

Learning Support Policy

Our fundamental goal is to be able to confidently provide quality, inclusive service and support for each child accepted. Therefore, it is vital to maintain a feasible balance of strengths and needs within each grade level-based resources and supports available.

Our Admissions Committee takes many factors into consideration when making the decision to accept candidates for our school. During the application process parents are asked to provide a wide range of information about their child so the applicant's strengths, interests and schooling experiences to date is understood. Other important information requested is if applicants have had basic health screenings, and whether they have met their developmental milestones. If this is not the case, it may be taken into consideration if they have been referred to specialist in the respective fields for the earliest intervention possible.

As a private, diverse and inclusive school, Mount Saint Agnes can support and accommodate a limited number of students who may have mild learning, or developmental challenges. We have experienced teachers and support staff as well as close partnerships with the additional services of external private and government support providers. We require these students to have been assessed, have the early intervention supports in place and have a satisfactory level of independence. In addition to some academic basics, school readiness skills also include self-care (independent toileting and opening lunch boxes), attention and concentration, basic fine and gross motor skills, emotional regulation, language skills (have the communication skills to express basic needs) and social skills (engage respectfully with peers, teachers and materials, and follow age-appropriate directions).

If a child is not accepted upon first application because the above requirements, we can provide guidance to families in finding quality support services. Parents are encouraged to reapply at a later date, once supports are in place and developmental requirements for the child to be successful in our learning environment are achieved.