



At Caroline Chisholm Catholic College, students who have difficulty coping with the language demands of the curriculum are supported in different ways.

## **Support is provided in a number of ways:**

- Assessment to identify specific student reading and reading comprehension standards
- Appropriate learning and intervention programs, in partnership with subject teachers
- Additional classroom assistance in the form of literacy support
- Monitoring the reading progress of students
- Consultation with students, parents and appropriate staff about achievable learning goals, ongoing progress and future subject choices
- Where necessary, referrals to Education Support for more specialised diagnostic testing

## **Profiling the needs of students**

### **Incoming Year 7 testing**

During Term 3, relevant College staff meet with grade 6 teachers regarding any ESL or students with specific literacy needs. In Term 4 students' reading comprehension is tested. Students who achieve low results are recommended for English Skills (*see below*).

### **Achievement and Improvement Monitor tests (AIM)**

Year 7 students undertake the statewide AIM Tests in English and Mathematics in Term 3. Year 9 students undertake the AIM Tests in Term 2. The results from these AIM tests provide additional information about individual student maths, reading and writing and levels. When the results become available the College sends the student reports to parents.

## **Types of Literacy Support offered:**

### **ESL Literacy Support (Years 7 – 9)**

Students for whom English is their second language and students who have recently arrived in Australia are given support in and out of mainstream classes. The support teacher works with mainstream teachers to modify tasks and to plan strategies that will enable students to cope and gradually extend their skills in reading and writing.

### **English Skills (Year 7)**

Year 7 students may be enrolled in an English Skills course based on grade 6 testing results. The English Skills course is a modified version of the mainstream English course. Class sizes are kept small in order to maximise support and student literacy improvement. Recommendations are made in consultation with parents and relevant teaching staff.

### **ESL Literacy Support (Years 10 – 12)**

Students for whom English is their second language and students who have recently arrived in Australia are given support in mainstream classes as well as withdrawn from some classes. The support teacher works with students to teach strategies that will enable students to cope with the demands of the senior curriculum. Support teachers also provide guidance to VCE teachers in modify teaching and learning activities to allow greater access for ESL students.

### **Exploring Language (Years 8 & 9)**

Exploring Language is a course designed to continually assist students who completed Year 7 English Skills. This course is undertaken in addition to mainstream English classes. Recommendations are made in consultation with parents and relevant teaching staff.