

# Kedron State High School



## Kedron State High School Support Structures

2024

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## Rationale

Kedron State High School is committed to providing world-class education for all students in every classroom, every day. This is supported by our school vision:

*'We believe in a school where all students succeed.'*

This vision outlines our commitment to supporting all students, regardless of their diverse background and/or unique challenges faced, to access high quality learning opportunities and a safe and caring school environment.

At Kedron SHS we cater for and provide additional support for a wide range of student groups including:

- Aboriginal and Torres Strait Islander (First Nations) students
- students from culturally and linguistically diverse backgrounds
- students who identify as LGBTIQ
- students living in out-of-home care
- students with identified disability
- students with medical conditions
- students with learning difficulties
- students with mental health needs
- gifted and talented students

Whilst *the Kedron Way of Learning* means that every student should experience differentiation in every classroom, some students will require supplementary or higher levels of support. The Deputy Principal – Student Enhancement and Support - is responsible for leading and overseeing the diverse and important area of student support across the school.

This document aims to provide a very clear outline of the specific support provisions provided to students who are identified through the Nationally Consistent Collection of Data (NCCD) as requiring additional learning support to access their identified curriculum.

## Key staff for student support at Kedron State High School

At Kedron SHS student support is overseen by the Deputy Principal – Student Enhancement and Support. Major roles are delegated and managed by Head of Special Education Services (HOSES) and/or Guidance Officers, dependent on the reason support is required.

Due to the linear structure of the school’s curriculum and welfare management, Sector Deputy Principals and Heads of Department also play a pivotal role in managing students who require support.

Title	Role
Deputy Principal - Student Enhancement and Support (DP SES)	Oversees and manages all student support and manages General Key Teachers directly
Sector Deputy Principals (SDP)	Oversee and manage students within sector, including behavioural, social and emotional support
Sector Heads of Department (SHoD)	Assist Deputies to manage students within sector, including behavioural, social and emotional support
Year Level Coordinators (YLC)	Assist Deputies and Sector HoDs to manage students within sector, including behavioural, social and emotional support
Head of Special Education Services (HOSES)	Oversees and manages all support for Students with a Disability (SWD)
Guidance Officers	Supports students with specific needs and coordinates Wellness Hub staff to target supports for students. Guidance Officers are also utilised for mental health support.
Key Teachers – Student with Disability	Case manage students with identified disabilities to access the required curriculum. Support classroom teachers with adjustment strategies.
Key Teachers - General	Case manage students requiring substantial support to access the required curriculum.
Data Tracking Coordinator	Tracks student attainment and provide information as required.
Accelerated Coordinator	Case manages students on an accelerated pathway and refers identified students as required.

## Eligibility for extra support

Students are eligible for extra support if:

1. They are identified as having a social and/or emotional, sensory, physical or cognitive impairment. They are identified through:
  - a) A medical diagnosis OR
  - b) Teaching staff imputing they have an impairment;
2. They use English as a second language or dialect. This may include First Nations students;
3. They identify as a First Nations student.

## First Nations and English as a second language support structure

The First Nations and EAL/D students are managed by Deputy Principal Student Enhancement and Support. This person:

- manages Teacher Aide support in classrooms,
- manages band scaling, and
- provides strategies that classroom teachers can implement within their classrooms.

To support staff, the DP SES provides copies of Master Support Provisions (available through OneSchool) to teaching staff, which can be adopted, adapted or supplemented with additional supports if required. The DP SES also provides specific targeted supports for individual students separate to the curriculum as required, for example Art Therapy to assist students with significant trauma backgrounds who have refugee status. They also liaise with our feeder schools, to support success for these students during their transition phase.

## Students with a disability support structure

Students with specific needs are managed by the Deputy Principal - Student Enhancement and Support. The DP SES will delegate specific duties to the HOSES, GO's and Key Teachers - SWD as deemed appropriate for support.

For students to meet eligibility requirements to be managed by the HOSES they must have substantial or higher (as per the NCCD) adjustments required due to one or more of the following disabilities:

- autism spectrum disorder (ASD),
- being Deaf or Hard of Hearing,
- intellectual disability,
- physical impairment,
- developmental language disorder,
- vision impairment,

When a parent notifies the school of a diagnosis of one of the above, the HOSES will manage the request for support. The HOSES may request support from Guidance Officers (GO).

The HOSES is responsible for delegating a Key Teacher – SWD to “case manage” the student whilst they are at Kedron SHS. The Key Teacher – SWD will:

- ✓ monitor and track progress of identified students;
- ✓ contact classroom teachers of “identified” students in class;
- ✓ liaise with parents regarding progress and supports (OS Contact);
- ✓ communicate specific student needs with teaching staff;
- ✓ write an Individual Curriculum Plan and/or Personal Learning Record and/or Social Plan as individually required;
- ✓ support curriculum teachers when they are developing scaffolds and writing adjustments to assessment;
- ✓ provide targeted teaching support in SSU groups;
- ✓ provide tutorials;
- ✓ provide in-class support;
- ✓ provide homework and assessment support to students;
- ✓ administer Diagnostic Testing as required;
- ✓ support the AARA Application and management as required.

In addition to the Key Teacher – SWD, the HOSES utilises resources such as:

- Teacher Aides (TA);
- Teacher Aide – Educational Interpreters (EI) or
- Teacher Aide – Auslan Language Models (ALM)

to assist students through the funding model allocated to the school through the “Students with Disability - Reasonable Adjustment Resourcing”.

In the classroom, these roles have responsibility for providing support to SWD students to access the curriculum. The classroom teacher has the responsibility of implementing the curriculum and adjusting their teaching practice to ensure each student can access the curriculum based on their needs. This should be done in collaboration with the support team.

## Students with other learning needs support structure

Where students require support beyond quality classroom differentiation, but not at the level provided by the HOSES, the support will be provided in a different way and the roles and responsibilities are delegated to different personnel.

In consultation with the HOSES, and GO's, a Master Support Provision will be generated for all diagnoses that affect the learning of a student in the classroom. These Master Support Provisions will be placed into OneSchool and contain support strategies for classroom teachers to access, adopt, adapt or supplement.

The school, through the delegated Deputy Principal, will also designate TA's wherever operationally viable to support students in the classroom with their learning. The school utilises many strategies to maximise the use of TA's in the classroom to support as many students as possible.

Due to the close relationship established between the Sector HoD and the students within their sector, these positions will be the first point of contact for parents and students with a general diagnosis. A list of common diagnoses can be found in Appendix A.

The Sector HoD will have responsibility for adding the Master Support Provision to the student, making it visible for the classroom teacher. The Sector HOD will also refer to GO as required for further support and liaison with external agencies. At regular welfare meetings attended by Sector DP, Sector HOD, DP SES, GO, HOSES and Year Level Coordinators, the student's case can then be revisited and updated as required.

DP SES will manage Key Teachers - General. These teachers will be utilised to support students who are identified as requiring support if they meet one or more of the following criteria:

- Have a DDA record – identified medical condition or learning disability e.g. ADHD, ADD, LPD AND have been identified on the NCCD in the previous year at Supplementary Level for a Cognitive Impairment AND/OR in the previous semester they have received Level of Achievement lower than C in 2+ core subjects

In order to support the students to access the curriculum, the Key Teacher - General will:

- Monitor and track progress of identified students (OS Contact);
- Contact classroom teachers of "recognised" students in class;
- Liaise with parents regarding progress and supports (OS Contact);
- Work directly with the student when required;
- Liaise with Sectors where appropriate;
- Meet with HoDs/Champions/teachers where needed;
- Write Personal Learning Reports;
- Manage newly identified students;
- Liaise with HOSES as required.

**EXAMPLES OF MEDICAL CONDITIONS AND LEARNING DISABILITIES**

Diagnosis	Possible presentation in a person
<b>Medical condition:</b>	
Tic disorder	A tic is a sudden, rapid, recurrent, non-rhythmic motor movement or vocalisation
Depression	Loss of interest, depressed mood
Specific Phobia	Marked fear or anxiety about a specific object or situation
Social anxiety disorder	Marked fear or anxiety about one or more social situations in which the individual is exposed to possible scrutiny by others
Panic disorder	A panic attack is an abrupt surge of intense fear or intense discomfort that reaches a peak within minutes
Generalised anxiety disorder	Excessive anxiety and worry
Obsessive-Compulsive Disorder	Presence of obsessions, compulsions, or both
Post-traumatic Stress Disorder	Exposure to actual or threatened death, serious injury, or sexual violence
Diabetes	High blood sugar levels resulting from issues with insulin production or response.
Eating disorder	Eating disorders include anorexia, bulimia nervosa and other binge eating disorders
Migraines, asthma, insect bites	Focus, concentration
Oppositional Defiance Disorder	Characterised by defiance, hostility and aggression.
<b>Learning disabilities:</b>	
Dyslexia	Dyslexia can affect child’s comprehension and understanding
Dyscalculia	Dyscalculia affects the understanding and learning of mathematics
Dysgraphia	Dysgraphia is a specific learning difficulty in written expression, handwriting and spelling
Dyspraxia	Dyspraxia affects a person's motor skills
Dysphasia/Aphasia	Difficulty with language
ADHD	Difficulties with executive functioning (including task planning and execution, focus, impulse control); symptoms vary by sub-type — inattentive, hyperactive, or combined.
Language Processing Disorder	Difficulty with comprehension and/or written and verbal expression
Auditory Processing Disorder	A problem with the way the brain processes the sounds a person takes in