

Plans/Behaviour/Individual Curriculum as a percentage of SWD and students

Profile scores aligning with the state

highlighted on NCCD

Wellers Hill State School – Annual Implementation Plan Inclusive Learning Community 2023



Scan and assess	Prioritise	Develop and plan	Act		Review	
Focus	Improvement priority	Inputs	Activities/Output/Artefacts	Short-term outcomes		
Equity and Excellence	Prioritises	Human Resources Head of Special Education Services (HOSES)	ARTEFACTS Framework School Strategic Plan	• Establish Calendar of processes/procedures • Identifying students appearing in data source	Term 2 • Co-teaching model (planning,	Term 3 • Adjustments processes developed and implemented for all ICPs
nclusive Practices – build capacity of II staff and community to work in a ollaborative and respectful artnership to embrace diversity nrough a welcome and accessible nclusive school.	 Differentiated teaching and lear Effective inclusive pedagogical practices 	Teachers Teacher Aides (TA) Guidance Officer (GO) Advisory Visiting Teachers (AVTs) – Hearing Impairment (HI)/Physical Impairment (PI)/Inclusion	Inclusion Framework Learning & Wellbeing Framework Capability Development Unpack Inclusion Framework with staff: Layers of Support – differentiated, focused, intensive Adjustments (planned intervention) and Differentiation English as a Learning Dialect (EAL/D) Bandscales	Review student academic/behaviour reports to interrogate data and establish targets for Semester – processes Co-teaching model (planning, teaching and assessing) developed Reasonable Adjustment Resource (RAR) Process implemented and updated in Framework Adjustments processes developed and implemented for all ICPs NCCD process developed	teaching and assessing) implemented • Wellers Weekly used to drive inclusive classroom culture – follow ups/prep upcoming CLC focus • ILC Newsletter/communicate with parents used to drive inclusive culture and unpack Framework • Attend planning sessions to guide differentiation for learning and	Wellers Weekly used to drive inclusive classroom culture – follow ups/prep upcoming CLC focus ILC Newsletter/communicate with pare used to drive inclusive culture and unps Framework Attend planning sessions to guide differentiation for learning and teaching sequences (specific topics to target) Attend Parent/Teacher interviews where
Informing evidence	Initiative/s and evidence base	Occupational Therapists/Physiotherapist Regional Behaviour Team Guided Learning Outcomes and Wellbeing Team (GLOW)	GLOW Identification and support of Enrichment Program Professional Development Opportunities Wellers Weekly – Inclusive Learning	Case management developed SLP Processes/support plan for year developed Transitions to Prep/High School updated in framework Collaborative Learning Committee (CLC) meeting – plan developed for term/year	teaching sequences (specific topics to target) Review Bandscales (check date with Brooke)	Attend Parenty Feacher Interviews whe required Co-teaching model review – planning, teaching & assessing Minilit – assess, review data, timetable
Inclusive Classroom Culture Differentiated teaching/pedagogy Activities are inclusive for all both	Australian Institute for teaching and School Leadership Ltd (Aitsl) – Creat an inclusive classroom culture Queensland School Autism Reflection Tool (QsArt) Regional Support – Inclusive Practice Autism Hub Inclusion Framework Objective / inquiry question Collaboratively develop and communa shared vision for inclusive educatio aligned to the explicit improvement agenda –	Disability Standards for Education elearning Modules Positive partnerships – Autism Spotlight – Inclusive education: Teaching students with disability (Aits! Website www.aitsl.edu.au/research/spotlight/inc lusive-education-teaching-students-with-disabilities) Minilit Kits Levelled Literacy Intervention (LLI) kits Unit Plans Differentiation Placemat – Maker Model Vocabulary Cards EAL/D Bandscales Speech & Language Programs Inclusive Learning Community Teacher Aide Timetables Guided Learning Outcomes and Wellbeing (GLOW) Forms Medical/Therapists Reports	Community (ILC) Focus Inclusive Learning Community (ILC) Newsletter Individual Curriculum Plan (ICP) and Personalised Learning Plan (PLP) Calendar Support materials developed and maintained Jisability Standards Modules Training Aided Language Display Boards (ALD) Consistent Classroom Practices Co-teaching/modelling inclusive strategies Co-assessing/planning Differentiation Jifferentiation Placemat – unit planning Identifying approaches and recording Implementing Strategies and recording Metro Advisory Visiting Teachers – Assistive Technologies/Inclusion Intervention Intervention Identification and scheduling of programs – Minilit, LLI, BRAVE, SLP Community Engagement Parent sessions – workshops/activities Framework on website Newsletter 2 x term to drive Inclusive Culture SWD Nationally Consistent Collection of Day (NCCD) Processes PLPs developed and implemented ICP documentation Transitions to Prep/High School Environmental Scan ILC Calendar	Wellers Weekly used to drive inclusive classroom culture – follow ups/prep upcoming CLC focus ILC Newsletter/communicate with parents used to drive inclusive culture and unpack Framework Social skills programs initiated AVT – assistive technologies workshop for staff and parents Attend planning sessions to guide differentiation for learning and teaching sequences (specific topics to target) EAL/D Bandscales – monitor, set goals, plan, implement SAGS Attend Parent/Teacher interviews when required Minilit – assess, review data, timetable, plan LLI – review reading data, timetable, plan Establish Toolkits for differentiation Year level Overviews completed and distributed PLPs developed and endorsed Unit plans – differentiation recorded Stakeholder meetings for Case Managed students Review Student Academic/Behaviour Reports to show improvement and set targets Workshops based on needs (parent & staff) Staff Meetings – year plan topics (NCCD, processes and procedures) Disability Modules completed by all ILC staff (?) GLOW – review process, procedures Roles and responsibilities of ILC Team Resources – distributed PLPS updated and meetings with parents	Update Differentiation Toolkits Minilit – assess, review data, timetable, plan Intervention plan – reviewed, data interrogated, timetable, plan Unit plans – differentiation recorded Stakeholder meetings for Case Managed students Review Student Academic/Behaviour Reports to show improvement and set targets Workshops based on needs (parent & staff) NCCD Workshops	LLI – review reading data, timetable, pl. Unit plans – differentiation recorded Stakeholder meetings for Case Managed s' Review Student Academic/Behaviour Reposhow improvement and set targets Workshops based on needs (parent & staff) Term 4 Wellers Weekly used to drive inclusive classroom culture – follow ups/prepupcoming CLC focus ILC Newsletter/communicate with pareused to drive inclusive culture and unparamework Attend planning sessions to guide differentiation for learning and teaching sequences (specific topics to target) Co-teaching model review Minilit – assess, review data, timetable, place unit plans – differentiation recorded Stakeholder meetings for Case Managed students Review Student Academic/Behaviour Reposhow improvement and set targets Workshops based on needs (parent & staff)
Classroom and non-classroom Using evidence-based strategies Review of practices and interventions	EALD English Data 2021- Sem 2 2022- Sem 2	Baseline and comparison measure 2021/2022		NCCD MATHS 2021- Sem 2 2022- Sem 2		
centage of Departmental and other cated resources dedicated to supporting lents with disabilities: rudents with Disabilities (SWD) teachers eacher-aide hours SS-SLR (fte) S &C contribution lical Hours hebr of current Personalised learning sy/Behaviour/Individual Curriculum as a	Prep 2023 NMS SNMS 2/37 5% SNMS 2/42 5% 3/48 17% SNMS 2/42 5% 3/48 2% SNMS 2/31 6% SNMS 2/31 22% 7/35 20%	INDIGENOUS 2021- Sem 2022- Sem 2021- Sem 2022- Sem 2021- Sem 2022- Sem 2021- Sem 2022- Sem 2021- Sem 2023- Sem 202	2023 Sem 2 Sem 2 Prep	NCLD MAIRS 2021-Sem 2 2022-Sem 2		



Year 6 2023 average scores Improved attendance of SWD and NCCD students between 2021 and 2022

Year 5 2023