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

**Inclusive Education – Elanora State School**

- My name is Pip Traucnieks. I'm Acting Principal here at Elanora State School and we are a very large primary school at the southern end of the Gold Coast. We've been travelling the inclusive practices journey for some years at Elanora and we've been known as a lighthouse school for many years. Our teachers are very experienced, we have a huge range of education support staff, who come with a wealth of experience as well. And over the last few years we've been really examining our journey to make sure that we are making all students included in the classroom, and we're looking at students with their diverse learning needs and how we can best cater for them through the differentiation that happens in the classroom and in their social and emotional well-being.

Our parents in our community are very much valued. We have a very, very efficient parent representative network, and our P and C is also very much involved. And we encourage all of our parents to be involved in the community of Elanora State School. We have a lot of professional development for our teachers, and probably in the last few years we have made sure that through our school priorities we identify the inclusive practices as being one of our key priorities. Our Head of Inclusive Practices organises a wide range of professional development opportunities. And we believe that most of our professional development should happen on site because of the wealth of experience that we have in our teaching staff, and also our education support staff who also deliver professional development; not only to their colleagues in the education support staff network, but to classroom teachers as well.

So we tap into those resources here at our school, we invite parents in to be part of our community through our Social and Emotional Well-Being programmes. We have a wide range of networks; our school community parent representative network, our Head of Inclusive Practices has a very, very extensive communication open-door policy with our parents who are in greater need of having that conversation backwards and forwards with the classroom teacher, the education support staff and our Head of Inclusive Practices. Our target teachers also maintain a very, very close connection with our parents and in our community. And we're well known in our local community as being a leader in teaching students with diverse learning needs.

- My name is Kristie Fox. I'm the Head of Inclusive Practise at Elanora State School. My role is an advocate for students with diverse learning needs, and I also work around building capability in staff, so that all students can access and participate in school life. In order to do this, we have restructured our models in our school in that we have amalgamated Special Education and the roles of all the support teachers in the school to help all of those students with diverse learning needs.

We focused on the language and the way we refer to our staff in schools, so we talk about general support staff and target teachers rather than Special Education teachers and Special Education programmes. The result of this is a shift in mindset about how we support students and who the students are that we support in our school. We take a helicopter view of this now. We look at all students from Prep to Year 6 and what their need is and how we can best support them accessing and participating in education.

The support that we provide is not just based on a verification or a diagnosis of a disability, it is now based on the needs of the particular students. We analyse the data, the school-wide data, and we use this information to direct where we place the support. This allows us to respect and value diversity in our community and we're able to provide support where it's required. We work collaboratively with parents on how best to support their child at our school. They're involved in the decision-making process. We work closely with them at different stages throughout the year, as the programmes may change depending on the need of the student.

We also work really closely with all stakeholders who are involved in a child's journey through school. And that may be external psychologists, occupational therapists. We're all there to help the child achieve the best outcomes they can in our school, accessing and participating in education. As a school we worked really closely with our region's Inclusion Coach who helped us map out our journey and work out what was achievable in a short time frame.

So as our student population changes, our model may change, but our philosophy stays the same. Teachers are continually and constantly making adjustments so that every child that walks through our gates can access and participate in school life. Ultimately, this leads to the success of all students and aligns closely with our school priority of one year's progress for one year of learning.

So changing our model and really adopting a inclusive philosophy, it means that we can support all students with diverse learning needs, not just those with a verified disability or a diagnosis. So this is good for all children, not just those with a diverse learning need. It's good for staff, it's good for our community, and it's really valuing difference and diversity, and hoping that children can really take those values with them throughout their life.