



St Mary's War Memorial School Wellbeing and Diversity Policy 2017

St Mary's War Memorial School provides an inclusive learning environment for all students. We work to create a supportive environment with quality teaching that builds on student's strengths. Our goal is to maximise the development of each individual student, spiritually, academically, socially and emotionally. *In 2017 our school is implementing the Archdiocese of Canberra Goulburn Wellbeing and Diversity Framework.*

STUDENTS WITH A LEARNING DISABILITY

Inclusive Teaching and Learning

Our aim is to provide the highest level of support for our students. We believe that, when possible, students who need additional support improve best when the support is provided by the teacher who has most responsibility for their learning.

Role of the Classroom Support Teacher (CST)

- The Classroom Support Teacher (or teachers) work collaboratively with the classroom teacher (CT). Unless directed by the classroom teacher or Principal the CST works in the classroom.
- If a student requires additional support in the classroom, collaboration between the CST and CT should provide for the classroom teacher to work more directly with the student in need and the CST work with the other students.
- To assist CT to enter information, maintain and update CECNSW Personalised Plans for Students with Disability
- To complete CECG eforms for students with disability
- To complete all required PD for students with disability

Role of Classroom Teachers (CT)

- To plan and teach learning that is inclusive and allows for differentiation.
- To have full knowledge of the learning, and other needs, of all students under their direct responsibility.
- To collaborate with CST.
- To enter information, maintain and update CECNSW Personalised Plans for Students with Disability
- To keep parents informed of the progress of their children
- To keep the Principal informed of student progress and discuss any concerns with the Principal.



Role of Teacher Assistants

- Teacher Assistants work collaboratively with the classroom teacher. Unless directed by the classroom teacher or Principal the TA works in the classroom.
- If a student requires additional support in the classroom, collaboration between the TA and CT should provide for the classroom teacher to work more directly with the student in need and the TA to work with the other students.
- TA may be instructed and trained to tend to the physical needs of a student.

Identification of Students with Disability

- See Enrolment Policy for students seeking enrolment
- For identified students, teachers need to access CECNSW Personalised Plans for Students with Disability at the beginning of the school year and regularly during the year.
- If a teacher or parent has a new concern that a student may have a disability that is not known and targeted a meeting needs to be called with Principal, Classroom Teacher and Classroom Support Teacher
- Parents need to be informed of the concerns asap.
- CST or Principal arranges assessment.

STUDENTS WITH WELLBEING NEEDS

- Teachers refer to CECG Wellbeing and Diversity Framework
- Teachers are to refer to St Mary's Pastoral Care and Discipline Policy
- Teachers may need to refer to 2017 Child Protection – Mandatory Reporting Policy
- If a teacher or parent has a new concern about a student's wellbeing that is not known and targeted a meeting needs to be called with Principal, Classroom Teacher and Classroom Support Teacher
- Parents need to be informed of the concerns asap.
- CST or Principal arranges further support.

Policy Dates			
<i>Formulated</i>	2017	<i>Adopted</i>	2017
<i>Implemented</i>	2017	<i>Reviewed</i>	March 2017
<i>Next Review Due</i>	2018		
Policy Authorisation 2017			
<i>Principal</i>	Robyn Akehurst	<i>Signature</i>	

