



West End State School

Making A Difference Through Differentiation.....

Policy to Process

Our shared understanding: *Effective differentiation is knowing the learner through the identification of student needs and responding*

The Teaching and Learning Audit in 2011 identified that although learning support in the school was well developed and well supported for children not achieving year level standards, there was a need for differentiation in the classroom to cater for those performing above year level standards.

⇒ **2012 - Differentiation School Strategic Plan group formed**

- Initial Professional Development of staff leaders in Differentiation and Gifted Education Mentor (GEM)
- General staff Professional Development
- Additional guidelines and adjustments made to policy document
- Review of referral forms

⇒ **2013 - Review and modify Student Support Services referral process**

- Differentiation team trialled gifted and talented identification checklists—Michael Saylor
- Differentiation team upskilled all staff on policy and procedures
- Further training of staff in GEMS
- GEM's committee formed
- Further minor adjustments made to Differentiation Policy
- SSS membership extended to include a representative from GEMS Committee

⇒ **2014 - Policy and Process embedded**

- Gifted and Talented register created to monitor students

⇒ **2015—Continues to be embedded as a working document**

Differentiated Practices have been extended through UQ Action Research Project Feedback For Learning Project (F4L)