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| |  |  |  | | --- | --- | --- | |  |  |  |   **Student Referral Form**  **Inclusive Education**  Learner Support | Learning and Teaching Cook Islands Ministry of Education PO Box 97, Rarotonga, Cook Islands Phone: +(682) 29357 | fax: +(682) 28357  Website: [www.education.gov.ck](http://www.education.gov.ck)    **Parent/Caregivers details**  Mother:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Contact Phone \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Father: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_   |  |  | | --- | --- | |  |  | |

**Name of student:**

Surname:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

First Names:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

D.O.B Day \_\_\_\_\_\_ Month \_\_\_\_\_\_\_ Year\_\_\_\_\_\_\_

School: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date of referral:

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| **TE REO MAORI Request for Progress February 2012** | | | | | | |
| **Strand** | **Reading Age** | **Curriculum Level** | | | | |
|  |  | **1** | **2** | **3** | **4** | **5** |
| Reading & Comprehension | Please record PM Level/PROBE or other: |  |  |  |  |  |
| Writing | Please record approximate average level according to the curriculum including spelling age (schonell or other) |  |  |  |  |  |
| Speaking | Please comment |  |  |  |  |  |
| Listening | Please comment |  |  |  |  |  |
| **Teacher Comment: Please indicate your overall teacher judgement about this student’s rate of progress. Include specific areas for improvement and any other relevant information.** |  | | | | | |
| **ENGLISH** | | | | | | |
| **Strand** | **Reading Age** | **Curriculum Level** | | | | |
|  |  | **1** | **2** | **3** | **4** | **5** |
| Reading & Comprehension | Please record PM Level/PROBE or other: |  |  |  |  |  |
| Writing | Please record approximate average level according to the curriculum including spelling age (schonell or other) |  |  |  |  |  |
| Speaking | Please comment |  |  |  |  |  |
| Listening | Please comment |  |  |  |  |  |
| **Teacher Comment:** |  | | | | | |

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| **MATHEMATICS and STATISTICS** | | | | | | | | |
|  | Number Knowledge | IKAN test | Stage: | | | | | |
| Number Strategy | GloSS test | Stage: | | | | | |
| **Context for Learning** | | **Level** | | | | | |
| **Strand** |  | | **1** | **2** | **3** | | **4** | **5** |
| Number and Algebra |  | |  |  |  | |  |  |
| Statistics |  | |  |  |  | |  |  |
| Geometry and Measurement |  | |  |  |  | |  |  |
| **Mathematics Comments** |  | | | | | **Overall Effort and Attitude in Mathematics** | | |

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| **CONCEPT STUDIES – SOCIAL STUDIES and SCIENCE** | | | | | | | |
| **Record Strand** | **Context for Learning** | **Level** | | | | | **Overall Effort and** |
|  |  | **1** | **2** | **3** | **4** | **5** | **Attitude in Concept** |
|  |  |  |  |  |  |  |  |

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| **PHYSICAL EDUCATION** | | | | | | | |
| Record Strand/s | **Context for Learning** | **Level** | | | | | **Overall Effort and** |
|  |  | **1** | **2** | **3** | **4** | **5** | **Attitude in PE** |
|  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |
| **HEALTH** |  |  |  |  |  |  |  |
| Record Strand | **Context for Learning** | | | | | | **Overall Effort and** |
|  |  | | | | | | **Attitude in Health** |
|  |  | | | | | |  |
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| **KEY COMPETENCIES** | | | |
| **In every National Curriculum area, students continuously develop these key competencies while they use them for further learning.** | | | |
| **KEY: Inconsistent (I) Working Towards (WT) Consistent (C)** | **I** | **WT** | **C** |
| 1. **Using languages, symbols, and text** Working with the codes in which knowledge is expressed. This key competency is assessed through the National Curriculum subject areas. |  |  |  |
| 1. **Relating to others** Interacting with a diverse range of people in a variety of contexts. This competency includes active listening, recognising different points of view, negotiating, and sharing ideas. |  |  |  |
| 1. **Managing Self** Choosing to act appropriately, conscious of the effects of what we do and say. This includes setting personal goals, making plans, and striving for excellence. Self-management implies self-motivation, including a ‘can-do’ attitude and taking responsibility for completing homework. |  |  |  |
| 1. **Participating and contributing** Using learning when taking an active part in a range of local, national, and global communities. |  |  |  |
| 1. **Thinking** Using creative, critical, and logical processes to make sense of and to question information, experiences, and ideas. This includes researching, organising, and evaluating to seek understanding, to inform decisions, to shape actions, and to construct knowledge. |  |  |  |

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| **INVOLVEMENT IN WIDER SCHOOL LIFE** | |
| **Academic** |  |
| **Cultural** |  |
| **Service** |  |
| **Sports** |  |

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| **Reason for Referral** |
|  |

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| **Additional Comments – Please provide any relevant medical background** |

Thank you for taking time to complete this form. You can expect that an appointment time will be made within 2 weeks of receiving this referral.

Meitaki maata,

Inclusive Education

Ministry of Education

Cook Islands

**Have you contacted the parents/caregivers with your concern? Y/N**

**If yes, what has been the response?**

**If no, why not?**

**Strategies already tried/ used by the classroom teacher/school to address this problem (e.g. IEP, behaviour management plan, professional reading/research)**