**Every student with disability succeeding vignette transcript –**

**Ferny Grove State School – Building Capability**

My name's Brett Shackleton. I'm the Principal at Ferny Grove State School and have been for the last eight years.

I have a strong commitment and belief that our school should reflect all of its community.

Staff capability starts with leadership. It starts with rhetoric. It starts with an alignment between what we say and what we do. So if we have an educational principle around diversity then what are the actions and what are the behaviours? What does the language sound like? Look like? That reflects that principle.

We first of all have to set the model ourselves. I'm a firm believer that the leaders in the school set the tone for the school. So what we say and what we do matters and it matters every day.

My job is to influence the people who work with kids with disabilities and that's primarily teachers but it's also the teacher aides and actually it's every staff member in our school who will make a commitment to do the best we can for every child.

So we start with what we believe and then we try and align our actions. In order to do that, you've got to have people in your school that have a deep knowledge. Not just a surface level knowledge but people who have deep knowledge about particular disabilities and things that get in the way of kids accessing the curriculum.

Because our primary school teachers are generalist teachers, so they know a lot about a lot. So we have to have people around them who know a lot about detailed things. Small things, and so that those people have a responsibility really to advocate on behalf of kids with disabilities.

And so they work in, and beside and with the classroom teachers. They build the capability of teacher aides. They create a climate where it's everyone's responsibility. Not just because you're good at working with kids with disability. Everyone plays a role. So capability starts with what we say and what we believe and then aligns to what we do in our classrooms and in all other areas of the school.

My name's Stacey Day I am the Head of Special Education Services at Ferny Grove State School. It's a large school and we have quite a diverse population.

So my role in the school is to support students with disabilities. So that can be direct intervention, support with students, working with class teachers, supporting them, consultation, supporting with parents working together as a team to have the best outcomes for students with disabilities in our school.

Students with disabilities are very included in our school. This could happen because of the leadership within our school. We have very strong leadership and inclusivity is very much a part of our culture.

Our students are truly part of the school, valued in their classrooms, their individual strengths are celebrated. They are supported where they require it, as natural as possible support within the education system.

An example of the leadership support within the school for inclusion is a classroom placement. So a child who has access issues in the school having the leadership team be very aware of the difficulties of travelling up and down in a hilly school, and choosing that together.

Determining class groups individual student who has a great deal of difficulty in social interactions with students. Being able to determine the class structure around that student so that he is going to have the greatest success and the other students in the classroom have the greatest success with him in their class group.

We consult with our parents very regularly. It's always an open door. Our parents come to see us, email, talk to us on a very regular basis and that has a direct outcome for our students' success in the classroom.

One of the greatest way that we can make sure our setting is inclusive, is for children to be very important and very valued in the their own classroom. Their class teacher is their case manager. They know the student well. They know the parents. They are involved in the decisions that happen around that student, even if they are specific to their disability. We support them with providing consultation and professional development around specific disabilities, and supporting them to manage the day to day challenges with having students with diverse needs in their classroom.

We want every child making progress. Our job is to work out where they are now, where we'd like them to be on the curriculum scale, and then what it is we have to do to actually continue to progress them. Of course we want every child experiencing success at school and for every child that is different.

So we have to know what their strengths are. We have to know where we have to work next, and then just like everybody else. We have to assess their progress, report on their progress against what the curriculum standards are, and disability really isn't a factor in that. Other than that it brings a lens through which we can look at kids' improvement and kids' learning development.

So our focus is on every child having achievable, realistic but stretch-type goals, and our teachers then taking regular opportunities to sit down with class teachers, with parents, with each other, and actually determine whether kids have actually progressed towards that goal.

So we involve our special education teachers for example in our classroom teacher planning. They're there, they're in the room.

They're making a contribution and advocating for this child over here who has a hearing impairment. How are we going to ensure that they are able to access this particular part of the curriculum and will that assessment task allow them to demonstrate what they learnt in this unit?

Or that child with a physical disability. What does that mean for our physical education program? What about a swimming program? How are we going to get this child with a disability to sport on a Friday afternoon? What are the things we can do to remove the barriers to access?