



Learning Enhancement Policy

Status:	Current	Supersedes: All previous Rockhampton Girls Grammar School Learning Enhancement Policies
Authorised by:	Board of Trustees of Rockhampton Girls Grammar School trading as Rockhampton Girls Grammar School.	Date of Authorisation: February 2021
References:	<ul style="list-style-type: none">• Anti-Discrimination Act 1991 (Qld)• Human Rights Act 2019 (Qld)• Disability Discrimination Act 1992• Disability Standards for Education 2005• Privacy Act 1988	
Review Date:	This policy will be reviewed every (3) three years, or as appropriate, to take account of new legislation or changes to school's operations and practices and to make sure it remains appropriate to the changing environment.	Next Review Date: February 2024
Policy Owner:	Deputy Principal – Studies in conjunction with Learning Enhancement Coordinator	Access: Public - via the Rockhampton Girls Grammar School's web page at: www.rggs.qld.edu.au



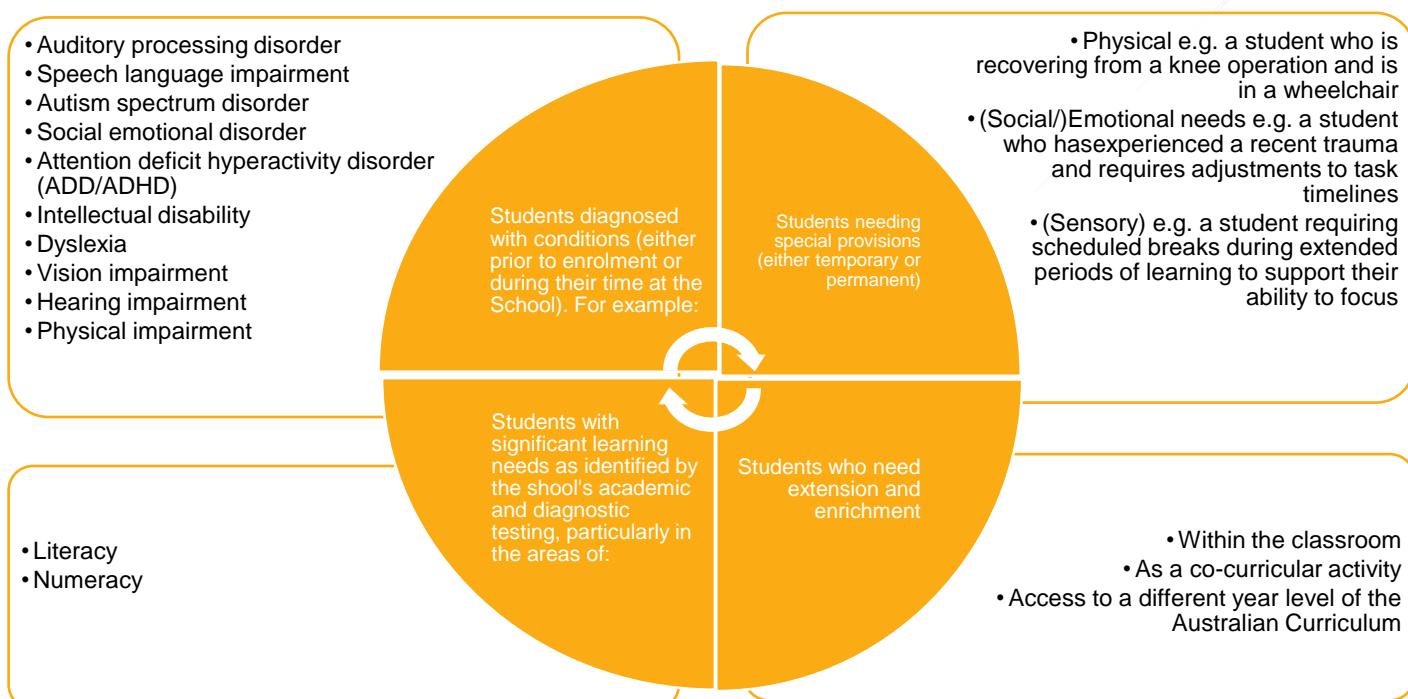
Purpose of the policy.....	3
Principles.....	3
Types of Support Provided.....	4
Variations to Assessment.....	5
Policy statement.....	5
Assigned responsibilities.....	6
The Principal’s responsibilities:.....	6
The parents’ responsibilities:.....	6
The teaching staff members’ responsibilities:.....	6
The delegated learning enhancement staff members’ responsibilities:.....	6
Review.....	7
Appendix A – Process for responding to students with learning needs:.....	7
A. STUDENTS WHO IDENTIFY WITH DIFFICULTIES AT TIME OF ENROLMENT.....	7
Enrolment.....	7
Before commencement.....	7
Upon commencement.....	7
Ongoing.....	7
B. FOR STUDENTS WHO IDENTIFIED AS HAVING LEARNING NEEDS AFTER ENROLMENT.....	8
Ongoing.....	8
Appendix B – Sample inclusive strategies proforma.....	9
Review of the effectiveness of the inclusive strategies used.....	10



PURPOSE OF THE POLICY

The purpose of this policy is to outline the expectations and standards for learning enhancement at Rockhampton Girls Grammar School. Girls Grammar believes that each student deserves to be treated with fairness and dignity. Our community values, celebrates and embraces diversity and therefore takes seriously its responsibility to create a supportive and engaging environment in which every student is assisted to grow and develop to their fullest potential. Through the support of teachers, parents and the Learning Enhancement team, students with diverse learning needs can access assistance and, where necessary, appropriately modified programs.

This policy exists to make clear Girls Grammar's position with respect to inclusion of students with diverse learning needs and to provide an explanation of the policy and processes available to students requiring educational provisions or adjustments. This policy, and priority access to Learning Enhancement, applies to the following students:



Priority access to Learning Enhancement is given to students with diagnosed needs.

Students who experience academic difficulties but do not have diagnosed learning needs will receive assistance from their classroom teacher(s) in the form of quality differentiated teaching practices (QDTP). If resourcing is appropriate, the Learning Enhancement Coordinator, in consultation with the Deputy Principal - Studies, may also provide additional learning assistance to students without diagnosed needs. Whilst every effort will be made to support all students, access to Learning Enhancement programs and staff will only be provided if resourcing (staffing, spaces, equipment etc) is available and the school-wide process for referral has been followed.

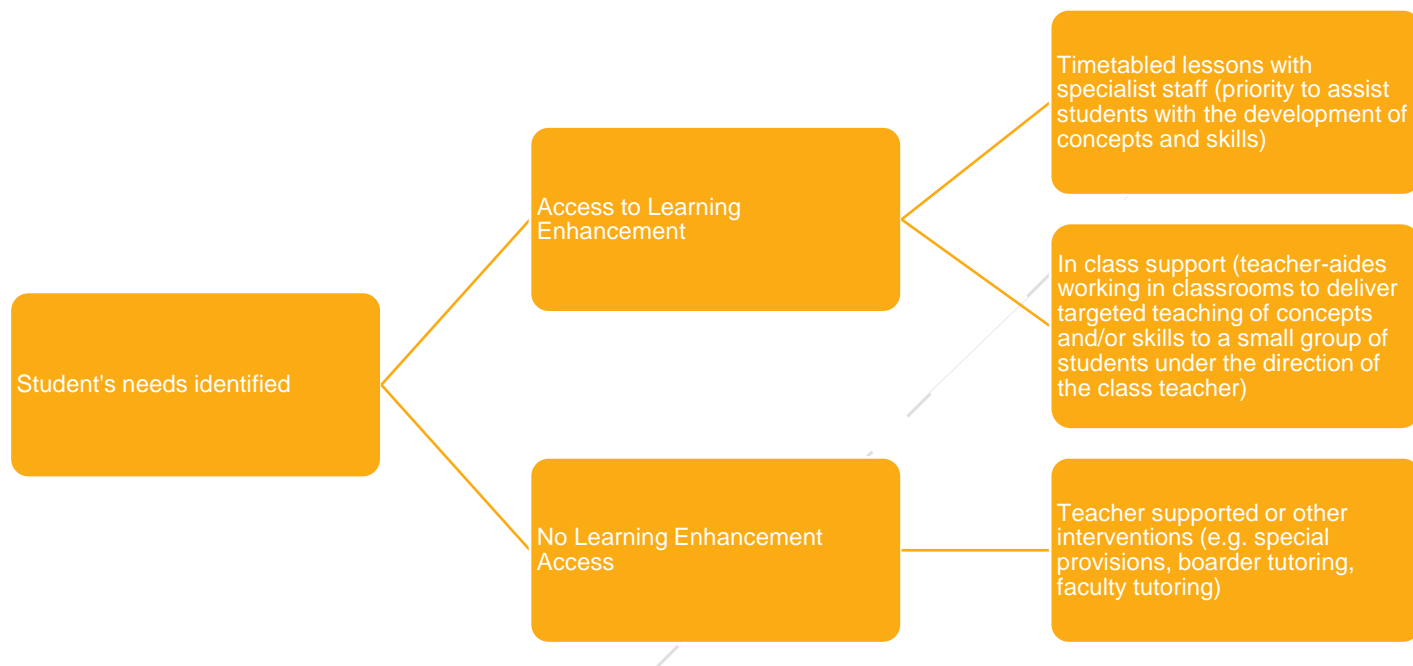
PRINCIPLES

- At Girls Grammar, there will be students who experience difficulties with learning, and these may arise at any time throughout their school life. These difficulties may vary in cause, nature, intensity and duration. However, every student has a right to be educated in a way that allows her to grow and progress.
- Education is a joint responsibility between the student, her parents/carers and Girls Grammar. This means all parties must take responsibility for supporting the student and the individual student must be willing to apply herself to the best of her own abilities.
- Diverse learners have varying levels of educational needs, which may require the provision of one or more educational support services over varying periods of time. These provisions may or may not be necessary across a range of learning areas.
- Not all students with learning needs require intervention from Learning Enhancement. Many students can gain success through quality differentiated teaching practices and out of school interventions (e.g. tutoring).



- e) Support provided is personalised to reflect the learning needs of the individual student and will be based upon a range of data available including medical/professional reports, teacher observations and feedback, assessment/testing results and so on.
- f) Identification of, diagnosis of, and ascertainment of students as having learning needs (as they progress through Girls Grammar) are the mutual responsibility of parents and Girls Grammar. Partnerships between the school, parents and professionals are essential to appropriately and effectively respond to students' needs.

TYPES OF SUPPORT PROVIDED



For students who access Learning Enhancement assistance, the following types of support may be provided:

- Targeted teaching of required literacy and numeracy skills;
- Explicit teaching of comprehension strategies;
- Support for class teachers to develop and implement effective adjustments in the classroom;
- Selecting, understanding and applying appropriate strategies;
- Explicit modelling and teaching of the skills required to interpret a task;
- Development of the skills of interpreting a task, breaking the task into manageable sections and scaffolding;
- Assistance with the application of special provisions (e.g. assistance with interpreting the examination question [but not with answering the question], use of specialised equipment etc);
- In-class support for successful engagement with classroom activities and applying new skills and knowledge;
- Withdrawal for some intensive support lessons for students on Personalised Learning Plans (PLPs)

The purpose of assessment is for students to demonstrate what they know and can do. Therefore, whilst the Learning Enhancement staff may provide assistance with assessment processes and tasks, the agreed adjustments will ensure the work reflects the student's own skills.



VARIATIONS TO ASSESSMENT

Generally, students with identified learning needs will have one of two variations to assessment:



- (a) **Access Arrangements** – Adjustments made to the conditions under which students complete assessment tasks. Students complete the same assessment task as other members of the class but, through adjustments to access conditions, they are able to display their skills and knowledge.
- **Timing** – adjustments to the time allocated to complete an assessment item (e.g. extra time to read a written text, write a response, use specialised equipment; smaller, more frequent periods of time to complete an assessment; multiple or frequent breaks).
 - **Scheduling** – adjustments to when an assessment occurs (e.g. to coordinate with medication or other health procedures; to overcome distractions; to reduce anxiety and frustration).
 - **Setting** – adjustments to where an assessment is completed (e.g. to overcome distractions or sensory issues; to enable explicit individual scaffolding to be provided; to reduce anxiety and frustration).
 - **Presentation** – adjustments to how an assessment is presented or delivered (e.g. to support sensory needs; to provide support with the literacy demands of the task; to reduce anxiety and frustration; to scaffold memory, sequencing, directionality and organisational skills)
 - **Response** – adjustments to how a student responds to the assessment (e.g. to meet student needs related to physical and sensory barriers that prevent the demonstration of achievement; to encourage the student to complete the assessment).

Any intended adjustments to access arrangements must be discussed with the relevant line manager e.g. Director of Primary/Middle School and annotated on the assessment task.

- (b) **Reasonable Adjustments** – All students are entitled to rigorous, relevant and engaging learning programs drawn from a challenging curriculum that addresses their individual learning needs. Many students with learning needs are able to achieve educational success as long as the necessary adjustments are made to the way in which they are taught and to the means through which they demonstrate their learning and understanding. This means for some of our students with significant learning needs, reasonable adjustments to in-class activities and assessment tasks may be necessary so that they can experience success and demonstrate what they know and can do. Changes to students' year level curriculum and assessment tasks will only occur following a meeting between the parents, Learning Enhancement Coordinator and/or Deputy Principal - Studies. Teachers will be notified of any students undertaking a modified program.

POLICY STATEMENT

- Girls Grammar accepts that all students have the right to the opportunity to develop their talents in an environment that is safe and supportive of learning. The school supports the concept of inclusion as providing the fullest and most appropriate range of opportunities for children to learn and develop.
- Girls Grammar recognises the need to provide reasonable adjustments to assist students known at the time of enrolment to have the support they need to reach their potential. Further, the school accepts the need to make reasonable adjustments for students who are identified with learning needs as they journey through Girls Grammar.
- The enrolment process seeks to develop a community whose student population reflects the diversity of its broader community. This includes students who have additional learning needs. **Full and Frank Disclosure** is a condition of initial enrolment and continuation of enrolment at Girls Grammar.



- Girls Grammar will ensure a just and equitable use of resources in the best interests of its current AND future communities.
- All offers are made at the discretion of the Principal in accordance with the Enrolment Policy.

ASSIGNED RESPONSIBILITIES

The Principal's responsibilities:

The Principal, as the representative of Rockhampton Girls Grammar Board of Trustees, is responsible for ensuring compliance with this policy. The Principal is further responsible for:

- making all offers of enrolment at Girls Grammar.
- identifying students with additional learning needs (in partnership with teachers and parents/carers).
- resource allocation for learning enhancement provisions.
- managing, through delegation to the Deputy Principal - Studies and Learning Enhancement Coordinator, the school's learning enhancement programs and processes.
- managing, personally and through delegation, any learning enhancement issues that might arise.
- consulting, through the Learning Enhancement Coordinator, with parents, students, external professionals and staff regarding the resourcing of additional learning needs.
- providing support and in-service training to staff in the area of learning enhancement and this policy.
- assessing, through the Deputy Principal - Studies, any reasonable adjustment requests as may arise with students from time to time.

The parents' responsibilities:

Parents have an initial and on-going responsibility to make Rockhampton Girls Grammar School aware of any conditions, diagnoses or developments which may impact their daughter's education and school life. In addition, parents must:

- assist the school in the support of their daughter's educational requirements, including through involvement with homework and assessment items.
- communicate concerns or information with Rockhampton Girls Grammar School and be available for conversations or meetings as requested by the school.
- respond to the informed and professional advice of Rockhampton Girls Grammar School in the best interests of their daughter.

The teaching staff members' responsibilities:

Teachers must support this policy and those persons delegated with learning enhancement duties. In addition, teachers must:

- use the school's systems to ensure they are aware of the students who have diagnosed needs or additional learning needs.
- implement any reasonable adjustment proformas and students' Personalised Learning Plans (PLPs). Generally, information regarding a student's individual needs will be emailed to teachers in the form of a reasonable adjustments proforma.
- implement all reasonable adjustments as directed by the Deputy Principal – Studies either directly or through the Learning Enhancement Coordinator.

No modification of student assessment should occur unless directed by the Deputy Principal - Studies.

The delegated learning enhancement staff members' responsibilities:

Members of the Learning Enhancement team must:

- assist with identification and diagnosis of students' learning needs.
- after notification from the Deputy Principal - Studies, work with teachers to develop and conduct specific individualised and modified programs.
- in consultation with classroom teachers, the Deputy Principal – Studies and parents, support students by developing and implementing agreed adjustments and recording them in the student's plan/adjustment proforma.
- consult with teaching staff and parents to discuss the student's progress and needs.
- consult with the Deputy Principal - Studies regarding concerns.



- consult with parents and external professionals as appropriate.
- report to the Principal, through the Deputy Principal - Studies, as directed and/or as appropriate.

REVIEW

This Policy will be reviewed and amended where necessary at least every three (3) years, or as necessitated by legislation.

APPENDIX A – PROCESS FOR RESPONDING TO STUDENTS WITH LEARNING NEEDS:

A. STUDENTS WHO IDENTIFY WITH DIFFICULTIES AT TIME OF ENROLMENT

Enrolment

Parents identify and discuss student's learning needs during enrolment process
Interview for parents and relevant Rockhampton Girls Grammar School staff (e.g. Deputy Principal - Studies, Learning Enhancement Coordinator). Further discussion of student's needs and what support she would need to attain success. Various written reports may be provided if available. Student may be involved in some parts of the interview if appropriate.
Decision made that student's needs can be met by Rockhampton Girls Grammar School and student is offered a place

Before commencement

Rockhampton Girls Grammar School prepares class groups, considering needs of student and which teacher(s) and combination of students would allow student best chance of success
Learning Enhancement Team, in consultation with the Deputy Principal - Studies, prepares reasonable adjustments proforma outlining for teacher(s): <ul style="list-style-type: none">• Background information about student's learning needs• Teaching strategies and learning activities that best suit student's learning needs• Reasonable adjustments for assessment
Relevant teacher(s) emailed completed reasonable adjustments proforma
Transition Plan implemented for verified students (if appropriate)

Upon commencement

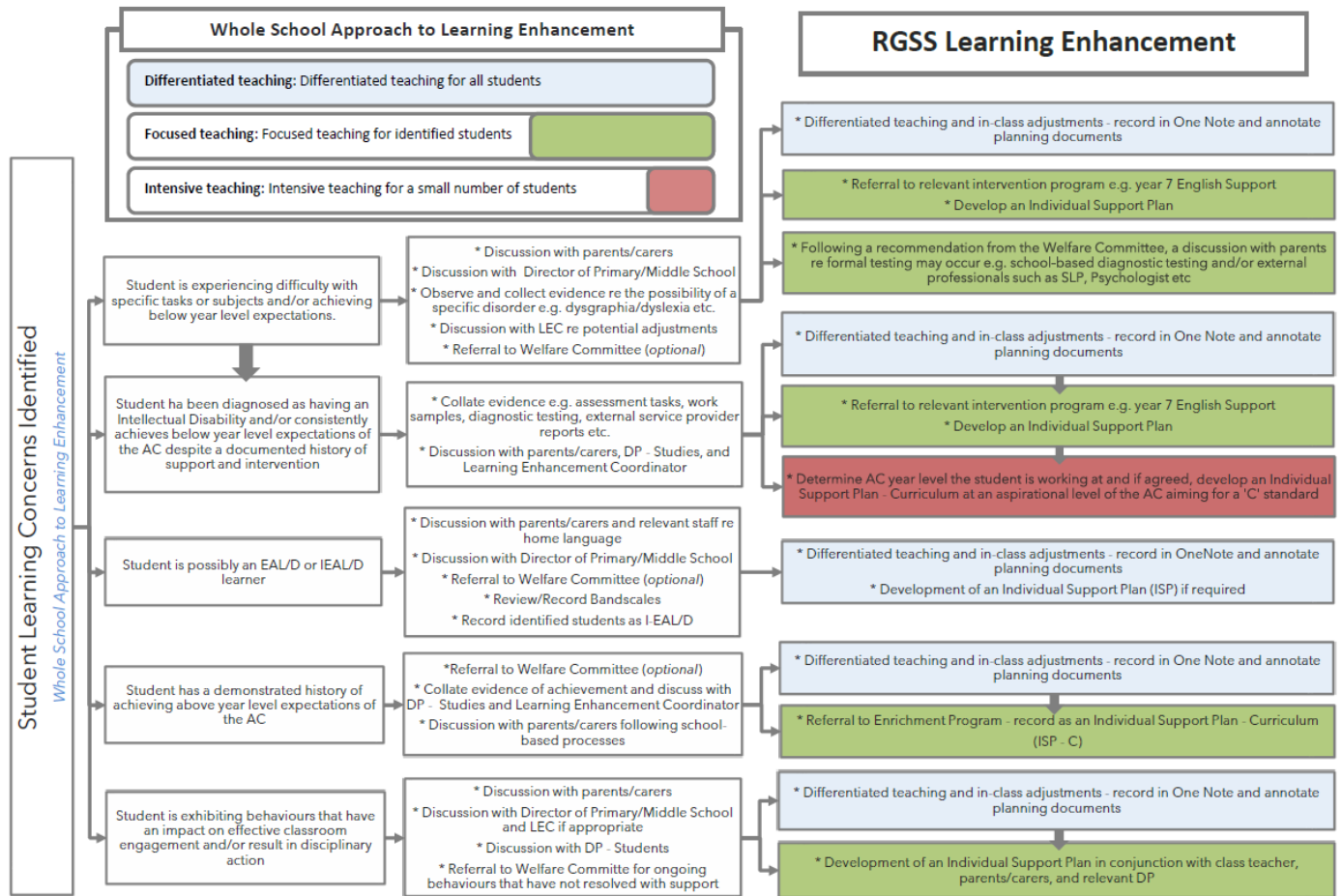
Students attend Learning Enhancement lessons or receive in-class support (teachers notified)
Teachers discuss observations/issues with Learning Enhancement and adjust support if necessary. Parents updated and kept informed.
Teachers provided with access to professional development if required: <ul style="list-style-type: none">• Learning Enhancement information session at start of year and as required• Internal in-servicing for all staff on students with additional learning needs• External programs on specific learning needs
Teachers and Learning Enhancement Team implement practices and procedures outlined in reasonable adjustments proforma

Ongoing

Learning Enhancement and teacher(s) monitor student's progress and whether the support provided is appropriate for their stage and rate of learning. If necessary, meetings will be set up with relevant personnel (e.g. Deputy Principal - Studies, teachers, and parents).
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B. FOR STUDENTS WHO IDENTIFIED AS HAVING LEARNING NEEDS AFTER ENROLMENT



Ongoing

Learning Enhancement team and teacher(s) monitor student's progress and whether the support provided is appropriate for their stage and rate of learning. If necessary, meetings to review the appropriateness of adjustments will be set up with relevant personnel (e.g. Deputy Principal - Studies, teachers and parents).



APPENDIX B – SAMPLE INCLUSIVE STRATEGIES PROFORMA

Reasonable Adjustments Proforma

Catering for diversity using the Australian Curriculum

Planning for combinations of adjustments to learning experiences or assessment tasks

Student name:

Mary Smith

Class of 2024

Date: March 2020

Background information:

- Has been under care of paediatrician but no formal diagnosis. Parents are gaining professional support from various specialists and therapists.
- Operating below her cohort level (in Year 8 PAT testing suggested literacy and numeracy at Year 5 level)
- NCCD level
 - substantial
 - cognitive
- Significant difficulties with comprehension and reasoning
- Difficulties with organisation – may come to class without required equipment. Can lose items and not recall where she last had them.
- Parents have reported she experiences symptoms consistent with anxiety. May exhibit signs such as dribbling, pulling on hair and sucking it, rocking etc.
- On a technology plan – not allowed to use technology at certain times. Difficulties regulating appropriate use of technology and devices.
- Not currently on medication.
- Receives assistance from Learning Enhancement:
 - On a Personalised Learning Plan
 - On a modified timetable
 - Assessment should be designed to reflect the Australian Curriculum level she is studying. Progress should be reported against this level.
 - Homework – needs to be modified to appropriate level; should only be small amounts that is manageable and achievable for her.
- Socialisation: Parents advised she is not having difficulties with bullying – girls include her, but she feels on the outer of the group.



Inclusive strategy	Aspect	Adjustments for Mary Smith
Timing	Additional time	If required.
	Frequent breaks	Watch for escalation of stress and give breaks if needed. Can have extra time if required (suggest 10 minutes per hour).
Scheduling	Number of sessions	
	Order of sessions	
Setting	Location: Furniture, resources, supervision	
	Seating: Placement	Needs a quiet place for assessment. Can liaise with Learning Enhancement and sit assessment there if required.
Presentation	Cues and prompts	Visual and verbal cues
	Directions	Break into clear, simple steps; repeat instructions using the same words
	Specialised equipment and resources	Provide copies of class notes/ Power Points etc. in OneNote
	Format of the text	
Response	Verbal	Can present speeches just in front of the teacher rather than in front of the class.
	Written	
	Non-verbal	
	Specialised equipment and resources	

Additional individualised strategies:

- verbal instructions are delivered with a maximum of 2 steps;
- explicitly teach unfamiliar or topic-specific vocabulary;
- provide movement/brain breaks every 45 minutes such as eating a snack, group rotations or a curriculum-related class game

REVIEW OF THE EFFECTIVENESS OF THE INCLUSIVE STRATEGIES USED

Date	Comments
	This document would be reviewed in line with the Personalised Learning Plan (at least twice per year) Parents and, where appropriate, the student, will be involved in consultation. Insert comments following an evaluation of the use and effectiveness of any adjustments employed.