

Building an Inclusive School at FERNY HILLS

'Every Student Succeeding'

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Presented by-

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“Equity is who has the keys to the room.
Diversity is who is in the room.
Inclusion is who feels welcome in the room.”



Every student with disability succeeding

Every school day, in every state school, our teachers and school leaders are maximising outcomes for students with disability by engaging them in learning and developing their skills to prepare for their future.

Making sure all students have access to high quality learning opportunities, focused on their individual needs, is a priority for Queensland state schools. We must continue to build the capability of our staff to respond to the complexity of their roles and lift the learning outcomes for students with disability. Creating inclusive school communities is essential for our children and young people's wellbeing and for Queensland's social and economic future.

In 2016, we undertook an independent review to look at how our schools can lift learning outcomes for students with disability.

This review identified many areas of good practice and confirmed the high level of commitment of our teachers and school leaders to provide the best education for every student. The review also told us that we need to set clear expectations for schools, find new ways to connect with parents, and build the capability of our teachers to make learning adjustments to engage students in the classroom.

Strong leadership is critical to building inclusive schools. Our plan is to continue to provide clear direction to our school leaders about lifting the performance of all students, and guidance and support to ensure that students with disability are part of this agenda.

Our plan sets us on a journey to lift learning outcomes, so that every student with a disability is succeeding, and every school is supported to achieve excellence.

“The greatest strength of Queensland state schools is our focus on the success of every student – our inclusive schools are contributing to a diverse and vibrant community and stronger economy.”

NDIE JONES MP
Minister for Education



16_122Adv-ec_Disability-supporting-plan_2017-01-01_V13



Department of Education Plan

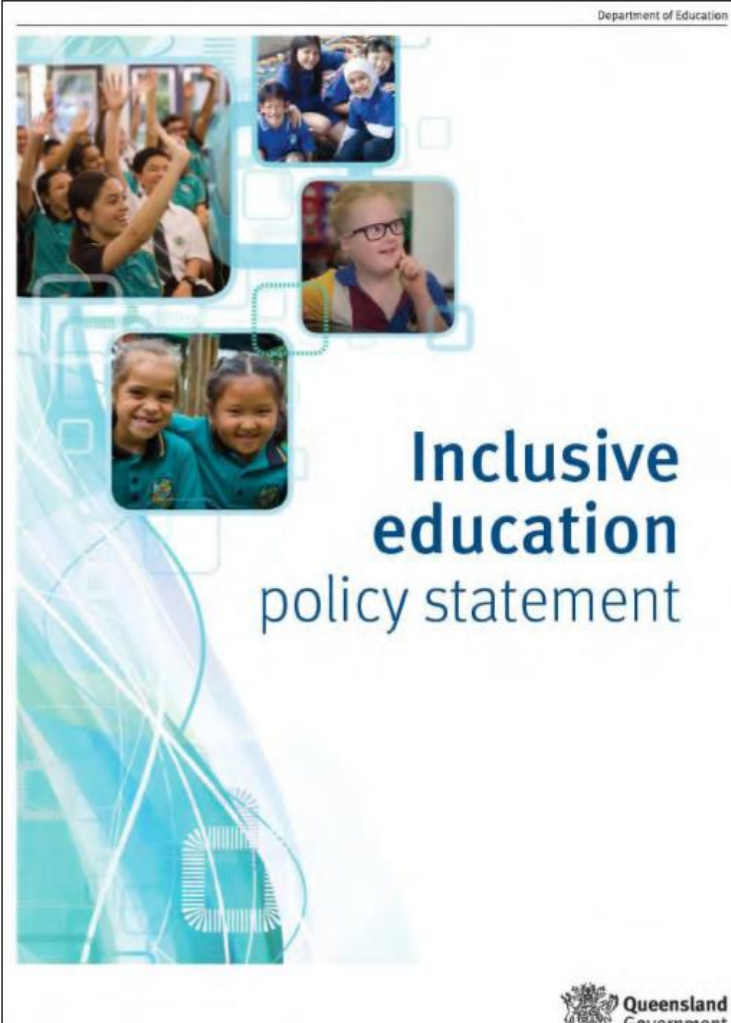
The department's plan is to ensure every school day, in every state school our teachers and school leaders are maximising outcomes for all students.

Policy

METROPOLITAN REGION 2019

Creative, Connected, Engaged in Metro


Department of Education



Inclusive education policy statement

Queensland Government

Department of Education



Inclusive education policy statement

Students with mental health needs

Students in out-of-home care

LGBTIQ+

Refugee students

Cultural and linguistically diverse students

Students with disability

Aboriginal and Torres Strait Islander students

Rural and remote

Gifted and talented students

Every student succeeding

More information: qld.gov.au/inclusiveeducation

What does Inclusive Education mean?



Students experience inclusive education when:

- Assess and participate in learning
- Alongside similar age peers
- Supported by reasonable adjustments
- Teaching strategies tailored to meet need
- Embedded in all aspects of school life
- Supported by culture, policy and every day practice


It is NOT



Integration – students are placed in schools or educational settings with their similar-aged peers but adjustments are not made to meet their individual needs. This limits their ability to fully access or participate in learning. Integration is not necessarily a step towards inclusion.

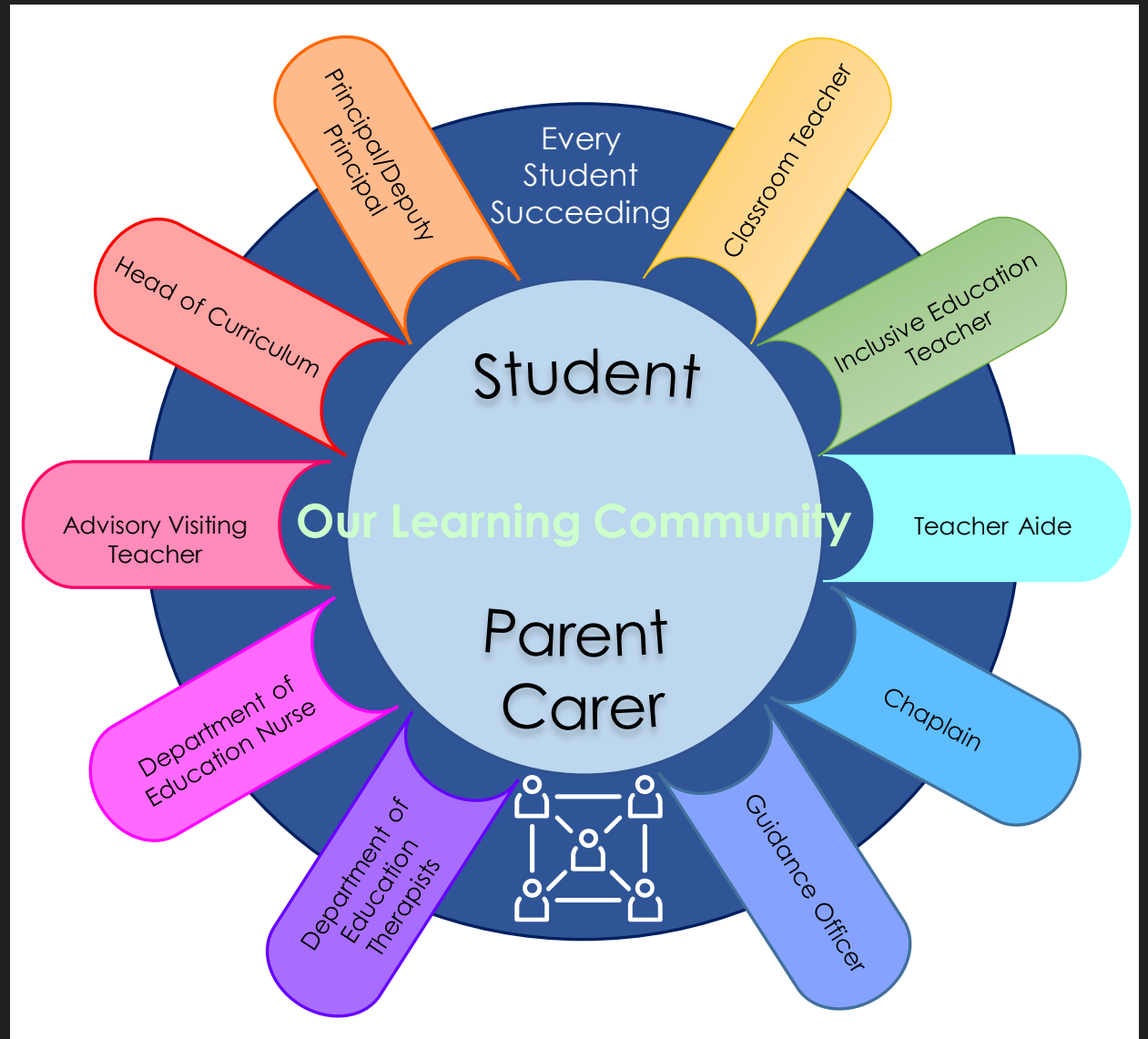


Segregation – students learn in separate environments, designed or used to respond to their particular needs or impairment, in isolation from other students.



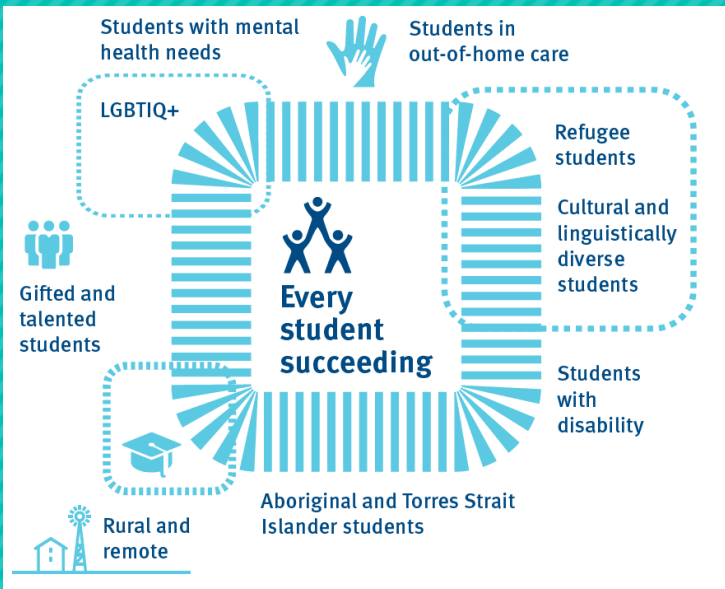
Exclusion – students are unable to access any form of education.

Our Team



Who does our Inclusive Education Team support?

- Medical needs e.g. Diabetes, epilepsy
- Disabilities, include diagnosis of:
 - Dyslexia, Dyspraxia
 - Anxiety
 - general learning disabilities
 - EQ verified disabilities - ASD, SLI, ID, HI, VI & PI
- Refugee Students
- Out of home care
- Mental health needs
- Culturally and linguistically diverse students
- Gifted and Talented
- Experienced trauma
- LGBTIQ+



How are students identified?

Students are identified as requiring additional support via two avenues:

- Identification through analysis of student data and ongoing monitoring of student progress, including;
 - Curriculum
 - Behaviour
 - Wellbeing
 - Attendance
- Or a diagnosed disability

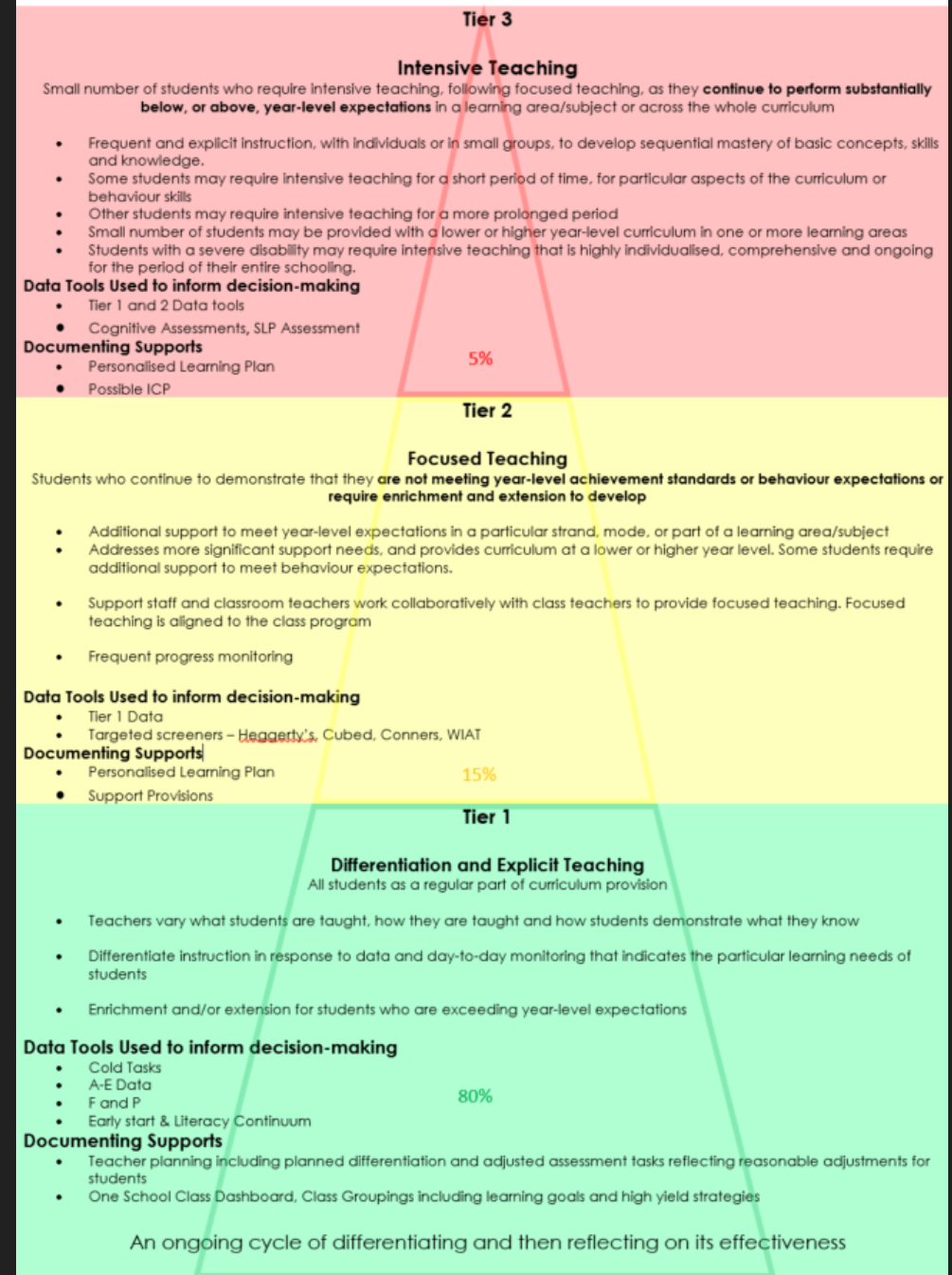
Supporting our Learners

The whole school approach consists of:

Classroom Teachers plan for every student to participate and learn.

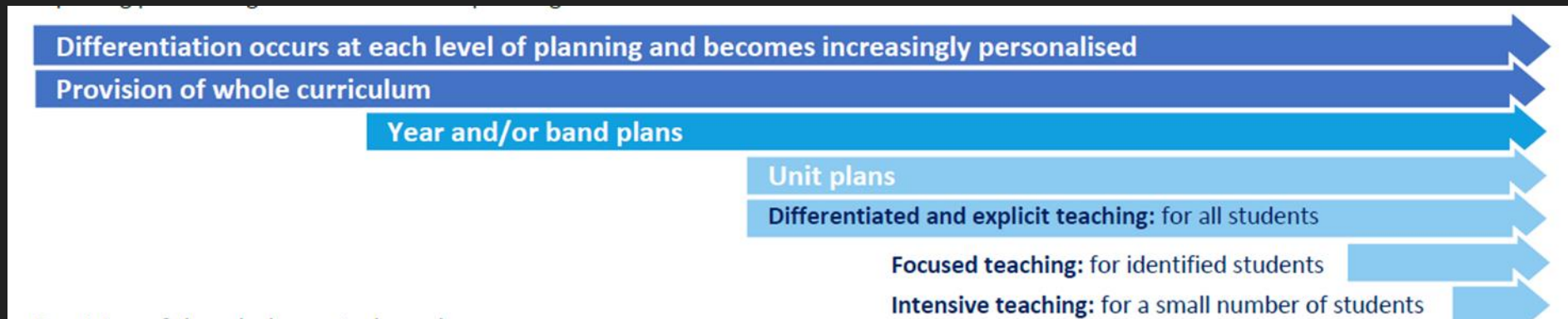
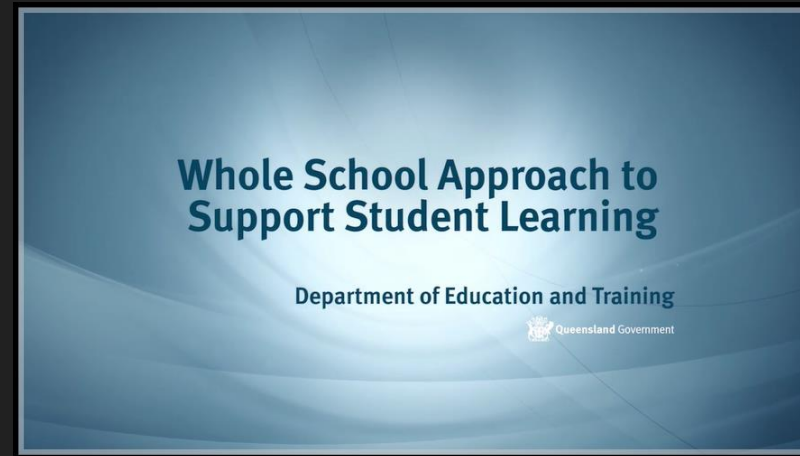
- Staff supporting student with:
 - access
 - Participation
 - achievement
- Three tiers of Support increase with levels of adjustments, monitoring of student learning and behaviour, and involvement of support staff, :
 - Differentiated Teaching
 - Focused Teaching
 - Intensive Teaching
- Tier of support identified through:
 - analysis of student data
 - ongoing monitoring of progress

The process of support





<http://mediasite.eq.edu.au/mediasite/Play/f767dad22ba648c1b34ec5d08c7a8b2a1d?playFrom=3000>



10 Reasons for Inclusive Schools

Everyone is valued and participates to the best of their ability.

All children have equal access.

Focus is on child's abilities, not disabilities.

All children learn alongside their same-age peers.

Various resources and technologies are used for different learning styles.

Children become accepting of one another.

Students have positive and appropriate supports in the classroom.



Meaningful relationships develop between students as they spend time with one another.

Teachers are highly trained at delivering a differentiated curriculum to meet individual needs.

Students develop confidence in their ability to interact with the world around them.

EVERYONE IS WELCOME!