

# Student Support Services Handbook



*Learners who Flourish*

[www.thegapshs.eq.edu.au](http://www.thegapshs.eq.edu.au)



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## Commitment to inclusive education

*Students experience inclusive education when they can access and fully participate in learning, alongside their similar-aged peers, supported by reasonable adjustments and teaching strategies tailored to meet their individual needs. Inclusion is embedded in all aspects of school life, and is supported by culture, policies and every day practices (Department of Education, 2019).*

The Gap State High School is committed to providing an inclusive learning environment for all students, in all aspects of school life. Students experience inclusive education when they feel a sense of belonging due to being present, participating within the classroom environment and being engaged in their learning, along with their similar-aged peers. It provides significant opportunities for all students regardless of cultural, social, community and family background, and of all identities and abilities, to achieve their potential. Innovative, evidence-based teaching practices lead to the high expectations of all students, as well as diversity being valued and celebrated as a whole school.

## Supporting legislation

The Queensland Government is committed to providing safe, supportive, inclusive and disciplined learning environments that provide educational opportunities for all Queensland students. Emphasis is placed on every student succeeding in a whole school approach to improving student learning.

All Queensland schools are required to operate under the following legislation and guidelines that impact inclusive education:

- *Disability Discrimination Act 1992 (DDA),*
- *Disability Standards for Education 2005 (DSE)*
- *Australian Human Rights Commission Act 1986*
- *Alice Springs (Mparntwe) Education Declaration 2019*
- *Education (General Provisions) Act 2006 (QLD)*
- *Multicultural Recognition Act 2016 (QLD)*
- *Human Rights Act 2019 (QLD)*
- *Racial Discrimination Act 1975 (Cwlth)*
- *Sexual Discrimination Act 1984 (Cwlth)*
- *Sexual Discrimination Amendment Act 2013 (Cwlth)*
- *The Queensland Department of Education's Inclusive Education Policy 2018.*
- *The Queensland Department of Education Every student Succeeding State Schools Improvement Strategy 2020-2024*

Schools and teachers are therefore legally obligated to make reasonable adjustments to ensure all students are able to participate in education on the same basis as students without disability. As a result, all teachers at The Gap SHS must ensure they are providing an inclusive learning environment that provides access and support for all learners.

# Key Staff Contacts

## Inclusion Department

Deputy Principal for Inclusion	Mr Brad Tavelardis	btave3@eq.edu.au
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## Learning Intervention Program

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# The Gap State High School Inclusion Department

## How we address inclusivity

The Inclusion Department assists and strives to have all students succeeding inside and outside of the classroom. Staff have many duties and responsibilities which have a centralised focus on offering support to students who require additional educational provisions to access the school curriculum. We offer intensive case management of students with a verified disability, to assist students in navigating school procedures and events as well as enhancing social and communication skills. The broad categories of verification are:

- Autism Spectrum Disorder (ASD)
- Hearing Impairment (HI)
- Intellectual Impairment (II)
- Physical Impairment (PI)
- Speech-Language Impairment (SLI)
- Visual Impairment (VI)

Students with additional learning needs outside of these categories, for example ADHD, Dyslexia and Dyscalculia, are supported by the Learning Support program. These students are assisted by the Learning Support Coordinator through adjustments to curriculum, advocacy throughout the school and tutorials at lunchtimes and outside of school hours.

## Communication

Open, continual communication is a key element of an inclusive environment and begins right from enrolment. This communication involves liaising with students, parents and teachers regarding students' successes and challenges, as well as adjustments that need to be made to ensure participation and changes of routine. In collaboration, learning goals and Personalised Learning Plans (PLP) are created that cater for the individual student's needs. Additionally, the Inclusion department partners with outside organisations to devise strategies and methods that work in the best interest of each student.

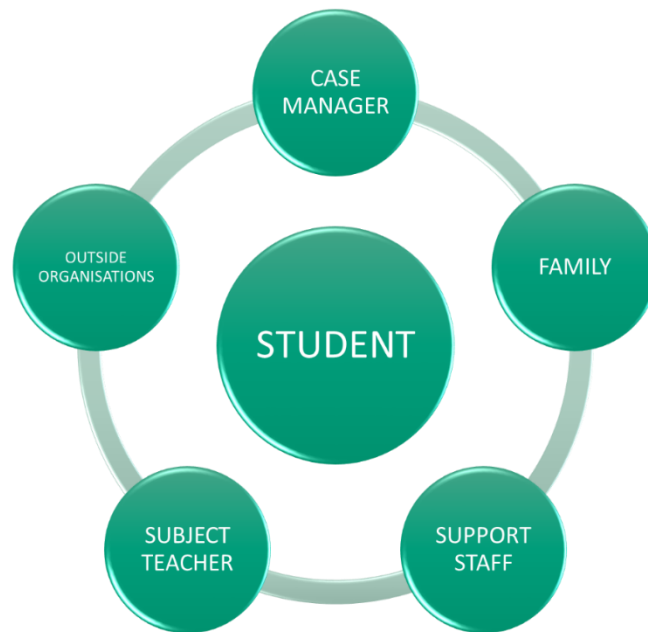


Figure 1.1 Communication network to achieve student success

## Co-teaching in Junior School

Co-teaching is the mutual recognition that subject and inclusion teachers are specialists in their fields, and therefore use each other's strengths to provide learning environments that are inclusive and responsive to the diverse needs of our students. The benefits of this teaching method include (Ferguson, Desjarlais, & Meyer, 2000):

- More opportunities for one on one interaction between students and teachers, leading to stronger relationships.
- Students with disabilities have access to the general education curriculum as required by law, which includes the classroom community and activities they otherwise wouldn't take part in.
- Students have opportunities for specialised instruction when needed.
- All students can benefit from the additional supports, resources, and diversity in the classroom.
- Increased independence for students with disabilities.
- Stronger, more creative, lessons due to teachers sharing the planning process with each other.

All teachers are responsible for the planning, instruction and assessment of every student within the classroom. Inclusion teachers advise on appropriate differentiation, adjustments and modifications of curriculum content, while subject teachers are responsible for creating learning content in the form of unit and lesson plans. Teachers work together to:

- Analyse data on student attainment and use it as a guide to implement evidence-based strategies that meet the learning needs of all students, with particular attention to literacy and numeracy.
- Identify gifted and talented students as well as those with additional learning needs.



- Report on student outcomes against achievement standards.
- Develop higher order thinking skills in all students.
- Establish high expectations for all students within the classroom.
- Consistently implement quality teaching practices.
- Develop and monitor Individual Curriculum Plans (ICPs) in partnership with parents.
- Provide formative and summative feedback to all students and their parents regarding their academic achievements, as well as student behaviour and effort within the classroom.
- Build a culture that promotes learning through collaboration and professional sharing.

## Supporting student transition from beginning to end

Students with disability and/or specific learning difficulties are offered additional enrolment meetings and transition sessions. These transition sessions are designed to assist students with verified disabilities cope with the sometimes daunting change of moving from primary to high school. The Junior Inclusion Coordinator meets with local primary schools to gain in-depth knowledge and understanding of student's current achievements and educational goals before they begin their journey into high school. Students will also participate in transition day activities where they will meet inclusion staff, class teachers and current students so that relationships can start to be built and familiarity with staff and routines can be established.

As Year 10 students move into Year 11 and begin their Queensland Certificate of Education (QCE) studies, they are required to complete a Senior Education and Training (SET) Plan. Pre-SET Plan meetings are offered to students and parents in preparation of this whole-school event to minimise the stress that may come with subject choices and future planning of their educational goals. This is accomplished in partnership with students, parents, case managers, the Senior Inclusion Coordinator and Transition Advisory Visiting Teacher (AVT), as well as the Head of Senior Schooling.

Year 11 and 12 students meet regularly with their case managers and the Senior Inclusion Coordinator throughout their time at The Gap SHS, as they prepare to enter further study or employment. Students and parents are offered meetings with the Transition AVT, to gain insight into outside organisations that can support them once they have left the school. This includes guidance in establishing the skills, knowledge and understanding required to access preferred pathways, accessing financial supports such as the National Disability Scheme (NDIS), identifying possible university, higher education, vocational training and community access programs, identifying transport and mobility requirements as well as developing independent living and social skills.

## Targeted intervention programs

The Gap State High School through the Inclusion Department implements targeted programs to students with learning difficulties and disabilities that assist them with wider learning or offer alternative methods to approach curriculum content. These programs include tutorial sessions that cover curriculum content and opportunities to complete in class assessments, Certificate II programs based on working towards competence in vocational skills, communication skills and

social skills programs as well as the recently introduced ASDAN program which aims to develop students' personal and social attributes.

## ASDAN

ASDAN is a UK based educational charity and award organisation who aims to help students develop knowledge and skills for learning, work and inclusion in the wider community, through activity-based learning. The Gap SHS offers selected students to commence studies in the Personal Development Programme, which offers up to thirteen modules that are tailored to student interests and goals.

Students can choose to complete the following awards:

- Bronze (approx. 60 hours of study or 6 credits with significant support from staff)
- Silver Challenge (approx. 120 hours of study or 12 credits with significant support from staff)
- Silver (approx. 120 hours of study or 12 credits completed with some assistance from staff)
- Gold (approx. 120 hours of study or 12 credits completed independently)



Figure 1.2 ASDAN Modules available to students

Inclusion staff are trained in delivering programs that are based on high expectations and targeted to the interests and skills of our students. Students are required to develop action plans for each challenge they undertake and develop their skills in six key areas – numeracy, literacy, information technology (IT), working with others, improving own learning and performance, and problem solving.

During the program of study, students develop a portfolio of evidence that is moderated internally and externally against students across Queensland. Successful students are then awarded a certificate in their chosen award detailing their accomplishments as well as the opportunity to obtain 1 QCE credit for Silver and Gold Awards.



## Beyond the classroom

The Gap State High School encourages all students to participate in all learning opportunities and extracurricular activities offered to students. The Inclusion Department helps to support students in navigating school activities such as excursions, sporting events and school camps.

The social and emotional welfare of our students is a high priority of the school. A whole school approach to social and emotional wellbeing is embedded within the school wellbeing and academic programs. Applied Positive Psychology, Health and Connect classes support students by giving them valuable tools and strategies to understand and grow as young men and women. In addition to this, students with disability in Junior School identified as needing intervention relating to social communication, have access to social communication groups run by our Advisory Visiting Teacher Speech Pathologist. This is an opportunity to discuss and learn about social language and communication skills in a relaxed, small group environment. We also work closely with our Guidance Officers, Heads of Year and Chaplain to provide social and emotional care and activities that allow for positive interaction and social growth.

New social clubs are being introduced in 2021 for all students to access, on top of already established clubs such as the Environmental Club and Science Club. These clubs will range from physical activities such as touch football and handball to Lego creations, board games and potentially virtual gaming. We value student voice in the organisation of these clubs, and encourage students to talk with their case managers about the types of clubs they would like in the school.

Tutorials are also offered by inclusion staff before, during and after school throughout the week in an effort to support the academic efforts of our students. These tutorials are catered to the individual needs of the students attending and range from guidance in completing classwork and assessments through to assisting with time management issues.

## Refocus Space

A “Refocus Space” within the Student Support Services HUB is provided for those students with social and emotional concerns may go to unpack and discuss issues with staff. While it is important that every student succeeds within the classroom, it is equally important that every student feels a sense of belonging within the school community.

Students who are overwhelmed within the classroom will experience flight or fright responses. This can exhibit itself as anger, anxiety, intense sadness or disruptive behaviour. In order for the body to refocus and come down from this state, students may need to leave the classroom.

## Refocus Space Procedure

The following procedure (see figure 1.3) is now in place to help staff to calmly and supportively allow students to refocus and remain actively involved within the classroom.

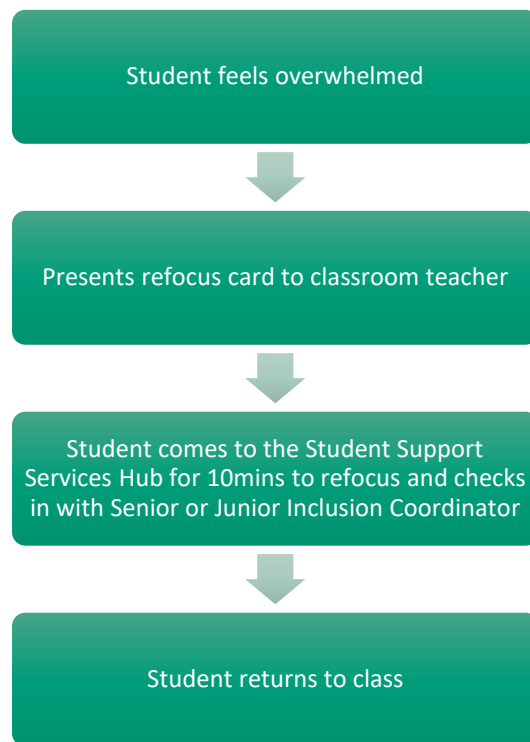


Figure 1.3 Supporting students and teachers using the Refocus Space procedure

Refocus cards (see figure 1.4) will be provided to students by their case manager. A list of students will be emailed to classroom teachers by the Student Support Services Administrator at the start of each term.

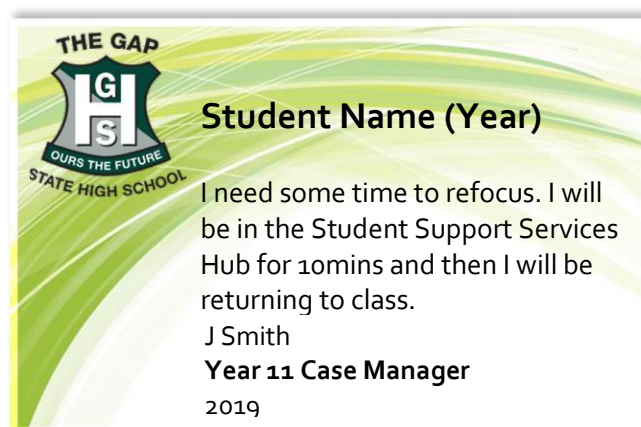


Figure 1.4 Example of refocus card provided to students

When a student presents the refocus card to a teacher, they should be immediately directed to the HUB. This is to stop the situation escalating and becoming a behaviour management issue for the teacher. Students however should be respectful to their teacher at all times.

### At the Student Support Services HUB

When a student comes to the Student Support Services HUB, they must first check in with the Administration Teacher Aide, to have their names logged. This is to keep track of all students and identify patterns that may exist in student behaviour. This log will be reviewed by case managers at the end of each week. In addition, case managers will be notified that the student has come down to the Student Support Services HUB by the Administration Teacher Aide.

Students will be given 10 minutes to allow them to self-regulate and offered a variety of tools to help them calm their emotions and settle into a productive mindset. At the end of the ten minutes they will then return to class immediately and re-join and engage in the lesson. If a student cannot calm and refocus themselves within this allotted time, the classroom teacher will be contacted either directly or via email so that they are aware the student is in attendance. The student will then move on to the behaviour management strategies in place at The Gap SHS.

While in the Student Support Services HUB, students must be respectful to staff and equipment. If this is not the case, access to the Student Support Services HUB will be reviewed and immediately be referred to the Deputy Principal of Inclusion

# Roles and responsibilities of staff

## Deputy Principal for Inclusion

The Deputy Principal of Inclusion's role is to raise student achievement and improve the quality of teaching and learning at The Gap State High School. The Inclusion Deputy and coordinators will work closely with Heads of Departments, and individual teachers to ensure that teaching practices have the most positive impact on learning and students are achieving to their potential.

The Inclusion Deputy Principal works closely with other members of the Administration team to ensure teaching staff are engaged in professional growth around student disabilities, to and that barriers to student learning are eliminated.

## Senior and Junior Inclusion Coordinators

The Junior and Senior Inclusion Coordinators play a significant role in the day-to-day running of the Inclusion Department. They work together to ensure students, as well as their case managers and teachers, are supported in all areas of academic life at The Gap SHS. They also work with Administration, parents and students to help to facilitate and advocate for inclusion within the school.

The Junior School Inclusion Coordinator oversees case management for students in Years 7-9. In addition to this, he is responsible for the following tasks:

- Minor behaviours Year 7 – 9
- Case management meetings with mainstream Year 7 – 9
- Liaising with State School Clinical Nurse and parents regarding student Emergency Health Plans
- Liaising with parents and outside organisations
- Liaise with AVT for Hearing Impairment
- Individual Curriculum Plans (ICPs) Year 7 – 9 (PAT-M, PAT-R and sight words, etc.)
- Personalised Learning Plan – inclusion teachers Year 7-9
- Year 6 transition – Term 4, 2019
- Case management teacher mentoring
- SWD Transitions into Year 7 and Year 10
- Literacy / Numeracy data – Year 7 and 9 (Consulting with Head of Junior School)
- NAPLAN coordination with Head of Junior School
- AARA coordination within the Junior School for students with a disability or learning support needs.
- Tracking student academic data
- Case management teacher mentoring

The Senior School Inclusion Coordinator oversees case management for students in Years 10-12. She is also responsible for the following tasks:

- Case management meetings Year 10 – 12
- Individual curriculum plans – Year 10 - QCIA
- Tracking QCE and QCIA students
- QCIA Curriculum organisers on OnePortal
- QCIA verification meetings - August
- Year 11 and 12 academic coaching
- Student plans – inclusion teachers (Year 10-12)
- Assisting the Deputy of Senior Schooling in the organisation of Year 10 - 12 block exams for students with disabilities and learning support needs.
- Access Arrangements and Reasonable Adjustments (AARAs) extensions and submissions for SWD and Learning Support students.
- ASDAN coordination with teachers and internal and external moderations– June and November
- EAP36 Profiling coordination.
- NCCD organisation and tracking.
- Case management teacher mentoring
- Liaising with Transition, PI and SLI AVTs as well as physiotherapy and Occupational Therapy services.
- Timetables – staff
- Timetables for Teacher Aides with Student Support Administrator
- Transition of students into Senior Schooling and at the end of Year 12.
- Year 10-12 SWD Transition meetings
- Year 10 SET plan meetings
- HoSES meetings
- PEG meetings
- Organising and leading meeting agendas and coordinating department meetings
- TA communication/meetings/training.
- Coordination of tutorial programs run by Inclusion Department
- Liaising with parents and outside organisations.
- Minor behaviours Year 10 – 12

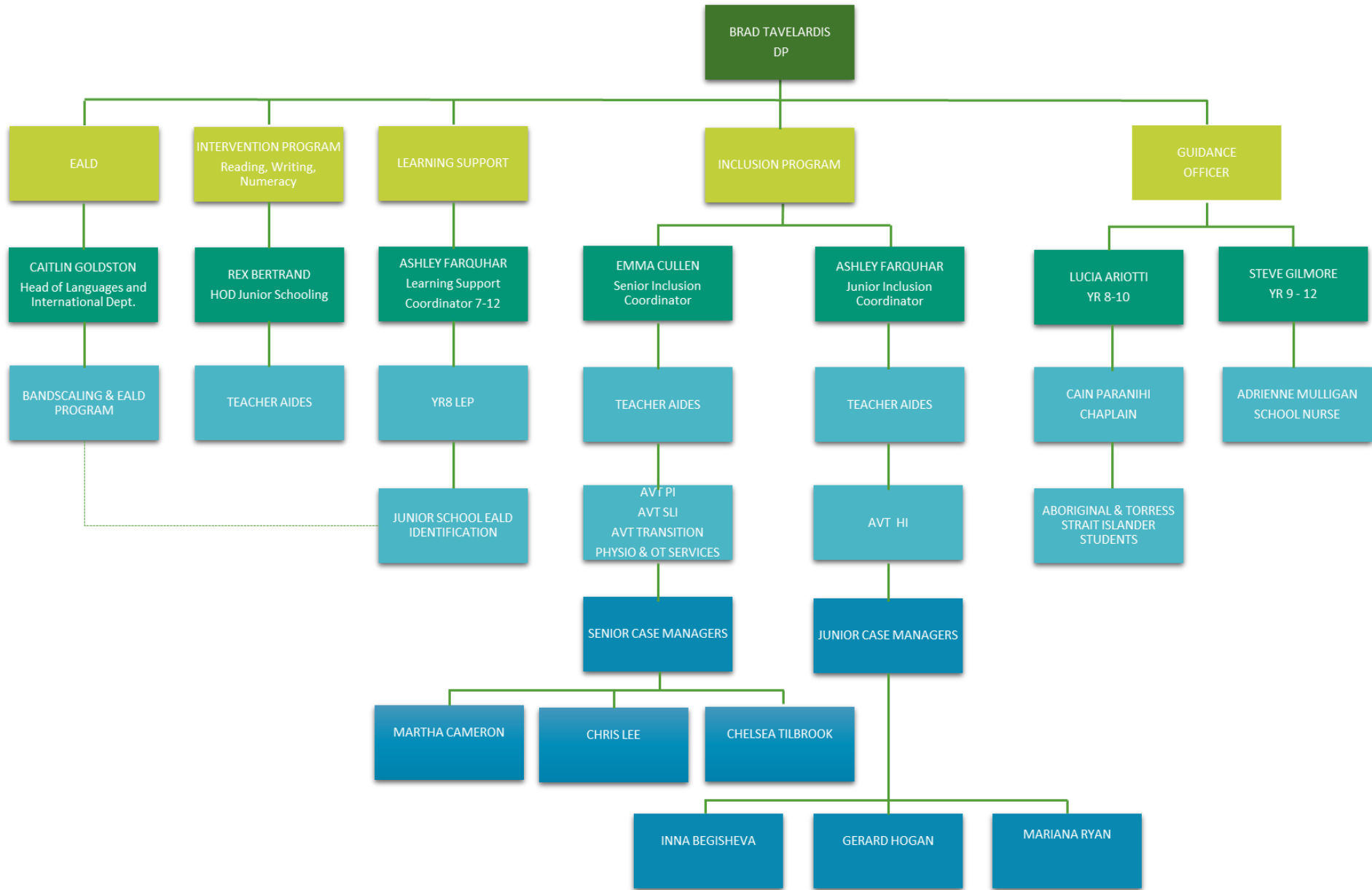


Figure 1.5 Student Support Services Flowchart



## Case Manager

### Advocacy

Each student with a verified disability, is assigned a case manager whose primary focus is to ensure students are included in all areas of school life, as shown in Figure 1.6. A case manager is an expert on governing legislation to ensure that correct and effective advocacy for students with disabilities is administered. This advocacy may include ensuring appropriate adjustments within the classroom are issued, offering additional tutorial times and being a voice for students as they navigate school procedures such as selecting sports, subjects and advising on SET plans. They aim to increase student and parent voice within the school community and help support students socially and emotionally inside and outside of the classroom.

### Implement Policy

There are many policies that must be implemented as per department guidelines. A case manager will co-ordinate many of these policies such as, verification and validation processes, Personalised Learning Plans (PLPs), risk management and safety plans. In addition to these policies, case managers are also tasked with identifying and implementing where appropriate, Individual Curriculum Plans (ICPs) and Queensland Certificate of Individual Achievement (QCIA) curriculum.

### Teaching and differentiation

At The Gap SHS, case managers are teachers who support students within the classroom and also teach to the whole class in a co-teaching environment when applicable. This co-teaching approach allows students to gain intensive support from both their classroom teacher and inclusion teacher, through the collaborative development of differentiated unit plans, lessons, assessment and exams.

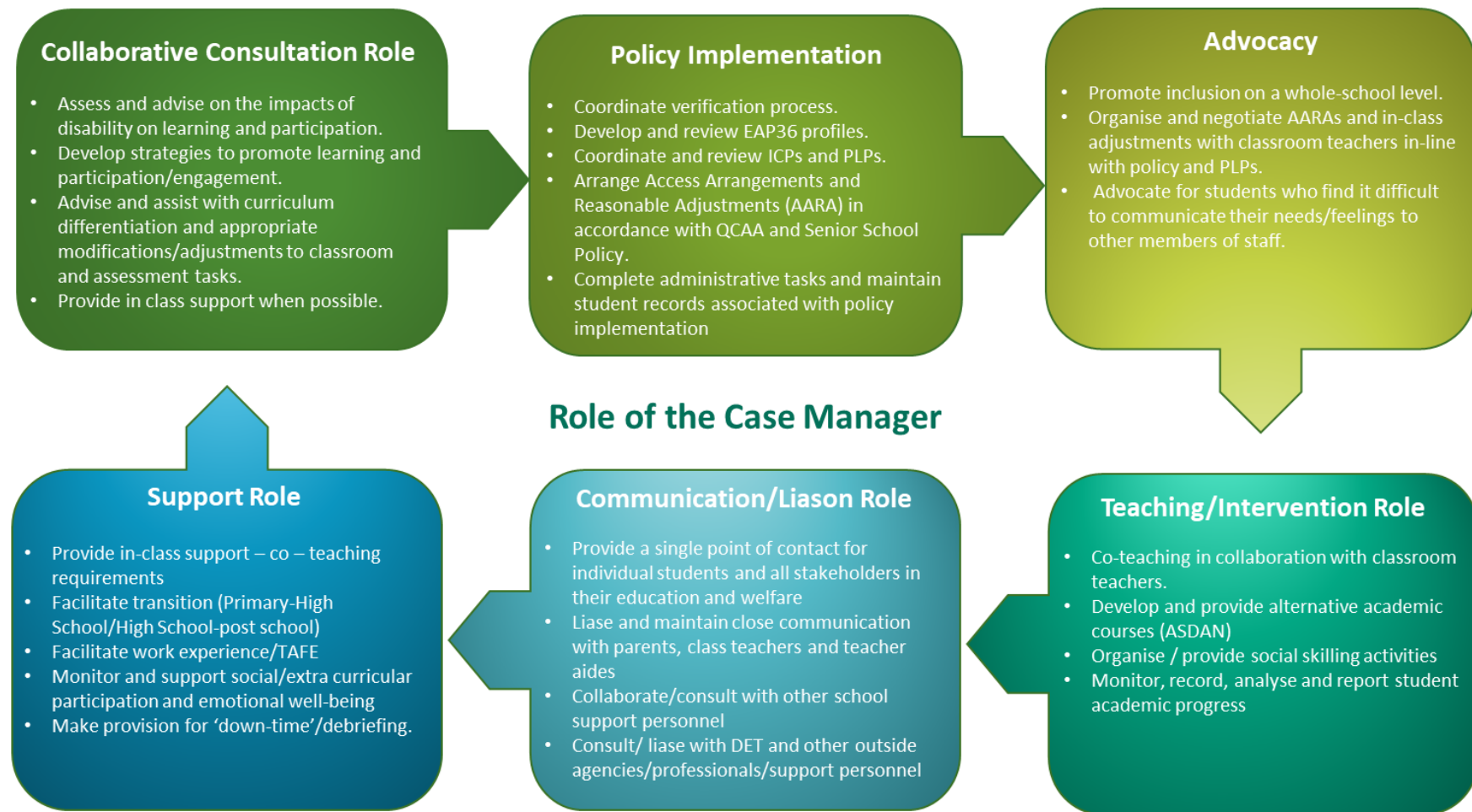
### Liaising

To understand, communicate and meet the daily needs of their students, case managers liaise with parents, teachers and outside organisations to provide a single point of contact for individual students and all stakeholders in their education and welfare.

### Teacher Aides

Our team of experienced Teacher Aides (TAs) support students and staff within the classroom. They are responsible for assisting with the learning of all student as directed by the classroom teacher. TAs provide a valuable link between students, case managers and classroom teachers. They are in regular communication with case managers regarding the academic progress of the student as well as any concerns regarding a student's social and emotional needs. In addition to this, TAs also perform administration tasks, playground supervisions and assist the school in extra-curricular programs.

Further responsibilities for all roles within the Inclusion Department can be found in Appendix A.



- **The Classroom Teacher is primarily responsible for each student’s academic participation and progress.**
- **The Case Manager is primarily responsible for promoting and facilitating inclusion, access and equity.**

Figure 1.6 The Role of the Case Manager

## Learning Support

Learning support at The Gap SHS is an educational provision for students with non-verified disabilities in accordance with the Disability Discrimination Act of 1992 and students with English as an Additional Language or Dialect. Learning support staff attend curriculum meetings and provide insight into meeting the needs of students with learning difficulties. They provide and devise resources or adjustments to differentiate content taught to students and meet specific learning styles of each student.

### Intervention

In conjunction with the Head of Junior Schooling, the Learning Support Coordinator gathers, records and tracks literacy and numeracy data that informs the school of how students are coping with these skills. From the data, Intervention Program classes are formed to address literacy and numeracy skills that students may be struggling with.

### Additional Support Mechanisms

Students with learning difficulties may struggle to understand content within the classroom at the same pace as their peers. Learning Support offers tutorials during lunch breaks within the week and two additional afternoon tutorials. These tutorials have a focus on class content, homework and provide additional materials or guidance to help student's complete tasks.

# The Educational Adjustment Program and the verification of students

This section is taken from *The Education Adjustment Program (EAP) Handbook* (2019) found on the Department of Education website.

The EAP is a process for identifying and responding to the educational needs of students with disability who require significant education adjustments related to the specific impairment areas of:

- autism spectrum disorder
- hearing impairment
- intellectual disability
- physical impairment
- speech–language impairment
- vision impairment.

The EAP supports schools to:

- understand and meet their obligations to make reasonable adjustments for students with disability
- identify students (from Prep to Year 12) who meet criteria for the EAP categories
- report the significant education adjustments that are currently in place to address the educational needs of these students.

The EAP has three components:

- Verification
- The EAP profile and
- Validation.

## Verification

Verification is the process of confirming that a student's identified impairment and the associated activity limitations and participation restrictions requiring significant education adjustments meet criteria for one or more of the six Education Adjustment Program (EAP) categories. Verification is completed by the school team with parent consent and consultation.

A verification request is completed by the school team, submitted to the EAP team by the principal, and assigned to a state-wide verifier with experience and relevant qualifications in the EAP category. The state-wide verifier considers the information and records a decision on the Adjustment Information Management System (AIMS) in OneSchool according to the departmental criteria.

## Step 1: Information Gathering

Through whole school processes, the school team gathers information on an ongoing basis to inform curriculum and program planning to meet the educational needs of all students. This information comes from a range of sources including:

- observations of classroom functioning
- current student achievement
- school assessment information
- background information from the student or parent
- data related to identified needs across the curriculum
- assessment information from school support services, other agencies, doctors and medical specialists
- interventions provided and responses to these interventions.

The school team may include but is not limited to:

- principal
- classroom teachers
- guidance officers
- specialist teachers/advisory visiting teachers
- therapists/nurses
- other school administration team members
- teacher aides
- parents
- community agencies.

During this process the school may determine that the student's educational needs may meet criteria for the EAP. A formal agreement between the parent and the school team is required before proceeding with the EAP process and/or adding a student's record on Adjustment Information Management System (AIMS) in OneSchool. Parents are required to sign an EAP 1 Consent form before moving forward. This form is uploaded onto OneSchool and placed as an attachment to Criterion 1 section of the verification records.

## Step 2: Investigating a Disability for Verification

The school team should involve appropriate specialist staff throughout the verification process.

Investigating a possible disability involves gathering data on both (a) the impairment and (b) the activity limitations and participation restrictions and associated significant education adjustments in the educational context.

### a) Impairment

Specialist assessment and/or diagnosis of the impairment is required from the relevant specialists listed for each EAP category.

Specific Impairment Area	Specialist	EAP form needed
Autism Spectrum Disorder	a registered paediatrician, psychiatrist or neurologist	EAP 3 and <b>mandatory</b> medical specialist report
Hearing Impairment	an audiologist or otolaryngologist (ear, nose and throat specialist)	EAP 4
Intellectual Disability	evidence of impairment from a guidance officer or psychologist	EAP 5
Physical Impairment	a registered medical specialist, e.g. a paediatrician, neurologist, orthopaedic surgeon, geneticist or rheumatologist	EAP 6 and <b>optional</b> medical specialist report
Speech-Language Impairment	an Education Queensland speech-language pathologist	EAP 7
Vision Impairment	a registered ophthalmologist or in cases of cerebral vision impairment, a registered paediatrician or neurologist	EAP 8 and <b>optional</b> medical specialist report

#### b) Activity Limitations and Participation Restrictions

Description of activity limitations and participation restrictions specific to the impairment and the associated significant education adjustments is required from members of the school team using information gathered in Steps 1 and 2.

### Step 3. Request for Verification

The principal requests that the documented impairment, related activity limitations and participation restrictions and associated significant education adjustments be considered for verification in the given EAP category. The principal makes this request by completing the principal section of the verification request.

### Step 4: Verification

The verification process involves the following steps:

- The completed verification request is received by the EAP verification team through AIMS in OneSchool and is assigned to the relevant statewide verifier with experience and relevant qualifications in the EAP category.
- The status on AIMS in OneSchool is changed from Awaiting Verification to Assigned to Verifier.
- The state-wide verifier considers the information according to the departmental criteria.

- The state-wide verifier will contact the relevant school or regional personnel if any further information is required.
- The verification decision is recorded on AIMS in OneSchool.

## Step 5. Review of Verification

At the time of verification the state-wide verifier will determine:

- if a review of verification is required
- the criteria to be reviewed (Criterion 1 and Criterion 2 or Criterion 2 only)
- the review date.

This decision will be guided by the following factors:

- age of the student
- stage of schooling
- information provided in Criterion 1 on the impairment
- information provided in Criterion 2 that indicates that the student may not continue to require ongoing significant education adjustments to address their impairment in the school context.

## Individual Curriculum Plans (ICPs)

### What is an ICP?

An Individual Curriculum Plan (ICP) is for students who have gone through the process of intensive support and intervention however would benefit from modified learning outcomes. This process must be agreed to by all stakeholders. This process records and tracks the achievement standards selected and ensuring that students develop and progress within their own Curriculum Plan. Students will be taught, assessed and reported against the lower or higher achievement standard for a single learning area or subject, or the whole curriculum.

These students may include:

- Students with learning difficulties
- Gifted and Talented students
- Students identified with a disability in accordance with the *Disability Discrimination Act 1992* (DDA)

Curriculum decisions for individual students are considered via the processes elaborated on in the implementation section below, which involves collaboration between classroom teachers, specialist staff, parents and students.

### Supporting Legislation

The Queensland Government is committed to providing safe, supportive, inclusive and disciplined learning environments that provide educational opportunities for all Queensland students. The

department endorses a whole-school approach to improving student learning, and places emphasis on every student succeeding.

All Queensland State schools are required to adhere to the *Disability Discrimination Act 1992* (DDA) and the *Disability Standards for Education 2005* (DSE). Schools and teachers are therefore legally obligated to make reasonable adjustments to ensure students with disability are able to participate in education on the same basis as students without disability. These reasonable adjustments should be undertaken and evidence collected before an ICP is implemented.

As a result, The Gap SHS must ensure that all curricula content is inclusive and accessible by all learners.

## Scope and Guidelines

This policy applies to all students in years 7 to 10 who are enrolled in subjects that are mandated by the Australian Curriculum. Teachers who deliver learning experiences within these same parameters play a significant role in the implementation of this policy.

Specialist staff including; Inclusion Teachers, Advisory Teachers, Guidance Officers, Heads of Department, Heads of Curriculum, Junior Inclusion Coordinator, Senior Inclusion Coordinator, Learning Support Coordinator and the Deputy of Inclusion, all play a vital role in the development and management of ICPs.

## Implementation

For a student to be considered for an ICP at a lower year level juncture, there has to be significant concern regarding their individual learning needs and curriculum access. The concern must be related to their ability to engage with learning junctures and the achievement standard from the Australian Curriculum scope and sequence for the entire breadth of content related to the subject area in question.

For students who have been identified by the school as being highly gifted (with reference to the Curriculum Provision for Gifted and Talented Students), accelerated progression to a higher year-level curriculum may be appropriate – either in one or more subjects or for the full curriculum.

**Schools make decisions about an ICP in consultation with parents/carers and only after analysis of:**

- Student responses to assessment of the relevant achievement standards;
- Student responses to the focused and/or intensive teaching that has already been provided; and
- All other student assessment and reporting data.

An ICP is not a resolution for ongoing truancy, non-compliance with routine, or refusal to engage in a program of instruction. There has to be substantial evidence of a student's attempts to engage with their year level curriculum which has been supported by quality teaching and learning practices. The class teacher must have work samples, monitoring tasks and observations of what a student is able to do in order to make informed decisions regarding curriculum.



An ICP is **not** required when evidence indicates that a student needs to revisit a particular strand, or particular concepts and skills from a different year level of the Australian Curriculum to address gaps in learning. Revisiting an earlier year level to develop particular aspects of the learning area is done with focused or intensive teaching in collaboration with available support personnel.

Difficulties with reading/literacy and numeracy (as evidenced through standardised assessments) are not the primary reason for providing curriculum at an earlier year level. Difficulty with reading/literacy and numeracy tasks will be evident in all learning areas. Additional support to develop these skills can be provided to the student through focused and intensive teaching or approved adjustments dictated by AARA.

For new students (including those entering Year 7) who have previously accessed an ICP, a review process should be enacted. This should occur throughout the first unit of work in the relevant subject area(s) that the student is enrolled. The teacher(s) should be made aware an ICP was previously in place, and to collect data and evidence of learning throughout the initial unit. The data and evidence collected should then be reviewed in consultation with Case Managers (or relevant party), and the need for a continued ICP confirmed or rejected.

## Categories of ICP

### Different year level (DYL):

A different year level of the Australian Curriculum is provided for most students requiring an ICP for one or more learning areas and/or subjects.

The DYL enables teachers to teach, assess and report progress towards the identified achievement standard across two semesters (or more for curriculum in bands of years).

### Different year level partial (DYL-P):

A different year level partial ICP is **available for some students with Intellectual Disability**, where the functional impact of the disability and the learning history of the student is such that the student is likely to take more than two semesters (or more for curriculum in bands of years) to complete the identified achievement standard.

The DYL-P enables teachers to teach, assess and report progress towards the identified achievement standard and for students and parents/carers to see this progress across more than one year or band of years.

### Highly individualised curriculum (HIC):

A Highly individualised curriculum is provided to some students with disability who require intensive teaching that is highly individualised, comprehensive and ongoing (potentially for their entire schooling).

These students are not yet able to demonstrate their learning against the Prep achievement standards. They access the learning areas and/or subjects of the Australian Curriculum through the extended levels of the General capabilities Literacy and/or Numeracy.

## Next steps after deciding to provide an ICP

Identify which year level achievement standard of the Australian Curriculum the student can demonstrate in the selected learning area.

This is informed by a range of student achievement data including responses to classroom assessment tasks relating to the Australian Curriculum. Standardised tests, alone, will not address the entire Australian Curriculum achievement standard. You must take into account past reporting data, as students cannot be made to repeat achievement standards that have already demonstrated competency in. For example, a student and all data points towards the student being at a year 3 level, however the reporting data indicates that a Year 7 student has met the achievement standard for Year 3 Australian Curriculum. You must then examine the Year 4 and Year 5 English curriculum to determine a starting point for this student. Use the evidence of student achievement data to decide whether the student is to be taught:

- the Year 4 curriculum
- the Year 5 curriculum with focused teaching of some Year 4 content descriptions to address 'gaps' in the student's knowledge or skills.

	Process	Further Clarification
1	Class teacher/s gathers evidence of student learning	<ul style="list-style-type: none"> <li>• Personalised Learning Plan</li> <li>• Student achievement data</li> <li>• Assessment tasks, work samples, pre-tests</li> <li>• Standardised assessments</li> <li>• PAT testing</li> <li>• Conversations with parent/guardian</li> </ul>
2	Class teacher/s documents and makes an analysis of student learning needs.	<ul style="list-style-type: none"> <li>• Current level of achievement</li> <li>• Identified growth in student learning</li> <li>• Records relevant curriculum provision, teaching type, assessment/reporting standard, and support model</li> </ul>
3	Class teacher/s implements strategies appropriate to student need and documents in collaboration with Inclusion.	<ul style="list-style-type: none"> <li>• Explicit Instruction</li> <li>• Differentiation – providing variation in content, process, product and environment</li> <li>• Focused teaching – additional scaffolding and support in a particular strand, mode or part of the learning area/subject</li> <li>• Revisiting key concepts, skills and knowledge using explicit and structured teaching strategies</li> <li>• More support and practice</li> <li>• Enrichment and/or extension</li> <li>• Literacy and Numeracy support</li> </ul>
4	Class teacher/s reviews effectiveness of teaching and learning strategies and documents	<ul style="list-style-type: none"> <li>• In collaboration with relevant specialist staff</li> </ul>

5	Class teacher/s implements revised strategies appropriate to student need and continues to document a weekly plan	<ul style="list-style-type: none"> <li>• Intensive teaching and support – frequent and explicit instruction for sequential mastery of basic concepts, skills &amp; knowledge</li> <li>• Co-planning/Co-teaching with Inclusion staff</li> <li>• Use of approved AARA provisions</li> </ul>
6	Student does not demonstrate progress	Teacher submits a referral for an ICP to the Case Manager or Inclusion staff
7	Administration is appointed to review application	<ul style="list-style-type: none"> <li>• This will involve gathering and analysing additional data, classroom observations, checking previous intervention (work samples, planning documentation)</li> </ul>
8	Class teacher/s contacts parent and discusses the option of an ICP – discussions are recorded as a contact on OneSchool	<ul style="list-style-type: none"> <li>• Details of what an ICP is and its purpose are discussed with the parent</li> <li>• The parent is given the choice of accepting or rejecting the offer of an ICP</li> </ul>
9	If an ICP is accepted, a confirmation is sent to parents	<ul style="list-style-type: none"> <li>• The discussion explains in writing the purpose of the ICP and indicates the variation in curriculum which will be provided</li> </ul>
10	Classroom teacher documents ICP on OneSchool under the guidance of Case Manager or relevant specialist	<ul style="list-style-type: none"> <li>• Refer to the ICP recording guide</li> </ul>
11	ICP is endorsed by relevant administration, implemented and monitored.	<ul style="list-style-type: none"> <li>• The ICP Curriculum Alignment table is completed for each unit</li> <li>• Variations/differentiation to learning is recorded on the unit and weekly plan as evidence</li> <li>• Modified assessment items and GTMJ are created and provided</li> <li>• Assessment items are graded in accordance with the expectation of the curriculum level the student is accessing</li> <li>• Regular adjustments are continued</li> </ul>
12	Data and student performance is analysed at the end of each reporting period	<ul style="list-style-type: none"> <li>• ICP data updated</li> <li>• End of Semester 2 data is used to inform curriculum decisions in the following year</li> <li>• Modified assessments attached as evidence in following ICP</li> </ul>

# Personalised Learning Plans (PLPs)

Every student has their own aspirations, learning needs, strengths and interests and it is the responsibility of schools to respond to these unique characteristics, with high expectations for achievement. Providing personalised learning and targeted support is one way they achieve this.

Personalised Learning Plans (PLPs) record the student's personalised learning needs, including key characteristics, impacts and adjustments/strategies/skill development. It requires case managers and teaching staff to recognise the unique needs of all students of all abilities, acknowledging that each have different learning needs. This is particularly relevant for students with disability and additional learning needs.

There are four key steps that case managers follow when implementing personalised learning and support:

## 1. *Get to know the student*

- Get to know the student, their background, strengths, interests and goals.
- Conduct or gather assessments to identify the types of adjustments required to support the student. Assessment can relate to access, participation, behaviour support, medical needs, or learning supports.

## 2. *Consult*

- Engage with the student and their family/carer to identify the student's aspirations, goals, strengths and needs.
- Seek expert advice, where relevant, on the students' needs; including medical, personal, physical, communication, sensory and learning needs.
- Seek clarity in understanding current achievement levels to ensure high expectations in personal education outcomes.
- Ongoing consultation may be required as the students' needs change.

## 3. *Plan and implement personalised learning and individualised support measures*

- Identify options and select adjustments, interventions and other supports that will be provided to address the student's identified learning needs and build on their strengths.
- Consider the impact of the adjustments on the student, other students and the school.
- Design age-appropriate learning tasks, resources and learning materials
- Seek any required equipment, assistive technology, or additional resources for the student's learning needs.
- Identify and complete professional learning if required.
- Select and implement appropriate teaching strategies to facilitate effective learning for the student.
- Embed differentiated classroom practice within teaching and learning programmes throughout the school.
- Determine a monitoring process and review timeframe.

4. *Evaluate the impact of personalised support measures provided to the student*

Support measures provided to the student should be evaluated by the team involved in the planning. The reviews can be discussed and agreed to by the planning members. It is important to review the support measures provided on a regular basis to ensure that the adjustments made are still relevant and required for the student to achieve high quality outcomes, or whether further support measures need to be incorporated.

If the student requires new adjustments, modifications to equipment, or new resources to support learning and participation, these should be discussed again with the planning team. The focus should always be on the student and how these support measures will assist the student to reach their goals

Personalised Learning plans are made in collaboration between case managers, parents and where possible the student. This occurs at the end of the school year for Years 8-12 students in preparation for the new school year. For Year 7 students, their PLP is written together with the case manager or Junior School Coordinator during their transition days. All PLPs are then reviewed in Term 3.

These plans are then submitted on to OneSchool for classroom teachers to access so they are aware of all necessary adjustments that should be made for the student.

# Access Arrangements and Reasonable Adjustments (AARAs)

The Inclusion Department evaluates and reviews all available student data and evidence to make informed decisions regarding the removal of barriers that limit students during the assessment process. These adjustments are based on the individual student need, not on a disability or medical diagnosis alone, and are regularly reviewed to ensure the best outcomes for our students. All staff are regularly informed by the Senior Inclusion Coordinator of specific assessment adjustments that must be made for each student. This is in alignment with the Junior and Senior School assessment policies and QCAA.

## Junior Schooling AARAs

The Junior School AARAs are based on the principles of the Senior School. This is to help support students and their parents become familiar with the assessment process and therefore reduce the possible stress around assessments when reaching Senior School.

Students and their parents work with teachers, case managers and the Junior School Inclusion Coordinator to identify possible barriers to students demonstrating their knowledge and skills. Adjustments are based on the advice from QCAA and the requirements of each individual student, while maintaining the academic rigour and integrity of the assessment.

Requests for extensions are made to the relevant teacher and their HoD in accordance with the school assessment policy. Students should aim to apply for extension for known causes, at least three days before the assessment due date. In the event of misadventure or illness students should contact the teacher as soon as possible to renegotiate a new assessment date.

## Senior Schooling AARAs

The new *Queensland Certificate of Education (QCE)* system represents a new approach to assessment with the introduction of school-based and external assessment. Assessments and examinations can present barriers for students with disability and learning difficulties, which prevent them from demonstrating their knowledge and understanding or participate within the process. *Access Arrangements and Reasonable Adjustments (AARA)* are provided to minimise, as much as possible, these barriers.

Schools use the *QCE and QCIA Policy and Procedures Handbook 2019 v1.2* to guide decision-making regarding any adjustments, including extensions, to school-based and external assessments. It is essential that case managers and teachers have an in-depth knowledge of their students to guide the decision-making process and evidence is collected to make informed decisions.

AARA is guided by five principles:

- *Consultation* between parents, case managers, teachers, Senior School Inclusion Coordinator, Head of Senior Schooling, Deputy Principal of Senior Schooling, Guidance Officers and where possible, the student.
- *Timeliness* – AARAs are planned and negotiated as early as possible, so that the student is reasonably supported, and barriers are minimised.
- *Standards-based assessment* – relevant reporting standards are used to make judgements about student achievement. The intent and rigour of the assessment must be upheld along with any other requirements or components that are essential to the course of study. Assessment standards and instrument-specific marking guides (ISMGs) are used to make judgements and not modified. Achievement is based on the evidence provided by student responses and not a judgement-based call.
- *Effects of AARA* – schools consider the effects on the student, their learning outcomes, participation in the course and independence and demonstration of their knowledge and skills. A student may not need or want adjustments for some assessment techniques or instruments, or they may need different adjustments in different assessments.
- *Flexibility* – the review of AARA over time to assess if changes are needed.

Unit 1 and 2 AARAs are a school-based decision while for Unit 3 and 4 schools must apply for AARA through QCAA. It is therefore critical that AARAs in all units are inline to maximise student outcomes as a provision of an AARA given in Unit 1 or 2 does not immediately transfer over to Units 3 and 4.

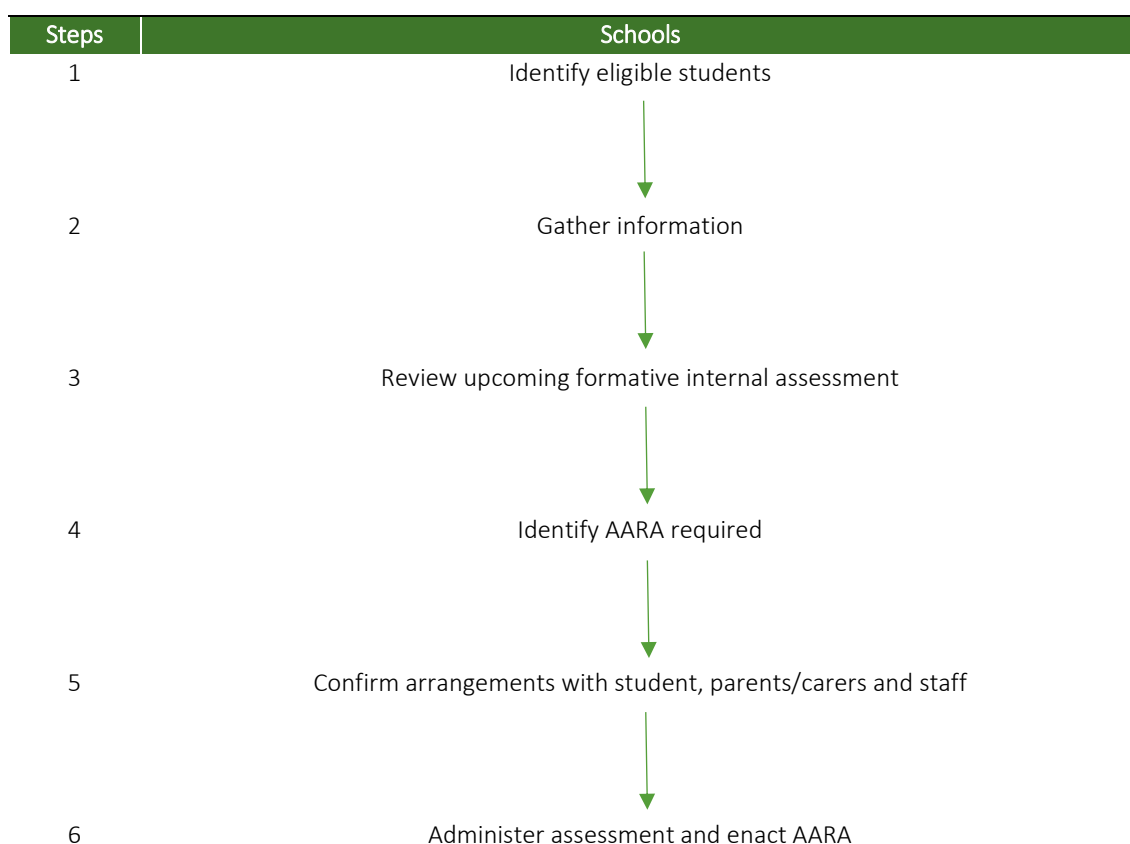
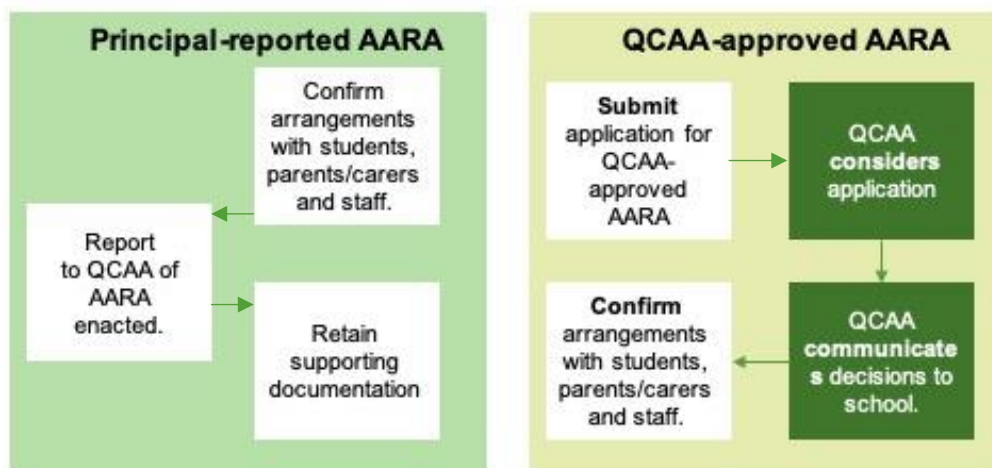


Figure 1.7: Schools' AARA process for formative assessment in Units 1 and 2.

Steps	Schools
1	Identify eligible students.
2	Gather information and supporting documentation.
3	Review upcoming summative internal and external assessment.
4	Identify AARA required.
5	Report or apply for AARA



6 **Administer assessment and enact AARA**

Figure 1.8: Schools' AARA application/notification process for summative assessment in Units 3 and 4

## Eligibility

An application for AARA must demonstrate that the condition has a functional impact on the assessment, therefore each case is based on the individual experience of each student. To be eligible for AARA, students must fall into these three broad categories:

- Permanent
- Temporary
- Intermittent.

The QCAA uses broad application categories for AARA eligibility:

- Cognitive
- Physical
- Sensory
- Social/emotional.

These broad categories definition are based on the *DDA 1992*, see Figure 1.7. There are many AARAs that can be applied for, however there must be evidence to support that the AARA is necessary to limit or remove the barrier that the disability presents to completing the assessment.



The summary of potential supporting AARAs that are approved by both the Principal and QCAA can be found in Appendix B.

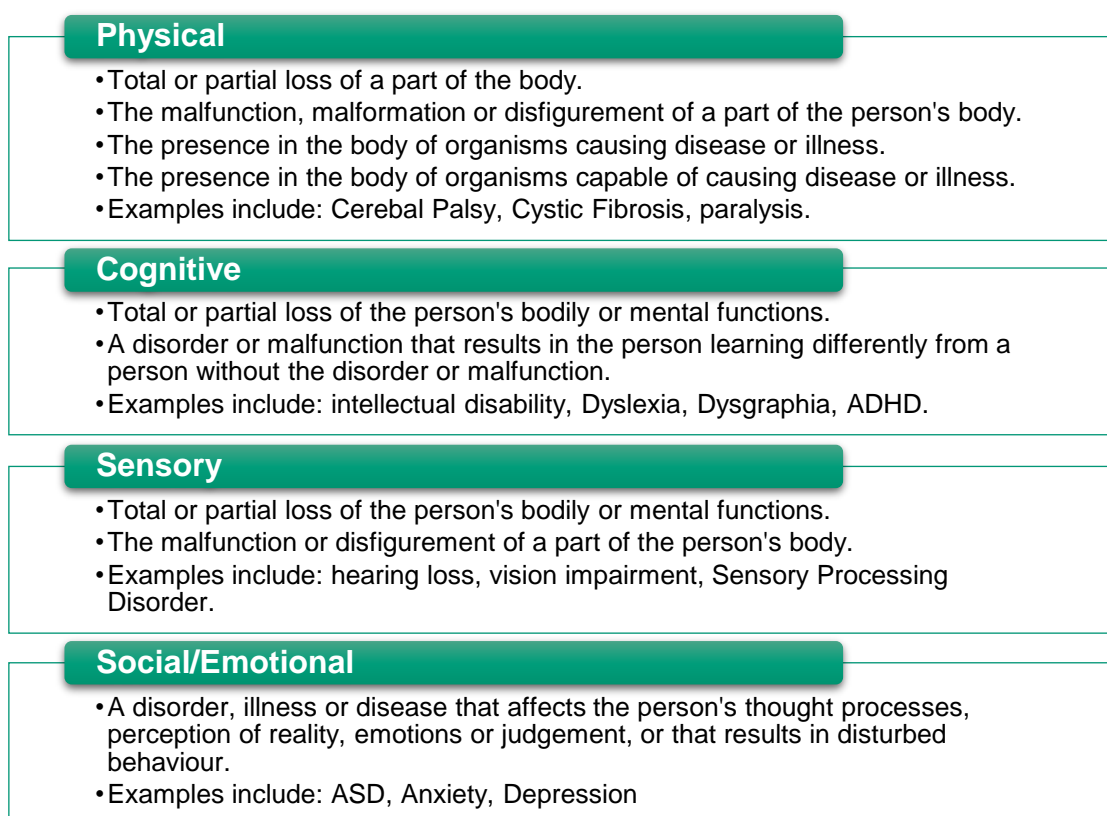


Figure 1.9 Broad category definitions based on DDA 1992.

## Long-term disability AARA Application process in Senior Schooling

In alignment with the new QCE and the Queensland Curriculum Assessment Authority (QCAA), The Gap State High School has recently reviewed its AARA process for all examinations and school-based assessments in Units 3 and 4 of Year 11 and 12.

Students wishing to apply for long-term AARA are required to provide the following documentation:

- TGSHS AARA Application Form (see forms) which can be collected from the Senior School Inclusion Coordinator.
- A medical report from a general practitioner, medical specialist or psychologist.
- A school statement written by the Senior School Coordinator/Senior Case Managers
- A student statement (optional but highly recommended)

A QCAA medical report template is provided to parents for their nominated medical professional to complete. However, if they would prefer to submit a letter, it must contain the following information:

- Diagnosis of disability and/or medical condition
- Date of diagnosis

- Date of occurrence or onset of the disability and/or medical condition
- Symptoms, treatment or course of action related to the disability and/or medical condition
- Information about how the diagnosed disability, impairment and/or medical condition affects the student participating in assessment, particularly timed assessment when considering external assessment
- Professional recommendations regarding AARA e.g. extra time, assistive technology etc.
- Be on an official letterhead from the medical practice and contains the contact details of the doctor completing the report.

Once the application and medical form is signed by the student's parent and Senior School Inclusion Coordinator, it is submitted to QCAA for their approval. A decision letter will be sent to the school and passed on to parents for their records.

The specific documentation requirements for each broad category are further outlined in Appendix B.

## Applications for extensions in Senior School

It is recognised that sometimes for circumstances outside our control, students will need extensions. Students who require extensions for internal assessments in Years 10-12 must submit a TGSHS AARA Application along with a medical certificate (when applicable) explaining why the extension is necessary. **This application must be submitted at least 3 days before the assessment is due if the reason for missing the assessment is known**, for example, sporting event, ongoing anxiety etc. Students must see either their case manager, the Senior Inclusion Coordinator or the Guidance Officers for this form.

Students must then complete the form after speaking with their classroom teacher or the Head of Department of the subject that they are seeking the extension for to negotiate a revised due date. The form is then returned to either the Senior Inclusion Coordinator or Guidance Officer. An email will be sent to the student with the result of the application after being approved or declined by the Deputy of Senior Schooling.

If due unforeseen circumstances, such as illness, a student cannot submit their work on the due date, students and/or parents must advise the school as soon as possible. They must then complete an AARA application form and provide a medical certificate explaining why the assessment could not be submitted. A revised date will then be negotiated with the classroom teacher and Head of Department of that subject.

If case managed students need support in following the extension process at any point, their case managers will help guide them throughout the application. Learning Support students also have the option of contacting the Learning Support Coordinator for further help.

Students are strongly encouraged to submit their work on the due date if they have not received a confirmation email of the approval of their AARA. This safe guards students from receiving a non-submittal email. If approved, the work they submit on the agreed revised date will be the work that is marked.

## Implementation of AARAs for Internal Assessments not requiring QCAA Approval

Although it is our hope that students will complete examinations with their peers, it is recognised that this is not always possible and can be a barrier to demonstrating their knowledge, understanding and skills. Students who have documented evidence that they experience a high level of anxiety in examinations, or, have obtained an AARA for the following areas may be eligible for an alternative venue:

- Assistive technology (voice-to-text applications, computer use)
- Reader
- Assistance
- Scribe

### Organising students to sit in an alternate venue

**A minimum of one week notice** is required to allow for support to be organised if the assessment is outside of an exam block. This will be recorded by the Student Support Services Administrator in the Inclusion Department records. The Student Support Services Administrator will be responsible for booking a room for the assessment to take place.

If case managers are scheduled to be in the class with the student at that time, case managers will lead the supervision. If the exam goes over the timetabled class time (e.g. 120min exam and case managers are only scheduled for 70min) a TA will be arranged to take over the supervision. If a case manager is not scheduled to be in the class, a TA will supervise the exam.

For Junior Schooling, it is the responsibility of the classroom teacher to deliver the exam to the Junior School Case Manager for all alternate venue students. For Senior Schooling, the classroom teacher or HoD delivers the exam to the Senior Schooling Office, which will then be collected by the Senior School Case Manager and taken to the alternate venue.

### Assistive Technology or Computers

If it has been agreed that a student will use assistive technology or a computer during an assessment, the Student Support Services Administrator must be advised when the assessment is due to commence via teachers emailing the Inclusion Department at [2053\\_inclusion@eq.edu.au](mailto:2053_inclusion@eq.edu.au). This booking must take place at least 24h before the assessment is due to take place. Please note the Inclusion Department has limited availability of computers therefore it is advised that staff book well in advance if possible.

Teachers can then pick up the computer from E Lower on the day of the assessment. Teachers must sign computers out on picking up the computer and back in once the assessment is completed. Computers must be delivered back to E Lower at the end of the assessment so that they are available for the next member of staff. For block examinations in Senior School, computer allocation will be organised by Senior Inclusion Coordinator and Senior School Examination Coordinator. The adjustments regarding the use of a computer and/or assistive technology for examinations must adhere to QCAA guidelines.

## Readers and Scribes

Strict guidelines surround the AARA of a reader or scribe to ensure the integrity of the assessment. A reader may only read what is on the page or the student's response. They may do this as often as the student requests. They may not paraphrase or amend the written instructions, interpret diagrams, tables or instructions nor may they suggest improvements or advise students in any way. Students who are approved for a reader automatically are approved for a single student supervision.

Scribe's transcribe a student's verbal responses and directions during assessment. Scribes are permitted to:

- Write the student's details on the response materials
- Write or type the student response exactly as dictated by the student.
- Request the student repeat a word or sentence.
- Ask the student to spell difficult words or technical terms.
- Punctuating and using capital letters without the specific direction of the student.
- Rule lines, plot or draw graphs and measure with the specific direction of the student.
- Operate a calculator at the student's direction.
- Re-read the student's response to enable the student to maintain thinking and edit work.

They may not alter or rewrite the student's work, nor may they interpret questions, diagrams, tables or instructions. They must ask the student to indicate spelling of technical or difficult words and cannot discuss student responses or offer suggestions to improve their responses. Students who are approved for a scribe are automatically approved for single-student supervision and extra time to compensate for the dictation process.

## Assistance

Assistance as an adjustment to assessment conditions allows a supervising teacher to assist with the manipulation of equipment and other practical tasks. It also allows a supervisor to use the student's name in reading assessment instructions, providing support and reassurance, and prompting the student to start or continue writing/undertaking the assessment task.

For further details on possible AARAs and the supporting documentation needed to apply for QCAA approval, please see The Gap State High School's *Senior Assessment Policy* and the QCAA *QCE and QCIA policy and procedures handbook v2.0*.

## Nationally Consistent Collection of Data (NCCD)

The NCCD is an annual collection of information about Australian school students with disability. Data from the NCCD is used:

- as an evidence base, to give teachers, schools and sectors information about students with disability and the level of educational adjustment being provided
- to inform policy development and future planning to better equip schools and education authorities to support students with disability
- to improve understanding of the requirements and responsibilities of school teams and the broader community under the DDA and the Standards
- to capture the work of schools under the obligations of the DDA and the Standards, allowing students with disability to access and participate in education on the same basis as other students
- to highlight the individual needs of each student with disability by focusing on the level of educational support provided to them at school.

High level, de-identified information from the NCCD is used in national reporting to inform policy and program planning to support students with disability.

### What is the NCCD Model?

The NCCD model describes how to undertake the NCCD. The model provides a systematic process that enables schools across Australia to count, in a consistent manner, the number of students with disability receiving adjustments to access education. The NCCD model consists of four steps:

#### *Step 1: Is there an adjustment?:*

Determine which students are receiving adjustments to access education because of disability, consistent with definitions and obligations under the *Disability Discrimination Act 1992* (DDA) and Disability Standards for Education 2005.

#### *Step 2: What is the level of adjustment?:*

Determine what level of adjustment is being provided to each of these students and identify and collate evidence to support the decisions made. The four levels of adjustments are extensive, substantial, supplementary and quality differentiated teaching practice (QDTP).

#### *Step 3: What is the category of disability?:*

Determine the broad category of disability under which each student best fits and identify and collate evidence to support the decisions made. See Figure 1.7.

#### *Step 4: Record and submit the data.*

All data is recorded in OneSchool under the DDA-PL, by the census date. This is completed by the Junior and Senior Inclusion Coordinator. This data is then checked by the Deputy Principal for Inclusion and submitted to the Principal for final submission.

## Evidence

As part of the NCCD, the school identifies evidence of the actions that teachers and other school staff have taken for at least 10 weeks in the 12 months preceding the reference date, to address the functional impact of a student's disability. This includes evidence of:

- consultation and collaboration with the student and/or their parents, guardians or carers
- the assessed identified needs of the student
- adjustments provided to the student to address their identified needs
- monitoring and review of the impact of the adjustments provided.

Teachers use their professional judgement when determining which students to include within the NCCD collection, the level of adjustment and the category of disability that impacts on their ability to access curriculum and learning opportunities within the school environment.

It is possible for students to have a disability and yet not be included in the NCCD. If a student falls within one of the broad categories of disability according to the DDA (1992), however the disability does not have a functional impact on their schooling, they will not be included in the NCCD. This also includes students who have adjustments made for them that occur for less than 10 weeks over the 12 month period.

## Collection of NCCD at TGSHS

The Junior and Senior Inclusion Coordinators collaborate with teaching staff, case managers, Guidance Officers and parents and carers to collate evidence regarding the adjustments that have been made throughout the 12 month proceeding the reference date for students with disability and learning support needs. Teaching staff are requested to fill in a simple checklist for each student that is captured by the NCCD explaining how differentiation/adjustments has occurred within their classroom. Case managers and the Junior and Senior Inclusion Coordinators then collate the data for each student and enter each student's DDA-PL category on to OneSchool, before it is reviewed and submitted by the school principal.

# A whole school approach to inclusion

## Chaplain

The Chaplain at The Gap State High School is part of the support service team made up of the guidance officers, nurse and staff community. At a base level the Chaplain is able to listen, encourage and befriend all within the school community. It can be by creating a calm environment after, before or during a stressful situation or crisis and provide a safe space to sit and talk. The Chaplain does this by what is called a pastoral care conversation which involves gaining an understanding of a person's situation through listening and effectively responding as a helper by not resolving their situation but to encourage sound decision making for themselves. With other high level issues, the Chaplain is able to refer and connect students to the appropriate support services like the guidance officers that can provide ongoing support.

Other ways the Chaplain provides support is through the chaplain hardship fund where if a student and their family are going through financial difficulties the Chaplain is able to assist them with some payment for specific items. The Chaplain also supports students with fundraisers, BBQs, breakfasts, or assist teachers and students by participating in class activities, sporting activities and camps. The Chaplain also works with the guidance officers by participating with their social and emotional support programs and events that provide a holistic approach to promote wellbeing for all students and faculty during the year.

The Chaplain also has a connection in the wider community with local businesses and churches that can provide assistance through their out-reach programs and volunteer support groups that are ready to help.

The aim of the Chaplain is to bring hope through building positive relationships with all members of the school community and to make sure everybody feels safe and supported.

## Embedding Indigenous Perspectives

The Gap State High School aims to foster a school community with a high level of knowledge and genuine appreciation of Aboriginal and Torres Strait Islander histories, cultures and contributions so that together we may cultivate a harmonious future for all Australians. Indigenous Perspectives are embedded throughout the curriculum. Days and weeks of National significance will be acknowledged and celebrated with opportunities for meaningful interactions with Community Elders, guest speakers and artists, specialised lessons and guided conversations.

Opportunities will be available for students who identify as Aboriginal or Torres Strait Islander to be involved in cultural experiences with community Elders.

## International Students and EAL/D Support

The Gap SHS is a foundation institution with the International Fee Paying Students Program. We have been accepting International students since 1989. Students are accepted through Education Queensland International and enrol at the school usually after some form of Secondary School Preparation or English Language study.

In 2020, we had 27 students studying with us from a range of countries such as China, Vietnam, Korea, Japan, Thailand, Germany, Switzerland, Colombia and the United States. Students live in a variety of settings. Some students are with family or relatives and some students live with Australian families in homestay placements. These are full board arrangements. The school has a member of staff, currently the International Student Coordinator who manages the program. Some of the students are in the Matriculation Program (Years 11 and 12) with the goal of tertiary study in Australia whilst those from Europe and South America are generally in 6 to 12 month Study Abroad Programs.

International students have certain obligations that differ from domestic students which they must meet in order to maintain their enrolment and satisfy the conditions of their student visa. Some of the key conditions include:

1. maintain a high rate of **attendance** (at least 80% per term)
2. maintain acceptable standards of **behaviour**
3. make satisfactory **course progress**:

Year 7-10 International:

- A minimum overall achievement of C in every subject studied.
- If the student's effort is at least "satisfactory", despite not passing all subjects, EQI may consider student to have achieved "satisfactory" course progress.
- EQI must report breach of visa conditions if there is unsatisfactory progress for two consecutive semesters.

Year 7-10 International **Study Abroad**:

- A minimum overall achievement of C in every subject studied.
- If the student's effort is at least "satisfactory", despite not passing all subjects, EQI may consider student to have achieved "satisfactory" course progress.
- EQI must report breach of visa conditions if there is unsatisfactory progress for two consecutive terms.

Year 11-12 International:

- A minimum overall achievement of C (satisfactory) in three learning options as per QCAA categories AND must remain eligible for QCE.
- EQI must report breach of visa conditions if there is unsatisfactory progress for two consecutive semesters.

Year 11-12 International **Study Abroad**:

- A minimum overall achievement of C (satisfactory) in three learning options as per QCAA categories



- EQI must report breach of visa conditions if there is unsatisfactory progress for two consecutive terms.

As the host school, it is our obligation under the Commonwealth Government's ESOS Act and National Code to effectively:

- monitor student progress.
- identify when they are at risk of not meeting the obligations.
- implement and review interventions.
- report any failure to meet obligations to Education Queensland International (EQI), which may result in the student being reported to the Commonwealth Government and the subsequent cancellation of their student visa.

In order to comply with the above obligations and to support students we ask that you advise a member of the International Team as soon as you believe a student may be at risk of not meeting any of these conditions, so that a timely and effective intervention may be coordinated and implemented.

If you have any questions please do not hesitate to contact us and for more details on related EQI policies and procedures please refer to: <https://eqi.com.au/for-students/policies-procedures>

The EAL/D support program is designed to support identified students for whom English is an Additional Language or Dialect. Our qualified EAL/D teachers work with our all of our teaching staff to support our EAL/D students. For eligible students, the following support is available:

#### Junior students – Year 7-9

- Homework club in the library
- EAL/D tutorials offering targeted support
- Drop in sessions with our EAL/D teachers
- Our EAL/D teachers work closely with subject teachers to ensure students access the curriculum. EAL/D teachers will also co-teach and/or attend classes to support students.

#### Senior students – Year 10-12

- 3 x 70 min EAL/D lessons every week for targeted support across all subjects
- Drop-in tutorial session every week

Students also have access to the range of subject specific tutorials on offer, which are published throughout the year on SOBS and emailed to parents.

## Guidance Officers

Our guidance officers are specialist teachers who deliver a broad range of services to school community members. They contribute to the development of a comprehensive student support and wellbeing program that is responsive to the needs of the school community.

Guidance officers may work directly with students in addition to working with a student's teachers, school support personnel, family, other specialists or external support providers.

Support offered by guidance officers includes providing advice and counselling on educational, behavioural, vocational, personal, social, family, and mental health and wellbeing issues.

Psychoeducational assessments and career development also form an important part of the work guidance officers undertake to enhance positive educational outcomes and career pathways for all students.

Guidance officers provide leadership, support and case management in responding to some of the most complex and challenging of circumstances including student protection matters, critical incidents, mental health issues, and suicide prevention and postvention support.

## Learning Intervention Program

The Gap State High School seeks to create a learning environment where young people are given the opportunity to enhance their potential. Our new Learning Intervention Program reflects this commitment to educate our students in a supportive local community.

The Learning Intervention Program aims to develop reading, writing and numeracy skills through short-term highly targeted intervention. These programs will be available to students in year 7 and 8.

The Learning Intervention Program will involve small groups of students working with support staff for 35-minute intervals per week. A rigorous process of information gathering has been used to select students for these programs. Class grades, NAPLAN and other diagnostic tests identifies students who would benefit from the program.

Eligibility for the Learning Intervention Program is based on the following criteria:

- academic results
- results from recent NAPLAN tests
- Progressive assessment test
- data gathered from previous school(s)

## Student Wellbeing Intervention Meeting (SWIM)

Every staff member is required to refer students through the SWIM process if they have concerns about a student's social, emotional, cognitive or physical wellbeing. SWIM team works collaboratively with the Student Support Services team to develop student support plans, implement student support within the school context and develop sustainable relationships with care givers and services connected to student welfare. The role of the SWIM team is to receive referrals, discuss student need, and identify support requirements. Support case managers are assigned and recommendations for student support are implemented through this process.

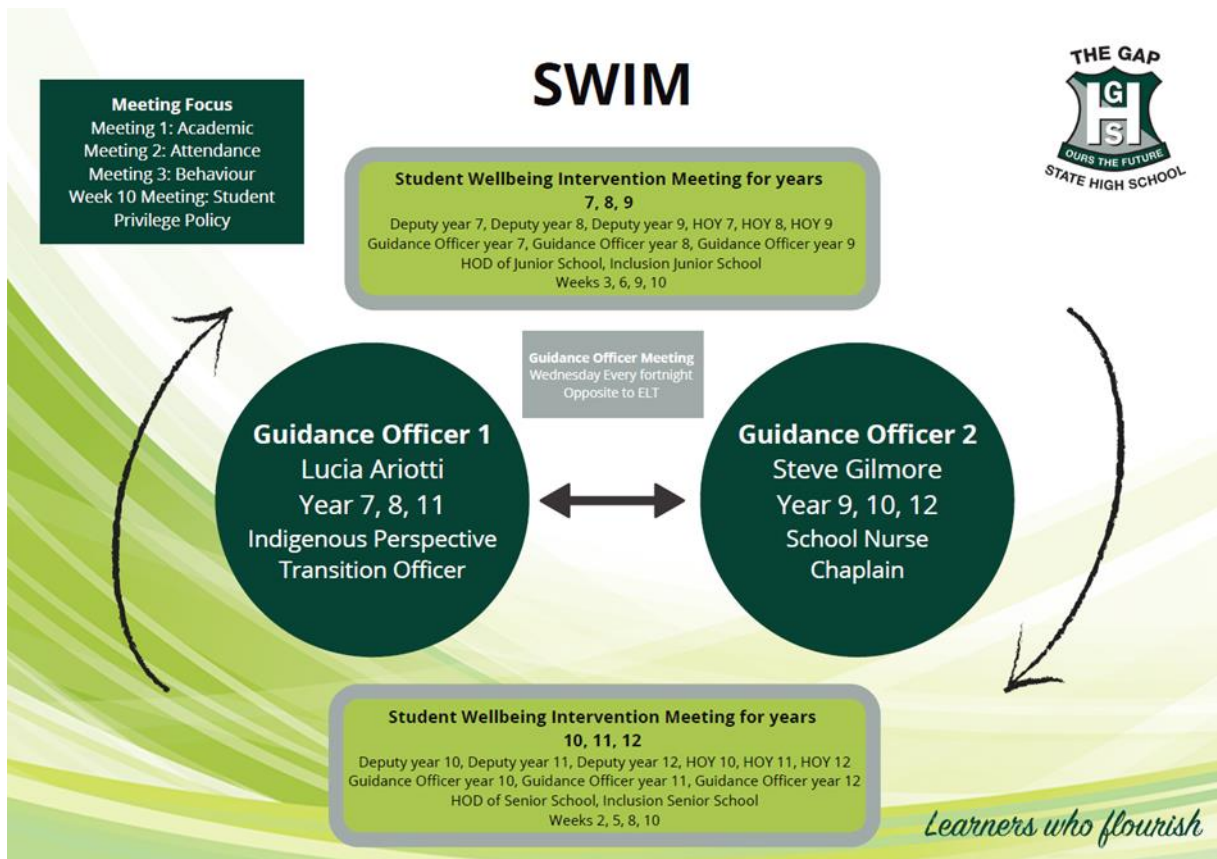


Figure 2: TGSHS SWIM Team Organisation

## Speech Language Pathologist Assistance

Speech–language pathologists in the Education Department work as part of the educational team to maximise students’ access, participation and achievement of competencies in interpersonal communication, literacy, numeracy and key learning areas.

The speech language pathologist works within a whole school approach, and can support any student at the school. A whole school approach to student improvement directs support to three different levels of need in response to student achievement data.

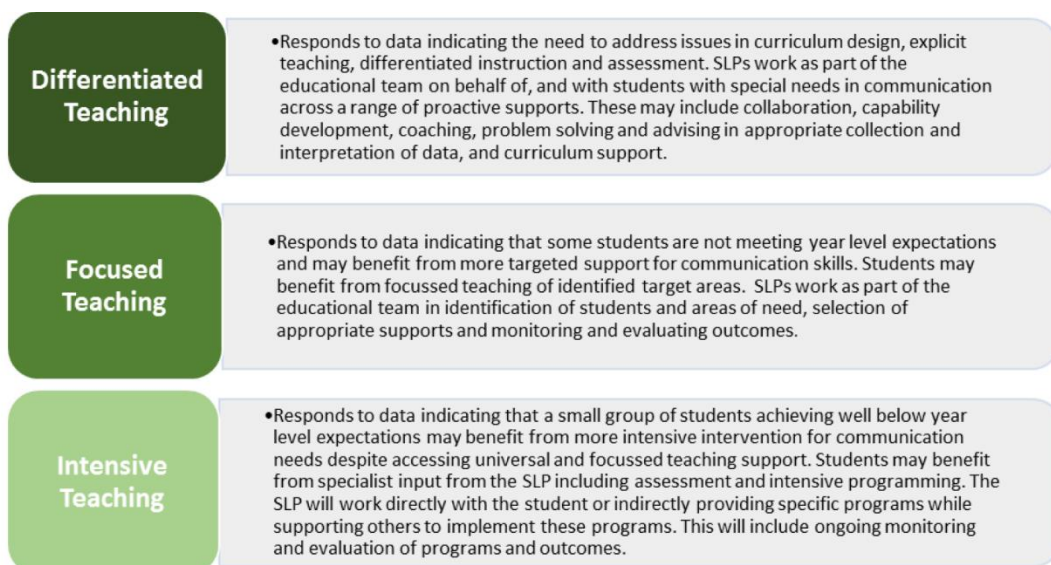


Figure 2.1 Whole school approach implemented by Speech Language Pathologist

Below are some examples of tasks which may be undertaken by the SLP under each of the levels of the model.

### **Differentiated**

- Training and development
- Capacity-building, coaching or mentoring of staff
- Consultation around in class strategies to support groups of students
- Collaboration with teachers aiming to improve communication support for any curricular area for all students at the core level of instruction, targeting skills for a select group of students, or focusing on students with specific challenges that could benefit from the experience and skills of an SLP
- Involvement in early identification or cohort mapping

### **Focused**

- Group programs targeting a specific goal e.g. social communication groups, communication in the workplace, Transition to secondary school communication, familiarisation with assistive technology, literacy skills, language skills
- Targeted screening

### **Intensive**

- Assessment with detailed report and recommendations
- Individual or group support programs implemented by the SLP or school staff

Students can be referred to the school speech language pathologist by contacting the Senior Inclusion Coordinator or Junior School Coordinator. Teachers may contact the Inclusion Department to discuss the referral. You may be contacted by the speech language pathologist for more information, to arrange a classroom observation, or with suggestions for strategies to try. If the student is prioritised to access speech language pathology services, a parent permission form will be sent home.

## **Supporting Gender Diverse Students**

At The Gap State High School we acknowledge our diversity and respect all students and their choice to live authentically in their gender identity. As a school community we will:

- Promote positive educational outcomes for gender diverse students;
- Promote an inclusive school community which encourages all students to be authentic and acknowledge their gender identity;
- Promote compliance with relevant legislation concerning discrimination and privacy;
- Work collaboratively with local community members to support gender diverse students and their families;
- Negotiate and respond to the individual needs of gender diverse students;
- Support staff in the ongoing development of inclusive curriculum that incorporates gender diverse perspectives.

## **Student Transitions**

At The Gap State High School we acknowledge each student's gender identity. Each student experiences a unique transition process, which requires varying levels of collaboration and support. At The Gap State High School we work collaboratively with students and their families to negotiate a transition plan which is specific to their needs. This plan is an ongoing collaborative process that is adapted regularly to suit the needs of the student.

## **Student Name/s**

In alignment with the Information Privacy Act (QLD) 2009, a person's gender identity, legal name or gender assigned at birth is private. Disclosing this personal information without justification or consent is a breach of privacy and confidentiality.

Acknowledging a person's request to change their name or pronoun is an important part of validating their identity and students can be asked to be referred to by their preferred name and affirmed gender. At The Gap State High School all staff and all students are required to use the name, personal pronouns and gender identity of a student's request. Name changes on any school documents will be considered on a case-by-case basis, in consultation with parents, using the Gender Diverse Student Support Plan.

## **School records**

It is a legal requirement that school records are made and kept accurately, therefore school enrolment records must reflect the sex as stated on the student's birth certificate. Academic reports and class rolls can reflect the student's preferred name with parent consent.

## **Curriculum**

At The Gap SHS we pride ourselves on incorporating and promoting an inclusive curriculum. When developing curriculum staff consider current research and promote equitable access for all students. Regular professional development assists our staff in delivering curriculum which avoids generalisations and considers the perspectives of sexuality and gender identity.

## **Bathroom Facilities**

Considerations about appropriate bathroom and change room access will be negotiated with each individual student using the Gender Diverse Student Support Plan. Students are able to access unisex bathroom facilities around the school.

## **School Uniform**

The sports uniform available for all students is gender neutral.

At The Gap State High School two formal uniform options are provided and students can choose the option that is suitable to their gender identity. Uniform and dress code guidelines apply to all students. Students whom choose not to comply with uniform policy are in breach of the The Gap SHS Student Code of Conduct.

## **Extra-Curricular activities (Dance, Physical Education and Sport)**

All students are encouraged to participate in Dance, Physical Education and Sport. When an event or activity is separated by gender, the school will negotiate where possible for students to participate with their affirmed gender identity. It is essential to note that some physical activities (particularly representative sport) must consider the stamina, strength and physical requirements of each individual. Therefore, this may restrict the participation of some students in their chosen

activity or require them to submit medical evidence based on the potential developmental impact.

### **School camps**

Reasonable adjustments are made to enable participation in school camps for gender diverse students. In preparation for school camps negotiations will take place with the host venue to accommodate the appropriate access, sleeping arrangements and bathroom facilities for gender diverse students.

### **Community Support**

#### **Parental and Carer Collaboration**

At The Gap State High School we encourage parental and carer collaboration when supporting gender diverse students. A strong support network plays an essential role in the transition and ongoing support of gender diverse students. According to the *Anti-Discrimination Act (1991)* a parent/carer is not exempt from direct or indirect discrimination based on gender identity.

#### **Wellbeing services**

Understanding or changing one's gender identity can be a challenging process. At The Gap SHS we have a diverse team of internal student support services available including the guidance officer, school-based nurse and chaplain. The guidance officer and school-based nurse are able to provide pathways and referrals to external services to further support students and their parent/care givers.

An LGBTIQ+ support group exists within the school and meet weekly for students to connect and discuss issues relevant to the community.

See Appendix D for The Gap SHS Supporting Gender Diverse Students Policy.



# Appendices





## Appendix A: Inclusion Line Management Structure and Staff Responsibilities

### Brad Tavelardis

#### Deputy Principal – Inclusion

- AIMS data collection and tracking
- Suspensions / Stages of cancellation (mainstream)
- Exclusions
- Learning support line management
- EALD line management
- Junior/Senior Coordinator
- Training for Transport Assessor for Students with Disabilities
- Verifications
- Check on reporting to ensure it aligns with ICP
- EAP profiles

### Ashley Farquhar

#### Junior School Inclusion Coordinator & Learning Support Coordinator

- Minor behaviours Year 7 – 9
- Case management meetings with mainstream Year 7 – 9
- Liaising with State School Clinical Nurse and parents regarding student Emergency Health Plans
- Individual curriculum plans Year 7 – 9 (PAT-M, PAT-R and sight words, etc.)
- Timetable students Year 7 – 9 with Student Support Services Administrator
- Personalised Learning Plan – inclusion teachers Year 7-9
- Year 6 transition – Term 4, 2019
- Case management teacher mentoring
- SWD Transitions
- Learning support Year 7 to 12
- EALD – Year 7 to 12
- Timetables – learning support / EALD
- Literacy / Numeracy data – Year 7 and 9 (Consulting with HoD JS)
- Learning support transition
- Create a case management list for learning support

### Emma Cullen

#### Senior School Inclusion Coordinator

- Minor behaviours Year 10 – 12
- Case management meetings Year 10 – 12
- Individual curriculum plans – Year 10 - QCIA
- QCE SWD AARAs Coordination
- Tracking QCE and QCIA students
- Data tracking QCE and QCIA points on TrackEd
- Year 10 Pre-SET plan and SET plan meetings
- Year 11 and 12 academic coaching
- Year 11 and 12 block exams
- QCIA Curriculum organisers on OnePortal
- QCIA verification meetings - August
- ASDAN coordination with teachers and internal and external moderations– May and October
- Student plans – inclusion teachers ( Year 10-12)
- Timetables – staff
- Timetable Year 10,11 and 12 students with Student Support Services Administrator

- Tracking student academic data
- Individual curriculum plans learning support Year 7 – 10 (PAT–M, PAT-R and sight words, etc
- Year 10 learning support SET plan meetings
- Liaise with AVT for Hearing Impairment for Notetaking Support applications for secondary aged Deaf/Hearing Impaired students

- Case management teacher mentoring
- Liaising with Transition Officer – Work experience / traineeship / apprenticeship
- AVTs
- Speech Language Therapist
- Timetables for Teacher Aides with Student Support Services Administrator
- Outside Agencies
- SWD Transitions
- HOSE meetings
- Faculty meetings
- TA communication/meetings/training

### Case Manager – Junior Students

- Personalised learning plans – Term 2 and 4
- Personalised learning - Ongoing
- Personalised learning plan to be emailed – Term 2 and 4
- Unit plans
- Assessments
- Teaching load 14 sessions
- Review EAP profiles term 2 and 4
- Verifications / criterion 2
- Minor behaviours
- Liaising with parents and mainstream teachers
- Individual behaviour support plan by week 5
- Evidence to support ICPs to be recorded on one school ( PAT- M, PAT-R, Sight words)
- Individual behaviour support plans Year 7 – 9 for top 10% students each cohort

### Case Manager – Senior Students

- Personalised learning plans – Term 2 and 4
- Personalised learning - Ongoing
- Personalised learning plan to be emailed – Term 2 and 4
- Unit plans
- Assessments
- Teaching load 14 sessions
- Review EAP profiles term 2 and 4
- Verifications / criterion 2
- Minor behaviours
- Liaising with parents and mainstream teachers
- SET plan meetings – Year 10
- Academic coaching – Year 11 and 12
- Tracking QCE students – assessments / traineeship
- ASDAN teaching and internal moderation
- QCIA evidence collection/portfolios and internal moderation
- Individual behaviour support plan

## Student Support Services Administrator

- AIMS Administrator
- Entering EAP36 Profiles onto AIMS
- Collect information regarding SWD's from AIMS for year 7 and future enrolments (Indicative student registrations reports including Summary Statistics report for day 8 count)
- Checking OneSchool/AIMS on new inclusion enrolments – weekly in case not notified upon enrolment (Liaise with DP)
- Add programs for new/newly diagnosed students with disabilities on OneSchool under AIMS
- NCCD – Students with Disability – OneSchool Data Collection – Liaise with Inclusion DP.
- Inclusion back up purchasing (using requisition forms - BSM approved), liaising with DP (DET Corporate card and Procurement trained) – incl. Organisation of quotes, specialised resources and equipment, and supplies, etc.
- Manage Inclusion and Learning Support group emails
- Managing and tracking Translink Transport Assistance cards
- Deputy support - Brad Tavelardis.
- Communicating with parents to complete EAP1 Consent and Guidance referral (GO) consent forms for Guidance Officers and Speech Language Pathologist regarding Verifications, then attach forms to OneSchool under Support (*ensuring documents are saved and named correctly for search purposes*).
- Ensuring any documents that are scanned and attached to OneSchool are named correctly for anyone to find easily
- Assist DP in getting signatures from parents regarding Emergency health plans, etc.
- Assist DP with Junior Transition Program
- Principal signatures, i.e. Flexible arrangements, excursion letters, etc.
- Update case management list for DP, then email out to all staff, time out cards for students with high needs, etc.
- Attaching student confidential medical letters to OneSchool
- Administer first aid and emergency first aid (trained)
- *Training for DET Corporate card and Procurement*
- Attaching student confidential medical letters to OneSchool
- Maintenance reporting
- Ordering stationery
- General administration as required
- Answering phones and taking messages
- Ensuring correct policies and procedures are being followed

## Appendix B: Summary of possible principal-reported and QCAA-approved AARA for Years 11-12

AARA	Description of possible adjustments to assessment and/or conditions	Approval type		
		Summative internal assessment	Summative external assessment	Senior External Examination
<b>Alternative format papers</b>	<p>Examples include:</p> <ul style="list-style-type: none"> <li>• braille</li> <li>• A4 to A3 enlargement</li> <li>• electronic format</li> <li>• large print papers, e.g. N18, N24, N36</li> <li>• black-and-white materials.</li> </ul>	Principal-reported	QCAA-approved	
<b>Assistance</b>	<p>Examples include:</p> <ul style="list-style-type: none"> <li>• a teacher aide assisting with manipulation of equipment and other practical tasks</li> <li>• a supervisor using the student's name in reading assessment instructions, providing support and reassurance, and prompting the student to start or continue writing / undertaking the assessment task.</li> </ul>	Principal-reported	QCAA-approved	
<b>Assistive technology</b>	<p>Examples include:</p> <ul style="list-style-type: none"> <li>• amplification system</li> <li>• speech-to-text application</li> <li>• magnification application.</li> </ul>	Principal-reported	QCAA-approved	

AARA	Description of possible adjustments to assessment and/or conditions	Approval type		
		Summative internal assessment	Summative external assessment	Senior External Examination
	The types of assistive technology that the student may use to complete assessment will depend on variable factors, including the nature and severity of the student's disability and/or impairment and the functional impact related to the type and purpose of the assessment instrument.			
<b>Bite-sized food</b>	The student may take a sufficient quantity of bite-sized food in a clear container into the assessment room. Food must be unobtrusive in nature, i.e. not crunchy, strong-smelling or wrapped in noisy packaging.	Principal-reported	Principal-reported	
<b>Comparable assessment</b>	An alternative comparable assessment that has not previously been administered to students in the subject cohort, may be administered on a different date.	Principal-reported	Not applicable	
<b>Computer</b>	Desktop computer or laptop computer with an approved software application.	Principal-reported	QCAA-approved	
	<b>Further information about computers and document formatting is supplied with the AARA decision letter for external assessment and is also available in the <i>Computers</i> information sheet via the QCAA Portal. Schools should provide this information sheet to eligible students.</b>			
<b>Drink</b>	A drink, other than water, that is required for a medical reason into the assessment room in a clear, unlabelled bottle.	Principal-reported	Principal-reported	
<b>Diabetes management</b>	Examples include: <ul style="list-style-type: none"> <li>• bite-sized food</li> <li>• drink</li> <li>• blood-glucose monitoring equipment</li> </ul>	Principal-reported	Principal-reported	

AARA	Description of possible adjustments to assessment and/or conditions	Approval type		
		Summative internal assessment	Summative external assessment	Senior External Examination
	<ul style="list-style-type: none"> <li>rest breaks to eat, measure blood-glucose level or access toilet facilities</li> <li>medication</li> <li>varied seating and rest time for the practical aspects of managing the condition.</li> </ul>			
Further information is available in the <i>Diabetes management</i> information sheet via the QCAA Portal. Schools are to provide this information sheet to eligible students.				
<b>Extension</b>	<p>An extension to the due date for submission or completion of an:</p> <ul style="list-style-type: none"> <li>extended response project <i>or</i></li> <li>performance <i>or</i></li> <li>non-examination.</li> </ul>	Principal-reported	Not applicable	
<b>Extra time</b>	Additional working time at the rate of five minutes per half hour of examination assessment time.	QCAA-approved	QCAA-approved	
<b>Individual instructions</b>	<p>A clean, unannotated copy of the written instructions.</p> <p>The written instructions will be available for external assessment as a PDF document via the QCAA Portal for each subject. Schools should provide this document to eligible students.</p>	Principal-reported	Principal-reported	

AARA	Description of possible adjustments to assessment and/or conditions	Approval type		
		Summative internal assessment	Summative external assessment	Senior External Examination
<b>Medication</b>	Only prescribed medication may be taken into the assessment room in a clear container.	Principal-reported	Principal-reported	
<b>Physical equipment and environment</b>	<p>Examples include:</p> <ul style="list-style-type: none"> <li>• specialised desk or chair</li> <li>• cushion or pillow</li> <li>• crutches</li> <li>• heat or cold pack</li> <li>• towel</li> <li>• lighting</li> <li>• ventilation</li> <li>• temperature</li> <li>• other physical aid.</li> </ul>	<p>Principal-reported</p> <p>Not reportable as AARA if this is approved equipment for the assessment</p>	Principal-reported	
<b>Reader</b>	A reader that reads the assessment or the student's response aloud as often as the student requests.	Principal-reported	QCAA-approved	
	Further information is supplied with the AARA decision letter for external assessment, and is also available in the <i>Readers and scribes</i> information sheet via the QCAA Portal. Schools should provide this information sheet to eligible students.			
<b>Rest breaks</b>	Time to rest at the rate of five minutes per half hour of assessment time, taken at any time during the assessment.	QCAA-approved	QCAA-approved	
	Further information is supplied in the <i>Rest breaks</i> information sheet via the QCAA Portal. Schools should provide this information sheet to eligible students.			

AARA	Description of possible adjustments to assessment and/or conditions	Approval type		
		Summative internal assessment	Summative external assessment	Senior External Examination
Scribe	Work with someone who transcribes the student’s verbal response or directions during the assessment.	Principal-reported	QCAA-approved	
	Further information is supplied with the AARA decision letter for external assessment, and is also available in the <i>Readers and scribes</i> information sheet via the QCAA Portal. Schools should provide this information sheet to eligible students.			
Varied seating	<p>Varied seating, if needed, is determined by the school external assessment coordinator or supervisor. Options include:</p> <ul style="list-style-type: none"> <li>• single student supervision (separate from the main assessment room at the same assessment venue, e.g. if using a reader)</li> <li>• small group supervision (separate from the main assessment room at the same assessment venue, e.g. the group of students needs rest breaks)</li> <li>• seated at the back, front or side of the main assessment room, e.g. a student with a back injury is seated at the back so that they can stand periodically.</li> </ul>	Principal-reported	Principal-reported	
Variation to venue	<p>Changes to the assessment venue or assessment room may be made due to severe weather conditions or other incidents.</p> <p>Room changes are not required to be reported unless they impact on the assessment or students, e.g. during an assessment. Schools are required to keep records of student assessment locations through seating plans or other means, as appropriate. Changes need not be separately reported unless they impact on students, e.g. during an assessment.</p>	Principal-reported	QCAA-approved	



AARA	Description of possible adjustments to assessment and/or conditions	Approval type		
		Summative internal assessment	Summative external assessment	Senior External Examination
Vision aids	<p>Examples include:</p> <ul style="list-style-type: none"> <li>• coloured transparency overlay</li> <li>• different lighting</li> <li>• other vision aids.</li> </ul>	Principal-reported	Principal-reported	

*From QCE and QCIA policy and procedure handbook v2.0, Section 6.4.4*

## Appendix C: Summary of AARA Documentation Requirements for Year 11 and 12

Eligibility category	Examples of possible AARA	Supporting documentation required	Currency of supporting documentation for AARA applications — Units 3 and 4	
			Summative internal assessment	Summative external assessment and SEE
Cognitive	<ul style="list-style-type: none"> <li>• Computer</li> <li>• Extra time</li> <li>• Reader</li> <li>• Rest breaks</li> <li>• Scribe</li> </ul>	<ul style="list-style-type: none"> <li>• Medical report <i>or</i> EAP verification covering Unit 3 and 4 assessments</li> <li>• School statement</li> </ul>	<ul style="list-style-type: none"> <li>• No earlier than Year 10</li> </ul>	<ul style="list-style-type: none"> <li>• No earlier than Year 10</li> </ul>
Physical	<ul style="list-style-type: none"> <li>• Assistance</li> <li>• Computer</li> <li>• Extra time</li> <li>• Rest breaks</li> </ul>	<ul style="list-style-type: none"> <li>• Medical report <i>or</i> EAP verification covering Unit 3 and 4 assessments</li> <li>• School statement</li> </ul>	<ul style="list-style-type: none"> <li>• Long-term conditions: No earlier than Year 10</li> <li>• Temporary conditions: No earlier than six months prior to the relevant assessment event</li> </ul>	<ul style="list-style-type: none"> <li>• Long-term conditions: No earlier than Year 10</li> <li>• Temporary conditions: No earlier than 1 April of the assessment year. An additional, updated medical report may be required.</li> </ul>
Sensory	<ul style="list-style-type: none"> <li>• Alternative format papers</li> <li>• Assistance</li> </ul>	<ul style="list-style-type: none"> <li>• Medical report <i>or</i> EAP verification covering Unit 3 and 4 assessments</li> </ul>	<ul style="list-style-type: none"> <li>• Long-term conditions: No earlier than Year 10</li> <li>• Temporary conditions: No earlier than six months prior</li> </ul>	<ul style="list-style-type: none"> <li>• Long-term conditions: No earlier than Year 10</li> </ul>

Eligibility category	Examples of possible AARA	Supporting documentation required	Currency of supporting documentation for AARA applications — Units 3 and 4	
			Summative internal assessment	Summative external assessment and SEE
	<ul style="list-style-type: none"> <li>Assistive technology e.g. amplification system, magnification applications</li> <li>Extra time</li> <li>Individual instructions</li> <li>Rest breaks</li> </ul>	<ul style="list-style-type: none"> <li>School statement</li> </ul>	to the relevant assessment event	<ul style="list-style-type: none"> <li>Temporary conditions: No earlier than 1 April of the assessment year</li> </ul>
<b>Social/emotional</b>	<ul style="list-style-type: none"> <li>Alternative venue</li> <li>Assistance</li> <li>Rest breaks</li> </ul>	<ul style="list-style-type: none"> <li>Medical report <i>or</i> EAP verification covering Unit 3 and 4 assessments</li> <li>School statement</li> </ul>	<ul style="list-style-type: none"> <li>Anxiety and depressive conditions: No earlier than six months prior to the relevant assessment event.</li> <li>Other conditions: No earlier than Year 10</li> </ul>	<ul style="list-style-type: none"> <li>Anxiety and depressive conditions: No earlier than 1 April of the assessment year. An additional, updated medical report may be required.</li> <li>Other conditions: No earlier than Year 10</li> </ul>

## Appendix D: Supporting Gender Diverse Students Policy

### 1.0 Commitment

The Gap State High School is committed to providing quality education experiences to all of our students to ensure they have the opportunity to reach their full potential. We are committed to providing the opportunity to learn and succeed in a safe, supportive, inclusive and disciplined learning environment. All members of our school community have the right to feel safe, be respected and free from discrimination based on gender, language, sexual orientation, culture, ethnicity, religion, health, disability or socioeconomic background.

At The Gap State High School we acknowledge our diversity and respect all students and their choice to live authentically in their gender identity. As a school community we will:

- Promote positive educational outcomes for gender diverse students;
- Promote an inclusive school community which encourages all students to be authentic and acknowledge their gender identity;
- Promote compliance with relevant legislation concerning discrimination and privacy;
- Work collaboratively with local community members to support gender diverse students and their families;
- Negotiate and respond to the individual needs of gender diverse students;
- Support staff in the ongoing development of inclusive curriculum that incorporates gender diverse perspectives.

### 2.0 Legislation

Legislation seeks to promote equality of opportunity for all by prohibiting both direct and indirect discrimination. Relevant legislation includes:

- Anti-Discrimination Act (QLD) 1991
- Information Privacy Act (QLD) 2009
- Education (General Provisions) Act (QLD) 2006
- Sexual Discrimination Act (Cth) 1984
- Sexual Discrimination Amendment (Sexual Orientation, Gender Identify and Intersex Status) Act (Cth) 2013

### 3.0 Policy

#### *3.1 Student Transitions*

At The Gap State High School we acknowledge each student's gender identity. Each student experiences a unique transition process, which requires varying levels of collaboration and support. At The Gap State High School we work collaboratively with students and their families to negotiate a transition plan which is specific to their needs.

This plan is an ongoing collaborative process that is adapted regularly to suit the needs of the student.

### *3.2 Student Name/s*

In alignment with the Information Privacy Act (QLD) 2009, a person's gender identity, legal name or gender assigned at birth is private. Disclosing this personal information without justification or consent is a breach of privacy and confidentiality.

Acknowledging a person's request to change their name or pronoun is an important part of validating their identity and students can be asked to be referred to by their preferred name and affirmed gender. At The Gap State High School all staff and all students are required to use the name, personal pronouns and gender identity of a student's request. Name changes on any school documents will be considered on a case-by-case basis, in consultation with parents, using the Gender Diverse Student Support Plan.

### *3.3 School records*

It is a legal requirement that school records are made and kept accurately, therefore school enrolment records must reflect the sex as stated on the student's birth certificate. Academic reports and class rolls can reflect the student's preferred name with parent consent.

### *3.4 Curriculum*

At The Gap State High School we pride ourselves on incorporating and promoting an inclusive curriculum. When developing curriculum staff consider current research and promote equitable access for all students. Regular professional development assists our staff in delivering curriculum which avoids generalisations and considers the perspectives of sexuality and gender identity.

### *3.5 Bathroom Facilities*

Considerations about appropriate bathroom and change room access will be negotiated with each individual student using the Gender Diverse Student Support Plan. Students are able to access unisex bathroom facilities around the school.

### *3.6 School Uniform*

The sports uniform available for all students is gender neutral.

At The Gap State High School two formal uniform options are provided and students can choose the option that is suitable to their gender identity. Uniform and dress code guidelines apply to all students. Students whom choose not to comply with uniform policy are in breach of the The Gap State High School Student Code of Conduct.

### *3.7 Extra Curricular activities (Dance, Physical Education and Sport)*

All students are encouraged to participate in Dance, Physical Education and Sport. When an event or activity is separated by gender, the school will negotiate where possible for

students to participate with their affirmed gender identity. It is essential to note that some physical activities (particularly representative sport) must consider the stamina, strength and physical requirements of each individual. Therefore, this may restrict the participation of some students in their chosen activity or require them to submit medical evidence based on the potential developmental impact.

### *3.8 School camps*

Reasonable adjustments are made to enable participation in school camps for gender diverse students. In preparation for school camps negotiations will take place with the host venue to accommodate the appropriate access, sleeping arrangements and bathroom facilities for gender diverse students.

## **4.0 Community Support**

### *4.1 Parental and Carer Collaboration*

At The Gap State High School we encourage parental and carer collaboration when supporting gender diverse students. A strong support network plays an essential role in the transition and ongoing support of gender diverse students. According to the Anti-Discrimination Act 1991 a parent/carer is not exempt from direct or indirect discrimination based on gender identity.

### *4.2 Wellbeing services*

Understanding or changing one's gender identity can be a challenging process. At The Gap State High School we have a diverse team of internal student support services available including the guidance officer, school-based nurse and chaplain. The guidance officer and school-based nurse are able to provide pathways and referrals to external services to further support students and their parent/care givers.

An LGBTIQ+ support group exists within the school and meet weekly for students to connect and discuss issues relevant to the community.

## **5.0 Discrimination, Harassment, Bullying**

Any incidents of Discrimination, Harassment and Bullying will be actioned as per the The Gap State High School Student Code of Conduct.

## **6.0 Definitions/Glossary**

- **Agender** - Describes a person who identifies as having no gender.
- **Assigned sex at birth** – The sex (male or female) assigned to a child at birth, most often based on the child's external anatomy. Also referred to as birth sex, natal sex, biological sex, or sex.
- **BrotherBoy**: Aboriginal and Torres Strait Islander people may use these terms in a number of different contexts, however they can be used to refer to transgender and gender diverse people. BrotherBoy typically refers to masculine spirited people who were assigned female at birth.

- **Cisgender** – A person whose gender identity and assigned sex at birth correspond (i.e., a person who is not transgender).
- **Coming out** – The process by which one accepts and/or comes to identify one’s own sexual orientation or gender identity (to come out to oneself). Also the process by which one shares one’s sexual orientation or gender identity with others (to come out to friends, etc.).
- **Gender affirming surgery (GAS)** – Surgeries used to modify one’s body to be more congruent with one’s gender identity. Also referred to as sex reassignment surgery (SRS) or gender confirming surgery (GCS).
- **Gender dysphoria** – Distress experienced by some individuals whose gender identity does not correspond with their assigned sex at birth. Manifests itself as clinically significant distress or impairment in social, occupational, or other important areas of functioning. The Diagnostic and Statistical Manual of Mental Disorders (DSM-5) includes gender dysphoria as a diagnosis.
- **Gender expression** – The way a person acts, dresses, speaks, and behaves (i.e., feminine, masculine, androgynous). Gender expression does not necessarily correspond to assigned sex at birth or gender identity.
- **Gender fluid** – Describes a person whose gender identity is not fixed. A person who is gender fluid may always feel like a mix of the two traditional genders, but may feel more one gender some days, and another gender other days.
- **Gender identity** – A person’s internal sense of being a man/male, woman/female, both, neither, or another gender.
- **Gender non-conforming** – Describes a gender expression that differs from a given society’s norms for males and females.
- **Gender role** – A set of societal norms dictating what types of behaviours are generally considered acceptable, appropriate or desirable for a person based on their actual or perceived sex.
- **Heteronormativity** – The assumption that everyone is heterosexual, and that heterosexuality is superior to all other sexualities.
- **Heterosexual (straight)** – A sexual orientation that describes women who are emotionally and sexually attracted to men, and men who are emotionally and sexually attracted to women.
- **Intersex** – Group of rare conditions where the reproductive organs and genitals do not develop as expected. Some prefer to use the term disorders (or differences) of sex development. Intersex is also used as an identity term by some community members and advocacy groups.
- **Outing** – Involuntary or unwanted disclosure of another person’s sexual orientation or gender identity.
- **Non-binary** - A term to describe someone who doesn’t identify exclusively as male or female.
- **Same-sex attraction (SSA)** – A term that is used to describe the experience of a person who is emotionally and/or sexually attracted to people of the same gender. Individuals using this term may not feel comfortable using the language

of sexual orientation (i.e., gay, lesbian, bisexual) for personal reasons. Use of this term is not indicative of a person's sexual behaviour.

- **Sister Girl:** Aboriginal and Torres Strait Islander people may use these terms in a number of different contexts, however they can be used to refer to transgender and gender diverse people. SisterGirl typically refers to feminine spirited people who were assigned male at birth.
- **Trans man/transgender man/female-to-male (FTM)** – A transgender person whose gender identity is male may use these terms to describe themselves. Some will just use the term man.
- **Trans woman/transgender woman/male-to-female (MTF)** – A transgender person whose gender identity is female may use these terms to describe themselves. Some will just use the term woman.
- **Transgender** – Describes a person whose gender identity and assigned sex at birth do not correspond. Also used as an umbrella term to include gender identities outside of male and female. Sometimes abbreviated as trans.
- **Transition** – For transgender people, this refers to the process of coming to recognise, accept, and express one's gender identity. Most often, this refers to the period when a person makes social, legal, and/or medical changes, such as changing their clothing, name, sex designation, and using medical interventions. Sometimes referred to as gender affirmation process.

## 7.0 Additional Information and resources

- Anti-Discrimination Commission Queensland: [www.adcq.qld.gov.au](http://www.adcq.qld.gov.au)
- Australian Human Rights Commission: [www.hreoc.gov.au](http://www.hreoc.gov.au)
- Australian Transgender Support Association of Queensland (ATSAQ): [www.atsaq.com](http://www.atsaq.com)
- Parents of Gender Diverse Children: [www.pgdc.org.au](http://www.pgdc.org.au)
- TRASCEND Support: [www.transcendsupport.com.au](http://www.transcendsupport.com.au)
- LGBTI Legal Service: [www.lgbtilegalservice.org.au](http://www.lgbtilegalservice.org.au)
- Open Doors Youth Service: [www.opendoors.net.au](http://www.opendoors.net.au)
- The school Guidance Officer can be contacted for further information, resources and support.

## References:

- Department of Education. (2017) *Diversity in Queensland Schools: Information for Principals*.
- National LGBT Health Education Centre: A program of the Fenway Institute. (2016) *Glossary of LGBT Terms for Health Care Teams*. Boston, America.
- Telfer, M.M., Tollit, M.A., Pace, C.C., & Pang, K.C. (2017) *The Royal Children's Hospital: Australian Standards of Care and Treatment Guidelines for Trans and Gender Diverse Children and Adolescents*. Melbourne.



