GOLDFIELDS BAPTIST COLLEGE

Growing · Building · Caring

Grow, Enrich, Thrive
Additional Needs Policy

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Document Control

POLICY REVIEW

This policy may be reviewed periodically and republished; as applicable. The Principal may issue additional instructions within the policy framework as appropriate. The policy will also be reviewed on a biennial basis.

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Background

The Goldfields Baptist College Mission states that the College is working to create an educational community that is equipping each person for life. The College recognises that every child is unique and comes to the College with their own strengths and areas needing growth. It is the responsibility of all staff to work collaboratively to support the needs of all students. The Grow, Enrich, Thrive (GET) programme aims to support all staff to carry out the College's Mission with every student, across each of their learning areas, irrespective of any additional physical, mental, emotional, social or academic needs.

Scope

This policy applies to all teaching and non-teaching staff, and details the expectations of all education and support staff, in regard to differentiating students' education, using the Three-Tiered System based on the Response to Intervention Model when planning for, implementing and assessing learning. The Grow, Enrich, Thrive Policy refers to the Australian Institute for Teaching and School Leadership (AITSL) Standards for Teachers, and identifies how these align with the expectations of the College.

Policy

1. Definitions

1.1 AITSL Standards for Teaching Staff

Teaching staff can access the AITSL Standards for Teachers at: Teacher Standards (aitsl.edu.au)

The AITSL Standards for Teachers provide a clear standard that all teaching staff must adhere to in their teaching practice, at all stages of their career. For further information on how the standards align with the Grow, Enrich, Thrive Policy, refer to Appendix 1.

1.2 Disability

The Disability Discrimination Act (1992) legislation defines 'disability' as:

- total or partial loss of a person's bodily or mental functions;
- total or partial loss of a part of a body;
- the presence in the body of organisms causing disease or illness;
- the presence in the body of organisms capable of causing disease or illness;
- the malfunction, malformation or disfigurement of a part of a person's body;
- a disorder or malfunction that results in the person learning differently from a person without the disorder or malfunction;
- a disorder, illness, or disease that affects a person's thought processes, perception of reality, emotions or judgement, or that results in disturbed behaviour;
- and includes a disability that: presently exists; previously existed, but no longer exists; may exist in the future; or is imputed to a person.

This definition includes people with learning, intellectual, physical, sensory disabilities; genetic conditions, mental and physical illnesses and those with AIDS, HIV and ADHD. It also covers carers and associates of people with disabilities who may experience forms of discrimination, resulting from their support role, or may have a disability themselves.

1.3 Students at Educational Risk

Students at education risk are identified as those:

- who are at risk of not meeting the Achievement Standards for their year level in the Western Australian/Australian Curriculum due to a diagnosis/disability, or other identified reason;
- who demonstrate advanced skills and therefore are at risk of becoming disengaged with learning;
- who display at-risk factors due to issues with attendance;
- students for whom English is an additional language or dialect (EALD).

2. Guiding Principles

The primary purpose of the Grow Enrich Thrive Additional Needs Policy is the consideration of all learners and the importance placed on meeting learning needs on an individual and small-group basis. The College recognises that each student is unique in their strengths and areas of challenge and seeks to engage every student to capture their individual interests, and walk with them along their own learning pathway.

This policy will be communicated to college staff and made available to them via SharePoint and Compass. Its key components will be discussed at staff meetings, while relief teachers will be provided with priority information through relief teaching notes and Compass flags.

2.1 Policy Goals

- Optimising appropriate differentiated planning, teaching, facilitated learning and assessment that caters to the needs of all students.
- Creating Specific, Measurable, Achievable, Realistic and Timed (SMART) goals within Individual Education Plan (IEP) and other relevant documents, that are created with the intention to see a child make progress with their learning and fill in 'gaps' that are identified.
- Focus on quality reflective teaching practice that grows and adapts to the needs of all students.
- Developing effective and positive partnerships between the College and families to support the learning of all students, who strive towards meeting their personal potential across all areas including, but not limited to, academia.

3. Data collection informing targeted intervention and support

At Goldfields Baptist College, students from Pre-Primary to Year 12 engage with consistent testing throughout their learning journey, in addition to classroom-based testing, to assist with data collection and analysis. On-Entry, Progressive Achievement Tests (PAT) and National Assessment Program – Literacy and Numeracy (NAPLAN) data is provided to an external company (Best Performance) who input and analyse the data to identify gaps in student learning. Teachers and Education Assistants access this data through EdCompanion and use it to target whole-class, small-group and targeted intervention to support learners to close gaps in their learning and progress their understanding, using a variety of tailored techniques.

Teachers are expected to use the 'round one' collection of On-Entry and PAT data to identify cohort strengths and weaknesses, and inform their tiered planning. Students with significant gaps and learning needs are identified through the initial testing, and teachers are expected to draw on this information when connecting with families to support and enhance learning in partnership.

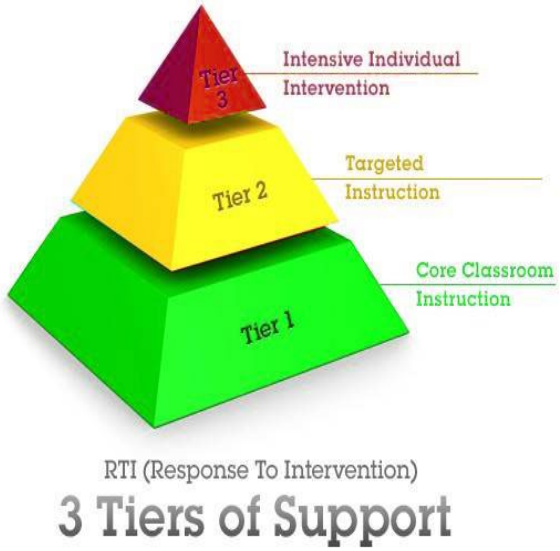
	Semester One				**Semester Two**			
Cohort	On Entry	PAT Maths Feb/Mar	PAT Reading Feb/Mar	NAPLAN OLNA	On Entry	PAT Maths Oct/Nov	PAT Reading Oct/Nov	OLNA
Kindergarten								
Pre Primary								
Year 1								
Year 2								
Year 3								
Year 4								
Year 5								
Year 6								
Year 7								
Year 8								
Year 9								
Year 10								
Year 11								
Year 12								

3.1 Recording and monitoring of data

Student progress data is recorded in the Compass Continuum. When staff members are recording data against the above standardised tests, it should be entered into the appropriate Continuum field. Students who subsequently receive Tier Two or Tier Three support should then have this recorded in the relevant Continuum field. Students who are receiving Tier Two adjustments should have these adjustments noted in their Continuum. Students who are receiving Tier Three support should be placed on an Individual Education Plan.

4. The 'Response to Intervention' Model and the 'Three-Tiered Model'

The Response to Intervention Model supports students through scaffolding and adjusting their learning based on their individualised learning needs. At the College, students are supported across all three tiers through differentiated instruction, assessment and feedback.



Tier Three Individualised Education Plans for students with specific needs due to disability, mental health needs or EALD. Students in this tier receive an IEP report that provides families with information on their progress towards their learning goals in addition to the standard formal reports against their year level Achievement Standards.
Tier Two Group Education Plans targeting specific learning needs through targeting identified gaps in learning. Students in this tier receive differentiated assessments via Compass and access to small group sessions with an Education Assistant.
Tier One Captures classroom-based differentiation to support all learners at the classroom level.

4.1 Tier One Support

Teachers at the College are expected to provide learning that meets the needs of all students in their classes. Lessons are planned based on student understanding and differentiated to challenge all students and assist them to consolidate and build on their level of understanding. Teachers achieve this through the use of differentiated learning intentions and success criteria for lessons and learning tasks. When providing Tier One support, staff members make minimal changes to students' learning experiences (e.g. printing work on differently coloured paper).

Students on Tier One support are able to access the Standard. They still require active teaching, and a scaffolded programme to attain the Standard, but they are able to access the content and skills to achieve success.

4.2 Tier Two Support

The College understands that students within a given year level present with a large variation in ability. For students who fall into groups within the classroom (e.g. slightly below or above average), a Group Education Plan (GEP) may be appropriate. Tier Two students should receive differentiation, which enables them to access their learning and demonstrate their understanding. This should be visible through differentiated planning and assessment in the classroom, and through Compass. Teachers may choose to have educational assistants working with groups who struggle with the same concept/skills during lessons, or tailor appropriate work to each ability group, in line with a GEP. Tier Two supports should be visible through teachers' planning documents, tiered assessments on Compass, and differentiated learning intentions and success criteria, as appropriate. A formal plan or

IEP are not required with Tier Two supports, though consultation with parents and students is expected, as open communication is important for developing positive partnerships in learning.

Students on Tier Two support are able to access the Standard, but need aid in order to do so. They still require active teaching and a scaffolded programme to attain the Standard, but with these measures, they still cannot sufficiently engage with assessments and learning, so need some extra supports. In delivering Tier Two support, the content, purpose, direction and material outcome of learning is in accordance with the curriculum (e.g. an essay question is chunked and scaffolded, with definitions of key words included, with essential sections highlighted. In this example, the requirement to write an essay, on the same topic, with the same question is consistent with curriculum requirements, but the differentiation provided gives the support the student needs to understand the requirements and demonstrate their understanding).

When students are receiving Tier Two support, the adjustments that are being implemented should be noted in their Compass Continuum, in simple terms (e.g. “Exam questions chunked and scaffolded into steps, one question per page, additional reading time provided.”). When assessments are adjusted, this should be evident as a ‘T2’ assessment in the student’s Compass Learning Tasks.

Secondary staff should note that examinations should be considered for any Tier Two adjustments that students have required for in-class assessments throughout the semester.

4.3 Tier Three Support

Students who are not able to learn or demonstrate their learning in line with their enrolled year level Achievement Standard, and therefore require significant modification to their learning or the Curriculum, require an Individual Education Plan (IEP). The IEP document outlines how the teacher is planning adjustments for the individual student, along with the short-term goals they are working on to enable support for the student to fill gaps in their learning and support them to progress towards the Standard. The IEP will have a focus on literacy/numeracy skills and how these are scaffolded and differentiated across other subjects, as appropriate.

Students on Tier Three support are not able to access the Standard, and need to have a different goal. When developing IEP goals, staff must base these on a relevant Achievement Standard or other benchmark, as agreed with the GET Co-Ordinator (e.g. a student in Year Nine English is not literate, so must have a modified programme, delivery and assessments; the curriculum, or part of it, is inaccessible to them).

Secondary staff should note that Tier Three students will need to receive a modified examination (if an examination is appropriate), in accordance with the goals set on their IEP.

5. Extension IEPs

Students requiring extension above that of normal classroom-based differentiation for learning are required to have an Extension IEP. The College aims to offer Extension to students in areas of personal interest/strength, as a way of capturing their motivation and supporting their love of learning to grow and thrive.

6. Writing IEPs

Tier Three students, and those on Extension programmes, have IEPs that are created as working documents and reviewed at least once per semester for older students, and more frequently in the younger years. IEP documents at the College should be short and easy to understand for all parties who are involved, including the student and their family. Teaching staff are expected to develop ‘SMART’ goals for their students requiring IEPs, which target the identified gaps in learning in a systematic approach to filling learning gaps and assisting students to build firm foundations on which to build their learning of future concepts. Goals should be based on a relevant Achievement Standard (this may not be the Achievement Standard for the year level the student is enrolled into, but may be much higher or lower than indicated by their enrolled year level), or on another benchmark agreed by the GET Co-Ordinator.

All students who are placed on an IEP at the College are supported by all of their teachers to strive to demonstrate a year's growth in all learning areas per year. This requirement is in line with the expectations for all students at the College, irrespective of starting point and/or ability. The scaffolds and supports outlined in the IEP are set with the intention that the progress each individual student makes will be in line with the expectation the College holds for all students. Through reflection on goals and progress, staff and families will partner together to make adjustments as necessary to ensure that students are continually supported to make the expected progress in line with their current learning needs.

S **Specific, significant, stretching**	What is it that you want the student to be able to do? The goal needs to be something that you can measure and clearly identify when the goal has been achieved. For remedial IEPs, the goals are written to identify specific areas of weakness/gaps that need to be filled.
M **Measurable, manageable, motivational, meaningful**	The goal needs to be measurable so that you can identify progress and achievement. IEPs are working documents and therefore need to be manageable within the classroom. The strategies need to be meaningful to the student and motivational for them individually.
A **Achievable, attainable, action based**	When writing an IEP, it is best to have small goals that are achievable for the student. An overall long-term goal may be relevant, however the goals within the IEP must be achievable within the timeframe of the IEP.
R **Realistic, relevant, results, rewarding**	Goals must be realistic within the timeframe of the IEP. As staff and parents partnering together, we are all looking to see results and progress through the intervention of an IEP.
T **Timed, trackable**	Being a working document means that progress needs to be recorded on the IEP regularly to track the progress being made and inform the development of the IEP in the future. Regular meetings provide the opportunity to discuss how effective the strategies are and the appropriateness of goals.

7. Accelerating and repeating year levels

At enrolment, or throughout the course of a year, students may be identified as displaying abilities that are far above or below the expected range for their chronological age and enrolled year level. In such circumstances, the College will work closely with families to discuss the evidence collected, both in the classroom and through standardised testing that has highlighted the need to consider year level adjustment, in order to best support the continued growth of the student. Partnership with families in discussing a year level adjustment will consider the whole child and the impact the adjustment would have on their academic learning, along with their social development and mental health considerations. For families who choose to accelerate or repeat a year level for their child, an appropriate transition plan will be put in place to support the student with their transition between year levels, and following the transition. It should be noted however, that the College rarely looks favourably on parent requests for students to repeat year levels, as the current body of research does not support this as a measure that reliably leads to improved outcomes for students.

8. Use of assistive resources

A student who is identified as unable to demonstrate their true level of understanding, due to an inability to produce written work of a satisfactory standard due to a diagnosis (e.g. dyslexia) or due to EALD, will be eligible for a scribe for classroom-based tests and exams in English, Humanities and Social Sciences, Science and other learning areas, on a needs-basis. For students to be eligible to access a scribe, the intent to do so must be outlined in the student's IEP, and this form of support must be the usual support throughout all assessments. The use of a scribe is to be used to allow the teacher to assess the student's understanding, that they would not be able to assess if a scribe was not used. Students who are more comfortable may opt to type rather than write for their formal assessments.

8.1 Roles of readers and scribes for assessments

- A **reader** is allowed to read word for word the instructions and questions on test and exam papers. They are not allowed to rephrase, elaborate or explain. Readers can only read in the English language.
- A **scribe** is only allowed to write word for word what the student dictates. Scribes can only scribe in the English language.
    - A scribe should ask the student to spell words that have different possible spellings e.g. 'there, their, sale, sail, fair, fare etc.
    - A scribe must state that they will write 'word for word' and that the student needs to indicate where punctuation is to be included. The student can ask the scribe to re-read what they have written at any time.
    - Teachers marking the test or exam should meet with the scribe prior to the testing time, to explain their expectations of the scribe's role in regards to punctuation, spelling and essay structure. This is to allow the teacher to assess the test/exam paper of a student using a scribe in the same way that they would a student writing for themselves.
    - For some students, the use of assistive technology to read text to them or to convert their speech to text may be appropriate. In this case, the staff member will need to ensure that the use of such technology will not provide the student with an advantage over other students.

9. Timeline for IEP and GEP creation and monitoring

Semester 1

When	Task to be Completed
End of previous year	Term Four Handover: classroom/subject teachers create a brief IEP overview for the next teacher/s to begin the following year with. This IEP is to be saved on SharePoint in a folder labelled for the following year. https://share.gbc.wa.edu.au/Staff/Shared%20Documents/Specific%20Needs
Term 1 Wks 1-3	Classroom/subject teacher takes the first three weeks of term to get to know their students, complete PAT testing and adjust/create IEP/GEP documents, saving them into the SharePoint folder, referenced above. EA time will be allocated on a draft basis for the first three weeks of Term 1, and then allocated according to needs identified in IEPs and GEPs, based on the proposed strategies outlined in the documents.
Term 1 Wks 4-5	New IEPs are edited by the GET Co-ordinator and feedback is provided. Primary: The classroom teacher is then responsible for contacting parents and arranging a meeting before the end of week 5 (where possible). Secondary: Relevant staff are to contact families and meet, where possible. Following the meeting, any adjustments are made in the electronic copy of the IEP, before printing and signing the document. Staff may choose to keep a hard copy of the signed IEP in their personal classroom records, though must submit the original, signed copy to the Enrolments Officer, to insert into the student's physical file. The contents of the IEP will then be uploaded against the student's Compass profile by the Enrolments Officer, to ensure visibility and transparency for teaching and support staff.
Term 1 Wks 4-10	Teachers are expected to record student progress on the electronic copy of the IEP (in SharePoint), in the 'Achievement' column.
Term 2 Wks 1-2	For some students, especially those in Lower Primary, new goals may be required each term and, therefore, teachers will need to adjust the IEP and contact parents again. Adjusted IEPs will need to be resubmitted to the Enrolments Officer, so that the student's file and Compass profile can reflect their updated progress. In the case that the same goals are still being worked on, a meeting is not required until the beginning of Term Three.

Term 2	Teachers are required to complete the standard year level report for students on an IEP to communicate their progress in line with the student's year level Achievement Standards. For students who have not been engaging with subjects at their year level, this is recorded on the report and reference made to the accompanying IEP report where families can read feedback on their child's progress towards their learning goals.

Semester 2

When	Task to be Completed
Term 3 Wk 1-2	Teachers adjust IEPs and make changes where necessary.
Term 3 Wks 2-3 Parent Teacher interviews Wk 1-4	The adjusted IEP is edited by the GET Co-Ordinator and feedback is provided. Primary: The classroom teacher is then responsible for contacting the parents and arranging a meeting before the end of week 3 (where possible), or during the parent-teacher interviews. Secondary: Relevant staff are to meet with families, as part of the parent-teacher interviews. In the case where parents do not make an appointment, it is the responsibility of the Pastoral Care Teacher to ensure that a meeting is offered.
Term 3 Wk 2 - Handover	Teachers are expected to record progress on the IEP in the 'Achievement' column and discuss this progress during fortnightly meetings with the GET Co-Ordinator.
Term 3 Wk 1-2	For some students, especially those in Lower Primary, new goals may be required each term and, therefore, teachers will need to adjust the IEP and contact parents again. Adjusted IEPs will need to be resubmitted to the Enrolments Officer, so that the student's file and Compass profile can reflect their updated progress. In the case that the same goals are still being worked on, a meeting is not required.
Term 4	Teachers are required to complete the standard year level report for students on an IEP. For students who have not been engaging with subjects at their year level, this is recorded on the report and reference made to the accompanying IEP report.
Pupil Free Days end of year	Term Four Handover: classroom/subject teachers create a brief IEP overview for the next teacher/s to begin the following year with. This IEP is to be saved on SharePoint in a folder labelled for the following year. https://share.gbc.wa.edu.au/Staff/Shared%20Documents/Specific%20Needs This document forms the basis for the discussion about this student at hand over meetings.

10. Senior Secondary Students at risk of not attaining a WACE

Goldfields Baptist College is very happy to offer support to students with specific needs in Years 11 and 12, though there are a number of considerations that will need to be made in determining a course that is suitable for these students, if they are predicted to be at risk of not meeting the requirements to achieve a Western Australian Certificate of Education (WACE) by the end of Year 12. For these students, it is extremely important for the College to meet with the student and their parents/carers to determine their goals and intentions following Year 12, as this will impact greatly on the most appropriate course of action to take.

10.1 Subject selection

As with all students, students enrolled in, or preparing to enrol in, a Senior Secondary pathway will be carefully counselled by College staff in the availability and offerings for each pathway, the impact that pathways can have on students' preferences and goals, and options that do and do not lead to the achievement of a WACE. It is important that these conversations take place, not only with the students, but with their parents/carers also.

10.1.1 Preliminary courses

Enrolment in Preliminary courses is restricted to students who have been identified as having a learning difficulty or intellectual disability and are unable to engage with the level of Foundation courses. In order to be eligible, students must have been identified as having a disability recognised under the *Disability Discrimination Act 1992*.

Preliminary courses are considered as an option for students when:

- It is understood by the College and the student and/or parents/carers that the student cannot access ATAR, General or Foundation course content, even with adjustment and/or disability provisions; and
- It is understood by the student and their parents/carers that no Preliminary unit contributes to the achievement of the WACE.

Students in Preliminary courses will have their learning programme detailed within an IEP.

While Preliminary units themselves do not contribute to the requirements for achieving the WACE, students may also undertake Workplace Learning, Vocational Education Training (VET) or Award Scheme Development and Accreditation Network (ASDAN) modules (as an endorsed programme). Each of these options can contribute to students achieving their WACE.

10.1.2 Foundation, General or ATAR courses

Students with specific needs are able to access modifications/adjustments to their learning programmes and assessments, in order to access the curriculum equitably. If enrolled in a Foundation, General or ATAR course however, the achievement of these students must be reported against the achievement standard of the course.

10.1.3 Work Readiness skills

Students with specific needs an also be encouraged to pursue their interests and career goals in their final years of schooling. As such, students following a Foundation Pathway are allowed to complete a Certificate II at a Registered Training Organisation . Through a partnership with Central Regional TAFE, students with or without OLNA are encouraged to work towards a Certificate II to develop work-readiness skills.

Students enrolled in TAFE engage in Work Placement as an opportunity to develop and practice work-ready skills. The Work Placement Programme is supported by the teaching staff through, but is not limited to:

- one-on-one mentorship meetings;
- workplace visits; and
- consultation with work supervisors.

10.2 Additional supports

Students who are striving to achieve their WACE by the conclusion of Year 12, but who are at risk of not attaining this, will be given a number of other options they may engage with to assist them in realising their goals. These may include:

- Time – as with all students, students with special educational needs have the opportunity to complete a WACE over a lifetime. This may take the form of students continuing to pursue their WACE after leaving the College, or by choosing to repeat year levels.
- Additional tutoring/support – all students are eligible for additional tutoring or education support to assist them in developing the skills they need to achieve their goals. This additional tutoring is best arranged directly with appropriate teaching staff, and can be arranged from 3:00pm until 4:00pm on College days, or during study periods.
- Additional remedial literacy and/or numeracy classes – if permitted by their timetable through the availability of study periods – students may be enrolled in additional literacy and/or numeracy classes to assist them in preparing for the OLNA and/or passing their English and Mathematics units. These additional classes cannot contribute to a student's WACE points, but are instead an additional measure implemented by the College to give students extra opportunity to meet requirements.
- Other diagnosis-relevant, approved modifications/adjustments to allow them to access the curriculum equitably. This may take the form of tangible adjustments, such as screen readers for students who are visually impaired; or intangible adjustments, such as additional time allowed in a written test, etc.

Grow, Enrich, Thrive Additional Needs Policy

Appendices

Appendix One – Extract of relevant AITSL Standards for Teachers and expectations of the College

Standard 1 Know students and how they learn

1.1 Physical, Social and intellectual development and characteristics of students
1.2 Understand how students learn
1.4 Strategies for teaching Aboriginal and Torres Strait Islander students
1.5 Differentiate teaching to meet the specific learning needs of students across the full range of abilities
1.6 Strategies to support full participation of students with disability

Teaching staff are expected to:

- Learn about each student and familiarise themselves with the physical, social and intellectual characteristics of their students
- Actively seek out information for students for whom they hold a concern about their learning
- Actively seek out information for students whom they believe require extension
- Keep up to date with teaching and learning strategies, particularly those that address students with different learning needs
- Consider cultural differences when planning and teaching
- Differentiate when planning teaching and assessment in order to plan appropriate learning and assessment tasks for all students
- Differentiate strategies and learning opportunities to cater to the needs of learners, providing scaffolding to those who need it and opportunities for extension
- Research disabilities/diagnoses of students within their classes and seek help if they are unsure how to cater for them
- Equip all students to be able to access learning

Non-Teaching staff are expected to:

- Be aware of physical, social and intellectual strengths/weaknesses in the students that they teach
- Share with teaching staff any concerns that they hold for students in these areas
- Ask teaching staff for information in these areas for students who struggle or who require extension, and seek guidance on how the teacher would like them to support these students
- Be aware of cultural differences and work with students with this in mind

Standard 3 Plan for and implement effective teaching and learning

3.1 Establish challenging learning goals
3.5 Use effective classroom communication
3.7 Engage parents/carers in the educative process

Teaching staff are expected to:

- Know each student's performance level and plan learning that is appropriate and challenging, especially for those who require extension
- Hold high expectations for students and encourage them to rise to challenges
- Use verbal and non-verbal communication including, but not limited to, classroom schedules
- Maintain open communication with families about optimising learning for students

Non-Teaching staff are expected to:

- Hold high expectations for students to encourage them to rise to challenges

Standard 4 Create and maintain supportive and safe learning environments

4.1 Support student participation
4.3 Manage Challenging Behaviour

Teaching staff are expected to:

- Build inclusivity within their classroom
- Actively seek to design learning experiences that foster inclusion through differentiating learning

- Research and use a variety of strategies to deal with behaviour and encourage positive behaviour
- Differentiate the management of behaviour whilst maintaining fairness

Non-Teaching staff are expected to:
- Foster inclusivity
- Support in the management of behaviour whilst adjusting to the needs of students

Standard 5 Assess, provide feedback and report on student learning

5.1 Assess student learning
5.2 Provide feedback to students on their learning
5.5 Report on student achievement

Teaching staff are expected to:
- Continually assess the learning of students to allow the adjustment of learning to suit the progress of individual students
- Evaluate the effectiveness of teaching strategies and experiences and adjust as required to optimise learning
- Provide timely and useful feedback and encouragement to students about their progress
- Report to families verbally, and in written format, about their child's progress and achievement throughout the year
- Report feedback to families against individualised IEP goals

Non-Teaching staff are expected to:
- Provide useful feedback and encouragement to students about their progress

Standard 6 Engage in professional learning

6.1 Identify and plan professional learning needs
6.2 Engage in professional learning and improve practice
6.3 Engage with colleagues and improve practice
6.4 Apply professional learning and improve student learning

Teaching staff are expected to:
- Actively seek out professional reading and engage with professional learning opportunities to further their knowledge and skills in relation to students with additional needs
- Seek assistance and support from the GET Co-Ordinator and engage in professional discussions about students with additional needs
- Continually apply strategies learnt and evaluate their effectiveness for learning outcomes

Non-Teaching staff are expected to:
- Seek professional reading or learning opportunities, or ask for assistance to increase understanding in relation to students with additional needs
- Discuss and suggest strategies and provide feedback on their effectiveness

Standard 7 Engage professionally with colleagues, parents/carers and the community

7.2 Comply with legislative, administrative and organizational requirements
7.3 Engage with parents/carers

Teaching staff are expected to:
- Be familiar with the expectations of GBC to complete differentiated planning/assessment and IEPs for students with additional needs
- Work in a professional manner when working with families, particularly with the families of students who struggle, always ensuring that the child is not treated in a negative way

Non-Teaching staff are expected to:
- Discuss observations and concerns with teaching staff

Appendix Two – Gifted and Talented AISWA Policy Guideline

Profiles of gifted and talented students

Betts and Neihart (2010) developed six profiles of gifted and talented students, which they revised in 2010. These can be used to understand gifted underachievers.

Type 1: Successful

These students are bright, motivated achievers. However, they are more motivated by teacher acceptance than by fully developing their abilities.

Type 2: Creative

These students can be bored and frustrated, with fluctuating self-esteem and strong personal convictions. They are likely to question rules and are often viewed by teachers as rebellious. They need an outlet for their creativity and passions, and acceptance for their uniqueness. Teachers often fail to recognise this group as gifted.

Type 3: Underground

These students have often chosen group acceptance over academic achievement as a forced-choice dilemma. They then become afraid that they will lose acceptance with their peers if they drop this camouflage. They appear ambivalent about achievement and are likely to sabotage gifted provisions. These can be the hardest students to identify, as they often deliberately hide.

Type 4: At-Risk

These students may be intellectually and emotionally removed from what is happening in the classroom. They often display anger and resentment, feel unaccepted by teachers or peers and resist authority. They may withdraw into themselves and refuse to participate, or they may act out and respond defensively.

Type 5: Twice/Multi Exceptional

These students are gifted, but they also have a physical, learning or emotional disability or learning difficulty. They often perceive themselves as an unsuccessful learner and are easily discouraged. They are often verbally strong with creative ideas and excellent coping strategies. These students are doubly disadvantaged, as the school often only focusses on the disability and ignores the gift.

Type 6: Autonomous learners

These students have learned to work well in the school system and are resilient. They are academically successful, confident and intrinsically motivated. They can work co-operatively with the teachers when motivated, and have a strong, positive self-concept. They are liked and admired by staff and students and often take on a leadership role in the school.

For the full Betts & Neihart Revised Profiles of the Gifted and Talented (2010) go to http://www.ingeniosus.net/wp-content/uploads/2010/11/PROFILES-BEST-REVISED-MATRIX-2010.pdf .

For further information on how to cater for gifted underachievers in schools, read the following section of the DEEWR Professional Development Package for Teachers Module 4: Understanding Underachievement in Gifted Students:

- Working with the gifted underachiever: some do's and don'ts pp18-21.

Educational Provisions

Not all gifted students are alike and need provisions that are appropriate to their ability.

Curriculum

Differentiation

Curriculum differentiation addresses the different learning styles and rates of learning of students in both mixed ability and self-contained gifted classrooms. It involves offering several different learning experiences in response to students' varied needs. Typically, two to four different learning experiences are offered, or students are given opportunities to make their own choices.

Meeting the academic needs of all students in the classroom can be challenging, and often the teacher resorts to 'teaching to the middle'. This approach can be frustrating for both the students and teachers. Children with special learning needs feel the curriculum moves too quickly, while gifted children feel the curriculum moves too slowly and is unchallenging.

Curriculum differentiation allows teachers to address the needs of all learners in the classroom. For gifted children, the three curriculum issues are:

- Gifted children need a challenging curriculum that addresses their needs for pace and complexity;
- Gifted students require instruction and scaffolding for their learning, but may not require the level of repetition and support needed by other less able students;
- Gifted students who have not experienced a differentiated curriculum previously may challenge the process with 'it's not fair that I have to do something that is different/harder/has higher expectations'.

Maker (1982) describes curriculum modifications for gifted children in four areas:

1) *Content modifications* should be abstract, complex, varied and involve issues of organisation, study of people and methods of inquiry.
2) *Process modifications* should involve higher order thinking processes, promote creative and critical thinking, require problem solving, involve group interaction, have variable levels of pacing, allow for debriefing of the process, involve open-endedness, and allow for freedom of choice.
3) *Product modifications* should involve real world problems, be for real world audiences, require real deadlines, require transformation of learning, involve appropriate assessment and evaluation and involve extended or accelerated outcomes.
4) *Learning environment modifications* should be flexible and open, encourage independent and intrinsic learning, be accepting and non-judgemental, and encourage complex and abstract thought. Core Module 5 (Curriculum Differentiation for Gifted Students) of the DEEWR Professional Development package is an excellent resource to find out more about differentiating for gifted students. Dr Carol Tomlinson is a prolific author and researcher in the area of differentiation for students of all abilities, and her many publications and resources for teachers are available at http://caroltomlinson.com/index.html

Compacting

To determine what compacting the curriculum means, six key steps should be identified:

- identifying the outcomes
- pre-testing the outcomes
- eliminating the areas of repetition
- streamlining the learning experiences
- offering enrichment, extension and/or acceleration – matching the student need to intervention
- documenting the process.

Models and strategies for compaction can be found in Module Five of the Gifted and Talented Education: Professional Development package for Teachers. This module includes mapping the unit of work to be taught, assessing prior learning and explanations of various models that can be used to extend students' critical thinking skills e.g. Bloom's Taxonomy, the Kaplan Model.

Teaching and Learning Adjustments

These are teaching strategies and accommodations that a classroom teacher would employ on a day-to-day basis to cater for the unique needs of a student who is gifted. This may include extra time to complete tasks to accommodate for perfectionism, allowing a student to skip parts of tasks that s/he has already mastered, starting the student on harder work from the beginning of a task rather than giving extra work upon completion, reduced time for practise and repetition, and so on. In this way, a gifted student is able to achieve to his/her potential and be challenged without experiencing boredom, frustration or underachieving.

Enrichment

This is when students have the opportunity to complete tasks in more depth, or to explore in more depth, a particular concept or topic. This can be a useful strategy for the humanities and is often achieved through open-ended tasks, but be aware that enrichment is often an effective strategy for all students and not just the gifted, so it is important that this strategy is not seen as the only method of catering for gifted students.

Extension

This is when students have the opportunity to tackle skills, tasks or concepts at a higher level after they have achieved mastery of the level below. This can be a useful strategy for quantitative areas such as mathematics, but be aware that *all* students need extension if they have mastered a skill or concept and it is important to ensure that gifted students have first achieved mastery of a skill or concept at their level which may already be higher than the rest of the class, i.e. having the same extension task for all students may not be an extension task for the gifted.

HOTS (Higher Order Thinking Skills)

These are skills that need to be taught explicitly to *all* students, not just the gifted. However, they are a vital strategy for gifted students who need to learn about abstract thinking, including making analogies, exploring conundrums, problem-solving, questioning and so on. Any gifted programme needs to incorporate HOTS to ensure that students learn to reason at an abstract level, problem-solve, and move beyond answering *what*, *where*, *when* and *who* questions to the questions of *how*, *why*, *what if*. Frameworks such as Bloom's Revised Taxonomy or the Williams Model are useful tools to teach HOTS.

Ability Grouping

As discussed previously, there are characteristics of gifted and talented students that make them different from their age peers. Some of these characteristics are better catered for by ability grouping.

How students should be selected for these groups has already been discussed under Identification of Gifted Students. Potential as well as performance should be taken into account. It is important that groups should also accommodate gifted underachievers.

Gifted students can find it frustrating when their age-peers do not understand their thoughts or appreciate their knowledge. Having the time to work with others of similar ability will enhance their enjoyment of school, as well as learning.

Gifted children who only work in mixed ability groupings often learn to coast along and achieve success easily. They do not, therefore, cope well with difficult problems or setbacks. Interaction with others of similar ability gives them the opportunity to work hard and occasionally struggle.

Ability grouping can also have a positive effect on their social skills, as these children are less likely to be rejected or to have their jokes and ideas misunderstood. Some form of ability grouping, whether full-time or part-time, is often the 'least restrictive environment', both academically and socially.

Full-time ability grouping

Teachers of full-time classes for the gifted report that students say they 'can be themselves' in class, and they are less likely to camouflage their abilities.

Part-time ability grouping

Gifted children are withdrawn from their regular class to join a group of students who share an interest in the same subject.

Withdrawing students on a part-time basis can have some pitfalls that need to be avoided, including:

- Having gifted students make up class work they missed
- Have students miss something they enjoy in their regular classroom
- Having no connection between the core curriculum and the extension activities
- Seeing the part-time withdrawal as the gifted programme, rather than being one component of it.

Cluster grouping

Cluster grouping occurs when a small group of gifted children are placed together in a regular classroom. This allows the teacher to plan tasks that are challenging to that group, and the children to mix with others of a similar ability, while also mixing with all of their age peers.

This method works well in small schools where full-time ability grouping would not be suitable.

An interesting article about grouping gifted children is *'To Group or Not to Group: is THAT the Question?'* by Mirica Gross which can be found in Core Module 6 of the DEEWR Professional Development Package.

Appendix Three – Individual Education Plan Format

The Individual Education Plan format attached behind this page is able to be accessed via the SharePoint GET folder for editing. The pages attached are intended as a visual reference point only; this is not an editable copy.

GOLDFIELDS BAPTIST COLLEGE

INDIVIDUAL EDUCATION PLAN REPORT

Name:

D.O.B: dd/mm/yyyy

Year:

Date: dd/mm/2023

Growing, Building, Caring

4 Maguire St, Kalgoorlie • PO Box 10267 Kalgoorlie 6433 • T: (08) 9022 7535 • F: (08) 9022 2073 • ABN: 25 631 095 923 • gbcadmin@gbc.wa.edu.au • www.gbc.wa.edu.au

English

Learning Objective		Learning Strategies
Reading and Viewing		
Goal	☐ Achieved Date: ☐ Working towards ☐ Not yet attempted	
Goal	☐ Achieved Date: ☐ Working towards ☐ Not yet attempted	
Goal *Please add or delete as many goals as required*	☐ Achieved Date: ☐ Working towards ☐ Not yet attempted	
Writing and Creating		
Goal	☐ Achieved Date: ☐ Working towards ☐ Not yet attempted	
Goal	☐ Achieved Date: ☐ Working towards ☐ Not yet attempted	
Goal *Please add or delete as many goals as required*	☐ Achieved Date: ☐ Working towards ☐ Not yet attempted	
Speaking and Listening		
Goal	☐ Achieved Date: ☐ Working towards ☐ Not yet attempted	
Goal	☐ Achieved Date: ☐ Working towards ☐ Not yet attempted	
Goal *Please add or delete as many goals as required*	☐ Achieved Date: ☐ Working towards ☐ Not yet attempted	
Other		
Goal	☐ Achieved Date: ☐ Working towards ☐ Not yet attempted	
Goal	☐ Achieved Date: ☐ Working towards ☐ Not yet attempted	
Goal *Please add or delete as many goals as required*	☐ Achieved Date: ☐ Working towards ☐ Not yet attempted	

Teacher Comment

Attitude, Behaviour and Effort	Consistently	Usually	Sometimes	Seldom	Not Assessed
Shows persistence	☐	☐	☐	☐	☐
Demonstrates organisational skills	☐	☐	☐	☐	☐
Demonstrates an appropriate level of independence	☐	☐	☐	☐	☐
Completion of homework	☐	☐	☐	☐	☐
Displays neatness in work	☐	☐	☐	☐	☐
Shows confidence	☐	☐	☐	☐	☐
Demonstrates motivation towards tasks	☐	☐	☐	☐	☐
Demonstrates ability to concentrate	☐	☐	☐	☐	☐

Mathematics

Learning Objective		Learning Strategies
Number and Algebra		
Goal	☐ Achieved Date: ☐ Working towards ☐ Not yet attempted	
Goal	☐ Achieved Date: ☐ Working towards ☐ Not yet attempted	
Goal *Please add or delete as many goals as required*	☐ Achieved Date: ☐ Working towards ☐ Not yet attempted	
Measurement and Geometry		
Goal	☐ Achieved Date: ☐ Working towards ☐ Not yet attempted	
Goal	☐ Achieved Date: ☐ Working towards ☐ Not yet attempted	
Goal *Please add or delete as many goals as required*	☐ Achieved Date: ☐ Working towards ☐ Not yet attempted	
Statistics and Probability		
Goal	☐ Achieved Date: ☐ Working towards ☐ Not yet attempted	
Goal	☐ Achieved Date: ☐ Working towards ☐ Not yet attempted	
Goal *Please add or delete as many goals as required*	☐ Achieved Date: ☐ Working towards ☐ Not yet attempted	
Other		
Goal	☐ Achieved Date: ☐ Working towards ☐ Not yet attempted	
Goal	☐ Achieved Date: ☐ Working towards ☐ Not yet attempted	
Goal *Please add or delete as many goals as required*	☐ Achieved Date: ☐ Working towards ☐ Not yet attempted	

Teacher Comment

Attitude, Behaviour and Effort	Consistently	Usually	Sometimes	Seldom	Not Assessed
Shows persistence	☐	☐	☐	☐	☐
Demonstrates organisational skills	☐	☐	☐	☐	☐
Demonstrates an appropriate level of independence	☐	☐	☐	☐	☐
Completion of homework	☐	☐	☐	☐	☐
Displays neatness in work	☐	☐	☐	☐	☐
Shows confidence	☐	☐	☐	☐	☐
Demonstrates motivation towards tasks	☐	☐	☐	☐	☐
Demonstrates ability to concentrate	☐	☐	☐	☐	☐

Science

Learning Objective		Learning Strategies
Science Understanding		
Goal	☐ Achieved Date: ☐ Working towards ☐ Not yet attempted	
Goal	☐ Achieved Date: ☐ Working towards ☐ Not yet attempted	
Goal *Please add or delete as many goals as required*	☐ Achieved Date: ☐ Working towards ☐ Not yet attempted	
Science as a Human Endeavour		
Goal	☐ Achieved Date: ☐ Working towards ☐ Not yet attempted	
Goal	☐ Achieved Date: ☐ Working towards ☐ Not yet attempted	
Goal *Please add or delete as many goals as required*	☐ Achieved Date: ☐ Working towards ☐ Not yet attempted	
Science Inquiry Skills		
Goal	☐ Achieved Date: ☐ Working towards ☐ Not yet attempted	
Goal	☐ Achieved Date: ☐ Working towards ☐ Not yet attempted	
Goal *Please add or delete as many goals as required*	☐ Achieved Date: ☐ Working towards ☐ Not yet attempted	
Other		
Goal	☐ Achieved Date: ☐ Working towards ☐ Not yet attempted	
Goal	☐ Achieved Date: ☐ Working towards ☐ Not yet attempted	
Goal *Please add or delete as many goals as required*	☐ Achieved Date: ☐ Working towards ☐ Not yet attempted	

Teacher Comment

Attitude, Behaviour and Effort	Consistently	Usually	Sometimes	Seldom	Not Assessed
Shows persistence	☐	☐	☐	☐	☐
Demonstrates organisational skills	☐	☐	☐	☐	☐
Demonstrates an appropriate level of independence	☐	☐	☐	☐	☐
Completion of homework	☐	☐	☐	☐	☐
Displays neatness in work	☐	☐	☐	☐	☐
Shows confidence	☐	☐	☐	☐	☐
Demonstrates motivation towards tasks	☐	☐	☐	☐	☐
Demonstrates ability to concentrate	☐	☐	☐	☐	☐

Humanities and Social Sciences

Learning Objective		Learning Strategies
Knowledge and Understanding		
Goal	☐ Achieved Date: ☐ Working towards ☐ Not yet attempted	
Goal	☐ Achieved Date: ☐ Working towards ☐ Not yet attempted	
Goal *Please add or delete as many goals as required*	☐ Achieved Date: ☐ Working towards ☐ Not yet attempted	
Humanities and Social Science Skills		
Goal	☐ Achieved Date: ☐ Working towards ☐ Not yet attempted	
Goal	☐ Achieved Date: ☐ Working towards ☐ Not yet attempted	
Goal *Please add or delete as many goals as required*	☐ Achieved Date: ☐ Working towards ☐ Not yet attempted	
Other		
Goal	☐ Achieved Date: ☐ Working towards ☐ Not yet attempted	
Goal	☐ Achieved Date: ☐ Working towards ☐ Not yet attempted	
Goal *Please add or delete as many goals as required*	☐ Achieved Date: ☐ Working towards ☐ Not yet attempted	

Teacher Comment	Attitude, Behaviour and Effort	Consistently	Usually	Sometimes	Seldom	Not Assessed
	Shows persistence	☐	☐	☐	☐	☐
	Demonstrates organisational skills	☐	☐	☐	☐	☐
	Demonstrates an appropriate level of independence	☐	☐	☐	☐	☐
	Completion of homework	☐	☐	☐	☐	☐
	Displays neatness in work	☐	☐	☐	☐	☐
	Shows confidence	☐	☐	☐	☐	☐
	Demonstrates motivation towards tasks	☐	☐	☐	☐	☐
	Demonstrates ability to concentrate	☐	☐	☐	☐	☐

Health and Physical Education

Learning Objective		Learning Strategies
Health Education		
Goal	☐ Achieved Date: ☐ Working towards ☐ Not yet attempted	
Goal	☐ Achieved Date: ☐ Working towards ☐ Not yet attempted	
Goal *Please add or delete as many goals as required*	☐ Achieved Date: ☐ Working towards ☐ Not yet attempted	
Physical Education		
Goal	☐ Achieved Date: ☐ Working towards ☐ Not yet attempted	
Goal	☐ Achieved Date: ☐ Working towards ☐ Not yet attempted	
Goal *Please add or delete as many goals as required*	☐ Achieved Date: ☐ Working towards ☐ Not yet attempted	
Other		
Goal	☐ Achieved Date: ☐ Working towards ☐ Not yet attempted	
Goal	☐ Achieved Date: ☐ Working towards ☐ Not yet attempted	
Goal *Please add or delete as many goals as required*	☐ Achieved Date: ☐ Working towards ☐ Not yet attempted	

Teacher Comment	Attitude, Behaviour and Effort	Consistently	Usually	Sometimes	Seldom	Not Assessed
	Shows persistence	☐	☐	☐	☐	☐
	Demonstrates organisational skills	☐	☐	☐	☐	☐
	Demonstrates an appropriate level of independence	☐	☐	☐	☐	☐
	Completion of homework	☐	☐	☐	☐	☐
	Displays neatness in work	☐	☐	☐	☐	☐
	Shows confidence	☐	☐	☐	☐	☐
	Demonstrates motivation towards tasks	☐	☐	☐	☐	☐
	Demonstrates ability to concentrate	☐	☐	☐	☐	☐

Technologies

Learning Objective		Learning Strategies
Knowledge and Understanding		
Goal	☐ Achieved Date: ☐ Working towards ☐ Not yet attempted	
Goal	☐ Achieved Date: ☐ Working towards ☐ Not yet attempted	
Goal *Please add or delete as many goals as required*	☐ Achieved Date: ☐ Working towards ☐ Not yet attempted	
Processes and Production Skills		
Goal	☐ Achieved Date: ☐ Working towards ☐ Not yet attempted	
Goal	☐ Achieved Date: ☐ Working towards ☐ Not yet attempted	
Goal *Please add or delete as many goals as required*	☐ Achieved Date: ☐ Working towards ☐ Not yet attempted	
Other		
Goal	☐ Achieved Date: ☐ Working towards ☐ Not yet attempted	
Goal	☐ Achieved Date: ☐ Working towards ☐ Not yet attempted	
Goal *Please add or delete as many goals as required*	☐ Achieved Date: ☐ Working towards ☐ Not yet attempted	

Teacher Comment	Attitude, Behaviour and Effort	Consistently	Usually	Sometimes	Seldom	Not Assessed
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	Demonstrates organisational skills	☐	☐	☐	☐	☐
	Demonstrates an appropriate level of independence	☐	☐	☐	☐	☐
	Completion of homework	☐	☐	☐	☐	☐
	Displays neatness in work	☐	☐	☐	☐	☐
	Shows confidence	☐	☐	☐	☐	☐
	Demonstrates motivation towards tasks	☐	☐	☐	☐	☐
	Demonstrates ability to concentrate	☐	☐	☐	☐	☐

Arts

Learning Objective		Learning Strategies
Making		
Goal	☐ Achieved Date: ☐ Working towards ☐ Not yet attempted	
Goal	☐ Achieved Date: ☐ Working towards ☐ Not yet attempted	
Goal *Please add or delete as many goals as required*	☐ Achieved Date: ☐ Working towards ☐ Not yet attempted	
Responding		
Goal	☐ Achieved Date: ☐ Working towards ☐ Not yet attempted	
Goal	☐ Achieved Date: ☐ Working towards ☐ Not yet attempted	
Goal *Please add or delete as many goals as required*	☐ Achieved Date: ☐ Working towards ☐ Not yet attempted	
Other		
Goal	☐ Achieved Date: ☐ Working towards ☐ Not yet attempted	
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Goal *Please add or delete as many goals as required*	☐ Achieved Date: ☐ Working towards ☐ Not yet attempted	

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	Demonstrates an appropriate level of independence	☐	☐	☐	☐	☐
	Completion of homework	☐	☐	☐	☐	☐
	Displays neatness in work	☐	☐	☐	☐	☐
	Shows confidence	☐	☐	☐	☐	☐
	Demonstrates motivation towards tasks	☐	☐	☐	☐	☐
	Demonstrates ability to concentrate	☐	☐	☐	☐	☐

Jemima Dixon
GET Co-Ordinator

Marisa Johnson
Principal