



## Reasonable Adjustments Resourcing (RAR) Student and Families Fact Sheets

The Department of Education is transitioning all Queensland state schools to the *Students with disability – Reasonable adjustment resourcing* model (RAR). RAR will be implemented in all state schools by 2025.

RAR provides resources to schools to enable them to make reasonable adjustments for students with disability to support them to access and participate in education on the same basis as their peers to enable every individual to discover their passion on their pathway of learning.

As a school, our role is to collect, collate and act on information contained in specialist formal assessments and parent and teacher feedback. This information allows us to collaborate with parents, external stakeholders and students to identify barriers to learning and make suitable adjustments to allow students to successfully participate in all areas of school life.

### Our Teams

At Ferry Grove SHS there are a variety of staff available to support students. Depending on the adjustments required, students could be supported via our Students with Disability (SWD) or Student Support Services (SSS) Teams or within the classroom via the classroom teachers. Students could also be supported by their year coordinator and/or year level Deputy Principal. All these people work in conjunction with one another to support students.

#### Student with Disabilities (SWD) Team - [SWD@ferrygroveshs.eq.edu.au](mailto:SWD@ferrygroveshs.eq.edu.au)

Our SWD Team consists of:

- Head of Special Education Services
- Support Mentors
- Teacher Aides

#### Student Support Services (SSS) Team – [SSS@ferrygroveshs.eq.edu.au](mailto:SSS@ferrygroveshs.eq.edu.au)

Our SSS Team consists of:

- Guidance Officers
- Social Worker
- Chaplain
- Youth Support Worker
- Defence School Mentor
- Youth Support Worker
- Community Education Counsellor
- School Based Youth Health Nurse

### Our Diverse Learners

The *Nationally Consistent Collection of Data on School Students with Disability* (NCCD) is the way in which all Australian school identify, monitor and makes reasonable adjustments for students with disability. Adjustments are made on differing levels of support that are appropriate to our students.

NCCD Level	NCCD Level Summary	RAR Model of Support
<b>Level 1:</b> Quality Differentiated Teaching Practice	Students are supported within the classroom, without drawing on additional resources.	Student support needs are managed by the classroom teacher and Heads of Department. Advice can be sought from the Head of Teaching and Learning.



#### Our Vision

Every individual discovering their passion on their pathway of learning

#### Our Purpose

To create an inclusive and respectful environment that fosters resilient, knowledgeable and globally connected individuals.

#### Our Motto

"Always Aim High".

#### Our Values

Respect, Learning, Community, Creativity

#### Our Explicit Improvement Agenda

Positive Culture, Engaged Learners, Connected Community

<b>Level 2:</b> Supplementary	Students receive adjustments in addition to the strategies and resources already available in the classroom for particular activities at specific times throughout the week, ie: chunking of information; visual prompts; personalised and explicit instruction; specialised technology.	Student's support needs are managed by the classroom teacher and Heads of Department. Advice support can be sought from the Head of Special Education and Support Teacher Literacy and Numeracy.  Under RAR, student will have a Personalised Learning Plan (PLP) to assist with implementing personalised strategies.
<b>Level 3:</b> 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, ie: individualised instruction in a highly structured manner; specialised equipment; significantly modified lesson material; regular visiting teacher or external agency support.	Alongside support from their classroom teachers as well as Heads of Department, student's may require additional support from SWD staff, the SSS Team or external EQ staff.  Under RAR, students will have an identified Support Mentor. Support Mentors work with classroom teachers to provide expert advice to support students to access and participate in the curriculum. Students will have a Personalised Learning Plan (PLP).
<b>Level 4:</b> Extensive	Students have extensive needs and are provided with targeted programs and strategies and require sustained levels of intensive support at all times.	Alongside support from their classroom teachers as well as Heads of Department, students require additional support from SWD staff, the SSS Team or external EQ staff.  Support Mentors work with classroom teachers to provide expert advice to support students to access and participate in the curriculum. Students will have a Personalised Learning Plan (PLP).



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