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

**Bowen State High School**

I'm Pam Prichard. I'm the Principal of Bowen State High School and we have a whole school approach to supporting student learning. One of our whole school priorities is inclusive practices and that underpins all of our teaching and learning practices throughout our school.

All students are welcome. We believe that inclusive and differentiated teaching and learning is everyone's business. So our teachers work collaboratively together to plan and provide support for all of our students. That includes students with disability and also those students requiring additional support in our classrooms.

It is really important that we have a team of people that have a really strong understanding and knowledge of our students. So our meetings when we're talking about students and what support that they need and what adjustments they need to their learning program that we have our teachers, we have our co-teachers, our tutors and our parents and also our students involved in making those decisions.

We've worked really hard to include student voice in our planning around adjustments to student learning and it is important to actually hear the student and listen to the student because what they have to say is really authentic and their contributions need to be taken into account. When you're working around planning for any additional support that they may need in the classroom.

So we have prioritised co-teaching throughout the school over the past three years our co-teaching enables our teachers to develop the understanding, the knowledge and the skills around providing those adjustments for our students with disability and our students requiring additional support in our classrooms every day in every lesson.

Our school is part of our local community and we welcome all students into our school and it is our responsibility to make those adjustments to our school both in the classroom. Both in our teaching and learning practices so that our students are engaged in a rigorous and relevant learning program, that we make the physical changes to our schools so that we can support all students that come into our schools.

Our head of department for inclusive practices is a vital part of our leadership team both in decision making and also in providing the professional learning and the expertise for our teachers to develop the knowledge and understanding and skills to achieve quality teaching and quality learning.

My name's Catherine Morris. I'm the head of Special Education Services at Bowen State High School.

All students are in regular classes with their peers. This started in 2014 when we no longer had an SEP unit.

In order to build up inclusive practices in our school. My job is to build capacity for the teaching staff to have students with all abilities in their classrooms. The way we've done this at our school is through the co-teaching approach.

Co-teaching ensures access to curriculum and every day classrooms for students with disabilities. It promotes all students by modelling of supportive relationships. It promotes respect and high expectations. It promotes the capabilities of students with disabilities and ensures that the teachers have the support and training for students with disabilities.

They co-plan in faculties. While they're doing that co-Planning is where they start to build on the differentiation that's needed for every student in the classroom it's there that they plan for the modified work that students may need for the adjustments.

There's a certain amount of professional development that's required for the whole school. We get support there from regional office where they come to us. We have an inclusion coach. We have a coach for autism who come to our school and are able to help us with building our knowledge on reasonable adjustments to building our knowledge on reasonable adjustments how to teach students with autism.

So we've had a marked improvement since our school has moved into a more inclusive model. Our student behaviour for students with disabilities has improved. Our A to E data for our students with disabilities has improved with our more inclusive model where they are working on age appropriate learning along with their peers but at their level of access and curriculum.

So as a whole school we're committed to doing whatever it takes to improve student outcomes so inclusive and differentiated teaching and learning practices is everyone's business and we have a clear vision on that.