

Processes for identification and referral – Ryde Public School

1. Teachers use current data from school-based screening and assessment

Teachers collect data
Observations and checklist of characteristics
Show the student's current performance

2. Teachers collect data + checklists

Gather a range of evaluative judgments about the student by using checklists

Informal	Formal
<ul style="list-style-type: none">▪ Student observation/conferencing▪ Documentation & annotation▪ Trialling different teaching approaches/ strategies/ experiences/ compacting▪ Setting individual goals - SMART goals	<ul style="list-style-type: none">▪ Achievement tests▪ Formal assessments – <i>counsellor/LaST</i>▪ Dual exceptionality▪ Identifying underachievement▪ Enrichment opportunities/activities▪ IQ – <i>psychologists</i>

3. Classroom teacher & LaST collect further data using ability and academic assessments + write referral

Meet with parents/carers
Consider off-level testing: LaST (Literacy and Numeracy)

4. LaST collects data using cognitive assessments and teacher fills out referral form

Cognitive assessment or other assessment (school counsellor):

- student's potential
- establish level of giftedness - appropriate provisions to be planned/ PLP
- determine suitable adjustments and considerations