LEARNING ENHANCEMENT POLICY

CONTEXT

St Patr

EXPECTATIONS

Leadership at the College:

Is committed to fostering the holistic development of all students and is accountable for implementing inclusive education, promoting a culture and shared values that remove barriers and support inclusion.
Recognises the need for advocacy and support for all students with diverse needs and so expects all members of the College community, including teachers, support staff and families to work collaboratively to ensure students can access and participate in all aspects of College life.
Embraces and makes visible, diversity as a strength and supports respectful relationships within the College community and between students.
Will work collaboratively with external agencies in support of the student.
Will provide resources that will enable staff to make appropriate adjustments to the stue fou!s learning.

Teachers at the College:

Have a responsibility to identify the learning support and enhancement needs of their students and make appropriate referrals when needed (Appendix 2, Forms A-C).
Will select and implement a variety of teaching strategies, as determined by the student!s profile, for inclusion in their programs, to meet the diverse needs of the students in their class.
Will monitor student progress and gather information to support identified needs and ensure provision for these students in their day-to-day teaching, through a range of strategies and teaching and learning adjustments to cater for the diverse needs of the students in their classes.
Are encouraged and supported to undertake professional learning on specific elements of students! learning needs and share these in a collaborative fashion with their peers.
Will make appropriate adjustments to the classroom program as advised by the student

ROLE DESCRIPTIONS

Learning Enhancement Coordinator

Develop collaborative partnerships between students, families, teachers and other external agencies in order to reduce barriers to learning and enhance participation for all students.
Work in collaboration with families, students and teachers to determine a suitable pathway to ensure student learning and engagement is enhanced.
Work in collaboration with parents, teachers and students to provide opportunities to journey on an alternative pathway to engage and continue with their education.
Ensure that all students have access to additional learning opportunities, so they are able to gain support in achieving their learning goals. This may be through participation in clubs, lunchtime and after school tutoring, debating, music, dance and sporting activities, enrichment and Life Skills programs of study etc.
Provision of small group and in-class support for literacy, numeracy and non-English speaking background intervention.
Identify students by using procedures as outlined in ǂProcedures for Identification of Student Needs! (Appendix 1).
Monitor progress and academic achievement for students identified as having learning support or enrichment needs, assessing and referring students to an appropriate specialist as required.
Organise individual education and transition meetings with relevant stakeholders and subsequently inform teachers of the strategies to meet those students! learning needs.
Develop student learning profiles to enable teachers to provide appropriate adjustments to classroom programs in order to support and enrich their students through differ

APPENDIX 2
FORM B
PARENT NOMINATION FOR MORE ABLE STUDENT

STUDENT NAME:..... DATE:.....

SECTION A: LEARNING

Please tick

SECTION B: PSYCHOSOCIAL

Please tick the category you think best describes the student:
Categories: 1 Most of the time 2 Often 3