

## POSITION DESCRIPTION

<b>Title:</b>	Inclusive Education Coordinator
<b>Reports to:</b>	
<b>Direct reports to this role:</b>	Principal
<b>Internal Liaisons:</b>	Students and staff
<b>External Liaisons:</b>	Parents, AISWA
<b>Terms and Conditions:</b>	<i>Educational Services (Teachers) Award 2020</i> This role is currently a 0.6 full-time equivalent.

### Geraldton Grammar School (GGS) Vision Statement

Geraldton Grammar School will provide outstanding education and a strong sense of community, cultivating people of integrity, independence of mind and a love of learning.

### Strategic Pillars

**Personalisation** - Ensure that our academic, co-curricular and wellbeing programs support and enable each member of a diverse student body to achieve their personal best.

**Staff** - Attract, retain and develop talented staff who are aligned with the school's values and work hard to achieve the purpose and vision for Geraldton Grammar School

**Our School Our Future** - Plan for and maintain sustainable funding that allows us to invest in infrastructure and programs to achieve our goals

**Community** - Positively engage with our local community, educational partners, parents and alumni to encourage and foster mutual respect and valuable opportunities for cooperation

### Service and Values

- All responsibilities and activities are to be carried out in accordance with GGS ethos, values, and standards of behaviour as set down by the School and as amended from time to time
- It is expected that individuals will demonstrate and promote service excellence and support the School in its objectives at all times
- Participate in professional development activities conducted by GGS as required or directed.
- Support the Christian teachings and ethos of the School in the Anglican tradition

### Child Safety Commitment

All students who attend GGS have a right to feel and to be safe. The wellbeing and safety of all students in our care is our first priority and we have a zero tolerance to child abuse. The protection of students is the responsibility of everyone who is employed at or is engaged by GGS in child-connected work. To ensure the safety and best interests of all students, we take into account the needs of those with an Aboriginal or Torres Strait Islander heritage, those from culturally and/or linguistically diverse backgrounds and those with a disability.

### Staff Obligation to Child Safety

All staff at GGS take an active role and are well informed of their obligations in relation to Child Safety under Ministerial Order No. 870 Child Safe Standards. The GGS Child Safety Commitment is incorporated into the School's employment cycle from recruitment and reference checking to induction and a commitment to regular Professional Learning. All staff at GGS are required to sign a statement that they have read,

understood and agree to abide by the GGS Child Safety Policies and the GGS Staff Code of Conduct. The role of the Inclusive Education Coordinator is to co-ordinate implementation and maintenance of sections of the school Inclusive Education policy according to the Principal's directive.

The Inclusive Education Coordinator's key responsibilities are:

1. Student Identification:

Support the identification of students requiring documented planning through:

- reviewing enrolment information
- reviewing psychologists' reports
- reviewing current and previous school reports
- reviewing NAPLAN and OLN data
- reviewing PAT testing data
- reviewing Language Background information
- reviewing diagnoses of learning and/or intellectual disabilities
- reviewing teacher referrals
- reviewing Student Wellbeing Officer referrals
- case conferences with teachers, Year 7/8 Coordinator, Head of Secondary School, Student Wellbeing Officer
- consultation with AISWA Consultant School Psychologist and AISWA Inclusive Education Support Officer
- consultation with external psychologists
- reviewing parent referrals
- facilitating English language competency testing and/or EAL/D Bandscales assessment
- end of year transition meetings with primary staff
- reviewing end of year transition documents from primary staff

Apply for external funding (AISWA) for applicable students by:

- maintaining AISWA student database
- completing AISWA online review process
- uploading appropriate documentation to AISWA each semester by due date
- reviewing funding received

2. Documented Planning:

Facilitate the planning for students' needs through documented planning by:

- reviewing previous plans
- identifying the specific needs of students
- considering accommodations to suit the specific needs of students
- engaging students, parents and teachers
- consulting with AISWA Inclusive Education Support Officer in developing documented plans
- providing plans to parents
- uploading plans to SEQTA (Pastoral Care Workspace/Student Plans)
- briefing teachers on plans

3. NCCD:

Determine level of adjustment of students with disabilities by:

- reviewing adjustments with teachers and Education Assistants
- moderating levels of adjustments with Inclusive Education Committee, using NCCD guidelines

Determine category of disability of students with disabilities by:

- categorising student disability using psychologist reports, professional reports, other sources of information and NCCD guidelines
- moderating category of disability with Inclusive Education Committee

Maintain and collate records of students with disabilities by:

- using a spreadsheet to list students', level of adjustment and disability category
- summing levels and categories for Primary School and Secondary School

- sharing spreadsheet with Administration Assistant for uploading externally

#### 4. Special Provisions

- provide teachers, Head of Secondary School and Deputy Principal lists of students requiring assessment adjustments as per SCSA guidelines
- assist Head of Secondary School to prepare documentation for SCSA applications

#### 5. Review Student Documented Plans

- Review documented plans by:
- reviewing current and previous school reports
- reviewing NAPLAN and OLN data
- reviewing PAT testing data
- engaging students, parents and teachers

#### 6. General Practices

Support teachers by:

- summarising students' psychologist reports for teachers
- sharing student profiles with teachers via SEQTA and/or in meetings
- providing and facilitating professional learning
- guiding teachers in selecting strategies for effective differentiation
- liaising with primary school staff to facilitate transitions from Year 6 to 7
- uploading general information about students' learning needs to SEQTA

Support students and parents by:

- assisting students and parents to communicate needs and difficulties to teachers
- coordinate teacher parent meetings
- liaising with Head of Secondary School to adjust student timetables

Cater for student needs by:

- determining appropriateness and organising of out of class intervention strategies (eg Sounds Write)
- facilitating extension programs and academic competitions
- coordinating PAT testing
- coordinating ICAS testing
- facilitate student access to external programs including TAFE, workplace learning, ASDAN

Make use of school resources to meet students' needs by:

- line managing Education Assistants
- determining Education Assistants' support timetables
- reviewing Education Assistants' support allocation
- managing Inclusive Education budget
- managing external funding budget

<b>REVIEWED BY:</b>	<b>DATE</b>
DAS/JCL/BLE	07/05/21
NFT	24/11/23