



## 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.

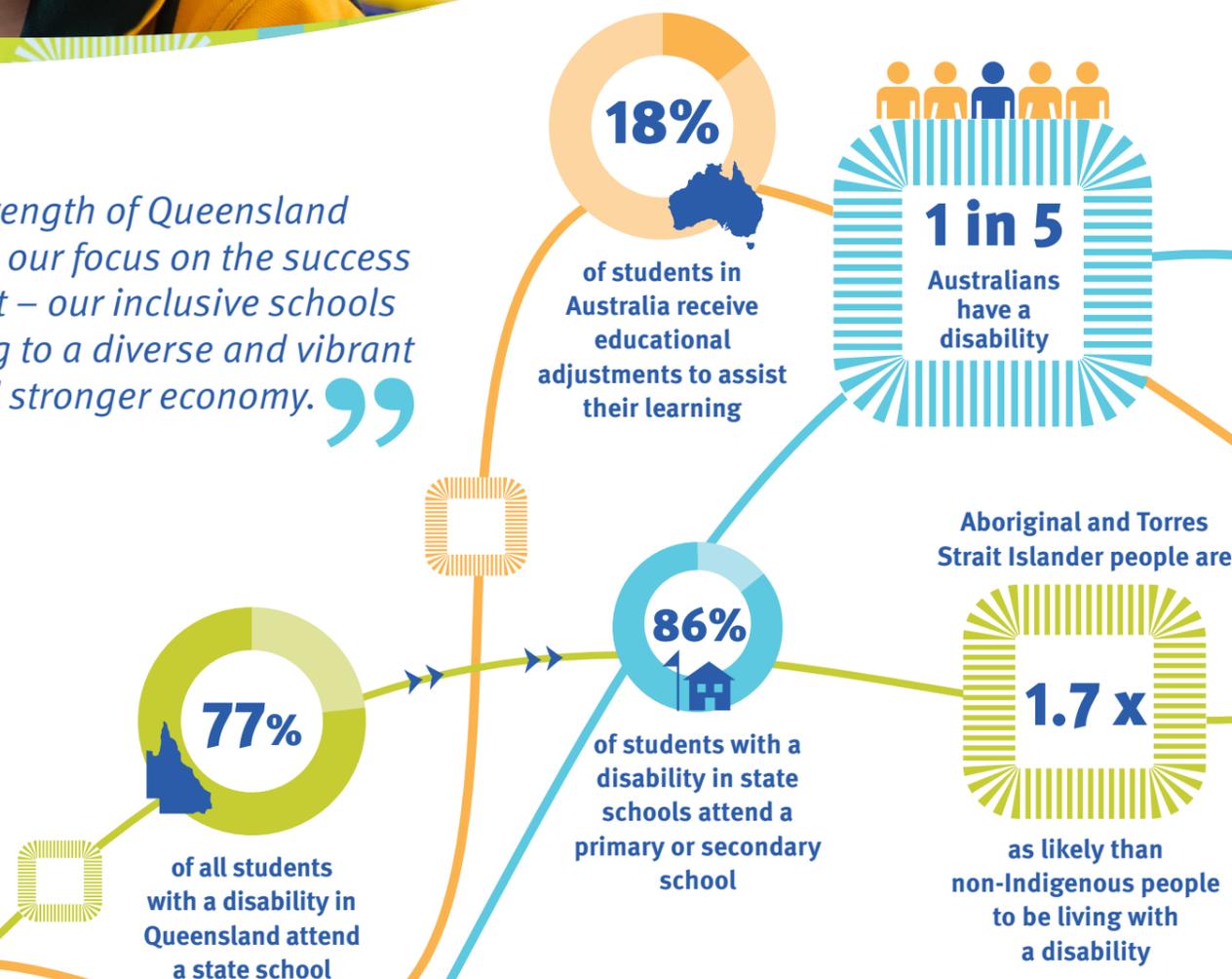
This review identified many areas of good practice and confirmed the high level of commitment of our teachers and school leaders to provide the best education for every student. The review also told us that we need to set clear expectations for schools, find new ways to connect with parents, and build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

Kate Jones MP  
Minister for Education



## 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 child's education
- work with schools to reduce the use of planned restrictive practices
- make sure students with disability are included and welcomed in every state school

## We will measure our success by:

- improving the A-E performance for students with disability
- increasing the proportion of students with disability receiving a Queensland Certificate of Education
- 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



### Setting expectations

- providing clear guidance to schools on education for students with disability, by strengthening the guiding principles, policy and procedures that influence inclusive education practices in state schools

- consolidating and expanding the implementation of Positive Behaviour for Learning at classroom and whole school levels to improve learning environments for all students
- providing clearer advice to schools on the use of restrictive practices to respond to student behaviour
- monitoring issues and trends raised about education of students with disability through the department's new customer complaints management system
- developing performance measures and processes that help school leaders and classroom teachers to monitor and target key learning outcomes for students with disability
- redeveloping the role of Heads of Special Education to ensure the focus of their work is on actions that will have the most impact
- reviewing the policy for enrolment in Special Schools every two years to ensure alignment with current practices



### Focusing on capability

- using technology and existing networks to share good practice across Queensland state schools and outcomes of inclusive practices, with a focus on supporting teachers and schools in remote and rural locations

- reviewing the induction and beginning teacher processes to include a focus on making learning adjustments in the classroom and individual curriculum planning
- supporting teachers and school leaders 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
- expanding the Reducing Restrictive Practices project to support schools to better manage escalating and severe behaviours
- continuing to build the Queensland evidence base on excellence in teaching and learning for students with disability through the Evidence Hub
- building expertise in teaching students with disability in a range of learning settings and through the Developing Performance Framework for all staff
- reviewing the resourcing for schools including consideration of resourcing for students with disability



### Partnering with parents

- engaging with experts and key stakeholders in inclusive education
- supporting families to engage in the learning of their child by developing information packages on curriculum planning, behaviour management and learning outcomes

- developing information for Aboriginal and Torres Strait Islander parents and families about learning for students with disability that is culturally appropriate
- partnering with universities to ensure the preparation of preservice teachers includes a focus on the learning of students with disability
- reviewing transition to post-school options for students with disability by working with government and non-government organisations, industry, employers and tertiary providers
- working with advocacy groups to support stronger partnerships between schools and parents of students with disability

**Advancing  
education**

“**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*