



LEARNING SUPPORT AT CHPS

At CHPS there are many ways we support, extend and enrich student learning. We celebrate individual difference and recognise that children learn at varying rates and in different ways. There is never a 'one size fits all' approach.

Through our year level curriculum, specialist programs, student support documents, small group workshops, student support group meetings and wider community involvement we seek to cater for individual student learning needs.

Supports put in place for one student might look quite different to those put in place for another. Partnership with and support from home is crucial.

Some of the ways we work with families to support and enrich student learning include:

Individual Education Plans

If a student has been identified by their classroom teacher as needing support or extension in a particular area they will have an Individual Education Plan (IEP). The IEP outlines measurable, achievable, timely goals to target the specific areas in which a student needs support or extension. It also gives an outline of the strategies which will be implemented at school to help the student achieve their goal/s, how progress will be monitored and the strategies or resources which can be used at home to support them. Research shows that families are the most significant influence on their children's learning, development, health, safety and wellbeing. Families play a vital role in supporting their child's progress with their IEP goals.

Goals are reviewed and new goals are planned after 6 months.

Student IEPs are shared at Getting To Know You Interviews at the beginning of the year in Term One and reviewed at Parent Teacher Interviews at half year.

Literacy Support Workshops

Literacy Support Workshops are offered for students in the Junior, Middle and Senior School. Small groups provide more opportunity for targeted instruction and feedback, intense instructional delivery and increased scaffolding and pace adjustment during instruction. A multi component approach focussing on phonemic awareness, phonics, reading fluency, vocabulary and language comprehension is used depending on student need. Feedback about student progress and strategies which have been helpful for students is discussed with classroom teachers.

Inclusion Resource Room

An Inclusion Resource Room was set up in 2018. It is packed full of tools to support students with a range of different areas including sensory regulation, fine motor skill development and life skills. Teachers have access to the room to borrow resources as needed.



As always, if you have any questions about your child's learning, your first port of call should be their teacher. We have an open door policy at CHPS and encourage you to make an appointment at an agreed time or call and touch base.

Gen Stephens
Learning Needs Coordinator