Student Learning

POLICY

Purpose

- To ensure that all students at Ocean Grove Primary School are provided with the very best opportunities for learning and that all students are included and have a sense of belonging within their classroom.
- To ensure each student's individual needs are understood, catered for and challenged, through ongoing monitoring and assessment, and a rigorous and engaging curriculum.

Guidelines

Definitions

- **Severely at risk**: The student is operating more than 12 months behind expected level.
- **Integration**: A student who has been funded through the Program for Students with Disability Funding or the Disability Inclusion Profile funding model
- **At risk**: The student is operating more than 6 months behind expected level.
- **Low C**: The student has reached expected level but does not display confidence and independence with their learning.
- **Above level**: The student is operating more than 6 months above expected level.
- **Well above level**: operating more than 12 months above expected level.
- **Non funded student**: a student who has identified learning needs, but has not qualified for funded support

Implementation

Teachers will;

- Work collaboratively to ensure all classes are structured with a fair balance of students working above, below and at level, along with students who have identified social, emotional or behavioural issues.
- Ensure that a class learning agreement and agreed consequences plan is developed with the students at the beginning of the year.

- Conduct a “Starting Right” and “Staying Right” Program to establish relationships, create connectedness, build the classroom community, and identify student’s strengths, interests and learning styles.
- Complete assessments on students in accordance with the Ocean Grove Assessment schedule.
- Be provided with class data from the Learning Transition Statement form at the commencement of the school year, and will be required to monitor student progress and update data at half year and end of year.
- Ensure all students have clearly identified and individualised literacy, numeracy and social emotional goals.
- Maintain accurate records of student learning through observation checklists, formal and informal assessment, conferences and feedback.
- Monitor and update learning goals as achieved by students.
- Communicate goals to parents/carers/carers.
- Provide two written reports to parents/carers/carers at the end of each semester.
- Ensure student files are up to date at the end of each year ((Student files policy)
- Meet with parents/carers/carers at the beginning of the year (3 way interviews), at half year (student-led conferences) and at the request of parents/carers/carers or when deemed necessary.
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For any student identified as operating at “well above level”.

- A range of data sources and assessments must be administered and work samples moderated by a team of teachers as evidence for these levels of achievement. (Use of the Ocean Grove Assessment schedule for formal assessments)
- Individual learning plans or goals must be appropriately developed to challenge and extend students.
- Small group focus and individualised instruction will be offered at least once a week
- Teachers must ensure planned lessons differentiate and cater to extend students

For any student identified as operating “Severely at risk”.

- An individual learning plan (IEP) or specific goals must be set to reflect the next level of learning required by the student.
- Termly communication with parents/carers/carers through support meetings will be held, sometimes with the Disability Inclusion Teacher and the classroom teacher or just with the classroom teacher..

- Where required, referrals to external agencies for further assessment will be completed- Speech, Social work, Psychology, Occupational Therapy.
- Teachers must ensure their planned lessons differentiate and cater for the student's learning needs.
- Small group focus and individualised instruction will be offered at least twice weekly, preferably daily.
- The assistant principal and/or Disability Inclusion Teacher will maintain records of intervention and support for these students, liaise with external agencies and monitor progress

For any student identified as "Integration"

- Student Support Group meetings will be held termly with the classroom teacher, aide, parents/carers/carers, Disability Inclusion Teacher and assistant principal. Minutes of meeting will be sent out.
- An individual learning plan with specific goals will be written to reflect the next level of learning required by the student.
- Integration aide hours will be allocated to support the student at the times most needed.
- Termly communication with parents/carers/carers through support meetings will be held.
- Where required, referrals to external agencies for further assessment will be completed- speech, social work, psychology, occupational therapy.
- Teachers must ensure their planned lessons differentiate, cater for and support the student's learning needs.
- Small group focus and individualised instruction will be offered at least twice weekly preferably daily.
- Staff will be familiarised with all integration students at staff meetings.

For any student identified with social/emotional or behaviour issues.

- Where required, referral to the school's Well-being team or external agencies for social work will be arranged.
- Classroom teachers will enforce the class learning agreement and the agreed consequences plan.
- The teaching team and leadership team will support the classroom teacher for any incidents where severe behavioural issues arise.
- Playground behaviour will be monitored, recorded and followed up.

- Contact with parents/carers through email, Seesaw or meetings will be held as needed
- A Behaviour Management Plan may be developed in conjunction with the principal and parents/carers.
- Staff will be familiarised with these students at staff meetings.

For any student of Aboriginal Torres Island Strait origin.

- The Wannik Education Strategy requires that each Aboriginal and Torres Strait Islander (ATSI) student in Victoria be on a Wannik Individual Education Plan (IEP).
- A Koorie Education Learning Plan (KELP), is a tool for parents/carers, teachers and students to work together to improve outcomes for Aboriginal and Torres Strait Islander students.
- The KELP focuses on the need for individual learning plans to be the shared responsibility of all stakeholders to foster a culture of high expectations for all Koorie students. As a multifaceted online resource to be used across all schools to ensure a consistent approach to learning, the KELP strengthens relationships between teachers and students, and implements the School Koorie Education Partnership between schools and parents/carers, and the Student Aspiration Learning Plan.

For any student new to the school during the year.

- An information pack will be handed to parents/carers.
- parents/carers will complete enrolment forms and “Getting to know my child” forms.
- Students in the MLC or SLC may have the opportunity to visit a few classes to see where they best settle.
- Teachers will be provided with as much information as possible to assist with getting to know the new student
- Information and student reports will be sought from the previous school.
- Time for assessment of new students will be allocated.

Policy Review and Approval

Policy last reviewed	September 2026
Approved by	Principal
Next scheduled review date	September 2027

This policy will be reviewed as part of the school's annual review cycle.