INCLUSIVE EDUCATION POLICY

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PREAMBLE

The John Wollaston Anglican Community School's (the School) *Inclusive Education Policy* should be read with the Anglican Schools Commission (ASC) *Students with Disability Policy* with particular reference to the School's compliance, through educational strategies and procedures, with federal and state legislation related to disability and education. Key legislation includes the federal *1992 Disability Discrimination Act* and *2005 Disability Standards for Education* and the principles within this legislation.

1. MISSION STATEMENTS

1.1 JOHN WOLLASTON ANGLICAN COMMUNITY SCHOOL MISSION STATEMENT

We enable our students to discover their passion and direction in life and make a positive contribution in the world.

1.2 INTERNATIONAL BACCALAUREATE MISSION STATEMENT

The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

2. BACKGROUND

The Primary School at John Wollaston Anglican Community School is authorised as a World School of the International Baccalaureate (IB) for the Primary Years Programme (PYP). The PYP is a curriculum framework based on a constructivist approach to learning. As a school in Australia these guidelines are reflective of the IB mission and philosophy and the goals of the Melbourne Declaration (2008) and [Alice Springs (Mparntwe) Education Declaration](#) (Education Council, 2019) as articulated in the Australian Curriculum. Each is explained in this document and used to inform our inclusive education practices.

This policy document includes differentiation for all students, provision for students with learning difficulties and modifications for students with disabilities. Policy guidelines are also documented for students who have English as an additional language or dialect (EAL/D) and students who are gifted and talented.

3. THE WESTERN AUSTRALIAN CURRICULUM PERSPECTIVE

[1]All students from Kindergarten to their final year of secondary schooling in Western Australia have a right to an education that is equitable and embraces diversity. This right is enshrined in the United Nations Conventions on the Rights of the Child. It is also a feature of the [Alice Springs (Mparntwe) Education Declaration](#) (Education Council, 2019) which is central to the Australian Curriculum. The School Curriculum

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[1] *Student Diversity*, School Curriculum and Standards Authority, Government of Western Australia retrieved from
https://k10outline.scsa.wa.edu.au/home/principles/guiding-principles/student-diversity

and Standards Authority (SCSA) is committed to working in ways that promote the interests and rights of students in schools and home education contexts.

This education must be inclusive of students' individual strengths and needs. Differences in terms of characteristics such as ethnicity, language (linguistic background), culture, gender, socioeconomic status, disability, sexual orientation or geographic location should not be allowed to detract from a student's access to the high-quality education that is their right. The materials SCSA produces and the policies and procedures it follows seek to promote inclusivity.

4. THE INTERNATIONAL BACCALAUREATE PERSPECTIVE

Student diversity of all kinds can be included as a resource, seeing differences not as problems to be fixed, but as opportunities for enriched learning.
<div align="right">*Learning diversity in the International Baccalaureate Programmes: Special educational needs within the International Baccalaureate Programmes.*</div>

Educational programmes within the IB focus on the whole child by practising differentiation. This includes:
- Identifying a student's learning style
- Scaffolding his/her learning
- Differentiating the curriculum in order to develop the student's true potential

Research has found that "certain individuals or groups of children may benefit from adaptations to general teaching approaches, but in general pupils with Special Educational Needs (SEN) do not need qualitatively different pedagogy." (Kershner 2007: 486) There is a shift from specialist teachers solving issues to collaborative planning by all teachers who are part of a student's education anywhere along the learning continuum.
<div align="right">Adapted from *Learning diversity in the International Baccalaureate Programmes:*
Special educational needs within the International Baccalaureate Programmes.</div>

5. INCLUSION AT JOHN WOLLASTON

As a non-selective Anglican School, we provide a rigorous and inclusive education for students of all backgrounds.

Inclusion is an ongoing process that aims to increase access and engagement in learning for all students by identifying and removing barriers.
<div align="right">*Learning diversity and the IB Programmes:*
Special educational needs within the International Baccalaureate programmes, 2010:3</div>

5.1 OUR APPROACH TO INCLUSION

Inclusion is about responding positively to each student's unique needs. At the School we aim to develop an inclusive environment for learning in order for all students to receive meaningful and equitable access to the curriculum. In support of the IB belief that students become more enduringly skilful when learning is authentic and in context, inclusion is the preferred approach to meeting the diverse needs of our students. We have developed a culture of collaboration and differentiation to support our beliefs about inclusion.

5.1.1 Collaboration
- Collaboration and reflection take place between teachers and their colleagues, the Learning Enrichment Centre (LEC), parents/guardians and students.
- Information is shared regarding factors that affect a student's learning, strategies to address or accommodate student needs, differentiation and teaching strategies that will assist students to maximize their potential.
- Collaboration enables teachers other than the classroom teacher to play an important role in reinforcing, supporting and extending the classroom work.

5.1.2 Differentiation
Differentiation is used across the curriculum, by all teachers and involves:
- Creating an environment that invites learning.

- Knowing with clarity the learning destination.
- Checking regularly to see where students are in regard to the destination.
- Adapting instruction to ensure optimal progress for each learner.
- Establishing routines that balance structure and flexibility to allow attention to varied learner needs.

5.2 FOUR PRINCIPLES OF GOOD PRACTICE

Strategies that support effective differentiation are outlined in the four principles of good practice identified by the IB. These align with the principles of Universal Design for Learning (UDL) *https://medium.com/udl-center*
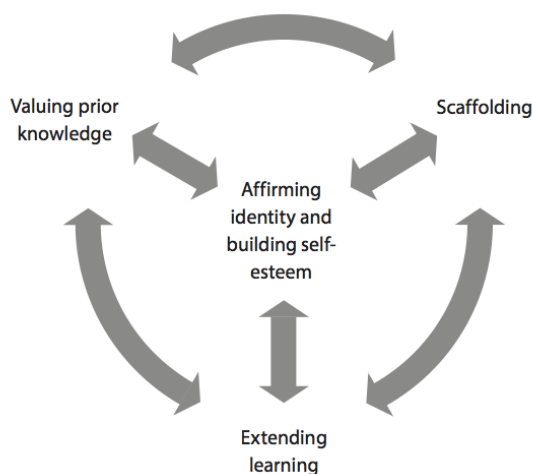

Figure 1
Visual representation of the four principles of good practice in an IB SEN learning cycle

Principle 1 – Affirming identity and building self-esteem

Social and emotional conditions for learning that value all languages and cultures and affirm the identity of each learner promote self-esteem.

Affirming identity can be achieved by:
- Promoting a class and school environment that welcomes and embraces the diversity of learners.
- Valuing and using the diversity of cultural perspectives to enhance learning.
- Liaising with parents/guardians to establish understanding of how best to collaborate to achieve shared goals.

Principle 2 – Valuing prior knowledge

When planning the range of new learning that can take place in any individual, previous learning experiences or prior knowledge must be taken into consideration. It cannot be assumed that students with diverse learning needs will share the same previous learning and background knowledge.

Therefore teachers should:
- Explicitly activate learners' prior understanding through provocations, prior assessments and analysis of data etc.
- Use their knowledge of learners' prior understanding to differentiate tasks and activities that will build up the further background knowledge necessary for new learning to occur.
- Record information that will support planning for future differentiation and inform teaching practice. This information should be shared when collaborating with other teachers (e.g. Specialists) and be passed on to future teachers during end of year handover.

- Consider the time and strategies necessary for activating and building up background knowledge when planning a unit of work. This can be achieved by planning fewer open-ended tasks rather than an over-emphasis on content coverage.

Principle 3 – Scaffolding

Scaffolding is a temporary strategy that enables learners to accomplish a task that would otherwise be impossible or more difficult for a student to accomplish. Scaffolding should foster learners' increasing independence in taking responsibility for developing strategies for their own learning.

Examples of scaffolding strategies:
- Graphic organisers to develop a piece of written research.
- Visual aids to minimize over-reliance on language and verbal instruction.
- Demonstrations, templates and exemplars to assure understanding of expectations.
- Dramatization, creative demonstrations or use of technology to reduce emphasis on specific skills such as writing when demonstrating learning.
- Small structured collaborative groups where students are able to benefit from their diverse range of skills and abilities.
- Teacher language.
- Use of mother tongue or best language to develop ideas and initial plans.

Principle 4 – Extending Learning

Where students have demonstrated a high level of mastery and understanding, it is important to provide further opportunities for learning to maintain challenge and engagement. These include:
- Opportunities to skip practice and repetition of skills already mastered and begin work at the point of challenge.
- Providing open-ended tasks that provide opportunities to explore concepts and ideas in greater depth.
- Developing higher order thinking skills so that students can engage with concepts at multiple levels of understanding.

These practices are implemented for all students at the School; however, there are some students who may require specialist or additional assistance according to their individual needs.

6. DIVERSITY OF NEEDS AT JOHN WOLLASTON

The student population includes individuals and groups of students who may require adjustments or adaptations to the curriculum or learning environment in order to meet their specific learning needs. Adjustments are made for students:
- Who have an identified learning need
- Who have an intellectual disability
- Whose first language is a language or dialect other than the language of instruction (referred to as EAL/D students)
- Who have social/emotional disorders
- Who have specific physical or medical needs
- Who have been identified as having high ability
- Who identify as LGBTIQA+
- Who have any needs not included above, which require adjustment

6.1 ROLES AND RESPONSIBILITIES:

6.1.1 Principal and Head of Primary (HOP)
- Identify possible learning needs on enrolment and engage appropriate staff.
- Oversee decisions related to placement of students according to their needs, including acceleration or repeating a year level.

- Ensure compliance with the *1992 Disability Discrimination Act* and *2005 Disability Standards for Education.*

6.1.2 Dean of Teaching and Learning (DTL)

- Collects and organises data from standardized and diagnostic assessments conducted from Years 7 to 12.
- Collaborates with the Head of Inclusive Education about the data, identifying strategies for in-class differentiation.
- Collaborates with the Head of Inclusive Education to provide staff professional learning on aspects of inclusivity including the Nationally Consistent Collection of Data on School Students with Disability (NCCD), differentiation, universal design learning and Individual Education Plans (IEPs).
- Collaborates with the Head of Inclusive Education and teachers to identify students who may be considered Gifted and Talented and oversees the process of developing learning extension opportunities.
- Collaborates with the Head of Inclusive Education and the Head of MYPath (VET and Careers) to offer senior students individualised learning programs that will best prepare them for post-Year 12 e.g. ASDAN, Workplace Learning (ADWPL),   Certificates, General Support classes and/or reduced course loads.
- Monitors learning programs of secondary staff to ensure appropriate curriculum differentiation.
- Collaborates with the Head of Inclusive Education to complete the SCSA applications for students requiring Special Examination Arrangements for Western Australian Certificate of Education (WACE) examinations.
- Ensures special considerations are included in Years 10, 11 and 12 examinations and Year 12 Externally Set Tasks consistent with SCSA's *Equitable Access to Assessment Policy and Guidelines*
- Ensures special considerations are included for NAPLAN and OLNA testing consistent with SCSA's *Equitable Access to Assessment Policy and Guidelines.*

6.1.3 Early Years and 3-6 Coordinators

- Collects and organises data from standardised and diagnostic assessments from K to Year 6.
- Collaborates with teachers about the data, identifying strategies for in-class differentiation and establish progress.
- Oversees the process of planning for differentiation during collaborative planning sessions.
- Identifies students who may be considered of high ability and oversees the process of developing Curriculum Adjustment Plans.
- Uses the EAL/D Learning Progression to identify levels of intervention for EAL/D students and develop IEPs.
- Meet with parents/guardians and teachers of EAL/D and high ability students to develop IEPs.

6.1.4 Deputy Head of Primary and Dean of Pastoral Care Secondary

- Liaise with families regarding social and emotional needs of students.
- Collaborate with teachers, Heads of House, School Chaplain, Head of Inclusive Education/Primary Inclusive Education. Coordinator, Dean of Teaching and Learning, School Counsellor, visiting School Psychologist and allied health professionals in regard to individual needs of students and develop IEPs and Positive Management Plans (Primary) when required.
- Coordinate and implement social and emotional learning programs across the School.

- Coordinate care of students with medical conditions, including those with diabetes, asthma and anaphylaxis. This includes developing Emergency Action Plans, Medical Action Plans and Asthma Plans.

6.1.5 Head of Inclusive Education and Primary Inclusive Education Coordinator:

- Facilitate the State and Federal funding process by seeking and collating data for eligible students who have a disability.
- Maintain current knowledge and understanding of relevant State and Federal imperatives and changes to legislation.
- Maintain current knowledge and understanding of best practice in inclusive education
- Compile and maintain a whole school overview of students requiring support for learning difficulties and disabilities
- Assist the HOP and DTL to identify students who are gifted and talented through the enrolment process and data analysis.
- Collaborate with the HOP and the DTL to deliver appropriate staff professional learning on aspects of inclusivity.
- Develop, implement and review IEPs in consultation with students, parents/guardians, teachers and other allied professionals.
- Identify students requiring learning support and LEC English and Mathemtics classes in consultation with the Coordinator of TL ELC/Primary, Head of Year 7 and DTL
- Coordinate and timetable learning support programs including the allocation of staff as required.
- Communicate with parents/guardians of students who are having difficulties or require extra support.
- Respond to teacher concerns about student performance and suspected barriers to learning.
- Collaborate with parents/guardians, classroom teachers and specialists to identify students' specific needs.
- Collect and interpret specialist reports in order to provide teachers with usable information and strategies to support the varied needs of students.
- Organise interventions for students who have been identified as being 'at risk' and those whose learning needs vary to those of their peers.
- Collate information and evaluate progress of students with IEPs in order to review and monitor their needs.
- Provide classroom teachers with information about, and strategies that support, disabilities and learning difficulties as required
- Consult with the School Counsellor, visiting School Psychologist and AISWA Inclusive Education Consultant to ensure student needs are effectively addressed with the resources available.

6.1.6 Teachers

- Read and follow the IEPs for the students that they teach.
- Develop modified learning goals for identified students.
- Include the intended learning experiences for students on modified learning goals in curriculum planning documents.
- Record adjustments on SEQTA under NCCD Evidence Maintenance as required.
- Use differentiation across the curriculum to cater for and support the needs of all students.
- Use inclusive, gender neutral language and grouping strategies.
- Refer/liaise with Head of Inclusive Education/Primary Inclusive Education Coordinator if they suspect a student may have an undiagnosed learning need.

- Consult student files and/or handover notes from previous teachers to identify potential areas of need.
- Administer standardised, diagnostic and in-class assessments.
- Analyse whole class data in collaboration with Primary Leadership, discussing strategies for differentiation.
- Collaborate with Primary Leadership or HOD and Head of Inclusive Education;, teachers, LEC teachers and Education Assistants regarding implementing differentiation according to student needs.
- Consult with parents/guardians to obtain background information, discuss in-class differentiation and if necessary, suggest referral to the LEC.
- Consult with relevant member of Executive depending on the area of need or follow the procedures for referral to the LEC.

6.1.7 Learning Enrichment teachers:

- Read and follow the IEPs for the students that they teach.
- Develop modified learning goals for identified students.
- Record adjustments on SEQTA under NCCD Evidence Maintenance as required.
- Develop programs based on current, evidence- based approaches to teaching students with specific learning needs.
- Collaborate with classroom teachers to plan, develop and deliver programs which support learning and are appropriately differentiated in accordance with the context of the classroom.
- Collaborate with parents/guardians and classroom teachers to identify students' individual needs.
- Analyse whole school data and further test students to identify specific areas of weakness and learning needs as required
- Create and facilitate programs for students who have been identified as being 'at risk' and those with learning disabilities both diagnosed and imputed.
- Monitor and evaluate performance of students consistent with the relevant school policies.
- Follow the LEC assessment plan to conduct periodic standardised tests and track student progress.
- Review and modify programs according to student progress and changing needs.
- Collaboratively plan with classroom teachers to support Primary IB programmes and philosophy within LEC programs.

6.1.8 Education Assistants

- Read and follow the IEPs for the students they support.
- Provide in class support for students . at the teacher's direction.
- Provide additional playground supervision when required.
- Modify resources for students at the teacher's direction.
- Provide feedback on students to the Primary Inclusive Education Coordinator and/or Head of Inclusive Education.
- Attend IEP meetings as required.

6.1.9 Visiting School Psychologist

- Accessed through consultation with the relevant member of the Primary Leadership Team or Head of Inclusive Education.
- Supports teachers and parents/guardians who have concerns about individual students.
- With permission from parents/guardians, reviews student performance using observations and standardised testing.

- With permission from parents/guardians and in accordance with the AISWA School Psychologist Service guidelines, performs testing to diagnose conditions such as Specific Learning Disorders.

6.1.10 Service Providers or Allied Professionals

- Support students with disabilities by offering advice and expertise to teachers (permission must be sought to observe students in classrooms).
- Participate in IEP Meetings (Case Conferences) reviewing individual student progress and offering recommendations to support specific learning needs which are common to particular disabilities.
- With permission, provide on-site therapy for students with disabilities who receive regular, on-going therapy in accordance with the school's guidelines for school visitors.

6.2 COMMUNICATION

- Reports from Medical Practitioners and Allied Health Professionals are kept on students' files in the LEC. These are securely stored, but can be accessed by class teachers through the Head of Inclusive Education.
- Records and details of communication with parents/guardians and students are noted on SEQTA. Information of a confidential nature is placed directly in the student's file and a note is placed on SEQTA for staff confidential information.

7. PROGRAMS AND SUPPORT

Students with disabilities and specific learning needs are supported in their education across the school through quality differentiated teaching practice and the support of education assistants.

In addition, many students with additional learning needs require support in small group settings through targeted programs designed to improve literacy and numeracy attainment. . Student needs are identified through standardized testing, in-class testing and anecdotal notes from teachers. . In addition, students in Years 4-6 are extended in mathematics through small group classes with a specialist teacher.

Senior Secondary students are supported through the LEC to study ASDAN modules, with General Support classes and Education Assistant support in-class, Work-place Learning and TAFE courses.

Teachers, Education Assistants and LEC Teachers collaboratively support students with specific learning needs by creating a positive learning environment in individual, small group and whole class settings.

7.1 LITERACY AND NUMERACY WITHDRAWAL CLASSES:

Students who are identified as requiring significant intervention in literacy and numeracy are supported through daily English and Mathematic classes with a specialist LEC teacher in a small group setting. LEC teachers are responsible for the development of modified goals, programs, and reporting for these students. Students eligible for withdrawal are identified through the following criteria:

- Relevant PAT results below the 3rd percentile.
- Diagnosed learning need indicating the student has significant barriers to learning.
- LEC teacher and class teacher consultation regarding the functional impact of student's disability in mainstream classroom setting.
- NAPLAN results demonstrating achievement significantly lower than year level cohort.

Students included in the withdrawal classes are generally working at a level 2 years or more below their peer group and have learning needs requiring support beyond what can be catered for in year level classroom differentiation for English and Maths.

7.2   PRIMARY SUPPORT GROUPS

Literacy: Groups comprise of students who require intervention to boost their basic reading skills. Group Education Plans (GEP) are generated to enable Learning Enrichment teachers to address individual student needs through systematic and explicit Tier 2 instruction using the Sounds-Write program. Students are taught to map phonemes to graphemes, to blend and segment words and develop fluency through reading phonetically controlled decodable texts.

Numeracy: Students in Years 3-6 who have been identified as working above the 90th percentile are offered extension. Students in Years 4-6 are placed on a Curriculum Adjustment Plan (CAP).

7.3   SECONDARY LITERACY SUPPORT GROUPS – YEAR 7

The Literacy Learning Support program supports the teaching and learning of the Year 7 English Course Outline in a small group setting with a specialist LEC teacher and Education Assistant. In addition, the intervention programs, Sounds-Write and repeated reading strategy are implemented to boost students' literacy skills. Writing is taught through Pie Corbett's Talk-for-Writing Program and Jumpstart Grammar. Reading is taught through evidenced based strategies to support a meta-cognitive approach. The group is fluid and students may enter and exit according to their assessed needs.

7.4   NUMERACY SUPPORT GROUP – YEAR 7

The Numeracy Support program supports the teaching and leaning of the Year 7 Mathematics Course Outline in a small group setting with a specialist Maths teacher and Education Assistant. Diagnostic testing and regular formative assessment identifies the mathematical knowledge and skills that need to be mastered by the student for them to progress to the next level. The group is fluid and students may enter and exit according to their assessed needs.

7.5   LEARNING NEEDS

- **Identification**

Students can be identified at the beginning of the school year by enrolment information provided by parents/guardians, whole school data collection and teacher concern. After this time, students who are considered at risk should be discussed with the:
  o Primary – ELC or 3-6 Coordinator and referred to the Primary Inclusive Education Coordinator
  o Secondary – HOD and referred to the Head of Inclusive Education

Further testing, referrals to specialists, parent/guardian communication and appropriate actions will take place in consultation with parents/guardians and teachers. The School Counsellor and the visiting School Psychologist can be available to assist with the support of student disabilities, emotional and academic needs. IEPs are formulated according to social, emotional and academic student needs.

- **Responsibility for identification:** Head of Inclusive Education or Primary Inclusive Education Coordinator

7.6   INDIVIDUAL EDUCATION PLANS (IEPS)

Individual Education Plans are developed for students with a disability, either diagnosed or imputed. IEPs list the adjustments to teaching and learning that are required for the student to access the Curriculum. . Teachers use strategies that are listed on the IEPs, which enable the students the opportunity to reach their potential. The adjustments and strategies included in the IEP are developed in consultation with the student via a student survey, the parent/guardian, teachers and other allied professionals. IEPs are updated as required in accordance to the student's needs. They are periodically reviewed every six months via consultation with parents/guardians.

In addition, for students with a disability that restricts their access to the year level curriculum, individual curriculum goals are created by teachers, in consultation with parents/guardians and the Head of Inclusive Education or Primary Inclusive Education Coordinator.. These individual

curriculum goals form the Modified Curriculum Education Plan (Mod IEPs). Students on Modified Curriculum Plans do not receive homework and their progress is monitored in relation to the achievement of their individual learning goals.

7.7 EVALUATION

Student performance and progress are monitored closely using assessments, work samples and teacher anecdotal records. Whole school and LEC testing conducted at the beginning and end of the school year facilitate databased decisions and evaluation. Students who are part of LEC support groups are assessed throughout the year to track their progress. Modified Curriculum IEPs and GEPs are evaluated at the end of each semester and become part of the reporting schedule for parents/guardians.

Students on IEPs will be assessed according to the WA Curriculum Achievement Standards . However, if students are unable to meet a D Grade due to a disability , their learning goals will be mapped at an individual level rather than against the Western Australian Curriculum. Each subject teacher sets the goals which are shared with the student and parents/guardians. These goals are reported on twice a year using the ratings of 'achieved' or 'working towards'. This Modified Curriculum Education plan is always supported with an IEP which provides background information to the learning need and teaching strategies to help the student learn more effectively.

https://k10outline.scsa.wa.edu.au/home/principles/guiding-principles/student-diversity/ablewa

7.8 SOCIAL EMOTIONAL CONSIDERATIONS

The School supports the social and emotional development of Pre-K to Year 12 students through a variety of initiatives including the Encounter Program; Character Strengths (Positive Education); the Keeping Safe: Child Protection Curriculum; the Western Australian Health and Physical Education Curriculum and the Religious and Values Education Program.

In the Primary School these initiatives also include: Kimochis ®, U R Strong,, •b (dot-be) and Mindfulness.

In the Secondary School these initiatives also include: ; It Only Takes One program, Tomorrow Man/Tomorrow Woman, Prosper program, the LGBTIQA+ Support Group,; the Year 10, 11 and 12 Value Added Program (VAP) including, but not limited to, presentations from Dr YES (Youth Education Sessions)(mental health), Paraplegic Benefit Fund (PBF Australia) (living with a physical disability), Drug ARM WA and Red Frogs Australia..

Classroom teachers, parents/guardians, students and pastoral staff work together to assist students experiencing social/emotional issues. This can include the development of IEPs, Positive Behaviour Plans and adjustments to the curriculum if required.

Please refer to the *Pastoral Care Policy Primary School* and the *Pastoral Care Policy, System and Procedures: Secondary School* for more information.

7.9 PHYSICAL OR MEDICAL ACCOMMODATIONS

All students with a physical disability are provided with an IEP. Substantial adjustments may need to be made to support the individual student.

Students may have ongoing health conditions which require an Emergency Action Plan (EAP) to be developed e.g. for diabetes, asthma and anaphylaxis. All staff are made aware of students on EAPs and information (including photos) is provided in class relief files (Primary and Secondary), duty folders (Primary) and in the Primary Preparation Room, ELC Staff Room, Secondary Department offices, the Café, Library, the Student Services Medical Centre and Primary and ELC Sick Bays.

Please refer to the School's *Asthma Care for Students Policy* and *Health Care Policy* for further details.

7.10 ENGLISH AS AN ADDITIONAL LANGUAGE OR DIALECT (EAL/D)

- **Identification**

    EAL/D students are those who speak a language or dialect other than English and who require additional support to assist them to develop proficiency in English.

    Students with EAL/D have diverse educational backgrounds. They may have:

    - Schooling equivalent to their same-age peers in Australia.
    - Limited or no previous education.
    - Little or no literacy experience in their first language (or in any language).
    - Excellent literacy skills in their first language (or another language).
    - Learnt English as a foreign language and had some exposure to written English but need to develop oral English.
    - Already learnt one or more languages or dialects other than English.
    - Good academic language skills but struggle with the social registers of English.

    The particular challenge for EAL/D students is that they need to concurrently learn English, learn through (or in) English, and learn about English. In order to personalise learning for EAL/D students the student and parent/guardian are consulted.

    The EAL/D Learning Progression, developed by Australian Curriculum, Assessment and Reporting Authority (ACARA), is used to identify where the student is in their English language development and what instruction is required to move them to the next stage of language development. A student may be at different stages in writing, reading, speaking and listening.

    https://docs.acara.edu.au/resources/EALD_Learning_Progression.pdf

    EAL/D students of any age may be in any of the language learning phases:

    - Beginning English – students with some print literacy in their first language
    - Emerging English – students who have a growing degree of print literacy and oral language competency with English
    - Developing English – students who are further developing their knowledge of print literacy and oral language competency with English
    - Consolidating English – students who have a sound knowledge of spoken and written English, including a growing competency with academic language

    Responsibility for identification:

    - Primary: ELC and 3-6 Coordinator
    - Secondary: DTL and Head of Inclusive Education.

- **Curriculum modification**

    - Beginning English or Emerging English phases.
      These students require informed EAL/D intervention in order to access learning. Support for intervention varies according to the age of the student, numbers of students at these levels and the resources available for addressing these needs.
        - *Early Years:*
          It is acknowledged that Early Years classrooms are language-rich and provide opportunities for language acquisition through play and interaction with other students. Students on this level of the progression are monitored regularly to assure adequate development is occurring.
        - *Years 1 to 12:*
          Students on this level of the progression receive priority in assisting them to develop functional language in order to access the curriculum.

- Developing English or Consolidating English phases

  These students continue to require specific language instruction in their mainstream classes. Intervention is planned in collaboration with the Primary Inclusive Education Consultant and the Head of Inclusive Education in order to assist these students to further develop their proficiency in English in the context of classroom learning.

- **EAL/D Teacher Resource**

  https://k10outline.scsa.wa.edu.au/home/principles/guiding-principles/student-diversity/english-and-an-additional-language-or-dialect

  SCSA has developed a series of subject-specific resources to support teachers as they develop personalised teaching and learning programs with EAL/D students.
  The EAL/D Teacher Resource is used to:
  - Identify and explain areas of the Western Australian Curriculum that EAL/D students may find challenging.
  - Assist classroom teachers to identify where their EAL/D students are broadly positioned on a progression of English language learning.
  - Help teachers understand students' cultural and linguistic diversity and how this diversity can be used in the classroom.
  - Provide examples of teaching strategies supportive of EAL/D students.
  - Provide an overview for teachers who may not have specialist training in the area of EAL/D or access to specialist EAL/D teachers.

- **Evaluation**

  Language Development Plans are developed in collaboration with class teachers using the EAL/D Learning Progression as a guide. Goals are set and communicated with parents/guardians. Achievement towards these goals is recorded on the progression and communicated to parents/guardians each semester, providing opportunities for new goals to be set.

  https://k10outline.scsa.wa.edu.au/home/principles/guiding-principles/student-diversity/english-and-an-additional-language-or-dialect
  EAL/D Progress Map http://www.det.wa.edu.au/curriculumsupport/eald/detcms/navigation/assessment-and-reporting/eal-d-progress-map/#toc1

7.11   GIFTED AND TALENTED STUDENTS

- **Identification**

  Identification of students who are gifted/and or talented begins at the enrolment process through the gathering of available information on student achievement and potential.

  Students who have met the criteria for giftedness on an IQ test or who score in the 90th percentile or above on any of a range of standardised assessments are considered 'gifted and/or talented' students.

  The identification of giftedness is ongoing throughout the student's schooling in order to provide opportunities to assess gifts as they grow and change. Both high potential and high performance are considered when identifying giftedness. A range of both subjective and objective measures are used to identify gifted and talented students:

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  Subjective measures:
  - *Parents/Guardians:* insight into student characteristics, passions and interests.

- *Teachers:* observations of both positive and negative characteristics. High performance and motivation to learn are less important factors than student potential. Observations of both positive and negative dispositions towards learning are helpful when identifying giftedness.

Objective measures:
- *Tests of academic achievement:* performance above the 90th percentile on any school-based standardized test e.g. PAT, AGAT, PISA, national academic competitions (e.g. National Chemistry Quiz) and NAPLAN.
- *Off-level testing:* when students have performed at the highest level on a standardized test they may be asked to take higher level tests to identify their level of performance.
- *Tests of intellectual potential:* parents/guardians may provide the School with results of IQ and Aptitude tests performed by external consultants.
- It is important to note that test performance of students from different cultures, language groups and disadvantaged communities may not accurately reflect their potential.

Responsibility for identification
- Primary: HOP and Early Years and 3-6 Coordinator
- Secondary: Teachers in consultation with the HOD, DTLand Head of Inclusive Education

- **Curriculum modification in the Primary School**
  Students who have been identified as gifted and/or talented are best catered for by ensuring there is adequate stimulation and daily challenge within the classroom activities. The curriculum should be carefully differentiated to provide challenge, pace and complexity. Modifications to the curriculum recorded on a Curriculum Adjustment Plan (CAP) could include:
  - *Content modifications:* should be abstract, complex and varied. Provision for this should be made through open-ended inquiry.
  - *Process modifications:* involving higher order thinking, creative and critical thinking, problem-solving, group interaction and allow freedom of choice.
  - *Product modifications:* involve real world problems, are for real world audiences, require real deadlines and transformation of learning, involve appropriate assessment and evaluation and extended or accelerated outcomes.
  - *Learning environment modifications:* should be flexible and open, encourage independent and intrinsic learning, be accepting and non-judgmental, and encourage complex and abstract thought.
  <div align="right">Maker, 1982</div>

- **Grouping strategies**
  Gifted and talented students benefit from flexible grouping systems, enabling them to challenge and be challenged, develop social skills and self-motivation. A variety of grouping strategies are employed which may include occasional withdrawal from the classroom.
  - *Homogenous ability grouping:* Provides intellectual stimulation from peers. This strategy can be used effectively in classroom settings where like-ability students work on challenging tasks.
  - *Pegasus Academic Challenge and Extension (PACE):* Opportunities may be provided for students to be withdrawn to work with other gifted and talented students on specific tasks e.g. competitions, challenges, school newspaper etc.
  - *Heterogeneous groups:* Working in mixed ability groups improves socialisation, facilitates learning of common objectives and expectations, and promotes creativity, cooperative learning and leadership.
  - *Independent work:* Students may be set individual challenges which match their ability level, are self-paced and promote self-improvement and independence.

- **Curriculum modification in the Secondary School**

  The School's Pegasus program promotes creative thinking, problem solving and collaborative learning through cross-curricular State, National and International events such as the First Lego League Competition, Book In A Day, Play in a Day and the University of Sydney Sleek Geeks Science Eureka Prize.. The training, preparation and participation that occurs for these events sees participants learning to work in cooperation with others whose strengths will be different to, but complement their own. In the classroom, students who excel in a particular subject are given Pegasus work to challenge and extend their knowledge. . In addition, our students have been involved in leadership programs such as the Burt Youth Leadership Forum, the Statewide Student Parliament, and the Amanda Young Foundation Young Leaders' Eco-Health Summit.

  Each year the Pegasus program adapts to take on opportunities to suit the strengths of the cohort and the individual students at the School. This includes excursions and incursions for competitions, workshops with university outreach programs and the promotion of activities and competitions during Gifted Awareness Week.

  There are also options including Pegasus Visual Art, Year 9 Science Challenge and the Emerging Writers' Master Class which have either academic prerequisites and/or are designed to extend and enrich the opportunities provided to students in these areas and enable them to further pursue their passions and interests..

  Following the semester reporting cycle, students eligible for the Pegasus Society (comprising our highest academic achievers) are announced at the next Secondary Assembly. Students remain members for as long as they meet the criteria. Students who maintain a significant length of membership are awarded Pegasus Society Honours. Members are invited to events and initiatives to meet similarly motivated students from Years 7 to 12. Members are eligible to be involved in Pegasus Society events. .

  The table below shows the criteria required for Pegasus Society Membership:

  In lower secondary school the students must be in the highest academic stream where possible. They may not receive a C Grade except in Physical Education.

Year	Minimum number of A grades	Number of timetabled subjects/courses
7	6	9
	9	12
8	9	12
9	7	9
10	6	6-8
11	4 or predicted ATAR of 90+	6 (may include non-graded Certificates)
12	4 or a predicted ATAR of 90+	5 or 6 (may include non-graded Certificates)

7.12 ACCELERATION

Acceleration enables a student to move through school at a faster rate than usual. This is an effective educational option for students who are deemed suitable for acceleration. Acceleration of Primary students is considered on a case-by-case basis in consultation with parents/guardians, the teacher, the Head of Inclusive Education, the Primary Leadership, the HOP and the Principal. Students who have been accelerated will generally continue to require curriculum modification in areas of particular strength. It is generally not the practice to accelerate students during the secondary years.

- **Identification**
  - The Iowa Acceleration Scale (IAS) is the most widely accepted and research-based tool used to assist schools in making a thorough and objective decision about whether or not acceleration is suitable for an individual student. The IAS form serves as the foundation for discussion between the key stakeholders. With parent/guardian permission, the visiting School Psychologist is able to administer the test.

- **Methods of acceleration**
  There are many forms of acceleration:
  - *Early admission:* Early learning (Pre-K to Year 1) students enter at the academic year level appropriate for their age. Early admission entry may be considered for all other academic year levels at the Principal's discretion.
  - *Grade-skipping*: Students are placed in a year level ahead of their chronological age peers.
  - *Partial acceleration*: Where students consistently achieve at the highest level in a learning area, students may use higher level instructional activities on a continuum of learning.
  - *Curriculum compacting*: The amount of time spent on introductory activities, drill and practice is reduced to enable the student additional time for addressing personal education goals.

- **Considerations to be made when accelerating students**
  - The 'receiving' teacher is positive about the process and involved in planning for the acceleration of the student.
  - The student is prepared for the change.
  - Curriculum differentiation will still be required. This may be to provide further extension or to address any gaps in the student's knowledge or skills.
  - The student is monitored and on-going support is provided.

7.13 ASSESSMENT OF GIFTED AND TALENTED STUDENTS

Gifted and talented students show evidence of achievement according to the Western Australian Curriculum Achievement Standards. In addition, students will be assessed according to their individual learning goals.

8. RELEVANT SCHOOL POLICIES AND DOCUMENTS

- *Assessment Policy Years 7 to 10*
- *Assessment Policy Years 11 and 12*
- *Academic Reporting Policy Years 7 - 12*
- *Senior Secondary Academic Studies Policy*
- *ASC Enrolment and Attendance Policy and Procedures (ASC)*
- *Asthma Care for Students Policy*
- *Attendance Policy and Procedures Primary School*
- *Attendance Policy and Procedures Secondary School*
- *Bullying and Harassment Policy*
- *Child Safe Policy - Western Australia (ASC)*
- *Duty of Care Policy*
- *Equal Employment Opportunity, Discrimination and Harassment (ASC)*
- *Health Care Policy*
- *Pastoral Care Policy Primary School*
- *Pastoral Care Policy, System and Procedures: Secondary School*
- *Privacy Policy*
- *Privacy Policy and Procedures (ASC)*
- *Students with Disability Policy (ASC)*
- *Workplace Learning Policy*
- *Workplace Health and Safety Policy*

9. REFERENCES

- ACARA: *English as an Additional Language or Dialect Teacher Resource* *https://www.australiancurriculum.edu.au/resources/student-diversity/meeting-the-needs-of-students-for-whom-english-is-an-additional-language-or-dialect/*

- SCSA: *English as an Additional Language or Dialect* *https://k10outline.scsa.wa.edu.au/home/principles/guiding-principles/student-diversity/english-and-an-additional-language-or-dialect*

- SCSA: *Equitable Access to Assessment Policy and Guidelines https://senior-secondary.scsa.wa.edu.au/__data/assets/pdf_file/0010/987121/Equitable-Access-to-Assessment-Policy-and-Guidelines.pdf*

- Department of Education WA *EAL/D Progress Map* *http://www.det.wa.edu.au/curriculumsupport/eald/detcms/navigation/assessment-and-reporting/eal-d-progress-map/#toc1*

- AISWA Policies and Procedures Guidelines for Schools: *Gifted and Talented (November 2014)*

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  Welte, L. (2004) *Challenging Gifted Children A Professional's Guide,* Teacher Created Resources

IB Documents:

- *Language and Learning in IB Programmes (2011)*

- *Learning Diversity and the IB Programmes Special Educational Needs Within The International Baccalaureate Programmes (2010)*

- *Meeting Student Learning Diversity in the Classroom (2013) - A Summary of Learning Challenges and Suggested Teaching Strategies and Ideas for Resources*

- *Programme Standards and Practices (2010)*

- *What is an IB Education? (2013)*