

Procedures for Determining Curriculum Differentiation for Students

General

1. The Learning Support Centre will produce a Handbook that provides information to staff members about various students. This information is confidential and is for the purpose of assisting teachers with individual students.
2. A range of information will be provided, including student Torch Test scores (for new Year 7), students qualifying for SWD funding, students with learning difficulties and those students accessing ESL support.

Section 1 Identification of Students

Role of the Learning Support Centre & the Learning Support Coordinator (LSC)

a. *Incoming Year 7*

- Learning Support Coordinator and House Coordinators visit/speak with feeder primary schools
- LSC will coordinate Torch tests to be completed in feeder primary school or suitable alternative. Results used to identify students who may need further testing.
- LSC makes a written request for permission from parents to conduct further testing. Letters posted home.
- Students tested and information made available to staff. Results posted to parents. These results are used to identify students who require adjusted curriculum.

b. *Years 8-10*

Role of the Learning Support Centre and the Learning Support Coordinator

- Support may continue on into subsequent years depending upon teacher or parent referral. Additional testing may be required for student ie introduced for separate support.
- Teachers are given strategies in particular KLA's on how to cater for the individual student's needs.

Role of Studies Coordinator

- Ensure teachers of students are provided with information as it becomes available
- Ensure all members of the faculty are aware of the appropriate procedures for identifying students with special needs

Role of Class Teacher

- Liaise with Learning Support staff for assistance with curriculum differentiation.
- Complete adjustments registers at the completion of each unit for students requiring support.

c. *New Students/Students of concern*

- Teachers can request students be evaluated by Learning Support staff.
- Students will be assessed using the similar process as for incoming Year 7 students

Section 2 Adjustments of Curriculum

Role of Learning Support Centre and Learning Support Coordinator

- Provide assistance to class teachers and Studies Coordinators with ideas and techniques for modification of class work
- Where possible provide aides in class rooms and individual assistance to nominated students

Role of the Class Teacher

- The class teacher is responsible for the adjustments and differentiation of the standard class program to suit the needs of the students identified. Wherever appropriate, an adjusted curriculum should be addressing the same outcomes as the standard program and tasks albeit at earlier stage outcomes level (eg at a Stage 3 or Stage 2) or with additional scaffolding.
- Providing a record of adjustment in the class register. A separate sheet is required for each student receiving adjusted curriculum/tasks.

Role of the Studies Coordinator

- Monitor the differentiation of curriculum taking place in classes
- Collect samples of adjusted curriculum to use as a resource for the faculty
- See to the professional development needs of staff in relation to differentiation and adjustments and the use of release time in order to prepare modified curriculum