**06-Mitchell-FINAL.mp4**

**Jane Filan:** My name is Jane Filan, and I'm a teacher here at Mitchell State School. As with any classroom, we have a range of different levels of learning. We have one student with a disability who works in our classroom, is included in all activities. She works at a different level to the other students, but she is always included. In every lesson, she works alongside her peers, with support from a teacher aide. We teach her predominantly with Auslan. She is non-verbal, so she uses Auslan to communicate to us. We work very closely with the student's family, to ensure that she is supported at home and in the classroom, as well as with other agencies, and she has a team of specialists who support her.

She is also supported by a teacher aide, and we communicate using Auslan throughout the school. Each year level in our primary classrooms learn Auslan, to be able to communicate with this student. So, it's a really beneficial program. To ensure a successful journey, we have a strong partnership with the student's family. We include the family in all decision-making processes around her learning, including ICPs. Her mother is involved in every step of that journey. We also make sure that we communicate strongly on a day-to-day basis. We have a parent-student-teacher book for all of our students, but it's even more important for this student, so we can let her mother know about her strengths and weaknesses on that day, and how she is getting along and how she is progressing.

**Renee:** I'm Renee. I'm Mercedes' mum. Merc has a hearing impairment, and she attends the Mitchell State School. I've worked really closely with the school to make sure Mercedes has all the support available. Through the Auslan introduction of the school, it has really helped Mercedes and I and all of her peers communicate with each other a lot better. Mercedes loves coming to school, because she's got a lot of friends and support, and she just - she loves it here.

**Rebecca Henrciks:** Even though we are a small school, we do have a diverse range of people, students and parents, who attend. We feel that we all work together to meet the needs of differing people and their situations. The teachers at our school encourage the parents to get involved, and to build a good communication line between each other, so that they can - they are better equipped to help the student, and just having that line of communication between the teacher and the parent just sets the student up for more success.

**Kym Birkett:** My name's Kym Birkett. I'm a teacher aide educational interpreter here at the State School. I work with a student with Down Syndrome. She had communication problems, and through Auslan, she was able to learn to communicate with the community, and with her peers within the school. I've been working with her now for two, three years, and developing within the community school the Auslan with the community, so that she can communicate with the students as well. It's working really well. We're seeing a lot of progress.

We often have other projects to include the other children in the class, and within the school, to practice their Auslan through songs and other activities, so that they're learning the skills as well, so that they can also communicate with the student, out and about within the school. We also get the children to practice their signing and do signing on parades. That's, once again, so the student can also feel included, and understand what's going on within the parade settings, as well.

The school values very highly the Auslan project, and by including the other children within the class setting, they have a lifelong skill that they can continue on with. We are constantly practising within the school setting, different themes and through song and through classes and through worksheets, lots of ways that they can up-skill and practice their Auslan. We find it very important to make sure that we're communicating with the parent in regard to the Auslan, so that we can extend that parent and student's home and school life. We ensure that, regularly, we're having that communication with them, and them to us, to ensure that it's successful.