

Personalised Learning Guidelines

Turner School

November 2018



'If we teach today's students as we taught yesterday's then we rob them of tomorrow.' John Dewey.

Mission Statement for Personalised Learning:

Our guidelines for personalised learning acknowledge the significant movement that is happening globally in education.

Melbourne Declaration - 'Young people should engage in curriculum and educational experiences that promote creativity, innovation, cultural appreciation and personal values to ensure they become confident and creative learners equipped for a rapidly changing world as well as active and informed citizens.'

The **Melbourne Declaration on Educational Goals for Young Australians** (MCEETYA, 2008, Melbourne Declaration) provides the national policy framework for learning and underpins the Australian Curriculum. It includes two goals:

Goal 1: Australian schooling promotes equity and excellence.

Turner School Priority 1: Maximise the growth in learning for every student.

Turner School is committed to providing enriched and differentiated learning to meet the learning needs of all students and to keep each of them at the edge of their learning. The school works to ensure that each student has access to a high-quality education that acknowledges diversity and that each student is engaged in their learning and making substantial growth each year. We have high expectations for all learners.

Goal 2: All young Australians become successful learners, confident and creative individuals and active and informed citizens.

Turner School Priority 2: Equip students with the capabilities and dispositions to live and learn successfully in the 21st Century.

Educational success is no longer based on knowledge and context. Ensuring that each of our students have success means that we are required to engage them in building capabilities related to knowledge and skills; **and** developing their character (learning dispositions) and metacognition (learning how to learn). To do this well, Turner School identifies that new ways of learning and teaching need to be personalised.

Policies and frameworks addressed through these guidelines:

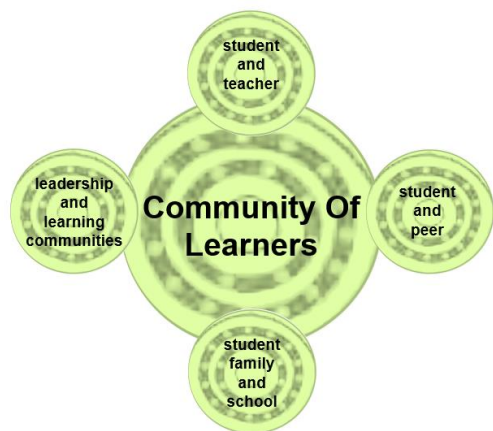
Education Directorate Policies:

- Gifted and Talented Students (2014) GTS 201402
- English as an Additional Language or Dialect Students Policy (2017) EALDS201706
- Early Entry for Aboriginal and Torres Strait Islander Children Procedure (2016)
- Students with a Disability Meeting Their Needs (2016) SWD200810

National Frameworks:

- Education Act (2004) and Disability Standards for Education (2005)
- Planning for Personalised Learning and Support: A National Resource, Dept Education and Training
- Australian Curriculum (AC) : including Student Diversity and related Learning Progressions and General Capabilities
- Early Years Learning Framework (EYLF): for Preschool students
- Victorian Curriculum (VC) framework for students who are working at Australian Curriculum pre-foundation level

Definition of Personalised Learning:



Turner School defines personalised learning as knowing the skills and capabilities demonstrated by each child related to the Turner educational context and providing learning experiences that consistently stretch every child to the edge of their learning.

Our approach to personalised learning is research based and is centred on global drivers for innovative 21st Century learning. It reflects school context through being data informed and is responsive to individual needs. It is about teachers collectively using a framework, systems and strategies to access everything they can learn about an individual student. Teachers use information gained to design learning so that each student makes substantial growth, moving from surface knowledge to developing deep knowledge which is demonstrated through an increasing capacity to transfer learning across multiple contexts.

Our culture of personalised learning is strengthened through our teachers' high expectations for all students and productive and high impact relationships within a community of learners, (see diagram).

'It is teachers using particular teaching methods, teachers with high expectations for all students, and teachers who have created positive student-teacher relationships that are more likely to have above average effect on student achievement.' (Hattie, 2009)

The Turner School personalised learning perspective is immersed in the principles of equity and excellence. To meet the needs of all kinds and capabilities of learners, all staff engage with current research and purposeful professional learning to build their capability as expert educators. As stated in the Australian Curriculum: All students are entitled to rigorous, relevant and engaging learning programs drawn from a challenging curriculum that addresses their individual learning needs. The Australian Curriculum recognises that the needs of all students encompass cognitive, affective, physical, social, and aesthetic curriculum experiences.

Personalised Learning Context is Differentiated and Inclusive:

At Turner School whole class learning experiences are differentiated through careful design to meet the diverse needs of students. Learning is designed to be inclusive and collaborative and happens in a model of 'in class' personalised learning rather than a model where students with different needs are withdrawn. This context endeavours to stay true to current perspectives in education around the importance of diversity and collaboration.

'Schools need to prepare students for a world in which many people need to collaborate with people of diverse cultural origins, and appreciate different ideas, perspectives, and values; a world in which people need to decide how to trust and collaborate across such differences; and a world in which their lives will be affected by issues that transcend national boundaries.' (Four-Dimensional Education, Fadel, Bialik and Trilling).

An inclusive approach is also student-centred striving to provide authentic learning experiences for diverse students in the same class. It recognises that students are diverse in the following ways:

- knowledge
- readiness and abilities
- language
- interest.

(Santamaria 2009- *culturally responsive education*, Vantassel- *gifted children*, Waldren and McClesky-*Inclusive School*)

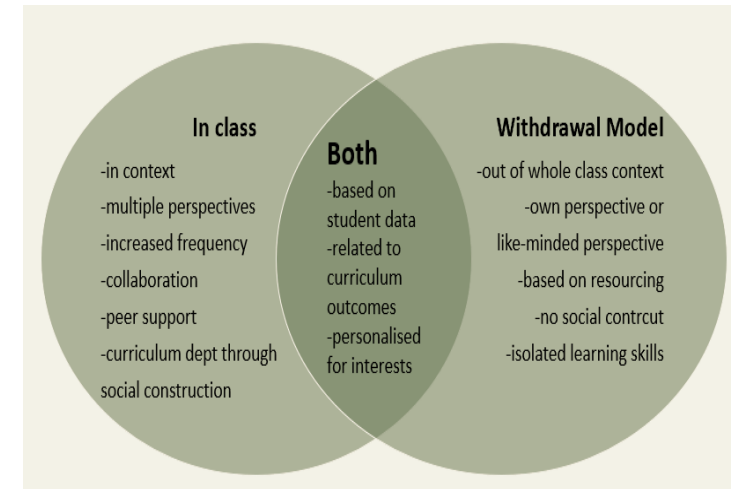


Figure 1- In Class model compared to withdrawal model

The Australian Curriculum and the Early Years Learning Framework identifies student diversity components and provides a framework for planning to ensure the needs of all students can be met. Turner's personalised learning guidelines can be applied through the lens of supporting students with disabilities, students who come from a language background other than English, students from Aboriginal and Torres Strait Islander backgrounds and students who are identified as gifted and talented.

Educators at Turner School call inclusive personalised learning for students *differentiated* learning and teaching. *'Nearly every student requires support from teachers who understand the philosophy of differentiated instruction and adaptive teaching. Whether they adjust experiences to extend and enrich or remediate and accelerate, effective educators understand that learners require responsive and dynamic teaching.'* (Unstoppable Learning, D.Fisher & N.Frey, 2005).

Turner teachers use school-based structures and engage in regular professional learning to effectively differentiate their instruction. Teachers:

- consistently assess students in multiple ways and adjust learning experiences to meet needs in real time (formative assessment)
- know effective teaching practices (adapting learning so that all students have the chance to master content and build and understand skills and dispositions)
- are experts in and continue to build their deep knowledge of the curriculum and general capabilities (including learning dispositions)
- are highly reflective (are aware of potential misconceptions and know how to respond to each situation or actively collaborate with other experts to design next step).

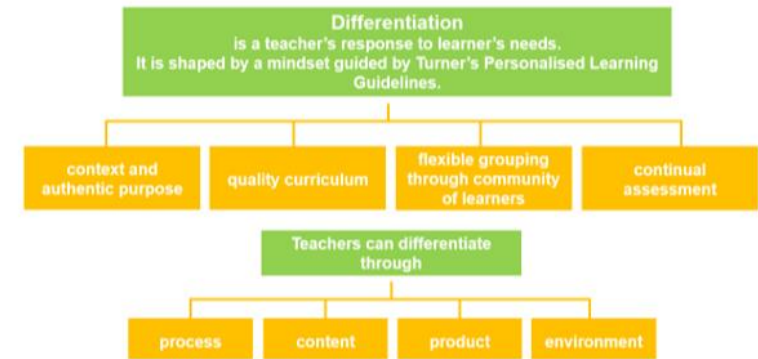
Differentiating learning in a classroom context:

Differentiating is a way of thinking about how you can personalise for students in the classroom context. This way of thinking acknowledges that every group of learners is diverse and using a *plan-act-notice-reflect* cycle teachers consider several adjustments to create success from a student's perspective.

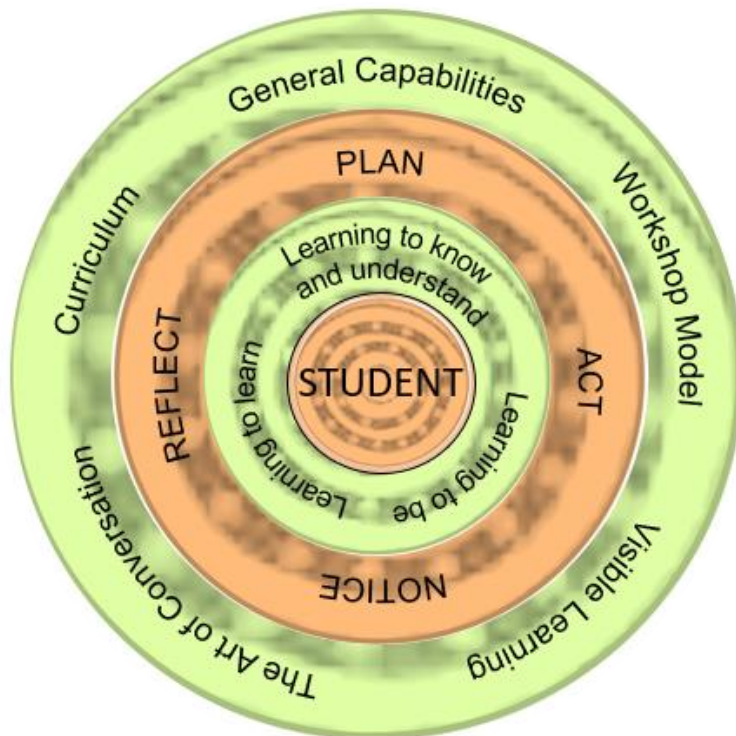
Examples:

- **Process:** choices, research scaffolds, setting individual pace
- **Content:** presenting content knowledge in multiple formats including graphic organisers, verbally, visually and through different media (for example music, video clip, texts)
- **Product:** goal setting and variations to assessment, co-construction of success criteria
- **Environment:** learning spaces, learning partners, choice of materials

Figure 2- Based on Carol Tomlinson's work on the differentiated classroom



Teaching and Learning Design for Personalised Learning:



Personalised Learning at Turner School is underpinned by an inquiry learning approach and draws connections between learning and teaching to build skills and understanding; to be and become 21st Century Learners, and to build agency for students to become successful learners through understanding the process of learning. It is cyclical in nature where teachers, students, families and educational leaders collaboratively reflect on learning growth for the student and design the next step in their learning to take them further.

Principles of learning

The 7 principles of learning as summarised in the OECD publication *The Nature of Learning*.

- learners at the centre
- social nature of learning
- emotions are integral to learning
- recognising individual differences
- stretching all students
- assessment for learning (assessment/ feedback that occurs as students are learning)
- building horizontal connections

A Community of Inquirers:

Learning through an inquiry lens allows teachers to personalise the pace, the product and ways of learning for students in the context of whole class learning and reflects real world expectations. When personalising for students, allowing students to lead the pace for example, may support their next stage of development. A student with a disability may need to move through the learning at a step by step pace that allows for repetition to support retention. A gifted student can typically take on new learning at a fast pace, allowing for depth and transfer of knowledge to be achieved. Both can be managed at the same time through an inquiry approach. This approach is used from preschool to year 6. In years 3-6, students will access curriculum outcomes through Passion Projects and Project Based Learning where they can connect with interests and purpose and use their strengths to contribute to a collective goal while also learning from their peers.

The demands on learners.... are evolving fast. In the past, education was about teaching people something. Now, it's about making sure that individuals develop a reliable compass and the navigation skills to find their way through an increasingly uncertain...and ambiguous world...These days, we no longer know exactly how things will unfold....A generation ago, teachers could expect what they taught would last a lifetime for their students. Today, schools need to prepare students for more rapid economic and social change than ever before, for jobs that have not yet been created, for technologies that have not yet been invented, and to solve social problems that we don't know yet will arise.....How do we foster motivated, engaged learners who are prepared to conquer the unforeseen challenges of tomorrow, not to speak of those today?` (Four-Dimensional Education, Fadel, Bialik and Trilling).



Learning and teaching to build skills and understanding:

Learning for all students is linked to the curriculum (AC, EYLF and VC) and is differentiated to match the students where they are demonstrating their skill and understanding. Learning Intentions, Success Criteria and 'I can' statements make learning expectations and criteria for success visible and accessible for student understanding. In order to personalise for student learning the teachers are supported by a toolkit: 'The Art of Substantive Conversations'. Teachers confer regularly with students and support students to reflect on individual goals and plan for their next step. Teachers make connections back to the curriculum and use a workshop model (*Debbie Miller*) to ensure that there is a balance between explicit and instructional teaching, independent investigation and reflection, and collaborative learning. This workshop model means that at times when students are engaging in important 21st Century learning experiences, for example independent creative investigation and collaborative learning, there is time to systematically meet with each student to focus on their learning progression and pace. Learning and teaching to build characteristics and dispositions to become a 21st Century Learner:

Included as part of the inquiry approach to learning at Turner, students can develop dispositions essential to learning success in the 21st Century. During learning experiences, teachers are carefully managing the tension between easy successes to build confidence and hard challenges to build further skills and understandings. This provides opportunities for students to practise and strengthen positive dispositions

toward learning. Under Learning Assets (or characteristics) of effective learning, including: 'I am a communicator' and 'I am a self-manager'; learning dispositions such as reliability, curiosity, creativity and resilience will help all students to become successful learners. In consideration of the *OECD's 7 Principles of learning*, Turner School recognises that emotions are integral to learning and dedicates time to teach social and emotional literacy with a focus on promoting a safe learning environment (including through our School Values) and encouraging the development of a growth mindset. This supports students to actively stretch their personal achievement through an attitude of 'I can...' or 'not yet and I will...' rather than 'I can't' or 'I will never....'.

Learning and teaching to become successful learners through learning how to learn:

Learning and teaching is designed to support students in becoming partners in their own learning through building a sense of agency. This is a curriculum outcome in the Preschool's curriculum, the Early Years Learning Framework. It is an outcome that is continued through the focus on Learning Assets in the classroom and expands to promote students' understanding of the process of how to learn. At their level of achievement, students are developing their understanding to practise and articulate:

- *What am I learning?*
- *How am I going to learn it?*
- *How will I know I am successful?*
- *What is my attitude toward this new learning*
- *How will that help me?*

Teachers actively support all learners (i.e., small group and mainstream classes) to be the leader in sharing learning at home and consulting with their families about what they are doing to stretch their learning to the next edge. Empowering students to be partners in their learning through this process becomes a skill that will transfer and lead to further learning successes across different contexts.

Reflecting on learning growth to move to the next edge:

The *plan-act-notice-reflect* process encompasses the cyclical nature of personalised learning. All students are supported through individual goal setting, formative assessment, (noticing students as they are learning) and feedback to individually and collaboratively reflect on their growth. Teachers are equipped with a toolkit for feedback (*Student Feedback Statement*) and use a wide range of strategies to involve students in reflection, feedback and step by step stretching in their learning. From a teaching perspective, Turner teachers are inquirers themselves and are committed to using an inquiry mindset to collaborate with other experts and ask two questions: what's going on for each learner and how do we know> '*...The first question ensures the process is responsive to all learners and the second ensures it based on evidence*' (H. Timperley, 2017).



Knowing the individual learner:

Turner School utilises a suite of assessment practices to ensure teachers are well-informed about the next steps for learning and identify students who may have different needs and require additional accommodations in the teaching and learning cycle. For reading, writing, spelling, grammar and maths, teachers collect 'triangulated data' which is sourced in three different ways. The purpose of this is to make educated judgements about long term impact, misconceptions to address, perceptions that may impact and prioritise next small steps. Students who are on an Individual Learning Plan (including students with learning differences and Gifted and Talented) and students from EALD backgrounds will have a more personalised selection for assessment. Being data informed is also used as part of the *plan-act-notice-reflect* cycle to determine impact for individuals and collective impact on student learning across our school. The table below summarises key data analysed as part of planning for student learning:

Type of Data Set	Formats Collated		Purpose
Whole School Data (System Wide Data)	<ul style="list-style-type: none"> NAPLAN and PIPS A-E grades (yrs 1-6) 	<ul style="list-style-type: none"> EALD moderation process School Climate/Satisfaction Survey 	Looking at achievement growth trends across year groups and over time (three-year trends). Used to identify areas to refine collective teaching practice. Targets for improvement based on this data is identified through our Strategic Plan and Annual Action Plan
Demographic Data	<ul style="list-style-type: none"> AEDC 	<ul style="list-style-type: none"> NCCD 	Understand the groups of students and associated needs that make up our community. This will inform what kind of data we will collect for growth, learning opportunities we need to provide in the school community and professional learning for staff to further strengthen teaching practice.
Cohort data (School Based Data)	<ul style="list-style-type: none"> NAPLAN Reading Benchmarks 	<ul style="list-style-type: none"> Place Value SENA assessment 	Looking at term by term trends in year groups help to identify whole group learning focus for following term.
Class Profile (School Based Data)	<i>In addition to cohort data:</i> <ul style="list-style-type: none"> Class reading VENN 	<ul style="list-style-type: none"> Class Writing Map 	Indicate groupings for students and teaching emphasis matched to need- adjustments made to current plan
Individual Student (Dynamic Class Data)	<i>In addition to class profile data:</i> <ul style="list-style-type: none"> Gifted and Talented checklist (all students K-6) Maths Rich Task Analysis 	<ul style="list-style-type: none"> Letter identification, phoneme checklist, spelling inventory, writing maps, oral language 	Knowing where each student is up to right now and the next step in their learning continuum. Teachers are aligning what they know about individual students with their daily planning.
Formative Assessment (Dynamic Class Data)	<ul style="list-style-type: none"> student self-assessment peer feedback 	<ul style="list-style-type: none"> student designed goal reflection co-constructed success criteria 	
Student Diversity (School Based Data)	<ul style="list-style-type: none"> EALD moderation EALD language progressions 	<ul style="list-style-type: none"> ABLES- curriculum checklist 	Looking at models for support across the school to allocate resources.
Case Management (School Based Data)	<ul style="list-style-type: none"> Explicit Instruction Observation Tools to dig deeper into literacy & numeracy 	<ul style="list-style-type: none"> Learning Differences Adjustment checklists Psychologist reports, external agency reports where available 	A data process of drilling down to personalised strategies, accommodations for learning and reasonable adjustments for individual students to support access to the curriculum and ensure consistency amongst support.

Opportunities for enriched learning:

Utilising data collated from classroom opportunities (Turner Assessment and Monitoring Schedule), standardised testing, psychologist testing; and student interest, self-assessment and/or self-nomination, Turner provides a range of enriched learning opportunities across the school. Opportunities change year to year as they are dynamic and responsive to student interest and needs. They are implemented based on collective strengths and passions of the community.

	Preschool/Kinder	Year 1/2	Year 3/4	Year 5/6
Universal opportunities	<ul style="list-style-type: none"> • annual Festival- STEAM/ Artists' & Writers' • Green Rangers (K) • Choirs/Ukulele Collective • specialist Arts teachers provide opportunities for students to excel in visual art and music • Incursions and excursions 			
Team specific opportunities	<ul style="list-style-type: none"> • incursions • buddy class mentors 	<ul style="list-style-type: none"> • writing electives • expert visitors • buddy class mentors • Aquasafe (year 2) 	<ul style="list-style-type: none"> • Passion Projects • Chess • Expert visitors • Buddy class mentors 	<ul style="list-style-type: none"> • Project Based Learning • Chess • Performing Arts electives • Tech time electives • Sports leaders • Year 6 buddies • Based on interest: the Dorothea MacKellar Poetry competition, Robots in Space competition
Individual opportunities	<ul style="list-style-type: none"> • Student Representative Council (SRC) • Kitchen Garden Program (small group classes) • Bikes (small group classes) 	<ul style="list-style-type: none"> • SRC • Swim School • Kitchen Garden Program (small group classes) • Bikes (small group classes) 	<ul style="list-style-type: none"> • SRC • Limelight Art and Performing Arts • Northside Spectacular • Swim School • Kitchen Garden Program (small group classes) • Bikes (small group classes) 	<ul style="list-style-type: none"> • SRC • chess representation • Maths Olympiad • Tournament of the Minds • brass bands • school sporting teams • Limelight and Performing Arts • Northside Spectacular • Swim School • Kitchen Garden Program (small group classes) • Bikes (small group classes)

Case management approach:

The leadership team at Turner School has developed a case management approach to capture and meet students at point of need to ensure all students have opportunities for maximum growth. It is about tracking growth of all students at any academic, social emotional and social communication level. If a student is demonstrating minimal growth or significant accelerated growth they are considered in the Case Management process.

Case Management is a three-tiered approach and contextualised to Turner School from the researched framework *Response to Intervention*. Each tier is informed by student data and each provides deeper data about student need. (Sharratt, Fullan 2012). The approach highlights the importance of teachers collaborating and using the collective expertise of the school to plan for targeted support.

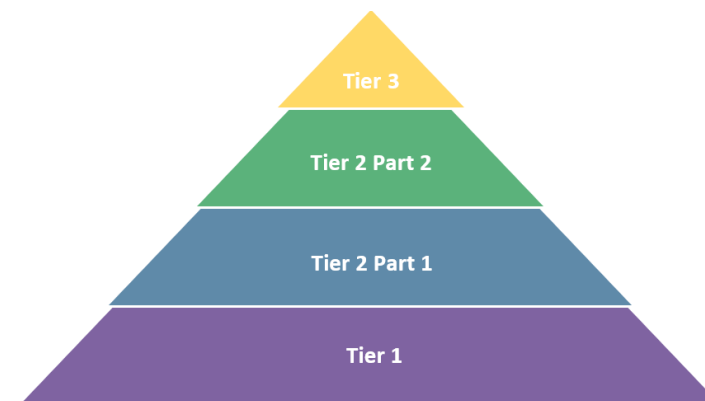
"The earlier we intervene, the greater chance we have to effectively reduce and eliminate the achievement gap in the long run. When a school has a high-functioning Professional Literacy Community, common formative assessments are often used to determine where intervention efforts are most needed. [There is informed consideration regarding] how to form instructional groups for intervention; who will be providing the intervention and what the intervention will be.....High level, professional conversations are the tipping point for effecting positive achievement gains" (Regie Routman, 2014, Read Write, Lead)

The teaching and learning design for personalised learning would come under Tier 1 of case management. All teachers analyse the data available and if they are seeing minimal growth or significant accelerated growth they would engage the expertise of their team leaders/teaching coach to refer their student to Tier 2.

Tier 2 is divided into two parts. In Part 1 teachers are working collaboratively during Professional Learning Communities (PLC) times and team meetings to analyse assessment and plan for meeting a student at point of need. Consistency of high-quality support is managed through a set of resources and a toolkit of strategies that are proven to positively impact learning. Teachers implement a plan to make instructional intervention explicit based on 'If you are seeing [*learning behaviour/achievement noted*]then [*identify explicit instruction for teaching*]'. Through observational and assessment data using Learning Difference Adjustment Checklist teachers are also identifying high yield strategies to incorporate into their learning sequences specifically for the targeted student. Teachers collaboratively use the *plan-act-notice-reflect* cycle to check for impact, make dynamic (ongoing) reasonable adjustments to support student and will refer students to Tier 2 Part 2 if there are questions around growth.

Tier 2 Part 2 brings more experts to the decision making and involves a broader team including the executive teaching team. The team will discuss and debate intervention, design learning steps and allocate a 5-week block of in class targeted support. Parents and students, where relevant, will be involved with the *plan-act-notice-reflect* cycle to determine impact. If minimal growth has been achieved even after this significant input, student is referred to Tier 3- Student Support.

The Tier 3 Student Support team comprises of the school psychologist, Principal, Deputy Principal and Disability Education Contact Officer. Class teachers and team leaders meet with this team to discuss student need, accommodations and adjustments already in place, their impact and additional supports that could help. The role of this team is to determine need for cognitive and learning assessments, involvement of external agencies and allied health. It may involve identification of intellectual disability, learning difference, mental health condition or a Gifted and Talented diagnosis. From here, the student support team accesses eligible resourcing and personalised learning. It may involve eligibility to be part of the small groups or inclusion support program.



Individualised documentation and opportunities for identified students may include:

EALD	DISABILITY	Learning Differences	GIFTED and TALENTED	ABORIGINAL and TORRES	SOCIAL/ECONOMIC DISADVANTAGE
<ul style="list-style-type: none"> Individual Learning Plans (ILPs) Short term withdrawal model where appropriate ACT ED ongoing tracking grids for speaking, listening, reading and writing 	<ul style="list-style-type: none"> ILPs Eligibility based: Small Group intervention / Inclusion Support Program Integration Plan Personal Care Support Plan Learning Differences Adjustment Checklist Adjustment Matrix 	<ul style="list-style-type: none"> Personalised Learning Plan Learning Differences Adjustment checklist Adjustment Matrix 	<ul style="list-style-type: none"> ILP/PLP related to academic/interest/social mentoring in and outside the school Accelerated learning progressions as supported by Psychologist report Adjustment Matrix Co-constructed goal setting and learning sequence design 	<ul style="list-style-type: none"> PLPs School cluster events Leadership of cultural integrity connections in the school 	<ul style="list-style-type: none"> ILPs Learning Differences Adjustment checklist Adjustment Matrix

Transitions and pathways

Turner School understands the necessity to support some students in transitioning between settings (e.g. year 6 to year 7, Intensive English Centre (IEC), small group to mainstream, entry to school) and establishing educational pathways to ensure that their potential is met. The school works with families to develop a transition action plan where required as a part of an Individual Learning Plan.

Personalised Learning promotes a culture of reflective practice and consultation:

Teachers dedicate time to learning about students' interests, backgrounds and goals to get to know their students well. Effective communication between the school and families is crucial in meeting personalised learning needs of each child. Providing background knowledge from home related to learning or from a child's previous school setting helps the school to set up learning success. Ongoing communication and 'checking in frequently' between home and school allows the three-way communication between the student, teacher and home to identify potential challenges, share guidance to promote learning and give feedback around misconceptions, challenges and exciting next steps for the student. To support ongoing communication about learning:

- School based reports are sent home at the end of each semester and students have an ongoing portfolio of learning examples to document their journey
- Parents and carers and students as partners are involved in the setting of educational programs and plans to cater for the needs of students. This may include the establishment of an Individual Learning Plan.
- Families are informed if students are involved in any enrichment groups, special mentoring or targeted activities.
- Parents may also need to meet with their child's teacher, the school counsellor, principal or other executive and teaching staff from time to time.
- Parents are encouraged to raise queries or look for clarification regarding their child's learning growth as their expert understanding of their child is a key component in personalising learning for their child's needs.

Please contact the front office if you would like to access the current contact officers:

For all students:

- First point of call: Classroom teacher
- Executive leadership team: Year Group Team Leaders, Deputy Principal, Principal

Specific to EALD:

- EALD specialist teacher

Specific to Disability:

- Disability Education Contact Officer (DECO)
- School Psychologist

Specific to Aboriginal and Torres Strait Islander students:

- Aboriginal and Torres Strait Islander contact officer

Specific to Gifted and Talented students:

- Gifted and Talented Leader Officer (GATLO)

Key Research Base:

- Dumont, H, Istance, D and Benavides, F (2010) The nature of Learning: Using Research to Inspire Practice, OECD Publications, Paris
- Sharratt, L Fullan, M, (2012), Putting faces on the data, what great leaders do, Hawker Brownlow, Victoria
- Fadel, C, Bailik, M, Trilling B, (2015), Four Dimensional Education, the competencies we need to succeed, OECD Publications Paris
- Miller, D. (2013) Reading with Meaning, Stenhouse Publishers
- Hattie J, Yates, G. (2014), Visible Learning and the Science of How we Learn, Routledge
- Ellerton, P. (2018) University of Queensland, Assessing Critical and Creative Thinking
- Timpeley, H (2017), Developing Adaptive Expertise through Professional Learning Communities

Definitions

- **AEDC**- Australian Early Development Census provides information for schools, communities and governments to pinpoint the services, resources and support for children and families to help shape the future and wellbeing of Australian children.
- **ABLES**- Abilities based learning and educational support. A curriculum assessment framework designed for students who are not yet performing at the Australian Curriculum foundation level.
- **Case Management** is a coordinated and collaborative approach to the identification and development of appropriate strategies and provisions for gifted and talented students.
- **Cultural Integrity** describes the environment a school creates to demonstrate both respect and high regard for Aboriginal and Torres Strait Islander histories, cultures, knowledge systems and languages; welcome and engage with Aboriginal and Torres Strait Islander families and local community members; meet the learning needs and aspirations of all Aboriginal and Torres Strait Islander students.
- **DECO**- Disability Education Coordinator Officer is a Principal designated officer who provides a point for contact between the school and the Directorate regarding the school's approach to, and advice on, meeting the needs of gifted and talented students.
- **Developmentally appropriate programs** refer to provisions and strategies that cater for the intellectual, physical and emotional needs of gifted and talented students. Provisions and strategies may include but are not limited to one or more of the following: differentiated curriculum that supports supported or enriched learning; counselling; environmental adjustments; partnerships with external agencies, and grouping.
- **Disability**: means a loss or reduction in ability to function on a day to day basis, caused by one or a combination of impairments including intellectual and physical disability, vision and hearing impairment, language disorder, mental health condition and autism.
- **Dual Exceptionality** (twice-exceptionality) refers to gifted students who also present with; one or more specific learning difficulties; physical, emotional or behavioural disabilities; or other factors which may impair performance and mask high potential and or achievement
- **EAL/D** English as an Additional Language or Dialect: EAL/D is the education acronym for students whose home language is a language or dialect other than Standard Australian English (SAE) and who require additional support to develop proficiency in SAE. The use of the acronym EAL/D recognises the English language learning needs of Aboriginal and Torres Strait Islander students who speak an Aboriginal or Torres Strait Creole, or a variety of Aboriginal English, as their home language, as well as those who speak a traditional or heritage Indigenous language, and migrant and refugee students who speak an English-based Creole, pidgin or dialect as their home language, as well as those who are learning English as a second or additional language (ESL/EAL).
- **Early Entry** is a placement process for students who demonstrate readiness for formal schooling earlier than the usual school commencement age. *Early Entry for Aboriginal and Torres Strait Islander children is available for children in the semester prior to their preschool year in an ACT Public School. *Early Entry EALD placements in ACT Public Schools are for children who are non-English speaking. This procedure enables children access to a maximum of 6 hours of preschool education per week for up to 6 months in the year before preschool. Placements are offered from the beginning of Term Three if preschool places are available.

- **External Agencies** are community based organisations that provide educational opportunities and programs for students.
- **Gifted and Talented** students are those whose potential is distinctly above average in one or more of the domains of human ability: intellectual, creative, social, physical.
- **Gifted and Talented Checklist-** a checklist designed by a Turner teacher who has expertise in GAT education. It is a checklist of indicators typically observed in children who are GAT. Teachers use this to monitor progress through a lens to think critically around whether a student is meeting potential.
- **GATLO-** Gifted and Talented Liaison Officer is a Principal designated officer who provides a point for contact between the school and the Directorate regarding the school's approach to, and advice on, meeting the needs of gifted and talented students.
- **Inclusivity:** means including every student in the educational programs offered by the school. It involves personalising the learning program for each student by valuing their uniqueness - their interests, experiences, abilities, prior learning, insights, needs, cultural and ethnic backgrounds, and learning styles.
- **ILP-** Individual Learning Plan identifies the student's individual needs, pathway, goals and priorities for learning. An ILP is designed by teachers in collaboration with parents/carers, relevant professionals and the student, to inform the planning, delivery and evaluation of the student's personalised learning program. ILPs are regularly monitored and evaluated.
- **NAPLAN-** The National Assessment Program of Literacy and Numeracy (years 3 and 5)
- **NCCD-** National Consistent Collection of Data: data collated at a National level to indicate the number of students at each school who require additional adjustments to access the curriculum. It also indicates the level of adjustments required. This information is used to allocate resourcing
- **PIPs:** Performance Indicators in Primary Schools, a national assessment for Kindergarten students
- **Reasonable adjustment:** is a measure or action taken by an education provider that has the effect of assisting a student with a disability:
 - in relation to an admission or enrolment
 - in relation to a course or programs
 - in relation to facilities or services
 - on the same basis as a student without a disability, and includes an aid, facility, or a service that the student requires because of his or her disability.
- **RTI-** Response to Intervention: is a process that aims to shift educational resources toward the delivery and evaluation of instruction that works best for students.
- **SENA:** an assessment element that can be used in isolation by teachers to assess current levels of thinking in mathematics
- **Talent** refers to a student's outstanding performance in one or more fields of human activity: academic, technical, science and technology, arts, social service, administration or sales, business operations, games or sports and athletics.