

Overview

At Ripley Valley State Secondary College, all students are supported through our Multi-Tiered System of Support (MTSS). Our MTSS is an inclusive and proactive framework that is evidence-based, data driven, and designed to improve the holistic outcomes of all students at the College.

Our MTSS is an integrated school-wide approach which provides a structure for supports as they relate to the unique needs of students, including: Academic and Communication, Social and Emotional, Behaviour and Engagement, Learning Environment, Health and Personal Care. These supports increase along the MTSS Continuum (see below) from: Tier 1: Universal, to Tier 2: Targeted, and Tier 3: Intensive.

Our MTSS recognises the inherent worth of all students and the critical role that all stakeholders play in providing the required supports and interventions. Indeed, in order to function effectively, the MTSS requires the collaboration and coordinated efforts of all stakeholders, including: students, teachers, support staff, educational leaders, parents and carers, as well as Regional teams and external providers.

Multi-Tiered Continuum of Support

Tier 1: Universal

Universal support for all students (100%)

The College's quality teaching and differentiation practices provides most students what they need to access the curriculum and engage in all aspects of school life.

Staff Responsible: Teachers, Teacher Aides

Tier 2: Targeted

Targeted support for some students (approx 15%)

Tier 2 supports assist students to develop the skills and capabilities they need to benefit from the universal support offered at the College and to access the curriculum being delivered.

Staff Responsible: SSS Team, Year Level Teams (YSC, YLC-I, HODs, GO, DP)

Tier 3: Intensive

Intensive, targeted support for a few students (approx 5%)

Tier 3 supports are highly individualised and include a range of internal interventions, Regional supports and external providers.

Staff Responsible: SSS Executive Team (HOD DL, GO, DP), Regional Office, External Providers

MTSS Schoolwide Processes

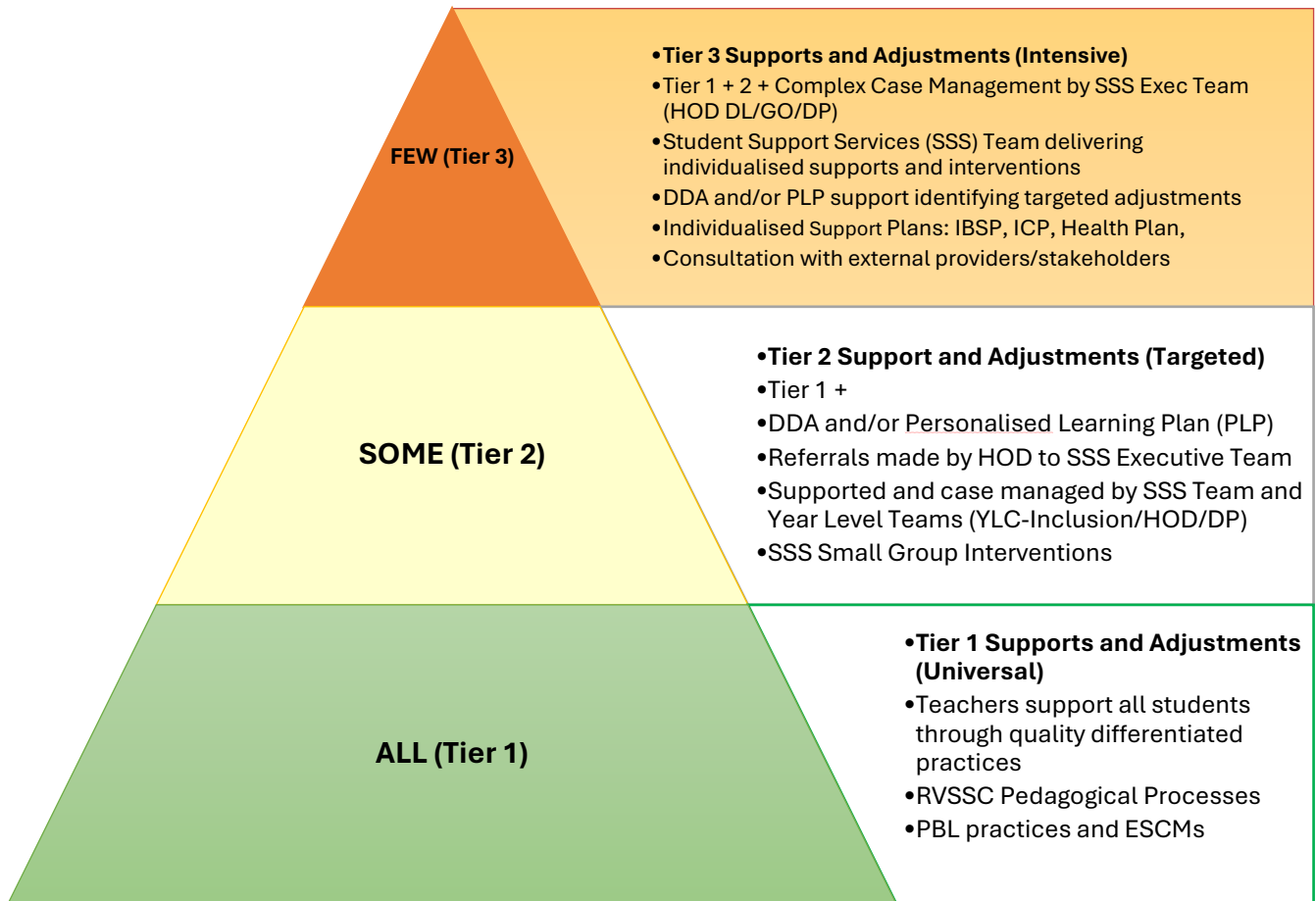
The MTSS is based on effective schoolwide processes and procedures that ensure equity, consistency and transparency in the supports and interventions that are offered to students. These core processes include: screening, progress monitoring, and data-based decision making.

	Screening: Screening involves a systematic process of using diagnostic testing to identify students who may need additional supports or interventions. At Ripley Valley SSC, this screening process reflects cultural and linguistic responsiveness and is focused on student needs as well as their strengths. To ensure the accuracy of the data, a range of different sources of information are used to identify students at risk. This includes: • NAPLAN • Academic Reporting • Essential Assessments and Corrective Mathematics • DIBELs – Oral Reading Fluency and MAZE • Teacher and Head of Department Referrals • Behaviour Data • Nationally Consistent Collection of Data (NCCD), PLP and AIMS Data • Attendance, Effort and Behaviour data • Transition Statements from Primary Schools
	Progress Monitoring: Progress monitoring is the ongoing, frequent collection and use of formal data to: assess students' performance; quantify a student's rate of improvement or responsiveness to strategies and interventions; and evaluate the effectiveness of and interventions using valid and reliable measures. At Ripley Valley SSC, this includes: • Assessment Task Results • Academic Reporting • Essential Assessment Data • NAPLAN Data • Behaviour Data • Attendance Data • DIBELs progress tasks • Corrective Mathematics Screening Tasks • Formative Assessment • Progress Notes
	Data Based Decision Making: Data-based decision making is the use of screening, progress monitoring, and other forms of data to make decisions about instruction, movement within the multi-level prevention system, intensification of instruction and supports, allocation of resources, and identification of students with disabilities (SWD). At Ripley Valley SSC, this includes: • Academic Reporting • NAPLAN • Essential Assessment Data • Teacher and Head of Department Referrals • Behaviour Data • NCCD, PLP and AIMS Data • DIBELs Composite Scores • SLP Assessments • WISC administered by Guidance Officer

Tiered Supports and Interventions (examples and suggestions)

Tiers	Tier 1	Tier 2	Tier 3
Academic and Communication	☐ Universally designed Curriculum & Pedagogy ☐ Accessible Assessment ☐ Homework Club ☐ Lunchtime Tutorials ☐ Contact Parent/Carer at key junctures ☐ Data Placemats	☐ PLP/SSP ☐ Use of assistive technologies ☐ AARA ☐ SLP Programs ☐ Targeted Numeracy and Literacy Support	☐ Diagnostic Testing (WISC) ☐ ICP/QCIA ☐ SLP Report ☐ MSR Student Support Request
Social and Emotional	☐ SSS Lunchtime Activities ☐ Ripley Rewards Programs ☐ PBL Practices ☐ Contact Parent/Carer ☐ Week 5 Goal Setting ☐ Continuum of Engagement ☐ Data Placemats	☐ Year Level Support Team (YCO/HOD/DP) ☐ PLP/SSP ☐ Time Out Card ☐ Tier II Social and Emotional Intervention Programs	☐ Part Time Program (PTEP) ☐ Safety and Risk Planning ☐ MSR Student Support Request ☐ CYMHS Referral ☐ Headspace Referral
Behaviour and Engagement	☐ PBL Practices ☐ Effective Classroom Management ☐ Buddy Class ☐ Seating Plan ☐ Contact Home ☐ Same Day Absence SMS ☐ 3 Day Absence Emails ☐ Roll Anomalies Process ☐ Week 5 Goal Setting ☐ Continuum of Engagement ☐ Data Placemats	☐ PLP/SSP ☐ Behaviour Card ☐ Tier II Social and Emotional Intervention Programs	☐ FBA ☐ IBSP ☐ DIP ☐ Flexible/Part Time Program ☐ Safety and Risk Planning ☐ MSR Student Support Request ☐ External Stakeholder meetings
Learning Environment	☐ Movement Breaks ☐ Seating Plan ☐ Contact Parent/Carer ☐ Fidget Items ☐ Pedagogy Universals	☐ PLP/SSP ☐ Elevator Pass ☐ Time Out Card	☐ Safety and Risk Planning ☐ Occupational Therapist (OT) ☐ AVT Supports (HI, PI, VI) ☐ MSR Student Support Request ☐ Alternative Pathway Referrals
Health and Personal Care	☐ Access to SSS Team/Hub ☐ First Aid ☐ Contact Parent/Carer ☐ Data Placemats	☐ PLP/SSP ☐ School Based GP Referral ☐ SBYHN Referral	☐ Specialised Health Card ☐ Safety and Risk Planning ☐ Family and Child Connect Referral ☐ MSR Student Support Request

Roles and Responsibilities within MTSS



Appendix 1: Glossary of Terms and Roles

Roles	Definition
YSC	Youth Support Coordinator
YLC - I	Year Level Coordinator – Inclusion
HOD	Head of Department
HOD DL	Head of Department – Diverse Learners
GO	Guidance Officer
DP	Deputy Principal
AVT – HI, PI, VI	Advisory Visiting Teacher – Hearing Impairment, Physical Impairment, Visual Impairment
SLP	Speech Language Pathologist
SSS Team	Student Support Services Team (includes all support roles within the school)
SSS Exec Team	Student Support Services Executive Team (HOD DL, GO, DP)
SBYHN	School-Based Youth Health Nurse
CEC	Community Education Counsellor
ASFMS	African Students & Family Support Mentor
DSM	Defence Support Mentor
P-ILO	Pacifica Liaison Officer
Chappy	Chaplain

Term	Definition
PLP	Personalised Learning Plan
ICP	Individual Curriculum Plan
SSP	Student Support Plan
SSS Team	Student Support Services Team (includes YSC, Chaplain, CEC, DSM, HOD DL, GO)
NAPLAN	National Assessment Program – Literacy and Numeracy – assessment
DIBELS	Dynamic Indicators of Basic Early Literacy Skills - assessment
MAZE	Sub-test within DIBELS
NCCD	Nationally Consistent Collection of Data
AIMS	Recording platform for Students with Disability within One School
AARA	Access Arrangement and Reasonable Adjustment
QCIA	Queensland Certificate of Individual Achievement
CYMHS	Child Youth Mental Health Service
MSR	Metropolitan South Region
FBA	Functional Behaviour Assessment
IBSP	Individual Behaviour Support Plan
DIP	Discipline Improvement Plan
DDA	Disability Discrimination Act 1992
PBL	Positive Behaviour for Learning
SLP Assessment	Diagnostic Assessment conducted by a Speech Language Pathologist
ESCMs	Essential Skills for Classroom Management
WISC	Wechsler Intelligence Scale for Children (diagnostic assessment of intellectual functioning)

Accessing Support

Classroom

Teachers

- Provide learning/ differentiation and/or focused support
- Check in with students
- Utilise teacher aide / co-plan

Teacher Aides

- support the teachers and classes allocated to; provide re-teaching of concepts
- check in with students and report to teachers
- support resource organisation/ printing/making

Contact Home

Contact family regarding your concerns and log on OneSchool

Refer to HoD for extra support

Line Manager

- Discuss concerns/issues
- Decide on whether they support or SSS Referral (see process on Sharepoint)

HOD Inclusion

- Works collaboratively with HODs to support teachers
- Line Manager for TAs
- Consultation on disability support

HoD refers to SSS Committee

HoD Inclusion

Co-plan substantial adjustments/modifications
Provides consultative support;
Referrals to additional support services

SLP

Adjust/modifies language materials
Provides consultative support

G.O.

Wellbeing checks for both teachers and students
Provides consultative support; testing; referrals to additional support services

Chaplain

Wellbeing checks on students
Support for staff
Social/emotional programs

Refer to RVSSC external support

Defence Mentor

Check ins with ADF families
Support links through ADF
Feeds back to SSS committee

Youth Support Worker

Provides support to at-risk students and families (inc. referrals to external agencies)
Support for staff wellbeing and student engagement

OT/PT/AVTs

Provide Whole school training/support
Consultation/guidance for staff
Provide targeted, individual support for identified students (who meet EQ criteria)

Additional Support

Deputy Principal

Wellbeing checks on staff and students
Provides consultative support and professional guidance
Refer to Principal serious concerns

Principal

Allocation of resources/funds
Referral to regional support (signature/approval)
Consultation/ guidance

RVSSC Student Wellbeing Referral Process

(Aligned with the Multi-Tiered System of Support)

1. Initial Teacher Referral (Tier 1: Universal Supports)

Teachers implement high-quality classroom practices as Tier 1 supports. When concerns arise, the teacher:

- Identifies the concern using data and observations.
- Trials Tier 1 strategies (ESCMs, parent contact).
- Meets with the Head of Year for additional support.

Focus: early intervention and strong universal practice.

2. Collaborative Planning Meeting (Teacher + Head of Year)

Together they:

- Review academic, behaviour and attendance data.
- Clarify the presenting concerns.
- Examine Tier 1 strategies and outcomes.
- Use the *Safe Minds* Framework to assess complexity.
- Identify whether concerns are subject-specific or school-wide.
- Identify barriers and enablers to learning and wellbeing.
- Establish expectations for monitoring and communication.

Documentation: recorded in OneSchool (PLP or wellbeing notes).

3. Implementation and Monitoring (Tier 1)

The teacher:

- Implements agreed adjustments.
- Collects progress data.
- Communicates with the Head of Year.

Outcome:

- Improved → **Case closed.**
- Concerns persist → **Move to Tier 2.**

4. Additional Support and Case Management (Tier 2 & Tier 3)

Tier 2: Targeted Supports

Applied when concerns continue after 6–8 weeks of Tier 1 implementation. Supports may include:

- Short-term small-group interventions.
- Ongoing Tier 2 monitoring by Head of Year.
- Targeted skill development.
- Check-ins with wellbeing staff (YLC, CEC, PILO, Youth Workers).*
- HOD contribution to PLP.

*One-on-one SSS check-ins require an SSS referral.

Parent communication/consent is required for Tier 2/3 SSS involvement.

Tier 3: Intensive Supports

For significant or complex needs:

- Individualised case management by SSS (Head of Diverse Learners, GOs).
- Multi-disciplinary collaboration and external agency involvement.
- Development of PLP, IBSP, Safety Plan or specialised supports.
- Frequent monitoring and review cycles.

SSS oversees adjustments and progress monitoring.



5. Case Review and Closure

A case is closed when:

- Data shows sustained improvement,
- The student transitions to another pathway, or
- External agencies assume lead responsibility.

All outcomes are recorded in OneSchool.

Figure 1. RVSSC Student Wellbeing Referral Process. Developed by Janet Ingram (Guidance Officer), informed by MTSS principles.

Appendix 3: SSS Referral Form

SSS Team Referral Form



Student Name			Access	
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Area(s) of Concern	Strategies	Referral Pathway (to be considered by SSS Team)
Academic Engagement/Communication: ☐ Reading ☐ Writing ☐ Speaking ☒ Listening ☐ Comprehension ☐ Numeracy ☐ Other:	Strategies Employed: ☐ Use of assistive technologies ☐ Altered texts/modes of presentation ☒ Explicit use of vocab/cognitive verbs ☒ Head of Year/Curriculum input ☐ Diagnostic testing ☐ Contact Home ☐ HW Club/Lunchtime Tutoring ☐ Other:	SSS Staff: ☐ HOD Diverse Learners ☐ Teaching and Learning ☐ Guidance Officer ☒ Youth Support Coordinator (YSC) ☐ School Chaplain ☒ Speech Language Pathologist (SLP) ☒ Defence School Mentor (DSM) ☐ PILO - Pasifika ☐ African Support - YSC Support Programs/Groups: (Link) ☒ Shine / BELLA ☐ Girls Group ☒ Boys Group ☐ RAP ☐ CHILLAX ☐ Rock and Water ☒ Love Bites (Years 10 – 12) ☐ Managing the Bull RAGE ☐ Defence Club Homework ☒ Club Reading Club ☐ CHAT ☐ Indigenous Boys Program ☒ Indigenous Girls Program ☐ Secret Agent ☒ Rhythm to Recovery ☐ Timeout ☒ Cultural Group Other Diagnostic Testing/Support: ☒ Liaison with External Providers ☐ PLP/SSP ☐ IBSP ☒ FBA ☐ ICP ☐ CEFI ☒ SLP Report Safe Minds Safety Map (see Link): ☐ Very Low ☐ Low ☒ Medium ☐ High
Social/Emotional: ☒ Anxiety ☐ Depression ☒ Suicidal ideations and Self Harm (Immediate referral to GO) ☐ Social Communication and Interaction ☐ Home Environment ☐ Peer Relationships ☐ Other:	Strategies Employed: ☐ Discussion with student recommending SSS ☒ support Contact Home ☒ School Based GP recommended ☐ Teacher, YCO, HOD check-ins ☐ Time Out Card ☐ Lunchtime Clubs ☐ Other:	
Behaviour/Engagement and Attendance: ☐ Disruptive ☐ Defiance ☐ Abusive Language ☐ Bullying and Harassment ☐ Physical Aggression/Fighting ☐ Truancy and Lateness to Class ☐ Other:	Strategies Employed: ☒ Essential Skills for Classroom Management (ESCMs) ☐ Contact Home ☐ Buddy Class ☒ Seating plan ☒ SSS Support Programs/Groups ☐ Student Behaviour Development Card ☐ Part-Time Education Program (PTEP) ☐ Discipline Improvement Plan (DIP) ☐ Other:	
Learning Environment & Access: ☐ Unable to access curriculum due to a physical impairment ☐ Other:	Strategies Employed: ☐ Contact Home ☐ Movement Break Card ☐ Elevator Pass ☒ Occupational Therapist (OT) referral ☐ AVT Referral HI, PI, VI ☐ Other:	
Health/Personal Care: ☐ Hygiene ☒ Missing Lunches ☐ Missing Materials/Uniform ☒ Substance Abuse ☐ Attendance ☐ Other:	Strategies Employed: ☐ Discussion with student ☐ Contact Home ☐ School Based GP Referral ☒ Specialised Health Card ☐ Other:	

Other Background Information:

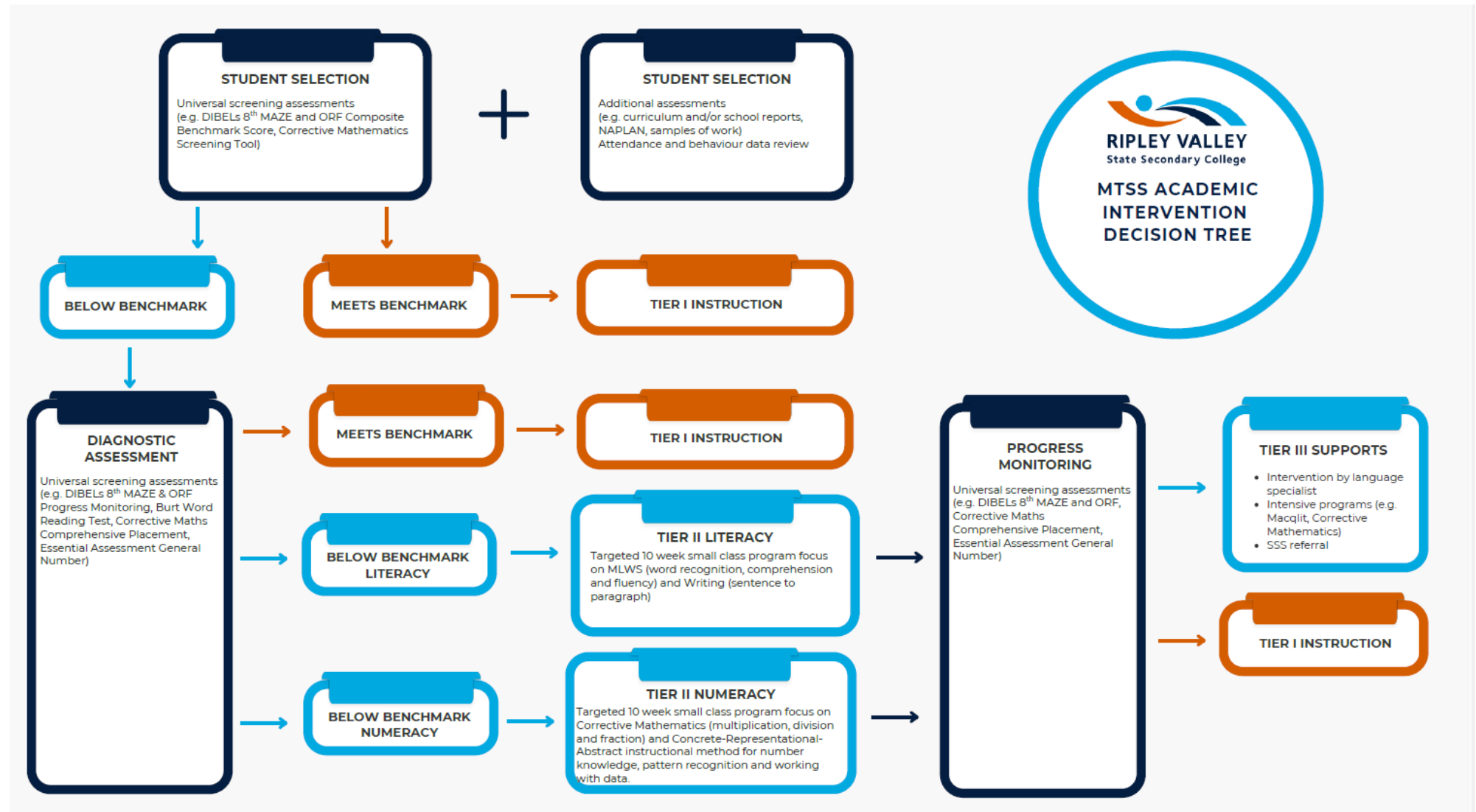
Referring Staff		Date	
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Referral Actions:

- This document is to be completed by HODs to action OneSchool Referrals to the SSS team A797_SSS_exec@eq.edu.au
- All referrals must be recorded by HODs through OneSchool as a Support and Intervention in relation to a behaviour or as a Referral under the Support Tab in OneSchool.
- Where a staff member suspects that a student has been significantly harmed or may be at risk of significant harm, please complete a Student Protection Report on OneSchool as per Student Protection Procedure.
- Contact home should be made prior to SSS referral as per the RVSSC Behaviour Management Process.

Version: Sem 1, 2025

Appendix 4: Tier II Literacy and Numeracy Decision Tree



Appendix 5: NCCD Overview



Selecting the level of adjustment

The collection of data for the Nationally Consistent Collection of Data on School Students with Disability (NCCD) is based on the professional judgement of teachers and school teams about the adjustments provided for students as part of day to day practice. Adjustments are actions taken to enable a student with disability to access and participate in education on the same basis as other students. When schools are determining the inclusion of a student in the data collection, teachers consider:

- the level of adjustment provided to a student to address a disability as defined under the *Disability Discrimination Act 1992 (DDA)*
- the broad disability category and
- the available evidence of the adjustment that has been made on the basis of a disability.

The evidence will reflect a wide range of practices of teachers and schools in meeting the educational needs of their students consistent with obligations under the DDA, the Disability Standards for Education 2005 and best teaching practice.

For a student to be included in the NCCD, the school must have evidence that adjustments have been provided for a minimum period of 10 weeks of school education (excluding school holiday periods), in the 12 months preceding the census day. The minimum 10-week period does not need to be consecutive. It can be cumulative and split across school terms in the 12 months preceding the census day.

School principals are responsible for verifying or confirming that there is evidence at the school to support the inclusion of a student in the data collection and reporting levels of adjustment and category of disability. In keeping with best practice, schools should retain relevant evidence of their provisions for students at the school.

Schools are encouraged to consider and discuss the types of evidence available in their setting to support their judgements about the inclusion of students in the data collection.

Schools and teachers make adjustments and provide support for a range of students. Not all adjustments are included in the NCCD.

Educational adjustments made solely for reasons other than disability, for example disadvantage (due to disrupted schooling and/or poverty), are not included in the NCCD.

Students with a disability that has no functional impact on a student's education should not be included in the NCCD (for example, students who wear corrective lenses due to mild vision impairment).

	Support provided within quality differentiated teaching practice	Supplementary adjustments	Substantial adjustments	Extensive adjustments
Level of adjustment descriptors	Students with disability are supported through active monitoring and adjustments that are not greater than those used to meet the needs of diverse learners. These adjustments are provided through usual school processes, without drawing on additional resources, and by meeting proficient-level Teaching Standards (AITSL). Adjustments are made infrequently as occasional action, or frequently as low level action such as monitoring. These adjustments may include: • explicit, minor adjustments, including targeted or differentiated teaching, assessments or activities • specific and relevant teaching strategies to support targeted areas of communication • active monitoring and supervision, meeting health, personal care and safety requirements through usual school processes • enabling access to learning through usual school processes (e.g. through a differentiated approach to teaching and learning) and existing facilities (e.g. existing modifications to buildings and learning environments). Students with a medical condition whose learning and support needs are met through usual processes (e.g. whole-school professional learning) and active monitoring by school staff are included in this category. These students may have a plan in place to support monitoring of their condition. Their identified needs would be subject to close monitoring and review.	Students with disability are provided with adjustments that are supplementary to the strategies and resources already available for all students within the school. Adjustments occur for particular activities at specific times throughout the week and may include: • adapted and additional instruction in some or many learning areas or specific activities • personalised and explicit instruction to support one or more areas of communication • planned health, personal care and/or safety support, in addition to active monitoring and supervision • adjustments to enable access to learning may include: - specialised technology - support or close supervision to enable participation in activities or the playground. - modifications or support to ensure full access to buildings and facilities.	Students with disability who have more substantial support needs are provided with essential adjustments and considerable adult assistance. Adjustments to the usual educational program occur at most times on most days and may include: • additional support or individualised instruction in a highly structured manner, including adjustments to most courses, curriculum areas, activities and assessments • personalised and explicit instruction to support one or more areas of communication • planned health, personal care and/or safety support or intervention, in addition to active monitoring and supervision • adjustments to enable access to learning may include: - specialised equipment - specific planning for access to activities or facilities - closely monitored playground supervision - modification to school environments, such as buildings and facilities - environmental adjustments to support participation in learning - provision of specialist advice on a regular basis - support from specialist staff.	Students with disability and very high support needs are provided with extensive targeted measures and sustained levels of intensive support. These adjustments are highly individualised, comprehensive and ongoing. Adjustments to the regular educational program occur at all times and may include: • intensive, individualised instruction or support in a highly structured or specialised manner for all courses and curricula, activities and assessments • intensive, individualised instruction to support multiple areas of communication • planned, highly specialised and/or intensive health, personal care and/or safety support or intervention • enabling access to learning through: - specialised equipment - highly modified classroom and/or school environments - extensive support from specialist staff.

Information to support levels of adjustment descriptors				
	Support provided within quality differentiated teaching practice	Supplementary adjustments	Substantial adjustments	Extensive adjustments
Typical adjustment	Quality differentiated teaching practice caters to the needs of a diverse student population. Students at this level do not require the adjustments that are captured in the other three levels. Adjustments at this level generally: - are explicit, albeit minor, adjustments to teaching and school practice that enable students with disability to access learning on the same basis as their peers - have been made in a school as part of developing or maintaining a culture of inclusion. Specific examples of adjustments at this level could include: - adjustments to teaching and learning, such as: - a differentiated approach to curriculum delivery and assessment that anticipates and responds to students' learning differences - personalised learning that is implemented without drawing on additional resources - adjustments to enable access to learning, such as: - whole-school professional learning for the management of medical conditions such as asthma, diabetes or anaphylaxis that require active monitoring. This forms part of a school's general, ongoing practice to equip teachers and education staff with the skills and knowledge to support students' health need - building modifications that already exist in the school and cater for a student's physical disability where no additional action is required to support the student's learning.	Specific examples of adjustments at this level could include: - adjustments to teaching and learning, such as: - modified or tailored programs in some or many learning areas - modified instruction using a structured task-analysis approach - separate supervision or extra time to complete assessment tasks - the provision of course materials in accessible forms - programs or interventions to address the student's social/emotional needs - adjustments to enable access to learning, such as: - the provision of intermittent specialist teacher support - specialised technology - modifications to ensure full access to buildings and facilities - support or close supervision to participate in out-of-school activities or the playground - provision of a support service that is provided by the education authority or sector, or that the school has sourced from an external agency.	Adjustments at this level generally: - are considerable in extent - occur within highly structured situations. Specific examples of adjustments at this level could include: - adjustments to teaching and learning, such as: - frequent (teacher directed) individual instruction - access to bridging programs - adapted assessment procedures (e.g. assessment tasks that significantly adjust content and/or the outcomes being assessed) - regular direct support - adjustments to support communication, such as: - adjustments to delivery modes - significantly modified study materials - adapted assessment procedures (e.g. assessment tasks that significantly adjust mode of presentation and format) - adjustments to support health, personal care or safety, such as: - frequent assistance with mobility and personal hygiene - close supervision in highly structured situations - the provision of additional supervision on a regular basis - adjustments to enable access to learning, such as: - close playground supervision may be required at all times - regular visiting teacher or external agency support - access to a specialised support setting - essential specialised support services for use of technical aids.	Specific examples of adjustments at this level could include: - adjustments to teaching and learning, such as: - personalised modifications to all courses and programs, school activities and assessment procedures - intensive individual instruction - highly individualised learning programs and courses using selected curriculum content tailored to their needs - learning activities specifically designed for the student - the provision of highly structured approaches - adjustments to support communication, such as: - provision of much more accessible and relevant curriculum options - the use of alternative communication modes - adjustments to enable access to learning, such as: - constant and vigilant supervision - extensive support from specialist staff; the use of highly specialised assistive technology - the use of technical aids. Some students may receive their education in highly specialised facilities.
	Student characteristics	Through support provided within quality differentiated teaching practice, a student is able to participate in courses and programs at the school and use the facilities and services available to all students, on the same basis as students without a disability. Examples might include: - students with medical conditions, such as asthma, diabetes and anaphylaxis, that have a functional impact on their schooling, but whose disability-related needs are being addressed through quality differentiated teaching practice and active monitoring - a student with a mental health condition who has strategies in place to manage the condition in consultation with medical professionals, that can be provided within quality differentiated teaching practice - a student with a medical condition or a mental health condition that has a functional impact on their schooling and requires ongoing monitoring but who does not require a higher level of support or adjustment during the period they are being considered for the data collection - a student who has been provided with a higher level of adjustment in the past or may require a higher level of adjustment in their future schooling.	Students at this level often require support in accessing the curriculum at the appropriate year level (i.e. the outcomes and content of usual learning programs or courses). Examples might include: students who have particular difficulty acquiring new concepts and skills outside a highly structured environment. The needs of some students at this level may be related to their personal care, communication, safety, social interaction or mobility, or to physical access issues, any of which may limit their capacity to participate effectively in the full life of their school.	Examples might include: - students who require curriculum content at a different year level to their same-age peers - students who will only acquire new concepts and skills, or access some of the outcomes and content of the usual learning program, courses or subjects, when significant curriculum adjustments are made to address their learning needs - students who have limited capacity to communicate effectively - students who need regular support with personal hygiene and movement around the school. These students may also have considerable, often associated support needs, relating to their personal care, safety, self-regulation or social interaction, which also impact significantly on their participation and learning.

Appendix 6: Metro South Region – Student Support Request

**DELIVERING
FOR QUEENSLAND**



**Queensland
Government**

Student Support Request

Email completed form to MSFStudentSupportRequest@qed.qld.gov.au

Please do not attach any additional information to this record. All records to be saved and accessed via OneSchool.

Student details:

EQ ID:			
Year Level:		School:	
Has consent for this referral been provided by the parent/carer? ☐ YES ☐ NO			

Outcome focus: ☐ Educational achievement ☐ Wellbeing and engagement ☐ Culture and inclusion

Summary of request (Please do not include student names in this record)

- Improvement focus
- Current barriers
- Student strengths
- Strategies implemented
- Support request (capability, knowledge expertise, resourcing)

Indicates supports accessed within school, at regional level and with external agencies:

School-based Support	Regional Office Support	External Support
☐ Behaviour Support Teacher ☐ Chaplain ☐ Community Education Counsellor ☐ Deputy Principal ☐ Guidance Officer ☐ HOD/HOY ☐ HOSES ☐ Indigenous Education Officer ☐ Occupational Therapist ☐ Physiotherapist ☐ School based Psychologist ☐ School based Police Officer ☐ School based Youth Health Nurse ☐ State Schools Registered Nurse ☐ Speech Language Pathologist ☐ Social Worker ☐ Student Services Support team ☐ Support Teacher, Literacy & Numeracy ☐ Transition Pathways Officer ☐ Youth Support Coordinator ☐ Other (specify):	☐ Advisory Visiting Teachers – BVI, PI, D/HH ☐ Clinical Nursing Consultant ☐ Court Liaison Officer ☐ EAL/D Coordinator ☐ First Nations Team ☐ PA – Inclusion ☐ PA – Auslan ☐ PA – Autism ☐ PA – Indigenous EALD ☐ PA – Mental Health ☐ PA – Positive Behaviour for Learning ☐ PA – Restrictive Practices ☐ PA – Student Protection ☐ PEO – Student Services ☐ PEO – Students in care ☐ Positive Learning Centre ☐ SA – Occupational Therapy ☐ SA – Physiotherapy ☐ SA – Psychology ☐ SA – Social Work ☐ SA – Speech Language Pathology ☐ Senior Education Officer - Capability ☐ Senior Guidance Officer ☐ Student Child, Family Connect ☐ Transition Pathways Officer ☐ Youth Engagement Service ☐ Other (specify):	☐ Aboriginal and Torres Strait Islander Community Health Service ☐ Act for Kids ☐ Audiology/Hearing Screener ☐ Autism Qld ☐ Behaviour Support Practitioner ☐ Child Safety ☐ CYMHS ☐ Evolve ☐ General Practitioner ☐ Headspace ☐ Multicultural Australia/settlement agency ☐ NDIS ☐ Non-Government Organisations ☐ Occupational Therapist ☐ Pediatrician ☐ Physiotherapist ☐ Psychologist ☐ Queensland Health ☐ QPASTT ☐ Specialist Disability Support in Schools ☐ Specialist medical team/professional ☐ Speech Pathologist ☐ Vision Australia ☐ Youth Justice ☐ Other (specify):

PA=Principal Advisor, PEO= Principal Education Officer, SA=Senior Advisor

School case manager Name: Role: Email:	Person completing request: Name: Role: Email:
Principal Name: Signature:	☐ All current records, plans and support documents are recorded on OneSchool ☐ School supervisor aware of request

Queensland Government

Region panel recommendation - for Regional office completion

RESPONSE 1	RESPONSE 2	RESPONSE 3
All options of support have not yet been explored/exhausted by school team Region to collaborate with school to consider and access school-based support and resources, aligned to policies and procedures.	Provision of capability and expertise to support student engagement, wellbeing and achievement. Region to collaborate with school Principal and team to identify and access appropriate capability and expertise to strengthen the school's multi-tiered systems of support for identified student.	Provision of regional resourcing to support student engagement, wellbeing and achievement. Region to collaborate with school Principal and School Supervisor to determine the adequate resourcing package (human, financial, equipment, programs) to strengthen the school's multi-tiered systems of support for identified student.
Panel Recommendations:		
Director lead	Name:	Directorate:
Regional Officer case lead	Name:	Position:
		Phone:

Regional Panel Review update:
Date: (3 months) Actions and impact:
Date: (6 months) Actions and impact:

Region to upload a copy to OneSchool/Student Profile/Support/Referrals and Reports/Referrals.