

**LEAP Action Learning Report 2012**

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| Topic area  (The What) | Supporting Students at Risk |
| Context  (The Where and When) | Gulfstream Public School, Toronto, Canada. Gulfstream PS is situated in a low socio-economic area and has a diverse range of cultural backgrounds (students and staff). There are approximately 529 students in the school and a staff of approximately 60. The school also operates 4 Developmentally Delayed classes.  September23rd – October 3rd 2012 |
| Research methods  (The How) | School Systems & Process  Attendance at Support Team Meetings  Classroom Observations  Discussions with Support Personnel |
| Initial findings | * The school is supported through the TDSB Models Schools for Inner Cities Program (157 schools involved). This program provides funding for specific purposes (signage, school packs, specified TPL projects etc) which impacts the whole school as well as allowing for flexible funding (approximately $22,000 in 2012) for the school to use to support the school plan.   **Outcome**: Improved teacher skills / quality resulting in improved student results as identified through Canadian Achievement Test (CAT4)   * Learning Support School Teams. The school runs two specific learning support team models. One team supports individual students referred by class teachers and where personnel within the school can allocate appropriate support. This support may mean accessing the learning assistance program, ESL program, Reading Recovery program etc. The other team consists of school staff as well as members from across the TDSB including special ed. consultants, social workers, psychiatrists etc. This team looks how best to provide support for students with more significant needs. Parents are also invited to attend this team’s meeting.   **Outcome:** Students who are referred are supported through a variety of in school and out of school programs. Parents are well informed and included throughout the entire process.   * Provision of Individual Learning Plans to improve academic performance. ILPs are very detailed and are essential as a part of the referral for support system operating within the school. * Developmentally Delayed classes (4) cater for the high support needs of approximately 30 students within the school. Each class has a teacher and a ratio of 2:1 support personnel. Class programs are very individualised and meet the needs of all individuals within the class. ILPs range in length from 5 to 11 pages and cover all aspects of the student’s high needs, including medical, social, emotional, and academic. The students are integrated during whole school functions and events, and in the playground (with support). * Two intensive reading classes operate within the school during the morning session. Referred students may be placed in one of these classes for a period of intensive reading support. This happens only with parental permission and support. |
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