

SEPLA SSP SUPPLEMENTAL FUNDING

Changing the
SSP world one
school at a time



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The Special Education Principals' and Leaders' Association (SEPLA) put out the call for our schools and members to tell us what the SSP Supplemental Funding has meant to our students, teachers and schools, how they are using it and what have been the outcomes so far.

The following document shares the quotes and initiatives, as well as the outcomes that our schools have implemented and delivered during this first phase.



WHAT WE ARE SAYING

"Absolute Game Changer" -

Anthony Bulmer, Wangee Park School

"I'm not sure what we would have done without this supplement" -

Yarawara School

"I am not sure how we would have survived this year without this extra money!" - Arianne McCombie,

Fisher Road School

"We are seeing some great changes, noting a significant decrease in student behaviours and a richer understanding of the complexity of our students to be better equipped to engage them in their learning" - Joanne Gardner, Broderick

Gillawarna School



WHAT WE ARE SAYING

“Let’s remember that this ‘supplementary funding’ helps to plug a very significant historical hole in our budgets and goes some way to bringing us on par with primary and high schools. The amazing work that has been facilitated by this long overdue funding cannot be lost...our students deserve the best opportunities” -

Anne Flint, Holroyd School

“The impact supplementary funding has had on teaching and learning is amazing! We can achieve so much when we have the resources (human) to make it happen!” - Leonie Doanldson - The Ponds

School



WHAT WE ARE SAYING

“At The Hospital School, the SSP supplementary funding has made an astounding impact on the way that we can support the students who transition through and attend our school. I agree that it has been a supply of oxygen that has given the school the opportunity to breath” -

Mercedes Wilkinson, The Hospital School at Westmead

“It has been so heart-warming to read about all the amazing ways that schools are using the supplementary funds to support staff and students. I can only imagine the difference this will make to the students, in our care.” - John Hunter

School



WHAT WE ARE SAYING

"This funding has been critical for the improved learning and growth across our school." - Melanie Mears, Anson Street school

"The funding has been a need for a long time..actually forever!" - Diana Murphy, St George School



The Hills School



Key Initiatives include -

- **Allocation of a non teaching executive position**
- **Increase in therapeutic support.**
- **Instructional rounds**
- **Mentoring and professional learning.**
- **Increase teacher release to support learning.**
- **Increased executive support.**

At the Hills School the SSP supplementary funding has been not just a breath of fresh air but a life-saving supply of oxygen to our school. I am going to attempt to not wax lyrical....here goes. At this time we've used our funding to action the following:

Create non-teaching position of Assistant Principal [Full time off class i.e. buying a teacher to replace] to attend to school organisation and management and leading school learning and support. This has helped us refine our complex case management, review processes and target intervention from supervisors and consultant therapy staff. This staff shuffle has decreased administration time for office personnel and been an incredible support to the entire executive team.

Engage consultant Speech and Occupational Therapist to deliver complex case support, guide teacher professional learning and develop PL material for remote training and development. [1 day per week each]

Initiate regular quality teacher rounds...love this practice, teachers are thoroughly engaged because they're driving collegial development themselves.

Initiate structured capacity building through intensive PL for teachers working alongside coach/mentor, consultant therapy staff and senior executive. This has been massive in affecting pedagogical change for our teachers.

Increase available flexible teacher release time reducing the stress related to the administrative burden on special support class teachers.

Increase available school executive release resulting in higher levels of teacher/coach/ mentor opportunities with additional support through conversation and lesson observation allowing staff to meaningfully engage in their PDP process.

Allocation of additional specialist support staff to increase time for direct instruction and engagement with learning and student IEPs, supporting student self-regulation, personal care, student health support. The outcome of these interventions has been a marked decrease in staff absence related to workplace injury and stress, marked increase in student attendance, marked decrease in suspension rates and increased student engagement at school. The consistency of education and support for students with particularly complex needs has helped us to galvanise consistent expectations and skill management as well as contributing to significant gains in self-regulation allowing for increasing access to learning. Put simply my kids can be at school which means we can teach themso exciting!!

Carenne School



Key Initiatives include -

- **Allocation of a non teaching executive position.**
- **Increase in SLSOs**
- **Increased RFF to support instructional leadership.**
- **Increase in data collection**
- **and direct instruction**

Very similar to The Hills in our use of funding with additional RFF, SLSOs and APs. For Carenne School the biggest change (and source of pride) is the addition of an Instructional Leader. This has meant in our additional RFF time, Stages are getting together to collaborate with the IL and we are actually seeing movement and excitement around teaching and learning! This is happening every fortnight for every stage.

We have whole school assessment, reading daily, bench-marking and a data wall! Staff are loving the new direction and focus on teaching and learning. We are committed to keeping this going in 2021, let's hope there is funding to support this!

The Hospital School - Westmead



Key Initiatives include -

- **Allocation of a non teaching**
- **executive position increasing distributive leadership**
- **Increase in case management**
- **support.**
- **Increased release to support**
- **instructional leadership.**
- **Increase in data collection and direct instruction**
- **Teacher mentoring**
- **Additional administrative**
- **support**
- **Additional leadership structure**
- **to support PDP and teacher performance.**

At The Hospital School, the SSP supplementary funding has made an astounding impact on the way that we can support the students who transition through and attend our school. I agree that it has been a supply of oxygen that has given the school the opportunity to breath. With the current staffing methodology. I do not have any executive staffing allocation beyond my position, but a team of 11 teachers. I have through the funding been able to fund an AP, HT all year and DP for Terms 2-4. It is amazing how much can be achieved with a distribution of leadership and capacity to have an executive team approach to implementing wrap around educational support for these vulnerable students who are often lost to school engagement.

I have been able to:

- Provide staff with instructional leadership in each of the classroom and ward settings to increase the impact of classroom teaching and personalised learning programs.
- Undertaken increased data capture to direct professional learning to improve classroom practice.
- Increase opportunity for bespoke in time PL/coaching and mentoring, for staff at all levels, building capacity as required to meet the ever changing cohort of students.
- Increased the capacity of staff who are able to participate in the wrap around planning and support for patients and school/education considerations are now addressed by a qualified educator in consultation with the allied health professionals and medical teams.
- Allocation of additional time for teachers to collaborate and share evidence based practices.

St George School



Key Initiatives include -

- **Increase in SLSOs - notably**
- **adequate staff for manual handling**
- **Increase in staff mentoring and**
- **team meetings**
- **Increased RFF to support**
- **instructional leadership.**
- **Increase in data collection and direct instruction**
- **Allocation of time for mandatory**
- **PL for SLSOs**
- **PL for teachers**
- **Additional leadership structure**
- **to support teacher performance.**
- **Instructional rounds**

At St George School, our SLSOs spend a good part of the day on personal care, mealtime assistance, administration of health care needs including tube feeding, administration of medication, implementation of physical management strategies. Where there is time the SLSO supports the teacher in the classroom supporting the learning of students with the highest level of need.

The funding has been a need for a long time..actually forever! With the funding we have been able to:

- Provide additional learning support in the classroom (further funding required to meet the need) Allocate time for teacher/SLSO collaboration and regular review of student programs, progress and needs
- Support students who require a two person lift without impacting on teacher time; this has been beneficial in terms our duty of care to the students in the classroom and duty of care to our SLSOs.
- Allocate time for SLSO training Support teacher collaboration for development of units of work across the KLAS
- Enhance opportunities and time for teacher PL
- Support allocation of instructional leadership time to support teachers across the school
- Enhance support to early career teachers.
- Support teacher collaboration/discussion with NDIS providers working in the school
- Enhance opportunities for teacher /parent partnerships in addressing student needs.

Para Meadows School



Key Initiatives include -

- **Increase in SLSOs- notably**
- **adequate staff for manual handling**
- **Additional teachers**
- **Increase in staff to support**
- **transitioning**
- **Increased in SLSO support for**
- **aboriginal students**
- **Increase in data collection and**
- **behaviour support**
- **Allocation of OT time**

We have used this funding to-

- Employ 2 part time teachers (initially 4 days pw for 2020 to provide all 4 AP with a dayrelease); an additional part time teacher added in semester 2 (3 days pw to support teacher collaboration in the development of programs of work across the KLAS to develop and implement a four year scope and sequence
- Seven SLSOs to work in classrooms to assist with learning engagement (to provide additional learning support in the classroom to assist Kindergarten transition) health care (Support students who require a two person lift without impacting on teacher time; this has been beneficial in terms our duty of care to the students in the classroom and duty of care to our SLSOs) behaviour support (staffing classes with challenging behaviours with an additional staff to minimise times when one person is left alone due to personal care) and community access for senior students to prepare for post school options
- Additional funding added to RAM Aboriginal Support to provide an SLSO 9 hrs per week to support 17 students across the school in meeting PLSP goals and social development
- Allocate time for SLSO training and RFF to meet requirements within PDP Planned to access occupational therapist support for three to five sessions per term to assist with regulating students, held over due to COVID.

Wakefield School



Key Initiatives include -

- **Increase teacher release to support learning.**
- **Increased executive support release**
- **Increase in therapeutic support.**
- **Instructional rounds**
- **Teacher mentoring and professional learning.**

The funding used in my setting has been invaluable and I hope it continues as it is making a huge difference for student outcomes and engagement-

- additional AP release (now both AP's off class full time instead of only 1.4) assisting with management of students, inter-agency meetings etc
- relieving teaching staff assisted in gaining additional teaching expertise in language, history, STEM, and PDHPE
- additional release for CT's to collaboratively plan
- additional SLSO support- having extra SLSO to assist with tricky kids requiring more 1:1 support
- engagement of YSO (student support officer)- 3 days per week, assisting with supporting staff, students and families, small group programs for students, parenting support, inter-agency connections (NDIS etc), mentoring students... list goes on as it evolves

The Ponds School



Key Initiatives include -

- **Allocation of a non teaching executive position.**
- **Increase in therapeutic support.**
- **Establishment of an additional class and engagement of teacher.**
- **Increase in SLSOs**
- **Engagement of a community Liaison worker**
- **Instructional rounds**
- **Mentoring and professional learning.**
- **Increase teacher release to support learning.**
- **Increased executive support.**

It is important to provide feedback in regards to our supplementary funding.

We have chosen to use our supplementary funding on human resources as we believe that they make the biggest impact on student learning and wellbeing.

We have employed:

1. A Speech Pathologist one day per week
 2. An Occupational/ Behavioural Therapist one day per week
 3. A School Administration Officer to work in our Office 3 days per week
 4. One teacher so we could establish an additional class
 5. Seven SLSOs to work in classrooms to assist with health care, community access and engagement
- We are also in the process of employing a Community Liaison Officer/Social Worker to work one day a week. Some of their roles and responsibilities will include:

- Providing support for our families by assisting families to access emergency relief and making referrals to services; including housing, financial management and counselling
- Providing support for families to access NDIS, which includes planning, reviews and tribunals
- Facilitating workshops and information for parents and staff
- Attending meetings and liaising with the Learning Support Team
- Providing support to staff and families through complex case meetings
- Providing a drop in service and phone support for families and carers

The impact supplementary funding has had on teaching and learning is amazing! We can achieve so much when we have the resources (human) to make it happen!

Yandalora School



Key Initiatives include -

- **Increase in therapeutic support-**
- **speech and OT**
- **Release for SLSOs to make**
- **resources.**
- **Allocation of a non teaching AP**
- **Employed an additional teacher.**

The Staffing Methodology Review for Yandalora has been incredibly helpful for us. As a new school who experienced rapid (unpredicted) growth in our second year, the funding gave us the opportunity to meet some of our goals that were really dreams.... that are now goals!!

- Employed a speech pathologist one day a week to implement whole school communication programs, give professional learning to all staff to support their ability to deliver robust communication and literacy programs.
- Employed an occupational therapist one day a week to support the development of whole school sensory engagement activities to support student readiness to learn, and to implement the Zones of Regulation across the whole school ensuring there is a consistent approach to supporting students to self regulate.
- Release an SLSO from class who is particularly gifted at making resources to work under the instruction of the occupational, and speech therapist to develop a consistent resource set across the school to support communication programs, self regulation programs and sensory kids for each class.
- established an additional assistant principal position so that there is an AP in each block providing teacher support, lessening the supervision load for current assistant principals
- employed an additional teacher to release the assistant principals to have a day a week off class working should to shoulder with the teams, completing observations, ensuring increased class support.

I will be unable to sustain this level of support for all staff and thus the students without the current level of SMR funding we received. Being able to employ therapists has been amazing for our school in its second year.

To be truthful however, we have at times struggled to find staff to fill the positions due to the chronic issues we have in finding casual staff to fill the positions we have.

Holroyd School



Key Initiatives include -

- **Increase in SLSO support**
- **Allocation of an additional AP.**
- **Additional executive release**
- **Increase PL for executive staff.**

Let's remember that this 'supplementary funding' helps to plug a very significant historical hole in our budgets and goes some way to bringing us on par with primary and high schools. The amazing work that has been facilitated by this long overdue funding cannot be lost...our students deserve the best opportunities.

I look forward to the staffing methodology model which provides the funding our students need. Permanent staffing / RAM funding, not 'supplementary funding' may also have an impact on your principal level.

At Holroyd School we have:

- Increased SLSO allocation to 1.5 or 2 FTE resulting in increased individual learning time and improved learning outcomes,(in particular, MOVE goals, use of switch and eye-gaze, more successful kindy transition etc) reduction in behavioural incidents, reduction (approx 66%) in workers comp claims
- Increase in AP allocation (1FTE) resulting in reduced supervision load and increased support for teams and individual staff members, more support for school organisational responsibilities (now 2 DPs and 5 APs across 30 classes)
- Additional AP release resulting in enhanced support for teachers and SLSOs in implementing initiatives aligned to the school plan and support for early career teachers.
- Professional learning -AP spending 5 weeks in another school setting to increase knowledge around key initiatives

Kotara School



Key Initiatives include -

- **Allocation of an additional AP (curriculum)**
- **Allocation of an additional SLSO**
- **Purchased IT expertise to facilitate**
- **communication and feedback**

At Kotara School, we have funded the following initiatives with our SMR funding:

1. Engagement of a full time AP Curriculum (off class) to spearhead new curriculum initiatives and dig deeper into what best educational practice is for students who have experienced complex trauma.
2. Employment of a Learning and Support Teacher (full time) to work one on one with out most complex students.
3. Engagement of a web developer to develop, implement and provide professional learning around a new school smartphone interface (KIN - Kotara Intelligence Network) to allow us to communicate with the census schools of our students in real time regarding academic and social progress and transition.

Tallowood School



Key Initiatives include -

- **Allocation of a DP instruction learning**
- **Allocation of additional executive release.**
- **Allocation of additional SLSO positions.**
- **Allocation of additional therapy support- OT**
- **Additional teacher release.**

The supplementary funding has made a huge difference for us here at Tallowood. We have used our funding as following:

- We have established a DP Instructional Leader position who is working to build capacity across the school and we are already seeing some fantastic results from this investment.
- Additional classroom teacher position to allow for increased release for executives to work with their teams in a coaching/mentoring role, but also utilising expertise across the school.
- Additional SLSO positions to support our complex students both health and behaviour.
- Release for our first aid officer to work on a whole systems approach to health care planning and procedures.
- Employed a Speech/Behaviour therapist 2 days a week and an Occupational therapist 2 days a week to work across the school primarily with teachers to build their capacity. These therapists also support our most complex students through learning support team referrals on an individual basis.

These additional supports would not be possible without the supplementary finding. Fingers crossed that it will continue so our students can benefit from this long overdue support.

Kalinda School



Key Initiatives include -

- **Allocation of a non teaching executive position.**
- **Release for a teacher to support programs**
- **Increase in SLSOs**
- **Additional time for GA.**

2x Assistant Principals off class. In doing so they have been able to;

- Use their morning sessions each day to be in classrooms, as Instructional Leaders across the whole school, with a focus on improved quality teaching and learning, assessment and behaviour support
- Driving two of the 3 Strategic Directions with each AP taking on one of these – Student Learning and Wholistic Wellbeing
- Allowed time for classroom teachers to meet with AP's to coach and mentor staff, to provide quality feedback to support teaching improvement. In doing so, the PDP process has been more valuable and we have been able to support staff in targeted personalised professional learning and support
- Supporting early career teachers and those new to Special Education
- Strong PBL/LST has been established with meetings occurring during school time, lessening the load on staff to attend meetings after school
- Additional RFF for teachers to plan and program together, collaborate and have robust conversation around consistent teacher judgement and assessment
- Time for a classroom teacher to manage IT across the school, particularly with so many iPads for communication and laptops which were borrowed by students during COVID learning from home.
- 0.4 FTE Specialist communication teacher to upskill students, staff, families and work with therapists. They have also conducted parent information sessions and supported families with students accessing communication devices, provided whole school professional learning
- 2x Additional SLSO's who work across the school 5 days per week. They have: This has supported the current SLSO's with the workload around health and personal care needs. As a result, we have had less reported injuries in the workplace and less absences for 'mental health days'.
- Additional staff in the playground as they have focussed on the explicit teaching of social skills by leading structured play.
- Supported students in attending integration in mainstream, transition to our school and transition post school (Year 12)
- 1 x day per week additional for our GA to work on school specific projects which we would not have had time for him to do e.g Sensory Space, Chicken Coop, Sensory boards etc

Chromehurst School



Key Initiatives include -

- **Allocation of a DP instruction learning**
- **Allocation of higher duties AP**
- **Allocation of additional SLSO positions.**
- **Additional executive release.**
- **Additional teacher release.**

At Chromehurst we have used the SMR for the following;

- Higher duties 1 AP to one non-teaching DP for instructional leadership, coordinating support programs and mentoring
- Higher duties one CT to AP supporting accreditation and professional learning for staff
- Additional teaching staff to replace class load of DP and provide additional exec release
- Additional part-time teaching staff to release teachers to both create whole school programs and provide team teaching support for high support classes
- Additional SLSOs to support health care and behaviour support for students with complex disabilities as well as release SLSOs to engage in professional learning.
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The funding has made a huge difference to our learning programs and teachers are able to focus more time on supporting student learning instead of managing issues.

Anson Street School



Key Initiatives include -

- **Allocation of a non teaching DP**
- **Allocation of DP instructional leadership**
- **Allocation of additional SLSO positions.**
- **Allocation of psychologist**
- **Allocation of a youth mentor**
- **Additional support (dietician)**

We have been able to do the following with the supplementary funding:

Additional:

- DP off class
- Instructional Leader Wellbeing at DP level
- Admin officer
- Art Support Officer (SLSO position)
- 2 days clinical psychologist
- Looking at 1 day a month paediatrician (in combination with other local schools)
- 1 day dietitian
- Two part time youth mentors

This funding has been critical for the improved learning and growth across our school.

Fisher Road School



Key Initiatives include -

- **Allocation of a business manager**
- **Allocation of an instructional leader.**
- **Allocation of additional SLSO positions.**
- **Allocation of additional therapy support- OT.**
- **speech, physio**

I am not sure how we would have survived this year without this extra money!

- We have 2 SLSO's employed to support challenging behaviours
- Our SAM is now our BM – invaluable supporting with WHS, Assets and many, many other things.
- Instructional leader role- mentoring staff, building capacity- amazing results
- Speech, OT and Physio one day a week.

Lucas Gardens School



Key Initiatives include -

- **Allocation of non teaching executive**
 - **Allocation of additional SLSO positions.**
 - **Additional executive release**
 - **PL for teachers and SLSOs**
 - **Allocation of additional SAO**
 - **Allocation of additional therapy support- OT.**
 - **speech, physio**
-
- One AP off class 5 days- to support in teaching and learning, early career and beginning teachers, implement literacy and numeracy projects
 - Additional behaviour and Health care SLSO 5 days a week
 - Additional Executive release -NDIS,W&S implementation of MOVE
 - Class teachers collaborative planning days with stage coordinators
 - Additional SAO time in office
 - SLSOs PL sessions in line with their PDPs and school focus areas.

The Highlands School



Key Initiatives include -

- **Allocation of a non teaching AP**
- **Additional executive release for instructional leadership**
- **Allocation of additional SLSO positions.**
- **Allocation of specialist SLSO**
- **Allocation of additional Office staff**
- **Allocation of an IT specialist**

Like everyone else we have used the funding to support student growth and attainment by:

- Hiring an extra teacher to be able two AP's to be non-teaching and therefore supporting teaching and learning. The Executive are able to use the additional time to focus on teaching and learning, meeting curriculum requirements, provide additional support in classrooms where needed and giving instructional leadership.
- Our teaching AP's do not fit the Primary staffing model, we operate under, given that the majority of our kids are Secondary students.
- Additional SLSO support so that we always have an additional SLSO to support the AP's
- Specialist SLSO training in Trauma Informed practices able to work one on one with students.
- Additional Office support creating a full-time SAO allowing the SAM to concentrate on the role of Business manager.
- Part-time IT person to maintain all computer systems and support staff in the classroom.

John Hunter Hospital School



Key Initiatives include -

- **Allocation of a non teaching AP**
- **Allocation of specialist secondary teachers**
- **Allocation of an AEO**
- **Allocation of additional SLSO**

The supplementary funding has been a great boost for the students and staff at the JHHS.

- We created a non-teaching AP role to manage Teaching and Learning, Curriculum and IT across the school.
- Employed an AEO 2 days /week to assist with engaging our Aboriginal families and students and to help develop a Reconciliation Action Plan RAP, for the school.
- Employed 2 secondary subject specialists - English/History/Geography and Science/Maths. These staff members are both working on developing and implementing units of work which cover syllabus content and complement our Pirozzo learning matrix as well as a small teaching load.
- Employed an additional SLSO 1 day/week to assist the new AP with resources and admin duties.

It has been so heart-warming to read about all the amazing ways that schools are using the supplementary funds to support staff and students. I can only imagine the difference this will make to the students, in our care.

The Beach School



Key Initiatives include -

- **Allocation of a non teaching executive position.**
 - **Increase counsellor support.**
 - **Employed high school english teacher**
 - **Employed a business manager**
-
- Turned an AP to DP position
 - Re employed our counsellor as an AP Wellbeing as there was no increasing counsellor days. The role is to run all PL, and student and staff wellbeing, to create a TBS wellbeing framework and to work closely with referring schools and agencies. In the wellbeing team we have employed a Lifeline counsellor to work as a Parent Support Person 2 days a week. They touch base with parents, meet them in the community and provide support separate to what the students are getting at school. (Working a treat!!!!)
 - Employed an English teacher to support and mentor staff to embed literacy across all subjects and to use ACSF, progressions and Plan 2 to target learning, assessment and data
 - Changed our SAM to a BM position to run WHS, project manage all onsite upgrades and generally keep me in line!

Glenvale School



Key Initiatives include -

- **Increased executive release.**
- **Increase teacher release to support learning.**
- **Instructional rounds**
- **Mentoring and professional learning.**
- **Allocation of additional SLSO**
- **Allocation of additional SAO**
- **Allocation of SLSOs to support 1:1 high level needs**
- **Allocation of a Business Manager**

The Staffing Methodology Review for Glenvale School has been essential.

- 4X Assistant Principal release to 2 days per week – increased mentoring, classroom observation and feedback and case management.
- All teachers release to a 9 day fortnight – a consolidated day each fortnight to facilitate planning and meeting time ILPs, Health Care and parent liaison.
- 2X Assistant Principal +3 day release (External Validation and Situational Analysis) cross campus EV planning and evidence gathering for November EV
- 3X “floating” SLSO 2x Campus 1, 1X Campus 2 – to be able to respond when required or at a pinch to fill in when no staff available to be replaced.
- 1.0 FTE SAO – essential as one campus essentially doesn't have the entitlement allocation for a SAO to run the office day to day.
- Provision in place for Clerk Grade 7/8 Business Manager – to support business and compliance processes across the school and to coordinate whole school systems and processes.
- 5X SLSO 1:1 supports = 5X 1.0 FTE essential supports for the most complex classes and students (still not enough but a start)

Newcastle Senior School



Key Initiatives include -

- **Increased executive release.**
- **Increase teacher release to support learning.**
- **Allocation of additional RFF**
- **Allocation of additional SLSO**

At Senior school we have:

- Provided extra RFF to 3 APs to build staff capacity (behaviour management), support staff, concentrate on Situational Analysis and SIP.
- Provided extra RFF to classroom teachers for program development, scope and sequence and units of work.
- Extra RFF to 2 aspiring leaders to support communication development in classroom teachers, indigenous education and transition programs
- Additional SLSO's to

Redbank School



Key Initiatives include -

- **Allocation of a non teaching executive**
- **Allocation of an instructional leader**
- **Allocation of additional teacher support.**

At Redbank School we:

- established a FT non-teaching AP role to build capacity of staff re: supporting students in the classroom and to improve interagency and parent/carer collaboration
- established a non-teaching learning and support teacher role to provide support for students when needs are beyond the capacity of the classroom
- engaged a teacher for part of the year to improve the school's approach to improving student's literacy and numeracy skills

Beverly Park School



Key Initiatives include -

- **Increased executive release.**
- **Allocation of behavioural specialist.**
- **Allocation of a specialist teacher**
- **Allocation of a non teaching executive**
- **Allocation of additional SLSO**

The supplementary funding has been crucial for us as a school to put some much needed funds towards teaching and learning and staffing to support that. Being an old school we spend a large portion of our budget on environmental repairs and improvements so having the funding to spend on staffing has been much needed and hugely appreciated.

We have spent our funding this year on:

- A behaviour therapist working across the school for 1 day a week to support both staff and students to best support student needs
- A music therapist for 1 day a week who every student is able to access on that day as part of their whole class music therapy program.
- 0.4 Classroom teacher days to support our AP's to be off class to be in the classrooms of the classes that they supervise so that they closely support them and work shoulder to shoulder with them in the classroom.
- 3 extra SLSO's across the school working to support students who have a high level of need in the area of behaviour and self regulation. This has allowed us to really focus on teaching and learning because students have a higher level of targeted support to be explicitly taught the skills that they need and be more successful at achieving both their social and academic goals.

Lakeside School



Key Initiatives include -

- **Allocation of additional SLSO**
- **Allocation of additional teacher curriculum support.**

Here at Lakeside we have focused our dollars on:

Employing 2 SLSO's and 0.4 CRT for literacy and 0.3 CRT for STEAM. We have been able to employ teachers who are highly skilled in these areas.

Our extra SLSO's are placed throughout the school, being flexible to where the need arises and therefore reducing behavioural incidents significantly.

Yawarra School



Key Initiatives include -

- **Allocation of additional SLSO**
- **Allocation of additional teacher release.**

We are a little school but have used the funding in the following ways:

- The equivalent of 3 full time SLSOs to support with students with very challenging behaviours and health care needs.
- One teacher position to provide extra release time for class teachers for two terms. Unfortunately we are having trouble attracting teachers and cannot continue this so will be employing another SLSO.

I'm not sure what we would have done without this supplement.



Clarke Road School



Key Initiatives include -

- **Allocation of a non teaching DP**
- **Increase teacher release to support learning.**
- **Mentoring and professional learning.**
- **Allocation of additional SLSO**
- **Allocation of SLSOs to support high level needs 1:1**

Clarke Road School have used the supplementary funding to:

- Create a DP position (moving an AP to DP) to provide support to all staff by building capacity through coaching/mentoring to beginning teachers as well as supporting teachers with accreditation. Providing support to executive staff in complex case management and supporting school administration and management across the school to be able to create more time to focus on driving school improvement.
- 3 Extra SLSO positions to support student learning. This has allowed additional learning support in the classroom for class staff to focus on students teaching and learning programs. This has allowed students PLSP goals to be further realised. It has also allowed students to have greater support with self-regulation, personal care routines, manual handling and student health support, thus reducing staff injury.
- Enhance opportunities and time for teachers to engage in assessment and Professional Learning around Passport for Learning & In the Zone and create time for reflection and improvement in students teaching and learning programs.

SMR has provided us both our students and staff a level of funding that has allowed a greater capacity to move students teaching and learning programs forward.



Tangara School



Key Initiatives include -

- **Allocation of non teaching executive**
- **Increase teacher release to support learning.**
- **Allocation of Instructional leadership**
- **Increase in mentoring and coaching**
- **Allocation of additional SLSO**
- **Increase in teacher release.**

Tangara School has used the funding in the following ways:

- Two AP's off class who have written pre-progression indicators for every strand of both Literacy and Numeracy Progressions.
- The AP's Have designed assessment tools, cards, and mapping grids, and suggested strategies, reflecting the progressions and pre-progressions to identify and improve skills in Quantifying Number and Additive Strategies.
- The AP's are engaged in Instructional Leadership and coaching teachers in pedagogy and assessment to ensure consistency of practice across the school.
- All teachers are practicing comparison and moderation of assessments to ensure consistency across the school
- All teachers are released for a full day of RFF and are designing programs to support teaching; from Teaching Math through Music, to building emotional self-awareness in students by meeting their sensory needs, to a unique positive behaviour program for the school. Teachers have been invigorated and engaged in creative approaches to teaching and learning.
- Additional 1.6FTE SLSO time to support personal care needs to release class SLSO's to focus on supporting teaching and learning.
- Additional time for SLSO's to run activities at breaks to support social and emotional learning.

We have achieved so much with this funding - students are happier, more engaged and building and consolidating their literacy and numeracy skills. Staff are happier and feel more involved and are being creative and thinking about different ways to facilitate meaningful learning. We are building student voice through visible learning strategies and the whole school is humming.

Broderick Gillawarna School



Key Initiatives include -

- **Increased executive release.**
- **Allocation of a non teaching DP**
- **Allocation of a DP instructional leadership**
- **Mentoring and professional learning.**
- **Allocation of additional teacher release.**
- **Allocation of additional SLSOs.**

BGS is using the funding in the following ways:

- Design and pilot a complex case management student profiling system
- Support an AP off class in HD to increase their knowledge and understanding of HD role enhancing leadership skills
- Established a DP Learning and Support Coordinator position, with a primary focus on leading complex case management. This position aims to ensure that the whole student is acknowledged including home support needs, NDIS, medical, therapy (external providers) and family intervention support - A holistic approach for all individual students
- Established a DP Instruction Leader role. This role primarily will work on increasing teacher capacity across various career levels and impacting positively on classroom practice, assessment and programming. This role works closely with the APs to grow exceptional leaders.
- Additional SLSOs contracted to support class staff when initial student profiling is completed and all recommendations are being action
- Engagement of external providers, closing a gap that is being noted in NDIS. This engagement will support student programs to enhance their access to their curriculum, especially with sensory integration and behaviour support
- Release class teachers for meetings with all key stakeholders, as integral members of complex case management process and procedures

We are seeing some great changes, noting a significant decrease in student behaviours and a richer understanding of the complexity of our students to be better equipped to engage them in their learning.

Cook School



Key Initiatives include -

- **Allocation of an instructional leader- Wellbeing**
- **Allocation of an Occupational Therapist**
- **Allocation of a social worker**
- **Allocation of a non teaching executive**

The supplementary funding has made a huge difference for us at Cook School:

- We have created an 'Instructional Leader, Wellbeing' position that is staffed by a registered psychologist. She works hand in hand with our counsellor and Learning Support Team, taking carriage of developing and implementing new evidence-based whole school wellbeing practices. She also runs weekly staff PL on trauma informed practice and the neurosequential model of education. This position has also allowed us to change our high school (BD) class structures to provide more intensive wellbeing support for our most at-risk students.
- Funding an Occupational Therapist two days per week working in a whole class transdisciplinary model with the teachers in the classroom.
- Funding a social worker who is following up with families and coordinating external agency support following complex case meetings.
- Converted an AP position to an off-class DP position, better supporting whole school improvement.

Fernhill School



Key Initiatives include -

- **Professional learning.**
- **Allocation of additional SLSO**
- **Allocation of a Speech therapist**
- **Allocation of an Occupational therapist**

At Fernhill School, we decided to use our SMR to support learning and communication.

- Employed 3 SLSOs for 4 days a week each to support healthcare procedures and students with challenging behaviours
- Employed our speechie for an extra day, so that she was less thinly spread around the classes
- Employed both speechie and the OT for a day per holiday to plan their strategies and prepare PL for all staff.

It has been challenging to replace the SLSos when they have been away sick though!

Karonga School



Key Initiatives include -

- **Allocation of additional SLSO**
- **Allocation of additional teacher**
- **Mentoring and coaching**

We have paid for an additional SLSO to support the safety and welfare of the swim program, and additional classroom support for our more complex students (the person being paid actually goes on to class and we have an experienced SLSO released to support across the school)

A teacher employed 3 days a week to release teachers to commit to 'project work' (not extra RFF I have to admit). These projects have included the Complex Learners Trial through CESE; writing a bank of Scope & Sequences and release for teachers to be mentored.

Chalmers Road School



Key Initiatives include -

- **Allocation of non teaching executive**
- **Allocation of additional teachers for specialist areas**
- **Mentoring and professional learning.**
- **Allocation of additional SLSO**

At Chalmers Road we have implemented the following initiatives.

- Executive release making a anon teaching AP.
- Teacher allocations for specialty programs – Music, Art, Café,
- Swimming
- SPRINTS,
- Professional learning- admin, teaching, SLSO
- Additional teacher support for curriculum planning
- Communication and PBL
- ICT support across the school
- Teachers release for teacher planning days

Caroline Chisholm School



Key Initiatives include -

- **Additional teacher**
- **Allocation of additional SLSOs**
- **Allocation of an instructional leader**

We use supplementary funding for:-

- One day per week provision for Communication teacher support and SLSO
- Additional SLSO support across the school (I have always believed over the years we were 5-6 SLSO's short in this setting based on the needs of our students)
- Provision of an Instructional Leaders position for six months to support teaching and learning programs across the school K-12

After years of having to make do with the with basic funding and having to constantly advocate for fair resourcing for our students supplementary funding is making a positive difference here at our school.

The Bidgee School



Key Initiatives include -

- **Allocation of a non teaching executive position**
- **Increase in executive release**
- **Allocation of an instructional leader**
- **Allocation of additional SLSOs**
- **Additional release for a careers advisor**
- **Increase in professional learning**
- **Allocation of teacher for a specialist program**

The Bidgee School have used the SSP Supplementary funding for:

- Instructional Leader - Curriculum (assessments for students and PD for staff)
- Executive release - shared by Instructional Leader and AP
- Careers advisor release - transition and work placement
- SLSO - (cultural support for specific students)
- Teacher planning days
- Intensive reading program

The benefits for both staff and students have been remarkable.

Willans Hill School



Key Initiatives include -

- **Increase in executive release**
- **Allocation of an occupational therapist**
- **Allocation of additional SLSO**
- **Allocation of an instructional leader**
- **Increase teacher release to support IT.**
- **Increased executive support.**

Willans Hill School has used the SSP Supplementary funding for:

- Occupational Therapist for a day a week.
- Additional teacher and SLSOs to support post school transition and work experience programs
- Instructional Leadership for staff - providing professional support for curriculum.
- SLSOs to support complex students
- Increased technology support
- APs additional time to support Wellbeing, Learning and Support and teacher PL.

Cairnsfoot School



Key Initiatives include -

- **Allocation of an additional executive position.**
- **Allocation of additional executive release**
- **Allocation of additional teachers**
- **Allocation of additional SLSOs**

Cairnsfoot has used the funding for:

- An additional AP position to promote leadership amongst experienced staff
- Additional Executive release time to be used as instructional leaders
- 2 additional teaching positions to team teach in classes with extreme complex behaviours
- An additional SLSO position to support behaviour and health care needs

Havenlee School



Key Initiatives include -

- **Allocation of a non teaching executive position**
- **Increase in therapeutic support.**
- **Instructional rounds**
- **Mentoring and professional learning.**
- **Increase teacher release to support learning.**
- **Increased executive support.**

Havenlee School has used the supplementary funding for:

- 3x SLSO all week for assisting with high support needs students across the school
- 2 x SLSOs one day a week to assist in the Hydrotherapy program (extending it from two days a week to three)
- 1x teacher one day a week to run Hydrotherapy program (extending it from two days a week to three)

Wangee Park School



Key Initiatives include -

- **Allocation of a non teaching executive positions**
 - **Allocation of a Speech Therapist**
 - **Allocation of an Occupational Therapist**
 - **Purchase of additional professional learning**
-
- 2 off class APs (focus on Communication, Behaviour Support, Curriculum delivery)
 - 1 Speechie (Upskill teachers with Communication)
 - 1 Ot (social skills and positioning)
 - Jane Farrell teacher professional learning

Ultimately it's the APs being in classrooms supporting the teaching and learning (EVERYDAY!).

Absolute game changer.

Passfield Park School



Key Initiatives include -

- **Allocation of a non teaching executive position**
- **Increase in teacher release**
- **Allocation of a speech therapist**
- **Allocation of additional SLSOs**
- **Engagement of a Community Liaison Officer**

At Passfield Park School we are very grateful for the supplementary funding, and it came at just the right time to help us through a complex year!

We chose to use our funding mainly on human resources to support both quality teaching and student wellbeing and engagement. We are using our funding to:

- Release an AP to be a full time non-teaching executive position to support daily organisation, assist teachers where needed across the school day with behaviour management & support: Initiated a mentoring & coaching program for some less experienced casual teachers to develop special education knowledge and skills.
- Additional release for the less experienced teachers to shadow more experienced special educators & learn strategies, having RFF together in a peer mentoring style program
- Employ a Speech Pathologist 1 day per week to work intensively with identified students on PECS programs to develop communication.
- Additional SLSO employed to work across a couple of complex challenging classes to enhance safe student participation.
- Partially pay for an incredible CLO who has made such a difference to our families lives & wellbeing.

Bullimbal School



Key Initiatives include -

- **Allocation of a non teaching executive**
- **Allocation of additional executive release.**
- **Allocation of therapeutic specialists in 4 areas**
- **Allocation of additional SLSOs**
- **Allocation of specialist teachers**
- **Mentoring and professional learning.**
- **Allocation of additional teachers**

At Bullimbal School we have used the SSP Supplementary funding for the following:

- Engaging with external specialist support in Literacy, Augmentative and Alternative Communication, physiotherapy, occupational therapy and sensory processing
- Additional executive release time including one fulltime off class AP and 2 on class APs to support teaching and learning across K-12, beginning teacher support and mentoring, technology, PL.
- 4 additional SLSO positions shared across the school to support teaching and learning, behaviour and wellbeing
- Additional SLSO support for resource making for all KLAs
- Implementing cultural programs
- Increased allocation of work experience for senior students
- Implementing additional specialist programs eg dance, fitness and yoga

Royal North Shore Hospital School



Key Initiatives include -

- **Allocation of additional teachers**
- **Increase Professional learning**

At RNSH School we have used the SSP Supplementary funding for the following:

- to employ more teachers to create and develop a new outreach program - HOPE.
- We invested in professional learning with Professor Lea Waters (University of Melbourne) to create an evidence based well-being program accessible for students who are recuperating after hospital or have health issues affecting their school attendance.
- This service is a huge support to families and schools for at risk students.

North Gosford Learning Centre



Key Initiatives include -

- **Allocation of an instructional leader**
- **Allocation of SLSOs**
- **Allocation of specialist supports for secondary students.**

North Gosford learning Centre has utilised funding to employ an Instructional Leader to work with our team and interested mainstream central coast school teams on implementing a trauma informed framework utilising the BRACE framework developed within the Trauma, Understanding and Sensitive Teaching (TRUST program ANU). The funding has enabled our team opportunities to work across schools and to ensure our students are best supported when returning to mainstream environments.

We were also able to fund an extra SLSO position to work with individual students or small groups on a range of career or personal interest tasks. This has also been a tremendous addition allowing students to participate in self identified areas.

Our setting has 75% secondary students requiring a broad range of both in-school and community based supports. This funding is necessary to adequately respond to these varied training and support needs.

Sydney Childrens Hospital School



Key Initiatives include -

- **Allocation of 2 non teaching executives.**
- **Allocation of an additional teacher**
- **Allocation of additional SAO time.**
- **Allocation of additional SLSO.**

Sydney Children's Hospital School is a K-12 setting for students with a high level of learning and wellbeing complexity. The school currently self-funds two Assistant Principals to lead teams to maximise coordinated health and education partnerships and planning for our long term and short-term complex learners.

The roles lead K-6 and 7-12 teams with an instructional leader approach across the Learning & Support Cycle of case management and personalised learning. The AP Learning & Support - Primary, with the AP Learning & Support - High School actively supports teacher student case management and interagency planning processes that strengthen an education focus in a young person's model of care, while they progress through the stages of a condition, injury or event. The role leads complex case management at points of transition between hospital, school and during periods of isolation for students with chronic illness or injury by strengthening successful educational programs and re-engagement with census schools.

The AP Learning & Support positions are an important part of the leadership team and works closely with the principal to move forward coordinated health and education planning; supporting teacher capacity and their development of personalised learning plans, attending multidisciplinary team meetings, coordinating LST structures and the transitions of high support need students.

