Our school is incredibly diverse. More than 30% of our students have backgrounds other than English. 11% of our students have status on the NCCD. And quite a high proportion of those students require extensive or high substantial accommodations. We have 17% of our students who identify as First Nations people.

Our main drivers for improvement at the moment are to really strengthen our supportive, respectful, inclusive school environment. Also, literacy with a focus on reading and oral language. And the third driver is around really building student achievement and engagements through inquiry pedagogy.

My role as the classroom teacher is to provide the overall structure and plan and teaching for all of the kids, regardless of their abilities. So, our goal is for all of our students to have adjustments that allow them to participate in as much of the curriculum as they can.

To ensure an inclusive classroom culture we've worked very hard on making sure that our room is accessible. We have a student who is in a wheelchair this year, so we needed to, as a first step, make sure that our class was accessible for that student physically. After we've looked at things like that, then we look at inclusion and how we can create that culture of inclusion where all of our students are feeling valued and included. And so, we start very early on by being very open with the entire class about our students with disabilities. Our families are very open as well to letting us talk to the whole class about the things that our students need.

But I think the biggest thing that has helped for the inclusion of the students that we have with disabilities in our classroom is actually the team that we have working with them. We really work hard to build an inclusive environment for all.

Yes, we have specific professional learning around, for example, the minutia of working with children with disability, perhaps how to use visual timetables, perhaps how to better use trauma informed practice, those sorts of things. But I think the main professional learning we do is provided through our support teachers and the structures that we have. So, the Department of Education have provided for us, for me and for my leadership team, an inclusive practice coach. And that coach will work with us around our leadership and our understanding of inclusive practice, and the Department also provide a huge raft of materials for all teachers and for school leaders to support our understanding of inclusive practice. Our school then provides support teachers who work with our classroom teachers and our support teachers work in a differentiated way. A personalised way to meet the needs of all of our classroom teachers.

You're going to do your lower case ‘o’. Beautiful.

My core role is facilitating the inclusion of a student that has cerebral palsy. I help ensure that this student is able to participate in all sporting events. This student is able to participate in the cross country. She is able to participate in the athletics carnival, swimming. We ensure as a team, as a whole team, that she's able to participate in everything just as any other child would.

In our classroom we obviously differentiate for the whole spectrum of needs on a daily basis, but we have IEPs (Individual Education Plans) that we write for each of our students who are moderated at a high, substantial or high moderate level. And then the rest of our students are on a PLP, which is Personalised Learning Plan, so their learning needs are also addressed in those as well. With our IEPs, we meet with the families, and we also consult with external providers on the goals that the students are going to undertake each term. Generally, our students have three goals that they'll work on throughout the term and those change each term as they progress. So, we have the IEPs in line with the Disability Standards for Education, and they're quite student focused and directed at their need at the time.

We measure the efficacy of our approach at the individual level, much the same way as we measure the efficacy of our school approach for every other child in our school. We look at the children's individual goals on their educational, Individual Education Plan, and we can determine whether the children are working towards those goals, meeting those goals. And if we're not, we adjust our strategies and if we are, we make an even more aspirational goal and move on.

What is the best thing that Jed saw all day? Do you know?

Rainbow. A rainbow.

For us, a part of what we do is ensuring that this student has the capacity to communicate just like her peers can. And that means making sure that we give her access because she's fully dependent on us. So, we need to ensure that we are doing everything in our power to give her the chance to communicate.

Absolutely. And we are able to modify this student's device to suit learning in the classroom, to suit her interests, and she's able to participate fully using her Eyegaze device.

In order for all of our kids to be able to work at their own level and progress and look at the things that they need to do, we do actually need to rely very heavily on everyone else that is in the room as well. So, my teacher's assistants are wonderful in the fact that they won't just work with one student, they'll work with a group of kids. So, even though they might be assigned to a student, they'll actually run a whole group for me, which means that all of those kids are getting the input from an adult without it having to be me all of the time, because it's just not possible to differentiate in the way that we have to without a team coming in and helping. So, it is very much a team approach that gives us the capacity to differentiate the way that we do.

Jasmine provides hand on hand support constantly throughout the day. It is one of those things that for the student they need that. There's no other way around it. In order to do a painting Jas will have hand over hand over the paintbrush and student guides but hand on hand support is required for pretty much everything that we do.

Our culture of inclusion has at its very heart a set of deeply held values that every adult in our school agrees to work within and toward. Those values include aspiration, respect, inclusion, equity and love, and by that we mean unconditional positive regard and support for every person in our school. So, the values I think are the, it's the glue. We also have a set of practices and processes which support a whole school approach. And our role as leaders in leadership team is to support each of our teachers to work toward their individual goals on how they can refine their skills in relation to their inclusive practice.