

ADVANCING EDUCATION



WOOROOLIN
STATE SCHOOL

Inclusion and Diversity Framework 2018

Every Student Every Day Achieving

FAIR ISN'T

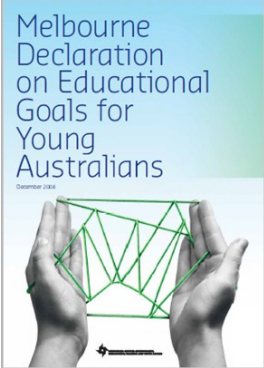
everybody getting the
same thing.....

FAIR IS

everybody getting
what they need
In order to be

SUCCESSFUL.

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The Melbourne Declaration on Educational Goals for Young Australians declares that 'all Australian governments and all school sectors must provide all students with access to high-quality schooling that is free from discrimination based on gender, language, sexual orientation, pregnancy, culture, ethnicity, religion, health or disability, socioeconomic background or geographic location'.

Inclusive education ensures that schools are supportive and engaging places for all school community members. It builds communities that value, celebrate and respond to diversity. It is underpinned by respectful relationships between learners and school community members. It is supported by collaborative relationships with parents and communities through communication, learning partnerships, participation and consultative decision-making.

Inclusive education means that every day in every classroom, every state school student is learning and achieving in a safe, supportive, inclusive and disciplined learning environment.

Wooroolin State School aims to -

- provide high-quality education for all students
- respond constructively to the needs of educationally disadvantaged/marginalised students
- view difference as a resource to support learning
- ensure that all school community members feel safe and free from discrimination, bias and harassment
- promote locally negotiated responses to student, family and community needs through effective community engagement processes and cross-agency collaboration
- ensure that inclusive education practices are embedded in all state schools policies and initiatives.



Introduction to Inclusive Education

At the core of inclusive education is the human right to education for all, which is pronounced in the *Universal Declaration of Human Rights* in 1948 (UNESCO).

Inclusive education means that all students are welcomed by their school in age-appropriate settings and are supported to learn, contribute and participate in all aspects of school. Inclusive education is about how schools are developed and designed, including classrooms, programmes and activities so that all students learn and participate together. In order to create an inclusive environment, changes and modifications may need to be made to help a student or group of students participate on the same basis as other students. The changes or modifications made will reflect the assessed individual needs of the student and can be made in both the classroom and whole school setting.

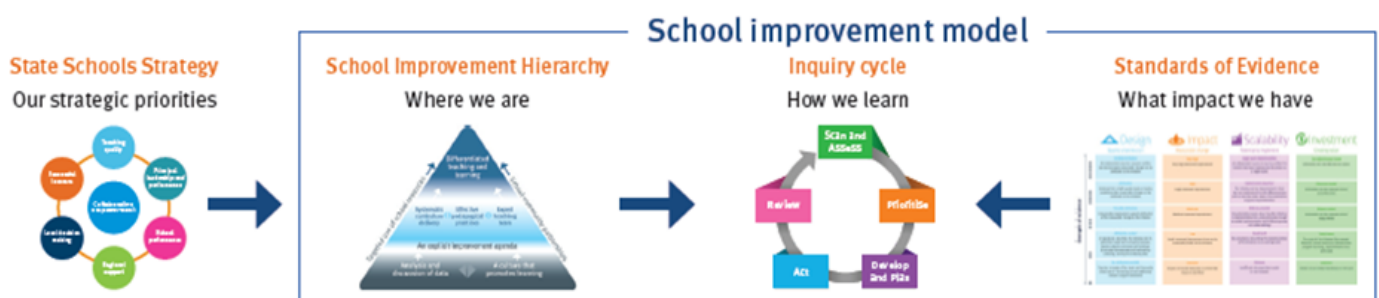
Modifications are often referred to as adjustments to meet individual needs. Adjustments can be made to a range of areas to support an individual student, including but not limited to the way that teaching and learning is provided, changes to the classroom or school environment, the way that students' progress and achievements are assessed and reported to parents, the provision of personal care and planning to meet individual needs, as well as professional learning for teachers and support staff.

The legal responsibilities of educators who work with students with disability are outlined in the *Disability Standards for Education 2005* (the Standards). The Standards seek to ensure that students with disability can access and participate in education on the same basis as other students. The Standards were formulated under the *Disability Discrimination Act 1992* (DDA). The Standards clarify and elaborate the legal obligations of all education providers to students with disability under the DDA. The Standards also set out how education is to be made accessible to students without disability, including the provision of 'reasonable adjustment' where necessary to enable this.

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Every Student Succeeding, State Schools Strategy 2018—2022

Every student succeeding is the shared vision of Queensland state schools. This strategy underpins regional and school planning to ensure every student receives the support needed to belong to the school community, engage purposefully in learning and experience academic success.



The 2018 –2022 *State Schools Strategy* priorities are to -

- Improve academic achievement for all students
- Lift the performance of our top students
- Improve reading and writing for all students
- Close the gap for Aboriginal and Torres Strait Islander students
- Improve the participation and achievement of students with disability
- Enhance the learning opportunities of rural and remote students

The Department of Education’s Inclusive Education Policy supports the shared vision and the right for students of all social, cultural, community and family backgrounds, and of all identities and all abilities to receive high quality education.

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Every Student with Disability Succeeding

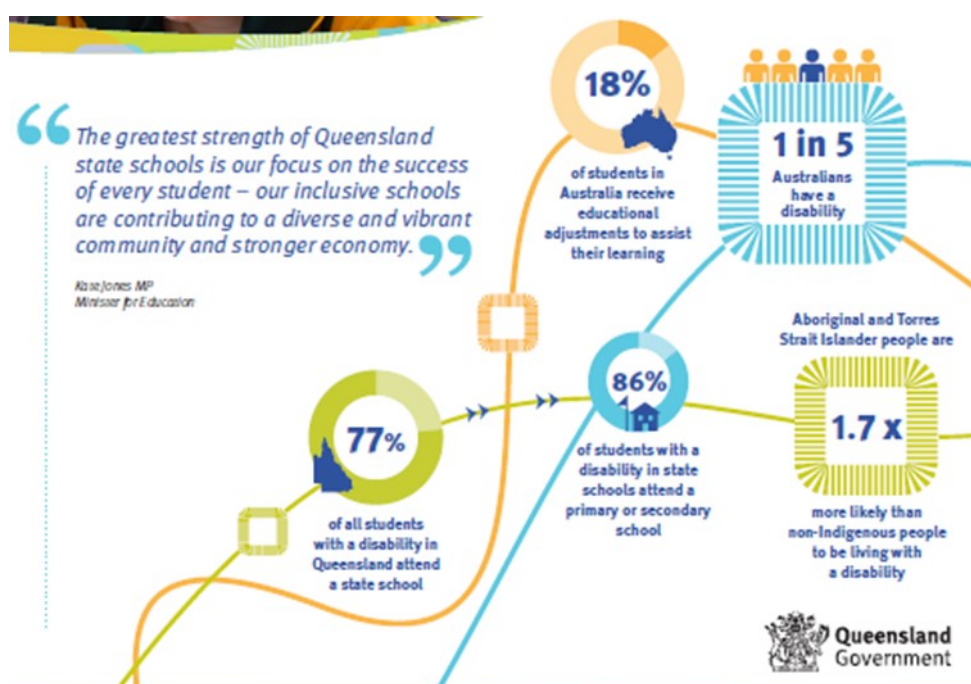
At Wooroolin State School our teachers and school leaders maximise outcomes for students with disability by engaging them in learning and developing their skills to prepare for their future. Making sure all students have access to high quality learning opportunities, focused on their individual needs, is a priority for Wooroolin State School. Our school aims to lift the learning outcomes for students with disability by building the capability of our staff.

Our plan for students with disability will:

- ensure teachers have the support and training they need
- respect and embrace parents and families as partners in their children's education
- make sure students with disability are included and welcomed in every state school.

We will measure the success of our plan by:

- improving the A-E performance for students with disability
- decreasing the proportion of students with disability receiving a school disciplinary absence
- reducing the number of students with disability not attending a full-time program





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Setting Expectations

Wooroolin State School is committed to providing all students with access to high quality learning, focused on their individual needs, at their local school.

At Wooroolin State School we seek to improve outcomes for students with disability by –

- consolidating and expanding the implementation of Positive Behaviour for Learning at classroom and the whole school level to improve learning environments for all students, and
- developing performance measures and processes that help school leaders and classroom teachers to monitor and target key learning outcomes for students with disability.

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Focussing on Capability

Wooroolin State School is committed to providing our staff with the support and training they need to lift the learning outcomes for students with disability. We aim to deliver high quality teaching with confident and capable staff.

At Wooroolin State School we seek to

- use technology and existing networks to share good practice and outcomes of inclusive practices
- support teachers to manage student behaviour in a proactive and positive manner by increasing confidence and capability of teachers and school leaders in evidence-based interventions to support the engagement of all learners
- build expertise in teaching students with disability in a range of learning settings and through the Developing Performance Framework for all staff
- review the resourcing for Wooroolin State School including consideration of resourcing for students with disability

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

Emmanuel Schanzer, Bootstrap Program Director

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Partnering with Parents

Working with parents and families of students with disability is essential in strengthening educational outcomes. Staff at Wooroolin State School respect that parents and families have different needs and engagement with families is based on their individual circumstances. Wooroolin State School seeks to ensure all families feel welcome, and their children have a sense of belonging within the school community. The Disability Standards for Education 2005 require education staff to consult with a student with disability - or their parent or other associate - before making reasonable adjustments. The Education for children with disability guide for parents aims to give parents a broad understanding of the support available in Queensland state schools for children and young people with disability. Parents and carers feedback about their child's education is important at Wooroolin State School and we are committed to ensuring all complaints are dealt fairly and equitably.

At Wooroolin State School we aim to –

- engage with experts and key stakeholders in inclusive education
- support families to engage in the learning of their child by developing information packages on curriculum planning, behaviour management and learning outcomes
- develop information for Aboriginal and Torres Strait Islander parents and families about learning for students with disability that is culturally appropriate
- work with advocacy groups to support stronger partnerships between schools and parents of students with disability

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Support Services and Resources

Targeted resources are provided to Wooroolin State School to assist schools to address the diverse learning needs of its students. Additional targeted resources are provided either directly to schools or to regions. The department provides resourcing directly to schools to allow greater flexibility, and to enable Wooroolin State School to explore innovative ways to tailor programs to maximise students' potential. These resources are in addition to the classroom teachers and general teacher aide time already allocated to Wooroolin State School. Wooroolin State School is also able to request access to a range of specialist services.

The department supports school autonomy and believes that decisions about the needs of students are best placed at the school level, by professionals who know their students. Direct to school resourcing is delivered through a number of models:

- Whole School Support - Student Learning Resource (WSS-SLR)
- Education Adjustment Program (EAP)

Targeted funding is not allocated directly to students. Wooroolin State School is allocated the resources, with the principal responsible for supporting the educational programs of all students with disability at Wooroolin State School.

Other funding to assist students with disability includes Investing for Success (I4S).

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Targeted intervention and other support services

Regions and schools provide a continuum of support and services for students with disability and learning difficulties. This may include:

- guidance officers
- support teachers (literacy and numeracy)
- speech-language pathologists
- behaviour support teachers
- English as an additional language or dialect
- Auslan support
- nurses
- teacher aides
- chaplains
- assistive technology
- alternative format materials
- special provision for assessment
- other supports available at the school level as determined by the school.

Students who meet EAP criteria may also have access to:

- specialist teachers (disability specific)
- physiotherapists
- occupational therapists
- statewide services for students with vision impairment.

In addition, Wooroolin State School has access to regional inclusion coaches, autism coaches, mental health coaches, principal advisors student protection and advisory visiting teachers specialising in hearing, physical or vision impairment. Regions may also provide other support services to meet local context.



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Autism Hub and Reading Centre

The Autism Hub and Reading Centre work with, and support school leaders, teachers and parents to improve the engagement and educational achievement of students with autism, and to inspire, encourage and teach young Queenslanders to read.

Early childhood development programs and services

Early childhood development programs and services provide specialised education support to children prior to Prep. Wooroolin State School works closely with the Kingaroy ECEC (Early Childhood Education Centre).

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Reasonable Adjustments

Wooroolin State School has a legal requirement to provide reasonable adjustments, where necessary, for students with disability, to ensure they are able to participate in education and training on the same basis as students without disability.

An adjustment is a measure or action taken to assist a student with a disability to participate on the same basis as other students (Disability Standards for Education 2005 [DSE]. *On the same basis* means that while all students will access age-equivalent content, their focus and the way they access it might vary, depending upon their strengths, interests, goals and needs.

Reasonable adjustments are developed in consultation with the student, their parents or carers, and relevant school staff. Reasonable adjustments apply to all types of learning, including learning at school, and on excursions and camps.

Reasonable adjustments are flexible and take into account the changing needs of the student. They balance the interests of all parties.

The process for making a reasonable adjustment outlined in DSE involves:

- consultation with the student (if possible), and their parents or carers
- consideration of whether an adjustment is necessary to enable the student to participate on the same basis as other students
- if an adjustment is necessary, identification of a reasonable adjustment or adjustments
- making the reasonable adjustment.

Wooroolin State School works closely with parents or carers, the regions and the department to carefully consider what is a reasonable or unreasonable adjustment in instruction and access to curriculum. All possible solutions are examined and relevant professionals or other parties may be consulted. The student's needs, and the best way to meet them while balancing the needs of others, are given the highest priority.

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An adjustment is reasonable if it:

- supports a student to participate on the same basis as other students
- takes into account the student's learning needs, and
- balances the interests, including safety, of all concerned (students and staff).

The online resource Disability Standards for Education: A practical guide for individuals, families and communities provides information about the obligations that education providers have to comply with the DSE and the provision of reasonable adjustments.

Wooroolin State School draws on the supports that are available in the region and central office to clarify issues regarding an adjustment. It should be noted that adjustments:

- may benefit all/other students, but are essential for the identified student to access and participate in the intended curriculum
- need to be specific and targeted to the identified impairment and the individual student
- include the range, breadth, frequency and complexity of adjustments that are required.

Reasonable adjustments can include a range of strategies. Adjustments reflect the identified individual needs of the student, and assist the student to access and participate in the class program. Teachers can provide **instructional** and/or **access** adjustments.

INSTRUCTIONAL ADJUSTMENTS	
Planning	
<i>Curriculum</i>	Consider ways of incorporating the students specific interests into the learnings you intend to cover Plan to provide experiences for concept development Plan to incorporate curriculum specific elements related to the needs of students with a specific impairment (eg communication skills, study and organisational skills) Plan for auditory, tactile and kinaesthetic experiences where appropriate Plan with others – AVT, SLTs
<i>Communication</i>	Plan to explicitly teach the vocabulary and grammatical structures associated with a unit of work Plan for visual supports to instruction
<i>Social Emotional</i>	Plan to directly teach routines and structures of the school and classroom
Teaching	
<i>Curriculum</i>	Consider team work for task completion Instruction can be delivered within a small group Teach the use of organisers such as colour coding, pictorial labels Reduce the amount and complexity of materials and text where appropriate Use mnemonic devices
<i>Communication</i>	Provide visual reminders, gestural cues and smaller steps Check for understanding of the task Prepare for transition and change. Use vocabulary guides
<i>Social Emotional</i>	Explicitly teach routines, expectations of behaviour and consequences
Assessment	
<i>Curriculum</i>	Have expectations of quality at an appropriate level, not quantity Use one-to-one conferences Clearly identify assessment goals before beginning a unit of work Allow students some capacity to negotiate some aspects of criterion-based assessments
<i>Communication</i>	Revise the language expected in student responses Ensure that assessment tasks are in clear, simple language
Resources	
<i>Curriculum</i>	Provide a range of sources of the information eg readers, magazines, posters Use computers to provide additional practice of concepts and skills Use peers, volunteers, buddies, co-teaching strategies and specialists Provide appropriate prompts
<i>Communication</i>	Use assistive technology and communication supports to create and access information Give short clear instructions Allow 'wait time' for the student to process information
<i>Social Emotional</i>	Develop and maintain structured routines and timetables Give time limit warnings Develop smooth transitions that take into account different learner needs

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ACCESS ADJUSTMENTS	
Planning	
<i>Communication</i>	Use routines and structures to support students to predict what will come next in the program Allow time for the teaching of language and listening skills in the classroom context
<i>Social-emotional</i>	Provide warning of any changes to routines where possible Plan for breaks during the day as an opportunity to reduce stress Plan access to rewarding activities during the day
<i>Health & Safety</i>	Plan to ensure the student's participation and safety in excursions, camps and other learning experiences
<i>Learning Environment</i>	Some students with an autism spectrum disorder find handwriting stressful and difficult. Plan to use word processing technology Consider settings inside and outside the classroom (eg lunch) Consider extra-curricular activities (eg religious education, sports days) Plan for additional time, if required, for the student to complete assigned tasks
Teaching	
<i>Communication</i>	Gain the student's attention before you give instructions Ensure you are clearly visible to the student at all times Avoid moving around the classroom while speaking Use a focussing phrase – eg SHELL
<i>Social emotional</i>	Consider exempting the student from subjects which may prove to be stressful such as music, sport and parade
<i>Health & Safety</i>	Provide alternative arrangements/additional supervision for HPE and practical lessons such as Science
<i>Learning Environment</i>	Adjust student positioning to accommodate for the student's visual range Alternate near and distance tasks, and reading and writing activities
Adjustments in Assessment	
<i>Communication</i>	Use alternative ways of demonstrating competency Identify barriers in assessment that may prevent the deaf/hearing impaired student from demonstrating their knowledge and skills or competence Use an alternative communication system to demonstrate student learning
<i>Learning Environment</i>	Organise for additional breaks and extra time, if required Provide specialised equipment (eg TTY, FM system) Vary the conditions for a task Use technology to record student work Use a scribe

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Adjustments in Environment	
<i>Communication</i>	Avoid glare or light behind you Personalise learning spaces with pictorial sequences, rule reminders or labels Seat the student to enable work with a peer to cue them to task and clarify instructions
<i>Social emotional</i>	Create a positive communicating and learning environment Establish a positive teacher/student rapport Encourage an attitude of participation and acceptance Model problem-solving in social context
<i>Health & Safety</i>	Ask the student and parents/carers to describe anything that may be distressing in the environment – dietary, noise, smell, light levels Provide a chill out zone for de-stressing, or headphones during noisy periods Respectfully manage the student's physical needs Consider the documentation of a risk management plan to support access to fire drills, excursions and camps
<i>Learning environment</i>	Seek alternatives for the playground if this environment is problematic – supervised play, quiet space in the library Be aware of the effect of environmental noise on a deaf/hearing impaired student Reduce distractions – auditory, physical, movement Provide space for students to work quietly with an adult volunteer or aide
Adjustments in Resources	
Source and borrow appropriate available resources Seek training in specific equipment for all relevant staff to ensure continuity of student access to learning Consider human and material resources already available in the school community Use computers to provide additional practise of concepts and skills Develop consistent classroom procedures Establish rules Use assistive technology such as an FM system Utilise peers, volunteers, teaching teams and specialists	

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Planning for Personalised Learning and Support

Personalised learning requires attention to the unique needs of all students and all abilities, acknowledging that each have different learning needs. This resource provides guidance around personalised learning and support.

Guiding Principles

Every student has their own aspirations, learning needs, strengths and interests and it is the responsibility of schools to respond to every student and their unique characteristics, with high expectations for achievement. Providing personalised learning and targeted support is one way they achieve this.

The principles underlying personalised learning and support involve:

1. Quality teaching and learning
 - All students can learn
 - Every child has a right to a high quality education
 - Effective teachers provide engaging and rigorous learning experiences for all students
 - A safe and stimulating environment is integral to enabling students to explore and build on their talents and achieve relevant learning outcomes
 - For students with disability and additional learning needs, reasonable adjustments should be made where required.

2. Consultation

- Effective consultation requires meaningful participation by all contributors and should recognise the input of all participants; the student, their family or carer, school personnel, other professionals and other relevant people.
- The Disability Standards for Education 2005 state that, before the school makes an adjustment for a student, the student or the family/carers of the student must be consulted about the type of adjustments required.
- Consultation should be tailored to the needs of the student and their family or carer. It should involve consideration of learning needs and strengths, aspirations, cultural, social and religious diversity.
- Decision-making processes can include the student and people who support the student on a regular basis. This can include parents, carers, other family members, other professionals and relevant school staff. Decisions should be clearly explained to and understood by all people involved in this process.
- Families are able to make decisions about the nature of their involvement in the consultation process.

3. Collaborative practice and planning

- Meeting the learning and support needs for all students is the responsibility of the school principal, teachers and the school community working together.
- Collaborative planning is enhanced by focusing on goals, strategies, learning needs and strengths, and achievement.
- Planning should be clear, timely and transparent for everyone involved.
- Decision-making processes should be inclusive and understood by the student and their family or carer, school staff and other relevant people.

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Process

The United Nations Convention on the Rights of Persons with Disabilities (2008) is a global effort to promote the equal and active participation of all people with disability. Australia ratified this convention, which means that it is committed to promoting, protecting, and ensuring that people with disability are given full equality under the law. The process of personalised learning and support is in line with the Convention, and aims to ensure that effective personalised support measures are provided in learning environments that maximise academic and social development, consistent with the Convention's goal of full inclusion.

Personalised learning requires attention to the unique needs of all students of all abilities, acknowledging that each have different learning needs. This is particularly relevant for students with disability and additional learning needs.

In addressing personalised learning and support, a process can be followed which involves the student's support networks, and which aims to build on the student's strengths.

The personalised learning and support process is informed by:

- Gathering information about the student's learning strengths and needs
 - Considering the student's background, including their cultural and family context
 - Assessing the available resources within the school and school staff capability. This may lead to additional staff training, re-allocation of school resources, developing new programmes or systems
 - Identifying the student's goals and skills required for the future
 - Examining strategies for teaching
- Determining timelines for reviewing goals and the planning process.

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Below are four key steps in implementing personalised learning and support:

1. Get to know the student

- Get to know the student, their background, strengths, interests and goals.
- Conduct or gather assessments to identify the types of adjustments required to support the student. Assessment can relate to access, participation, behaviour support, medical needs, or learning supports.

2. Consult

- Engage with the student and their family/carer to identify the student's aspirations, goals, strengths and needs.
- Seek expert advice, where relevant, on the students' needs; including medical, personal, physical, communication, sensory and learning needs.
- Seek clarity in understanding current achievement levels to ensure high expectations in personal education outcomes.
- Ongoing consultation may be required as the students' needs change.

3. Plan and implement personalised learning and individualised support measures

- Identify options and select adjustments, interventions and other supports that will be provided to address the student's identified learning needs and build on their strengths.
- Consider the impact of the adjustments on the student, other students and the school.
- Design age-appropriate learning tasks, resources and learning materials
- Seek any required equipment, assistive technology, or additional resources for the student's learning needs.
- Identify and complete professional learning if required.
- Select and implement appropriate teaching strategies to facilitate effective learning for the student
- Embed differentiated classroom practice within teaching and learning programmes throughout the school.



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4. Evaluate the impact of personalised support measures provided to the student
 - Support measures provided to the student should be evaluated by the team involved in the planning.
 - The reviews can be discussed and agreed to by the planning members. It is important to review the support measures provided on a regular basis to ensure that the adjustments made are still relevant and required for the student to achieve high quality outcomes, or whether further support measures need to be incorporated.
 - If the student requires new adjustments, modifications to equipment, or new resources to support learning and participation, these should be discussed again with the planning team. The focus should always be on the student and how these support measures will assist the student to reach their goals.

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Learning and Reading Difficulties

Some students have difficulties learning to read, write or work with numbers due to a range of reasons, for example a disability, transience or missed schooling due to illness. Some examples of learning disability are:

- specific learning disorder with impairment in reading (dyslexia)
- central auditory processing disorder
- language disorder
- developmental coordination disorder
- specific learning disorder with impairment in mathematics (dyscalculia)
- speech sound disorder
- attention deficit/hyperactivity disorder

The school does not need a formal diagnosis of a learning disability to provide students with support. Schools identify and respond to learning needs regardless of cause, through ongoing monitoring and assessment of student progress. Schools support students by using differentiated teaching practices, assistive technology and where necessary focused and intensive teaching.

The DET Reading Centre opened at the beginning of the 2016 school year to provide specialist advice to educators and parents on how to teach reading and support readers, including strategies for students with dyslexia. Their website provides information, resources and contacts for the centre.

The following links provide evidence-based information on various teaching strategies:

Centre for Effective Reading

MUSEC Briefings (Macquarie University Special Education Centre Briefings)

The What Works Clearinghouse

The list below provides links to some of the organisations that can provide support for students with learning difficulties and their families. All organisations are listed alphabetically and are not specifically endorsed by the department.

LD Online

Learning Difficulties Australia

The International Dyslexia Association

National Center for Learning Disabilities

SPELD Queensland



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Nationally consistent collection of data on school students with disability

All Australian state and territory governments have agreed to implement a nationally consistent collection of data (NCCD) on school students with disability.

The nationally consistent collection of data on school students with disability will help to present a more reliable, consistent and transparent view of students with disability across Australia. This improved information will help education authorities and schools better target programs and resourcing decisions, contributing to more effective outcomes and a quality learning experience for all young Australians.

The national data collection on students with disability acknowledges the work already undertaken in Queensland state schools to support students with disability. It assists schools to identify and support students with disability so they can access and participate on the same basis as their peers.

Wooroolin State School participates in the NCCD on school students with disability.

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Targeted Resourcing

Direct to School Resourcing

Targeted resourcing is not allocated directly to students. It is allocated to schools with principals being responsible for the effective use of the resourcing to support students.

There are four models that determine the level of resources provided directly to schools. The Students with Disability, Whole School Support – Student Learning Resource (WSS-SLR), English as an Additional Language/Dialect, and Investing for Success (I4S) funding models. Wooroolin State School receives funding in three of these four models.

In addition to the direct to school allocations, each region is allocated a small funding pool as part of the Students with Disability and WSS-SLR funding models to assist in responding to school's unique, emerging and complex situations.

Schools can also access the following specialist services provided through the Students with Disability funding model:

- Advisory visiting teachers (for hearing impairment, vision impairment and physical impairment)
- Occupational therapists
- Physiotherapists
- Speech-language pathologists
- State school registered nurses
- Early childhood development programs/services

Each region also has an Inclusion Coach, Autism Coach, Mental Health Coach, Student Protection Advisor and a Positive Behaviour Coordinator.

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Students with Disability Funding Model

The Students with Disability Funding model provides each school's specialist teacher and teacher aide time allocations. The resourcing model includes students with disability who commence Prep, where the parent has given consent to proceed with the EAP (Educational Adjustment Process), and there is a verification record in the department's Adjustment Information Management System (AIMS).

Under this model:

- 25% of the total statewide allocation is distributed according to the school's total enrolments with an Index of Relative Socioeconomic Disadvantage rating
- The remaining 75% is allocated based on the number of students with disability who are identified as requiring significant education adjustments related to autism spectrum disorder; hearing impairment; intellectual disability; physical impairment; speech-language impairment; and vision impairment as determined through the EAP.

Whole School Support – Student Learning Resource (WSS-SLR) Funding Model

The WSS-SLR funding model provides guidance, learning support, behaviour support, and Indigenous support.

Under the WSS-SLR funding model:

- 80% of the total statewide allocation is based on school day eight enrolment numbers
- 20% of the total statewide allocation is based on school enrolments, weighted according to the school's Index of Community Socio-Economic Advantage (ICSEA)

Investing for Success

This funding supports students – particularly those most in need – to improve learning outcomes. Wooroolin State School has the flexibility and autonomy to decide how the funding should be invested to meet specific needs in their local context. The funding allocation for schools includes a loading for students with disability.

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Students in Out of Home Care

For students in out-of-home care (OOHC), learning and achieving good educational outcomes can be extremely challenging. Experiences of abuse and neglect, trauma, disrupted attachments, removal from family and placement changes can impact negatively on their functioning. Research shows that children in OOHC often experience poor educational and life outcomes compared to other children.

Queensland data indicates that students living in OOHC show lower rates of achievement of the National Minimum Standards in NAPLAN tests than all Queensland students. Students in OOHC are also more likely to be not in the labour force, earning or learning six months after completing Year 12. Given such evidence, it is clear that students in OOHC require additional assessment, planning and support to reach their full academic, social and emotional potential and to participate in school activities.

Wooroolin State School takes a whole of school approach to supporting students in out-of-home care.

Wooroolin State School -

- Uses a whole of school approach which encourages planning and implementation of evidence based practices that will improve the educational outcomes for students in OOHC.
- Raises awareness of the special needs and vulnerabilities of students who have been abused and/or neglected and who are living in OOHC and actively support their learning and wellbeing
- Informs staff about the potential impacts of abuse and neglect, trauma, disrupted attachments, removal from family and placement changes on a student's ability to learn and function within the school and classroom settings and share insights and information about effective practices, initiatives and programs.

Individual student achievement

In partnership with the student, Child Safety officer, carer and key stakeholders, Wooroolin State School develops an [Education Support Plan](#) (ESP) for each student in OOHC and regularly reviews and updates the ESP to ensure that it continues to meet the student's evolving academic, social and emotional needs. Wooroolin State School supports students in OOHC to achieve their full potential by maintaining high expectations and setting goals that lead to improved achievement. The school ensures every student is engaged in the process of developing and reviewing their ESP and understands the advantages of setting educational goals and identifying resources that might be needed for achieving them. Wooroolin State School shares information about these expectations and goals with carers, Child Safety staff and other professionals.

Wooroolin State School works in partnership with Child Safety staff to minimise disruptions to school attendance for students in OOHC, including disruptions due to school transfers caused by placement instability and school disciplinary absences.

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Individual Student Achievement (continued)

In partnership with Child Safety Wooroolin State School staff, respond to behavioural issues that may impact negatively on the educational outcomes for students in OOHC including accessing [Evolve Interagency Services](#) and behaviour support personnel. Where possible, Wooroolin State School tracks issues and intervenes early to provide maximum support and use school disciplinary absences as a last resort.

Collaborative partnerships

Wooroolin State School regularly engages with carers, Child Safety staff and other professionals in supporting the learning, participation and achievement of students in OOHC. Wooroolin State School supports carers to be actively engaged in their child or young person's learning, at home and at school - this may include practical literacy and numeracy activities they can undertake in the home, regular communication about homework, or guidance about additional reading materials they could provide to the child or young person. Wooroolin State School contributes, as required, to Child Safety or other planning processes to ensure relevant educational issues are reflected in plans for intervention with a student in OOHC.

Monitoring progress

Wooroolin State School regularly monitors and reviews the educational outcomes for students in OOHC and consider best practice strategies and initiatives that will continue to close the gap between students in OOHC and other students in the school. The school reviews relevant information, including: OneSchool data; use of regional resources, including funds provided through the Education Support Funding Program; and State and National data, to ensure that strategies, programs and initiatives are having a positive impact on the achievement of educational outcomes for students in OOHC.

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STUDENT DIVERSITY

Introduction

Wooroolin State School reflects the diverse nature of communities across Queensland. Every day, we respond to the unique learning and support needs of our school population to ensure every student has the opportunity to learn and succeed in a safe, supportive, inclusive and disciplined learning environment. Every situation is different and is managed on a case-by-case basis.

What the Legislation Says

The *Anti-Discrimination Act 1991* prohibits state schools from discriminating on the attribute of gender identity or sexuality. The *Sex Discrimination Act 1984* also prohibits discrimination on the basis of a person's sex, gender identity, intersex status or sexual orientation in the area of education. Schools must provide all students who identify as same-sex attracted, intersex or transgender with access to high-quality schooling that is free from discrimination based on gender and sexual orientation.

Links to relevant legislation:

Anti-Discrimination Act 1991 (Qld)

<https://www.legislation.qld.gov.au/legisltn/current/a/antidiscrima91.pdf>

Sex Discrimination Act 1984 (Cwlth)

<https://www.legislation.gov.au/Details/C2016C00880>

Sex Discrimination Amendment (Sexual Orientation, Gender Identity and Intersex Status) Act 2013

www.comlaw.gov.au/Details/C2013A00098

Information Privacy Act 2009 (Qld)

www.legislation.qld.gov.au/LEGISLTN/CURRENT/I/InfoPrivA09.pdf

Education (General Provisions) Act 2006

www.legislation.qld.gov.au/LEGISLTN/CURRENT/E/EducGenPrA06.pdf

Principles of decision making at Wooroolin State School

Student wellbeing is a priority for Wooroolin State School. The school aims to ensure respectful arrangements are made that consider the needs of all students and seeks to implement strategies to ensure the student is not discriminated against, either directly or indirectly. Wooroolin State School aims to maintain the privacy and confidentiality of student information, including information about education adjustments and ensures consent is obtained, as required, if student information needs to be shared. Staff at Wooroolin State School discuss with the student/parent/carer any considerations regarding the sharing of information.

Every Student Every Day Achieving

Religious Diversity

Queensland is a dynamic and diverse society with many cultures, languages and religions. People from all over the world have come to call Queensland home, bringing with them a broad range of experiences, skills and customs.

Wooroolin State School embraces this multitude of cultural, religious and non-religious beliefs and encourage students to grow and develop as a whole person, in particular, in beliefs, values and attitudes.

Wooroolin State School respects the background and beliefs of all students and staff by not promoting, or being perceived as promoting, any particular set of beliefs in preference to another.

Wooroolin State School aims to respond to the religious diversity of students through whole-school approaches, adjustments for specific students or adjustments in certain circumstances.

Some examples of ways that Wooroolin State School responds flexibly include:

Attendance - although parents are encouraged to ensure their child misses as little school as possible, in some circumstances it may be reasonable for a student to be absent to participate in a special religious observance or attend a funeral. These absences should be documented through the provision of a written or verbal explanation from the parent and recorded in the school roll appropriately.

Dress code - ensuring there are strategies to accommodate special circumstances of students e.g. religious and cultural beliefs.

Tuckshop - providing healthy food and drink choices that meet the range of dietary requirements for students at the school e.g. halal, vegetarian.

Class activities - adjusting a class activity to accommodate religious and cultural beliefs e.g. providing information in text or picture form instead of a television program.

Considerations for students who are transgender or intersex

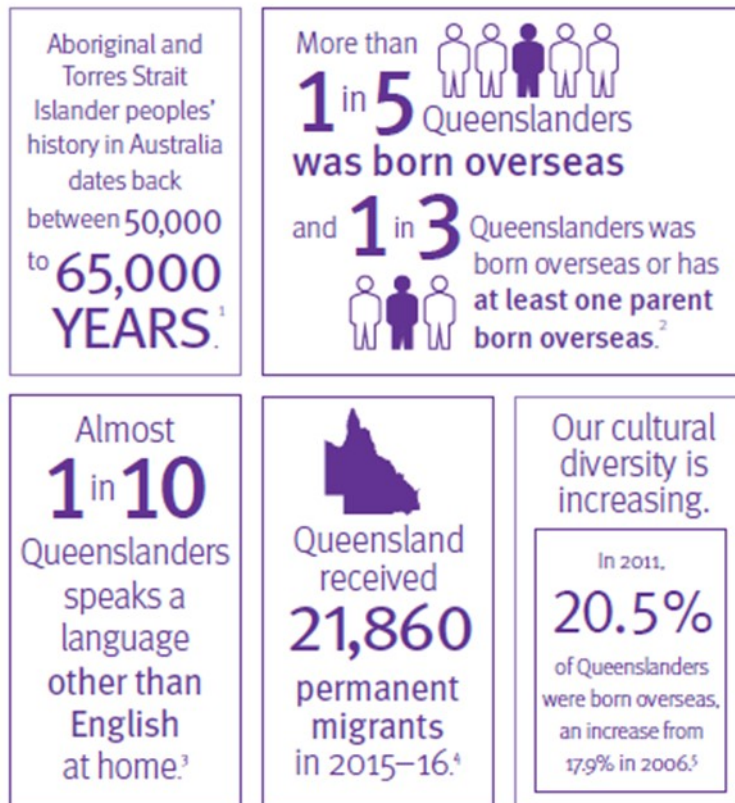
There are some considerations that are commonly encountered by schools that are supporting students who are transgender or intersex. The following information is based on expert advice and the governing legislation. This information will be considered by Wooroolin State School on a case-by-case basis. These include curriculum, student name, toilet and change room use, school dress code, medical evidence, camps, sports, and workplace health and safety.

Every Student Every Day Achieving

Cultural Diversity

Multicultural Queensland: Our past, present and future

Cultural diversity is part of who we are as Queenslanders. Queensland is a vivid mix of cultures, languages, faiths and traditions — enriching our communities and creating opportunities for our future.



**WOOROOLIN STATE SCHOOL INCLUSION
ACTIONS AND RESPONSIBILITY TIMELINE
SEMESTER 1**

Term	Actions	Responsibility
Term 1	Contact Parents and Caregivers to introduce themselves as Case Manager - weeks 1-2	Inclusion Teacher
	Collaboratively review and develop achievement standards / ICP / PLP –by week 4	Inclusion Teacher
	Collaboratively plan and support teachers with differentiation in PLC to create and cater for students	Inclusion Teacher
	Ensure Class teacher / Carer has a current copy of current ICP/PLP/ Behaviour Plans/ Health Plans/ Student Profiles	Inclusion Teacher
	Review previous EAP 36 / Plans and update for new setting as required	Inclusion Teacher
	Internal Monitoring – weeks 7-8	Inclusion Teacher
	Check AIMS for Day 4 and Day 8 downloads	Principal
	Check AIMS for EAP and Verification reviews – inform Inclusion Teacher	Principal
	Develop and distribute Timetables for Inclusion Support	Principal
	Application for Additional Staffing	Principal
Term 2	NAPLAN – exemptions/ withdrawals	Principal
	Collaboratively plan and support teachers with differentiation to create and cater for students	Inclusion Teacher
	Application for Additional Staffing	Principal
	NCCD organisation	Principal/Class Teachers
	Verification and EAP reviews	Inclusion Teacher
	Monitor and change AIMS data/ information	Principal
	Internal Monitoring – weeks 7-8	Inclusion Teacher
	Report Cards in collaboration with Class Teacher	Inclusion Teacher

**WOOROOLIN STATE SCHOOL INCLUSION
ACTIONS AND RESPONSIBILITY TIMELINE
SEMESTER 2**

Term 3	Application for Additional Staffing	Principal
	NCCD data entry and submission	Principal
	Internal Monitoring – weeks 7-8	Inclusion Teacher
	Check AIMS for Day 4 and Day 8 downloads	Inclusion Teacher/ Principal
	Verification and EAP – deadline week 9 to be to verifiers	Inclusion Teacher/ Principal
	Monitor and change AIMS data/ information	Principal
	Collaboratively review and develop ICP /PLP –by week 4	Inclusion Teacher
	Ensure Class teacher / Carer has a current copy of current ICP/PLP/ Behaviour Plans/ Health Plans	Inclusion Teacher
	Negotiate High School Transition	Inclusion Teacher/ Principal
Term 4	Collaboratively plan and support teachers with differentiation in PLC to create and cater for students	Inclusion Teacher
	Report Cards in collaboration with Class Teacher	Inclusion Teacher
	EAP 36 Reviews completed by week 9 in collaboration with Class Teacher	Inclusion Teacher
	Internal Monitoring – weeks 7-8	Inclusion Teacher
	Monitor and change AIMS data/ information	Principal
	Class organization data to Principal in collaboration with Class Teacher	Inclusion Teacher
	Prep and High School Transition	Inclusion Teacher/ Principal
	Update PLPs for following year	Inclusion Teacher
	Update Student Files for following year	Inclusion Teacher



Every Student Every Day Achieving

Resources/Acknowledgements

Diversity in Queensland schools — Information for principals, Department of Education and Training

Every student with disability succeeding, Queensland Government

Every student succeeding—State Schools Strategy 2018-2023, Queensland Department of Education

Planning for Personalised Learning and Support: A National Resources, Australian Government, Department of Education and Training

Targeted Resourcing, Queensland State Schools, Queensland Government

Inclusive Education Policy Statement, Queensland Government

Relevant legislation

Age Discrimination Act 2004 (Cwlth)

Anti-Discrimination Act 1991 (Qld)

Disability Discrimination Act 1992 (Cwlth)

Disability Standards for Education 2005 (Cwlth)

Racial Discrimination Act 1975 (Cwlth)