2 The following formula be used to determine a weighted enrolment figure for the sector.
    - 2.2.1 That each student registered in the August 2005 Census be allocated 1 point. These figures exclude the students identified in point 1 above.
    - 2.2.2 That each student of Indigenous background be allocated 1 additional point.
    - 2.2.3 That each student who meets the criteria described in the Learning Delay /Mild to Moderate Disabilities Descriptors in Attachment 2 be allocated 1 additional point.
    - 2.2.4 That each student who meets the ESL criteria described in Attachment 2 be allocated 1 additional point.

***Please note that students identified under points 2.2.2, 2.2.3 and 2.2.4 are the only students to be included on the attached Student List.***

3. The funds remaining after the allocation of the base payments will be divided by the total weighted enrolment for the sector.
4. Each school is allocated the per capita amount as determined in point 3 multiplied by its weighted enrolment.
5. There be a maximum of \$20 000 to any school under this program. Funding in excess of the \$20 000 maximum will be redistributed to schools according to the above formula.

This decision was made at a full meeting of the Commonwealth Targeted Programs Committee held on Thursday 6<sup>th</sup> December 2001.

# ATTACHMENT 2

## LNSLN: Literacy and Numeracy Eligibility Descriptors

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### **Eligibility Descriptors**

*The descriptors, as outlined below, should be used to identify students who meet the criteria for involvement in programs funded under the Commonwealth Targeted Programs: Strategic Assistance for Improving Student Outcomes – Literacy and Numeracy Project. Please note that the documentation, including program information and assessment data for the identified students may be requested and should be available on a confidential basis.*

- Students who do not meet the following criteria should not be included.
- Students in years 11 and 12 who are undertaking NTCE or IB programs for those levels should not be included.

### **Mild to Moderate Learning Delay and/or Disability Descriptors.**

*These students should be identified by placing the indicator "D" in the Descriptor column on the Student List form.*

**LEVEL A:** Students who are working well below the considered norm for their age. They require monitoring and regular reviewing of educational programs and student performance beyond what is considered normal practice. These students are considered 'at risk' or marginal learners. They would require additional assistance either in the classroom or in a specific program.

**LEVEL B:** Students who require support indirectly by specialist teacher consultation with the class teacher for goal setting, teaching strategies, resources, classroom management and evaluation. Other support mechanisms may be appropriate e.g. peer tutoring, volunteer helpers. Disabilities of an intellectual, sensory, physical or social/emotional nature, diagnosed by a recognised professional are considered to be in the mild range.

**LEVEL C:** Students for whom a modified educational program with shared development and implementation may be necessary. Teacher-aide support is not essential. Specialist teacher support on a minimal or non-regular basis occurs. Short intensive intervention programs of limited duration may be needed. Disabilities of an intellectual, sensory, physical or social/emotional nature, diagnosed by a recognised professional, is considered to be in the mild-moderate range.

## **English as Second Language (ESL) Descriptors**

English as Second Language Students are identified as those students who use a language other than English in the home as their first language. They can be from either Indigenous or migrant families.

*These students should be identified by placing the indicator "ESL" in the Descriptor column on the Student List form.*

## **Indigenous Students (I)**

Students from the above list who are of Aboriginal or Torres Strait Islander background. Only include Indigenous ("I") students who also qualify as "D" or "ESL" as outlined above. The total Indigenous enrolment figure will be taken from the August 2007 Census.

*These students should be identified by placing the indicator "I" in the Descriptor column on the Student List form.*

**Please note, one student may have more than one category entered in the descriptor column.**

# ATTACHMENT 3

## Levels of Disability re Students with Impairments

**LEVEL 1:** Students for whom referral, data collection, assessment and parental contact remain the only intervention required. Interim support and referrals to other agencies might occur.

**LEVEL 2:** Students who require monitoring and regular reviewing of educational programs and student performance. These students may be considered 'at risk' or marginal learners.

**LEVEL 3:** Students who require support indirectly by specialist teacher consultation with class teacher for goal setting, teaching strategies, resources, classroom management and evaluation. Other support mechanisms may be appropriate e.g. peer tutoring, volunteer helpers. Disabilities of an intellectual, sensory, physical or social/emotional nature, diagnosed by a recognised professional are considered to be in the mild range.

**LEVEL 4:** Students for whom a modified educational program with shared development and implementation may be necessary. Teacher-aide support is not essential. Specialist teacher support on a minimal or non-regular basis occurs. Short intensive intervention programs of limited duration may be needed. Disabilities of an intellectual, sensory, physical or social/emotional nature, diagnosed by a recognised professional, is considered to be in the mild-moderate range.

**LEVEL 5:** Students for whom a major modification of the educational program is necessary, together with additional teacher-aide support. Specialist teacher support is required for input into program implementation and development. Disabilities of an intellectual, sensory, physical or social/emotional nature, diagnosed by a recognised professional, is considered to be in the moderate range.

**LEVEL 6:** Students for whom an individualised educational program, delivered through the IEP (Individual Education Plan) process, is essential for all the student's schooling. The student may be placed in an integrated or non-integrated setting. Substantial teacher-aide support is required to assist in program implementation. Specialist teacher support is required to assist in program implementation. Specialist teacher support is also required on a regular basis. Disabilities of an intellectual, sensory, physical or social/emotional nature, diagnosed by a recognised professional, is considered in the severe to profound range.