

Artist impression of the new School for Specific Purposes at Queanbeyan



New School for Specific Purposes at Queanbeyan

Project update

September 2020

Investing in our schools

The NSW Government is investing \$6.7 billion over four years to deliver more than 190 new and upgraded schools to support communities across NSW. This is the largest investment in public education infrastructure in the history of NSW.

The NSW Department of Education is committed to delivering new and upgraded schools for communities across NSW. The delivery of these important projects is essential to the future learning needs of our students and supports growth in the local economy.

New School for Specific Purposes (SSP) at Queanbeyan

A project is underway to build a new K-12 SSP between Karabar High School and Queanbeyan South Public School. This project is due to be completed by the end of 2020. The project will deliver:

- Seven learning spaces for Kindergarten through to Year 12
- Break out spaces for students and staff
- Interactive outdoor learning areas

- Special programs rooms for activity based learning
- A library and gym area
- School café
- Administration and staff area.

Schools for Specific Purposes (SSPs)

Schools for specific purposes, previously known as special schools, provide specialist and intensive support in a dedicated setting for students with moderate to high learning and support needs.

Schools for specific purposes support students with intellectual disability. They cater for students from Kindergarten to Year 12 who meet the Department's disability criteria.

For more information about the project contact:

School Infrastructure NSW
Email: schoolinfrastructure@det.nsw.edu.au
Phone: 1300 482 651
www.schoolinfrastructure.nsw.gov.au

Classes

Specialist support classes in schools have fewer students than mainstream classes. Class sizes depend on the class type and, in some cases, the students' additional learning and support needs.

Every specialist class has a teacher and a school learning support officer. Class teachers – in consultation with parents or carers and allied health professionals, where appropriate – are responsible for planning personalised learning and support for each student.

Students also have access to:

- itinerant support teachers (hearing or vision)
- support teachers transition
- access to transport assistance under the Assisted School Travel Program.

Schools for specific purposes also maintain active links with other nearby schools and their local communities. Students attending SSPs may have access to support classes in mainstream schools or mainstream classes and are supported to participate in community activities and training.

Placements and review

Applications for placement are through the Access Request process. An Access Request is arranged by the school learning and support team at the local public school.

A student is offered enrolment in a SSP through a placement panel process. A student's eligibility is determined through the Department's disability criteria as well as the availability of a place in an appropriate specialist support class.

Enrolment arrangements for students with disability and additional learning and support needs are the same as for all students. To get information about enrolment, parents and carers can visit the local public school.

Schools for specific purposes review the placement of each student annually. Reviews consider all aspects of a student's personalised learning and support, including whether or not the current placement is best meeting their learning and support needs. Further information can also be found on the NSW Department of Education website <https://education.nsw.gov.au/teaching-and-learning/disability-learning-and-support>.

Message from the Principal

It is an honour to introduce myself as the founding principal of the new SSP at Queanbeyan and to join this wonderful school community.

Our school will be a caring community with a strong focus on wellbeing fostering an environment where students can feel comfortable and confident to express their individuality. Students will be supported to achieve the best learning and wellbeing outcomes possible through individualised learning programs developed in consultation with their parents/carers.

We aim to ensure that all members of our school community – students, families, staff – feel a strong connection to our school. We are working to create a school where everyone is proud to say this is where I belong.

I look forward to welcoming everyone to our inclusively designed learning environments that will facilitate innovative, high-quality teaching and learning practices and provide the best possible educational opportunities for all students.

I encourage you to make contact and find out more about our school and the exciting opportunities which will be available for your children.

Gabrielle Sheather, Principal