# Supporting Diverse Learners Through LEAP – Chancellor State College

This plan has been developed in response to the Queensland Education P-12 Curriculum, Assessment and Reporting Framework and State Schooling Strategy of; *every student succeeding*. Chancellor State College staff believe; every student has the ability to learn, given the right amount of support and time, and should be able to demonstrate progress in their learning. As such, Chancellor State College aims to identify the appropriate tier of support required by students and to respond with curriculum that meets their learning needs. HODs/HOSES, teachers and support staff from the College SEP, Learning Enhancement and EAL/D teams work collaboratively with class teachers to provide the appropriate tier of support. The three tiers of support available to students are inclusive of:
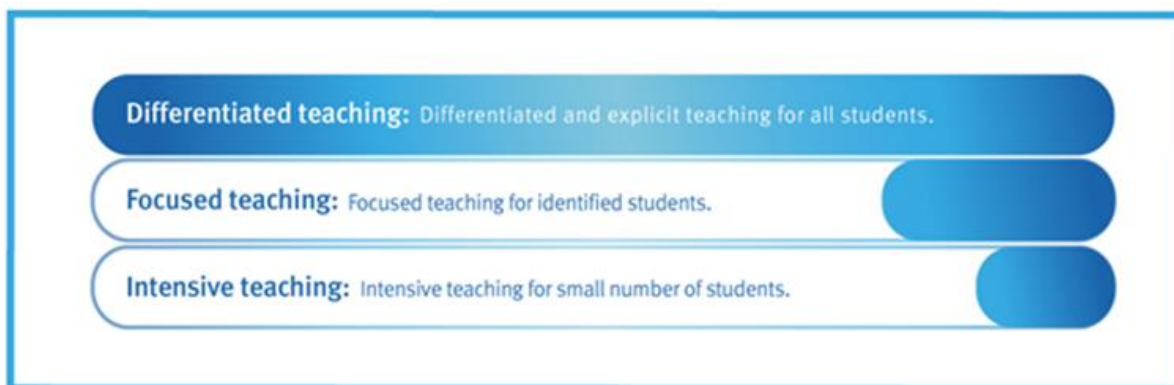
The P-12 Curriculum document refers to three tiers of support for students.

TIER 1: General Differentiation.

General Differentiation of teaching and learning is provided to all students in all classes by all teachers. Equitable adjustments to the teaching and learning occurring in class rooms are made to ensure that all students can access and participate fully in the curriculum. Teachers consult the following information to establish an understanding of the students they teach;

- OneSchool Performance Dashboard – class and individual student,
- Support Tab under Student Profile. This may include details of Personalised Learning Plans/support (PLP), medical information, Individual Curriculum Plans (ICP) and any information relating to disability.
- The range of diagnostic data that transfers with students; not included in OneSchool.
- Interagency data where available.
- Formative data in line with ACRA Content Descriptions and Achievement Standards.

General Differentiation is applied to three main foci.

Environmental Factors. Identifying and responding to:

- issues that may arise with furniture
- impediments to communication
- physical access issues
- requirements around flexible timetables
- availability and access to therapy requirements
- some medical needs and accessing teaching spaces
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Process. Identifying and responding to information from parents/carers, SEP and or Learning Enhancement staff, to accommodate/ensure:

- differing learning styles
- flexible groupings

- provision of visual prompts/graphic organisers
- advanced notice of changes for students with ASD
- use of tiered vocabulary lists
- use of assistive technology
- provision of extra time for some students to complete tasks
- catering for academically advanced students
- use of work stations
- peer group tutoring
- use of tiered tasks
- use of reinforcement strategies and task rewards and behaviour management micro skills

Product and assessment. Ensuring access to assessment through:
- provision of equitable adjustment to tasks
- scaffolding
- varying length of tasks and provision of different modes of delivery (including multiple opportunities to demonstrate knowledge)
- liaison with SEP/LE
- adjusted criteria sheets
- adjusting environmental factors

TIER 2: Focused support.
Focused support is offered to a student who has been in receipt of general differentiation strategies and still struggles to access and participate in the curriculum. A teacher refers the student to the College Student Services Committee, outlining details of concerns and identifying general differentiation strategies applied.

A student may be provided with a Personalised Learning Plan and a Learning Coordinator appointed. The student continues in the regular curriculum but receives specific strategies to assist in accessing that curriculum. The delivery of the strategies is negotiated with HODs/HOSES, teachers and support staff. The strategies are applied for a set period and reviewed at the end of this period. Parents are consulted and informed.
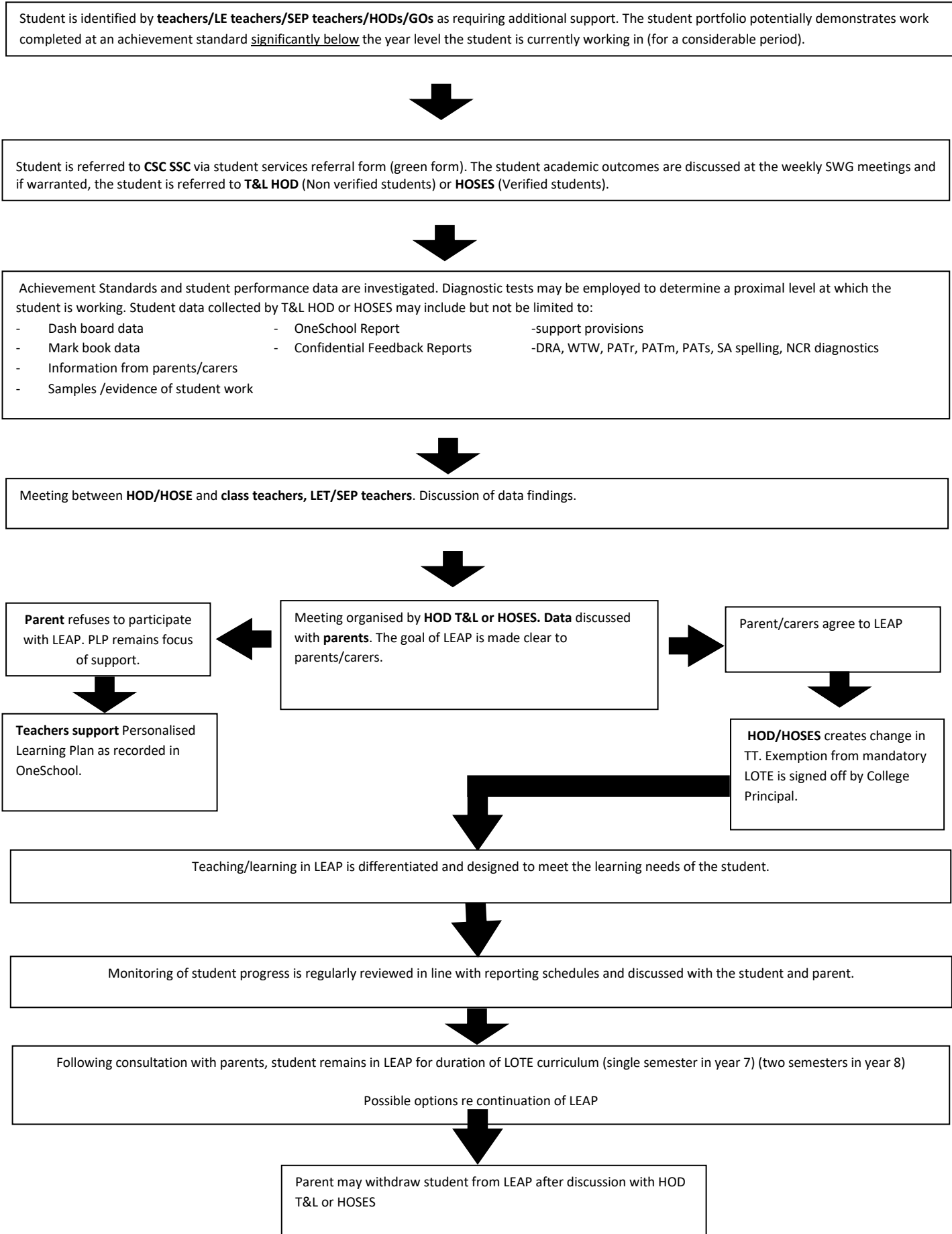
TIER 3: NON-ICP Intensive Support.

Intensive support is considered when a student has been in receipt of general differentiation, and supported further via a Personalised Learning Pan, and is performing at below acceptable levels for an age cohort. A core element of intensive support at Chancellor State College is the Learning Enhancement Advancement Program (LEAP). LEAP is offered to students on a case by case basis. LEAP occurs during lessons the student would normally have undertaken the study of a language other than English (LOTE). The College agrees that language studies are an important part of a wide and varied curriculum, however, there are students who demonstrate exceptional circumstances and need respite from the LOTE curricula to focus on developing core literacy and numeracy skills in order for them to participate and access year level appropriate curriculum.

Where the class teacher believes, based on a range of data and evidence, a student may be eligible for LEAP, the student is referred to the Student Services Committee detailing the issues, any general differentiation used and or details of any personalised learning. HOD/HOSES from LE/SEP will further investigate the content of the referral. After consultation with teachers, HODs, parents/carers, and consideration of ACARA Achievement Standards and relevant performance data, a decision is made regarding eligibility for LEAP via exemption from mandatory LOTE approved by the Secondary Campus Principal.

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Process for the identification of a student requiring LEAP – TIER 3 Support

Student is identified by **teachers/LE teachers/SEP teachers/HODs/GOs** as requiring additional support. The student portfolio potentially demonstrates work completed at an achievement standard <u>significantly below</u> the year level the student is currently working in (for a considerable period).

Student is referred to **CSC SSC** via student services referral form (green form). The student academic outcomes are discussed at the weekly SWG meetings and if warranted, the student is referred to **T&L HOD** (Non verified students) or **HOSES** (Verified students).

Achievement Standards and student performance data are investigated. Diagnostic tests may be employed to determine a proximal level at which the student is working. Student data collected by T&L HOD or HOSES may include but not be limited to:

- Dash board data
- Mark book data
- Information from parents/carers
- Samples /evidence of student work
- OneSchool Report
- Confidential Feedback Reports
- support provisions
- DRA, WTW, PATr, PATm, PATs, SA spelling, NCR diagnostics

Meeting between **HOD/HOSE** and **class teachers, LET/SEP teachers**. Discussion of data findings.

Meeting organised by **HOD T&L or HOSES. Data** discussed with **parents**. The goal of LEAP is made clear to parents/carers.

Parent refuses to participate with LEAP. PLP remains focus of support.

Parent/carers agree to LEAP

Teachers support Personalised Learning Plan as recorded in OneSchool.

HOD/HOSES creates change in TT. Exemption from mandatory LOTE is signed off by College Principal.

Teaching/learning in LEAP is differentiated and designed to meet the learning needs of the student.

Monitoring of student progress is regularly reviewed in line with reporting schedules and discussed with the student and parent.

Following consultation with parents, student remains in LEAP for duration of LOTE curriculum (single semester in year 7) (two semesters in year 8)

Possible options re continuation of LEAP

Parent may withdraw student from LEAP after discussion with HOD T&L or HOSES

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LEAP Curriculum Plan Overview - Literacy

In the Australian Curriculum, students become literate as they develop the knowledge, skills and dispositions to interpret and use language confidently for learning and communicating in and out of school and for participating effectively in society. Literacy encompasses the knowledge and skills students need to access, understand, analyse and evaluate information, make meaning, express thoughts and emotions, present ideas and opinions, interact with others and participate in activities at school and in their lives beyond school. Success in any learning area depends on being able to use the significant, identifiable and distinctive literacy that is important for learning and representative of the content of that learning area.
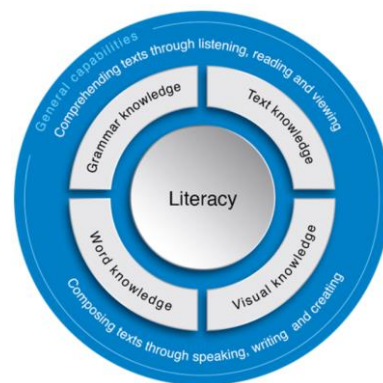
Organising elements for Literacy

The CSC LEAP Program (literacy focus) provides students with opportunity to practice and develop skills in;

- listening
- reading
- viewing
- speaking
- writing
- creating oral, print and visual texts
- using and modifying language for different purposes in a range of contexts

LEAP Curriculum Plan Overview - Numeracy

In the Australian Curriculum, students become numerate as they develop the knowledge and skills to use mathematics confidently across other learning areas at school and in their lives more broadly. Numeracy encompasses the knowledge, skills, behaviours and dispositions that students need to use mathematics in a wide range of situations. It involves students recognising and understanding the role of mathematics in the world and having the dispositions and capacities to use mathematical knowledge and skills purposefully. When teachers identify numeracy demands across the curriculum, students have opportunities to transfer their mathematical knowledge and skills to contexts outside the mathematics classroom. These opportunities help students recognise the interconnected nature of mathematical knowledge, other learning areas and the wider world, and encourage them to use their mathematical skills broadly.
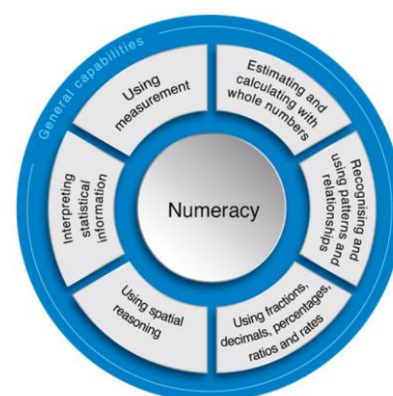
Organising elements for Numeracy

The CSC LEAP Program (numeracy focus) provides students with opportunity to practice and develop skills in;

- estimation and calculation
- measuring
- investigating statistics
- reasoning mathematically with shapes and patterns
- Working with fractions, decimals, percentages, rates and ratios

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LEAP Curriculum Plan Overview – Learning

Becoming literate and numerate is not simply about knowledge and skills. Certain behaviours and dispositions assist students to become effective learners who are confident and motivated to use their skills broadly. Many of these behaviours and dispositions are also identified and supported in other KLAs.

The CSC LEAP Program supports students in;

- managing their own learning to be self-sufficient
- working harmoniously with others
- being open to ideas, opinions and texts from and about diverse cultures
- returning to tasks to improve and enhance their work
- being prepared to question meanings and assumptions in texts
- independently completing assessment tasks
- to transition back to appropriate year level placement

LEAP Curriculum Plan Overview – Assessment

Thinking that is productive, purposeful and intentional is at the centre of effective learning. By applying a sequence of thinking skills, students develop an increasingly sophisticated understanding of the processes they can use whenever they encounter problems or unfamiliar information embedded in assessment. In addition, the practice of using thinking strategies can increase students' motivation for, and management of, their own responses to assessment. A core tenet of LEAP is to enable students to become more confident and autonomous problem-solvers, thinkers and owners of their assessment responses, (ACARA).

The CSC LEAP Program (assessment focus) provides students with opportunity to practice and develop skills in in critical and creative thinking as they learn to;
- generate and evaluate knowledge
- clarify concepts and ideas
- seek possibilities
- consider alternatives
- solve problems
- develop resourcefulness, imagination and innovation

Critical thinking is at the core of most intellectual activity that involves students learning to recognise or develop an argument, use evidence in support of that argument, draw reasoned conclusions, and use information to solve problems. Creative thinking involves students learning to generate and apply new ideas in specific contexts, seeing existing situations in a new way, identifying alternative explanations, and seeing or making new links that generate a positive outcome.

The CSC LEAP Program (assessment focus) supports students to;
- interpret assessment item requirements (the text operators which define when, why, how and how much)
- analyse information embedded in the context or task proper of assessment items
- sequence a response to an assessment item
- sustain a disposition to assessment inclusive of;
    - inquisitiveness and a readiness to try new ways of doing things
    - reasonableness

- o intellectual flexibility and fair-mindedness
- o persistence
- o resilience
- o stamina

LEAP – Teaching and Learning Program Aims

Numeracy: Students who participate with the LEAP program are generally several years behind their peers in being able to demonstrate age appropriate skills and understanding of mathematical principals and operations, as well as capacity with problem solving and reasoning. To provide a framework for intensive instruction, students and teachers are invested in exploration of the Australian Curriculum's Mathematical Proficiencies; which are divested from the general capabilities: Numeracy.

At level 4-5, the CSC LEAP program targets students developing proficiency in response to the Australian Curriculum Mathematics Proficiencies:

Understanding: Students work towards;

- making connections between representations of numbers
- partitioning and combining numbers flexibly
- extending place value to decimals
- using fractions to represent probabilities
- comparing and ordering fractions and decimals and representing them in various ways
- using appropriate language to communicate times

Fluency: Students work towards;

- recalling multiplication tables
- communicating sequences of simple fractions
- choosing appropriate units of measurement for calculation of perimeter and area
- using instruments to measure accurately
- using estimation to check the reasonableness of answers to calculations

Problem-solving: Students work towards;

- comparing large numbers with each other
- using properties of numbers to continue patterns
- formulating, modelling and recording authentic situations involving operations
- formulating and solving authentic problems using whole numbers and measurements and creating financial plans
- comparing time durations

Reasoning: Students work towards;

- investigating strategies to perform calculations efficiently
- deriving strategies for unfamiliar multiplication and division tasks
- generalising from number properties and results of calculations
- continuing patterns involving fractions and decimals
- interpreting results of chance experiments
- posing appropriate questions for data investigations and interpreting data sets

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At level 2-3, the CSC LEAP program targets students developing proficiency in response to the Australian Curriculum's Mathematics Proficiencies:

Understanding: Students work towards;

- connecting number calculations with counting sequences
- connecting number representations with number sequences,
- partitioning and combining numbers flexibly,
- identifying and describing the relationship between addition and subtraction and between multiplication and division
- representing unit fractions
- using appropriate language to communicate times

Fluency: Students work towards;

- readily counting numbers in sequences
- recalling multiplication facts,
- using informal units iteratively to compare measurements and using familiar metric units to order and compare objects,
- identifying and describing outcomes of chance experiments,
- interpreting maps and communicating positions
- describing and comparing time durations

Problem-solving: Students work towards;

- using number sentences that represent problem situations
- formulating and modelling authentic situations
- planning methods of data collection and representation
- making models of three-dimensional objects
- using number properties to continue number patterns

Reasoning: Students work towards;

- comparing and contrasting related models of operations
- using known facts to derive strategies for unfamiliar calculations
- using generalising from number properties and results of calculations
- comparing angles
- creating and interpreting variations in the results of data collections and data displays

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At level Prep-1, the CSC LEAP program targets students developing proficiency in response to the Australian Curriculum's Mathematics Proficiencies:

Understanding: Students work towards;

- connecting names, numerals and quantities,
- partitioning numbers in various ways

Fluency: Students work towards;

- readily counting number in sequences forwards and backwards,
- locating numbers on a line
- continuing patterns
- naming the days of the week
- comparing the lengths of objects

Problem-solving: Students work towards;

- sorting objects
- using materials to model authentic problems,
- giving and receiving directions to unfamiliar places,
- using familiar counting sequences to solve unfamiliar problems
- discussing the reasonableness of the answer

Reasoning: Students work towards;

- explaining direct and indirect comparisons of length using uniform informal units
- justifying representations of data
- creating patterns and explaining patterns that have been created
- explaining comparisons of quantities,

LEAP – Teaching and Learning Program Aims

Literacy: Students who participate with the LEAP program are generally several years behind their peers in being able to demonstrate age appropriate capacity around the three interrelated strands of language, literature and literacy; which comprise the Australian English Curriculum. Together, the strands focus on developing students' knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating. To provide a framework for intensive instruction, students and teachers are invested in exploration of the Australian Curriculum English Program Proficiencies; which are divested from the General Capabilities: Literacy.

At level 5-6, the CSC LEAP program targets the literacy skill needed for students to develop to:

- communicate with peers and teachers
- engage with a variety of texts
- listen to, read, view, interpret and evaluate spoken, written and multimodal texts in which the primary purpose is aesthetic, as well as texts designed to inform and persuade
- describe complex sequences
- elaborate on a range of non-stereotypical characters and events in time
- explore texts which supply technical and content information about a wide range of topics of interest as well as topics being studied in other areas of the curriculum
- make use of text structures which include chapters, headings and subheadings, tables of contents, indexes and glossaries

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- Use language features which include complex sentences, unfamiliar technical vocabulary, figurative language, and information presented in various types of graphics
- create a range of imaginative, informative and persuasive types of texts including narratives, procedures, reviews, explanations and discussions

At level 3-4, the CSC LEAP program targets the literacy skill needed for students to develop to:

- interact with peers and teachers
- engage with a variety of texts for enjoyment
- listen to, read, view and interpret spoken, written and multimodal texts in which the primary purpose is aesthetic, as well as texts designed to inform and persuade
- describe complex sequences of events that involve unusual happenings within a framework of familiar experiences
- interpret Informative texts which include content of increasing complexity and technicality about topics of interest
- read and explore complex language features, including varied sentence structures, some unfamiliar vocabulary, a significant number of high-frequency sight words and words that need to be decoded phonically, and a variety of punctuation conventions, as well as illustrations and diagrams that support and extend the printed text
- create a range of imaginative, informative and persuasive types of texts including narratives, procedures, reports, reviews, poetry and expositions

At level 1-2, the CSC LEAP program targets the literacy skill needed for students to develop to:

- communicate with peers and teachers
- engage with a variety of texts for enjoyment
- listen to, read, view and interpret spoken, written and multimodal texts designed to entertain and inform
- recount straightforward sequences of events and everyday happenings with recognisably realistic or imaginary characters
- explore informative texts which present a small amount of new content about familiar topics of interest
- explore decodable and predictable texts which present a small range of language features, including simple and compound sentences, some unfamiliar vocabulary, a small number of high-frequency words and words that need to be decoded phonically, as well as illustrations and diagrams that support the printed text
- create a variety of imaginative, informative and persuasive texts including recounts, procedures, , literary retellings and poetry

At the prep level, the CSC LEAP program targets the literacy skill needed for students to develop to:

- communicate with peers, teachers and known adults
- engage with a variety of texts for enjoyment
- listen to, read and view spoken, written and multimodal texts in which the primary purpose is to entertain, as well as some texts designed to inform
- participate in shared reading, viewing and storytelling using a range of literary texts, and recognise the entertaining nature of literature
- explore decodable and predictable texts that range from caption books to books with one or more sentences per page
- explore texts which involve straightforward sequences of events and everyday happenings with recognisable, realistic or imaginary characters
- engage with informative texts which present a small amount of new content about familiar topics of interest; a small range of language features, including simple and compound sentences; mostly familiar vocabulary, known, high-frequency words and single-syllable words that can be decoded phonically, and illustrations that strongly support the printed text
- create a range of imaginative, informative and persuasive texts including pictorial representations, short statements, recounts and poetry