**04-Kuranda-FINAL.mp4**

**Julia Brandt:** I'm Julia Brandt, the Deputy Principal of Kuranda District State College. One of our key drivers, I think, to inclusive practice within our school is the partnership we have with parents, from the point of contact with enrolment through to transition and then into the classroom, and ongoing communication with parents. Another key driver, I think, is the leadership team. All of the leadership team have very much the same mindset around the inclusion of all students, and we work very closely with middle management and also class teachers to build capacity.

Here at Kuranda, we don't actually have a special education unit, per se. We made a conscious decision, a strategic decision, not to have a purpose built room, I suppose. All students are included within the classroom, and how we manage that from a resource perspective is that we look at the needs of students, so it's not necessarily their label. That's the important thing. It's about identifying student need, and we look very closely at student achievement levels, how they're engaging. If there are any concerns, we make sure that we have a care team around that student, to support the student but also to work with the teacher to see how we can support them to actually work confidently with that student within the classroom, to differentiate at whatever level is required.

**Nicola:** My name's Nicola, and I'm the Head of Inclusion at Kuranda District State College. Kuranda's come a long way in its journey with inclusion. When I first started at the college, students that had a disability were excluded from the mainstream classrooms. They were in a segregated room in the college, separate. They had reduced resourcing. They didn't have the same curriculum accesses, and it made it very difficult for the students. So, we disbanded the segregated classroom very quickly, and we put children back into the classrooms.

We had to build the teacher capacity, so that they felt confident, having all these students in their classroom. So we went to a co-teaching model, and that's where I now work in the classroom with the teachers, right from the very first moment, where we sit down together and we identify all the student needs; students with disability, students with learning difficulties, student who might have other issues in the classroom that aren't identified under any umbrella but needs support with their curriculum, and we plan together.

How might that look? How are we going to differentiate the curriculum to make sure that all those levels are met? I might take the class so that the teacher can then work specifically with a student with a verified need, they might work with a small group of students that have learning difficulties, build relationships - which is really important for the colleagues, to be able to have that relationship, so that the students aren't relying on me to support that need; that the teachers are able to support that. This has built teacher capacity, which has been amazing for a number of reasons.

We've improved student data in our classrooms. Our A-C data has improved for all students. So, not only are we now improving data for inclusion, but we're also improving data for everybody. So we found that students that were having learning difficulties in the classroom were having learning difficulties because their needs weren't being met. So, by meeting the needs of some other students, we actually met their needs as well, so their data has gone up as well. The teachers are actually engaging with these students at such a level that they're confident to take the classrooms. They're not put off by the fact that there's going to be this diverse range of needs in the classroom.

**Michelle:** I'm Michelle, the Prep to Year Six Head of Curriculum. We currently use a collaborative planning model at the school, where we have a team of teachers planning with key staff, support staff. So we have our Head of Inclusion; myself, the Head of Curriculum. Sometimes our support teachers, our literacy and numeracy support teachers attend our collaborative planning sessions, and they are really opportunities for teams of teachers to plan and unpack units of work, discuss student needs, and plan for differentiated learning tasks for the unit ahead.

**Julia Brandt:** To ensure that we are heading in the right direction, having an ongoing process of evaluating to determine where we're at and what may be a direction we need to take, maybe a different direction or continuing on the same journey, to continue that improvement particularly around student achievement, attendance, student engagement - about, basically, students being involved in the classroom learning. So, every day in the classroom, learning.