Supporting Learning at St. Mary’s Beaudesert

An outline of how we as a community support the children’s learning at our school.
**Introduction**

Schools have responsibility for maximising the learning outcomes and well being of all students and for providing access to a high-quality education that is free from discrimination. ALL children are entitled to quality education experiences. Students should feel that they are included in an environment of high expectation where they are both able and enabled to learn.

At the core of inclusive education is the human right to education for all, which is pronounced in the *Universal Declaration of Human Rights* in 1948 (UNESCO). This resource supports inclusive education.

Inclusive education means that all students are welcomed by their school in age-appropriate settings and are supported to learn, contribute and participate in all aspects of school. Inclusive education is about how schools are developed and designed, including classrooms, programmes and activities so that all students learn and participate together. In order to create an inclusive environment, changes and modifications may need to be made to help a student or group of students participate on the same basis as other students. The changes or modifications made will reflect the assessed individual needs of the student can be made in both the classroom and whole school setting.

Modifications are often referred to as adjustments to meet individual needs. Adjustments can be made to a range of areas to support an individual student, including but not limited to the way that teaching and learning is provided, changes to the classroom or school environment, the way that student’s progress and achievements are assessed and reported to parents, the provision of personal care and planning to meet individual needs, as well as professional learning for teachers and support staff.

The legal responsibilities of educators who work with students with disability are outlined in the Disability Standards for Education 2005 (the Standards). The Standards seek to ensure that students with disability can access and participate in education on the same basis as other students. The Standards were formulated under the *Disability Discrimination Act 1992* (DDA). The Standards clarify and elaborate the legal obligations of all education providers to students with disability under the DDA. The Standards also set out how education is to be made accessible to students with disability to enable them to participate in education on the same basis as students without disability, including the provision of ‘reasonable adjustment’ where necessary to enable this.

The Melbourne Declaration on Educational Goals for young Australians (2008) is a commitment to action in education, and was agreed to by all Education Ministers. It states that all young Australians should be successful learners. For this to be achieved, educators need to provide personalised learning aims for fulfil the diverse capabilities of each student.

Foreword: This document was written as a result of a renewal process that looked into our practices of how we, as a school support student learning at St. Mary’s. It has a particular focus on supporting children who may be experiencing difficulty in their learning.

The document is organised in a number of areas.

a) The educational context. In planning for the support of children’s learning it is important to understand the Educational Context in which the school works. We are guided by Brisbane Catholic Education in our plans for teaching and learning as we are by the Australian Curriculum. Documents that are prepared by these organisations support us in developing our own local Vision and Mission for learning.

b) Key areas of how we support learning in the school. Identified areas include:
   a. Use of data to best inform planning for teaching
   b. Identification of learning needs.
   c. Timely intervention
   d. Communication
   e. Equity
   f. Strategies to support teaching and learning
   g. Monitoring the effectiveness of our programmes
The principle aim of Learning Support at St Mary’s is to optimise the learning process in order to enable students to achieve the highest possible levels of proficiency in literacy and numeracy.

The classroom teacher is the key person to support the students in their class and is the first point of contact for parents. As the first point of contact for parents, the classroom teacher will coordinate communication between school and home.

School Officers will be available to support classroom teachers in the classroom and sometimes for small group withdrawal work. A major emphasis of School Officers ‘work will be in the early years. The ST: IE will also be available to support the early year’s teachers and classes as well. The Boost teacher will support students with literacy and numeracy as required.

We will endeavour for all students to:

- Participate in the full National Curriculum
- Develop positive self-esteem and positive attitudes about school and learning
- Monitor their own learning and become independent

We will also endeavour to:

- Involve Parents/ Carers in supporting their children
- Collaborate with colleagues in order to maximize learning
- Establish early intervention programmes designed to enhance learning

The Stages Approach to Assessment, Identification and Programme Planning

**Stage 1 - Classroom**

- Class Teacher (CT) or Parent/Carer (P) may have concerns about academic, physical, social behaviour or emotional development of a student.
- A meeting is organised by either party to discuss concerns.
- CT gathers information such as: checklist, anecdotal records and assessment data prior to the meeting.
- After the meeting the CT draws up a plan of support to be used in the classroom.
- Plan reviewed regularly with parental involvement (see: Student Support Team Meetings Schedule page 5 attached)
- If supplementary teaching/ support is deemed necessary then a period of time e.g. 5 weeks or longer may be provided, depending on student’s needs and progress.
- If concerns remain after a few meetings then the CT will consult with the Learning Support Team → Stage 2.
Stage 2 – Learning Support Team

- In this stage the student is referred to the Learning Support Team.
- The parents will be contacted by Learning Support and a meeting arranged.
- Further diagnostic testing may be deemed necessary.
- Diagnostic testing may be undertaken internally at the school by the ST: IE or the GC.
- CT, P and ST:IE/GC may meet to draw up an Individual Learning Plan (ILP)
- An ILP is a classroom based document written for a student who is experiencing difficulties accessing the curriculum at the class year level. The ILP is written by the classroom teacher, after consultation with all parties and with support from the ST: IE or GC to focus on specific goals – usually English, Maths or Social/Emotional needs for a semester.
- ILP includes interventions for the Classroom, Home and supplementary teaching.
- Student’s progress is reviewed regularly in consultation with CT and P.
- If significant concerns remain after a number of reviews it may be necessary to seek support and advise from Brisbane Catholic Education (BCE) Consultants or other outside Professional Health Agencies → Stage 3.

Stage 3 Brisbane Catholic Education / Professional Health Agencies

- ST: IE or GC consults with parents for permission to seek additional support/ investigation.
- Specialist advice sought from BCE Support Personnel: Speech Pathologist; Caroline Chisholm Centre; Visiting Teachers or outside Specialist Health Professionals: Psychologists; Paediatricians; Audiologists; or in-school Private Health Professionals: Speech Pathologist or Occupational Therapist.
- After above consultation and with reports from Support and other Professionals; Parents meet with ST: IE/ GC, Classroom Teacher and Specialists (if available).
- Individual Learning Plan (ILP) will be drawn up with above stakeholders.
- An ILP is a classroom based document written for a student who is experiencing difficulties accessing the curriculum at the class year level. The ILP is written by the classroom teacher, after consultation with all parties and with support from the ST: IE or GC to focus on specific goals – usually English, Maths or Social/Emotional needs for a semester.
- An ILP may include goals for: academic, cognitive, motor skills, social skills, self-help skills or emotional development.
- An ILP will identify resources and personnel considered necessary to implement the plan.
- The ILP will be reviewed each term or when deemed necessary.

Stage 4 Verification

After consultation with a Paediatrician or a Child Psychiatrist a diagnosis may be given that will facilitate verification of a disability through Brisbane Catholic Education procedures. (See Appendix A page 6). Should a student receive verification through this process then St Mary’s Primary School will receive funding to support the student.
Assessment:
To help identify students who are experiencing learning difficulties, all St Mary’s Students will have ongoing assessment throughout the year.

- All prep students will be screened for Hearing at the beginning of the year in term 1.
- If parents or teachers have concerns, Prep students will be screened by an Occupational Therapist or Speech Pathologist.
- In the Early years, Prep → 2; assessment takes the form of teacher observation through the use of checklists and regular testing of number, maths concepts, letters and word recognition, phonics (letter sounds) and beginning writing.
- Assessment in the Middle years, 3 & 4 and Senior years, 5 & 6 will also be made using teacher observation and checklists and as well as more formal assessment such as, Reading and Comprehension: Pat R, and PM Bench Marking, Maths: Pat M and specific Writing assessments.

Additional Assessment (that may be used)

- YARC – York Assessment Of Reading Comprehension
- SPAT – Southerland Phonological Awareness Test
- Stepping Stones Diagnostic Maths Test
- NAPLAN

- Soundwaves Spelling Placement Test
- South Australian Spelling Test
- Waddington Maths Assessment
- Diagnostic Maths Profile
- First Steps Maps of Development – Reading, Writing, Maths, Speaking and Listening
- Australian Curriculum Continuum for Learning Areas

Support Programmes

- Fitzroy Reading Programme
- Multi Lit (Years 4/6)
- Mini Lit (Years 1/3)
- Boost Teacher – Targeted Groups (See Below)
- School Officers – Targeted Small Groups and Individuals

EAP: An Education Adjustment Plan is written for a student with a verified disability. An EAP is written when Verification is first given and then on review, 1 to 5 years depending on the Student’s disability and Paediatrician’s request. An EAP is a comprehensive document that addresses all aspects of the students learning; Curriculum, Communication, Social/Emotional Participation and Wellbeing, Learning Environment and Health, Safety and Personal Care. This document is written for Brisbane Catholic Education by the ST: IE or Guidance Counsellor in conjunction with the classroom teacher and the student’s parents and in consultation with Support Staff from BCE. Parental consent is requested before this document is written.

IEP: An Individual Education Plan is a school based document written for a student with a verified disability. The IEP is written, after consultation with all parties, by the ST: IE and/or the GC and the Classroom Teacher to focus on specific goals (as identified in the EAP) for a semester. The IEP will be written at the beginning of term 1 and reviewed at the end of terms 1, 2, 3 & 4. Any adjustments will be made at the review in term 2. Parents will be invited to a meeting to view the document and give approval by signing it.

ILP: An Individual Learning Plan is a classroom based document written for a student who is experiencing difficulties accessing the curriculum at the class year level. The ILP is written by the classroom teacher, after consultation with all parties and with support from the ST: IE or GC to focus on specific goals – usually English, Maths or Social/Emotional needs for a semester. The ILP will be written in the middle of term 1 and reviewed at the beginning of terms 2, 3 & 4 and the end of term 4. Any adjustments will be made at the review in term 3. Parents will be invited to a meeting to view the document and give approval by signing it.
The Stages Approach to Assessment, Identification and Programme Planning

STAGE 1

Classroom Teacher (CT) has concerns about a student’s learning.

Parent/ Carer (P/C) has concerns about their child’s learning.

CT makes contact with P/C to arrange meeting.

P/C makes contact with CT to arrange meeting.

CT and P/C meet to discuss concerns. CT shares formative assessments, anecdotal records and other data. CT gathers additional information and background information from P/C to inform the meeting and for future planning.

CT and P/C formulate a plan for learning and CT documents strategies and resources using St Mary’s planning pro-forma. CT emails meeting notes and copy of planning pro-forma to ST: IE, GC, Principal and APRE. Set time period for review.

STAGE 2

CT decides to request assistance, advice and/or support from ST: IE and/or GC. CT completes LS referral for ST: IE and/or GC.

ST: IE or GC contacts Parent/Carer to arrange meeting to gather information and history and discuss plan for action.

ST: IE and/or GC perform assessments OR refer to BCE Specialist Support or Private Specialist Support.

OR

CT and P/C meet to review and agree to seek additional support from ST: IE and/or GC.

CT and P/C meet to review and continue with support in the classroom.
# Student Support Meetings Schedule

## Student Support Team Meetings Schedule

<table>
<thead>
<tr>
<th>Week</th>
<th>Term One</th>
<th>Term Two</th>
<th>Term Three</th>
<th>Term Four</th>
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<tbody>
<tr>
<td></td>
<td><strong>PFD’s</strong></td>
<td><strong>Teacher Handover Meetings of Verified students’ IEP’s and ILP’s</strong></td>
<td><strong>STUDENT SUPPORT TEAM MEETINGS for ALL CT’s ALL WEEK 10:45 – 3:45</strong></td>
<td><strong>STUDENT SUPPORT TEAM MEETINGS for ALL CT’s ALL WEEK 10:45 – 3:45</strong></td>
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<tr>
<td><strong>1</strong></td>
<td><strong>Parent/Teacher Goal setting and View IEP, ILP</strong></td>
<td><strong>STUDENT SUPPORT TEAM MEETINGS for ALL CT’s ALL WEEK 10:45 – 3:45</strong></td>
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<td><strong>2</strong></td>
<td></td>
<td></td>
<td><strong>REVIEW and UPDATE ILP’s for students in need of a differentiated curriculum. With CT &amp; ST:IE 10:45 – 3:45</strong></td>
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<td><strong>3</strong></td>
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<tr>
<td><strong>4</strong></td>
<td><strong>STUDENT SUPPORT TEAM MEETINGS for ALL CT’s ALL WEEK 10:45am – 3:45pm</strong></td>
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<td><strong>5</strong></td>
<td><strong>UPDATE IEP’s for Verified students With CT &amp; ST:IT &amp; GC 2/3days 10:45 – 3:45</strong></td>
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<td><strong>6</strong></td>
<td><strong>WRITE/UPDATE ILP’s for students in need of a differentiated curriculum. With CT &amp; ST:IE 10:45am – 3:45pm</strong></td>
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<td><strong>9</strong></td>
<td></td>
<td><strong>REVIEW &amp; UPDATE IEP’s for Verified students With CT &amp; ST:ITE &amp; GC 2days from 11:00am</strong></td>
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<td><strong>10</strong></td>
<td></td>
<td><strong>IEP with Parent 2 days from 11:00am</strong></td>
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Appendix A

4. Educational Context

“A Catholic school is not simply a place where lessons are taught; it is a centre that has an operative educational philosophy, attentive to the needs of today’s youth and illuminated by the gospel message.”

The Religious Dimension of Education in a Catholic School n.22

4.1 Brisbane Catholic Education Beliefs about Learning and Teaching

As a Catholic community the school will advocate for all to live the gospel of Jesus Christ as

- successful,
- creative and confident,
- active and informed learners, empowered to shape and enrich our world.

All phases of schooling are informed through Brisbane Catholic Education’s Learning and Teaching Framework, Religion Curriculum P-12, and Strategic Renewal Framework.

<table>
<thead>
<tr>
<th>Learning is:</th>
<th>Teaching is:</th>
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<tbody>
<tr>
<td>• Inextricably linked to living life to the full</td>
<td>• a ministry and invokes a commitment to live out the mission of Jesus</td>
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<tr>
<td>• Personal, relational, and communal</td>
<td>• relational with a shared responsibility to educate for the common good</td>
</tr>
<tr>
<td>• Visible, active, and interactive to construct knowledge and meaning</td>
<td>• visible, explicit and responsive, creating equity and excellence for all</td>
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<td></td>
<td>learners</td>
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The Melbourne Declaration of Educational Goals for Young Australians identifies the important role education plays in building a democratic, equitable and just society. The document promotes two goals:

1. Promote equity and excellence for all
2. Provide opportunities for all young Australians to become successful learners, confident and creative individuals, active and informed citizens.

The Australian Curriculum is the source of all curriculum planning, assessment and reporting for all learning areas covered by the Australian Curriculum. Learning areas not covered by the Australian Curriculum are sourced from the relevant state statutory body. 5.1 Model of Pedagogy

The school will develop whole-school approaches to learning and teaching underpinned by a model of pedagogy that provides a common language and process for effective teaching practice across the school. The model of pedagogy below is a resource developed by BCE to support communities in developing principles and practices for learning and teaching relevant to their particular context.
- on progress, prior achievement and development of learners and their learning
- on learners' levels of thinking
- on attributes students bring to the classroom
- on planning to accelerate the cognitive levels of all students

- the identified curriculum intent
- clear visible learning intentions
- clear visible success criteria
- learning goals for all students

- positive classroom learning environments
- student involvement in ongoing responsive cycles of learning and teaching
- multiple ways of knowing, interacting and opportunities for practice
- explicit teaching
- differentiation that moves each student's learning forward towards the success criteria

- to students with progressive feedback about their ongoing progress towards the learning intentions and success criteria
- to the impact of teaching by using different levels of feedback
- by explicitly teaching peers how to give accurate and appropriate feedback to one another
- the effect of teaching on student achievement and success
- the climate of the class
- the invitation to learning experienced by students
- student perspective on the impact of teaching
- from a curriculum perspective
Appendix B

Boost Teacher – Teacher working with small groups of children with intensive focussed instructions and revision.

CT – Classroom Teacher

EAP – Education Adjustment Plan

GC – Guidance Counsellor

IEP – Individual Education Plan

ILP – Individual Learning Plan

LST – Learning Support Teacher

Multi Lit – Intensive Reading Programme

P – Parent/Carer

PAT-M – Progressive Achievement Tests in Maths

PAT-R – Progressive Achievement Tests in Reading

PM Bench Marking – Comprehensive Reading Assessment Resource

SPAT – Southerland Phenological Awareness Test

ST:IE – Support Teacher - Inclusive Education

YAR-C – York Assessment of Reading Comprehension