



**CHANCELLOR  
STATE COLLEGE**

*The best we can be*

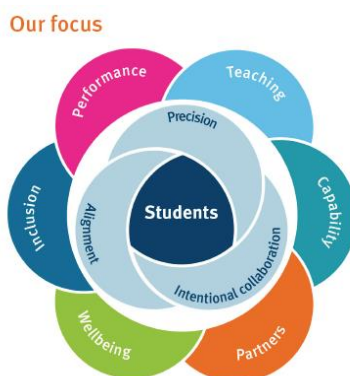
# Educational Support Framework

CARE COURTESY COOPERATION CHALLENGE COMMITMENT

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## Differentiated Teaching and Learning Plan



### Rationale

The Chancellor State College Educational Support Framework demonstrates a commitment to improving the learning outcomes for all students based on deep knowledge and understanding of the needs of our diverse student cohorts seeks to reflect on the improvement of students.' We do this by enacting a rigorous and focused agenda to improve teaching quality and high impact practices. Improving the ability of the expert teaching team to deliver a quality curriculum to meet all pupils' needs, using assessments and reporting data to inform differentiated instruction and embed evidence based on high impact practises curriculum planning, teaching, learning and assessments into lessons. Drawing upon the State Schooling Strategy (2019-2023), <https://education.qld.gov.au/curriculum/Documents/state-schools-strategy.pdf> the DETE Strategic Plan, <https://qed.qld.gov.au/publications/strategies/strategic-plan> DETE P-12 Curriculum, Assessment and Reporting Framework, <https://education.qld.gov.au/curriculum/Documents/p12-carf-framework.pdf> the Disability Discrimination Act, <https://www.legislation.gov.au/Details/C2016C00763> Disability Standards for Education, <https://www.education.gov.au/disability-standards-education-2005> the College Annual Implementation Plan and Chancellor State College's Whole School Approach to Differentiated Teaching and Learning Plan [Whole School Approach to support student Learning](#).

Chancellor State College Educational Support Policy [Educational Support Policy](#) is committed to inspiring excellence across the diverse and creative learners that are part of our P-12 learning community.

### Vision

Chancellor State College collaborates with caregivers and the community to deliver a Whole College approach to support student learning. We seek to promote a strategic and cohesive response to diverse learning needs through consistent practices in a culture of conditional improvement and high expectations for every student. Chancellor State College empowers all students to embrace and achieve their personal best and build their emotional, social and physical well-being, to ensure every students succeeds. We engage minds to empower futures.

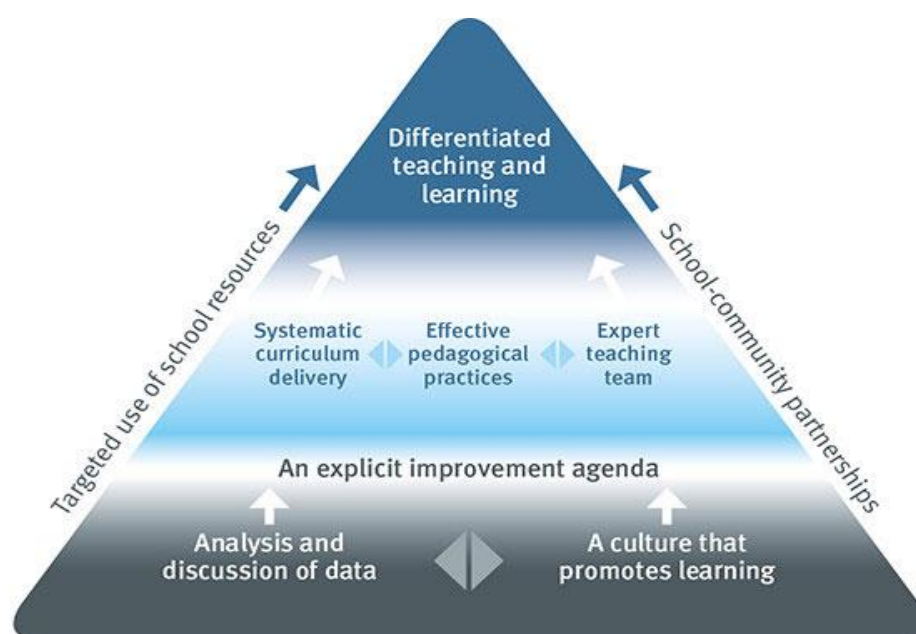
### Our Purpose

Chancellor State College provides an inclusive, caring and rigorous learning environment that enables all students to access and fully participate in learning, alongside their similar-aged peers, supported by reasonable adjustments and teaching strategies tailored to meet their individual needs – academically, socially, emotionally, physically and creatively. Inclusion is embedded in all aspects of college life, and is supported by culture, policies and every day practises (Chancellor State College Whole School Inclusion Policy)

<https://chancellorsc.eq.edu.au/Supportandresources/Formsanddocuments/Documents/policies/prospectus.pdf>

## Whole College Approach to student and learning

At Chancellor State College, our Whole School Approach to Support Student Learning document [Whole College Approach to support student Learning](#) and the Chancellor State College Educational Support Policy caters for the learning needs of all students. Our College community responds to the diverse learning needs of its students by identifying differentiated teaching and learning in all three levels of planning. The three layers provide a continuum of support with increasingly focused and personalised teaching and intervention at each successive layer – including increased level of adjustments, monitoring of student learning and behaviour and involvement of support staff.



The key purpose of this guideline is to promote inclusive curriculum through planned and strategic differentiated teaching of

- content ( what is taught)
- process (how students learn)
- product ( how students demonstrate what they know) This is evidenced by:

### Year Level Plans

- Use of year level plans to monitor student progress against the standard and to support collaborative review in team meetings
- The use of a year level plan personalised for students on an ICP that identifies when all aspects of the achievement standard will be assessed
- Identifies multiple opportunities to gather evidence using a range and balance of summative assessment conditions
- Identifies how aspects of the achievement standard will be contextualised in the summative assessment task aligned to the year level focus

### Unit Plans

At Chancellor State College our unit plans for each learning area and/or subject, detail the learning and assessment aligned to:

- Targeted aspects of the relevant achievement standards
- Content descriptions that guide teaching and learning leading to the assessment
- General capabilities and Cross-curriculum priorities related to the learning
- Summative assessments, including tasks and marking guides
- Special Provisions to the conditions of assessment and aligned adjustments incorporated into teaching and learning and assessment
- Summative assessments, including tasks and criteria sheet

- Opportunities for monitoring, including specific monitoring task/s
- Opportunities for moderation at multiple junctures
- Strategies to differentiate teaching and learning
- Resources that support teaching and learning
- There is an emphasis on implementing personalised adjustments for students with diverse learning needs and documenting in the Personalised Learning tab in OneSchool.
- All Unit Plans for all learning areas can be located on the College G:Drive

## **Moderation**

Chancellor State College enacts a whole college approach to moderation that is iterative and cyclical; and involves teachers in engaging in deep professional conversations to calibrate and reach consensus for making judgements about level of achievement.

- Unit Plans include moderation at multiple junctures- more information about this can be found in Whole School Moderation Process. [Whole School moderation process](#)
- A whole school approach to moderating ICPs is implemented across the college. Primary and Secondary campus Staff participate in a moderation process where professional conversations occur during the teaching and learning cycle
- Moderation is facilitated by drawing upon the guidelines and resources provided in the Assessment and Moderation Hub. Use of the Sequence of (aspects) of achievement standard to support backward mapping ICPs, implementation of monitoring tasks and formative assessment to inform teaching and learning and to support the reporting of student progress against the standard, reflecting on best practice for developing quality assessments and marking guides that give students the opportunity to show evidence of achievement against the standards.
- Teachers closely monitor the progress of the individual student and continually adjust their teaching in response to the progress that individuals are making and provide feedback about what students need to do next.
- For pupils who have a Personalised Learning Plan- progress notes and evidence is collected termly to inform planning and adjustments and feedback to students as above.

## **Assessment**

The Australian Curriculum achievement standards and content descriptors is used to align curriculum, pedagogy, assessment and reporting for P-10, QCAA and 11-12 and use moderation to ensure comparability and validity of reporting results. Teachers plan, design and implement assessment to gather information and monitor student progress, inform teaching and learning, and report on student achievement of the Australian Curriculum achievement standards.

Assessment as part of the systematic curriculum delivery relies on:

- Alignment of curriculum, pedagogy, assessment and reporting for all students with/without adjustments.
- Understanding of stakeholder's purpose of assessment, standards-based assessment and the principles of quality assessment
- Professional knowledge, practise and engagement of all parties – Case Managers and teachers – in the design and use of summative and formative assessment and student assessment folios, to make judgements about the qualitative evidence of student achievement against the relevant Australian Curriculum achievement standards at their ICP Different/Partial year level

Chancellor State College Considers when planning assessments:

- The College vision and long term plan for when they will teach, assess and report on each learning area and/or subject within and across years or bands
- Plan for assessment that is proportionate within and across year levels
- Plan for assessment that is cognisant of the learning area and/or subject, the nature and age of the learner, the level the learner is operating at (ICP) and the school context

Teachers at Chancellor State College use year and band plans to capture:

- Summative assessments that provide coverage of the relevant achievement standards for each learning area and subject
- The range and balance of summative assessment that correlates to student assessment folios in each learning area and/or subject
- Common assessment to support whole school moderation

Teachers also, use unit plans to detail:

- Summative assessments that include a task sheet, which specifies the category, technique, text type and conditions, and related marking guides
- Adjustments are recorded in OneSchool under the personalised learning tab
- A range of formative monitoring tasks to inform teaching and learning



## Using data to lift performance

Chancellor State College engages in evidence-informed cycles of inquiry using a range of data to inform curriculum planning that supports continual improvement in a student achievement

Teachers use assessment and reporting data to engage in professional conversations and sharing as part of a cycle of inquiry to identify and respond to problems of practice and inform next steps in teaching and learning.

Diagnostic Data includes:

- Getting to know your students SFD Sessions
- Class dashboard
- Track Ed data walls
- Formative assessment data – formal and informal monitoring tasks that track pupil's progress. These are recorded on their Personalised learning plans on OneSchool
- Summative assessment data – levels of achievement of student responses to summative assessments against learning area and subject achievement standards and related adjustments that enable them to engage and access the summative assessments
- Reporting data – overall level of achievement and student performance against each assessable element recorded on the students assessment folio for each learning area and/or subject and /or ICP level, at the end of each semester
- Personalised Learning, data generated through collaborative conversations and whole College moderation

Teaching practices across the College reflect the belief that, although students are at different stages of their learning and may be progressing at different rates, all students are capable of learning successfully if motivated and given appropriate learning opportunities and necessary support. Tailored, early and sustained interventions are in place for students identified as requiring additional support, including students returning to school after a period of absence/disengagement.

## Reasonable adjustments

Students with a disability have a right to access the curriculum on the same basis as other students in all types of learning including on excursions and camps. This includes the right to be assessed fairly on what they have learnt. This means whilst all students will access age equivalent content, their focus and the way they access it may vary depending upon their strengths, interests, goals and needs.

To ensure students with a disability are provided with education on the same basis as other students, it may be necessary to make reasonable adjustments to enable them to access the curriculum to reach their potential.

An adjustment is a measure or action (or a group of measures and actions) that is individual to the student and may change over time. The adjustment is considered reasonable if it balances the interest of all parties affected. These adjustments are recorded in student's Personalised Learning Plans.

Adjustments comply with the Disability Standards for Education 2005.

Implementing reasonable adjustments are made in consultation with stakeholders: students, parents/ carers and College staff.

Teachers consult with parents and with students themselves to ensure that reasonable adjustments are made which meet the needs of students with disabilities, including the development of Personalised Learning Plans.

When planning teaching, learning and assessments for students with diverse learning needs, the following considerations are taken into account:

- Not all students require adjustments to the curriculum, instruction or environment; some students may need adjustments in one or all of these areas
- Many students with disabilities are able to achieve educational standards commensurate with their peers
- Not all students requiring adjustments to the curriculum, instruction or environment will have a disability.
- Students with a disability who require adjustments to one aspect of their learning may not require adjustments to other aspects
- Students with the same disability may not require the same adjustments
- Not every student with a disability will require ongoing adjustments
- Students with a disability who require adjustments, eg: for gifted and talented students or students for whom English is a additional language or dialect (EALD)

Teachers closely monitor the progress of individual students and continually adjust their teaching in response to the progress the individuals are making.

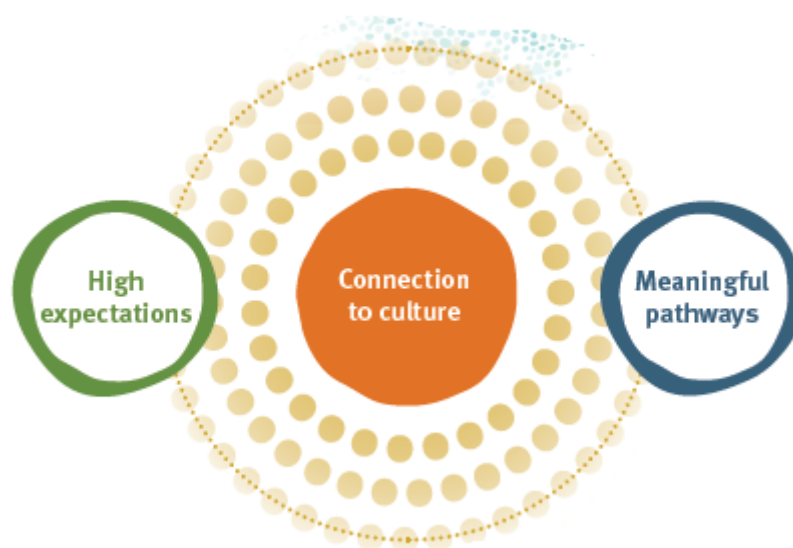
All adjustments are recorded on OneSchool under Personalised Learning Tab. Evidence related to the adjustment are collected termly and documented under the 'Evidence Tab' In the Personalised Learning Tab.



## Every Aboriginal and Torres Strait Islander Student Succeeding

We pay our respects to Elders past and present who guide us with their knowledge, memories, traditions and culture and help us to achieve the best educational, wellbeing and life outcomes for Aboriginal and Torres Strait Islander children and students.

Our shared vision is for every Aboriginal and Torres Strait Islander Student to be supported in their learning, experience academic success and feel a sense of belonging and connection to culture in their school community and classrooms.



### Chancellor State College Principals:

- Inclusion, Intentional collaboration, Evidence-Informed Improvement
- Active and genuine engagement with Aboriginal and Torres Strait Islander peoples is integral to inform decisions and ensure initiatives, value support and uphold the rights of Aboriginal and Torres Strait Islander students
- Elders, Community members, and regional staff are critical partners and essential sources of and knowledge on the needs, opportunities, priorities and aspirations of their communities, to inform initiatives
- Initiatives are informed by and contribute to the development of evidence, with built in continuous improvement cycles and accountability mechanisms

### Chancellor State College WILL:

- Develop responsive case management systems, with an understanding of trauma informed practice, in partnership with parents, caregivers and community stakeholders to ensure students attend, engage and thrive at school
- Enhance teaching practices in effective delivery of curriculum and in assessing students learning against the achievement standards in English
- Build Capacity of our educators to identify students for whom English is an additional language or dialect (EAL/D) and each standard Australian English explicitly, actively and meaningfully
- Lift learning outcomes and extend high-achieving students through excellence programs

### Chancellor State College WILL:

- Integrate the cross-curriculum priority into classrooms across the whole curriculum, through improved cultural capability of our educators
- Increase awareness of contemporary languages valuing the traditions and cultural identity of our students
- Connect with parents and the community to co-design whole of College strategies and ensure students' wellbeing and cultural identity is nurtured, and localised Aboriginal and Torres Strait Islander perspectives are embedded in the curriculum



Chancellor State College WILL:

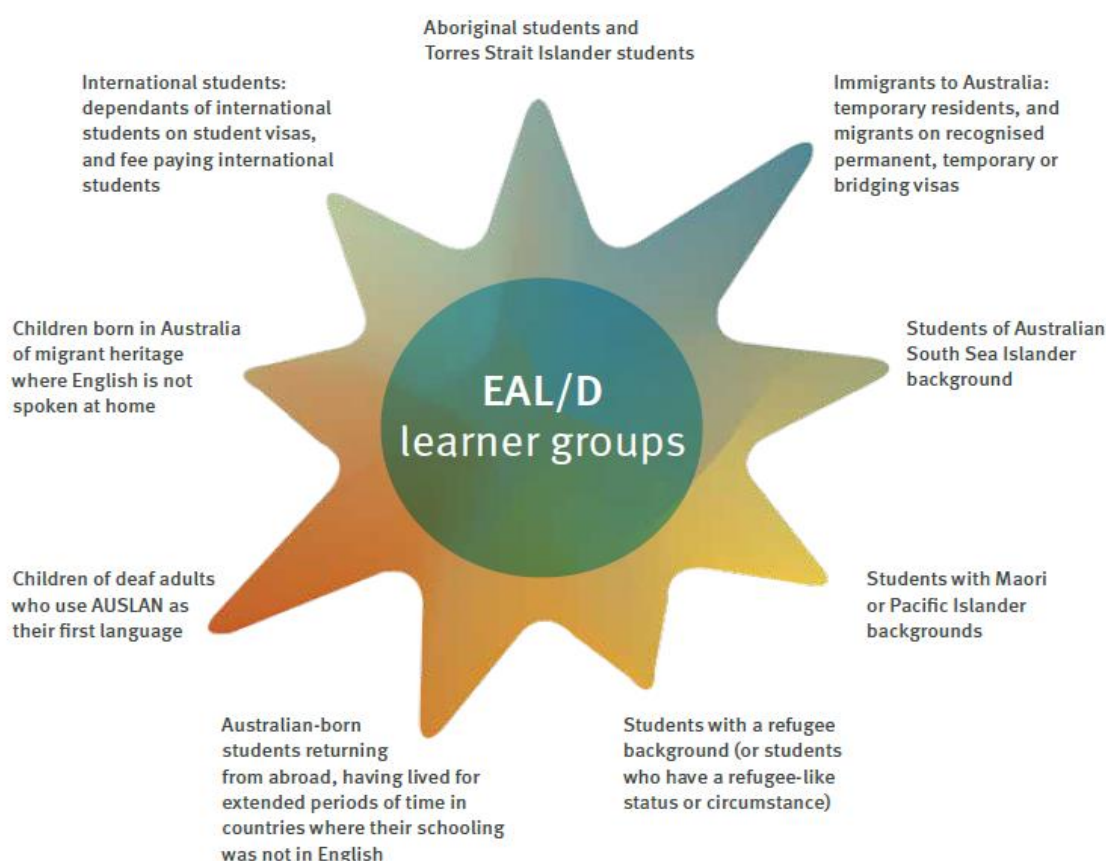
- Implement innovative partnership models that strengthen the quality of support for early school leavers and graduates to access learning and employment pathways
- Support successful transitions to boarding further learning and employment through monitoring of students and line of sights
- Build the critical and creative thinking skills of high achieving students to prepare them for tertiary education

<https://education.qld.gov.au/initiativesstrategies/Documents/atsie-student-succeeding-strategy.pdf>

## English as an additional Language or Dialect

We have increasing enrolment across the college of students for whom their first language is a language or dialect other than English and whom require additional support to assist them in accessing and responding to curriculum, teaching and learning.

These students come from diverse language and cultural backgrounds, yet they face the common challenge of learning a new language, Standard Australian English, at the same time they must learn the curriculum content in and through this new language.



### Primary Campus

Chancellor State College employs an EALD specialist teacher 1 day/fortnight to assist with identification and assessment of language capability of enrolling EAL/D students. This specialist teacher works closely with the EAL/D Teacher Aides to ensure they can appropriately support EAL/D students with a range of needs.

Support is provided in two modes depending on language capability.

Tier 1 students are withdrawn for short sessions to work with the EAL/D Teacher Aide in small group sessions. The focus for this group is oral language skills to be able to communicate their needs to the school community as well as developing vocabulary. These lessons are planned and resourced by the EAL/D specialist teacher.

Tier 2 students are supported in class by the EAL/D T/A to provide assistance with the lessons in class and to support with assessments.

In upper primary years, this time is used to explain assessment task requirements and provide explicit feedback to these students. The EAL/D T/A also communicates regularly with the parents and is often a key school contact for these families.

## Secondary Campus

Upon enrolment at the secondary campus English as an Additional Language/Dialect (EAL/D) students are identified and profiled to assess their language needs using the EAL Bandscales.

Diagnostic evidence includes but is not limited to.

- Writing on demand tasks
- Interviews with students
- Class observations in collaboration with class teachers and parents in regards to establishing current linguistic resources in mother tongue and the pupil's previous history and experiences with English and other additional languages

EAL/D students reading, writing, speaking and listening skills are routinely updated using the EAL Bandscale to track progress and adjust targets. Data and individual student needs, home support and level of independence in the classroom, drives our prioritisation and the nature of learning support, strategies enacted for EAL/D Students.

Our current support ranges from intensive in class EAL/D Teacher Aide allocation EAL/D specialist teacher case management, and working with class teachers and students to monitor progress and identify support required eg: assessments and exams, tutorials and 1:1 support. A bank of resources to help the explicit teaching of vocabulary, grammar and texts across core subjects specifically in junior school have been developed

In 2020 we introduced EAL ATAR subjects in Year 11 and 12 as a pathway to university. In addition, Chancellor State College provides opportunities for our senior EAL students including domestic and international students to access International English language testing such as IELTS and Cambridge testing to track their English Language competencies and assist with entering post-school options.

Our goal is to support EAL/D learners to build strong foundation skills in English and to develop independence

## School wide evidence-based approach to differentiation:



Chancellor State College's development and implementation of the Whole School Approach to Differentiated Teaching and Learning and the Educational Support Policy contain links to school-wide processes for:

- Individual Curriculum Plans
- Process for extension and enrichment and the process for Referral to the Student Services Team
- Educational Support Whole School Approach [Chancellor State College Whole school approach](#)
- Implementation of the High Reliability Literacy Teaching Program (Dr Munro) from P- 12.
- Differentiation is based on effective instruction using Marzano's Art and Science of Teaching (ASOT)
- Inclusion team provide input into Learning Walks and Talks – Dr Lyn Sharratt
- Inclusion team provide input into Case Management Meetings
- Case Managers are provider for senior school programs from Year P -12.
- Extensive support for all VET programs.
- Extensive Personalised Plans e.g, ICPs, Growth Plans, Personalised learning Plans Positive Behaviour Plans

(Following the collection of evidence and monitoring of students responses to the differentiated, focused and intensive teaching that has been provided, a small percentage of students are identified as requiring an ICP. See ICP Flowchart for identification and process)

## Personalised Learning Plans

All pupils who have an existing EAP automatically receive a DDA and Personalised learning plan.

Each PL describes the characteristics of the pupil learning disability.

Each Personalised Learning contains Response Tabs detailing the impact and strategies used to meet the pupils needs.

Progress notes are recorded on each Response tab

### Evidence is collected from four main areas:

- Evidence of assessed individual need of the student
- Evidence that adjustments are being provided to the student to address their individual needs
- Evidence that adjustments provided to the student have been monitored and reviewed
- Evidence of consultation and collaboration with the students and/ or parents/carers and associates

### Nationally Consistent Collection of Data

Evidence to support inclusion in the NCCD

When making decisions about reporting to the NCCD each year, Chancellor State College identify evidence regarding personalised adjustments and supports. The evidence identified relates to the school context and the learning and support processes and practices that are in place to meet the individual needs of students with disability. These are categorised disabilities as defined by the Disability Discrimination ACT 1992.

Chancellor State College draws on evidence from across four key areas when making their decisions:

- Assessed individual needs of the student
- Adjustments being provided to the student to address the disability-this includes support provided within quality differentiated teaching practices
- Ongoing monitoring and review of the adjustments
- Consultation and collaboration with the students and or parents/carers, and associates

## Evidence of assessed individual needs of the student

This evidence demonstrates that the students' needs for adjustment have been identified and arise from a disability. Evidence of this aspect include:

- Results of diagnostic or summative school and/or standardised assessments overtime documenting an ongoing learning or socio-emotional need arising from a disability (EG continued and high level behaviour incidents, reading assessments, KLAS)
- Documentation of ongoing learning in the Personalised Learning Plan needs that have limited response to target intervention over time and cannot be attributed to external factors, such as English as an additional language or dialect, sosio-economic or non-disability related cause
- Parental/carer report of a disability in conjunction with evidence of an assessed individual need
- Specialist diagnosis or reports, for example from a medical practitioner such a paediatrician, or other medical specialists such as a guidance office/councillor, speech pathologist or audiologist
- Profile or assessment reports that identify the functional needs of a student with a disability

## Evidence Collection

Evidence covers a broad area of support and adjustments, context-specific supports and/or adjustments at a particular time or in a particular setting.

The NCCD evidence sheet is used by the Case Managers and Class Teacher to complete the collection of a wide range of evidence each term.

### [NCCD Evidence](#)

#### Collection of Nationally Consistent Collection of Data

The NCCD is collected systematically from: Term 1 of each year

In Semester 1 of each year, the NCCD is reviewed throughout the school year.

- Students new to Chancellor who have previously been included in the NCCD are added once a Personalised Learning Plan has been developed and evidence has been collected and analysed
- Each pupil on the DDA has a Personalised Learning Plan and is Case Managed
- The NCCD evidence is used to inform the submission of the DDA in August of each year
- This review informs the teacher and Case Manager of the strategies and evidence that needs to be improved and collected

#### Nationally Consistent Collection of Data Moderation Process

In the NCCD moderation process, staff review all evidence and build a shared understanding of:

- Level of adjustment being provided for each student
- The broad category of disability for which support is provided.

A moderation team is established, consisting of different teachers from each year level, Case Managers, Teacher Aides and HoDs

Samples of students work are selected and a summary of student information is collated.

A moderation sheet is completed.

The Moderation template is used as a guide by Chancellor State College to understand the quality and quantity of evidence that could be recorded in supporting each student's inclusion on the NCCD.

The template is used by Chancellor State College to:

- Assist our College with their document management and record keeping processes
- Provide a summary of evidence collected that can be easily accessed
- Assist the school in updating their evidence collection processes
- Validate that there is evidence to include the student on the NCCD prior to submission
- Streamline moderation sessions

### [NCCD Levels of adjustment collection and recording sheet](#)

## Personalised Learning Plan

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

There are four elements in Personalised Learning Plan, which reflects the teaching and learning cycle:

1. Consulting and collaborating with the student and/or their parents, guardians or carers
2. Assessing and identifying the needs of the student
3. Providing adjustments to address the identified needs of the student
4. Monitoring and reviewing the impact of adjustments.

### Implement personalised learning plans

- Identify students characteristics specific to their disability
- Record impact of learning disability
- 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.
- Recording of age-appropriate learning tasks, resources, learning materials and adjustments.
- Detail required equipment, assistive technology, or additional resources for the student's learning needs.
- Select and implement appropriate teaching strategies to facilitate effective learning for the student.
- Demonstrate embedded differentiated classroom practice within teaching and learning programmes throughout the school

### Monitoring process and review timeframe

- Monitoring of pupils on personalised learning is continuous. Personalised Learning Plans are reviewed termly by HoSES in collaboration with class teacher, Case Manager and Teacher Aides.

### Making adjustments for personalised learning

Personalised learning within teaching, learning and assessment may involve adjusting curriculum, instruction and environment.

Access to teaching, learning and assessment is equitable when individual barriers are recognised, planned for and removed. This allows all students to participate in learning experiences on the same basis as their peers.

Many students with disability are able to achieve educational standards commensurate with their peers. Individual goals, needs, strengths, and interests of students will inform any adjustments that need to be made.

By making reasonable adjustments, teachers enable all students to demonstrate their knowledge, skills and competencies in line with the Disability Discrimination Act 1992 (Cwlth) and the Disability Standards for Education 2005 (Cwlth).

To optimise outcomes for students with diverse learning needs, it is important that:

- learning experiences and assessment are designed flexibly and inclusively through collaborative processes between college staff and specialist staff
- assessment techniques and conditions are carefully considered
- the integrity of the learning area content is retained
- evidence of adjustments is recorded and regularly reviewed
- Evaluate the impact of personalised support measures provided to the student and review regularly
- 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 and record in Personalised Learning in Adjustments and Progress notes
- The focus should always be on the student and how these support measures will assist the student to reach their goals



## The DDA relate to personalised learning and support.

- The DDA captures the work across the College to provide personalised learning and support for students with disability. Evidence of teacher and school team activities associated with each of the four key elements of personalised learning and support is recorded and maintained in accordance with school, sector and/or jurisdiction policy and practice requirements for records keeping. Sound and consistent record-keeping ensures that evidence is readily accessible when completing the data collection process and the Principal's verification of the College data for the NCCD
- Practices supporting the four elements of personalised learning and support provided are ongoing and embedded throughout the school year, with feedback informing continuous improvements to program delivery
- Improvements in these key areas also facilitate the completion of the NCCD and assist schools to incorporate the data collection process into their teaching and learning schedules from early in the year.

## Personalised Learning Example

### Adjustments recorded in Personalised Learning

Adjustments for learning experiences and assessment may include:

#### Additional time

- ensuring that the tasks developed can be completed in the time provided, based on the student's learning needs
- limiting the amount of text presented to the student to allow them to process it in chunks
- regularly asking whether the student needs a break during the task, ensuring the student's concentration on the task is not broken
- ensuring the student is informed in advance when breaks are coming
- ensuring breaks are given with a purpose and meet the student's needs, e.g. for quiet time, reflection, reorganisation, remembering instructions, reconsidering safety protocols, taking medication, personal care requirements
- ensuring breaks are given to address sensory needs

#### Learning breaks

- movement breaks such as jumping on a trampoline, swinging on a swing, heavy work activities, bouncing on a therapy ball
- sensory reduction, such as time quiet space (time out) fidget toys
- using fidget toys, resistance bands, sensory blankets or headphones to cancel noise
- allowing the student to request a break as needed, e.g. using a specified number of Time Out cards.
- identifying appropriate behaviours that indicate the need to provide a break
- using visuals (e.g. clocks, timers or a timetable) to assist with focus and predictability
- ensuring student fatigue levels are monitored and breaks provided accordingly
- listing the types of cues and prompts that are appropriate for each student, e.g. visual, gestural, sign, AUSLAN, auditory

#### Cues and prompts

- ensuring cues and prompts are consistently used by all support staff
- using a prompting hierarchy (least to most)
- considering a plan for fading prompting over time
- documenting the nature, specificity and repetition of instructional language
- ensuring clear instructions are consistently used by all teachers and support staff

#### Instructions

- augmenting instructions with keyword signing, gestures and visuals in the student's augmentative and alternative communication (AAC) system
- reducing complexity of verbal and/or written instructions given to students
- explaining student access to texts as specified in the units



## **Format of the text**

- using different formats to build student engagement, e.g. electronically enlarged braille chunking the text, releasing text or information gradually or covering and revealing sections of text
- increasing or decreasing the number of lessons in a unit, including follow-up lessons and one-on-one support
- repetition of lessons, including repeating with variety or repeating the same concept in similar lessons with different settings or contexts
- incorporating sessions for revision and feedback more or less frequently

## **Order of the text**

- progressing learning from easy to difficult, familiar to unfamiliar, routine to non-routine, concrete materials to abstract concepts
- identifying the student's prior knowledge, understanding and skills and how these will affect the order (and number) of sessions
- considering the student's ability to transfer knowledge and the order of sequential lessons within sessions
- scheduling learning experiences and assessment around medication and personal care needs

## **Adjustments for learning experiences and assessment may include:**

### Modes of response

- Identifying how to support new and different ways to respond.

### Equipment and visual supports

- ensuring equipment is available to address sensory needs during learning breaks
  - sensory seeking: movement breaks, such as jumping on a trampoline, swinging on a swing, heavy work activities, bouncing on a therapy ball
  - sensory reduction, such as time in a dark, quiet space
  - using fidget toys, resistance bands, sensory blankets or headphones to cancel noise
- providing visual supports that allow the student to request a break as needed, e.g. using a specified number of Time Out cards
- using visuals (e.g. clocks, timers or a timetable) to assist with focus and predictability

### Specialised equipment and resources

- using specialised equipment and resources, e.g. print and electronic graphic organisers
- using equipment with auditory output
- listing the equipment and resources (low and high technology) that are appropriate to support learning and enhance individual student responses
- documenting the training and support required when students and staff learn to use new equipment and resources, e.g. augmentative and alternative communication (AAC) systems
- allowing students to respond using concrete materials/objects
- considering the format of responses to enable students to use their communication system, e.g. to answer yes/no questions or give a multiple-choice response

### Support staff

- ensuring that support staff are scheduled to assist the student
- ensuring that support staff are familiar with the types of cues and prompts appropriate for each student, e.g. visual, gestural, sign, AUSLAN, auditory
- ensuring clear instructions are consistently used by all teachers and support staff
- checking with the student or support staff about whether additional time to complete a task is required
- ensuring collaboration occurs with internal and external stakeholders who support the student, e.g. special education staff, school leaders, medical practitioners, therapists and parents/carers
- ensuring that the recommendations of these stakeholders are actioned
- ensuring appropriate locations are available for the implementation of teaching, learning experiences and assessment
- considering environmental adjustments, e.g. noise levels, lighting, visual stimulus
- considering simulated or real-life/community settings to assist with learning, e.g. a class shop for reinforcing money concepts
- ensuring sufficient technology is used to support the student's needs, e.g. additional power points, access to wi-fi

## Individual Curriculum Processes plans and procedures

### Documenting ICP decisions

The decision to provide an ICP is documented in OneSchool in the Support Tab under Individual Curriculum Plan the details include:

- The learning areas and or subjects nominated and the year level of the Australian Curriculum to be taught during the next reporting period.
- Learning expectations: described briefly, drawn from the relevant unit of work, and aligned to the achievement standards
- Focused and/ or intensive teaching strategies to be used during the next reporting period
- Parent/carer endorsement
- A different year level (DYL) of the Australian curriculum is provided for most students requiring a ICP for one or more learning areas/ subjects.

An Individual Curriculum Plan at Different year level enables teachers to teach, assess and report progress towards the identified standard across two semesters ( or more for curriculum bands of years)

DYL is selected in OneSchool under Individual Curriculum Plans.

A different year partial (DYL-P) is available for some students with an 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 (to move curriculum bands in one year) 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 the progress across more than one year or band of years.

### Review and moderation of Individual Curriculum Plans

Individual Curriculum Programs are reviewed each term through moderation meetings between the Case Manager, class teacher, HODS and HoSES. Formal reporting clearly identifies the Individual Curriculum Plan level the student is assessed at. Parents/carers are given the opportunity to discuss their child's achievements, effort and behaviour at the College with the child's teacher twice a year and with the case manager on an ongoing basis. Individual Curriculum Plan planning and implementation are reflected in all school-based inclusive practices.

Parents/carers (and if applicable students) are involved in the ICP development meetings and are aware of the adjustments that are being made to the curriculum..

Refer to ICP Flow Chart: [ICP Flowchart](#) The parents/carers endorsement is recorded in OneSchool.

The Individual Curriculum Plan has been developed in response to the P-12 Curriculum, Assessment and Reporting Framework and State School strategy of every student succeeding.

### Chancellor State College Individual Curriculum Plan Process and procedure

At Chancellor State College we respond to the diverse learning needs of our students by identifying differentiated teaching and learning in all three levels of planning. Differentiation is provided through teaching which becomes increasingly personalised: differentiated and explicit teaching, focused teaching and intensive teaching. At all three levels of planning staff aim to maximise outcomes for all students by engaging them in learning and developing skills to prepare for their future. Support staff from the inclusive team work collaboratively with class teachers to provide the appropriate level of support that maximises success for all students.

The three levels of support are:

**Differentiated and explicit teaching: for all students**

**Focused teaching: for identified students**

**Intensive teaching: for a small number of students**

A *whole school approach* to differentiated teaching and learning refers to the three levels of support for students.

Differentiated and explicit teaching includes but is not limited to:

- analysis of assessment and reporting data to determine:
- starting points for teaching the unit
- the groups and individuals who will require additional support
- key lessons in the teaching and learning sequence that focus on curriculum / subject specific content descriptors (understanding and/or skills) and cognitive demands
- the literacy and language demands
- conditions of the summative assessment task including any special provisions for individual students
- effective pedagogical practices that respond to the specific learning needs of groups and individual students
- the behaviours leading to learning that enable specific students to participate
- opportunities to teach metacognition for students to support their own learning
- formative assessments that monitor student progress and provide feedback on student learning

Focused teaching for groups and individuals is planned in response to short cycle formative assessment. It includes teaching and re-teaching understandings and/or skills from curriculum content descriptors through effective pedagogical practices that address barriers to learning.

Following planned focused teaching and learning and analysis of formative assessment, teachers identify students who:

- require ongoing focused teaching
- no longer require focused teaching as their learning needs are currently met by differentiated and explicit teaching
- require intensive teaching

Intensive teaching for a small number of students is documented in OneSchool under Personalised Learning. It may include but is not limited to:

- developing personal and specific learning goals
- scaffolding the literacy and/or language demands
- investigating and using alternative pedagogies, additional resource, use of assistive technology
- closer teacher involvement and collaboration with support staff
- close monitoring through observation and careful analysis of student responses to tasks

Intensive support is considered when a student has been in receipt of general differentiation, and supported further via a Personalised Learning Plan, and is performing at below the levels of their peers in their age cohort.

Following the collection of evidence and monitoring of student responses to the differentiated, focused and intensive teaching that has been provided, a small percentage of students MAY ONLY THEN be identified as requiring an ICP.

**Implementation and monitoring of ICPs for students accessing the curriculum at the different year level:**

School policies relating to ICPs are based on key supporting documents:

- The P-12 curriculum, assessment and reporting framework.
- Assessment and Moderation in Prep to Year 10.
- Individual Curriculum Plan
- [Reporting to parents](#)
- Educational Support Policy
- [A whole school approach to differentiated teaching and learning](#)

- [Individual curriculum plan](#)
- [Students with disability](#)
- [Curriculum provision to gifted and talented students](#)
- [Inclusive assessment checklist](#)
- [Monitoring criteria content and language](#)

An ICP is developed for the semester reporting period. The College make a decision about ICP in consultation with parents/carers and only after the analysis of :

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

Endorsement indicates parent/carer approval and is required for academic reporting. The Principal is responsible for endorsing ICPs however, the endorsement status may be recorded by staff with a level 1,2 or 3 OneSchool roles such as HoSES endorsement Who, when and how it is recorded.

An ICP is reviewed at the end of the semester and takes into consideration all informing evidence.

[Inclusive Assessment checklist](#)

## Process for the identification of an Individual Curriculum Plan

Student is identified by **Educational Support Teacher/HoDs/GOs** as needing additional support and portfolio demonstrates work which is being completed at an achievement standard significantly below the year level the student is currently working in for some considerable period.



Student is referred to **CSC SWG** via student services referral form (green form). The student is discussed at weekly SWG meetings and is referred to **HoSES** (Non verified students) and (Verified students).



Achievement Standards and student performance data is investigated and diagnostic tests may be employed to determine the level the student is working. Learning Coordinator appointed.



### Data Collected on student by **Case Manager**

- Dash board data
- Mark book data
- Information from parents/carers
- Samples /evidence of student work
- OneSchool Report
- Confidential Feedback Reports
- support provisions
- DRA, WTW, PATr, Maths Space, SA spelling, NCR



Meeting with **Case Manager** and **teacher/s Educational Support teacher teachers, relevant HoDs**. Discussion about data findings and identification of appropriate level of achievement occurs.



**Parent refuses to endorse ICP.** Support plan is discussed.



Learning Coordinator and teacher/s create ISP in OneSchool.



Meeting with **parent/s** organised by **Case Manager** and discussion of ICP support discussed with **parents, teacher/s and support staff**. The goal of the ICP will be discussed with parents.



**Parent endorses ICP.**



**Learning Coordinator and teacher/s create ICP in OneSchool** before reporting period opens.



Student work and assessment is differentiated and designed to meet the content descriptors of the ICP by the **Learning Coordinator, HoDs, support teachers and teacher**



Monitoring and tracking of student progress is regularly completed and reviewed with parent by **teacher and Case Manager**. The student achievement is reported on the Achievement Standard for the year-level curriculum taught.



Improvement and/or learning objectives achieved, ICP is reviewed and discussed by **Case Manager and teacher/s** and the student's ICP level moved up or student is returned to Year level achievement. Parent is informed by **Case Manager**.



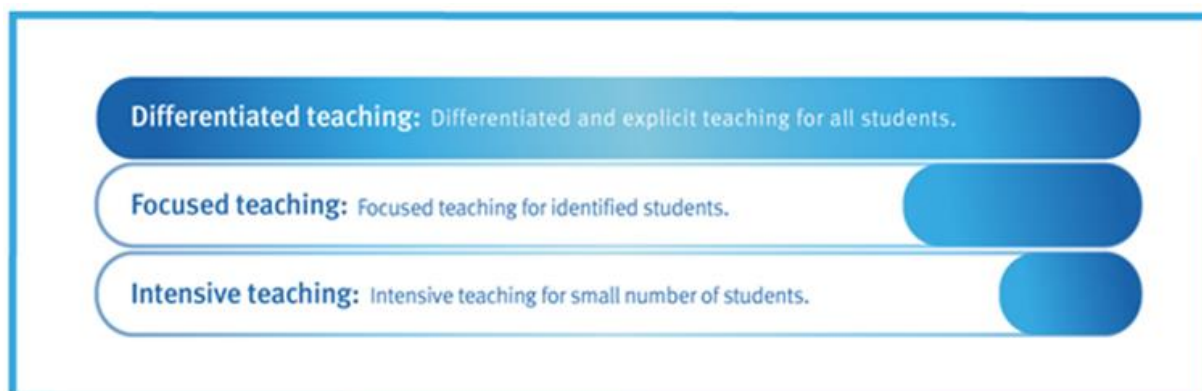
For new level of ICP, the ICP is modified/created by **Case Manager and teacher/s**.



For removal of ICP, the ICP is modified/created by **Case Manager and teacher/s**. An ISP will be developed to assist and monitor student learning.

## Learning Enhancement Advancement Program

This plan has been developed in response to the Queensland Education P-12 Curriculum, Assessment and Reporting Framework and State Schooling Strategy of every student succeeding. Chancellor State College staff believe every student has the ability to learn, given the right amount of support and time, and should be able to demonstrate progress in their learning. As such, Chancellor State College aims to identify the appropriate tier of support required by students and to respond with curriculum that meets their learning needs. HoDs/HoSES, teachers and support staff from the College Inclusive teams work collaboratively with class teachers to provide the appropriate tier of support. The three tiers of support available to students are inclusive of:



The P-12 Curriculum document refers to three tiers of support for students.

### TIER 1: General Differentiation

General Differentiation of teaching and learning is provided to all students in all classes by all teachers. Equitable adjustments to the teaching and learning occurring in class rooms are made to ensure that all students can access and participate fully in the curriculum. Teachers consult the following information to establish an understanding of the students they teach;

- OneSchool Performance Dashboard – class and individual student
- Support Tab under Student Profile. Is consulted for regarding previous history Personalised Learning Plans/ (PLP), medical information, Individual Curriculum Plans (ICP) and any information relating to disability
- The range of diagnostic data that transfers with students; not included in OneSchool.
- Interagency data where available
- Formative data in line with ACRA Content Descriptions and Achievement Standards

General Differentiation is applied to three main foci.

### Environmental Factors Identifying and responding to:

- issues that may arise with furniture
- impediments to communication
- physical access issues
- requirements around flexible timetables
- availability and access to therapy requirements
- some medical needs and accessing teaching spaces

**Process.** Identifying and responding to information from parents/carers, Educational Support team, to accommodate/ensure:

- differing learning styles
- flexible groupings
- provision of visual prompts/graphic organisers
- advanced notice of changes for students with ASD
- use of tiered vocabulary lists
- use of assistive technology
- provision of extra time for some students to complete tasks
- catering for academically advanced students
- use of work stations

- peer group tutoring
- use of tiered tasks
- use of reinforcement strategies and task rewards and behaviour management micro skills

**Product and assessment** Ensuring access to assessment through:

- provision of equitable adjustment to tasks
- scaffolding
- varying length of tasks and provision of different modes of delivery (including multiple opportunities to demonstrate knowledge)
- liaison with Educational Support Plan
- adjusted criteria sheets
- adjusting environmental factors

### **TIER 2: Focused support**

Focused support is offered to a student who has been in receipt of general differentiation strategies and still struggles to access and participate in the curriculum. A teacher refers the student to the College Student Services Committee, outlining details of concerns and identifying general differentiation strategies applied.

A student is provided with a Personalised Learning Plan and a Case Manager appointed. The student continues in the regular curriculum but receives specific strategies to assist in accessing that curriculum. The delivery of the strategies is negotiated with HoSES, and teachers and support staff. The strategies are applied for a set period and reviewed at the end of this period. Parents are consulted and informed.

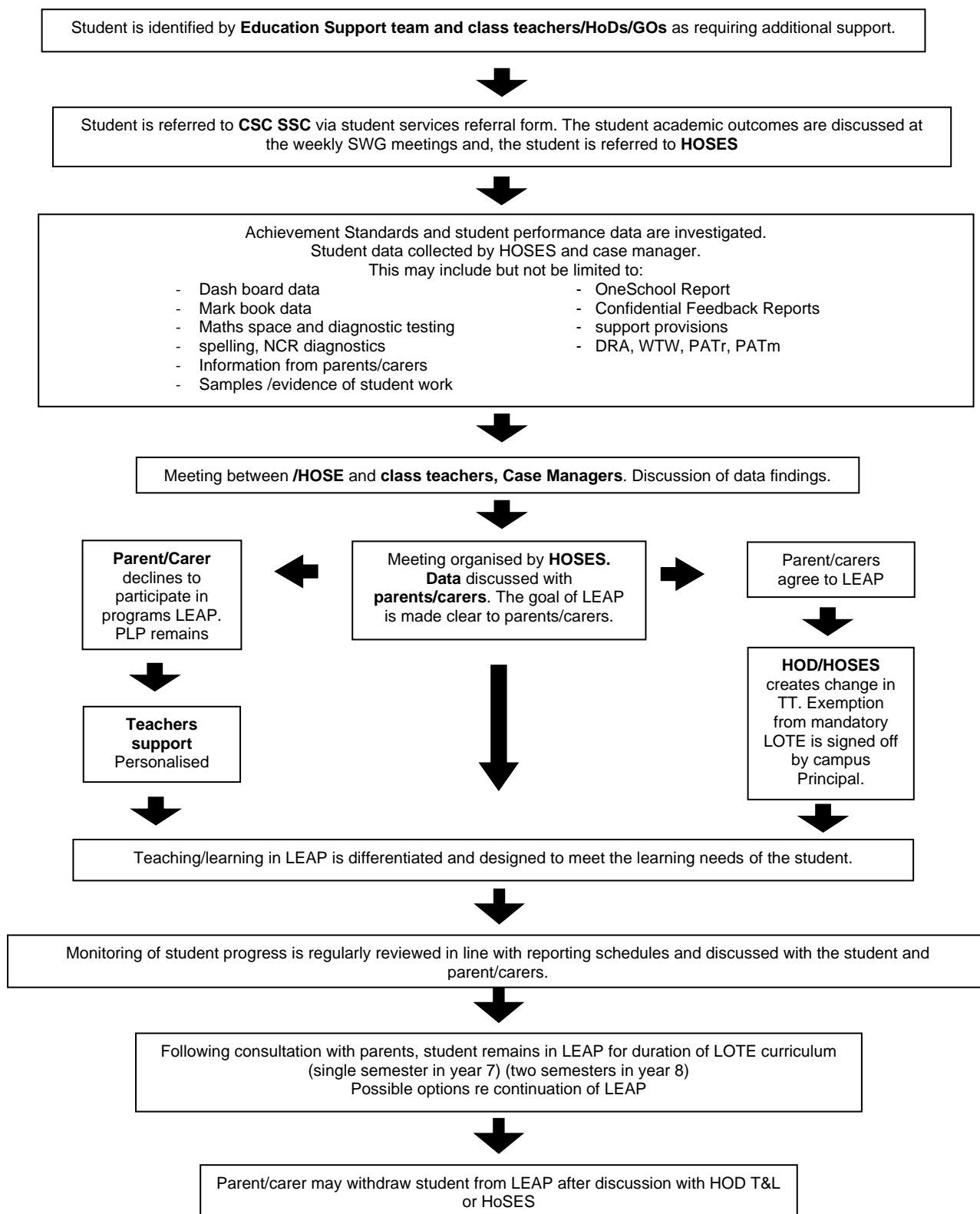
### **TIER 3: Intensive Support**

Intensive support is considered when a student has been in receipt of general differentiation, and supported further via a Personalised Learning Plan, and is performing at below the levels of their peers in their age cohort. A core element of intensive support at Chancellor State College is the Learning Enhancement Advancement Program (LEAP). LEAP is offered to students on a case by case basis. LEAP occurs during lessons the student would normally have undertaken the study of a language other than English (LOTE). The College agrees that language studies are an important part of a wide and varied curriculum, however, there are students who demonstrate exceptional circumstances and need respite from the LOTE curricula to focus on developing core literacy and numeracy skills in order for them to participate and access year level appropriate curriculum.

Where the class teacher believes, based on a range of data and evidence, a student may be eligible for LEAP, the student is referred to the Student Services Committee detailing the issues, any general differentiation used and or details of any personalised learning. HoSES will further investigate the content of the referral. After consultation with teachers, HoDs, parents/carers, and consideration of ACARA Achievement Standards and relevant performance data, a decision is made regarding eligibility for LEAP via exemption from mandatory LOTE approved by the Secondary Campus Principal.



## Process for the identification of a student requiring LEAP – TIER 3 Support

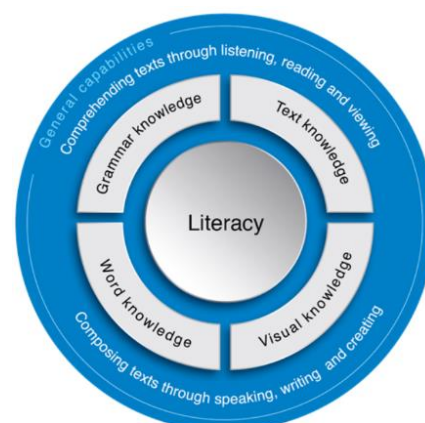


## LEAP Curriculum Plan Overview – Literacy

In the Australian Curriculum, students become literate as they develop the knowledge, skills and dispositions to interpret and use language confidently for learning and communicating in and out of school and for participating effectively in society. Literacy encompasses the knowledge and skills students need to access, understand, analyse and evaluate information, make meaning, express thoughts and emotions, present ideas and opinions, interact with others and participate in activities at school and in their lives beyond school. Success in any learning area depends on being able to use the significant, identifiable and distinctive literacy that is important for learning and representative of the content of that learning area.

The CSC LEAP Program (literacy focus) provides students with opportunity to practice and develop skills in;

- listening
- reading
- viewing
- speaking
- writing
- creating oral, print and visual texts
- using and modifying language for different purposes in a range of contexts



Organising elements for Literacy

## LEAP Curriculum Plan Overview – Numeracy

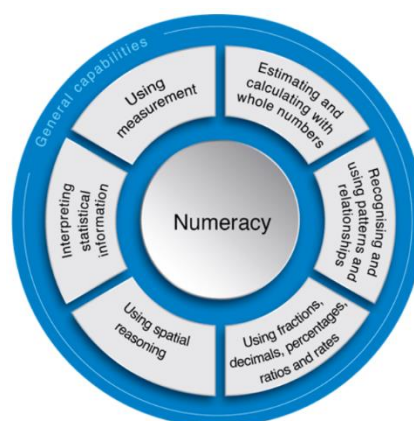
The CSC LEAP Program (numeracy focus) provides students with opportunity to practice and develop skills in:

- estimation and calculation
- measuring
- investigating statistics
- reasoning mathematically with shapes and patterns
- Working with fractions, decimals, percentages, rates and ratios

## LEAP Curriculum Plan Overview – Numeracy

In the Australian Curriculum, students become numerate as they develop the knowledge and skills to use mathematics confidently across other learning areas at school and in their lives more broadly. Numeracy encompasses the knowledge, skills, behaviours and dispositions that students need to use mathematics in a wide range of situations. It involves students recognising and understanding the role of mathematics in the world and having the dispositions and capacities to use mathematical knowledge and skills purposefully. When teachers identify numeracy demands across the curriculum, students have opportunities to transfer their mathematical knowledge and skills to contexts outside the mathematics classroom. These opportunities help students recognise the interconnected nature of mathematical knowledge, other learning areas and the wider world, and encourage them to use their mathematical skills broadly.

Becoming literate and numerate is not simply about knowledge and skills. Certain behaviours and dispositions assist students to become effective learners who are confident and motivated to use their skills broadly. Many of these behaviours and dispositions are also identified and supported in other KLAs.



Organising elements for Numeracy

The CSC LEAP Program supports students in:

- managing their own learning to be self-sufficient
- working harmoniously with others
- being open to ideas, opinions and texts from and about diverse cultures
- returning to tasks to improve and enhance their work
- being prepared to question meanings and assumptions in texts
- independently completing assessment tasks
- to transition back to appropriate year level placement

## LEAP Curriculum Plan Overview – Assessment

Thinking that is productive, purposeful and intentional is at the centre of effective learning. By applying a sequence of thinking skills, students develop an increasingly sophisticated understanding of the processes they can use whenever they encounter problems or unfamiliar information embedded in assessment. In addition, the practice of using thinking strategies can increase students' motivation for, and management of, their own responses to assessment. A core tenet of LEAP is to enable students to become more confident and autonomous problem-solvers, thinkers and owners of their assessment responses, (ACARA).

The CSC LEAP Program (assessment focus) provides students with opportunity to practice and develop skills in critical and creative thinking as they learn to:

- generate and evaluate knowledge
- clarify concepts and ideas
- seek possibilities
- consider alternatives
- solve problems
- develop resourcefulness, imagination and innovation

Critical thinking is at the core of most intellectual activity that involves students learning to recognise or develop an argument, use evidence in support of that argument, draw reasoned conclusions, and use information to solve problems. Creative thinking involves students learning to generate and apply new ideas in specific contexts, seeing existing situations in a new way, identifying alternative explanations, and seeing or making new links that generate a positive outcome.

The CSC LEAP Program (assessment focus) supports students to:

- interpret assessment item requirements ( the text operators which define when, why, how and how much)
- analyse information embedded in the context or task proper of assessment items
- sequence a response to an assessment item
- sustain a disposition to assessment inclusive of;
  - inquisitiveness and a readiness to try new ways of doing things
  - reasonableness
  - intellectual flexibility and fair-mindedness
  - persistence
  - resilience
  - stamina

## LEAP – Teaching and Learning Program Literacy Aims

**Numeracy:** Students who participate with the LEAP program are generally several years behind their peers in being able to demonstrate age appropriate skills and understanding of mathematical principals and operations, as well as capacity with problem solving and reasoning. To provide a framework for intensive instruction, students and teachers are invested in exploration of the Australian Curriculum's Mathematical Proficiencies; which are divested from the general capabilities: Numeracy.

**The CSC LEAP program targets students developing proficiency in response to the Australian Curriculum Mathematics Proficiencies:**

**Understanding:** Students work towards:

- making connections between representations of numbers
- partitioning and combining numbers flexibly

- extending place value to decimals
- using fractions to represent probabilities
- comparing and ordering fractions and decimals and representing them in various ways
- using appropriate language to communicate times

**Fluency:** Students work towards:

- recalling multiplication tables
- communicating sequences of simple fractions
- choosing appropriate units of measurement for calculation of perimeter and area
- using instruments to measure accurately
- using estimation to check the reasonableness of answers to calculations

**Problem-solving:** Students work towards:

- comparing large numbers with each other
- using properties of numbers to continue patterns
- formulating, modelling and recording authentic situations involving operations
- formulating and solving authentic problems using whole numbers and measurements and creating financial plans
- comparing time durations

**Reasoning:** Students work towards:

- investigating strategies to perform calculations efficiently
- deriving strategies for unfamiliar multiplication and division tasks
- generalising from number properties and results of calculations
- continuing patterns involving fractions and decimals
- interpreting results of chance experiments
- posing appropriate questions for data investigations and interpreting data sets

**The CSC LEAP program targets students developing proficiency in response to the Australian Curriculum's Mathematics Proficiencies:**

**Understanding:** Students work towards:

- connecting number calculations with counting sequences
- connecting number representations with number sequences,
- partitioning and combining numbers flexibly,
- identifying and describing the relationship between addition and subtraction and between multiplication and division
- representing unit fractions
- using appropriate language to communicate times

**Fluency:** Students work towards;

- readily counting numbers in sequences
- recalling multiplication facts,
- using informal units iteratively to compare measurements and using familiar metric units to order and compare objects,
- identifying and describing outcomes of chance experiments,
- interpreting maps and communicating positions
- describing and comparing time durations

**Problem-solving:** Students work towards:

- using number sentences that represent problem situations
- formulating and modelling authentic situations
- planning methods of data collection and representation
- making models of three-dimensional objects
- using number properties to continue number patterns

**Reasoning:** Students work towards:

- comparing and contrasting related models of operations
- using known facts to derive strategies for unfamiliar calculations
- using generalising from number properties and results of calculations

- comparing angles
- creating and interpreting variations in the results of data collections and data displays

**At level Prep-1, the CSC LEAP program targets students developing proficiency in response to the Australian Curriculum's Mathematics Proficiencies:**

**Understanding:** Students work towards:

- connecting names, numerals and quantities
- partitioning numbers in various ways

**Fluency:** Students work towards:

- readily counting number in sequences forwards and backwards
- locating numbers on a line
- continuing patterns
- naming the days of the week
- comparing the lengths of objects

**Problem-solving:** Students work towards:

- sorting objects
- using materials to model authentic problems,
- giving and receiving directions to unfamiliar places,
- using familiar counting sequences to solve unfamiliar problems
- discussing the reasonableness of the answer

**Reasoning:** Students work towards:

- explaining direct and indirect comparisons of length using uniform informal units
- justifying representations of data
- creating patterns and explaining patterns that have been created
- explaining comparisons of quantities

## LEAP – Teaching and Learning Program Literacy Aims

**Literacy:** Students who participate with the LEAP program are generally several years behind their peers in being able to demonstrate age appropriate capacity around the three interrelated strands of language, literature and literacy; which comprise the Australian English Curriculum. Together, the strands focus on developing students' knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating. To provide a framework for intensive instruction, students and teachers are invested in exploration of the Australian Curriculum English Program Proficiencies; which are divested from the General Capabilities: Literacy.

At level 5-6, the CSC LEAP program targets the literacy skill needed for students to develop to:

- communicate with peers and teachers
- engage with a variety of texts
- listen to, read, view, interpret and evaluate spoken, written and multimodal texts in which the primary purpose is aesthetic, as well as texts designed to inform and persuade
- describe complex sequences
- elaborate on a range of non-stereotypical characters and events in time
- explore texts which supply technical and content information about a wide range of topics of interest as well as topics being studied in other areas of the curriculum
- make use of text structures which include chapters, headings and subheadings, tables of contents, indexes and glossaries
- Use language features which include complex sentences, unfamiliar technical vocabulary, figurative language, and information presented in various types of graphics
- create a range of imaginative, informative and persuasive types of texts including narratives, procedures, reviews, explanations and discussions

At level 3-4, the CSC LEAP program targets the literacy skill needed for students to develop to:

- interact with peers and teachers
- engage with a variety of texts for enjoyment

- listen to, read, view and interpret spoken, written and multimodal texts in which the primary purpose is aesthetic, as well as texts designed to inform and persuade
- describe complex sequences of events that involve unusual happenings within a framework of familiar experiences
- interpret Informative texts which include content of increasing complexity and technicality about topics of interest
- read and explore complex language features, including varied sentence structures, some unfamiliar vocabulary, a significant number of high-frequency sight words and words that need to be decoded phonically, and a variety of punctuation conventions, as well as illustrations and diagrams that support and extend the printed text
- create a range of imaginative, informative and persuasive types of texts including narratives, procedures, reports, reviews, poetry and expositions

**At level 1-2, the CSC LEAP program targets the literacy skill needed for students to develop to:**

- communicate with peers and teachers
- engage with a variety of texts for enjoyment
- listen to, read, view and interpret spoken, written and multimodal texts designed to entertain and inform
- recount straightforward sequences of events and everyday happenings with recognisably realistic or imaginary characters
- explore informative texts which present a small amount of new content about familiar topics of interest
- explore decodable and predictable texts which present a small range of language features, including simple and compound sentences, some unfamiliar vocabulary, a small number of high-frequency words and words that need to be decoded phonically, as well as illustrations and diagrams that support the printed text
- create a variety of imaginative, informative and persuasive texts including recounts, procedures, , literary retellings and poetry

**At the prep level, the CSC LEAP program targets the literacy skill needed for students to develop to:**

- communicate with peers, teachers and known adults
- engage with a variety of texts for enjoyment
- listen to, read and view spoken, written and multimodal texts in which the primary purpose is to entertain, as well as some texts designed to inform
- participate in shared reading, viewing and storytelling using a range of literary texts, and recognise the entertaining nature of literature
- explore decodable and predictable texts that range from caption books to books with one or more sentences per page
- explore texts which involve straightforward sequences of events and everyday happenings with recognisable, realistic or imaginary characters
- engage with informative texts which present a small amount of new content about familiar topics of interest; a small range of language features, including simple and compound sentences; mostly familiar vocabulary, known, high-frequency words and single-syllable words that can be decoded phonically, and illustrations that strongly support the printed text



## Curriculum provisions to challenge our Academically Advanced Students

The requirements for curriculum provisions to gifted and talented students are specified in the P-12 curriculum assessment and reporting framework;

[Education Queensland Gifted and Talented policy](#)

[Education Queensland P-12 Curriculum policy](#)

Gifted students are those whose potential is distinctly above average in one or more of the following domains of human ability:

- intellectual
- creative
- social and physical

Giftedness designates the possession and the use of outstanding natural abilities, called aptitudes, in at least one ability domain, to a degree that places an individual at least among the top 10% of age peers in the school.

Talented students are those whose skills are above average in one or more areas of performance. Talent designates the outstanding mastery of abilities over a significant period of time. These are called competencies (knowledge and skills). Outstanding mastery is evident in at least one field of human activity to a degree that places an individual at least among the top 10% of age peers in the school who are or have been active in that field.

### Identification of top end students at Chancellor State College

Teachers plan for the fact that students who excel in one or more domains are present in every school. These students are identified, using data from a range of sources. The identification process ensures gifted and talented students are not educationally disadvantaged on the basis of racial, cultural or socio-economic background, physical or sensory disability, geographical location or gender.

### Collaborative management of curriculum provision

Chancellor State College plan how best to meet the learning needs of all students through the three levels of planning. A collaborative team approach is used in the management of curriculum provision to students to provide consistent and continuous identification processes school-wide. This team oversees the support of student learning and:

- establishes identification and provision processes for gifted and talented students at the school
- monitors these processes
- negotiates and endorses a course of action for each student
- ensures the maintenance of ongoing monitoring and comprehensive records are kept in OneSchool

As appropriate to the school context, this team provides a range of expertise and could include involvement from:

- regional support personnel (such as an Assistant Regional Director; Regional Curriculum Manager/Director)
- the Principal (or other school administrator)
- a teacher with expertise in gifted and talented education
- teachers who have undergone professional development in gifted and talented education
- the Guidance officer
- Support Teachers (HoSES or Inclusion coach).

### Curriculum provision

- Teachers deliver the curriculum at a level, pace, degree of abstraction and complexity beyond learning expectations for their age peers. Curriculum provision for gifted and talented students addresses their specific learning needs such as:
- a faster pace
- processing more complex information and use of higher order thinking
- opportunities to engage in learning with students of the same or higher ability



- opportunities to undertake challenging work which enables them to develop strategies for persevering with difficult problems
- Many gifted and talented students can be catered for through differentiated teaching and learning which responds to the diverse needs of all students in the class. This is recorded in unit planning. However, for those whose needs are not being met through differentiation or enrichment, other options such as an ICP are considered

## Extending Academic students Chancellor State College Primary Campus

As a part of every primary campus classroom, students are extended in both English and Mathematics as identified through their learning goals. Reading, Maths and Spelling lessons are delivered as targeted groups based on individual needs.

Through the use of Diagnostic assessments (e.g. PM, DRA and DMA), targeted groups are developed through the completion of Growth Cycle planning which is done collaboratively as a year level. Students are provided with pre and post-tests so classroom teachers are able to track progress and target their teaching to students' identified needs.

In reading, teachers provide differentiated instruction based on student needs. Enrichment and extension is provided to students as part of our Guided Reading approach. Guided Reading Instruction occurs from Prep to Year 6 and focuses on the 7 High Reliability Literacy Teaching Processes. Student progress is tracked using the HRLTP success criteria.

High achieving year 5 and 6 students are offered extension maths one morning per week as a before school program. Students are identified through academic data and consultation with class teachers. This group is led by the Numeracy Coach and is approximately 50 minutes. Extension maths is also provided to Year 3 and 4 students as part of their weekly mathematics program. Students are identified through data and the program is developed in consultation with class teachers and the numeracy coach. In Year 3, maths investigations are used as a way of extending student's mathematical understanding. Throughout the year, identified students are invited to participate in a variety of external maths challenges e.g. ICAS, the Australian Maths Competition and the Sunshine Coast Maths Tournament.

## Years 7-9

Junior Secondary English and Humanities teachers use differentiation techniques to address all students' needs including those who are academically proficient. Students partake in teaching and learning episodes that enable them to work at their levels. Some examples include but are not limited to spelling, grammar and punctuation at their level through Spelling City; writing through Writing on Demand and higher order thinking through class tasks and discussion. At Chancellor State College we offer:

- Extension English Elective (Year 7 Fabulous Fiction and Year 9 Extension English linking to Senior Secondary Literature studies.
- Community based speaking, poetry and creative writing competitions
- High Reliability Literacy Teaching Procedures

Extension maths candidates are selected according to diagnostic assessment, class results and NAPLAN outcomes as well as teacher recommendation. Once selected, extension students focus upon the same achievement standards and content descriptors as all other classes, but have less volume and more depth within the questions and tasks; the focus is upon having more time towards the higher end attainment questions. More cognitively challenging discussions, problem solving and reasoning takes up a proportion of the classes too, ensuring all are challenged to be the best they can be.

## STEM

ELO subjects offered in Years 7 – 9

- Science investigations
- Marine adventures
- Engineering and Robotics

These are above and beyond the core Science curriculum.

In year 7 and 9 students are nominated to attend STEM Horizons excursions which are a four days of STEM activities and on site training and experience.

In year 10 we nominate students to attend Conocco Phillips Science Experience which is a 3 day holiday STEM program at UQ, QUT and Griffiths University.

Robotics club is offered to all students across 7-12 and it is extra curricular running in lunch hours with competitions on weekends or holidays. This involves FLL (First Lego League) FTC (First technical challenge) and RoboRave (Sumo, dance and other autonomous robotic challenges).

Year 10 Girls STEM Girls Power Camp. We nominate a top year 10 girl to attend the QUT STEM girls power camp each year.

Science and Engineering challenges. Each year we send 28 year 7s and 28 year 9/10 students to attend the School of Electrical Engineering and Computing at USC.

Year 12 Peter Doherty Outstanding student in STEM Award. Each year we nominate students in year 12 to be recognised as a outstanding student of STEM if they meet criteria

Extension maths candidates are selected according to diagnostic assessment, class results and NAPLAN outcomes as well as teacher recommendation. Once selected, extension students focus upon the same achievement standards and content descriptors as all other classes, but have less volume and more depth within the questions and tasks.

The focus is upon having more time towards the higher end attainment questions. More cognitively challenging discussions, problem solving and reasoning takes up a proportion of the classes too, ensuring all are challenged to be the best they can be.

## Years 10-12

At Chancellor State College we work with students to develop individual goals for all. In the senior school, these goals are linked to the cognitions that are articulated in each senior syllabus's objectives, and in the junior school, these align with the objectives of the Australian Curriculum. Students are assessment literate, and regularly track and work towards attaining the highest results possible by focussing on explicit goals aligned with the curriculum. This allows extension students to work towards the top descriptors in their year level curriculum. Planning documents and delivery of learning in the classroom include differentiated and scaffolded learning specific to learning needs in the classroom giving students the opportunity to build skills that will prepare them for the next phase of their education.

Our learning programs from Year 10-12 build on skills and understanding and this allows to identify where students can be extended in their learning as well as support students to have success with their. Teachers provide individualised teaching and learning experiences and feedback, help students to understand and use high level exemplar pieces, and build higher order thinking skills, so they know exactly what they need to do to achieve at the highest level. Teachers use multiple high yield strategies such as the gradual release model to build student independence and the necessary support for all students in the classroom. Learning exposures are based on learning goals and success criteria which allow students to be differentiated in their achievement

Students work independently, and practice and deepen knowledge in areas of interest to them, going beyond the content delivered in the classroom, and preparing them for their tertiary education and workplace pathways. Extension students regularly engage with extra-curricular activities and opportunities such as: workplace and industry experience, university placements, workshops, debating, public speaking, event management, competitions, specialised elective subjects, and student leadership roles.

## Extending our top end students years 10/11 and 12 into Future Pathways

Chancellor State College offers a variety of programs in partnerships with Tertiary providers to extend, challenge and reward gifted and talented students.

Year 11 or Year 12 students can undertake 'Headstart' at the USC where they undertake up to two courses of an Undergraduate degree that can contribute to that degree later and also provide an alternative entry pathway to University. Students study along side the adult public in a competitive seven point grading system with no privileges for being a school student except a subsidised cost of \$0 for the first course and \$400 for the second course – a potential saving of thousands of dollars for each student. A similar program exists in

partnership with Central Queensland University called 'SUN' – Start Uni Now and is open to Semester 2 Year 10 students and all high achieving Year 11 and 12 students.

In partnership with UQ, gifted students can be selected for UQ's 'Enhanced Studies Program' targeting potential future gifted students for a variety of First Year Undergraduate Courses. Some courses are offered fully externally via Distance Education mode to ensure equitable access for all.

Additionally students can plan to exit school faster and commence university prior to completion of Year 12 to complete an Undergraduate degree thereby passing Year 12.

The USC offers an Early Offer Guarantee program to studying Year 12 students to be guaranteed entry to various Undergraduate courses before ATAR results are released if their school endorses their application due to high academic performance.

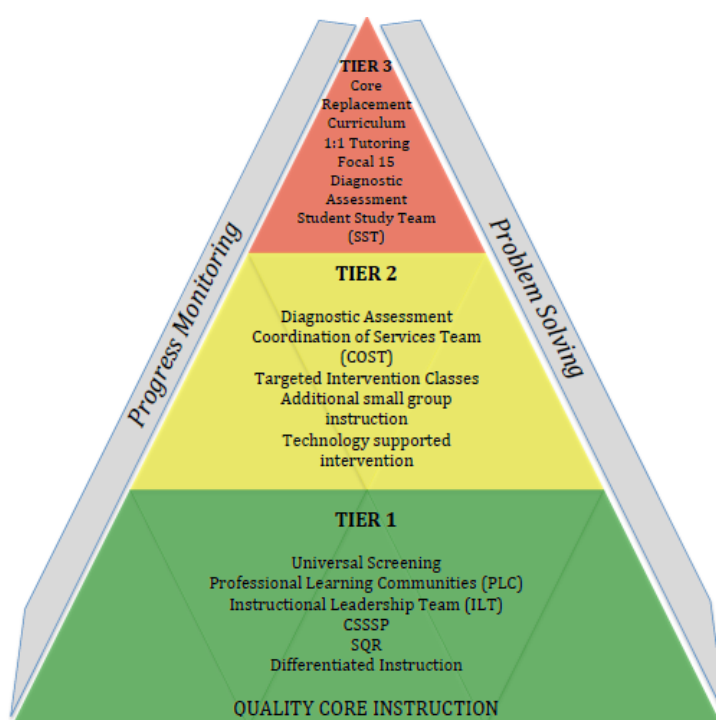
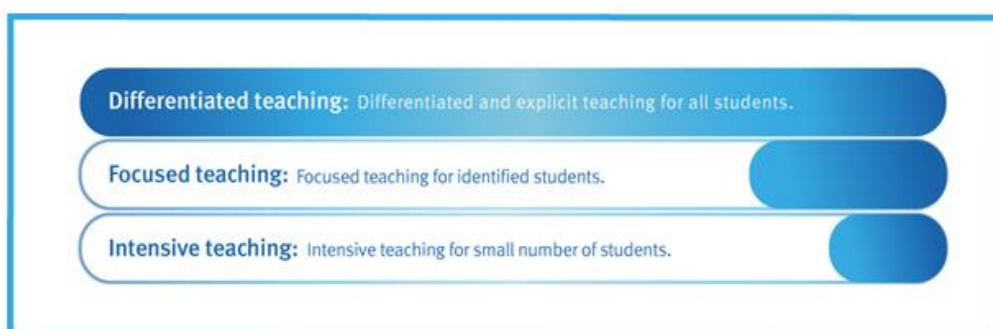
## Queensland certificate Individual Achievement (QCIA)

***“Every student has the ability to learn and should be able to demonstrate progress in their learning”.***

*This plan has been developed to respond to the P-12 Curriculum, Assessment and Reporting Framework and State School strategy of “every student succeeding.”*

Chancellor State College aims to identify the appropriate tier of support and respond with curriculum that meets the diverse learning needs of all students. Support staff from the Educational Support Teams work collaboratively with class teachers to provide the appropriate tiers of support.

The three tiers of support are:



The P-12 Curriculum document refers to three tiers of support for students.

### **TIER 1 – General Differentiation**

This is provided for all students in all classes by all teachers. Adjustments are made to ensure that all students can access and participate fully in the curriculum. Teachers should consult the following information areas on OneSchool: Performance Dashboard, information under the Personalised Learning Tab, medical information, information under Individual Curriculum Plan (ICP) and any information relating to disability.

Following consultation with OneSchool, general Differentiation is applied in three main areas.

**Environmental.** This responds to issues that may arise with furniture, communication, physical access issues, flexible timetables, therapy requirements, some medical needs and teaching spaces etc.

**Process.** This responds to information from parents/carers Educational Support team, accommodating differing learning styles, use of flexible groupings, provision of visual prompts/graphic organisers and advanced notice of any changes for students with ASD, use of tiered vocabulary lists, use of assistive

technology, provision of extra time for some students to complete tasks, catering for academically advanced students, use of work stations, peer group tutoring, use of tiered tasks, use of reinforcement strategies and task rewards and use of behaviour management micro skills.

**Product and assessment.** This responds to ensuring the provision of adjustment to tasks, scaffolding, varying length of tasks and provision of different modes of delivery (including multiple opportunities to demonstrate knowledge), liaison with Inclusive team, adjusted criteria sheets.

## **TIER 2 – Focused support**

This is where a student has been in receipt of general differentiation strategies and still is struggling to access and participate in the curriculum. The teacher refers the student to the Student Services Team outlining details of concerns and identifying general differentiation strategies applied.

The student will be placed on a Personalised Learning plan and a Case Manager is appointed. The student continues in the regular curriculum but receives other specific strategies for them to access the curriculum. The delivery of the strategies is negotiated with support staff, pupil, parent/carer. The strategies are applied for a set period and reviewed.

## **TIER 3 – Intensive Support**

The student has been in receipt of general differentiation and a Personalised Learning plan but is performing at below acceptable levels for the age cohort (Generally for at least two years below age cohort and reflected in consistent failure in school reports). Many of these students will be known by the Inclusive Team and a decision to place them on an ICP is made. This is done after consultation with staff, parents/carers, pupils and a Case Manager is appointed and is responsible for developing the ICP in consultation with class teachers and the Curriculum Head of Department. The Case Manager also negotiates the delivery of the ICP with class teachers.

If a class teacher believes a student may be eligible for an ICP they should refer the student to the Student Services Team detailing the issues, any general differentiation used and or details of any Personalised Learning Plan. A teacher from Inclusive Team will investigate the referral and after consultation with teachers, HoDs, the carers, and use of Achievement Standards and other relevant performance data, a decision is made whether the student is eligible for placement on an Individual Curriculum Plan (ICP).

Refer to ICP Flow chart: [ICP Flowchart](#)

### [Chancellor State College Differentiated Teaching and Learning](#)

This ICP will state at what year level the student is to be taught and assessed at. It will identify specific Achievement Standards to be addressed. The delivery of the strategies within the plan will be negotiated with Support staff. A student who has advanced academic skills may also be eligible to be placed on an ICP to enable the student to access the curriculum at a more advanced level. ICPs are in place for students from Grades 1-10 and cover all KLAs.

The College will implement a Response to Intervention model (RTI) to support students identified at being at risk of falling behind in curriculum knowledge or struggling to grasp key concepts and ideas.

## **Diverse Learners in the Senior Phase: Queensland Certificate of Individual Achievement**

The Queensland Certificate of Individual Achievement (QCIA) recognises and certifies the learning achievements of students whose learning is part of an individualised learning program.

The QCIA records educational achievements in two areas:

- Statement of Achievement
- Statement of Participation

In the QCIA's Statement of Achievement section, five curriculum organisers are defined to support teachers in recording student achievements:

- Communication and technologies
- Community, citizenship and the environment
- Leisure and recreation
- Personal and living dimensions
- Vocational and transition activities

## The QCIA does not contribute credit towards the Queensland Certificate of Education (QCE)

### Identifying QCIA students

Schools identify eligible QCIA students and decide the best certification option for each student are made through the endorsement and goal setting process in consultation with students and their parents/carers.

### Eligibility to receive the QCIA

A student is eligible to receive the QCIA if the student meets all of the following requirements. The student must:

- be nominated by the Principal of the school
- have previously been on a ICP
- undertake studies that are part of an individualised learning program and complete them while enrolled at a school (these studies are published on the QCAA's website) <https://www.qcaa.qld.edu.au/>
- have an impairment or difficulties in learning that are not primarily due to socioeconomic, cultural and/or linguistic factors
- have at least 12 years of schooling (other than schooling in the Preparatory Year)
- have at least one result for the studies recorded in their learning account
- be enrolled at school until the date specified as the end of Year 12

### QCIA eligibility curriculum plan

The fundamental purpose of the QCIA and curriculum plan is to specify the unique learning program and intended learning outcomes that meet the educational needs of the student. The plan reflects objectives of the Personalised learning plan (PL) and/or Senior Education and Training (SET) Plan. The achievements of the intended learning outcomes are recorded on the QCIA when the student completes and exits their senior phase of learning.

#### Chancellor State College – Secondary Campus

- identify eligible Year 11 QCIA students and any newly identified Year 12 QCIA students expecting to exit at the end of Year 12
- record programs of study that can be included on the QCIA by filling in the revised QCIA eligibility form and curriculum plan
- Complete Section 3: School self-check — for the student's QCIA eligibility form and curriculum plan
- register the QCIA eligibility form and curriculum plan by submitting a copy, signed by the school Principal, to the QCAA
- ensure that a copy of the curriculum plan is kept by the school

### QCIA eligibility and the QCE

At exit from Year 12, a student cannot receive both a QCE and a QCIA; however, a student may be issued with the QCIA and bank some credit towards their QCE. In this situation, the QCE may be achieved and awarded post-school.

If a student is eligible for the QCIA, they will be able to record achievements for other learning areas of the QCE in their learning account. This learning is recorded on the Senior Statement and cannot be duplicated on the QCIA.

The maximum number of subjects a student could take and still be eligible for the QCIA would be three with the addition of a Certificate I from the preparatory category. That would give the student 12 – 13 credits – on the way to a QCE. If a student is in this situation, other areas of learning need are explored to see if the student could achieve the QCE, either before or after leaving school.

For subjects to accrue QCE learning credits they cannot be modified, i.e. the syllabus standards and competency based assessment standards must be applied as intended. This is different from applying special provisions which would change conditions of assessment - which can apply to any student.

### Achievement activities and the QCE

The contributing achievement activities for the QCIA:

- do not contribute credit towards the QCE
- do not contribute to the required pattern of learning for the QCE



- do not duplicate enrolments in any QCE-contributing areas of study, e.g. Authority subjects, Authority-registered subjects, VET certificates or units of competency.

**Student Data Capture System (SDCS)**

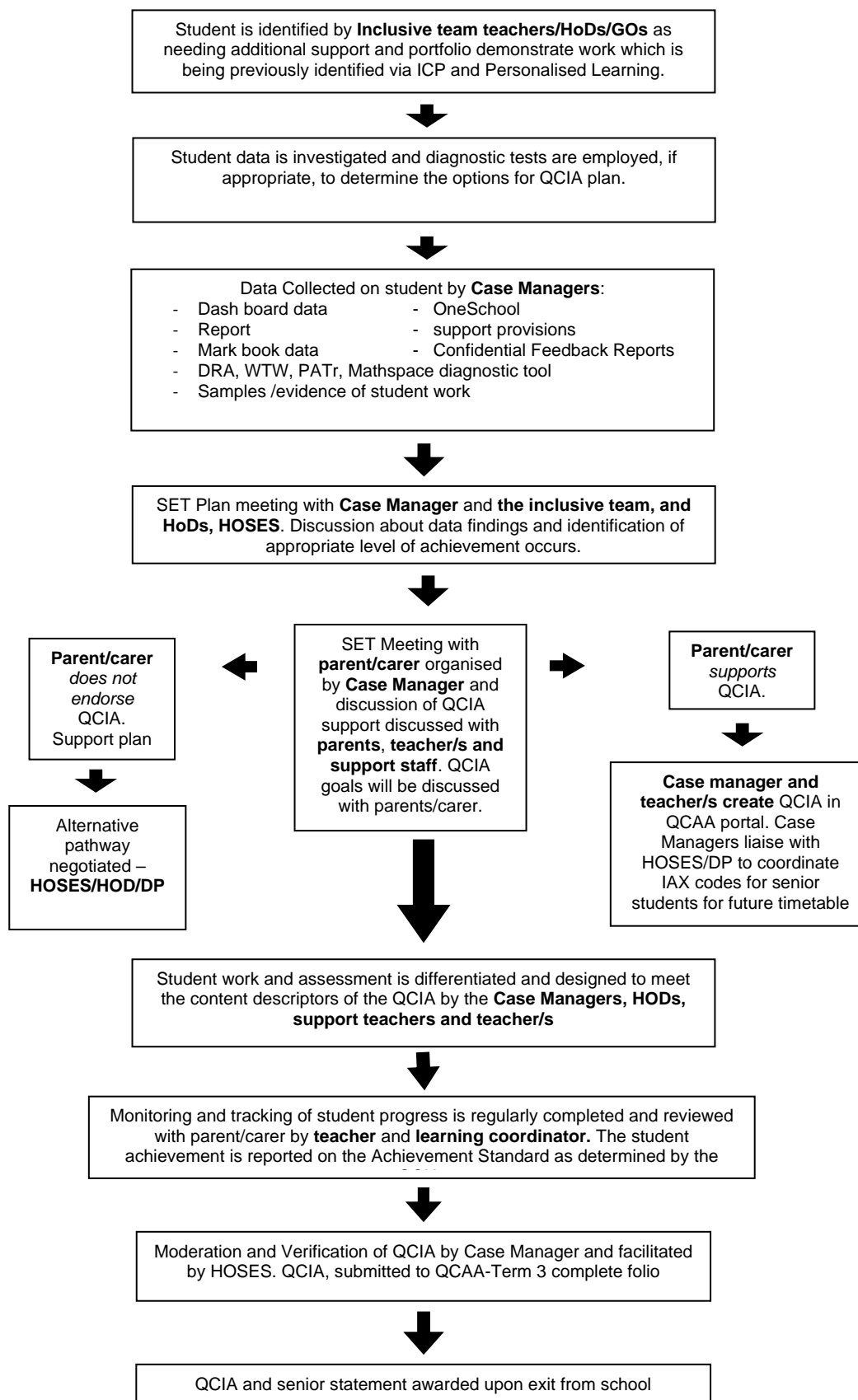
At the commencement of the senior phase of learning, schools indicate eligible QCIA students in the student details screen of SDCS, by ticking the QCIA box and indicating the disability in the adjoining field on this screen.

**Senior Learning Information Management System (SLIMS)**

At the start of the senior phase of learning, the school indicate the QCIA as an ILO for eligible students in SLIMS. Students may have multiple ILOs.



## Process for the identification of a QCIA



## Educational Adjustment Program

<https://education.qld.gov.au/student/Documents/eap-handbook.pdf>

Chancellor State College provides a range of programs and resources to assist all staff to meet the educational needs of students with disability, one of which is the Education Adjustment Program (EAP).

This targeted program 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.

Policy statements related to Every Student with Disability Succeeding, can be seen here:

<https://education.qld.gov.au/students/students-with-disability/succeeding-with-disability> including students eligible for the EAP, further outline the legislative requirements and departmental strategies for meeting the educational needs of all students with disability.

The EAP process supports Chancellor State College to:

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

These three components of the EAP support the ongoing cycle of documented data collection, planning, program development, intervention, evaluation and review for eligible students.

### Verification

In the International Classification of Functioning, Disability and Health (ICF, 2001), the term disability encompasses impairment of body structure and function and the experience of activity limitation and participation restriction for an individual.

For the purposes of identifying students eligible for the EAP, the term disability encompasses the impairment, and the activity limitations and participation restrictions that require significant education adjustments for an individual student in one or more of the six EAP categories:

- Autism Spectrum Disorder (ASD)
- Hearing Impairment (HI)
- Intellectual Disability (ID)
- Physical Impairment (PI)
- Speech-Language Impairment (SLI)
- Vision Impairment (VI).

Depending on the EAP category, the impairment is diagnosed or identified by an authorised specialist either within or outside of the department.

For the purposes of the verification, significant education adjustments:

- are personalised and recorded in the pupils Personalised Learning Plan
- may benefit all/other students, but are essential for the identified student to access and participate in the curriculum, school activities and environment
- are specific and targeted to the identified impairment and the individual student
- include the range and breadth, frequency and intensity of adjustments that are currently in place for the student.

Verification are written for students enrolled from Prep to Year 12 at Chancellor State College.

### Data Collection

Through the whole College process, the 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/carers

- 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

All information is documented and reviewed in the student Personalised Learning Plan

The Chancellor State College team includes but is not limited to:

- Parents/Carers
- Executive Principal
- Principal
- Classroom teachers
- Case Managers
- Guidance officers
- Specialist Teachers/Advisory visiting teachers
- Therapists/nurses
- Teacher aides
- Community agencies

If a student already has an AIMS record due to a registration in an Early Childhood Development Program (ECDP) or service, consultation and formal agreement between the college team and parent is still required when they enrol in Prep before proceeding with the EAP process. The EAP Consent Form is completed and recorded in AIMS.

<https://education.qld.gov.au/students/students-with-disability/education-adjustment-program/verification/forms>

When the college team in collaboration with the parents/carers decides not proceed with the EAP process, the AIMS record is made inactive with appropriate reason recorded. Parents/carers are consulted before AIMS records are made inactive.

## Investigating a Disability for Verification

The Chancellor State College team involve appropriate specialist staff throughout the verification process.

Investigating a possible disability involves gathering data on both

- the impairment and
- the activity limitations and participation restrictions and associated significant education adjustments in the educational context

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

<b>Autism Spectrum Disorder</b>	A registered paediatrician, psychiatrist, neurologist or psychologist(external to the department) with a practice endorsement in clinical psychology, educational and developmental psychology or neuropsychology
<b>Hearing Impairment</b>	An audiologist or otolaryngologist (ear, nose and throat specialist).
<b>Intellectual Disability</b>	Evidence of impairment from guidance officer or psychologist
<b>Physical Impairment</b>	A registered medical specialist, e.g a paediatrician, neurologist, orthopaedic surgeon, geneticist or rheumatologist
<b>Speech-Language Impairment</b>	A Department of Education speech-language pathologist.
<b>Vision Impairment</b>	A registered ophthalmologist or in cases of cerebral vision impairment a registered paediatrician or neurologist.

## Request for Verification

The Executive 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 Executive Principal makes this request by completing the Principal section of the verification request.

In completing the Principal section, the Principal confirms that:

- the student is enrolled and attending the school
- a completed EAP Consent Form is uploaded in the AIMS record

## Educational Adjustment Program Profile

The EAP profile is completed for students with a disability verified through the Education Adjustment Program.

The EAP profile is used to record the range and frequency of a sample of education adjustments made for the individual student.

The six focus areas in the profile are:

- Curriculum
- Communication
- Social Participation/Emotional Wellbeing
- Health and Personal Care
- Safety
- Learning Environment/Access
- All members of the school team and, the parent and student are involved in the verification process
- The Case Manager and HoSES ensure the adjustments recorded on the profile reflect current curriculum planning and the student's Personalised Learning Plan

All Profiles are reviewed yearly. Refer to the yearly planning document.

## Roles and Responsibilities

### Parent Responsibility

- Sign EAP Consent Form to allow the College to collect information to assist in determining the student's eligibility for and participation in the EAP
- Provide diagnostic information from specialists as appropriate
- Maintain a collaborative relationship with the College team in all aspects of the EAP process

### Head of Special Education

- Lead College procedures to manage the requirements of Day 8, August Census, verification and EAP profile approval on site
- Appoint Case Managers to manage the EAP process for each student in line with departmental policy and procedures
- Appoint school-based personnel (HoSES Case Managers and Educational Support administrative teacher aide) to manage AIMS in OneSchool processes within the school
- Manage involvement of regional specialist staff to support the EAP processes within the school
- Ensure verification and profile reviews occur at appropriate times
- Approve verification requests and EAP profiles through AIMS in OS and meet with Executive Principal to submit EAP and profile using the Chancellor State College School Quality Assurance Check list.
- The HoSES develops processes to manage additional resources received through the EAP Quartiles and Percentiles
  - Use school data from AIMS in OneSchool in whole school planning processes.
  - The College participate in the validation process, including school consultation and feedback as required
- Run a termly summative data collection of verifications, reviews and profiles
  - HoSES uses the College quality assurance checklist to monitor the collection of data. Once completed –HoSES sends completed EAP and the quality assurance form to Executive Principal to submit

### Case Manager

- Identify students who are experiencing significant learning needs
- Refer Students using the student services referral form

- Establish collaborative relationships with the parent/carer in all aspects of the EAP process including informing them of the departmental criteria and the required supporting evidence
- Obtain and record parent consent to start the processes involved by using the EAP consent form
- Refer student to appropriate education specialists for assessment
- Request additional support through established school processes
- Collect data about the student's learning and functioning in the classroom environment
- Implement appropriate education adjustments for the identified student/s so that they are able to access and participate in the curriculum, school activities and environment
- Completes Criterion 2 of the verification request in collaboration with the College team as appropriate. (see appendix for question sheet)
- For eligible student/s completes the EAP profile/s in collaboration with the College team.
- Establish processes that enable students, where possible, to be active participants in the EAP process.
- Manage the EAP process for each student in line with departmental policy and procedure
- Ensure the appropriate verification requests are completed and originals are kept in the student's file.
- Manage verification reviews as required
- Completes the EAP profiles for eligible students
- Manage EAP profile reviews as required

**Guidance Officer/Speech-Language Pathologist**

- Provide specialist assessment information in reports and on appropriate forms, as requested by and negotiated with the College
- Consider all available data for each student and use professional reasoning in relation to criteria for the relevant EAP categories
- Provide specialist input to inform educational programming as requested by and negotiated with the College

[EAP Handbook](#)

[Profile Example](#)

[School Quality assurance checklist](#)

[C2 Questionnaire for verification](#)

## Roles and Responsibilities of Case Managers and HOSSES

Students experience Educational Support 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 College life and is supported by culture, policies and everyday practice.

### Case Management

Case Management is a collaborative, purposeful, responsive, proactive, flexible and managed process that is implemented to support the access and participation of students to improve learning outcomes.

Case managers are teachers that are appointed to the task of being Case Managers for students identified under the broad definition of the Educational Support Policy. Pupils on the DDA have a Personalised Learning Plan that is monitored and reviewed by a Case Manager and class teacher.

Case Managers are assigned to students with significant support needs related to:

- Gifted and talented
- EAL/D
- Culturally and linguistically diverse
- Identified LGBTQI+
- Aboriginal and Torres Strait Islander
- Refugee status
- Rural and remote
- Mental Health
- Out-of-home care –social and emotional challenges.

### Complex Case Managers Roles/Responsibilities

Complex Case Managers are specialist teachers who case manage students whose needs, behaviours or situation is such that they may require multi-agency support (Government and Non- Government) which necessitates additional plans and processes

Complex Case Managers understand the complex needs of the student in the College learning environment.

They have a thorough understanding of the specific characteristics of the disability/ies of the student and how it impacts on their ability to learn and succeed in a learning environment.

#### Work with and support students who:

- Are verified with a disability or may be undergoing a Educational Adjustment Programme (EAP) Verification process
- Meet the broad definition of Disability under the Disability Discrimination act(1992)  
<https://www.legislation.gov.au/details/c2016c00763>

#### Build a support team

Personnel Included in the student Support Team will change according to key transition periods and the needs of the students at the time and can be inclusive of the following:

- Classroom Teacher
- HoSES
- Educational Support Specialist Teachers
- Guidance officer/ School Nurse/ Youth Support/ Police officer
- Executive Principal/ Principal/ Deputy Principal

### Queensland Regional Support Personnel

- PEO SS
- Guidance Officer
- DoE Therapists



## External Agencies

- Medical specialists (GP, OT, PT, Psych's, Paediatrician etc.)
- Disability Services
- Child Safety and Mental Health services
- Non-government Community and /or Charity support organisations

## Consultation with parents and students

- Disability Standards for Education (2005)- <https://www.education.gov.au/disability-standards-education-2005>
- Education providers consult with parents and carers and students in order to understand the impact of a student disability and to determine whether to assist the student any adjustments or changes are needed
- Talking with the student and their family members or carers, to collaborate on strategies and ideas about the type of assistance needed
- Discuss ways to overcome barriers and the adjustments that could be made by the education provider and whether these adjustments are reasonable
- Providing any relevant medical and therapist reports that help to explain the disability and the needs and supports that can help
- Providing written advice about the issues discussed during the consultation and decisions made; including specifying a date for notifying the student about what adjustments need to be made
- Meeting regularly to make sure all is going well and change supports if needed and keeping records of these meetings
- Discuss ALL adjustments to the educational program prior to the implementation of the program

## Communication

- Email introductory and phone Case Manager email to parent/carer
- Establish a mechanism for communication with parents/ Carers
- Establish ongoing communication with Parents/ Carers for student progress and/or concerns
- Communicates information relevant to student safety and wellbeing that impacts on student learning to teachers
- Students that are quartile 3/4 or Tier 2/3 PBL (Orange/Red)will require more regular (scheduled) feedback sessions

## A Whole College approach

Support discussion with each subject/class teacher to:

- Identify how the disability impacts on the student's ability to learn
- Use reasonable adjustments to teaching and assessing template for students with disability to guide:
  - Differentiated teaching so that every students learning needs are met in ways appropriate to their age, the context in which they are learning and the nature of the curriculum
  - Develop strategies that provide equitable access to learning for the student
  - Facilitate focused teaching that is aligned to the classroom

Organise Case Manager meeting with parent's students and relevant teachers.

- Take accurate notes of meeting discussions and distribute copies to all participants
- Organise review meeting date for next meeting
- Follow up on agreed actions
- Respond to all communication from parents and external agencies
- All information is documented on OneSchol

Access to student services

- AVT AT, HI, VI
- Occupational therapists, Physiotherapists, speech language pathologist
- Guidance office student Engagement and Wellbeing
- Senior Guidance officer

- Principal Education Officer
- Behaviour and Wellbeing
- Liaise with School support service staff when emotional, social, behavioural, or other concerns impact on the students wellbeing
- Keep updated records and upload to OneSchool
- Collaborate with the classroom teacher to develop, implement, monitor and document adjustments made under the Support tab (in OneSchool) ie:
- Personalised Learning(PL)
- Individual Curriculum Plan (ICP)
- Support Provisions
- And individualised programs that are provided in a context/ setting other than the subject classroom

## Working Collaboratively as a teaching team with parents and carers

HOSES, teachers and teacher aides work collaboratively with parents and students to improve outcomes for all students. This is done through:

- Regular communication between Case Managers, parents and teachers
- Weekly skilling of support staff, teacher aides and teachers based on evidence-based strategies and practices that improve access and participation
- Regular Line management meetings with all Case Managers
- Meeting with classroom teachers to enable and enhance all staff to adopt a Case Management approach to address pupils needs and set targets and develop new instructional strategies.
- Building expert teaching teams by using knowledgeable others to co-teach with classroom teachers
- Putting faces on data – (Lyn Sharratt) to monitor the progress of all Case Managed students (See Data placemat sheet)
- Participating in ongoing Professional Learning Community work focused on data and driven by professional Collaborative Inquiry about high-impact practices
- Conduct Learning Walks to collect evidence of students learning
- Early and ongoing intervention programs .(See LEAP document)
- On Primary College setting a gradual release model is used involving Co Teaching and Modelling with literacy and numeracy and STEM coaches in collaboration with class teachers
- Co-teaching cycle implemented e.g. planning time provided for case managers and teachers in four core subjects to plan assessments, teaching and learning for students on an ICP, Case Managers are co-teaching together (7-10) and in year 10 the case manager and class teacher co-teach
- Co-reflection continually occurs in response to formative assessment and feedback and in more formal situations such as for ICP reviews and when reflecting on reporting data

## Collaboration with students, families and the community

### National Disability Insurance scheme (NDIS)

We know that support outside of school also plays a significant role in improving outcomes for students with a disability. From January 2019, the NDIS became available across all Queensland. The NDIS Early childhood intervention and the local area coordination partners (Community Partners) help parents understand and navigate the NDIS. At Chancellor State College we organise morning teas where guest speakers regularly meet with parents and carers to provide information about how they can access the NDIS and how genuine parent engagement exists when there are meaningful relationships between parents and teachers with the shared goal of maximising learning outcomes for students. Partnerships between parents students and schools promote student learning, wellbeing and high expectations for student success. Effective communication is an exchange between students, parents, communities and schools that is inclusive and involves information sharing and opportunities to learn from each other.

Different organisations that can also assist in the completion of their personalised NDIS plan are:

#### NDIS

<https://education.qld.gov.au/students/students-with-disability/national-disability-insurance-scheme>

#### Learning Potential

<https://www.learningpotential.gov.au/>

#### Raising Children

[https://raisingchildren.net.au/?gclid=EAlaIQobChMI8aqlg9KW6qIVwX4rCh3kTgctEAAYASAAEqJNlvD\\_BwE](https://raisingchildren.net.au/?gclid=EAlaIQobChMI8aqlg9KW6qIVwX4rCh3kTgctEAAYASAAEqJNlvD_BwE)

#### Advanced Education

<https://advancingeducation.qld.gov.au/ourPlan/Documents/advancing-education-action-plan.pdf>

#### Department of Education Strategic Plan

<https://qed.qld.gov.au/publications/strategies/strategic-plan>

## Community Partnership and extended agency links



Community Partnerships and external agency links are developed with external medical teams, AVTs, DET Occupational Therapist and Physical Therapists.

Community Partnerships with external agencies have been developed to guide and develop plans for employment pathways and the development of tailored activities to meet the needs of pupils transitioning from year 11 and 12 into the work place. Support includes:

- Provide best practise knowledge to support pupils in their unique pathways to employment
- Work experience in an open employment
- Job site training
- Travel training
- Help foster partnership and goodwill in the local community

## School Funding Appropriations

Funding is appropriated to Chancellor State College from regional and central office resourcing to meet recurrent operating costs and students' needs, and to support implementation of specific programs and initiatives.

- Some core and targeted funding requires an application by the school
- Both core and targeted appropriations are used to address student particular needs

Funding resources and applications include:

### Exceptional circumstances resourcing.

Exceptional resourcing for students with a disability, emergent behaviours and mental health concerns are now accessed through one process. The regional process is on capability building and using regional expertise to support schools to plan the interventions for students with complex needs.

To access support an email is sent to PEO-SS, GOSEW or the GO (MH) Outlining the following:

- Name, age and year level
- Key concerns
- Why the circumstances are truly exceptional
- What support have you already provided/ accessed
- What school resources have already been invested
- What resourcing would be used for and how you aim to build capability within your school.

### Advisory Visiting Teacher Input

- Advisory Visiting Teacher (AVT) are accessed by specialist staff to support students with Hearing, Vision and /or Physical impairment
- AVT Inclusive Curriculum services, support schools systemic curriculum delivery of the Australian curriculum, with reference to the P-12 curriculum, Assessment and reporting framework

Other forms of funding include:

- Scribe Funding
- Specialist health hours
- ESFP funding

These funding applications are completed and submitted to PEO-SS at the beginning of the academic year.

### School Transport Assistance program for students with disabilities

#### Eligibility

The School Transport Assessor investigate available transport options prior to beginning the Transport Assessment.

When minibus/taxi options are considered, the local Passenger and School Transport Translink office is the contact for investigating available options with their contracted operators.

Examples of Exceptional Circumstances and Non-EAP Verified reasons are sought to assist in the development of scenarios which will accompany transport assessor training materials.

[schooltransport.facilities@qed.qld.gov.au](mailto:schooltransport.facilities@qed.qld.gov.au)

### OneSchool documentation

Students not returning before a 'left' status is processed for their enrolment, ensure a cancellation form is sent to Translink and the OneSchool transport assessment record cancelled.

Where the student status is 'left' and either has no other record or a 'future'/'active' status created at another school in the same region a regional transport officer can complete the process.

New students or changes to residential transport addresses

- New distance check is required
- To avoid duplication of distance checks' a previously completed distance check can be used providing the following details match:

- Same residential/transport address
- Same school type (ECDP, Primary/Secondary/Special)

Access to transport in OneSchool is provided by the school OneSchool Administrator.

## Student Wellbeing

Junior Secondary is a very important phase, as teachers need to respond to the changing cognitive, physical, emotional, economic, social and technological needs and conditions associated with adolescence. The teacher/student relationship is crucial as teachers need to adapt their strategies to cater for these distinctive needs and maximise learning.

Chancellor State College strives to empower high performance, foster positive relationships and collaboratively nurturing well-being of the students.

Chancellor State College collaborates with caregivers and the community to deliver a Whole College approach to support student learning. We seek to promote a strategic and cohesive response to diverse learning needs through consistent practices in a culture of conditional improvement and high expectations for every student. Chancellor State College empowers all students to embrace and achieve their personal best and build their emotional, social and physical well-being, to ensure every students succeeds. We engage minds to empower futures.

[Student Wellbeing Framework](#)

[Student Services referral](#)



## Whole School approach to Transition

Chancellor State College is committed to supporting a shared responsibility for successful transition for all children to school, to junior secondary education and to life after school.

Parents, educators and specialists work together to ensure that all transitions occurs in a supportive and positive environment.

Students with a disability may require more focused and intensive planning and support to address the impacts of their disability and reduce barriers to ensure successful transition occurs.

Chancellor State College recognises the importance of building connections in local communities between families, primary and secondary schools.

The strategic plan 2018-2022 <https://qed.qld.gov.au/publications/strategies/strategic-plan> identifies transitions as a priority and highlights the importance of working together to develop a shared responsibility for successful transitions so that all students can reach their potential.

### Transition from Kindy to Prep

As part of the transition program from Kindergarten to Prep, visits are arranged between the local kindergartens and the Prep classes. Some of the Kindy's participate in a regular program where they visit weekly and start with initially visiting the library and borrowing books and then visit classes. The HOSES also liaises with local kindergartens when enrolling students with additional needs. This may involve visiting the local centre to observe the enrolling student and to speak with staff.

In the last week of term 4, all Prep students enrolled for the following year are invited to a 'Meet the Teacher' morning where they spend the morning in their allocated class with their class teacher and peers. While this is occurring, parents receive information from the administration team regarding the Prep program, routines and protocols. Those students who are identified as having additional needs are also provided with a transition booklet which identifies staff, buildings and playgrounds.

### Early Start

All Prep and Year 1 students complete the Early Start Assessment at beginning and end of year. This information is used to assist with Prep intervention groups.

### A Whole College approach to the transition of students with disability from Junior to Secondary school

The transition to secondary school is supported through a whole College approach to support student learning.

All students, including students with a disability, participate in transition program in year 6. The whole College approach recognises that for some students, more focused and/or intensive support and strategies may be required to ensure successful transition from junior to secondary school. Chancellor State College uses a focused and intensive approach to support the transition of students with a disability by:

- Enabling the use of a person centred approach that take into account the needs of the individual student and their family
- Ensuring that transitions are planned well in advance
- Takes into account the health and well-being needs of young adolescent learners.
- Supporting collaborative processes that build relationships between families, primary and secondary school teachers over time
- Identifying the need for more targeted and focused approaches including more frequent and explicit instruction, purposeful planning, adjustments and supports that may be required to ensure the access and participation of all students
- Enabling information shared between the family, primary and secondary schools to be used to align the curriculum, with teaching strategies to support the continuity of student learning
- Supporting Chancellor State College staff to plan for and make adjustments in relation to facilities and support services that will be required to support the student during the transition to junior secondary period

### Transition program objectives

Chancellor State College conducts transition programs to enable students to spend time and undertake activities at the college to become more familiar with their new surroundings. This is important to help

students feel more comfortable about starting secondary school. A Transition flow chart together with together junior secondary College matrix is used to plan the transition program and to:

- Provide students with the opportunity to begin to develop relationships and start to prepare for the different academic and social expectations of junior secondary school
- Take into account the individual needs of the student and are provided in a supportive and age appropriate context
- Occur over an extended period of time and involve students, families, teachers and government and non-government community agencies
- May identify the need for transition meeting to determine additional transition activities and resource that align to the students need program considerations
- Assist our school to identify professional development, support and resourcing needs
- Include review and reflection processes to evaluate and improve transition practices.

### **Transition Documents**

1. Workbook to complete on Transition from Junior School to Secondary School
2. Kindy to Prep Transition Flow chart
3. Workbook to view from Prep to Kindy
4. Transition Data Collection Sheet

[Year 7 Transition booklet](#)

[Transition Data Collection Sheet](#)

[Checklist for students with Language and Literacy difficulties](#)

[Data placemat](#)

[List of adjustments all school settings](#)

## Chancellor State College—Transition from Kindergarten to Prep

### End of Term 3

Sector DP liaises with local kindergartens re: transitioning.  
Sector DP provides information to local kindergartens—written as newsletter item or presentation at kindergarten



### End of Term 3/Term 4

Kindergartens liaise with school to organise visits to Prep classrooms and library



### Term 3

- Enrolment expression of interest advertised and parents complete to start enrolment process



### Term 3/4-Formal enrolment process:

- Parents submit appropriate documentation
- Office contacts parent to arrange enrolment meeting (Prep student attends)
- Enrolment meeting—check enrolment pack, provide information about Prep and school, School tour, simple assessment for Prep student to engage with. Prep assessment coded on spreadsheet for Campus Principal to collate and form classes

### If child is identified as SWD

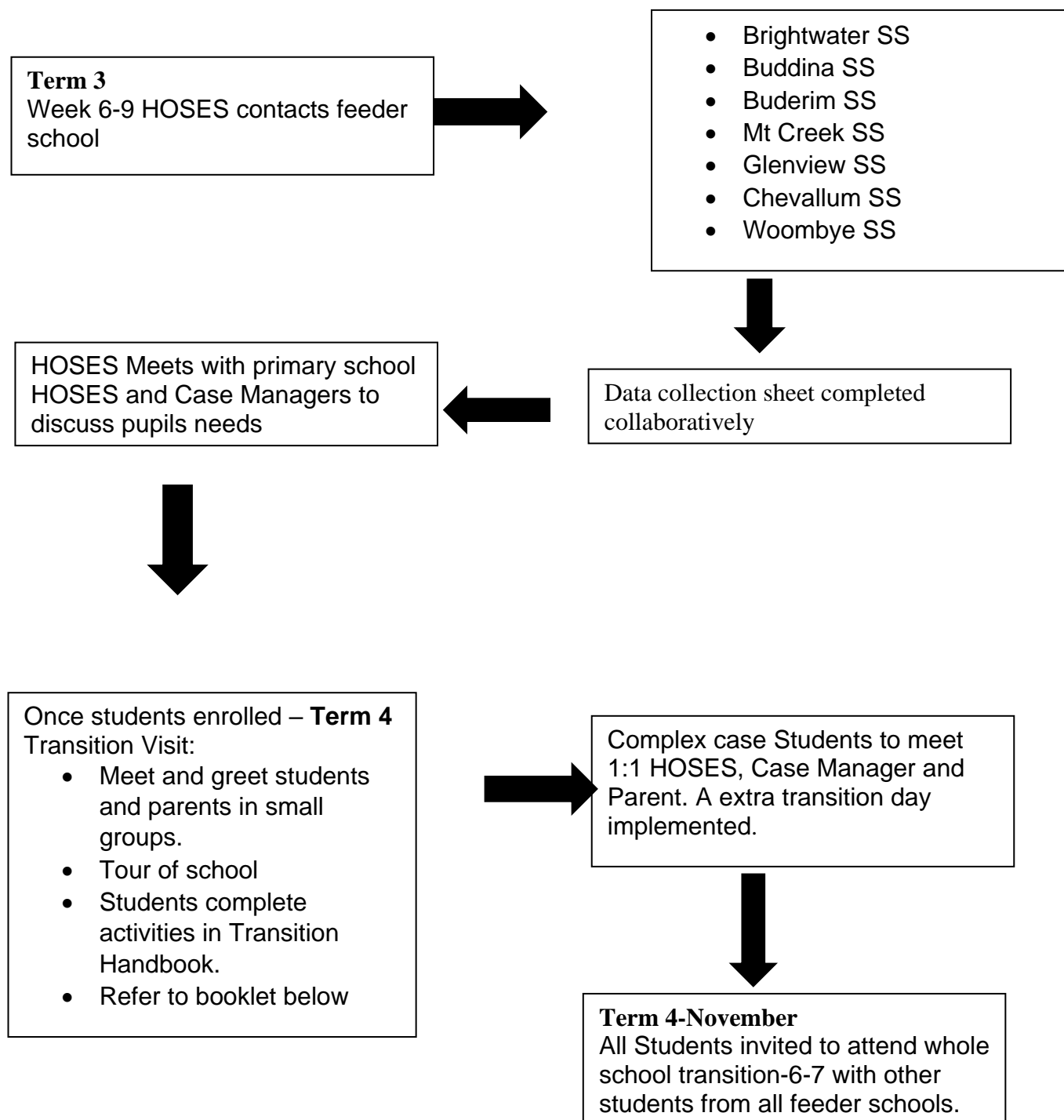
- ☐ enrolment is completed with HOSES—further information forwarded to Principal
- ☐ Medical documentation collected.
- ☐ If permitted HOSES may contact /visit kindergarten for information or observations



### Term 4—Week 9/10

- Meet the teacher—Prep families arrive at hall. Principal address, introduce teachers
- Class teacher take their students to classroom for activity and snack
- SWD/identified students of concern
- HOSES provides a transition booklet—paper and email copy
- Information provided to class teacher, support staff and specialist staff

## Transition Term 3 – Primary to Secondary Year 6 into 7



## Chancellor State College Personal Evacuation Plans

Personal Emergency Evacuation Plan provides in full a safe and effective evacuation of occupants with Disabilities.

All students with Disabilities that would be impacted by the plan will complete a Personal Emergency Evacuation Plan. This is a mechanism that promotes the regular review of the safety procedures of those who are most at risk in a Fire and allows for a better in-house emergency planning and training. The (PEEP) Personal Emergency Evacuation Plan can then be tailored to meet the particular issues. The modified process that identifies the individual health and safety requirements of the Disabled person. This process is not mandatory and staff members who regularly interact with the student at times can be a valuable resource in identifying the specific sight evacuation needs of the individual.

PEEP is completed as a part of the Personalised Learning Plan. This plan is completed by the Case Manager, HOSES, Pupil and parent. PEEP is reviewed annually and after any real or practiced event. Any changes made to it need to be clearly documented and understood by relevant staff as well as the person with the disability. Relevant findings are incorporated into ongoing training and planning sessions.

Condition	Response*/ Assistance required	Person Responsible
Vision Impairment	Accompany to assembly area	Class teacher, Teacher Aide
Physical Impairment	Accompany to assembly area with use of wheelchair if necessary	Teacher Aide
Intellectually Impaired	Accompany to assembly area	Teacher Aide
ASD	Accompany to assembly area	Teacher Aide

[Emergency response templates](#)



### **Professional development is targeted around the whole-school approach to differentiation:**

- Educational Support policy and practice is delivered to leadership team dispersed to all teaching staff and T/As and is embedded in planning routine and follow up led to the development of the Whole School Approach to Educational Support
- Use of the Sign Post for Inclusion to support whole school reflection
- High Reliability Literacy Program (Dr Munro)
- Art and Science of Teaching
- AVT presentations understanding our legal framework and responsibilities
- Positive Partnerships (Teacher Aides supporting in the inclusive classroom)
- Scribing as an assessment adjustment Teacher Aide professional development
- The implementation of ICPs in the inclusive classroom
- Targeted staff discussions around adjustments and the collection of data for the NCCD and student Free Day sessions Know your learner
- Teachers, parents and teacher-aides attending disability-specific professional development
- Considered and consistent implementation of data in Personalised Learning to inform NCCD
- Professional developing targeting adjustments for identified student needs (SFD)
- Understanding Personalised Learning
- Understanding and catering for a range of specific in the inclusive classroom.
- Designing inclusive assessments (addressing barriers in assessment)
- Differentiation within English and Humanities half day workshops
- Induction program for all new Case Managers and Teacher Aides
- Continuous brief information sessions for teachers, teacher aides, support teachers and beginning teachers aimed at increasing access and participation for all students. (Supported by AVTs low incidence, inclusive curriculum and therapy services)
- Chancellor State College has invested in an AVT Inclusive Curriculum to work at the school focus has been on supporting capacity building / professional development, reviewing and documenting ICP processes, implementation of differentiation strategies and reviewing and updating of policies relating to inclusion and Domain 7: differentiated teaching and learning

### **Inclusive and accessible learning environments for all students:**

Chancellor Sate College implements inclusive and accessible learning environment for all students by:

- Differentiation Teaching and Learning Framework
- Provision of a supported inclusive environment and meeting place for Indigenous and Torres Strait Islander students. Liaison with local community elders
- Indigenous perspectives highlighted throughout the curriculum
- School Chaplain Program, Bike Program, Mentor Program
- The Guidance Officers liaises with parents, teachers and students as well as outside agencies to ensure that the “whole” child is considered in the school environment.
- Use of assistive technology to allow access and participation for all students e.g., Occupational Therapist professional development on the use of apps to support writing, AVT IC support to increase use of text to speech.
- Braille team liases with AVT and all College staff regarding adjustments
- Use of online education programs to support differentiated teaching.
- Focus on including parent / carer and student voice e.g., Parents and students are involved in discussions relating to academic, social, emotional or behaviour support
- Quality and on-going feedback including parent interview 2-3 times each year
- Monitoring tasks provide students with point in time feedback which supports teachers to plan next learning episodes
- Development of school-based policies and practices that support Educational Support. Example:
- Chancellor State College: Whole school approach to differentiated teaching and learning.
- Chancellor State College: Educational Support Policy
- Chancellor State College: ICP Flow chart and Timelines



- Chancellor State College: Student Services Flowchart
- NCCD process flow chart