



## **DIFFERENTIATION POLICY**

### **Aim**

To develop a common understanding of the fundamental principles of differentiated learning to improve academic engagement of all students.

### **Rationale**

PVS teachers are expected to differentiate the curriculum to cater for the diversity of learners. The School recognises that some students require adjustments and/or modifications to the teaching and learning program to access and participate in a curriculum that meets individual needs. This policy outlines our approach to differentiated learning, including:

- Academic extension and enrichment
- Early intervention
- Learning difficulties
- Learning disabilities (as defined by the Disability Discrimination Act)
- English as a Second Language or Additional Dialect
- Indigenous students.

### **Definition**

The following definition is given in the context of the Differentiation Policy; Differentiation is defined as a teacher attending to the learning needs of an individual student or small groups of students, rather than teaching a class as though all individuals are alike. It includes:

- Content (what is to be learned?)
- Process (how students acquire information?)
- Product (how students demonstrate learning?)
- Learning environment (where and with whom students learn?).

### **Scope**

This Policy applies to and is binding upon all teaching staff at PVS.

### **General Expectations**

All leaders and teachers are expected to demonstrate differentiated practices to cater for individual learning needs. These are evident in:

- Identification processes
- Special provisions
- Documented plans
- Extension and enrichment programs
- Teacher program documents
- Instruction

- Curriculum, assessment and task design
- Student behaviour management
- Physical classroom environment
- Allocation and use of resources
- Flexible student grouping.

### **Identification processes**

The identification of a student's additional learning needs is an ongoing process that occurs throughout their school life so as to accommodate changes as they grow and develop. PVS has developed processes and criteria for identifying students who require learning support, or who have been identified as more academically able.

### **Special Provisions**

Provisions and reasonable adjustments will be provided in line with SCSA and ACARA guidelines depending on the student's diagnosis.

### **Documented Plans**

A variety of documented plans exist to support student learning. A Documented Plan is:

- Student centered
- A record of reasonable accommodations put in place to support individual learning at school
- Developed collaboratively. Input from students, parents, teachers, and if applicable psychologists.
- Reviewed regularly

Teachers write Documented Plans in accordance with PVS IEP writing guidelines.

### **Extension and Enrichment**

Extension and enrichment are most importantly offered through differentiation within the classroom. It is expected that teachers offer a full range of opportunities, and that they are embedded into their learning programmes. Both qualitative and quantitative data will be used to assess students on an individual basis and support their learning.

Beyond this, the following practices may also occur to provide a wide range of opportunities to students:

- Pre-testing and post-testing
- A variety of further opportunities within and outside the curriculum
- Year level or subject acceleration
- Admittance into the High Potential Program (HPP)

### **Related Policies**

- Inclusion Policy
- Academic Data policy
- Learning, Assessment and Reporting Policy
- High Potential Policy

## Relevant legislation

- Disability Discrimination Act, 1992
- Disability Standards for Education, 2005
- Human Rights and Equal Opportunity Commission Act 1986
- Equal Opportunity Act, WA 1994
- Work, Health and Safety Act WA,2020
- School Education Act, 1999
- NQF, 2023

Document Group	Learning and Curriculum
Document Owner	Principal
Last Review	Nov 2024
Next Review	2027
Distribution	Internal/ External
Endorsed by the Governing Body 20.11.2024	