



MARY IMMACULATE PRIMARY SCHOOL

*A dynamic and caring community, committed to enacting our faith; inspiring, challenging and engaging lifelong learners
(excellence, integrity, inclusiveness, respect)*

Learning Diversity Statement

Learning Diversity at Mary Immaculate Primary School encompasses all learners across cultural, academic, social, emotional and physical attributes, with the knowledge that no two individuals are the same. At Mary Immaculate School it is our duty of care to recognise and respect the rights and needs of every student, this is enacted through an inclusive pedagogy and a commitment to uphold the rights of all to be welcomed, valued, acknowledged and actively engaged in education.

To ensure that the diverse learning needs of all Mary Immaculate School students are met, the following procedures have been established:

- The Principal, Learning Diversity Leader, Deputy Principal and Learning and Teaching Leader form our Learning Diversity Team.
- All staff complete the Disability Standards Modules every two years to ensure that they have a clear understanding of the responsibilities and legal obligations to meet the needs of students with a disability.
- At the beginning of each year, the classroom teachers meet with the Learning Diversity team to review each student's assessment data. This data is collated from our Assessment Schedule. The aim of these meetings is to identify students who are 'at risk' as they are above or below the expected standard. This information is used to establish which students require a Personalised Learning Plan (PLP). These PLPs will then inform adjustments to the curriculum which will ensure all students can access the learning in an equitable manner. Regular meetings and information sharing are held with parents/guardians of students who require adjustments to the curriculum as recorded in the student's PLP.
- PLPs are formulated using information gathered by the classroom teacher(s), Learning Support Officers (LSOs), parents/guardians and specialist reports/input where relevant.
- Program Support Group (PSG) meetings are held regularly with the Learning Diversity Team, parents/guardians, classroom teachers and others as required. Detailed minutes are taken and actions/adjustments decided upon. Minutes are agreed to and signed by all parties.
- LSOs work closely with classroom teachers to provide support and assistance to students identified with additional learning needs. LSOs record adjustments, monitor students' learning and behavioural needs in a consistent format, in consultation with the classroom teacher.
- LSOs are timetabled to assist students according to their needs. We recognise that the needs of our students are not static and as a result, the support timetable is regularly reviewed and adjusted to reflect the ever changing demands of our students, both within and outside the classroom. LSOs are rostered for yard duty to provide support with social and emotional interactions.



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- The National Consistent Collection of Data (NCCD) is an annual collection of information about Australian students with disability. It is a fair and consistent way to identify the support and adjustments being provided to students whose learnings are impacted by a disability. At Mary Immaculate School, we follow the NCCD guidelines to identify students with diverse needs and use these guidelines to determine the level of adjustments to ensure each student can access and participate in education on the same basis as other students.
- Classroom teachers keep detailed evidence of the level of adjustments required for each student whose needs are beyond that of reasonable differentiation of the curriculum.

(April 2019)