


Galilee Regional Catholic Primary School	System Update: 06. 06. 2022	
Version 0.1	Date of Next Review: 06.06.2025	

GALILEE REGIONAL CATHOLIC PRIMARY SCHOOL LEARNING DIVERSITY POLICY

Rationale

Every member of our Galilee school community has made a commitment to support the school's Catholic ethos and beliefs. Within the framework of this commitment, we embrace and celebrate diversity and difference, welcoming all members of the community as equal. We incorporate inclusive pedagogical choices into our practice. We foster an environment that embraces the education of all students regardless of their cultural background, socio-economic status, learning needs, exceptional ability or disability. At Galilee, we celebrate diversity and combat discrimination.

At Galilee, we:


- understand that each student can learn and the needs of every student are important.
- recognise the entitlement of each student to knowledge, understanding and skills that provide a foundation for successful and lifelong learning and participation in the Australian community.
- set high expectations for each student as teachers account for the current level of learning of individual students and the different rates at which students develop.
- acknowledge that the needs and interests of students will vary, and that the school and teachers will plan from the curriculum in ways that respond to those needs and interests.

The Victorian Curriculum F–10 has been developed to ensure that curriculum content and achievement standards enable continuous learning for all students, including:

- Students with disabilities and additional learning needs
- English as an additional language
- Gifted and talented students

For some learners, making adjustments to instructional processes and assessment strategies enables students to achieve educational standards commensurate with their peers.

For other students, teachers will need to make appropriate adjustments to the complexity of the curriculum content, focusing instruction on content different from that taught to others in

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their age group. It follows that adjustments will also need to be made to how the student's progress is monitored, assessed and reported.

For a small percentage of students whose learning is well below the Victorian Curriculum Foundation standards, most of whom have a significant intellectual disability, 'Towards Foundation Level Victorian Curriculum' (ABLES) is implemented.


To support our students in the best ways we can, at Galilee we:

1. Develop Personal Learning Plans (PLPs) for individuals whose learning needs are being met by additional staff, supplementing the quality differentiated teaching practices of the classroom teacher.

- PLPs for academic progress are put in place for children 12 months below standard in any area or 18 months above standard in any area.
- *Supplementary PLPs* are developed for children requiring additional support in one or two areas (eg Spelling Intervention and English as an Additional Language).
- *Substantial and Extensive PLPs* are developed for children requiring consistent support in many areas across the curriculum.
- Completed and signed PLPs are emailed to parents, consultants and involved staff, which might include classroom teachers, specialists, learning support officers and the Learning Diversity Leader, by the end of Week 1 of each term and uploaded to the child's 'Record of Student Progress' folder in Google Drive.
- At the end of Term 4, involved staff complete a PLP for Term 1 of the following year.

2. Develop Programme Support Groups (PSGs) to provide a cohesive team approach to the development of our high needs children.

- PSG Meetings are held for children who hold a Substantial or Extensive PLP.
- PSG Meetings are held twice per year, on Mondays of the last two weeks of Terms 1 and 3.
- Initial Prep PSG Meetings are held in Week 7 of Term 1.
- At PSG meetings, current goals are reviewed and new goals established for the coming term (Terms 2 and 4).

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- Involved staff, which might include classroom teachers, specialists, learning support officers and the Learning Diversity Leader, evaluate progress and update/create flow-on goals for non-PSG Meeting terms (Terms 2 and 4).
- Additional PSG Meetings can be requested by a parent or teacher.
- Parents and teachers of children on Supplementary PLPs can request a PSG Meeting.

PSG Meeting protocols:

- Meetings are booked by parents through CareMonkey.
- Relevant internal and external staff are invited.
- Meetings are held in the last two weeks of Terms 1 and 3 (Week 7 of Term 1 for Prep).
- Review and establishment/agreement of 1-3 short term goals are the focus of the meeting.
- Parents' long term goals for their children are documented.
- Meetings are of 30 minutes duration, unless otherwise requested by parent, teacher or Learning Diversity Leader.
- Meetings proceed as scheduled by available members of the PSG (eg If the parent cannot or does not attend on the day, the meeting proceeds and relevant documentation is emailed out.)
- Parents do not have editing rights of PLPs other than at the PSG Meeting, but additions and adjustments can be made to the PLP throughout the term by the teacher for the parent at any time.


3. Provide Effective Learning Support:

Learning Support Officers:

Currently at Galilee there are seven Learning Support Officers (LSOs) employed across the school, as well as one volunteer who works on Fridays. Five of our LSOs are full time and two work for two days each. Employment of LSOs is dependent each year upon funding received from the Government through the National Consistent Collection of Data scheme (NCCD), through which schools apply for funding based on the needs of their children.

At Galilee, every class is supported by LSOs throughout the week, with time being allocated according to the number and level of need in each class. Junior classes generally are allocated a higher number of hours of support than senior classes. Allocation of LSOs is altered each term, or as required, to reflect changing needs in classes.

LSOs are timetabled to assist in classrooms. Within each classroom, LSOs work with classroom teachers based on the needs within the class. Often, LSOs work with children requiring support

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to work at the expected level. Other times, the LSO might work with high-achieving children, or children working at the expected level of the grade. The classroom teacher and LSO work together to meet the needs of every child in the class and this will vary from classroom to classroom.

LSOs are also allocated for a portion of each day to interventions, at which time, children are generally withdrawn from the classroom for 20-30 minute intervals, several times each week. The LSOs assess the children before and after each intervention programme (often a term), in consultation with classroom teachers and the Learning Diversity Leader. A programme for each intervention is developed based on the assessment data. LSOs are allocated to each intervention, based on their skills, training, experience and interests.

Therapists:

Currently at Galilee there are two therapists employed part-time at the school: an Occupational Therapist and a Speech Pathologist. Both of our therapists are employed for two days each week. Therapists work with children, teachers and parents to meet the needs of our students. Employment of therapists, as for our LSOs, is dependent each year upon funding received from the Government through the National Consistent Collection of Data scheme (NCCD), through which schools apply for funding based on the needs of their children.

4. Implement Interventions:

In some cases, **interventions** are put in place to assist children in specific areas. Our interventions focus on supporting students in the basics of education. These interventions target specific goals and are supported by the classroom teacher, learning support officers, therapists, specialist teachers and/or Learning Diversity Leader. Interventions are put in place for children with scores 12 months or more below standard in any area.

Currently, we run interventions in: Reading, Number, Spelling, Social Skills, Fine Motor/Handwriting, Articulation and English as an Additional Language, as well as providing targeted support in class with Reading, Writing, Maths and other areas of the curriculum. We also provide additional teachers in the areas of Maths, Reading and Writing across the school.