Holy Eucharist Catholic Primary School
St Albans South.

ADDITIONAL LEARNING NEEDS AND STUDENTS WITH DISABILITIES

APPENDIX:

1. Holy Eucharist School – Sociolinguistic Profile
2. Holy Eucharist School – EAL Continuum
3. Holy Eucharist School - Intervention Process – PART A
4. Holy Eucharist School – Intervention Process – PART B
5. Holy Eucharist School - Student Referral Process
6. Students With Disabilities – Handover Sheet
7. Personalised Learning Plan

Holy Eucharist Catholic Primary School Commitment Statement to Child Safety

A safe and nurturing culture for all children and young people at our Catholic school

'The intention for this statement is to provide a central focus for child safety[1] at our Catholic school, built around a common understanding of the moral imperative and overarching commitments that underpin our drive for improvement and cultural change….
…Holy Eucharist Primary School together with the CECV will stay abreast of current legislation and will meet legislative duties to protect the safety and wellbeing of children and young people in our care, including the Victorian Child Safe Standards (Victorian Government 2016), mandatory reporting, grooming, failure to disclose and failure to protect requirements[2]'.

[1]As defined by the Victorian Government Special *Gazette* No. 2 (2016), 'children and young people' in this document refers to those children and young people enrolled as students in Catholic schools in Victoria.
[2]Holy Eucharist Catholic Primary School Commitment Statement to Child Safety

EVIDENCE OF THIS OCCURING AT HOLY EUCHARIST

As a school established by this governing body we have a universal expectation for the protection of children.
Holy Eucharist is resolutely committed to ensuring that all those engaged in our Catholic primary school promote the inherent dignity of children and young people and their fundamental right to be respected and nurtured in a safe school environment.
This is particularly so for the most vulnerable children, including aboriginal children, from culturally and/or linguistically diverse backgrounds, and children with a disability.
Every person involved in Catholic education has a responsibility to understand the important and specific role he/she plays individually and collectively to ensure that the wellbeing and safety of all children and young people is at the forefront of all they do and every decision they make.

Rationale:

"Holy Eucharist school provides all students with the opportunities, strategies and skills to enable them to realise their full potential [and] encourages students to become active members of Society. [The School] ...offers opportunities and experiences for the social, emotional and creative growth of each H E community member...[and] offers a variety of experiences linked to their learning and everyday life.

Holy Eucharist vision and Mission Statement

Beliefs:

Holy Eucharist School:

- Is committed to striving for excellence in a supportive environment and developing in each child, a positive attitude towards learning and life.
- Recognizes and respects the uniqueness and dignity of each person.
- Works collaboratively in a spirit of cooperation and mutual respect, providing a school environment that is safe and engenders a sense of pride
- Meets the pastoral needs of all.

ADDITIONAL LEARNING NEEDS

Holy Eucharist school assist all students, including students with additional learning needs.

Children at Holy Eucharist have access to the following services:

- *psychologists*
- *speech pathologists*
- *visiting teachers (hearing impairment, vision impairment, physical/chronic health impairment)*
- *English as an Additional Language or Dialect (EAL/D) / New arrivals school advisers.*

If the school believes that a student would benefit from these services, the school is required to contact the parents to ask for their approval for the direct involvement of student services staff with the child. Information regarding the relevant referral process for these services will be made available to the parents by the school.

Students with Disabilities *(previously Literacy, Numeracy and Special Learning Needs (LSNLN)*

The objective of the Students with Disabilities (SWD) program is to improve participation and learning outcomes of educationally disadvantaged students, particularly in literacy and numeracy, by contributing funding for additional teaching and learning assistance.

Specialised therapy in schools

Holy Eucharist School works in collaboration with specialised organisations in developing learning programs for students with special needs and these are tailored to meet the requirements of the individual student. All students who have a physical, chronic health impairment or multiple disabilities and require physiotherapy and/or occupational therapy as an integral component of their school program may be referred for specialised therapy. Programs by Yooralla and Scope Victoria are provided.

Gifted students

Holy Eucharist school make provision for high-achieving and gifted students in a variety of ways. Catholic Education Melbourne offers educational consultancy and access to resources to assist schools in identifying gifted students, assessing their specific needs, and making appropriate programming recommendations.

Aboriginal and Torres Strait Islander students

Ongoing educational, pastoral and cultural support to Aboriginal and Torres Strait Islander students is provided through school-based curriculum initiatives. Schools develop, implement and evaluate individual learning plans for Aboriginal and Torres Strait Islander students as required. Effective links are established with Aboriginal community organisations, with Koorie education personnel, student support schemes and funding where available.

An initiative of the Aboriginal Catholic Ministry, Melbourne is the 'Opening the Doors Foundation'. The Foundation provides assistance to parents of Aboriginal and Torres Strait Islander children who attend our schools in Victoria. It assists parents to choose and successfully maintain a positive educational environment for their children.

For more information, see www.openingthedoors.org.au or call 03 9443 9070.

English as an Additional Language or Dialect (EAL/D) / New arrivals program

Consultancy services and funding are available to schools to meet the needs of newly arrived students requiring support with learning English as an Additional Language or Dialect (EAL/D). You may contact your child's school for more information.

FUNDING FOR STUDENTS WITH DISABILITY

Government funding support is critical for our school to meet the individual needs of these students. In 2011, the Gonski Review recognised this when it recommended that students with disability be funded through a loading that should be matched to the needs of each individual student. Until this measure could be established, the Gonski Panel recommended that all students with disability were funded at the same rate.
While all students with disability receive the same loading from the Australian Government, within Catholic education, we differentiate the funding support provided to students based on our own assessment of each student's needs. This system is considered to work well.

The Nationally Consistent Collection of Data on School Students with Disability (NCCD) trial was established to come up with a standardised definition of students with disability that could be used to compare spending and support in all states and territories. The collection relies on surveys filled out by school principals and teachers, not assessment by medical professionals. Under the NCCD there has been a significant increase in the number of students considered to have a disability. Initial analysis of the NCCD showed that some schools were over estimating the needs of some students with disability. In addition, as students are only counted in the NCCD if they are receiving an 'adjustment' for a disability, it appears this is favouring the wealthier schools which can afford to make individual adjustments to meet all the needs of their students. School leaders and disability support groups, including Autism Support Australia, have said that the data is unreliable. Even the Education Minister said in December that the NCCD was flawed and that 'This data … hasn't come to a credible landing point just yet.'

So, why is this important...
On 2 May, the Turnbull Government announced that it will use NCCD from next year to determine how students with disability will be funded by the Australian Government. This might have been all right, if the total amount of federal funding available to students with disability was to grow, but this will not be the case for Catholic education. Under the Government's proposal, more students will be classified as having a disability but, in most cases, they will attract less funding to Catholic education. This means that most students who are currently funded for their disability will receive less money from the government.
Based on the current data, the total funding provided to Catholic school students with disability will be 17% lower over the next 10 years. It beggars belief that some of the nation's students who are in most need of funding support are going to be disadvantaged because of the Turnbull Government's decision to use a funding calculation for students with disability which its own Education Minister says is not credible.

OVERVIEW OF THE INTERVENTION PROCESS

The Catholic Education Commission of Victoria Ltd (CECV) *Intervention Framework* supports schools in managing student learning. The *Intervention Framework* identifies key principles, structures and processes which need to be considered in developing effective school practice (refer Figure 1).

Educators are constantly seeking effective ways to meet the needs of **all** learners, so that **every** student can experience success. When students learn differently or have particular talents, teachers are required to identify their learning needs and intervene. This intervention may be in the form of specific teaching in any particular instance, or it may be over a longer, more sustained period. These interventions or adjustments are necessary for academic and social achievement and require teachers to identify the most effective services. Educators must understand the demands of their curriculum, their instructional practices, and their students as learners.

All students are expected to receive appropriate, high-quality instruction within a broad array of instructional strategies operating within the general educational setting. The *Intervention Framework* is designed to scaffold learning and strategically support learners. It is founded in a key set of principles which have been informed by gospel values and strong beliefs of justice and equity, where the child is at the heart of education.

1. Structures, Practices and Principles Underpinning the Intervention Framework

The Australian Institute for Teaching and School Leadership (AITSL) Australian Professional Learning Standards for Teachers and The Victorian Curriculum support teachers to fulfil their role as educators to provide enriched learning experiences across all areas of the curriculum for all students. The Disability Standards for Education 2005 cover the rights of students and obligations of schools where adjustments are required under the Disability Discrimination Act1992.

Program Support Groups and Personalised Learning Plans are other important structures which are expanded on in sections 8 and 9 of this document. The Australian Institute for Teaching and School Leadership (AITSL) Australian Professional Learning Standards for Teachers.

The Australian Professional Standards for Teachers are a public statement of what constitutes teacher quality. They define the work of teachers and make explicit the elements of high-quality, effective teaching in 21st century schools that will improve educational outcomes for students. The Standards do this by providing a framework which makes clear the knowledge, practice and professional engagement required across teachers' careers. The development of the Australian Professional Learning Standards for the teaching profession is an integral part of ensuring quality learning and teaching in Australian schools. http://www.aitsl.edu.au/australian-professionalstandards-for-teachers/standards/list

These Standards build upon the significant work undertaken previously in Australia. They are a fundamental component of the reforms agreed to by governments to realise the goals and commitments set out in the Melbourne Declaration.

The Victorian Curriculum

The Victorian Curriculum has been developed to ensure that curriculum content and achievement standards establish high expectations for all students. Every student is entitled to enriching learning experiences across all areas of the curriculum. Students in Victorian classrooms have multiple, diverse and changing needs that are shaped by individual learning histories and abilities as well as cultural language backgrounds and socioeconomic factors. The objectives of Victorian Curriculum are the same for all students. The curriculum offers flexibility for teachers to tailor their teaching in ways that provide rigorous, relevant and engaging learning and assessment opportunities for students with special education needs.

Most students with disabilities can engage with the curriculum provided the necessary adjustments are made to the complexity of the curriculum content and to the means through which students demonstrate their knowledge, skills and understanding. For some learners, making adjustments to instructional processes and to 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 to that taught to others in 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 standards at Foundation, additional curriculum content is required. Most of these students have a significant intellectual disability. The 'Towards Foundation Level' materials, taken as a whole, provides the additional curriculum content and standards to ensure the curriculum is inclusive of every learner.

For more advice in regard to curriculum provision and students with disabilities, please see the Victorian Curriculum http://victoriancurriculum.vcaa.vic.edu.au/ Additional advice and support is also available from the DEECD Abilities Based Learning and Education Support (ABLES) website http://ausvels.vcaa.vic.edu.au/Personal-Learning/Overview/Diversity-of-learners which will be available to all Catholic schools.

Disability Standards for Education

The Disability Standards for Education 2005 clarify and describe more explicitly the rights of students and the obligations of schools under the Disability Discrimination Act 1992. The Standards are intended to give students with disabilities the same rights as other students. They are based on the proposition that all students, including students with disabilities, should be treated with dignity and enjoy the benefits of education and training in an educationally supportive environment which values and encourages participation by all students.

Principles

The following seven principles reflect contemporary theory and research concerning student learning and educational pedagogy. In Catholic schools these principles underpin a commitment to intervention practices that enable all students to experience learning success.

1. All students can learn.

All students can experience success in learning when they are actively engaged and supported through learning. Teachers can ensure students' success by adopting assessment principles for learning so that clear evidence is used to set learning goals and drive achievement. This is used in conjunction with explicit feedback to students and self-monitoring by students to plan future learning goals.

2. Effective schools enable a culture of learning.

Effective schools have agreed expectations and coherence around the quality of teaching required to impact on student performance. A constant focus on learning and teaching is entrenched in their culture.

Supported by effective leadership, effective schools provide ongoing learning opportunities for teachers to develop the skills, knowledge and dispositions necessary to teach to higher professional standards, such as those outlined in the Australian Institute for Teaching and School Leadership (AITSL) National Professional Standards for Teachers (AITSL 2011).

Effective schools are defined by an agreed vision and goals, purposeful teaching and high expectations for student learning. They have rigorous systems of accountability and stimulating and secure learning environments. They are also distinguished by professional leadership motivated by the desire to build a vibrant, professional learning community.

3. Effective teachers are critical to student learning success.

Effective teachers know their students and how they learn. The Australian Institute for Teaching and School Leadership presents professional standards that require teachers to:

1.1 demonstrate knowledge of the physical, social and intellectual development of students
1.2 understand how students learn
1.3 demonstrate knowledge of teaching strategies to support students with diverse linguistic, cultural, religious and socioeconomic backgrounds
1.4 employ 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 demonstrate strategies to support full participation of students with disabilities.

Students with diverse needs may receive important support and programming from a number of people, but the key educator for literacy and numeracy development is the teacher(s). Teachers are ideally placed to gather ongoing assessment data and monitor student learning. They have the advantage of knowing the student and can provide valuable feedback for others working with the student. Here, the communication between the student's teacher/s and the Learning Support Officer (LSO) is crucial.

4. Learning and teaching are inclusive of all.

The Australian Government articulates a vision for social inclusion and defines a socially inclusive society as one in which all Australians feel valued and have the opportunity to participate fully in the life of our society. In this society all Australians will have the resources, opportunities and capability to:

- learn by participating in education and training
- work by participating in employment, in voluntary work and in family and caring
- engage by connecting with people and using their local community's resources
- have a voice so that they can influence decisions that affect them.

In education, inclusion is often related to students with disabilities and in many cases is applied to the idea of students with disabilities being placed in general education classrooms. However, inclusion is much more than that. It is the foundation on which learning for all students should be based. Inclusion is a belief system. It is the understanding that all students – those who are academically gifted, those who are average learners, and those who learn differently for any reason – should be fully active members of their school community and that all professionals in a school share responsibility for their learning. The term inclusion only has meaning when it is applied to an entire school because this belief system cannot be made into a reality when it is only applied to individual students, teachers, or classrooms and teams.

5. Teaching support matches the needs and talents of the student.

Treating all students exactly the same means that students who need adjustments to the program in order to succeed will be disadvantaged. Some students require more or different support in order to work at a level appropriate to their abilities and needs. Adjustment intensity should be dynamic, research-based and 'at the point of need'.

Under the Nationally Consistent Collection of Data (NCCD) model, teachers use their professional, informed judgement to determine the level of support (adjustment) required in regard to:

• which of their students are being provided with a reasonable adjustment because of disability, as defined in the Disability Discrimination Act 1992 (the DDA) and the Disability Standards for Education 2005
• the level of adjustment that students with disability are being provided with, in both classroom and whole of school contexts
• the broad category of disability under which each student best fits. Where there is evidence at a school to demonstrate that a student is being provided with a reasonable adjustment to meet long-term (10+ weeks) specific needs associated with disability, in consultation with the student or their parents or carers, then the student is eligible to be counted in the national data collection on students with disability.

6. Effective teaching practices are research-based.

Effective teaching practices are founded on research, and tempered by informed teacher judgment and sound pedagogical content knowledge. Students with diverse needs benefit most when teachers deliver programming informed by both professional judgment and domain knowledge, supported by empirical evidence. Good pedagogy is based on good research. Basing instruction on sound research will avoid the pitfall of following trends that lack efficacy.

7. Inclusive schools actively engage and work in partnership with the wider community.

The larger community has a place in the process of educating all students. Student success is optimised when schools are outward-facing and engage with the community to both seek and offer support. Schools work in partnership with school leadership, classroom teachers, learning support officers, parents/families and community support agencies. Families and community support agencies are crucial contributors. In turn, schools have a responsibility to be a resource to the wider community. Everyone has a place in the process, including the student and parents. The latter are respected and are actively encouraged to be involved in decisions about their children's diversity of educational needs. Teachers enhance their effectiveness by working with colleagues in schools and other educational services and, when required, with other professionals from allied fields, in particular the health sector.

2. Role of the Learning Support Officer (LSO)

The Roles and Responsibilities of the Learning Support Officer The role of LSOs can be varied and complex. An LSO may provide support, under the direction of a teacher, to one child or more than one child with disabilities, or to groups of students with similar needs across various teaching spaces in a school. An LSO may provide support for a student's academic learning, behaviour program, physical care, or social progress throughout the entirety of a school day, including class and recess times. LSOs may play many different roles and they require the ability to adapt their skills over time.

3. Overview of the Intervention Process

The Intervention Process (Appendix 3 & 4) describes the steps of effective intervention for supporting improved learning. The five steps of effective intervention are:

- **Identification:** The learning needs of individual students are accurately identified;
- **Assessment:** Targeted assessment data provide teachers with additional information to further direct adjustments to learning and teaching;
- **Analysis & Interpretation:** data analysis provides information for Program Support Groups (PSGs) to develop and document targeted instruction (TI) and Personalised Learning Plans (PLPs);
- **Learning & Teaching:** Decisions regarding appropriate intervention/s are made and resources to support the implementation of the TI/PLP are identified, including identifying which staff will work with students on each aspect of the PLP (learning support officer, classroom teacher, parent, specialist teacher); and
- **Evaluation:** Through a period of specific interventions the student's progress is monitored, with adjustments to learning and teaching, ensuring the student's ongoing success. The Appendix to this resource presents a series of guiding questions that can be used by teachers to assist them in working through the Intervention Process.

Design of the Intervention Process

The *CECV Intervention Process* has been informed by the *Response to Intervention* (RtI) Model. *Response to intervention* is defined as the change in behaviour or performance as a function of an intervention (Gresham 1991). The response to intervention (RtI) model is a multi-tiered approach to providing services and intervention for students, at increasing levels of intensity, based on progress monitoring and data analysis. This model integrates assessment and intervention within a multi-level prevention system to maximise student achievement, promote positive classroom interactions and reduce behavioural problems. The CECV recognises that this model offers schools a means to better understand and support students with diverse learning needs. The RtI model is based on the belief that teachers have the responsibility to create the best possible learning environment for **each and every** student through effective screening, progress monitoring and data-based decision-making processes utilising a multi-level decision-making system (refer Figure 3). The 'first tier' of support is also known as Tier 1, the universal tier. In Tier 1 some supplementary adjustments may be made, as part of regular classroom teaching. Students needing substantial adjustment are identified as requiring a 'second tier' of instruction – Tier 2, involving more focused and intentional strategies to meet the needs of a smaller and more targeted audience. Should further support be required, students are able to access more intensive strategies through a 'third tier' of instruction and extensive adjustment – Tier 3. It is expected that students will move between and within the tiers of instruction (refer Figure 4).

4. Structures, Policies, Resources and Practices

When schools are designing effective pathways for students with a diversity of learning needs, school leaders and teachers need to consider existing school curriculum, policies, resources and practices that impact on the roles and responsibilities of teachers and LSOs carrying out the intervention.

The key structures, policies, resources and practices include the following:

- The Australian Curriculum in Victoria (AusVELS) http://ausvels.vcaa.vic.edu.au
- The Disability Standards for Education 2005 https://education.gov.au/disability-standards-education
- The Disability Discrimination Act 1992 http://www.hreoc.gov.au/disability_rights/dda_guide/dda_guide.htm
- The Australian Curriculum http://www.australiancurriculum.edu.au/Home
- Guidelines for conducting Program Support Groups (PSGs). Refer to Section 8 p.19.
- Guidelines for designing Personalised Learning Plans (PLPs). Refer to Section 9 p.21.
- Learning and Teaching policy – in particular an understanding of the principles of Inclusive Education.
- Assessment policy – in particular an understanding of the principles of assessment; including summative and formative assessment.
- Evaluation processes – including school-based assessment schedules. Effective and efficient procedures for the identification and assessment of the educational needs of all students are recognised as essential first steps in making provision for them. Provision for a diversity of learning needs is planned, well managed and regularly reviewed.
- Curriculum – the educational needs of all students are met through the provision of an appropriate curriculum (including PLPs).
- Resources and contexts – the accommodation and resources are suitable.

Guidelines for Conducting Program Support Groups

The education of each student in a Catholic school is a partnership between parents as the first educators of their child and the school to whom they entrust their child. As the active engagement of parents is critical to each student's wellbeing and learning, Catholic schools aim to create welcoming environments where schools are core community centres.

Effective communication between home and school is essential for developing and maintaining a positive partnership. This partnership is of critical importance when planning programs for students with diverse learning needs. For these students, formal communication takes place through regular Program Support Group meetings. A Program Support Group (PSG) may also be referred to as a Student Support Group (SSG) http://www.education.vic.gov.au/Documents/school/teachers/teachingresources/diversity/studentsupportguidelines2013.pdf

In planning for a Program Support Group meeting, schools will have followed the steps outlined in the Intervention Process, and have worked through the processes of Identification, Assessment and Analysis & Interpretation. They will be ready to commence specific planning for the Learning and Teaching stage. At the Learning and Teaching stage schools will have identified students with diverse learning needs and will be in the process of planning and documenting 'where to next' for this student. The Program Support Group may decide that the identified student requires a Personalised Learning Plan.

Aims

The aims of a Program Support Group are to:

- ensure that those with the most knowledge of, and responsibility for the student, work together to establish shared goals for the student's educational future
- plan reasonable adjustments for the student to access the curriculum and participate in their education
- provide educational planning that is ongoing throughout the student's school life
- monitor the progress of the student.

PSG Members

A Program Support Group consists of:

- the parent/guardian/carer(s) of the student
- an advocate for the parent/guardian/carer(s) (where nominated by them)
- the student's teacher(s) or nominated responsible teacher(s) (secondary)
- the principal or nominee (to act as chairperson)
- the student (where appropriate).

Consultants to the PSG (e.g. psychologists, speech pathologists, occupational therapists, physiotherapists, school advisers, and visiting teachers) may also be invited to attend.

Roles and Responsibilities of the PSG

In order to achieve these aims the Program Support Group will:

- identify the student's progress
- determine any adjustments to be made to the curriculum
- plan an appropriate educational program
- develop a Personalised Learning Plan
- discuss the plan with teachers and provide support to implement it
- provide advice to the principal concerning the diversity of educational needs of the student and the types of resources required to meet these needs
- review and evaluate the student's program at least once per term, and at other times if requested by any member of the group.

Note: Teachers will continually review and evaluate the student's program in light of student progress and report this via the PSG at least once a term.

PSG Minutes

By the end of the PSG meeting there should be a written summary or plan of agreed actions. These should include the issue, the action, the person responsible and when the action is to be completed.
In addition:

- Agreed actions should be read back to the group at the end of the meeting.
- All members of the group should receive a copy of the minutes.

For Further Reference

It is recommended that the Student Support Group Guidelines document published by the Department of Education and Early Childhood Development (DEECD) be utilised as a detailed reference in this area.
http://www.education.vic.gov.au/Documents/school/teachers/teachingresources/diversity/studentsupportguidelines2013.pdf
Note that this document is updated regularly.

Another resource covering this area is Positive Education Planning: Supporting Students with a disability in Victorian government primary schools (2nd Edition 2012) http://acd.org.au/positiveeducation-planning-resource/

5. Guidelines for Designing Personalised Learning Plans

A Personalised Learning Plan (PLP) is a working document designed to clearly record the planned adjustments or interventions that will support the student's learning and the student's progress toward the specified long- and short-term goals. In designing a Personalised Learning Plan for a student or group of students, the following key elements need to be considered:

- The Personalised Learning Plan is developed through a PSG.
- Identify student learning needs and set goals.
- Learning goals are Specific, Measurable, Achievable, Relevant and Time-framed (SMART goals) (Doran 1981).
- Entry levels are established prior to setting short-term goals (STGs).
- Implementation details of each learning goal are clearly identified – how each learning activity will be implemented (frequency, duration, resources required).
- Determine adjustments that need to be made to meet the learning needs as documented in the PLP.
- Key elements of intervention fidelity are considered when implementing an intervention program – adherence, exposure, program differentiation, student responsiveness and quality of delivery. (Refer to section 5 of this resource.)
- Ongoing monitoring and data collection are clearly identified in the PLP (how and by whom).
- Clear identification of who is carrying out each task on the PLP ensures that tasks are appropriately allocated to a teacher or LSO.
- Instructional strategies and content are based on knowledge of developmental sequences or skill acquisition continuums.
- Instruction is delivered systematically, explicitly, and with sufficient intensity and duration.
- Current student data are used for identifying the diversity of learning needs and setting goals.
- Ongoing assessment is essential for improving instruction.

• Instruction is sufficiently varied and balanced to ensure that all students are active participants.
• Monitoring a student's progress via STGs provides an opportunity to acknowledge and celebrate a student's efforts and provide feedback to the PSG.

Shared Terminology

When working collaboratively to design and implement learning interventions for students with diverse learning needs, school leaders, teachers, PSG members and LSOs need to ensure that the 'technical' language, acronyms and abbreviations pertaining to these matters are well understood and used appropriately.
The following description of terms will assist this process. The terms are listed in alphabetical order.

Adjustment

Adjustments are modifications made for students with disability and the school-based processes central to ensuring students with disability participate in education on the same basis as their peers (NCCD 2013).
There are four levels of adjustment to consider:
• No adjustment at this time
• Supplementary adjustment
• Substantial adjustment
• Extensive adjustment.
Supplementary adjustments are provided at the time of need to complement the strategies and resources already available within the school and may require accessing specialist support services. Substantial adjustments address the specific nature and significant impact of the student's disability. These adjustments address the more significant barriers to their engagement, learning, participation and achievement.
Extensive adjustments are provided when specific measures are required across all learning areas to address the individual nature and acute impact of the student's disability and the associated barriers to their learning and participation. These adjustments are highly personalised, comprehensive and ongoing.

Differentiation

Students work on the same curricular area, but interact in different ways with teachers and resources. They have some or all of the assignments, learning targets, resources, teaching methods and student groupings planned to differentially take account of their aptitudes and the levels of their current strengths, attainments and needs.

Inclusive education

Inclusive education reflects the values, ethos and culture of an education system committed to excellence by enhancing educational opportunities for all students. Inclusive education relies on a school community's ability to embrace diversity and be flexible in its approaches – where the school system and structures change to fit the needs and strengths of a child, rather than attempting to change the child to fit the system, and where the benefits derived from overcoming barriers to the access, participation and achievement of particular students have a positive impact upon the learning and teaching environment for all.
Today within the Catholic education system, increasing numbers of parents are choosing their local Catholic school for the education of their children with diverse learning needs. While legislation such as the Commonwealth Disability Discrimination Act 1992 , and the Disability Standards for Education 2005 support this right, the Gospel of Jesus Christ and the principles of social justice and equity for all underpin the practice of inclusion within our schools.
Classrooms in the Archdiocese of Melbourne are multi-dimensional, made up of students with differing ability, gender, ethnicity, age, physical attributes and backgrounds. Our challenge as educators is to provide learning environments:
• that celebrate these variations
• where positive learning outcomes are the goal for all students
• where everyone, regardless of ability, belongs
• where all kinds of learning take places and are valued (CEOM 2006).

Individualisation

Aspects of the curriculum and/or approaches to learning and teaching are altered to take account of the personalised educational needs of individual pupils or students.

Intervention

Adjustments to learning and teaching are implemented for students who are identified with additional learning needs. The support may be with an individual, a small group or within the classroom.

Intervention fidelity

Intervention fidelity is the extent to which any intervention has been implemented as originally specified or intended (Gresham, MacMillan, Beebe-Frankenberger & Bocian 2000). Any evaluation of intervention fidelity should consider the data collected relating to particular aspects of delivery, including setting, duration of sessions, frequency of sessions, attendance, and direct observation or observable phenomena and student performance. (Refer to section 5 of this resource for further explanation of this concept.)

Long term goals (LTGs)

Long term (annual) goals are specific statements describing the expected behaviour or skill to be achieved by the end of the school year. Long term goals need to be specific, measurable, achievable, relevant and time bound (DEECD 2012).

Paraprofessional

Paraprofessional is a job title given to persons in various occupational fields, such as education and healthcare, who are trained to assist professionals but are not themselves qualified at a professional level. The paraprofessional is able to perform tasks requiring significant knowledge in the field, and may even function independently of direct professional supervision, but lacks the official authority of the professional (DEEWR 2011).

6. Personalised Learning and Personalised Learning Plan (PLP)

The term 'Personalised Learning' does not imply learning in isolation of others.

Personalised learning recognises the individual strengths, needs and goals of students and the need for schools to respond to these differences. It involves a commitment to identifying each student's learning needs, then designing and applying the curriculum so all students can achieve. Personalised learning may include individual, small-group or whole-class instruction.

Personalised learning focuses on working with each student, in partnership with a student's parents/carers, to develop a plan that reflects the student's goals and current capabilities and includes specific learning targets. Descriptions and definitions of personalising education have emerged at national and international levels. As a key driver of education reform, personalising education has the following common themes:

- Learners are central.
- Information and communications technology (ICT) is a key enabler.
- Learning is lifelong.
- Schools and communities are communities of collaboration.

Research-based practice (RBP)

Research-based practice (RBP) means using the best research-proven assessments and practices in our day-to-day teaching. This means each educator upholds his/her responsibility to stay in touch with the research literature and to implement best practice as a part of all decision-making. Implementing research-based practice means a real commitment to lifelong learning, expressed in the best possible education of all students (Sackett, Rosenberg, Muir Gray, Haynes & Richardson 1996).

Hempenstall (2006), following the 2005 National Inquiry in Australia into the Teaching of Literacy, asserted that 'teaching, learning, curriculum and assessment need to be more firmly linked to findings from research-based research indicating effective practices, including those that are demonstrably effective for the particular learning needs of individual children' (p.9). The National Inquiry recommended a national program to produce research-based guides for effective teaching practice, the first of which is to be on reading.

Short term goals (STGs)

Short term goals are developed by identifying the sub-skills that are required for a student to achieve a long term (annual) goal. Short term goals specify what is to be achieved in periods ranging from a week through to a semester. They also need to be specific. Short term goals are set/reviewed at each Student Support Group meeting (DEECD 2012).

Universal design for learning

Universal design for learning (UDL) is a concept that originated in the field of architecture and was applied to education in the early 1990s through work completed at the Centre for Applied Special Technology (Hitchcock, Meyer, Rose & Jackson 2002). UDL applies this idea to curriculum and instruction.

A universally designed curriculum has built-in flexibility and options for all learners from the beginning – at the planning stage – and this leads to more elegant, integrated, and seamless educational opportunities. The application of UDL that teachers can use daily is differentiation http://www.cast.org/udl/

7. Acronyms

DDA Disability Discrimination Act
DSE Disability Standards for Education
PLP/ILP/IEP Personalised Learning Plan / Individual Learning Plan / Individual Education Plan
LSO/LSA/SSO Learning Support Officer / Learning Support Assistant / Student Support Officer
LTGs Long-term goals
NCCD Nationally Consistent Collection of Data PSG/SSG Program Support Group / Student Support Group
STGs Short-term goals

8. Discrimination Acts (Cth)

There are several federal acts which aim to prevent people from certain kinds of discrimination in public life, including in the area of employment.

These Acts include:

- *Age Discrimination Act 2004* (Cth)
- *Australian Human Rights Commission Act 1986* (Cth)
- *Disability Discrimination Act 1992* (Cth)
- *Racial Discrimination Act 1975* (Cth)
- *Sex Discrimination Act 1984* (Cth)

APPENDIX 1: HOLY EUCHARIST SCHOOL – SOCIOLINGUISTIC PROFILE.

HOLY EUCHARIST SCHOOL - St ALBANS SOUTH

Parent Teacher Chats - March 2017

Sociolinguistic Profile

Child's Name:_____ **Grade/Teacher**_____

Place of birth? How long have they been in Australia?	
Who does the child live with? Who can pick up your child from school?	
Do they have any siblings? Placement in the family	
Language/s spoken at home? In what language do you speak to your child? Can they speak/understand your language?	
Is that language clear/fluent? How many languages spoken at home? Religious traditions/beliefs?	
Do they attend a language school? Anyone to help with homework? Do they have a tutor?	
Who reads with your child (language)? Is your child reading with/without support?	
Medical history Time when they go to bed? Do they eat breakfast?	
Feedback about school Happy at school/Attitude to school Anything that I should know about your child?	
How is the behaviour at home? How independent is your child? Dress/Eat/Responsibilities?	
After school activities? Interests/hobbies Computer Internet at home?	
Who is the best person to communicate with regarding school?	
Do you require an interpreter? Do you need help with document translation?	
Do you want homework to be given to your child? Why/why not?	
How can the school help you to support your child? Are you able to assist in the classroom/ at school?	

APPENDIX 2: HOLY EUCHARIST SCHOOL –EAL CONTINUUM.

HOLY EUCHARIST SCHOOL - St ALBANS SOUTH

EAL DEVELOPMENT CONTINUUM

The EAL Developmental Continuum.

The EAL Developmental Continuum P–10 should be used for the sub-set of students who are learning English as a second or additional language (EAL) for whom the use of English standards would not give an accurate reflection of their learning. There are three stages to the *EAL Developmental Continuum P–10*:

- Lower Primary (Years P to 2): **A1 A2**
- Middle/Upper Primary (Years 3 to 6): **BL B1 B2 B3**
- Secondary (Years 7 to 10): **SL S1 S2 S3 S4**

Criteria for students being placed on the EAL continuum.

1. New Arrivals – Must be on continuum.
2. Any EAL background student who is being referred. Any child referred for speech (Oral language) +EAL
3. Students funded under severe language disorder + E.A.L. background = Must be on continuum.
   No EAL background then no continuum *(This is learning need and not a EAL language need)*
4. EAL students who are working significantly below Ausvels standard. As EAL students learn more English, their learning begins to correspond to the English standards.

Scores used to identify students to be plotted on the continuum:	TEXT LEVEL	ROL	WRITING
Grade PREP	Level 0	<8	Refer to the relevant progression points in AusVELS
Grade 1	<Level 5	<13	
Grade 2	<Level 10	<16	
Grade 3	<Level 15	<20	
Grade 4	<Level 20	<20	
Grade 5	<Level 20	<20	
Grade 6	<Level 20	<20	

- *These scores are to be used as indicators only. Scores are not to be looked at in isolation rather they should be used to create an overall profile of English development.*
- *Teachers' observations, anecdotal notes as well as work samples should also be used as evidence to justify their judgement for placing students on the continuum or marking students against AusVELs achievement standards.*
- *If an assessment of an EAL student on the English standards is within acceptable year level parameters, then it is time to start using the English standards for assessing and reporting progress. If not, then the EAL standards should continue to be used.*

NB: No student is to be taken off the continuum without consultation with the Leadership team.

HOLY EUCHARIST SCHOOL - St ALBANS SOUTH

THE INTERVENTION PROCESS – PART A

Purpose of the Intervention Process

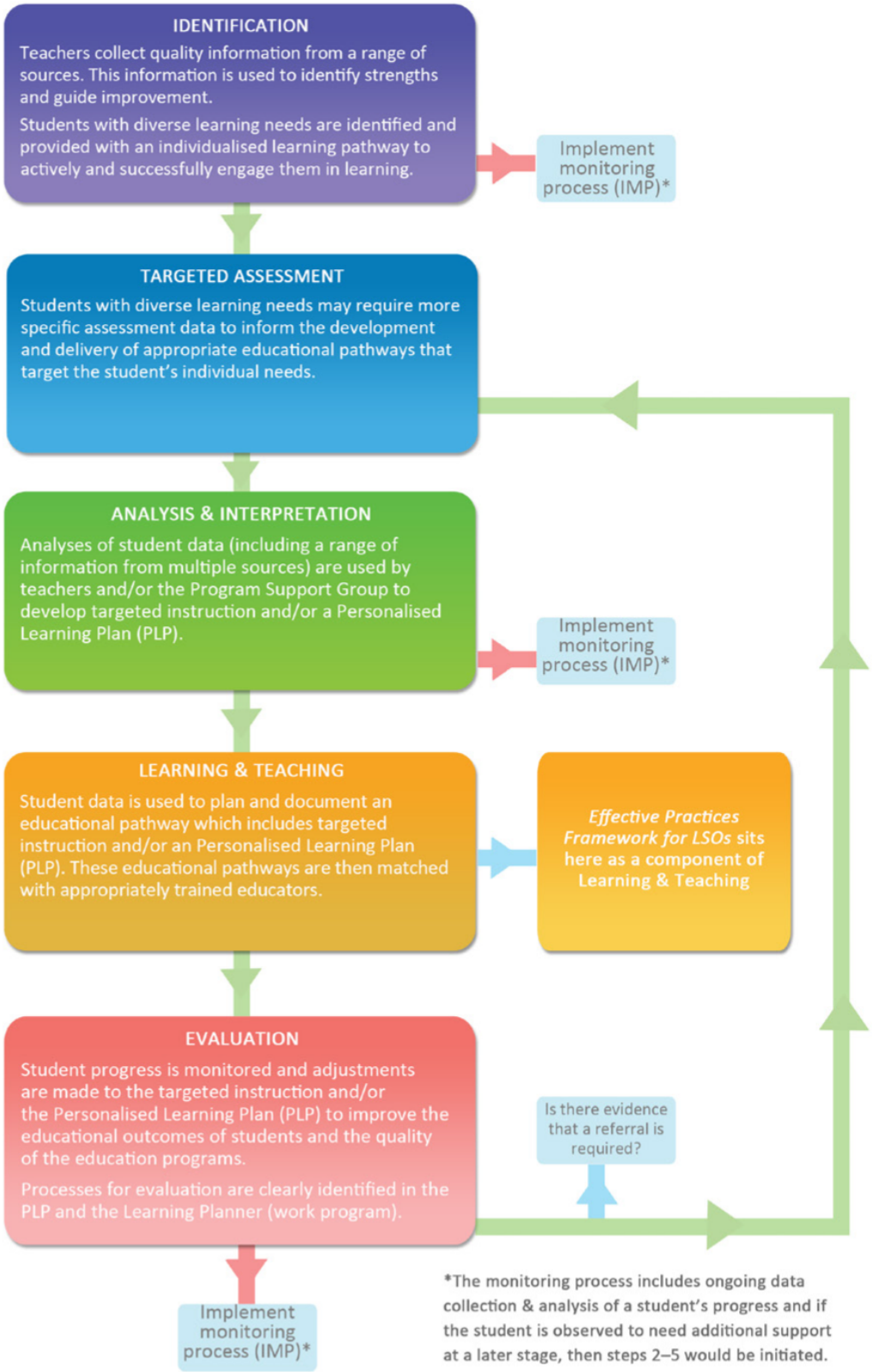
The *CECV Intervention Framework* identifies key principles, structures and processes which need to be considered in developing effective school practice. In order to further support schools, the steps have been outlined as an ongoing 'Intervention Process' encompassing accurate identification and ongoing monitoring of individual students, with particular emphasis placed on identifying students who may require an adjustment in support to actively and successfully engage in appropriate learning.

The steps are outlined in an intervention process and encompass: Identification, Targeted Assessment, Analysis & Interpretation, Learning & Teaching and Evaluation (refer Figure 2). The Appendix of this resource presents a series of guiding questions that can be used by teachers to assist them in working through the Intervention Process.

The steps in the Intervention Process

HOLY EUCHARIST SCHOOL - St ALBANS SOUTH

STUDENT REFERRAL PROCESS – PART B



HOLY EUCHARIST SCHOOL - St ALBANS SOUTH

STUDENT REFERRAL PROCESS

STEPS	ACTIONS TO BE UNDERTAKEN
1	You identify that there may be a concern about your student. This could be academic, social emotional or physical.
2	Identify (name the) concern: what do you think is the issue? This is an **informal** classroom observation. Take notes. Start a file.
3	Background information: Have you talked with the child's previous teacher? The Special Needs Leader? Has a socio-linguistic profile been completed? (If it has been done, you may **not** need to complete a new one).
4	What has been done **previously?** What tests / assessment has the child had before? Previous referral? What does their file contain? Are they on the E.A.L. continuum?
5	Do some **general testing**: Speech Pathology Screening Test, E.A.L Continuum, R.O.L., P.A.T., Burt Word Test, and / or any other testing to guide your teaching.
6	**ANALYSE** the assessment that you have given the child. What is it telling you about the child? If these tests indicate difficulties and there are still concerns, **create an I.L.P.** Create a goal for the child based on the assessment results.
7	Some **targeting teaching** takes place, based on the I.L.P goal / s. This could take the form of a D.A.P. Can be done in small groups / some individual work. An oral language goal will determine if the child is S.L.D or E.A.L.
8	**Collect** results of targeted teaching / E.A.L continuum. Any other results are important for referral process.
9	Communicate your findings to Special Needs Leader. An evidence based P.S.G. held with the parents and Special Needs Leader, which is then used in the referral process Talk about all that's been done, I.L.P., targeted teaching etc.
10	In conjunction with the Special Needs Leader, write up a referral.

APPENDIX 6: HOLY EUCHARIST SCHOOL – STUDENTS WITH DISABILITIES – HANDOVER SHEET.

HOLY EUCHARIST SCHOOL - St ALBANS SOUTH

STUDENTS WITH DISABILITIES – HANDOVER SHEET

Student:_____ **Grade this Year:**_____

What are this students strengths? _____

_____

_____

What does this student have most difficulty with? _____

_____

_____

What are useful strategies that you use with this student? _____

_____

_____

What are some motivators that work for this student? _____

_____

_____

What are the main areas of focus for this student at this point in time? _____

_____

_____

Are there any behaviour concerns with this student? _____

_____

_____

Is there any other information that you would like to share about this student?

_____

_____

_____

Teacher:_____

Date: _____

HOLY EUCHARIST SCHOOL - St ALBANS SOUTH

PERSONALISED LEARNING PLAN
2017-2018

SECTION A: STUDENT PROFILE

Name of Student		**Date of Birth**		**Year Level 2018**	
School Name	Holy Eucharist Primary School	**Campus**	St Albans South	**E Number**	1281

Program Support Group Membership		**Invited Consultants**	
Parent/s		**Catholic Education Consultants**	
Parent Advocate		**Learning Support Officer/s**	
Student		**Consultants (e.g. Physiotherapist Occupational Therapist, Paediatrician)**	
Teacher/s			
Principal/ Nominee			
Reports Considered during PLP Development			
SWD Primary Category (including primary diagnosis)		**Application Type**	
Additional SWD Categories (if applicable)			
Life Goals (student/parent/carer)			
Key Learning Achievements and Challenges in 2017			

Most recent Literacy & Numeracy Data (Please provide two points of data with dates for all students excluding new Preps)			
Point 1 Date:	Semester 1 20___	***Point 2 Date:***	Semester 2 20__
RECORD OF ORAL LANGUAGE: **PAT TESTING:** **READING:** **MATHS:** **BASS ASSESSMENT:** **LEVEL:** **ACCURACY:** **SELF CORRECTION:** **FLUENCY:** **COMPREHENSION:**			
Management Plans **(Please upload as additional document)**			
Nationally Consistent Collection of Data (NCCD) level of adjustment (as determined by the school)		□ Support provided within quality differentiated teaching practice □ Supplementary adjustment □ Substantial adjustment ☒ Extensive adjustment	
Motivators/Interests		**Strengths/Talents**	

MATRIX AREA	STRENGTHS	CHALLENGES	GENERAL ADJUSTMENTS
Communication Communication with others and ability to express and comprehend *How the student communicates with others, including how they express themselves and their ability to comprehend what is communicated to them.*			
Social Understanding of social rules, ability to make and maintain friendships and understanding of emotions of others *The student's understanding of social rules along with their ability to make and maintain friendships, understand emotions, read and respond to other people.*			
Information Processing and Learning Styles Learning behaviours/ preferences *The student's unique learning profile, including strengths and weaknesses that influence ability to process information and learn new skills (attention, executive function, visual spatial skills, memory skills, concrete and literal skills, transferring learning to new situations).*			
Sensory Visual impairment / Hearing impairment Response to sensory information *Outline the use of any sensory aids to support the student's access to the curriculum (e.g. FM unit, hearing aids etc.)?* *The student's response to sensory information - touch, taste, smell, sight, sound, proprioception (knowing where their body is in space) and vestibular processing (balance) information.*			
Behaviour/Safety How behaviour affects participation, type of behaviour exhibited, adaptation to change, impacts on safety *How does the student positively engage in classroom and yard settings; follow rules and routines.* *What challenging behaviours does the student have that impacts on his/her participation in classroom activities (and yard); include duration, frequency and intensity?*			
Self-Care Organisation, eating, dressing, toileting What organisational skills does the student exhibit; are *they able to organise their work requirements in a timely fashion?* *Is the student able to manage by themselves; their eating, dressing and personal hygiene (toileting)?* *With what self-care regimes does the student require additional support? e.g. eating, dressing and personal hygiene (toileting)?*			
Physical Mobility, endurance, equipment required and ability to utilise *How the student is able to move and sustain activity.* *How is the student's mobility restricted?* *What assistance/equipment is required?* *What is the student's resilience to undertaking physical activity; endurance?*			
Medical Management of medical needs including; seizure management, diabetes management, medications, tracheotomy care. Consider student's independence and ability to manage *Detail the student's capacity to independently manage their medical needs?* *How the student's medical needs impact on their learning and participation in the classroom and on the yard. What support does the student require; seizure management, medications etc?*			

SECTION B: STUDENT LEARNING PROGRAM

Victorian Curriculum/ABLES/EAL Continuum / Identified needs from matrix	**Victorian Curriculum –**
Annual Goal/s (2017-2018):	

Level	Entry Skill	Short Term Goal.	Adjustments, supports and learning activities for program implementation	Evidence of Progress .
	What skills has this student demonstrated in relation to this goal? Include level of performance in accordance with Victorian Curriculum/ABLES/EAL Continuum	*What behaviour did/do you want the student to demonstrate? Use SMART goals.* *Use specific terms such as:* *-to compare -to list* *-to write -to compute* *-to explain -to evaluate*	*What adjustments were/will be implemented to support the student to achieve these goals?* *Type of adjustment* *Degree of adjustment* *Supports and scaffolding for the adjustment*	*Provide evidence (e.g. data) of achievement and state the degree of improvement in performance.* *i.e. summative and formative assessment information, work samples presented by teacher, standardised assessments*
		TERM ONE 20__		**Measured:** **Achieved:** **Working Notes:**
		TERM TWO 20__		**Measured:** **Achieved:** **Working Notes:**
		TERM THREE 20__		**Measured:** **Achieved:** **Working Notes:**
		TERM FOUR 20__		**Measured:** **Achieved:** **Working Notes:**
		TERM ONE 20__		**Measured:** **Achieved:** **Working Notes:**

SECTION B: STUDENT LEARNING PROGRAM

Victorian Curriculum/ABLES/EAL Continuum / Identified needs from matrix	**Victorian Curriculum**
Annual Goal/s (2017-2018):	

Level	**Entry Skill**	**Short Term Goal**	**Adjustments, supports and learning activities for program implementation**	**Evidence of Progress** .
	What skills has this student demonstrated in relation to this goal? Include level of performance in accordance with Victorian Curriculum/ABLES/EAL Continuum	*What behaviour did/do you want the student to demonstrate? Use SMART goals.* *Use specific terms such as:* *-to compare -to list* *-to write -to compute* *-to explain -to evaluate*	*What adjustments were/will be implemented to support the student to achieve these goals?* *Type of adjustment* *Degree of adjustment* *Supports and scaffolding for the adjustment*	*Provide evidence (e.g. data) of achievement and state the degree of improvement in performance.* *i.e. summative and formative assessment information, work samples presented by teacher, standardised assessments*
		TERM ONE 20_		**Measured:** **Achieved:** **Working Notes:**
		TERM TWO 20_		**Measured:** **Achieved:** **Working Notes:**
		TERM THREE 20_		**Measured:** **Achieved:** **Working Notes:**
		TERM FOUR 20_		**Measured:** **Achieved:** **Working Notes:**
		TERM ONE 20_		**Measured:** **Achieved:** **Working Notes:**

SIGNATURES (TERM 1)		
Parent/Guardian Name:		
Signed:		
Date:		

School Representative Name	
Signed:	
Date:	

SIGNATURES (TERM 2)		
Parent/Guardian Name:		
Signed:		
Date:		

School Representative Name	
Signed:	
Date:	