



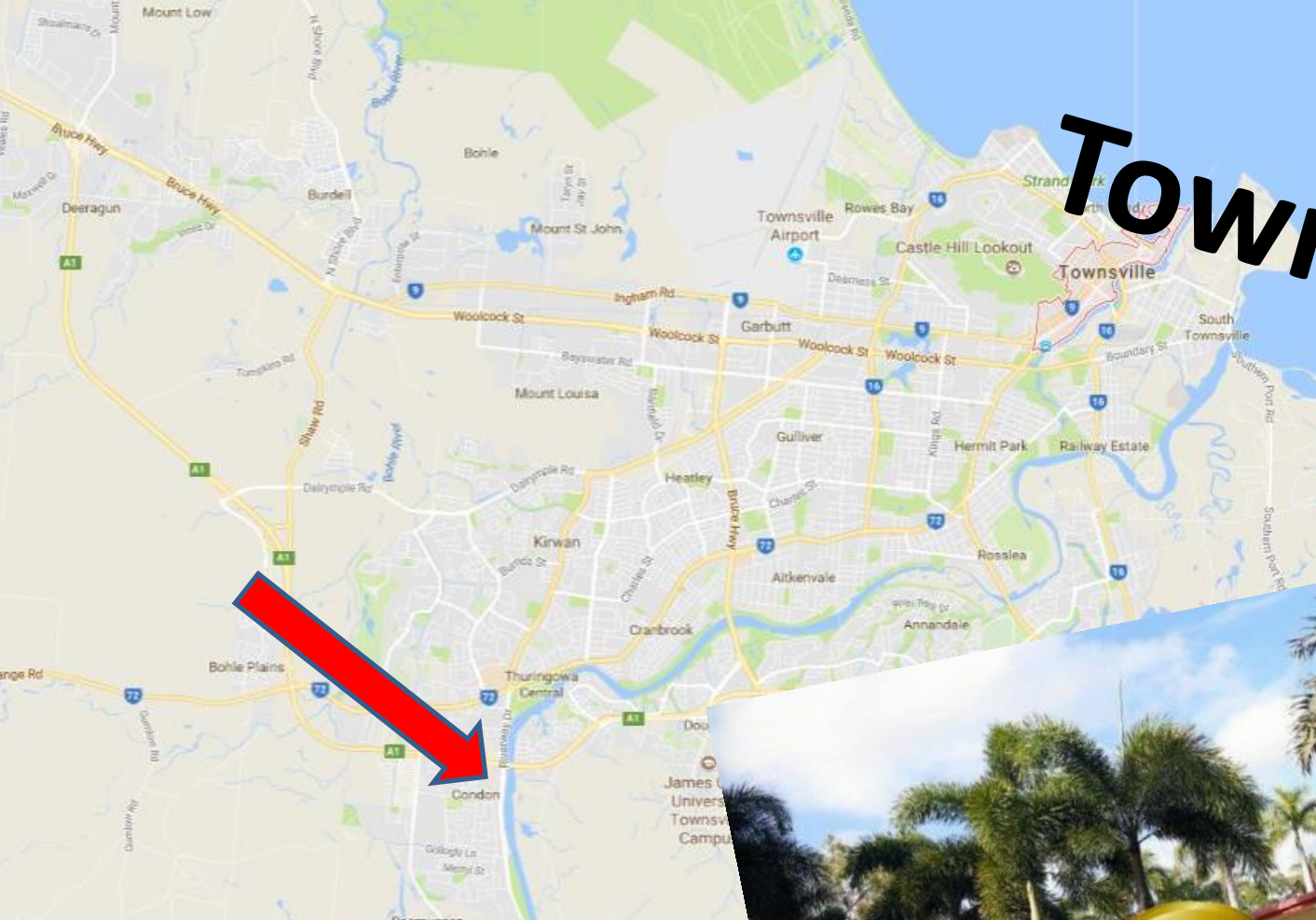
Loren Swancutt

Acting Deputy Principal

Head of Special Education Services
(Substantive)



Townsville



School Context

Enrolments

772

**Indigenous
Students %**

36.1%

Disability %

7.4%

Student background

Index of Community Socio-Educational Advantage (ICSEA)

School ICSEA value 869

Average ICSEA value 1000

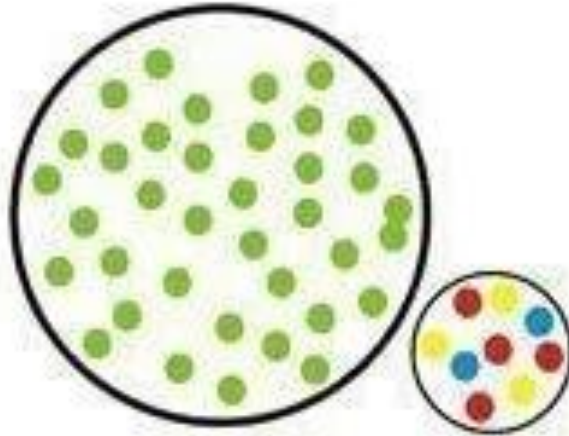
Data source Parent information

*Distribution of students*²

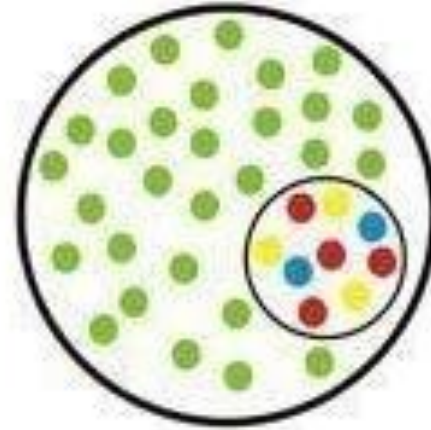
	Bottom quarter	Middle quarters		Top quarter
School Distribution	63%	26%	10%	2%
Australian Distribution	25%	25%	25%	25%



2002 - 2014



Segregation

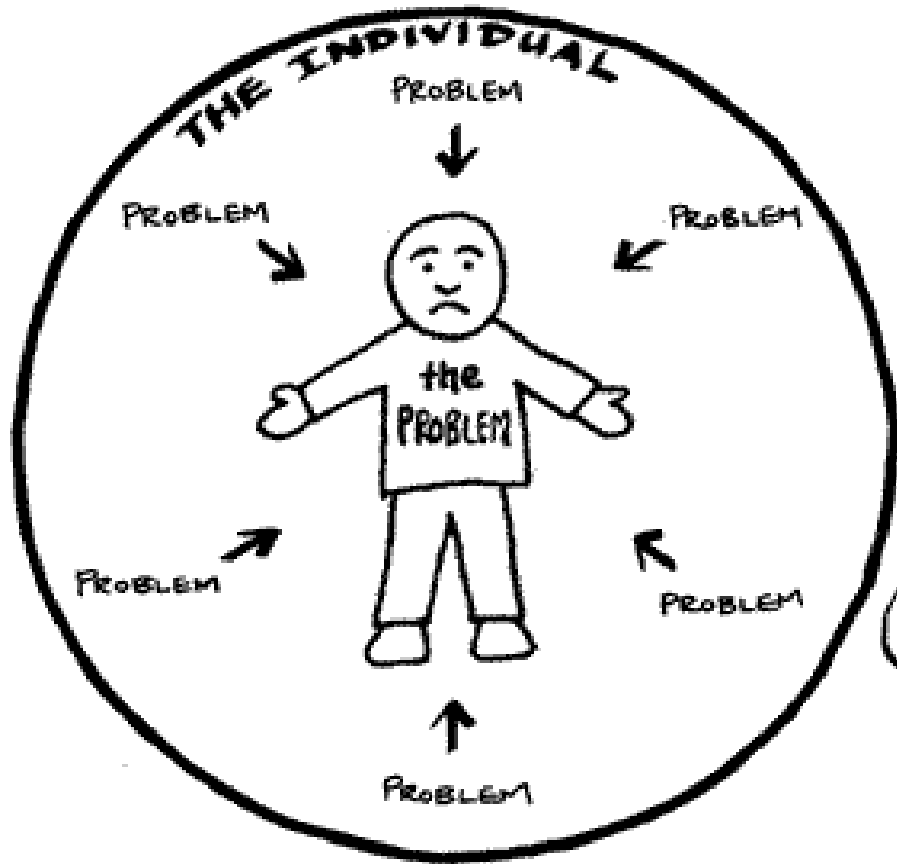


Integration

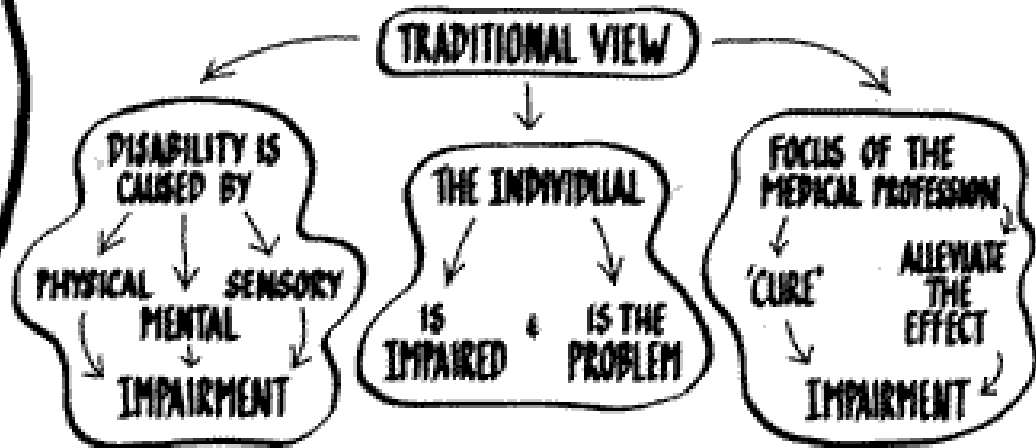
~~Year Level Curriculum~~

~~Age appropriate experiences~~

THE MEDICAL MODEL OF DISABILITY



IMPAIRMENTS AND CHRONIC ILLNESS OFTEN POSE REAL DIFFICULTIES BUT - THEY ARE NOT THE MAIN PROBLEMS





“feeling dumb”

“not real work”

“feeling weird”

“bored”

“missing out”

“not fair”

“less than everyone else”

2014



Inclusion 

Whole-school Transformation



**Operation: BRING DOWN THE
FENCE**



Inclusive Education - from theory to practice

Planning for Whole-school Systemic Change



Think Before you Act

Research & Theory

Effective

Inclusive

Legislation - Policy - Strategic Directions

Principles & Practices

Effective + Inclusive = Reaching All



Strength in Numbers

Like minded

Collective

Cohesive

Knowledge & Understanding

Cycles of Inquiry

Collaboration = Achieving More

High School 7-12

- 35% Indigenous
- 11% SWiS (EAP)
- Overall: - 30% DDA
- 64% bottom 2% top

Special Ed Unit
 - 70 students (EAP)
 - HOSSES
 - 3 Teachers
 - 6 Teacher Aides

Access for elective subject areas

* All Students accessing alternate Curriculum junctures

* Some life/social Skills programs replacing Curriculum

* Alternate Senior Certificate delivered

General School

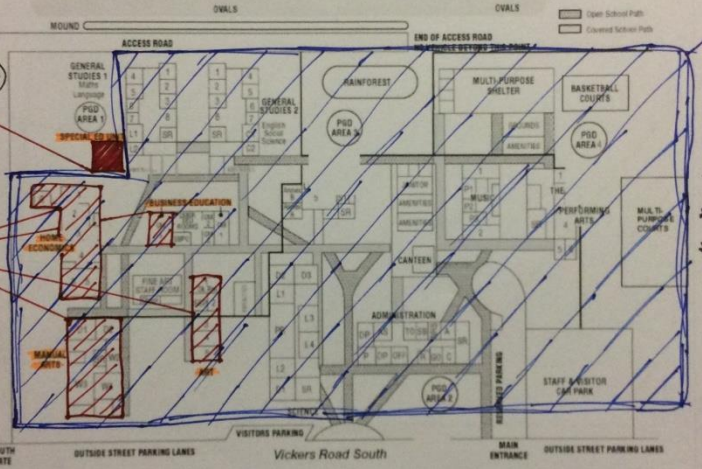
- 650 students
- HODs
- 55 Teachers
- 6 Teacher Aides

- * General Curriculum
- * Heterogeneous
- * Some access by those considered 'high functioning'

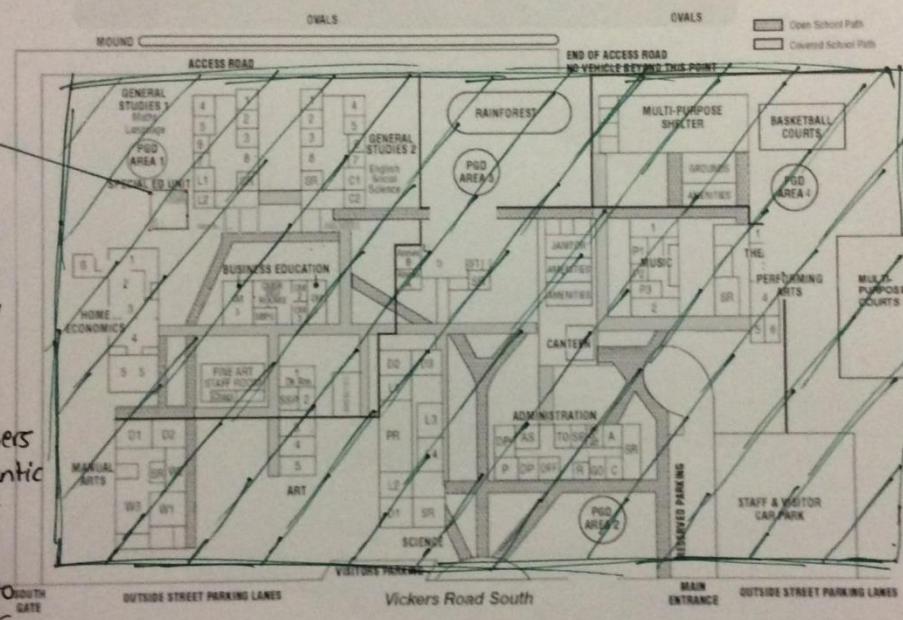
Out

Current

Highlight



- Special Ed Unit label removed
- Fence removed
- Used as gen ed Classroom
- Teachers moved out to regular staffrooms
- Special Ed teachers to take on authentic Co-teaching roles with gen ed.
- teacher aides to support teacher and whole classes



- All gen ed. classes
- Heterogeneous
- Natural proportion
- Normal access + participation
- Access to Year level curric w adjustment/support
- Assistive tech
- mobilised human resources
- pooled human resources
- high expectations
- 80% C or better
- QT+L



Bridge the Gap

Identify key actions

Categorise

Reflect

Evidence-based

Research

Effective and Inclusive

Key Actions = Recognising what it will take



Shake it Up

Mindset & Perception

Intercept

Interrupt

Social Model

Hearts & Minds

80% Investment

Culture = Greater chance at success



Get Serious

Inclusion Policy

Action Plan

SMART Goals

Strategic

Operational

Preparation for Implementation

Policy = Terms of Engagement

**Operation: BRING DOWN THE
FENCE**



Semester 1, 2015:

Yr 7 & 8

Inclusive
Co-teaching
Aide Support

Yr 9 & 10

SEP Class
Integrated Group
Aide Support

Yr 11 & 12

QCE Inclusive
QCIA Integrated
Aide Support

- SEP Teachers in regular staff rooms

Semester 2, 2015:

Yr 7 & 8

Inclusive
Co-teaching
Aide Support

Yr 9 & 10

2x Integrated Groups
Aide Support

Yr 11 & 12

QCE Inclusive
QCIA Integrated
Aide Support

- Curriculum Policy & Alignment Process

Action Research
PLC

Instructional Coaching

2016:

Yr 7 & 8

Inclusive
Co-teaching
Aide Support

Yr 9 & 10

Inclusive
Co-teaching
Aide Support

Yr 11 & 12

Inclusive
Aide Support

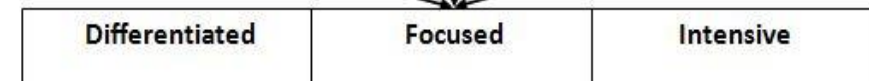
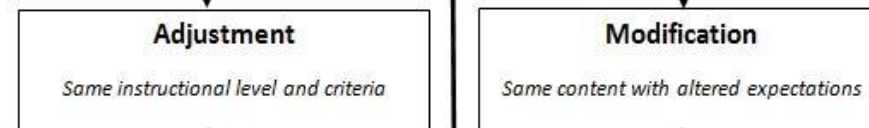
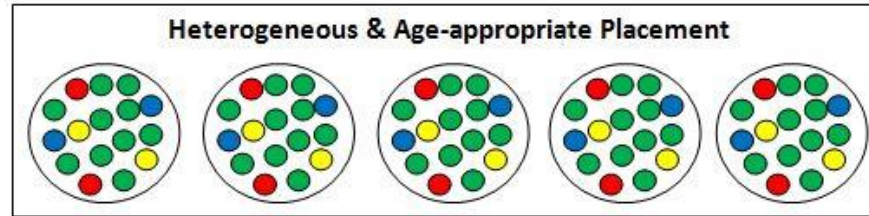
- QCIA Policy & Planning Procedure
- Effective Use of Classroom Teacher Aides Policy
 - Changes to Case Management
 - QCIA Co-ord
 - Support Plans Policy
 - Assistive Tech Purchases
 - Extensive review
- Teacher Aides in regular staff rooms

Inclusive Leadership

Policy - Action Plan - School Culture - Data Analysis - Cycles of Inquiry - Feedback & Review

Individualised Support

PL - ISP - PATH - SWAT - Support Mentor

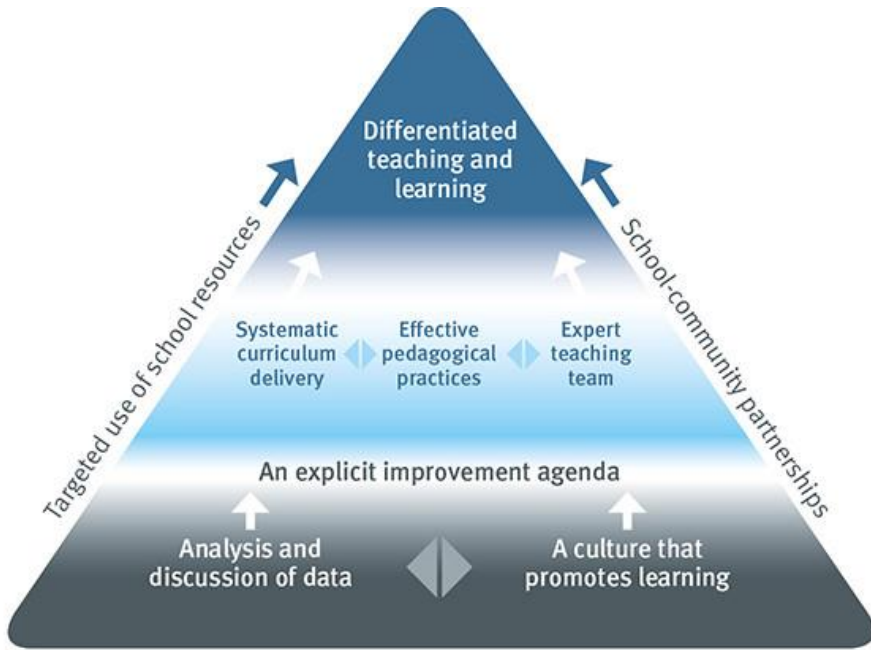


Student Outcomes

Attendance - Engagement - Academic - Post-school Transition

Job-embedded Professional Learning - Instructional Coaching

Inclusive Pedagogies Capacity



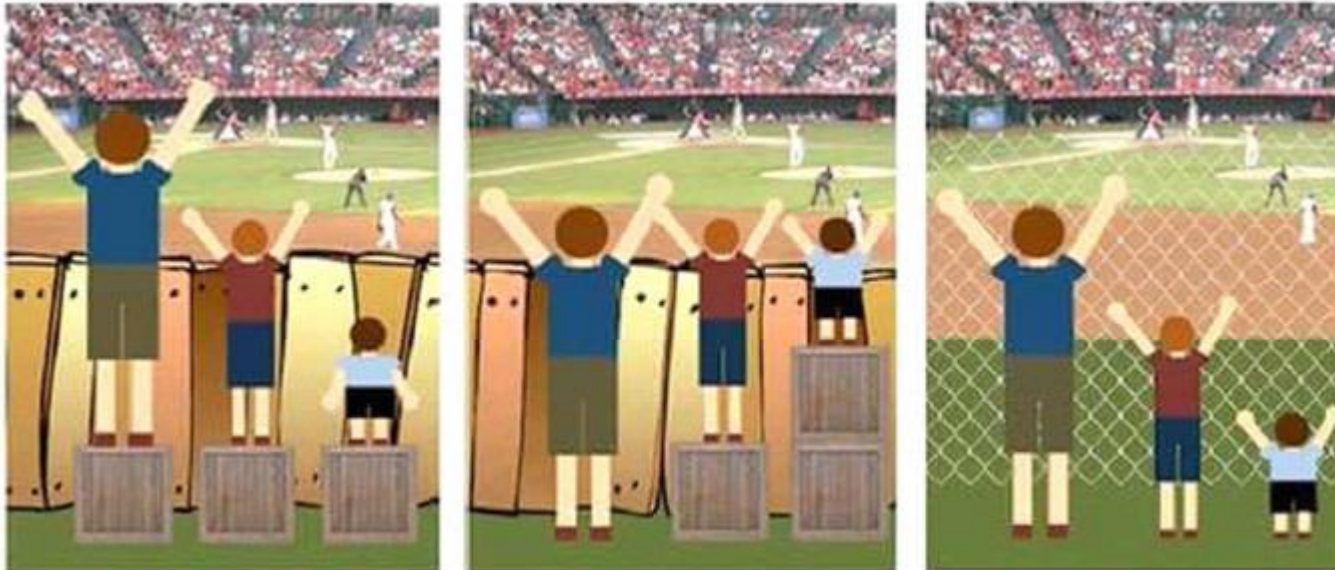
90% of people, 90% of the time

No special students

No special staff

No special curriculum

No special places







School Opinion Survey

- 93.9% of students say that teachers expect them to do their best
- 92.2% say that teachers encourage and support them to do their best.
- 81.4 of students say they would recommend our school to others – 9% increase from previous years, 3.4% higher than like schools.
- 81.6% of teachers are confident in engaging all students in learning.
- 96.6% of staff state that the school looks for ways to improve – this is 2.5% higher than the state average.



Awards Ceremony

Instrumental Performer

Elliott

Awards of Merit

Chole, Blair, William, Elliott, Will, Courtney

Subject Awards

Blair

Will

JCU Academic Encouragement

Kaylene



Navarr



“Nah Miss. I don’t need to go back there. I’m good now.”

Will



Subject	Term 1 2017	Semester 1 2017	Term 3 2017
English Communication	B	A	B
Prevocational Mathematics	B	B	B
Aquatic Practices	B	B	B
CERTIFICATE II IN INFORMATION, DIGITAL MEDIA AND TECHNOLOGY	Working Towards Competency	Competency Achieved	Competency Achieved
CERTIFICATE II in Skills for Work and Vocational Pathways	Working Towards Competency	Working Towards Competency	Working Towards Competency
Hospitality	B	B	B
Furnishing Skills	B	B	C

“I seriously cannot thank Thuringowa High enough for all you have done for, and with William. You have made the difference in his life and I say that from the bottom of my heart. He WOULD not be where he is today without your help, support and understanding.”

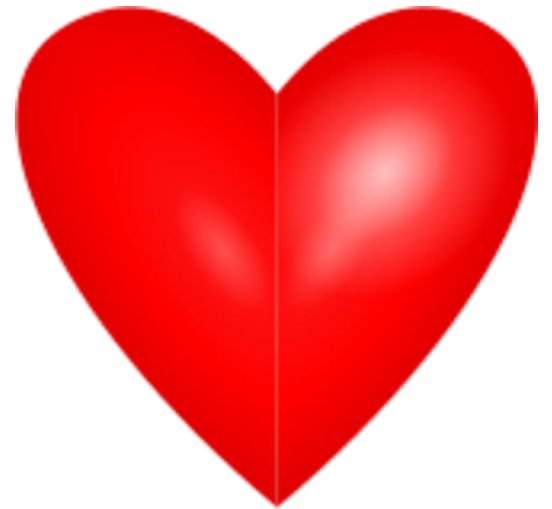
“I never enjoyed school until I was given the opportunity to be myself alongside everyone else. I used to think that I wasn't capable of what they were capable of. I now know that I matter, and that I can do the same things that all kids my age do. Yes, I am different, but I am not so different that I need to be kept separate or hidden. Inclusion at Thuringowa makes me beyond happy – I am equal, I am smart and I now have choice.”

Jaydan



“The best. I like it way more. I can do better work.”

Drew



“It makes it more like real life. It’s like shopping centres, there aren’t separate ones for people with a disability. It helps us to learn how to help everyone. It allows for a chance of a variety of different answers and input.”

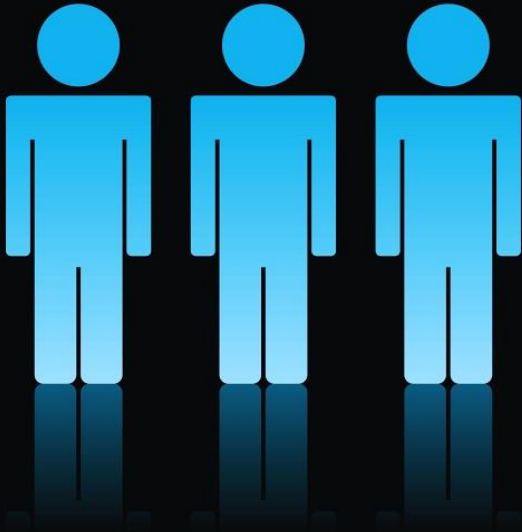
Ned - Year 7

“It allows everyone to get along, and teaches us how to interact with different types of people. It’s more fair.”

Emma - Year 9

“Because everyone is important and no one should have to be treated differently. I don’t actually think about or notice who has a disability, we’re all just kids.”

Zoe - Year 8



**We are all
worthy of one
another.**

Edward P. Jones

“Old Man Segregation is on his deathbed, but history has proven that social systems have a great last-minute breathing power, and the guardians of the status quo are always on hand with their oxygen tents to keep the old order alive.”

Martin Luther King Jr