

# SOAR

## At Carmel School, students

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Strive for success through being provided with rich

O

Opportunities to progress and

A

Achieve. Each student is supported to

R

Reach their full potential, with the care and expertise of Carmel School educators.

## Overview

### DIFFERENTIATION AT CARMEL SCHOOL.

Teachers at Carmel differentiate their teaching to meet the diverse needs of learners. Our teachers know that building a strong relationship with each student provides the foundation for learning success in the classroom, along with high expectations and extensive support. We recognise that all students are individuals in the classroom and their education needs to address them as whole people. Our classrooms aim to be engaging environments that celebrate the joy of learning.

Carmel teachers are experts at meeting the needs of our students.

### HOW DO WE DECIDE WHICH STUDENTS ARE INCLUDED IN EACH GROUP?

Julia Creasy, the Dean of Learning and Teaching (Primary) along with Terri Spartalis and Paula O'Toole (High School), oversee the intervention programs at Carmel School. Julia, Terri and Paula work with teachers to monitor the progress of students. This monitoring occurs through a variety of sources including:

- Expert judgements made by teachers from observations in the classroom and work samples.
- Data gathered from teacher assessments based on SCSA Judging Standards.
- Data gathered from standardised tests such as the AGAT test for students in Years 6, 8 and 9.
- NAPLAN data gathered in Years 3,5,7 and 9.
- Information provided by other professionals working with students. For example, specialist teachers, our School Psychologist, Occupational Therapists, Speech Therapists.

Data are gathered and examined. When students are not making expected progress, we firstly look to see what can be done in the classroom to support the needs of the individual. Following this, we look to see if removal from the classroom to join a Learning Support group may provide a better opportunity for success in the classroom.

Our Learning Support groups at Carmel are not fixed. We recognise that all students are dynamic learners. We plan our programs to further their strengths and reduce weaknesses. Therefore, a student may be in a

group for a term or semester rather than a whole year. In addition, we create learning opportunities for our students that meet their unique and diverse abilities. Learning Support at Carmel School is designed in response to the needs of the student.

Parents continue to be partners in their child’s intervention journey. Prior to joining a group, parents are contacted, informed, and asked for their consent for their child to take part. This is also an opportunity for parents to connect with the educator of each group. In all programs, learning is documented, progress is measured and feedback is shared with parents throughout the year.

## Carmel Primary School

### LEARNING SUPPORT AND ENRICHMENT

Carmel Primary School has a unique support program for students. Each teacher has several lessons each week timetabled in other year groups. This provides an extra teacher in the classroom for various sessions each week enabling further differentiation and attention for students whilst developing relationships with students they may teach in the future. With our small class sizes, this often results in students working on tasks such as writing, maths, reading and Hebrew in a differentiated small group, with a staff member assigned to each group. The clear benefits of this are the time, attention and personalised feedback provided to each student.

### EDUCATION PLANS

Teachers, alongside the Dean of Learning & Teaching and the School Psychologist, work to create an **Education Plan** for students when they are at risk of, exceeding or not meeting the year level curriculum. The plan allows goals to be created to carefully monitor the progress of individuals. Student plans can be created to monitor education, behaviour or attendance goals.

When a student receives a diagnosis impacting on his/her ability to learn or function at school, an **Individual Education Plan** is created in consultation with the School, parents, allied health professionals and medical specialists. The School works to implement recommendations made to meet appropriate accommodations to assist student learning. Goals are set and progress is carefully monitored and communicated with the parents.

### ENRICHMENT IN THE EARLY YEARS

At Carmel, we believe it is essential to develop higher order thinking in the early years. Here our focus is on fostering curiosity, probing for deep thinking and considering the perspectives of others.

Title	Year Groups	Format	Frequency
Decision making and actions	Kindergarten	In classroom	Daily
Philosophy and Ethics	Pre-Primary and Year 1	In library session	Weekly

### PASSION PROJECTS

These programs cultivate specific areas of strength and special interest.

Title	Year Groups	Format	Frequency
Maths Enrichment	Year 3 – 6	Small group withdrawal	Weekly
Robotics and Coding	Year 4 – 6	Self-nominated	Weekly
Board Games Club	Year 4 – 6	Self-nominated	Weekly
Chess Club	Years 1 – 6	Self-Nominated	Weekly

## LEAP (Learning Enrichment Activity Program)

Programs to extend higher order thinking skills have included:

- Creative and Critical thinking
- Ethical thinking
- Personal and social capabilities
- Intercultural understanding

Title	Year Groups	Format	Frequency
Philosophy and Ethics	Year 2 & 3	Small group withdrawal	Weekly from 2024
Term 1 – Passion project Term 2 – Speakers Challenge Term 3 – Design Your Own.... Term 4 – Project Based Learning	Year 4	Small group withdrawal	Weekly
Term 1 & 2 – Debating Term 3 & 4 – Project Based Learning	Year 5	Small group withdrawal	Weekly
Term 1 & 2 - Cluedunnit Term 3 – Book Week Term 4 – United Nations project	Year 6	Small group withdrawal	Weekly

## COMPETITIONS

Title	Year Groups	Format	Frequency
<b>Speakers Challenge</b> Interschool Public Speaking Competition	4 & 6	Linked to Year 4 LEAP program	Annual
<b>Maths</b> The Maths Challenge Australian Maths Competition	4-6	Linked to maths enrichment. Problem solving in pairs. Individual	Weekly
<b>Debating</b> In school and interschool	5	Linked to Year 5 LEAP program	Terms 2-4, weekly
<b>Future Problem Solvers</b> academic program that teaches problem solving strategies, collaboration, critical and creative thinking, and effective communication	Year 5 and 6	Linked to Year 5 and 6 LEAP program	Annual
<b>Cluedunnit – Law Society of WA</b> Teams investigate a fictional criminal offence with the goal of identifying the prime suspect. Teams then submit their findings in a creative way of their choosing.	6	Linked to Year 6 LEAP program	Annual
<b>IPSHA Academic Challenge</b> 6 rounds of questions on geography, English, maths, general knowledge and logic puzzles.	4-6	Linked to Years 4-6 LEAP programs	Annual

## LEARNING SUPPORT PROGRAMS

There are times when the most effective means of meeting the needs of a small group or individual is to work outside the classroom. In these situations, we have a variety of experts on hand to provide learning programs for students who are struggling to access the year level curriculum. Programs are carefully selected to ensure they are research based and provide students with the best chance of success.

Title	Year Groups	Format	Frequency
<b>Bond Blocks</b> Develops fluency with number bonds, addition and subtraction concepts and the relationship between them. Students develop skills for calculating strategies, place value, mathematical reasoning and problem solving.	Pre-Primary - Year 6	Individual and small groups	4 x 15-minute sessions each week
<b>Sounds-write Spelling</b> Teaches how the sounds of the language are represented by the writing system.	Pre-Primary – Year 4	Whole class and small groups	4 x 20-minute sessions each week
<b>Spelling Club</b> Using the Sounds-Write spelling program to provide targeted intervention to a small group of students.	Year 3 – 4	Small group	Four days each week. 15 minute sessions
<b>Decodable Texts</b> for teaching reading and comprehension. Decodable texts allow the reader to use their decoding skills rather than relying on pictures or guessing. This strengthens the growing neuronal connections in the brain.	Year 1 – 6	Individual and small groups	3-5 sessions each week
<b>Talk for Writing</b> Talk for writing is a unique process, using spoken language to teach writing skills. Quality writing is created by first expanding and developing students' oral language skills and then teaching the necessary steps for exceptional sentence, paragraph and text construction.	Pre-Primary – Year 3	Whole class and small groups	Every week.

## HEBREW LANGUAGE LEARNING

All students at Carmel learn Hebrew. Where students struggle to meet the expectations of the year level language curriculum, they are placed in a small group working at a slower pace and with a focus on oral language, reading and writing Hebrew with support.

When students are exceeding the expectations of the year level curriculum, they are placed in a Hebrew extension group. This group works at a faster pace, with increased content and higher expectations.

Title	Year Groups	Format	Frequency
<b>Hebrew Support</b> Slower pace with support.	Year 1-6	Individual and small groups	3-5 sessions each week
<b>Hebrew Extension</b> Faster pace, higher expectations, increased content.	Years 3 – 6	Small group withdrawal	Daily
<b>Torah Enrichment</b>	Kindergarten – Year 6	Self-nominated	Twice weekly

# Carmel High School

## GIFTED AND TALENTED EDUCATION

Gagné's definitions and model of giftedness and talent have been used to inform policy making at a federal level and at Carmel School.

*Giftedness* is defined as the possession of natural abilities or aptitudes at levels significantly beyond what might be expected for one's age, in any domain of human ability. Giftedness defines outstanding **potential** rather than outstanding performance. This model, therefore, recognises all identified groups of gifted children, including the gifted underachiever and the twice-exceptional (those who experience two or more developmental inconsistencies such as a learning disability in addition to being gifted).

*Talent* is defined as **achievement** or **performance** at a level significantly beyond what might be expected at a given age.

A child's life experience becomes the catalyst that hinders or promotes the transformation of a gift into a talent.

## EXTENSION, ENRICHMENT AND ACCELERATION FOR GIFTED AND TALENTED STUDENTS AT CARMEL

Extension, enrichment and acceleration are three methods in which our highly able students are extended within the Carmel School context. Different students, based on their personal learning profile, will be challenged through each of these realms.

**Extension:** The explicit differentiation done within the classroom to extend our gifted and high achieving students. It may include work that requires higher order, abstract or complex thinking skills. Class teachers incorporate these opportunities into their teaching and learning programs.

**Enrichment:** The external programs and competitions in which our highly capable students are invited to take part. Students are invited to take part or encouraged to self-nominate, based on their gifts or talents.

**Acceleration:** Where students are working a year or more ahead on the curriculum. This may be in one or multiple subjects. Often the curriculum of the current year is condensed and then students work ahead on accelerated work. This occurs based on identification and performance. The School, including the School Psychologist, and parents must agree that there is evidence that supports a student being accelerated. The Iowa Acceleration Scale is used to inform and support this decision.

Teachers at Carmel are supported to implement best practice for gifted and talented students within each classroom. This can include:

- Providing students with genuine daily challenges
- Providing students with high order/ high abstractness/ high complexity work.
- Responding to students requiring less practice and fewer repetitions.
- Developing tasks which require more rigour in thinking, not more work nor more pressure
- Allowing students to move ahead to new content once they have achieved mastery
- Pairing students up with intellectual like-minded peers
- Catering for strengths and weaknesses at the same time if a student is twice-exceptional.
- Not giving more work or asking students to teach others when finished.
- Finding mentors who are intellectual matches in areas of interest.
- Recognising that students still need support, teaching and scaffolding when they are challenged.
- Offering acceleration options

### ENGLISH

Title	Year Groups	Format	Frequency
The Literature Centre excursions	7-9	Self-nominated and teacher selected	One day each term
Premier's Reading Challenge	All	All	One term
Debating		Self-nominated	
Mikolot Speaking competition	10	All, with selected students for finals	Term 2

### MATHS

Title	Year Groups	Format	Frequency
Accelerated program	8-10	Teacher-selected	All year
Maths Competition	7-12	Year 8-12 teacher selected. All Year 7 students	1 <sup>st</sup> week of August. Practice available beforehand

### SCIENCE

Title	Year Groups	Format	Frequency
Science Talent Search	7-10	All Year 9. Self-nominated 7, 8, 10	Annual

### HUMANITIES AND SOCIAL SCIENCES

Title	Year Groups	Format	Frequency
Entrepreneurship Program	Year 9 and 10	Teacher and self-nominated	Years 9 – one term Year 10 – year long
Games Club	All	Self-nominated	Year long
Mock trials	Year 10	Self-nominated	After school T1 and 2

### HEBREW

Title	Year Groups	Format	Frequency
Debating Competition	Year 9-12	All advanced students	One evening annually
Hebrew Camp	Years 10-12	All advanced students	Annual
Hebrew Club	Years 7-12	Self-nominated	After school, weekly

### JEWISH LIFE AND LEARNING

Title	Year Groups	Format	Frequency
International Bible Quiz	Year 10	Self-nominated and teacher selected	One year
Torah Stream	All Years	Self-nominated	Mornings before school
Talmud stream/Advanced Jewish Literacy	7-10	Broadening unit	2 periods per week
JLL Club and Tzevet learning	7-12	Self-nominated	After school weekly

### VISUAL AND PERFORMING ARTS

Title	Year Groups	Format	Frequency
Musical	Year 8-12	Self-nominated	Every second year
Peripatetic instrumental lessons (piano, drums, strings, woodwind, brass and voice)	All	Self-nominated	Weekly
Bands	All	Self-nominated	Weekly
YOH Fest – Youth performance and visual arts	10	All	Annually

### HEALTH AND PHYSICAL EDUCATION

Title	Year Groups	Format	Frequency
Champion Schools competition	9-12	Self-nominated and teacher selected	Carnivals for Soccer, basketball and frisbee
Interschool competitions	7-12	Teacher selected	Cross country Swimming NWAS one day sport
PARTY programme – Injury prevention initiative at Royal Perth Hospital	11	Teacher selected	1 day – Term 2
Highflyers Biomechanics lab	11-12	Teacher selected from Physical Education Studies students	3 hours – Term 2
Outdoor Ed camps	6-11	All students in Years 6-11	3 – 4 days annually
PE Studies – specialist coaching	11-12	All students in Years 11-12	2 x 2-hour sessions Term 3
Bronze medallion	11	Self-nominated and teacher selected	Term 4 (5 x 1-hour sessions)
Swimming training	All	Self-nominated	Term 1 before school
Athletics training	All	Self-nominated	Term 3 after school

### CO-CURRICULAR

Title	Year Groups	Format	Frequency
Philosothon	9-10	Teacher selected	Term 3, weekly preparation
Da Vinci Decathlon	7-10	Teacher selected	Term 1, weekly preparation



**INDIVIDUALISED PATHWAYS**

Title	Year Groups	Format	Frequency
Study Skills development	7-12	Elevate Education session on age-appropriate study skills	Once a year in Years 7 – 11. Twice in Year 12.
Careers Development – Students complete the Career Analyst and then an individual meeting with our Careers Advisor, Mrs Zsuzsi Shuhandler.	10	Morrisby Careers online platform – Careers matching and psychometric profiling.	Week 5 of Term 1
Carmel School Careers Expo	9-12	A personalised expo here at Carmel School. Universities/ TAFE/OKCs with interesting careers.	Term 1
Perth Careers and Employment EXPO at PCC.	10	All Year 10 student attend the EXPO following their individual meeting with Mrs Shuhandler.	Term 2
Resume building and online footprint sessions	9	A skillset/resume building session and how to keep a clean digital footprint.	Term 3
University Entrance advice. Assistance with applying for Scholarships.	12	Individual meetings with Mrs Shuhandler to discuss universities, courses, pathways and scholarship applications.	Ongoing throughout Year 12.
Individual WACE goal meetings – Students meet with Mr Shadgett at the beginning of Year 12 and again after Semester 1 to track asset and track their goals for Year 12.	12	Individual meeting and ATAR prediction	Start of Year. Start of Term 3

## LEARNING SUPPORT IN THE HIGH SCHOOL

Students with Specific Learning Disorders (SLD) are provided with support to maximise their opportunities for success. The nature of Carmel's High School allows students with a diagnosed learning difficulty to receive a tailored approach to learning support. This includes learning area teachers working with the Learning Support Coordinator, Paula O'Toole to make accommodations in their teaching to meet the needs of each student diagnosed with an SLD. In addition, students work with the Learning Support Coordinator and Educational Assistants in small groups, timetabled throughout the week. The support may include:

- Explicit study skills training
  - Plan organise a prepare notes for assessments.
- Additional support with written tasks such as editing, spelling, grammar and punctuation
- Pre learning activities to prepare for upcoming new curriculum content
- Education Assistants provided to support students in the classroom
- Accommodations in the classroom such as assistive technology and
- Modified assessment conditions such as a scribe or use a different assessment space.

A weekly meeting is held to discuss the students with learning needs. Paula O'Toole works alongside key stakeholders in each student's education. Case conferences are held to discuss strategies to maximise success at school. These strategies are documented in each student's Individual Education Plan and shared with educators.

### Study Club

All students in Year 7 – 12 are invited to attend Study Club on Wednesday and Thursday afternoons. Mathematics, English, HASS and Science teachers are in attendance each session to support students to complete homework, prepare for assessment and clarify learning.

At times, teachers contact parents to let them know their son/daughter would benefit from specific support in either Mathematics, English, HASS and Science. This can then be provided through the Study Club.

### Beyond Year 12

Paula O'Toole and Zsuzsi Shuhandler work with students to plan their transition from Carmel to employment or further education and training. This can include involvement in programs such as:

- Charged for Work
- Edge Employment Solutions
- Independent Living Skills
- Career Link