

# REACH PROGRAMME

## PROCEDURES

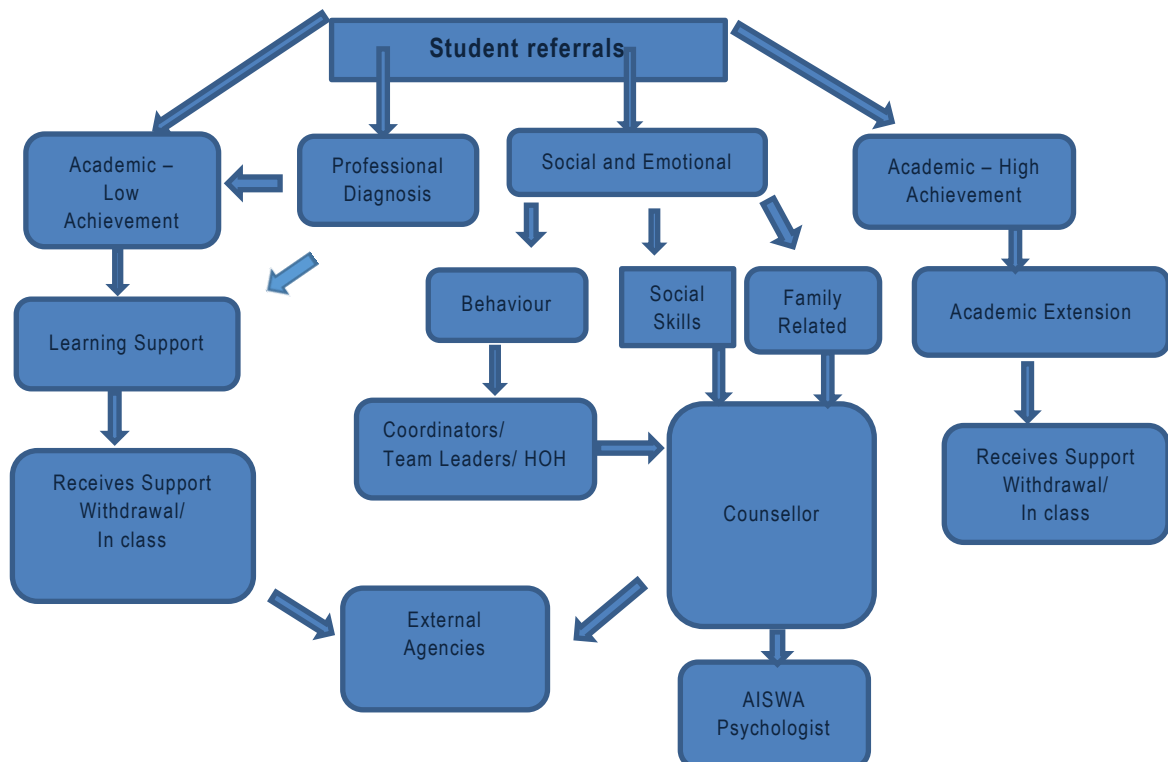
### Academic Extension and Learning Support

The School recognises the needs of individual students differs and that no single method of teaching supports all students. All students will access a broad and balanced curriculum. The School aims to provide support which ensures all students are supported to reach their full potential, through the provision of programs which will support or extend every student to access a broad and balanced curriculum

The School complies with the legislative requirements and Guidelines set out in the Nationally consistent collection of Data on School Student with Disability, Disability Standards for Education (2005), Disability Discrimination Act (1992) and Melbourne Declaration on Education Goals for Young Australians (2008), to ensure students receive appropriate adjustments to enable participation on the same basis as other students.

Our team consists of counsellors, teachers and education assistants who work collaboratively to support students with academic, social and emotional or behavioural needs. Open communication and transparency is valued in all aspects of students' education, therefore the School works in close partnership with parents.

## REFERRAL PROCESS



## LEARNING SUPPORT

Students are referred to Learning Support either on enrolment or by the classroom teacher. Withdrawal and in class support are practices employed to assist students overcome barriers which may prevent or hinder achievement. Early intervention with modifications or adjustments to the curriculum, environment or personal care, combined with parents involvement maximises student success. Learning Support staff work collaboratively with members of the school community and external professional agencies. Referral to professionals such as Paediatricians, Psychologists, or Speech Therapists will be made if deemed necessary to enable teaching staff to further assist students.

### Identify student's background and strengths.

- Pre or on-entry interview – parent /caregiver and leadership team member
- Previous Assessments and or reports – previous schools/allied professionals
- New Assessments - Learning Support/Counsellor/referral to outside agencies.
- Formative Assessment – classwork, observations (in class and school environment)
- Parent Feedback

### Plan and implement personalised learning and support measures

- Identify options and select adjustments, interventions and other supports
- Design age-appropriate learning tasks, resources and learning materials, assistive technology, or additional resources
- Identify and complete professional learning if required.
- Select and implement appropriate teaching strategies to facilitate effective learning, embedding differentiated teaching practice throughout the School.
- Develop Documented Plan – Learning Support and teacher collaboration. – Student and/or Parent input and feedback – Strategies to support student across all curriculum areas.
- Develop Curriculum Adjustment Plan as subsection of Documented Plan as required – short term goals

### Regularly monitor process and review, evaluate the impact of support

- Make adjustments, modifications as necessary with the focus on assisting the student to reach his/her goals. – Documented Plans minimum beginning each semester, Curriculum Adjustments at least termly – as goals achieved, or modified.

## ACADEMIC EXTENSION

Students are identified as at risk of underachievement if not provided with additional extension. Selection is based on a range of criteria and observations, including annual standardised assessments conducted at each year level, the National Assessment Program Literacy and Numeracy (NAPLAN), teacher observations and performance in class. Other factors are also taken into consideration, including social skills and the ability to work autonomously and in collaborative groups.

The program offers self-directed, inquiry learning activities, which provide opportunities for students to succeed in a structured, supported environment.

## ACCELERATION

Acceleration may be considered when a student demonstrates consistent evidence of superior ability, in one or more content areas. Consultation with parents will be undertaken to discuss a range of options that may include:

- Year group advancement to next year level for all subjects – Mentor provided
- Subject- specific advancement in one or more subject areas – Mentor provided
- Compacting – offering year level curriculum at a faster pace

The School may conduct, or ask for evidence in one or more of, the following formal assessments: WISC (cognitive) OLSAT (aptitude), MYAT, NAPLAN, (academic standardised tests). The Iowa Acceleration Scale may also be used by the School to determine the appropriate outcome for the student. Each case is monitored and reviewed on a regular basis.