



MAGDALENE CATHOLIC HIGH SCHOOL

"Because I have seen the Lord"

Mixed Ability Policy

Rationale

The class grouping of students at Magdalene Catholic High School are designed to enhance the dignity of every student, allow each child to reach their full potential, develop an environment which is inclusive, as well as developing a sense of community. Consideration is given to the self-esteem of the students as well as other socialization factors when grouping the students.

The members of the Magdalene community are part of a non-selective, comprehensive and caring systemic school system. Mixed ability groupings allow for this common vision to be embraced. This sense of belonging helps to counteract social class differences, reflecting the school's core value of the dignity of the human person.

Mixed ability groupings allow for a rich and varied interplay of ideas to take place within a class environment. Students of all ability levels are encouraged to strive for excellence in this setting by collaborating with each other, working in teams, and enhancing their communication and social skills.

Guidelines

- 1 General teaching strategies encouraged at Magdalene Catholic High School include:
 - a) Activities designed to cater for the range of different learning styles
 - b) Activities which emphasise language, literacy and numeracy across the curriculum
 - c) Tasks which challenge and extend the Gifted and Talented student
 - d) Tasks which support students with specific learning needs
 - e) Encouraging strategies that explore small group cooperation. Students work as a team in order to achieve a common goal.
 - f) The Learning Support Faculty under the guidance of the Learning Support Coordinator, assist teachers of students with learning needs.
 - g) Professional Development is encouraged in the area of differentiation, through a range of diverse pedagogical practices
 - h) Each KLA evaluates its strategies and procedures for differentiated classroom practice assisted by the available data from internal and external sources. Eg. NAPLAN

- 2 Practical Structures within the School
 - a) The use of all available student data assists in the composition of Year 7-10 classes. These classes are designed to reflect the needs of all students. Generally one graded class for identified higher ability students is constructed in each year. Students with identified learning needs are clustered together in one or two other classes to facilitate access for additional in class support.

- b) Class grouping for Years 8, 9 and 10 are discussed with the relevant Year Coordinators and KLA Coordinators. A balance between the needs of the students and timetable constraints is considered.
- c) Professional Development in the areas of differentiated teaching strategies is encouraged.
- d) Each KLA evaluates its procedures and strategies for differentiated classroom practice.

Basis of Discretion

The Principal has the right of discretion to make provision for departure from the policy or the application of the policy in the event of unforeseen or exceptional circumstances.

Evaluation

This policy will be reviewed in 2015.