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

**Taranganba State School**

- I'm Brooke Driscoll, I'm the Head of Special Education here at Taranganba State School. We're a large school with 700 students and a large percentage of students with disability, both under the DDA and verified disabilities. It's a wonderful place for students with disabilities to attend school. It's all about having a strong, inclusive culture. It comes from more than one person making that culture, it comes from a collaborative approach of the whole school setting. The principal has high expectations of teaching staff around supporting students with disabilities in the classroom and the teaching staff have high expectations of students with disabilities, they make adjustments and modifications for the students in their class so they can access curriculum.

The Special Education team provide expert teaching advice to the teachers and they also build the capacity of the teaching staff so they can make those adjustments for students. We work with parents to ensure that students with disability have strong attendance and most importantly, the peers are very accepting of the diversity of the students in our school and, we all take it on board as a part of our job. Two years ago we had a student with a vision impairment, a student that was blind, enrol in our school. She came to us from the Cairns region and it was quite a daunting thing for our school, with two weeks notice. What are we going to do, how can we provide a great education for this child? So we actually talked to people at district offices, lots of services that we could access, AVT, vision impairment facilities, our PEO, and they provided some advice about where to start when we're enrolling a student with high needs.

And since that time, Hannah's thrived, she's gone from a student that was quite unengaged in classroom environment to a student that's very happy to be at school, who's learning to make maps in her mind of the school. We get support from Orientation and Mobility in Brisbane, once a semester, and we get support from our AVT, vision impairment, from Rockhampton on a weekly basis, and she focuses on building the capacity of our teaching staff, and working with Hannah as well on her Braille skills. Initially we had one teacher aide that was working with Hannah and so we put a lot of work into building her capability and to be able to provide orientation and mobility for Hannah around the school and to be able to read Braille with Hannah and to correct her Braille writing. But we found that if that teacher aide was away, that it would make it really challenging for someone to be able to work and provide that level of support for Hannah, so we've now got three teacher aides that are trained in orientation and mobility and work with Hannah on a daily basis and they're on a set timetable so they rotate through and so Hannah's needs are supported.

The AVT, vision impairment, has worked not only with staff to build capability with Hannah but she's also working with the peers in Hannah's class to make sure that they feel confident in guiding Hannah and providing Hannah with the support that she needs to be able to access playground settings and just to be a positive peer for Hannah. And they really do support her in every way that they feel possible. They hop out of the way when she's using her cane so they're providing her with that opportunity to have a clear path, and if they feel like that she needs something that she can't find, they will help her out in those ways too. There's a lot of fore-planning around activities so we'll contact the alternate format library and make sure resource books are sent up that matches what Hannah's doing in the classroom.

At the moment we're in the middle of planning Year 5's to go on camp and Hannah is a part of the Year 5 cohort, so we're working with the advisory visiting teacher, vision impairment, to look at what the activities will be on the North Keppel Island camp and to try and do some pre-planning for Hannah around the kind of situations that might arise for her on camp, and so we can provide that training for her on a comfortable site that she's familiar with here at school, so when she meets that unfamiliar situation on camp, that she's able to engage in it more fully.