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Minister for Disability Services
Minister for Women and the Prevention of Family Violence
Deputy Leader in the Legislative Council



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2 June 2025

Ms Ella Haddad MP
Government Administration Committee B (GAB) Chair
Email c/o Committee Secretary assemblygab@parliament.tas.gov.au

Dear Ms Haddad,

Ella

Thank you for your question during the recent hearing of the ADHD Inquiry regarding the organisation of Inclusive Practice Teams and other student support structures.

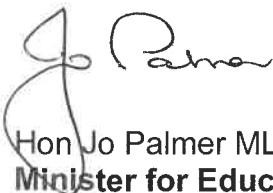
In response to your request for a more detailed understanding of the different teams that work in this space, including how responsibilities are distributed and whether there is any overlap, I am pleased to provide the following documents:

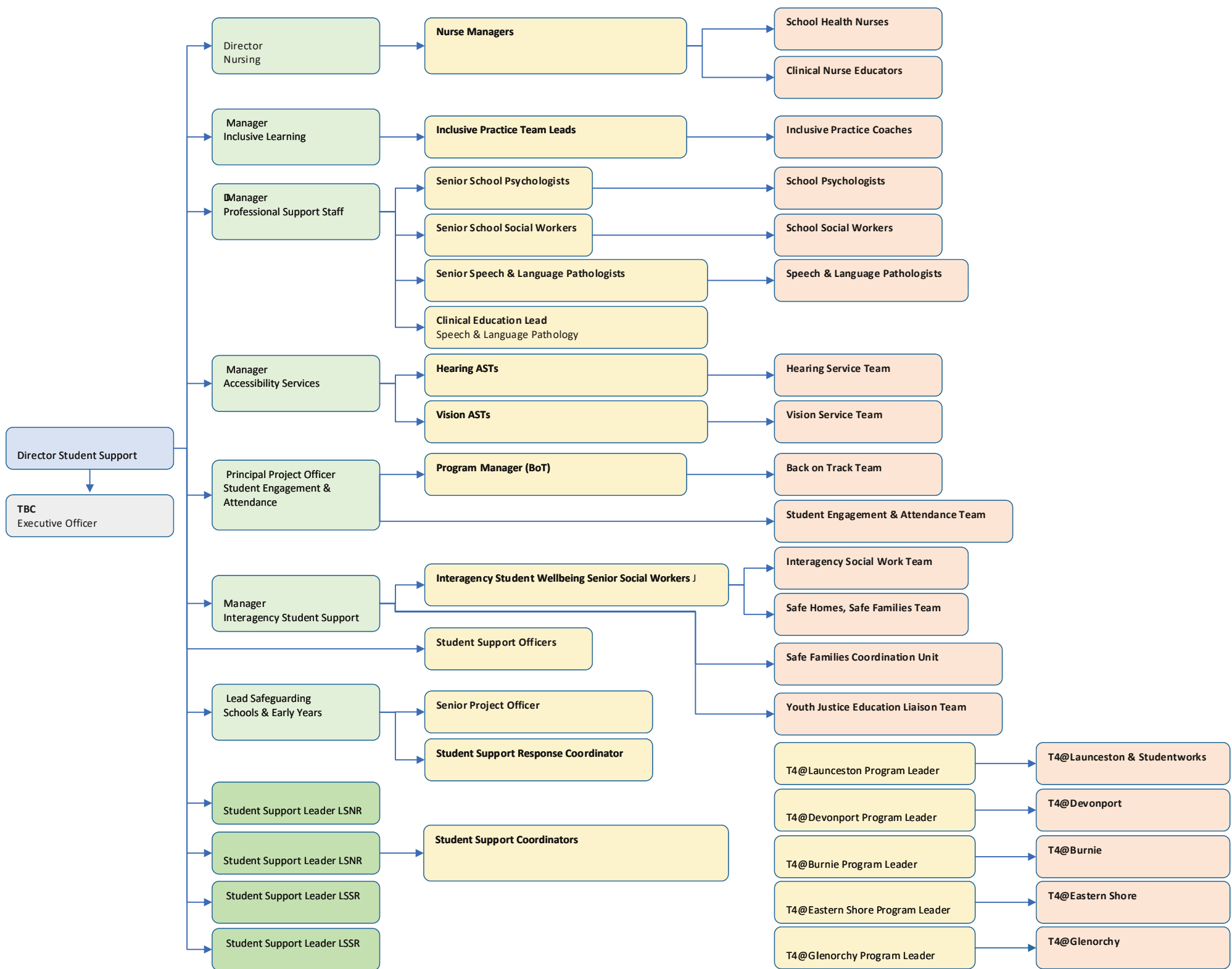
1. Organisation Chart – Wellbeing and Support for Diverse Learners
2. Organisation Chart – Student Support
3. Student Support Workforce Model

These documents illustrate the structural organisation of the relevant teams, their lines of responsibility, and the way they operate across our schools to support students, including those with ADHD.

We trust this information will assist the Committee in its ongoing deliberations. Should you require further clarification or additional documentation, please do not hesitate to contact my office.

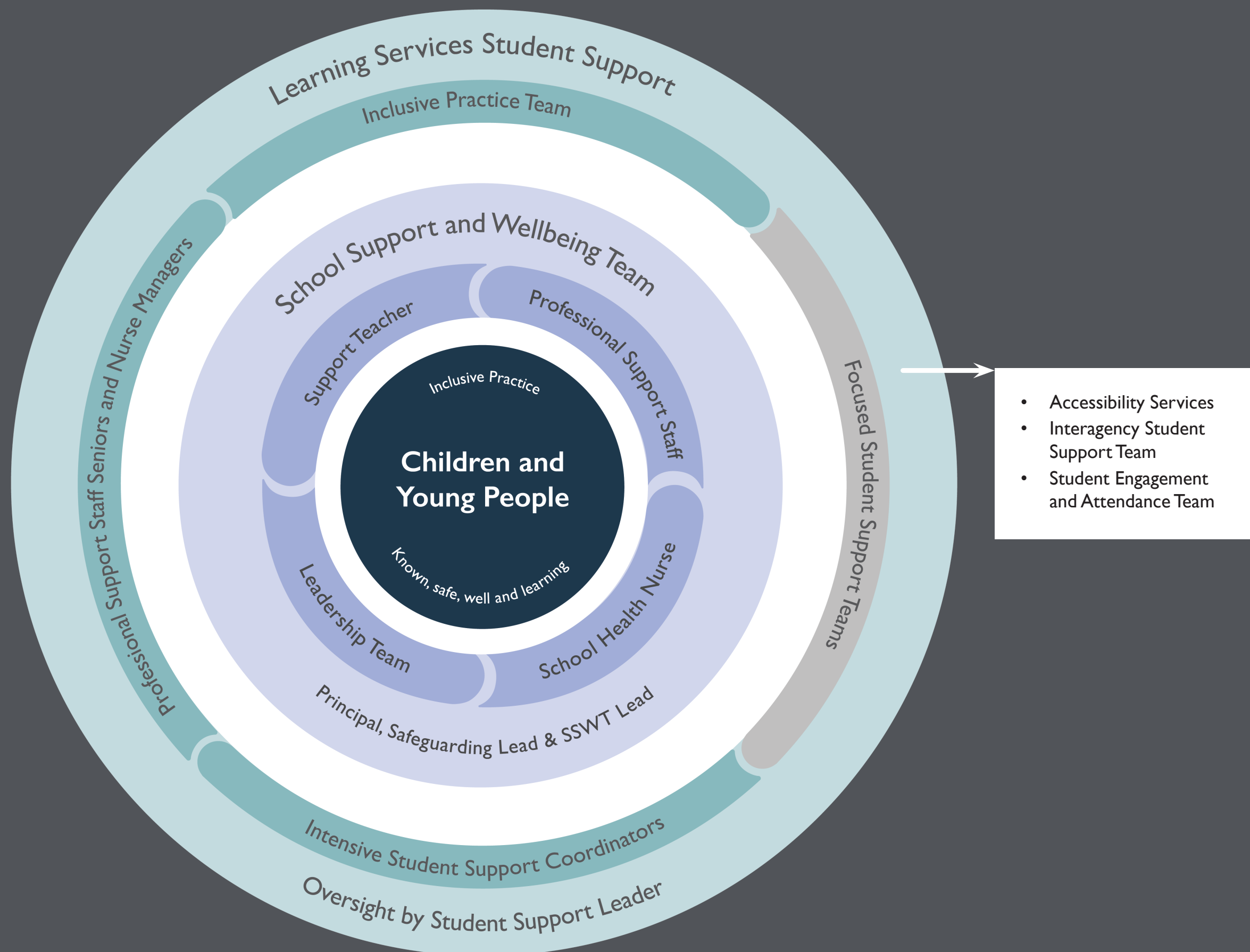
Yours sincerely


Hon Jo Palmer MLC
Minister for Education



STUDENT SUPPORT MODEL

Known, safe, well and learning



STUDENT SUPPORT

School Support and Wellbeing Teams

At the centre of the Student Support Model is an effective School Support and Wellbeing Team (SSWT).

The SSWT's responsibilities include:

- To ensure that the school places a high priority on student support (e.g. positive behaviour, educational adjustments) and wellbeing (e.g. mental health)
- To work collaboratively to achieve learning support and wellbeing outcomes for all students
- To develop strategies to establish wrap around support for vulnerable students, including updating Learning Services Student Support as required to share information, supports and capacity building with teaching staff
- Case management and case co-ordination
- Ensure the responsibilities of support staff are understood and enabled (e.g. the role of support teachers to build teachers' capacity to provide appropriate educational adjustments for students with a disability)
- Ensure appropriate systems records management
- Analyse the school's data and use the findings to inform planning for improvement, ensure appropriate supports and measure impacts in relation to individual students and cohorts (e.g. NCCD, attendance, Student Wellbeing and Engagement Survey).

Principals

- Provide for the wellbeing and safety of students and staff.
- Ensure that the curriculum & learning environment provided are appropriate to the needs of students.
- Direct and supervise teaching and support staff.
- Ensure that the school/college provides an educational program which is consistent with the policies of the Department and TASC requirements.
- Are responsible for and actively involved in the professional development of staff.

SSWT Lead

- Arranges regular SS&WT meetings
- Coordinates the administration of the Student Wellbeing and Engagement Survey.
- Are the school's representative within a network of Support and Wellbeing Leads.
- Are the point of contact for the Inclusive Practice Coach & Learning Services Student Support
- Coordinates and/or delivers in-school professional learning regarding student support and wellbeing.

Safeguarding Lead

- Is a member of the School Support and Wellbeing Team.
- Is the school's representative within a network of Safeguarding Leads.
- Is the school's designated contact person for the Office of Safeguarding Children & Young People.
- Builds and maintains their own safeguarding knowledge and skills through participation in relevant professional learning, provided and funded by the Department.
- Facilitates the school's safeguarding risk assessments and the development and implementation of its risk management plans, focusing on preventing, identifying, and mitigating risks of child sexual abuse at a whole-of-school level (not for individual children and young people).
- Acts as a point of contact for staff who might have questions about safeguarding matters.
- Collaborates with the Principal to provide annual acquittals and other general reports against agreed safeguarding functions and funding.
- Liaises and works with the Principal, school leadership, the School Support and Wellbeing Team, and staff to maintain the visibility and importance of the school's child-safe culture, aligned with the National Child Safe Standards.
- Supports and works with the Principal to ensure all staff know their mandatory reporting obligations.

School Leadership Team

- Assists the Principal in developing and implementing educational policy in such areas as curriculum development, staff development, resource allocation, pastoral care, community liaison and the establishment of appropriate learning environments.
- Provides leadership in professional development, taking responsibility for student welfare or resource management.
- Deputise for the Principal as required.

Support Teachers

- Provide quality programs for students with disability including access to relevant curriculum and effective instruction within a positive inclusive learning environment.
- Build the capacity of school staff to maximise the educational opportunities, engagement and learning outcomes for students with disability requiring educational adjustments.

PROFESSIONAL SUPPORT STAFF

School Psychologists

- Undertake educational and psychological assessment & diagnosis.
- Plan interventions.
- Build capacity of schools and families to improve students' learning & developmental outcomes.
- Provide psychological counselling, therapy and programs for individuals and groups for a range of mental health, emotional and family issues.
- Respond to and assist schools in their response to critical incidents and emergencies.

School Social Workers

- Provide professional and direct advice and services such as counselling, mediation, advocacy, advisory and information for schools, students, and families/caregivers to improve students' well-being, access, and participation outcomes.
- Provide support in response to critical incidents and emergencies.

Speech & Language Pathologists

- Diagnose and report on communication, language development, and swallowing disorders, organise and implement treatment for students and work with staff and families/caregivers on possible intervention strategies.
- Provide professional advice, professional learning, information, and guidance to school teams.

School Health Nurses

- Work with schools/colleges to improve, inform and maintain a health promoting culture and improve the health and wellbeing of students and families.
- Develop, implement, and evaluate health promotion projects with small groups, year levels, schools/colleges and communities.
- Undertake nursing practices including clinical assessment, early detection and intervention, screening, health education/information, short term support and appropriate referral.

STUDENT SUPPORT

SENIOR PROFESSIONAL SUPPORT STAFF

Senior School Psychologists

- Undertake School Psychologist duties
- Provide general supervision, and portfolio leadership for school psychologists on such matters as professional learning, professional practice supervision, recruitment, PDPs and inter-agency liaison.
- Provide leadership, advice, and specialist support in response to critical incidents and emergencies.

Senior Social Workers

- Undertake School Social Work duties
- Provide leadership for Social Workers on matters such as professional learning, professional practice supervision, recruitment, professional practice, strategic development of social work teams, and inter-agency liaison.
- Provide leadership, advice, and specialist support in response to critical incidents and emergencies.

Senior Speech & Language Pathologists

- Undertake Speech & Language Pathologist duties
- Provide leadership for Speech and Language Pathologists on such matters as complex clinical cases, professional learning, professional practice supervision, recruitment, service allocation, professional practice, inter-agency liaison and the Speech Pathology Aide program.

Nurse Managers

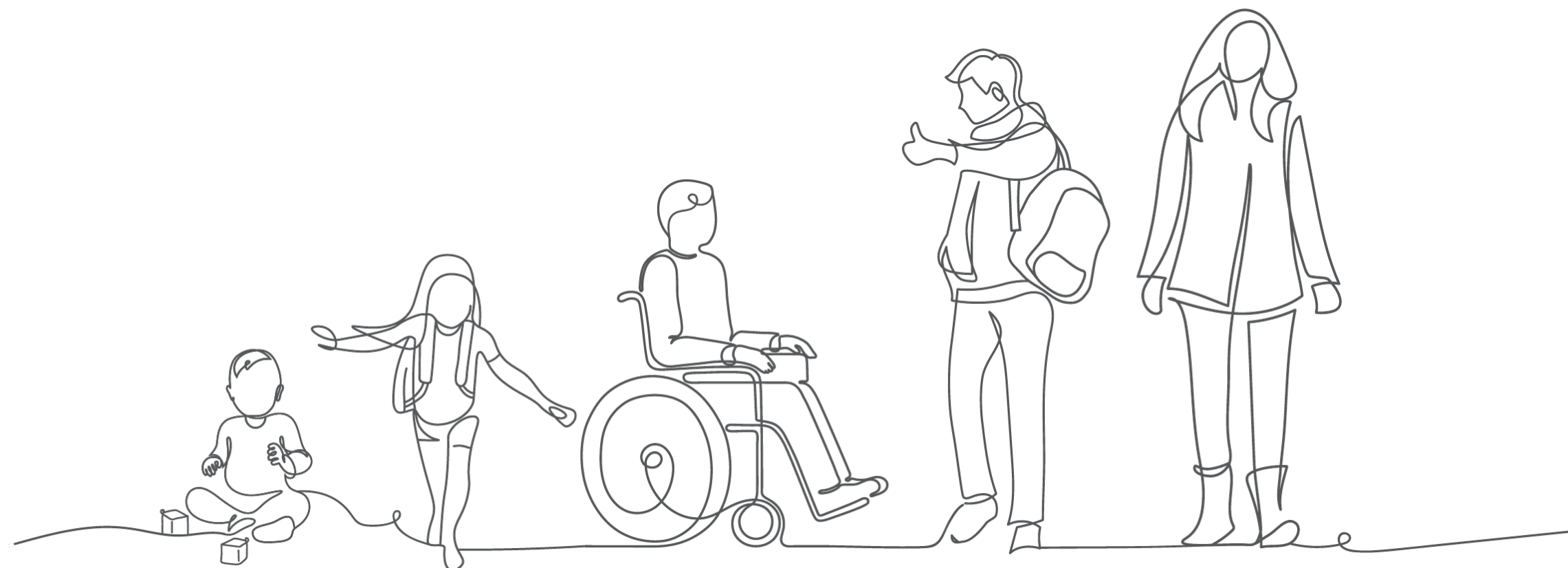
- Coordinate, manage and lead the day-to-day delivery of the School Health Nurse Program with a focus on school-wide health promotion, prevention and early detection for students aged Kinder to Year 12.

Inclusive Practice Team

- Provide mentoring and coaching to school staff to develop and maintain effective inclusive practices to maximise learning outcomes for students with diverse learning needs.
- Provide advice and assistance to School Support and Wellbeing Teams regarding ways of working that maximise the use of school-based support staff and ensure awareness of relevant additional support services.

Intensive Student Support Coordinators

- Provide high-level case coordination for students requiring intensive interventions to assist with connecting services and aligning the supports available within School Support and Wellbeing Teams,
- Establish role clarity within care teams to facilitate effective case-management.



STUDENT SUPPORT

Focused Student Support teams

Student Support Leaders

- Provide oversight, advice, and support to school leaders regarding legislative and policy requirements, inclusive practice and student support, safety, and wellbeing matters.
- Build the capacity, awareness, understanding and use of quality inclusive practices by schools and school leadership teams.
- Coordinate and align efforts within the Learning Services Student Support Team.
- Monitor data at the learner, school and system level as it relates to inclusive practice to enable the identification and prioritisation of timely interventions and support and to identify opportunities for improvements in inclusive practice.
- Are the school's critical incident contact.
- Provide critical incident response coordination.

Student Support Officers

Provide advice and support regarding:

- Applications for Part-time attendance
- Applications for Exemptions from attending school
- Year 13 applications for students with a TCE

INTER-AGENCY STUDENT SUPPORT TEAM

Inter-agency Student Wellbeing Social Workers

- Provide strategic consultation for School Support & Wellbeing Teams regarding interventions for students with complex child safety and wellbeing needs.
- Coordinate targeted interventions within an Inter-agency care team approach.
- Case collaboration with Safe Families, Safe Kids Advice & Referral Line and Tasmania Police.

Inter-agency Safe Homes, Safe Families Social Worker and Psychologists

- Work collaboratively to ensure the necessary supports are in place where there is concern for the safety and wellbeing of a child or young person as a result of family violence.
- Liaise with Safe at Homes Partners.

Youth Court Officers

- Work with young people, families and agencies and other supports to decrease offending behaviour and increase engagement in education.

STUDENT ENGAGEMENT & ATTENDANCE TEAM (SEAT)

Project Officers, Student Engagement & Attendance

- Provide high level support, advice and recommendations to targeted schools and colleges regarding effective practices in improving student attendance and reducing student suspensions.
- Monitor trends, establishing targets, implementing improvements, and addressing risk factors to student engagement and attendance.

Principal Project Officer, Student Engagement & Attendance

- Provide direction, leadership and authoritative decision making, relating to student engagement and attendance with a focus on school practices and compliance with policies and processes.
- Lead a consistent approach to the provisions made by schools and DoE to engage students.

Back On Track Team

- Back on Track works to reconnect with young people who are not currently enrolled and address their barriers to learning, assisting them to re-engage in education or training
- The approach is an assertive outreach process to support young people who have not successfully transitioned from year 10 to 11 & 12.

ACCESSIBILITY SERVICES

Vision Services & Hearing Services

- Hearing Services (HS) support children and students who are Deaf or Hard of Hearing and their families.
- HS help children and students who are Deaf or Hard of Hearing access learning, play and the curriculum.
- Vision Services (VS) supports children and students who are blind or have low vision and their families.
- VS helps children and students who are blind or have low vision access learning, play and the curriculum.
- VS & HS work with young people 0 to 18 years across the state.
- VS & HS have specialist staff to work alongside children and their families.

