



LEARNING DIVERSITY

Policy

***“I will instruct you and teach you the way you should go;
I will counsel you with my eye upon you.” Psalm 32:8***

1. RATIONALE

The College Mission Statement states that our “young women will be offered opportunities that will enable them to become individuals filled with hope”. The Learning Diversity and Wellbeing practices of the College operate within this context to help ensure that every student experiences an equitable and inclusive education that challenges and empowers her to achieve her individual potential. To achieve this goal, priority is given to developing a curriculum and learning program that recognises and responds to the diverse needs of all students.

2. PRINCIPLES

- All students should be treated with dignity and have access to education and training within a safe, supportive and positive learning environment.
- Each student is entitled to knowledge, understanding and skills that will provide a foundation for successful, lifelong learning, and participation in the community.
- The support of students with diverse needs is a matter of importance and is the responsibility of all staff.
- The College curriculum is designed so that every student can learn and that every student's needs are important.
- The pedagogical framework calls for us to name and know our students, use data and research-informed practices, to provide differentiation and adjustments that ensure learning growth.
- The College curriculum recognises the different rates at which students learn, individual learning styles, diversity of backgrounds, and the impact of wellbeing on learning.
- Staff are provided with information on individual students, professional learning and guidance to best support each student's learning and wellbeing needs.
- Students with additional learning and wellbeing needs are best supported when the student, staff, outside agencies and parents/carers work in partnership.
- Our practice is aligned to the Disability Standards for Education.

3. IMPLEMENTATION

- Learning Diversity Support is delivered in a manner that is consistent with the requirements of the Commonwealth *Disability Discrimination Act* 1992, the *Disability Standards for Education* 2005, the *College Pastoral Care of Students Policy* and the College Privacy Policy.
- The Director of Learning Diversity oversees the Learning Diversity Program.
- Students requiring learning support or adjustments are identified through screening, progress monitoring, wellbeing/academic case management and data-informed decision-making processes.



- Teachers assume the primary planning and instructional role, while Learning Support Officers support the implementation of the adjusted and/or modified learning programs under the direction of the teacher.
- Within the area of Learning Diversity, particular individuals are specifically identified as requiring support in addition to the core curriculum. These include:
 - Students with learning needs who attract a level of targeted funding (NCCD/SWD - Students with Disabilities program)
 - Students with learning disabilities or difficulties who are not funded
 - Students with chronic and/or mental health needs
 - Students with a range of wellbeing needs that impact learning
- Students identified as requiring learning support may be referred for further assessment.
- Under the direction of the Deputy Principal Learning and Teaching, the Director of Learning Diversity ensures that student referrals and funding submissions are made, and documented.
- Subject teachers adapt teaching styles, classroom organisation and management, curriculum provision and assessment to provide access to all students in their subject.
- Students requiring learning support will be given assistance, consideration, adjustments or modifications, so that they can remain in the regular classroom. It is only in rare circumstances, and following consultation with parents/carers and with Principal approval, that a student would be withdrawn from a subject or from the mainstream classroom to complete an explicit personalised learning program.
- Modifications that affect either the learning or assessment outcomes of a student must be undertaken under the direction of the Deputy Principals and/or the Director of Learning Diversity and be through a process of consultation and express written permission of parents/carers, including those made for wellbeing purposes.
- While the Director of Learning Diversity is responsible for the student profile documentation that highlights learning and teaching strategies that are appropriate for individual students, the onus for the implementation of these recommendations rests with the individual subject teachers.
- Subject teachers develop Personalised Learning Plans, learning activities and complete modified reports.
- The Pastoral Care team develops wellbeing learning plans and communicates these to teachers to implement.
- Program Support Group (PSG) meetings are held to provide clear communication between the College and parents/carers. These meetings are scheduled and documented by the Director of Learning Diversity and/or members of the Pastoral Team, and distributed to members of the group.
- Support is offered for students during periods of transition including subject selection and establishment of a pathway throughout school to appropriate post school options.
- The progress of students receiving student learning support is monitored in an ongoing manner.
- Professional learning opportunities are offered to all staff to support them in their understanding and delivery of a differentiated curriculum, including their development of Personalised Learning Plans.
- Parents/carers may be provided with support materials and resources to assist in their support of their daughter's learning.
- Resourcing for Learning Diversity programs are impacted by NCCD funding.



4. RELATED POLICIES AND DOCUMENTS

- Assessment and Reporting Policy
- Attendance Policy
- Gifted and Talented Policy
- Child Safety and Wellbeing Policy
- Child Safety Code of Conduct
- Pastoral Care of Students Policy
- Commonwealth Disability Discrimination Act 1992
- Disability Standards for Education 2005
- College Privacy Policy

5. LEARNING DIVERSITY POLICY STATUS AND REVIEW

STATUS OF POLICY	
College Leader Responsible	Deputy Principal Learning & Teaching
Approving Authority	College Leadership Team
Approval Date	July 2026
Date of next review	July 2029
Publication	Website; Staff Portal; Staff Handbook

Record of Review

Details of Amendments	By Whom	Date
	Deputy Principal Learning & Teaching	July 2026