

2023

Dalby State High School  
Personalised Learning Department  
Parent Handbook





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## Reasonable Adjustments and Resourcing Model (RAR)

Reasonable Adjustments and Resourcing Model (RAR) targets resources to all disabilities including dyslexia, attention deficit hyperactivity disorder (ADHD), mental health conditions and foetal alcohol spectrum disorder, as well as autism, intellectual disability, and vision, hearing and physical impairments. Resources are provided to schools based on the level of reasonable adjustments made for students, regardless of their type of disability.

A level of support is determined for each student under the Reasonable Adjustments and Resourcing Model (RAR):

- Supplementary – Students receive adjustments in addition to the strategies and resources already available for all students within the school for particular activities at specific times throughout the week.
- Substantial – Students have substantial support needs, receive essential adjustments and require considerable adult assistance to the usual educational program at most times, on most days.
- Extensive – Students have very high support needs and are provided with extensive targeted measures and sustained levels of intensive support at all times.

Not every adjustment requires additional resourcing. Some are provided as part of good teaching practice. Students who require lower-level adjustments will continue to be supported through usual school processes, without needing additional resources.

The Reasonable Adjustments and Resourcing Model (RAR), funds a substantial number of human resources in the school for students to access, including:

**Teacher Aide** roles and responsibilities include the following:

Teacher Aides are available to support classroom teachers to deliver equitable learning experiences to all students. It is important to note that Teacher Aides are assigned to teachers, and not to individual students or small groups. This is because research highlights inadvertent, detrimental effects of excessive or unnecessary Teacher Aide proximity to Students with Disabilities. Therefore, it is the teacher's responsibility to effectively direct and monitor the use of Teacher Aides within their classrooms.

Teacher Aides can assist in the following ways:

- Engaging in follow-up instruction and tuition
- Providing supervision in group work settings
- Facilitating social skills, peer interactions and positive behaviour support
- Supporting students in the classroom, when directed by the class teacher
- Providing access to specific adjustments such as scribing, facilitated reading etc as directed by the teacher

**Reasonable Adjustments Coordinator** roles and responsibilities include the following:

- Advocate for the Disability Standards for Education (DSE)
- Liaise with DSE students and parents/carers surrounding potential supports and adjustments for the student
- Liaise with Classroom Teachers of their DSE students regarding supports within the classroom
- Oversee the identified strategies and adjustments made by Classroom Teachers through the use of the Student Tracker sheet
- Allocate Teacher Aides if a Classroom Teacher has identified a need for extra assistance for a DSE student surrounding their assessment

**Head of Department – Personalised Learning** roles and responsibilities include the following:

- Liaise with Classroom Teachers, parents/cares and students in order to investigate students flagged with a potential learning difficulty
- Manage and conduct diagnostic testing
- Manage Individual Curriculum Plans for mainstream students accessing the curriculum at a different year level than same aged peers
- Assist the Deputy Principal Special Education in creating timetables for Teacher Aides
- Manage Personalised Learning Records for students with learning difficulties to align with the NCCD data capture

**Deputy Principal - Inclusion and Equity** roles and responsibilities include the following:

- OneSchool responsibility for DSE student timetables, reporting and daily cover of absent staff.
- Management of students who meet the criteria for Disability Standards of Education (DSE, 2005).
- Student disciplinary management of students with a disability (where 10+ day suspension is anticipated, or where student background necessitates Deputy Principal management).
- Strategic planning and direction of ICP process.
- Accountability for, and support of Personalised Learning HOD

### Individual Support Plans (ISPs)

Individual support plans are created for students who are identified as having substantial or extensive communication, behaviour, sensory, health, safety or access needs that need to be addressed in the school setting.

All plans will be reviewed and updated by Case Managers in consultation with parents and the student.

### Individual Curriculum Plans (ICPs)

Some students may be provided with a lower (or higher) year-level curriculum in one or more learning areas if they are working substantially below/above their year level. This is done in consultation with parent(s) and requires the development of an Individual Curriculum Plan.

The class teacher develops the plan in collaboration with relevant officers (Principal, Guidance Officer, Deputy Principal Inclusion and Equity, Head of Department, Deputy Principal) and parents.

The achievement standard the student is demonstrating within a selected learning area is identified. The appropriate year level is selected and documented on the OneSchool ICP planning format which identifies and records:

- Curriculum decisions
- Learning expectations
- Teaching strategies
- Evidence of learning
- Parent endorsement

The Individual Curriculum Plan is reviewed each semester in collaboration with the parents, classroom teacher and relevant school officers. This involves examining work samples to determine the year level the student has demonstrated. This will again support the selection of the appropriate curriculum to be provided in the next semester. The student will then receive a report on the Achievement Standard for the year-level curriculum taught – as identified on the Individual Curriculum Plan.

## School Programs and Involvement

At Dalby State High School all students with a disability have the right to access everyday classrooms for all programs and extracurricular activities. Students and their parents/carers can opt for varying degrees of everyday classroom involvement from a curriculum perspective:

- 1) Students can participate in the everyday classroom, where they attend a full timetable of curriculum subjects with or without assistance depending on their needs.
- 2) Students can enrol in a mixture of both the everyday classroom and Alternate Class subjects. Students accessing the Alternate Class require a substantial level of support to access and participate in their curriculum
- 3) Students can attend a full time Alternate Class program if they require an extensive amount of support to access and participate in their curriculum and may also have complex health needs

## Senior Pathways (Years 11 & 12)

At Dalby State High School, students in years 11 and 12 will continue to have the option of accessing a Queensland Certificate of Education (QCE) or a Queensland Certificate of Individual Achievement (QCIA) pathway.

Dalby State High School offers the Queensland Certificate of Individual Achievement (QCIA) as an alternate senior pathway for students with a disability as defined by the Disability Discrimination Act (1992). The alternate pathway is designed for students with a disability that require a highly individualised program in the senior years of schooling. The QCIA is an official record that a student has completed 12 years of education. It summarises the student's skills and competencies for employers and training providers.

In all QCIA subjects, students work toward a set of individualised statements of achievement. These statements of achievement are grouped under curriculum organisers which are linked to a student's individual needs and desired outcomes. Some subjects offered as part of the QCIA pathway may include:

- Communication and Technologies
- Personal and Living Dimensions
- Community, Citizenship and the Environment
- Vocational and Transition Activities

Students identified as benefitting from the QCIA pathway should be identified by the Deputy Principal Inclusion and Equity during the Year 10 SET Plan process.

## Bunya Program (Years 10 – 12)

The Dalby State High School Bunya Program operates from the Bunya Campus located on the Bunya Highway. The Bunya Program is for students in Years 10 – 12. This program delivers a highly practical curriculum and provides students with the opportunity to work towards the completion of Statements of Attainment from the Certificate II in Agriculture and a Queensland Certificate of Individual Achievement (QCIA) by the end of Year 12.

In 2023, this program will operate from the Bunya Campus from 9am – 3:05pm every Monday and Friday.

Students will be working towards the following Statements of Attainment:

- Participate in work health and safety processes
- Work effectively in the industry
- Participate in environmentally sustainable work practices

- Support intensive livestock work.
- Support landscape Work
- Support irrigation work

Students also participate in a Sports and Recreation Program consisting of swimming during terms 1 and 4 and team sports terms during terms 2 and 3.

On both days, students may access the residential dining hall where the Bunya Campus chef prepares student lunches for \$5.

In alignment with the Dalby State High School Uniform Policy and to comply with Workplace Health and Safety standards, the Bunya Program has a very strict uniform policy to allow students to safely access all components of the program:

- Long sleeved emerald green work shirt – available to purchase at the Dalby State High School Resource Scheme
- Jeans or cotton drill pants (navy or black)
- Work boots – preferably steel capped
- Broad brim hat – to be purchased at the Dalby State High School Resource Scheme

In winter, students wear a vest (navy or black) or their Dalby State High School jacket/polar fleece. *Hoodies are not permitted to be worn.* At teacher discretion, if students are out of uniform, they will be withdrawn from practical tasks.



## Resource Scheme Participation

Participation in the Resource Scheme allows curriculum items to be purchased that benefit your student in the classroom. This includes:

- student specific workbooks for students with an Individual Curriculum Plan (ICP)
- alternate learning materials
- hands-on learning materials
- other student consumables specific to their learning including:
- cooking ingredients
- manual arts resources
- visual art supplies