

# St Philomena's Additional Needs Statement

2007

In 2005, St Philomena's School established the role of Additional Needs Teacher (ANT) in keeping with the Catholic Schools Office official initiative to cater for the growing number of students with special needs. The ANT is part of a team in the Diocese supported by the Regional Additional Needs Consultants (RANC's) and the Head of Additional Needs (Di Brown). The ANT coordinates the programs and provides support and leadership for the Educational Assistants (EA's) who deliver the individualised programs in conjunction with the class teachers. The Additional Needs Team continues to build a collection of skills and resources to cater for the students who face challenges in their education. The number of EA's and Aboriginal Educational Assistants (AEA's) employed in any given year is reflective on the number of identified students and the allocated financial assistance.

A student with Additional Needs at St Philomena's is defined as needing additional support to achieve their potential.

Students with Additional Needs may have:

- A recognised Disability\*
- Learning Difficulties
- English as a Second Language
- Gifts or Talents
- Aboriginal or Torres Strait Islander Heritage- (who are not reaching identified learning benchmarks.)

\*Disabilities as defined by current documentation from specialists in the areas of:

- Cognition
- Vision
- Hearing
- Physical
- Self Help
- Autism
- Language
- Mental Health

## Support:

The ANT, AEA, and EA's provide support to Class Teachers in addressing the needs of these students in the following ways:

- Students remain in mainstream classes under the 'inclusion' model and are supported by the above personnel, ensuring equal access to the curriculum.
- Students who are eligible for integration funding from State or Federal funds to access the curriculum, must have an Individual Education Plan (IEP) written and evaluated each Semester. This plan is coordinated by the ANT and must have input from classroom teachers and involve parents/guardians or any other person involved in the student's education. A copy of the plan is kept in the student's file, as well as with the ANT, Class Teacher and the Educational Assistant (EA). A copy is also sent to the Catholic School's Office in Armidale and to the student's parents.
- Students are encouraged to attain the mainstream outcomes; however in some cases where outcomes are not being met, they can be given the option to choose Life Skills courses in the secondary school. Life skills program will be offered for the first time at St Philomena's in 2008.

# St Philomena's

## Students with Learning Disabilities Statement

Students with learning disabilities at St Philomena's are supported under the 'inclusion' model. Students undertake study in a mainstream classroom with mainstream students. Regular outcomes are adjusted to allow a student to achieve.

Life Skills Programs will be an option for students with high learning needs in all subjects, studied from year 7 -10, beginning in 2008.

### Identification

- Parents/Caregivers are asked to indicate on their child's enrolment form details of any identified / recognised disability.
- The ANT contacts the feeder schools and Preschools to identify students who are receiving Government funding or who are having difficulties in their current setting,
- Kindergarten screening and Year 6 to Year 7 transfer of information are conducted in Term 4 to identify the specific needs of all students in these transitional years. A transition program is specifically designed for students identified as requiring additional support.
- Teachers can identify a student as having a difficulty in their class. The ANT will provide support and assist the Teacher to adjust the learning program to make outcomes more accessible. The ANT will arrange for further testing to determine if the student is eligible for integration funding.
- The ANT, School Counsellor RANC or other professionals, assess identified students.
- Once the students have been identified, a profile outlining the strengths, weaknesses and strategies is written and given to the student's teachers.
- Integration funding is granted from the CSO for allocation to student's who meet the criteria for support.
- An IEP is developed for all students (K – 10), receiving integration funding.

### Assessment

The ANT refers a student to one of the following professionals for a diagnosis:

- Behavioural assessment - Psychologist, Medical Practitioner, Behavioural Consultant.
- Physical assessment - Medical Practitioner, Occupational Therapist.
- Language assessment - Speech Pathologist
- Cognitive assessment - Psychologist

The School Counsellor is also involved in assessing students.

The RANC gives the approval for psychological assessments referred by the school.

## Psychometric Testing

### Scores in relation to degree of disability

Levels of intellectual disability	IQ range
Above average	100-120
Average	75-100
Boarderline	75
Mild intellectual disability	75-60
Moderate intellectual disability	55-60
Severe intellectual disability	Below 55

### Standardised Tests:

Students who are identified as having difficulties in **external and internal** examinations are referred to the Additional Needs Teacher.

### External Assessment Include:

Assessment	Year Level
BST	3 and 5
ELLA	7
SNAP	7
School Certificate	10
WISC-1V	K-10

### Internal Assessment Include:

Assessment	Year Level
NEALE	3-10
TORCH	3-10
SA Spelling Test	K-10
Woodcock Mastery of reading test	3-10
Sutherland Phonemic Awareness Test (SPAT)	K-2
Test of Auditory Analysis (TAAS)	K-3

## Programming

- Class Teachers are responsible for adjustment of outcomes for students with disabilities, in consultation with the ANT.
- The ANT, EA and class teacher write an Individual Education Plan (IEP) for each student who is receiving Government funding each Semester. Input is also obtained from the parents and students, themselves.
- A copy of the plan is kept in the student's file, as well as with the ANT, Class Teacher and EA. A copy is also sent to the Catholic School's Office in Armidale and to the student's parents.
- Teachers note in their own program of any changes they make and for whom they have been made.
- All funded students are supported by an EA in the classroom for the specified number of hours per week as allocated according to degree of disability / need. .
- Students who are eligible for government funding are allocated in-class support via the EA's, AEA's or ANT. Some support is delivered in a withdrawal setting in the EA's room, in a one to one setting with the student.
- Additional allocation of EA time is allocated by the ANT on a needs basis for literacy and numeracy programs to support identified students who do not meet criteria for integration funding, however fall below the benchmark in BST, SNAP and ELLA, or additionally, have been identified by class teachers as requiring early literacy support in the Infant's school. An IEP is developed by the ANT and EA to meet the needs of these students and programs are delivered in small group, withdrawal settings.

## Evaluation

Teachers and ANT evaluate the IEP twice a year. Evaluation is used to assist Teachers with the reporting process and for the continuation of goals in the IEP for the following Semester.

# St Philomena's School

## Gifted and Talented Statement

### Policy Rationale and Aims

As a school we must nurture the different gifts and talents that all students bring to our community, and encourage each student to fulfil their academic and personal potential in an atmosphere of freedom, care and respect.

### Definitions

- St Philomena's accepts and uses the definitions of Giftedness and Talent which are outlined on Gagne's Differentiation Model of Giftedness and Talent (2003).
- Gifted Students – Those students who have natural abilities at levels beyond what might be expected for one's age. These students have outstanding **potential**.
- Talented Students – Those students who are **achieving** or **performing** at a level significantly beyond their age.
- Gagne's model recognises the Gifted Underachiever - a student who may well have the ability however has not been able to develop this into a talent.
- It is imperative that Gifted students are given every opportunity to develop their potential and extent their talents.

### Principles and procedures for Identification

#### Subjective Identification:

- **Teacher Nomination:**  
Classroom teachers identify students demonstrating outstanding success in a particular field and refer these students to the Additional Needs Teacher.

- **Parent Nominations**

Parents/caregivers are asked to indicate on a student's enrolment form if the enrolling student has talents or if they believe the enrolling student to be gifted.

- **Peer Nomination**

Teachers will ask students to evaluate their peers during group work.

- **Anecdotal Records**
- **Records given by previous teachers and/or the students family.**

- **Objective Identification:**

- **Standardised Tests**
- **Students who perform exceptionally well in external and internal examinations are referred to the Additional Needs Teacher by the KLA Coordinator.**

## External Assessment Include:

Assessment	Year Level
BST	3 and 5
ELLA	7
SNAP	7
School Certificate	10
WISC-1V	K-10
Dynamic Assessment	3

## Internal Assessment Include:

Assessment	Year Level
NEALE	3-10
TORCH	3-12
SA Spelling	K-10
Woodcock	3-10

## Psychometric Testing

### IQ and Levels of Giftedness

Levels of Giftedness	IQ range	Prevalence
Mildly	115 -129	> 1:40
Moderately	130 - 144	1:40 – 1:1000
Highly	145 - 159	1:1000 – 1: 10 000
Exceptionally	160 - 179	1:10 000 – 1: 1 million
Profoundly	180 +	< 1:1 million

If a student had been identified as Gifted or Talented both the parents / guardian and the student will be informed about how the school plans to meet the needs of the student.

## Staff Development Program

- The Additional Needs Teacher will provide Coordinators with a list of students who have been identified as either gifted or talented and will therefore require enrichment.
- The ANT, RANC and Coordinators will provide the teaching staff with up to date information regarding Gifted and Talented Education. All staff will be trained in the Gifted and Talented Education Professional development Package 2005 / 2006. New teachers to the school after 2006 will be required to study these modules.
- The ANT will also attend any in-service days delivered by the Catholic Schools Office.

Programming: In-class programs and whole school strategies:

### Curriculum Differentiation:

- Different programming options will be considered for different levels of giftedness. The learning needs of students who are mildly and moderately gifted will be met by classroom teachers. Appropriate adjustment will be made to programs providing a more challenging curriculum which addresses the different learning styles and rates of learning in both mixed ability and self contained extension classrooms. Students who are highly, exceptionally and profoundly gifted may be considered for acceleration and curriculum compacting.
- Class teachers will be supported by the Additional Needs Teacher in planning, recording and evaluating the Differentiated Program.
- Any adjustments made, need to be recorded on the CSO adjustment proforma located on the CSO intranet . Once completed a copy should be placed in the students school file and in the Class Teacher's program.
- The different models of learning which can be used to assist teachers in Curriculum Differentiation will be left to the Teacher's discretion regarding selection. ie Blooms Taxonomy etc.

### Acceleration Progression

Students who falls within the higher levels will need to look at acceleration options. The decision to accelerate a student will need to be a collaborative decision which must include the following personnel:

- Principal
- Parents and Student
- Gifted and Talented focus Teacher / ANT
- Present class teacher/s and receiving Class teacher/s
- CSO Additional Needs Consultant
- School Counsellor

### Monitoring and Evaluation

The classroom teacher writes an evaluation of any adjustment made for gifted students in consultation with the student, parents, teachers and significant others involved in the student's education, then attaches it to the adjustment proforma in the student's school file.

# St Philomena's School

## Aboriginal/Torres Strait Island

### Heritage Statement

#### Statement

Indigenous culture is focused on a spirituality, which is derived from a direct relationship to the land. The heritages of the Indigenous Australians have a place in the Key Learning Areas and should be recognised in terms of teachings of the Catholic Church in relation to social justice and human dignity.

As Catholic Educators, we aim to provide the means by which Indigenous People can engage in a program that will help them realise their full potential. We should challenge ourselves and our students to appreciate, understand and accept Indigenous People and their culture.

#### Identification

Parents/Caregivers are given to opportunity to indicate the heritage of the enrolling student on the enrolment form. This is optional.

#### Assessment

- There is no assessment of students with Indigenous heritage.
- Any Indigenous student who has a learning difficulty is referred to the Additional Needs Teacher.

#### Programming

- The school employs an AEA to support students, staff and school community in their understanding of Indigenous culture. (See AEA role description) The AEA acts as a very important link between home and school.
- ITAS- Individual students as identified through the BST, SNAP and ELLA will receive support in years 4, 6, and 8 from the Aboriginal Education Assistant (AEA).
- Indigenous students from Year 8 to 10 are offered the opportunity to attend the "Yarrowarra Spiritual Camp" at Coffs Harbour.
- Wii Gaay – A project in conjunction with 'Dynamic Assessment' for the identification of indigenous students with high academic potential, but underachieving at school. Once identified, they have the opportunity to attend a camp to address these issues and be encouraged to realise their potential. The words 'Wii Gaay' means clever child.
- Indigenous students from Year 3 to 10 are given preference to attend the Croc Fest in Moree.
- Indigenous students who are identified as Gifted or Talented are referred to the Additional Needs teacher.

- The AEA is allocated liaison time for work with families on such issues as attendance, uniform etc. as well as Additional Needs time to provide in class support for indigenous students not in the ITAS program.
- A coordinator is appointed (1 day a fortnight) to work with the AEA's to assist with programming, providing resources and evaluation of the IEP for students in the ITAS program

## Evaluation

- Students achieving high social, sporting and academic standards are recognised throughout the year by Merit Certificates, NAIDOC Week Awards and Presentation Day Awards.

Last review June 07 Next review June 09