

## SUPPORT PLAN FOR SENIOR LEARNING GOALS

Our plan is to give students the best possible opportunity to obtain their learning goals, the table below show the four layers of support available to students in Term 4.

Students will be placed into a group, according to the criteria outlined below; this considers student, staff and whānau voice.

Students do not need to meet all criteria, as this is only a guide to help the decision-making process.

By sharing this plan now, students have an opportunity to work towards being in Group 4 by 4 November, so they will be eligible for study leave.

Group 1	Group 2	Group 3	Group 4
<b>VERY HIGH RISK</b>	<b>HIGH RISK</b>	<b>MEDIUM RISK</b>	<b>LOW RISK</b>
<b>Criteria:</b>	<b>Criteria:</b>	<b>Criteria:</b>	<b>Criteria:</b>
<ul style="list-style-type: none"> <li>Exhibit consistent behavioural patterns that negatively impact other students' learning.</li> <li>Poor attendance.</li> <li>Low credit count.</li> <li>Low predicted credit count.</li> </ul>	<ul style="list-style-type: none"> <li>No Level 1 Numeracy and/or Literacy.</li> <li>No University Entrance Literacy.</li> <li>Low credit count.</li> <li>Low predicted credit count.</li> </ul>	<ul style="list-style-type: none"> <li>Close to achieving academic goals, but still work to be done.</li> <li>Heavily loaded with external standards yet to be assessed.</li> </ul>	<ul style="list-style-type: none"> <li>All internal standards offered passed.</li> <li>Enough credits to have passed Level 1, 2 or 3 prior to study leave.</li> <li>Signed off by their academic dean.</li> </ul>
<b>Needs:</b>	<b>Needs:</b>	<b>Needs:</b>	<b>Needs:</b>
<ul style="list-style-type: none"> <li>Conversation with student and whānau prior to a decision being made.</li> <li>Clear map of required credits and full online support.</li> </ul>	<ul style="list-style-type: none"> <li>Clear map of required credits with individualised goals and deadlines.</li> <li>Identify specific barriers to achievement.</li> <li>Daily check-in with Ākina Coach and/or House Dean to monitor progress.</li> </ul>	<ul style="list-style-type: none"> <li>Spending large blocks of time in specialist practical subject areas, e.g. visual arts, technology, DVC and photography.</li> <li>Completion of internal assessment standards where appropriate.</li> <li>Daily check-in with Ākina Coach and/or House Dean to monitor progress.</li> </ul>	<ul style="list-style-type: none"> <li>Communication from the Dean with student and whānau prior to decision being made.</li> <li>Option to come to school for scheduled tutorials and silent study space.</li> </ul>
<b>Qualifies for:</b>	<b>Qualifies for:</b>	<b>Qualifies for:</b>	<b>Qualifies for:</b>
Independent offsite study.	School-based personalised learning.	School-based personalised learning, revision and tutorials as needed.	Study leave at home.