

Respect | Perseverance | Integrity | Creativity



**VICTOR HARBOR**  
HIGH SCHOOL

# Learning Inclusion Policy and Procedure

and Operational Guidelines

Document Control

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## Vision

Our students will leave us as proficient writers and speakers, great leaders when they can be, good followers when they should be, artists no matter their field, and positive team members when required. As global citizens they are aware their behaviour makes a difference, and above all they are generous of spirit.

## Rationale

School Values: Perseverance, Creativity, Integrity and Respect.

Successful students actively participate in their learning. They make decisions based on sound evidence, skilfully solve problems and deal proactively with new situations.

They develop and use a growth mindset believing that, with effort they are capable of learning and achieving their personal best. Research and experience also indicate that regular attendance at school is a significant contributing factor to student success.

Victor Harbor High School collects regular data about students (AAB data) which is used to monitor and support students. Another significant measure of success in learning is the grade students receive at the end of each Semester.

There are a number of levels of support available for students. Intervention and Support at Victor Harbor High School aims to support students to move primarily from wave 2 Intervention back on track to wave 1 Intervention.

### Wave 1 Intervention

Quality differentiated Curriculum  
Resource Centre (Including Research and Time management support)  
House Time Wellbeing and Mentoring activities

### Wave 2 Intervention

Learning Support Programs (LSP) – Including Literacy, Numeracy and Wellbeing Programs  
Nunga Room – ATSI support and tutoring

### Wave 3 Intervention

Doctor on Campus  
Flexible Learning Options (FLO)  
Special Class and Special Education Unit.

## Procedure

### Student Learning Readiness

#### Progression to the next Year Level

Students will progress to the next year level on successful completion of subjects studied at the previous year level.

#### Progression from Year 10 to Year 11

Students will successfully complete

- PLP (Personalised Learning Plan) to a minimum C grade.

#### Progression from Year 11 to Year 12

Students will successfully complete

- Research Project with C grade or better.
- Two semesters of English (20 Credits) with a C grade or better.
- A minimum of one semester of Mathematics (10 Credits) with a C grade or better.
- A total of 120 SACE Credits.

Access to all subjects will need to follow the pre-requisite subjects as outlined in the VHHS Curriculum Handbook (e.g. Year 12 Physics requires successful completion of two of semesters of Year 11 Physics).

If the promotion of an individual student comes into question due to insufficient evidence of academic achievement and/or readiness the school will take a collaborative approach involving the student and their family with the appropriate House Team Leader and Student Support Team to determine progression.

Similarly, students demonstrating readiness to study at a higher level will be supported to do so.

The process to determine a student's progression to the next year level is based on the continuous gathering of relevant information including; results, attendance, teacher comments, student and family information, and any special circumstances.

Information is shared with the student's family as a basis to determining jointly the best study and support program possible to maximise the student's success opportunities for the next year of study.

Progression will be finalised by the appropriate House Leader and Student Support team at the end of the academic year.

Some students require additional support with their learning or emotional wellbeing to ensure their inclusion in all aspects of learning. Victor Harbor High School provides targeted intervention for these students to ensure that they learn alongside their peers supported by necessary adjustments and teaching strategies tailored to meet their individual needs.

Students who require additional learning and wellbeing support can be nominated by a teacher, family member or self-nominate. Referrals for additional support are submitted to the Student Services Team. This includes students with poor attendance records. This team then allocates the referral to the most appropriate support service for consideration and action.

*\*NB: Students who access the Special Class and Special Education Unit do so through Regional Support Services and not through parent referral. Regional Support Services assess students and then allocate them based on these assessment results.*

*Similarly, the decision to enrol a student in the Flexible Learning Options (FLO) program is a school-based decision; however, families may request FLO enrolment as an option.*