



**HIGHVIEW COLLEGE**  
**STUDENT LEARNING SUPPORT POLICY**  
**Person Responsible – Head of Learning Support OPERATIONAL**

(Reviewed in odd years)

Developed by	H Keig	2012
Updated by	Lorraine Caldwell	2016 / 2018

**Rationale**

The school acknowledges the commitment in the Melbourne Declaration on Educational Goals for Young Australians (2008) to *'support all Australians to become successful learners, confident and creative individuals and active and informed citizens'*. There will be some students who will need additional support to realise this goal. These students are those who are at risk of not achieving the major learning outcomes of schooling levels which enable them to achieve their potential. Students in any classroom can have multiple, diverse, and changing needs that are shaped by individual learning histories and abilities as well as cultural, language backgrounds and socio-economic factors. Students at risk may be characterised as students:

- at risk of not achieving the outcomes described in the relevant curriculum documents including the Victorian Essential Learning Standards (VELS), Victorian Certificate of Education (VCE) and/or the corresponding Australian Curriculum equivalent
- whose achievement level, rate of progress or behaviour differs noticeably from past performance and/or that of their peers
- who are under-performing
- who are not engaged in their schooling

The school will comply with the requirements of the Disability Standards for Education 2005 under the *Disability Discrimination Act 1992*. This legislation obliges teachers and education providers to make necessary adjustments for students with special educational needs so they can access and participate in education without experiencing discrimination.

Some students identified with special learning needs may meet criteria for additional funding support through the Students with Disabilities program administered through Independent Schools Victoria. These students will be provided with an Individual Learning Plan (ILP). Students identified as having special learning needs but who do not meet the criteria, will also be provided with an ILP.

**Aims**

- For all students with special educational needs to be identified and assisted to become successful learners.
- To provide skills and strategies and a support network to enhance learning, social and emotional outcomes for students with special needs.
- To provide teachers with professional support and guidance to implement individualised plans for students identified with special educational needs

## Implementation

- The Head of Learning Support in conjunction with the Year Level Coordinators will supervise the identification of students with special needs upon advice from classroom teachers and/or parents/caregivers.
- Identification of students with special needs will be dependent upon the shared understanding that all students follow the same developmental progression but not necessarily at the same rate; some students progress differently in different learning areas or demonstrate skills in certain contexts.
- Teachers will reference the VELS, VCE and/or the Australian Curriculum content description and achievement standards and their own assessment information and personal knowledge of the student to determine each student's level of achievement within the learning continuum.
- The ongoing support of students with special learning needs is a shared responsibility between the school, the student and the parents/caregivers.
- Students at Years 10, 11 or 12 who have Individual Learning Plans, or are identified as having special learning needs will have the opportunity to receive Learning Support. Learning Support at Years 10, 11 and 12 is tailored to individual student's needs. Usually at this stage of schooling, the student, teacher and parent, have a clear view of the intended pathway for the student and what is possible. This is a result of discussion and planning with the student, teachers and parents, through the preceding years. The response to students needs is very individualised.
- Students at Years 7 and 8, identified with special needs, in collaboration with DELTA mentors, parents and or guardians, Junior School Co-ordinator and Head of Learning Support, are able to attend Learning Support classes in place of a LOTE class. Support classes aim to address individual student's needs in Literacy, and Personal and Social Learning. Students work in a small group with a teacher to identify areas of need and engage in a range of activities to develop their skills and confidence. Literacy tasks focus on phonological awareness, spelling strategies, verbal and written expression, vocabulary extension, planning and editing written work and reading fluency and comprehension. Personal and Social Learning tasks focus on effective ways of communicating and relating with others, developing verbal communication skills and organisational management.
- Students in Year 9, who have received Learning Support in Years 7 and 8 are encouraged to choose Learning Support as an elective. Support classes at year 9 aim to address individual students' needs in Literacy, and Personal and Social Learning. Students work in a small group, and individually, with a teacher to identify areas of need and engage in a range of activities to develop their skills and confidence. They are supported in developing independent work skills and encouraged to bring to class, tasks from other classes with which they need help. Students are given extra support and time with their work in the Year 9 STRIVE program.

## **Process**

When a student is identified as requiring extra support to become a successful learner, an individualised learning plan will be devised in collaboration between the Learning Support Coordinator, the Year Level Coordinator, the student's classroom teachers, their parents/caregivers (and their designated support persons, if required), Learning Support Aides who work with the student, paraprofessionals outside of the school (such as Education Consultants, Psychologists, etc.) as required, the Principal (as required), and the student.

The individualised learning plan will outline the needs of the student and indicate the level of differentiation or curriculum modification required to allow the student to achieve. The plan will also identify who will be responsible for overseeing the implementation and ongoing monitoring.

The student with special educational needs may not require differentiation or curriculum modification in every learning area domain, but where there is differentiation or modification, these will be reflected in assessments. Curriculum modifications for students will be recorded on SEQTA.

The individualised learning plan is a working document and is (with consultation between key stakeholders) able to be altered and added to as the student achieves goals, and revised if goals are found to be unachievable within the prescribed time frame given.

An individualised learning plan is to be maintained throughout a student's enrolment at the school while the student continues to be identified as requiring additional support to achieve to their potential.

All documentation pertaining to assessments, meetings, individualised learning plans and reports etc., will be maintained and stored securely under the guidance of the Head of Learning Support, , Year Level Coordinators and Principal. The school will maintain confidentiality of all information regarding the stored information in keeping with school confidentiality protocols.