

IN THE FAIR WORK COMMISSION

Matter no: AM2018/9

Applicant: Independent Education Union of Australia

Fair Work Act 2009 s 158 – Application to Vary a Modern Award

STATEMENT OF CLINTON FOSTER

I, Clinton Foster, of [REDACTED] say:

1. In my statement of 23 November 2018, I refer to individual learning plans at paragraphs [7] to [9].
2. A copy of an example Individual Learning Plan, with identifying details redacted, is annexure CF-1 to this statement.

[REDACTED]

CLINTON FOSTER
10 JUNE 2019

Semester 1, 2019 | Individual Learning Plan

Student Name: _____
 Year Level: 7
 Case Manager: _____
 Middle Years Co-ordinator: _____

Contact Details –

Father: _____
 Ph. No.: _____

Translator: _____
 Ph. _____

Specific Learning Needs	General	Teaching Strategies
<ul style="list-style-type: none"> ESL _____ moved to Australia from China, about 2 years ago. He had very little knowledge of English when he moved. 	<p>General</p>	<ul style="list-style-type: none"> Extra time for tests/exams and assessments Check in with _____ on a regular basis to determine if he is understanding set tasks, provide one on one explanations of tasks as needed. Write instructions/homework/checklists on the board Extra support with reading comprehension tasks – read aloud questions to Daniel, be mindful of the length of the reading, check in for understanding Assistance with his writing expression – correct and explain punctuation, grammar, tenses, spelling etc Provide _____ with a list of key vocab and definitions for topics. This is especially helpful prior to the start of a new topic. This could also take the form of a vocab list at the back of his exercise book Learning mentor support _____ will be providing _____ with English support in the library for 3 sessions a week.

	English	<ul style="list-style-type: none"> • Extra support with word tenses, punctuation, spelling and grammar. • Work closely with Lindy to support [redacted] • In reading comprehension tasks, provide extra support with inferential questions, and author's purpose questions
	Maths	<ul style="list-style-type: none"> • Provide extra explanation of worded problems as needed
Targets		Special Provisions (Junior)
<ul style="list-style-type: none"> • To continue to further develop his skills in the English language • To read a variety of English books • Attend period 7 for extra support • Attend sessions with [redacted] for English support • Ask for help during class 		<ul style="list-style-type: none"> • Extra time for tests/exams and assessments as needed
Monitoring and Assessment Arrangements		Success Criteria
<ul style="list-style-type: none"> • Ongoing communication between teachers, Inclusion Team, [redacted] and family • Parent/teacher interviews • 		<ul style="list-style-type: none"> • [redacted] spends time reading a variety of English books – utilise the local library • [redacted] asks for help during class time • Attend extra support sessions
Review Date and Arrangements		
To be reviewed at the beginning of semester 2, 2019.		

[redacted] Date: 2/5/19

Parent/s Signature: _____ Date: _____