



Respect | Integrity | Diligence | Compassion

12. Whole School Approach to Differentiated Teaching and Learning



At Benowa State High School students come from diverse social, cultural, geographic and family backgrounds, are of many identities, and of all abilities. Students at our school experience inclusive education by accessing and fully participating in learning, alongside their similar-aged peers, supported by reasonable adjustments and teaching strategies tailored to meet their individual needs (Department of Education, 2020).

The diverse learning needs of our school community, year level cohorts, specific classes, student groups and individuals are identified through the school data profile and assessment and reporting data. Analysis of the data informs the provision of the curriculum articulated in the school's whole school curriculum, assessment and reporting plan.

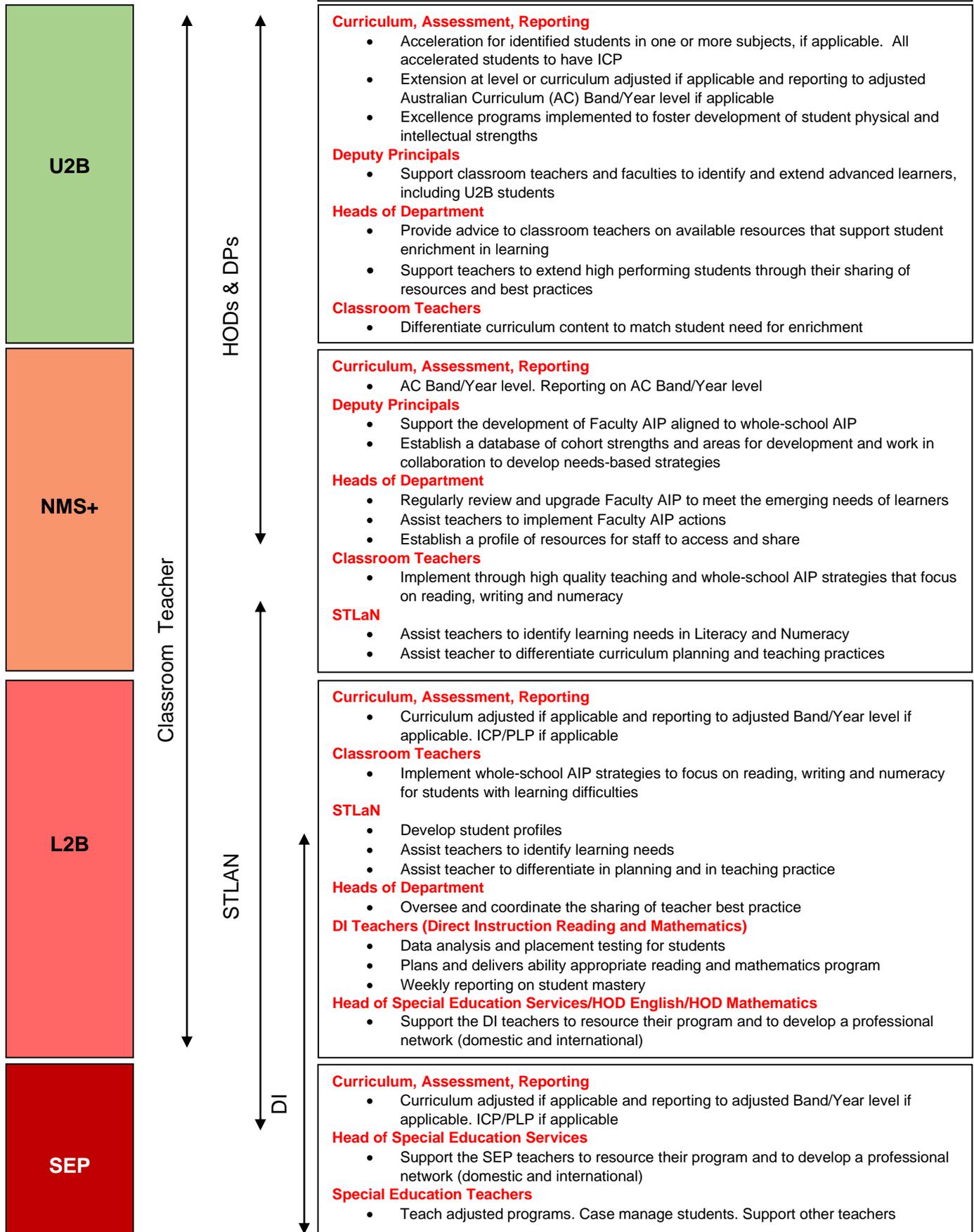
Differentiation is the process by which curriculum objectives, teaching methods, assessment methods and learning activities are planned to cater for the learning needs of the individual student. Differentiated teaching and learning relies on a deep understanding of the Australian Curriculum and requires flexible planning, careful assessment and the provision of a variety of approaches to learning and teaching. At Benowa State High School, differentiation supports all students; those who have learning difficulties, have a verified disability, a DDA disability or fall under the category of being gifted and/or talented. Using a whole school approach to differentiated teaching and learning ensures that every student is supported to access and participate in the curriculum leading to continuous improvement in student achievement.

Benowa State High School works from a multi-tier system of supports to provide equitable access, participation and engagement in learning for every student. The system is based on the following:

- All students are entitled to quality differentiated teaching practice
- The intensity and frequency of adjustment occurs in tiers
- Adjustment frequency and intensity vary across tiers
- Access to adjustments are differential and fluid
- Not all suggested adjustments in a tier need to be applied
- Listed adjustments are comprehensive but are not exhaustive

The school's model for differentiation/intervention to support every student to succeed is seen in Figure 1 below:

2021 Four-Tiered Differentiation / Intervention Strategy



Differentiated and Explicit teaching for all students

Benowa State High School uses differentiated and explicit teaching for all students. Eddie Braggett (1997) succinctly defines curriculum differentiation as "a set of planned learning experiences that are designed to meet the specific needs of learners" (Braggett, EJ, Day, A & Minchin, M 1997). Most students, including the gifted, receive the majority of their school-based education in classes comprised of learners whose learning rate, abilities, prior knowledge, interests, preferred learning styles and affective needs are widely diverse. At a school level the recognition of, and provision for, diverse student learning needs through curriculum differentiation is achieved through the following strategies:

Size	Time	Level of Support
Adapt the number of items that the learner is expected to learn or complete. For example: let them complete every other question instead of every single one.	Adapt the time allowed for learning, task completion, or testing. For example: Individualise a timeline for completing a task; pace learning differently (increase or decrease) for some learners.	Increase the amount of personal assistance with a specific learner. For example: assign peer buddies, teaching assistants, peer tutors, or cross-age tutors.
Input	Difficulty	Output
Adapt the way instruction is delivered to the learner. For example: use different visual aids, plan more concrete examples, provide hands-on activities and place students in cooperative groups.	Adapt the skill level, problem type, or the rules on how the learner may approach the work. For example: Allow the use of a calculator to figure a math problem; simplify task directions; change rules to accommodate learner needs.	Adapt how the student can respond to instruction. For example: Instead of answering questions in writing, allow a verbal response, allow students to show knowledge with hands-on materials.
Participation	Alternate	Substitute Curriculum
Adapt the extent to which a learner is actively involved in the task. For example: In geography, have a student hold the globe, while others point out locations.	Adapt the goals or outcome expectations while using the same materials. For example: In social studies, expect a student to be able to locate just the states while others learn to locate capitals as well.	Provide different instruction and materials to meet a student's individual goals. For example: During a language test, one student is learning computer skills in the computer lab.

Adjusting Worksheets

- Substitute shorter sentences for longer and complex ones
- Substitute simple words for difficult words where possible
- Limit the use of pronouns. Use names rather than she, he, they etc.
- Use pictures, diagrams, graphic organisers such as flow charts to clarify text
- Make instructions stand out clearly from the rest of the text
- Page layout should be uncluttered
- Use bold or italicising for headings and key words
- Where possible present information in point form
- Highlight the main idea of a paragraph
- Provide a word bank or glossary giving the meanings of difficult words
- Highlight difficult and new words in text
- Enlarging print can help some students

Consider this checklist

- Have I kept the sentences short, simple and clear?
- Have I kept the clauses and phrases to a minimum?
- Have I limited the number of elements in each sentence?
- Has the vocabulary been clearly defined or explained?
- Have I used too many abstract and complex concepts in any single sentence?
- Are key terms highlighted?
- Does other information obscure the main idea?
- Do the sentences follow a logical order?
- Have I clearly indicated more heavily weighted questions?
- Have I used too many colloquial terms and phrases?
- Have I made use of headings and point form?
- Have I used examples in appropriate places?
- Is the required style of response made clear?
- Do the visual cues aid the students' understanding?
- Have graphics and diagrams been used to enhance the main idea?
- Are my evaluation criteria clearly stated?
- Would it be simple for a student to understand this question?
- Have I considered other ways to present the question? Topic?

Reasonable Adjustments Bank

Task	Suggested Adjustment
General Adjustments	<ul style="list-style-type: none"> • Provide greater direction on topic/theme • Provide study guide with key concepts • Personalised graphic organisers and scaffold sheets • Provide a template for drawing, painting, design etc • Assessment checklist • Use special provisions eg scribe, reader, • Divide task into smaller components • Divide task into multiple questions instead of one major question • Provide on-going coaching and explicit feedback • Use assistive technology • Increase amount of practice • Reduce amount of work e.g. questions 1-5 instead of 10 • Layout altered e.g. larger font, shorter sentences, more visual cues, use bullet points, arrows, bold and underline, increase spacing, use headings, enlarge print, increase line spacing
Written essay	<ul style="list-style-type: none"> • Reduce hand writing requirements, supplement with highlighting, use of cloze activities • Oral delivery, use assistive technology, teacher to scribe or record discussion • Extended response to questions instead of essay format • Assessment checklist • Paragraph topic sentences provided for student to complete and extend • Provide word bank and/or sentences starters • Outline main points – students elaborate • Provide research assistance and additional information • Allow written task to be presented in an alternative format

Practical tasks	<ul style="list-style-type: none"> • Incorporate cooperative learning tasks. Perform within a group rather than individually • Demonstrate skill on video and submit to teacher • Adapted furniture and/or equipment • Student directs others to demonstrate skill • Student observes another student completing the practical skill and record the information and writes a report • Providing step-by-step demonstrations • Model, prompt and practice (think alouds) • Provide immediate, specific and constructive feedback
Exams	<ul style="list-style-type: none"> • Allow a scribe • Allow notes (1xA4 page) • Allow open book • Adjust questions to use simplified language • Adjust items to use simpler techniques such as multiple choice rather than short written response • Un-timed • Allow extra time • Provide questions to student prior to exam • Provide tape recorded questions • Use of assistive technologies
Journal / reflection questions	<ul style="list-style-type: none"> • Video diary (record on video student reflections) • Use of technology • Oral/drawing reflections
Oral Presentation	<ul style="list-style-type: none"> • Cue cards with full script • Reduced audience e.g. teacher only • Presentations submitted on DVD • Teacher asks questions and student responds informally with notes permitted (open book) • Student writes speech but is presented by another student or teacher • Presented with the use of assistive technology
Practical Experiments	<ul style="list-style-type: none"> • Incorporate cooperative learning tasks. Work in groups rather than individually • Orally present findings or use assistive technology • Record steps undertaken to complete experiment • Video experiment being conducted • Model, prompt and practice thinking (think alouds) • Provide step-by-step demonstrations
Environment	<ul style="list-style-type: none"> • Consider noise levels • Consider lighting • Utilise transition cues • Personalise learning spaces with pictures, rule reminders and labels • Provide chill-out zone • Make transition areas clear and provide organisational markers e.g. bag area, book area etc • Take into account different physical and sensory functions • Individualised daily timetable format • Supports to move around school • Emergency/treatment plan

Adjusting Assessment

Students (other than SWD) whose program of learning require adjustments will be listed on a staff accessible drive that enables teachers to scan students by their Year level. An adjustment template is also filed with each year level and this template is to be used in all subject assessment. The assessment adjustment file lists every student (see example below) in that year level requiring adjustments by their adjustment group to confirm that each of the identified group adjustments have been considered and implementation planned.

Heads of Department use the Adjustment Observation template to oversee that learning adjustments are being implemented in classroom lessons. Adjustment Groups are identified in every year level and templates are prepared for every year level in the school and accessible by all staff. The task of assessment adjustments can be delegated to subject/program coordinators but the monitoring to ensure that adjustments are made, is a HOD responsibility

HOSES and STLaNs can address the grouping strategy directly on S drive. Adjustment templates can accessed by HODs and are to be used by HODs to verify that adjustments have been made. The signed template is evidence of oversight of adjustments.

Year 7 LEARNER PROFILE ADJUSTMENT GROUPS (Assessment Checklist) - CONFIRMATION

Subject: _____ Assessment Task: _____ Date: __/__/21

Adjustment Group	Required Adjustment	Adjusted (✓ or X)	Student List
1. Time and Word Length	<ul style="list-style-type: none"> Allow extra Time and allow for Reduced Word Length 		
2. Exam Location	<ul style="list-style-type: none"> Sit away from the rest of the class in exams 		
3. Exam room seating	<ul style="list-style-type: none"> Sit close to the front 		
4. Use of laptop			
5. Use of learning aide	<ul style="list-style-type: none"> Dragon Speak 		
6. EALD	<ul style="list-style-type: none"> Speak slowly and enunciate words Repeat instructions to ensure understanding 		
7. Auditory Processing	<ul style="list-style-type: none"> Repeat instructions, give clear and concise instructions 		
8. Anxiety	<ul style="list-style-type: none"> Subtle check for understanding of directions No raised voices – speak gently 		
9. Physical aide	<ul style="list-style-type: none"> Allow the student to use their 'fidgets' 		

Head of Department Name: _____

Signature: _____

Focused teaching for identified students

There is no single recipe for differentiation. Teachers construct differentiated classrooms in varying ways depending on their own personalities, the nature of the subject and year level being taught, and the learner development and characteristics of students (Tomlinson, 2004, p. 27).

At Benowa State High School a number of focused teaching programs exists for advanced learnings and learning requiring additional support. The school's extensive program offerings are based on the conviction that every student differs in their learning needs and we, as a school, have an obligation to meet the needs of individual learners every lesson, every day in every classroom.

Supporting advanced learners

The school recognises that every student is different. Our school's Excellence Programs harness the academic, cultural and sporting strengths of students. Excellence Program activities are designed to broaden the educational lives of groups of students (Hattie, 2009, p.101). Each Excellence Program aims to extend and challenge students in their area of strength of interest. Further information on the schools' Excellence Programs can be found at <https://benowashs.eq.edu.au/curriculum/excellence-programs>.

In addition, core subject areas including English, Mathematics and Science ability group high potential learners. Students in extension programs typically receive faster pace instruction and more challenging tasks within the curriculum area. Hattie (2009, p.99) identifies ability grouping has an effect size of $d=0.30$.

On occasion the school provides opportunity for acceleration. Hattie (2009, p.100) quotes Kulik and Kulik who state "accelerated instruction enables students to work with their mental peers on learning tasks that match their abilities". The use of acceleration has an effect size of $d=0.88$ (Hattie, 2009, p.100).

Supporting Students with additional learning needs

Benowa State High School recognises that some students have additional learning needs. Knowing and meeting the learning needs of every student, every day, is essential to motivate, engage and empower them in the learning process. Focused teaching for groups and individuals is planned in response to diagnostic, external, summative and formative assessments.

To supports students who have additional learning needs, Benowa State High School offers a range of programs:

- Support Teacher Literacy and Numeracy
- Learning Support classes (Intense Focus classes)
- Direct Instruction
- EALD Support
- Study Centre
- Homework Club

Support Teacher Literacy and Numeracy

Support Teachers Literacy and Numeracy (STLaN) are critical to increasing the school's capacity to support classroom teachers to cater for personal, social and learning needs of all students (qed.qld.gov.au). Some students require intensive support, whereas other students require more general support for a shorter period. The STLaN:

- collaborates with subject teachers to use whole school and classroom based data to choose differentiation and intervention strategies for more targeted instruction that support student learning success
- recommends intervention strategies that match particular areas of literacy and numeracy difficulties for particular students who do not meet benchmarks
- assists subject teachers with scaffolding and adjustment of class work and/or assessment items, where necessary
- provides additional support in small group situations (see Intense Focus class)
- provides professional development on differentiation and making adjustments

Intense Focus classes

Students who may need additional support in their learning at year level are identified using information from a range of sources, including specialist reports, school assessment, standardised assessment, observation and anecdotal data from previous and current teachers. Through the use of multiple data sources, and in consultation with parents, our Intense Focus classes support students who may be experiencing varying circumstances that are impacting upon their learning.

- Students who are selected to participate in intense focus classes:
- complete their studies with adjustments. Units or work, learning resources and assessment may be adjusted in time, length and/or mode to ensure student's ongoing needs are being met.
- receive their English, Mathematics, Science and SOSE based on the year level requirements of the Australian curriculum.
- are provided enhanced learning through small group support (maximum 15 students/class).

Direct Instruction

Direct Instruction (DI) caters for students who have additional learning needs in Literacy and Numeracy. Data-informed decision making is key to DI. In general, a student is placement tested based upon achievement data. The additional placement test, following data analysis, acts to triangulate other data.

DI involves flexible ability grouping, with students being placed where they are at, within the curriculum sequence for Literacy and Numeracy. This allows students to do work that isn't either too easy and isn't too hard. It is just right for them. Progress of each student is based on mastery of the material at their current level. Hattie (2009, p.170) identifies mastery learning has an effect size of $d=0.58$.

English as an Additional Language/Dialect Support

Our EAL/D support is for learners who are learning Standard Australian English (SAE) as a new language. Our school will make decisions about the ongoing level of support, based on EAL/D students' levels of English language proficiency using the Department's Bandscales for EAL/D learners.

Students who experience difficulties due to having English as a second or additional language may require additional support to enable them to meet the expectations of the relevant achievement standard. This support may be provided in specific EALD classes in English, or through classroom teaching differentiated instruction.

Study Centre

The Study Centre provides tutoring and assistance to students based on the specific areas of need of individual students. The program philosophy is for all students to exit the Study Centre having:

- Improved literacy and numeracy skills
- Higher self-esteem
- Confidence in own abilities
- Increased reading levels

Homework Club

Homework club runs Monday and Thursday for weeks 2 to 9 each term in the library. Each day there are English, Maths, Humanities and Science teachers available to offer additional help and support.

Intensive teaching for a small number of students

At the same time as intensive teaching is being provided, students continue to access the differentiated and explicit teaching planned within the context of the unit being provided to the class. Intensive teaching for individual students is provided in response to the analysis of monitoring tasks and diagnostic tools and addresses specific understandings and skills.

Special Education Program

Benowa State High School is committed to achieving the highest outcomes for students with disabilities. The Access Centre provides specialised and individual educational programs for students with significant support needs which may include Autistic Spectrum Disorder, Intellectual Disability, Speech Language Impairment and/or a Physical, Hearing or Visual Impairment.

Our Special Education Program provides support on a needs basis. We aim to meet the specific learning needs of students.

Guided Reading

In guided reading, the teacher-aide guides individual students in reading short, carefully chosen texts in order to build independence, fluency and comprehension skills. Guided-reading materials become increasingly challenging over time. The teacher regularly observes and assesses students' changing needs.

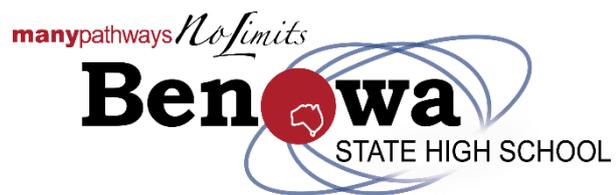
Intensive EALD Teacher Aide support

The research of Jim Cummins (1980) shows that it takes, on average, up to two years for a beginning EAL/D student to be fluent in Basic Interpersonal Communication Skills (BICS). It takes a beginning EAL/D student five to seven years to develop Cognitive Academic Language Proficiency (CALP) with EAL/D support. In recognition of this research the school recognises that learning a new language happens over time and in stages and has put in plans to support EALD students to gain access to the curriculum, language and learning.

Intensive, one-on-one, support is provided by a teacher aide (dependent upon school funding). The teacher aide supports language development in phonemes, phonemic awareness, vocabulary and meanings. This work is important to allow students to progress to being engaged in the Guided Reading program.

ATSI Support (Teacher Aide)

The school prioritises every Aboriginal and Torres Strait Islander student being afforded the opportunity to achieve success. In order to support this vision a small number of students are provided the one-on-one support in English, Maths and Science.



Benowa State High School
Mediterranean Drive, Benowa QLD 4217
PO Box 5733, GCMC QLD 4217

P: 07 5582 7333
W: benowashs.eq.edu.au
E: office@benowashs.eq.edu.au

