INDIVIDUAL STUDENTS PATHWAY POLICY

Policy Statement
Kurnai College acknowledges that as a Learning Community all students have a right to a fulfilling education, which will provide a fair and reasonable pathway for each student, including those who may not fit into the norm.

Students with disabilities or impairments have a right to attend a mainstream government school, and to have their individual needs addressed.

It is recognised that indigenous and non-indigenous students alike benefit significantly from programs that encompass aspects of the contemporary cultural heritage and lifestyle of Aborigines, as well as the history and traditional aspects of Aboriginal history. Furthermore, indigenous students benefit greatly from culturally inclusive school environments that recognise and support their particular needs.

Our College aims to provide a challenging and comprehensive curriculum for all students, including those that are identified as gifted and talented.

Our College will:
- Establish a Koori education program to achieve improved educational outcomes
- Promote, maintain and support the teaching of indigenous studies, cultures and languages to indigenous and non-indigenous students.
- Strengthen relationships between indigenous communities and the College.
- Provide a curriculum that would ensure that all students are challenged and extended to achieve the highest standards of which they are capable.
- Identify students who are gifted or talented and to ensure that they are provided with a curriculum that will encourage them to extend in areas where they are capable of performance beyond expected levels for their age, and especially where they exhibit particular talents.
- Be aware of DEECD’s and Training policies and procedures.
- Provide all students with learning opportunities that cater for their individual needs.
- Ensure that those students who have additional learning needs have programs tailored to meet their individual requirements.

Implementation:
Koorie Education
- Koorie Education within our school will be consistent with the ‘Model of More Culturally Inclusive and Educationally Effective Schools’ developed by the Ministerial Council on Education, Employment, Training and Youth Affairs (MCEETYA).
- A staff member will be assigned the task of coordinating and managing Koorie Education across the school, and to establish links with the wider community.
- We will provide a Koori Educator funded through the KESO program to assist indigenous students and the overall implementation of the Koorie Education program.
- Policy, curriculum and program advice will be sought from the local Koori Education Support Officer (KESO).
Partnerships will be developed between the school and the community to jointly progress the standards of education, and to encourage active involvement of indigenous people in school decision-making processes.

All staff will be provided with professional development relevant to their Koorie Education needs.

Standards, targets, assessment and reporting will be consistent with school processes and the Koorie Assessment and Reporting Support Materials.

Gifted and Talented Students

- A staff member skilled in identifying and responding to students with special talents will be appointed to coordinate the College's gifted and talented students program.
- The appointed staff member will take an active role in the local Gifted Education Network and may choose to access accredited service providers (available from DEECD, Gifted Education Section) to assist in the development of programs for gifted and talented students.
- Students who are gifted or are high achievers will be positively valued and supported and their needs will be recognised. Staff awareness will be facilitated through appropriate professional development activities.
- A variety of identification tools will be utilized to identify students of above average ability which may include input from teachers, parents, peers, students, professional consultants and results from standardised tests and evidence from other indicators.
- A program support group involving the ALPS coordinator, staff and parents will collaboratively determine appropriate programs and strategies for individual students and monitor the students' progress toward predetermined goals.
- The school, where possible, will provide flexible programs which may include:
  - Differentiated curriculum
  - In-class enrichment and extension for individuals who require extension in one or more content areas. This may include independent study, contract work or acceleration through the curriculum, (subject, curriculum content or year level)
  - Withdrawal for enrichment or extension activities
  - Individualised programming
  - Mentors for students who have a strong interest and potential ability in a particular field which may be outside the regular school curriculum
  - Access to school based programs and out of school programs including those on the internet.
  - Provision of varied teaching strategies (de Bono, Bloom's Taxonomy, Gardner’s Multiple Intelligences etc)
  - Special ability groupings
- Gifted students programs and activities outside the classroom will also be provided to enhance and extend the educational program of individual students or groups of students.
- Appropriate materials/resources would be developed and provided to ensure that all students are challenged and extended to achieve the highest standard of which they are capable of.
- Staff will be encouraged to attend appropriate professional development activities so that they could develop adequate skills to cater for the needs of all students in their class.
- Communication links with the local gifted education network will be fostered so that appropriate professional development activities and support for teachers could be accessed.
- A Gifted and Talented students program budget will be developed by the program Coordinator in consultation with classroom teachers and program support group members.
**Additional Learning Needs**

- All students with additional learning needs are able to enrol at the College.
- Staff will be assigned the responsibility to coordinate the additional learning needs program for the College including the coordination of applications for funding, the coordination of Program Support Groups, the development and implementation of program budgets, coordination of staff professional development and all other issues related to students with additional learning needs and their respective program needs.
- The appraisal process for applications will occur at the earliest opportunity to provide the maximum potential for applications to be successful, and to ensure a smooth transition for new students into our school setting.
- The Program Support Group process will be fully explained to all parties.
- Program Support Groups will be established for all eligible students to construct individual learning plans.
- Program Support Groups will review individual learning plans and will make recommendations to the principal regarding the development and implementation of individual student programs including student achievement goals, timelines and methods of evaluation, the use of support staff and external consultants, and the use of any additional resources required. All meetings will be documented and available to all members.
- Communication with relevant consultants and support agencies will be undertaken on a needs basis.
- All curriculum programs will be inclusive of all students.

**Links:**


**Evaluation**

This policy will be reviewed as part of the College’s four year review cycle.

<table>
<thead>
<tr>
<th>Date Implemented</th>
<th>Week 3 – Tem 2 - 2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Approval Authority (Signature and date)</td>
<td></td>
</tr>
<tr>
<td>Date Reviewed</td>
<td>Week 3 – Tem 2 - 2014</td>
</tr>
<tr>
<td>Responsible for Review</td>
<td>Teaching and Learning Committee</td>
</tr>
<tr>
<td>Review date</td>
<td>Week 3 – Term 4 - 2015</td>
</tr>
</tbody>
</table>