



Belonging to Becoming: transition guide for students with disability

Parent Edition
Year 6 to 7
2026

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Welcome

We are thrilled to have you join our vibrant community as you transition from Year 6 to Year 7. At The Gap State High School, we understand that starting high school is an exciting yet significant step, especially for students with disabilities. Our dedicated team is here to support you throughout this journey, ensuring our future students feel confident, comfortable, and ready to embark on this new chapter of their educational journey.

Our school is committed to providing an inclusive and supportive environment where every student can flourish.

The aim of our department is to provide opportunities for families to:



- Build relationships with students from other schools as well as key staff within the high school.



- Allow students and parents an opportunity to ask questions and find out answers to things causing concern or worry.



- Work with our school, external agencies and primary school staff to collate information and strategies to inform reasonable adjustments.



- Orientate students to the buildings of the school to help them feel comfortable in the school environment.

This document is designed to inform parents about how they and the school can support their student as they take their next steps and provide them with additional resources for the transition process.

We look forward to seeing your student grow, learn, and succeed at The Gap State High School. Welcome aboard

STUDENT SUPPORT SERVICES TEAM SUPPORTING TRANSITIONS



Cameron Drew
Deputy Principal -
Wellbeing and
Inclusion Portfolio



Emma Cullen
Head of Department -
Student Support
Services



Mariana Ryan
Student Support
Coordinator



Simon Dorman
Student Support
Services Coordinator



Martha Cameron
Student Support
Coordinator



Sarah Toohey
Guidance Officer

Key dates 2026

28 May

The Gap SHS P&C Student Support Parent Group Meeting.
The Gap SHS Library
7pm-8pm

11 June

Year 6 into 7 Enrolment Interviews
3pm-6pm

25 June

The Gap SHS P&C Student Support Parent Group Meeting.
The Gap SHS Library
7pm-8.30pm

30 July

The Gap SHS P&C Student Support Parent Group Meeting.
The Gap SHS Library
7pm-8pm

3 August

Year 6 into 7 Enrolment Interviews
3pm-6pm

17 August

Year 6 into 7 Enrolment Interviews
3pm-6pm

27 August

The Gap SHS P&C Student Support Parent Group Meeting. Welcome Y7 2027 Parents.
The Gap SHS Library
7pm-8pm

21 October

Student Support Services: Year 6 Substantial and Extensive NCCD students Transition Afternoon #1
The Gap SHS
12.30pm-2.30pm

29 October

The Gap SHS P&C Student Support Parent Group Meeting.
The Gap SHS Library
7pm-8pm

3-4 November

Personalised Learning Record (PLR) meetings with Student Support Services, students and parents. Information will be sent to enrolled students' parents with booking details.

18 November

Student Support Services: Year 6 Substantial and Extensive NCCD students Transition Afternoon #2
The Gap SHS
12.30pm-2.30pm

30 November

Year 7 2027 Orientation Day

*Please note these dates are subject to change. Please ensure you check communications from the school or the school website



Supports for students in high school

Unlike in primary school where students may have one to two teachers a year that support students, at The Gap SHS we use a whole school approach to ensuring students are supported and monitored academically as well as socially and emotionally.

Whole school supports

Our students are supported by many different people within our school community.

Wellbeing Hub #1

Along with the Student Support Services leadership team, Wellbeing Hub #1 also accommodates our Heads of Year. Students can come here before school and at breaktimes to talk with the team around social and/or emotional issues, classroom concerns or uniform issues.

The role of the Heads of Year is to monitor the wellbeing of students in their year levels, communicate with key stakeholders including parents and staff and support student engagement within the school environment.

Wellbeing Hub #2

This space houses our Guidance Officers (GO), Chaplain, GP, School-based Youth Health Nurse, School Psychologist, Speech Language Pathologist and Defence Force Mentor.

These services are available to students either by dropping into Wellbeing Hub #2 or through the referral process. If parents would like their student to access these services, they can talk to either the Student Support Services team, Heads of Year or Guidance Officers.



Support through Student Support Services

Every student is unique and therefore will need different provisions to experience academic and emotional success.

Our role is to collect, collate and act on information from formal assessments and teacher feedback, as well as collaborate with parents, external stakeholders and our students.

By identifying barriers and making suitable adjustments our students can successfully participate in all areas of school life.

Our Team

The Student Support Services team comprises of specialist teachers who support diverse learners through mentoring and/or academic support. Our team consists of:

- Head of Department – Student Support Services
- Year 7 & 10 Student Support Services Coordinator
- Year 8 & 11 Student Support Services Coordinator
- Year 9 & 12 Student Support Services Coordinator
- Specialist Teachers
- Advisory Visiting Teachers e.g. Speech Language Pathologist, School Youth Based Health Nurse, Occupational Therapists and Physiotherapists

Specialist Teachers

A Specialist Teacher is a mentor, facilitator and advocate for students who primarily require an extensive or substantial level of support.

Curriculum

It is their role to assist students to engage and participate in all areas of school life. Specialist Teachers are specialists in differentiation, who work alongside classroom teachers to ensure curriculum is delivered and accessed with fidelity and at an appropriate level.

Wellbeing

Students' wellbeing is assisted by Specialist Teachers through the development of targeted programs, adjustments and support in accessing wellbeing staff at the school.

Stakeholders

Specialist Teachers collaborate and consult with students, parents and external agencies to address any barriers students may have in the school environment.



Support through Student Support Services

Student Support Services Coordinators

The Student Support Services Coordinators help teachers cater for the needs of students who primarily require a differentiated or supplementary level of support. Their role is to support students academically in the areas of literacy, numeracy and executive functioning. Wellbeing supports for supplementary and differentiated students are supplied by the Heads of Year.

Our Student Support Services Coordinators advocate for and honour our students' academic strengths so they are able to engage with the curriculum, alongside their similar-aged peers.

Along with supporting students academically, they also work with staff to build their capability and knowledge around specific disabilities as well as such things as assistive technology, curriculum differentiation and strategies to support student executive functioning.

How does the school determine the level of support a student may receive?

The Nationally Consistent Collection of Data on School Students with Disability (NCCD) is the way in which The Gap State High School identifies, monitors and makes reasonable adjustments for students with disability. Adjustments are made on differing levels of support that are appropriate to our students. These levels are listed below:

Quality differentiated teaching practice

Adjustments made in the classroom, by classroom teachers, without drawing on additional resources. Advice can be sought from Student Support Services, but support is managed by curriculum HODs. This meets the needs of 75-85% of our students.

Supplementary level of adjustment

Adjustments made at specific times for specific activities. Support is managed by Student Support Services and the Student Support Services Coordinators. This level of support meets the needs of 10-15% of our students.



Substantial level of adjustment

Adjustments made on most days at most times. Support is managed by specialist teacher, but additional resources may be required from the Student Support Services team and external EQ staff.

Extensive level of adjustment

Adjustments are made at all times. Support is managed by Specialist Teacher, and additional resources are required from the Student Support Services team and external EQ staff. 2-7% of students require substantial or extensive support.

The school recognises that student needs can change over time therefore students may require a Student Support Teacher one year and then only require monitoring by the Student Support Services team the next.

How do I know which level of support my child has?

All schools are required to identify the level of support a student is receiving within their school environment. This information is collected by our team when we meet with primary school transition teams. This then allows us to forward plan supports for students. More information on the information collected in these meetings is provided later in this document.

If you do not know the level of support your child is currently receiving, we recommend contacting your current school's support team.

Enrolment Interviews

What are they?

Every student that enrolls at The Gap State High School will attend an enrolment interview alongside their parent or carer. This is an opportunity to meet with staff and ask any questions they may have about coming to high school and to ensure all enrolment paperwork is correct. This is organised by our Enrolment Officer. We highly recommend enrolling as soon as possible as discussions with primary schools can only take place for students enrolled at our school in 2026.

What should I bring?

We encourage parents to submit along with their online enrolment application, any documents concerning your student's disability. This may include psychoeducational reports, previous Personalised Learning Records (PLR), other medical specialist reports such as Occupational Therapists, Speech Language Pathologists or Psychologists. If you have not submitted these documents with your enrolment, we encourage you to bring copies of these reports to this meeting to be added to your student's file.

Will I be able to have my meeting with a member of the Student Support Services team?

Unfortunately, we cannot guarantee this and due to the limited time we have in these meetings, it is not possible to have the depth of conversation we would like to; therefore, **we invite parents and students in for a meeting with our team in Term 4.**



Working with Primary Schools

Recognising changing needs and supporting every student to stay on track with positive transitions from upper primary through junior secondary.

Equity and Excellence - Department of Education 2023

Knowing Student Needs

Understanding what students need to have success academically and socially.



Achievement

Celebrating successes as well as gaining academic insight, especially in literacy and numeracy levels.



School visits

Meetings between high school and primary school staff, allow us to gain valuable insights into our future students within the educational environment.

Information we hope to gather includes, but is not limited to:

- Academic and behaviour data - including Personalised Learning Records, ICP, behaviour plans, etc.
- Reasonable adjustments to support the student
- NCCD level and disability category
- Information about school personnel, regional or outside organisations that have been accessed.

These meetings and visits to local feeder schools take place during Term 3.



Working with parents and students

By working together, we can realise the potential of every student.
Equity and Excellence - Department of Education 2023

How do we work together

Successful and collaborative relationships between staff, parents and students makes a significant difference to student outcomes.

In Term 4, we invite parents and students to the school to meet with a member of our Student Support Services team. The aim of this meeting is to get to know our prospective student's strengths and interests, as well as some of the barriers that they may have within the school.

This information is then written into a Personalised Learning Record (PLR) so that all teachers have access to strategies to assist students in the classroom.



The week before school begins in 2027, parents will receive an email from the Student Support Services team identifying their key contact for the year. We ask you check your spam folder as new Department of Education emails do go there on occasion



Student Voice

We believe in cultivating self-advocacy skills within our students throughout their schooling journey. We highly encourage students to attend PLR meetings so that their voice can be incorporated throughout the document.

As a way to get to know students as fast as possible we also ask that they complete the student questionnaire found in the resources section of this booklet. This allows us to incorporate this information into their PLR so that staff can get to know them.

Substantial and extensive student transition afternoons

All students will take part in the whole school orientation day that will take place in Week 10. However students identified as having substantial and extensive support requirements by their primary schools, will be invited to two additional transition afternoons here at the school.

The aim of these afternoons is to:

- form connections with students from other schools,
- become familiar with the school grounds,
- meet a range of staff such as the Student Support Services team, Heads of Year and the administrative team who will be supporting them in the future
- begin to see high school as a safe place and begin building a sense of belonging.

Students will take part in school tours and getting to know you sessions with their peers, established students already at the school and staff.

These sessions will take place in Term 4. Your student's primary school will be responsible for sending invitations out to students meeting the criteria as well as arranging transport. Primary school staff will also send a member of their team, so a familiar adult is present to support students. Parents do not attend to this event, as we try to keep group numbers small and the number of adults present limited, to ensure the wellbeing of all participants.



Resources

P&C Student Support Parent Group

Parents are also invited to attend our P&C Student Support Parent Group (SSPG) meetings. A special Year 6 to 7 parent meeting is scheduled 27th August 2026, at 7pm in our school library.

Parents are asked to contact Genevieve Healy, SSPG Convenor for more information or register to attend via email SSPG@thegapshs.eq.edu.au

Low Sensory Video Tour

We are in the process of updating our low sensory video tour for students and parents to access on our school website.

It is hoped that this evidence-based strategy helps student orientate themselves to the school and help them to identify buildings and areas they may use next year.

The Gap SHS Inclusion Policy

The Gap State High school is dedicated to ensuring all students feel a sense of belonging and community. Our Inclusion policy can be found on our school website:

<https://thegapshs.eq.edu.au/support-and-resources/student-services-and-support-programs>

The Gap SHS Website

More information regarding how The Gap SHS supports student wellbeing within our school and information about the general school operations can be found on our school website: <https://thegapshs.eq.edu.au>

Student Questionnaire

This questionnaire is designed to help us get to know you. There are no right or wrong answers. Take your time, you may want to do this all at once or spread it out over a few days.

Name: _____ Date: _____

Section 1: Complete the following statements about you:

1. My favourite place to be is

2. My favourite time of day is

3. I really enjoy

4. To me school is

5. I would like school better if

6. I wish my teachers

7. To me classwork is

8. When I leave school I would like to

9. People think I

10. I worry about

11. I am looking forward to

Student Questionnaire

Section 2: Personal Strengths and Challenges

What are your strengths? Tick as many as you think describe you or even add your own in the blank boxes.

☐	good friend	☐	calm	☐	good at sport	☐	following instructions
☐	responsible	☐	loving	☐	creative	☐	remembering things
☐	generous	☐	funny	☐	quick thinker	☐	musical
☐	hard worker	☐	acting	☐	considerate	☐	artistic
☐	teaching others	☐	cooperative	☐	helping others	☐	making things
☐	daring	☐	concentrating	☐	problem solving	☐	brave
☐	leader	☐	reliable	☐	organised	☐	dependable
☐	determined	☐	honest	☐	confident	☐	listening
☐	enthusiastic	☐		☐		☐	

Student Questionnaire

Section 2: Personal Strengths and Challenges

What are your challenges? Tick as many as you think describe you or even add your own in the blank boxes.

☐	get angry	☐	give up easily	☐	sharing	☐	listening to instructions
☐	writing	☐	reading	☐	maths	☐	remembering things
☐	identifying how other people might feel	☐	impatient	☐	spelling	☐	asking for help
☐	worry alot	☐	control	☐	starting my work	☐	finishing things
☐	calming down	☐	noise	☐	letting people help me	☐	concentrating
☐	making friends	☐	talking in front of people	☐	reading out loud	☐	handing in my homework
☐	moving around the school	☐	distracted	☐	sitting still	☐	doing things I don't like
☐	controlling my emotions	☐	following instructions	☐	organisation	☐	honesty
☐	being impulsive	☐		☐		☐	

Student Questionnaire

Section 3: About me

Is there anything you would like your new teachers to know about you?
Feel free to write it below or even draw it!

Contact us

Student Support Services



StudentSupportServices@thegapshs.eq.edu.au



07 3511 3888