

WSPS – working as one school



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William Stimson Public School

- Wetherill Park (Greater Western / South Western Sydney).
- Over 500 students.
- 28 classes (20 mainstream, 8 multi-categorical support unit).

William Stimson Public School

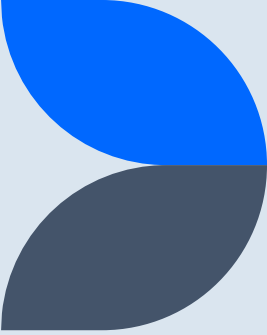
- Standard 1: know students and how they learn.
- Each individual student: their likes, dislikes, strengths, weaknesses.
- Design and implement teaching strategies responsive to the learning strengths and needs of our students.
- Aim to provide what is best for them as the **individual person** that they are.

William Stimson Public School

At William Stimson, we encourage all students to participate in all activities.

We consider ourselves **one** school, not a mainstream school with a support unit.

Disclaimer



- 1

We are not perfect.
- 2

It will not be every student.
- 3

There will be mistakes.
- 4

Inclusion is not just integration.
- 5

It's a journey, not a destination.

Inclusive education

We are on a journey...



Where do we start?

Analyse your setting

How do mainstream staff feel about inclusive education / students with disabilities?

How do mainstream students feel?

How do mainstream parents, carers, families feel?

How do support unit staff, students, parents, etc. feel?

Build / establish relationships

Talk to **all staff**.

Understand **why** stakeholders feel the way they do.

And then?

Be across the school

Do mainstream duties.

Be present at whole-school events.

Be present on social media / ClassDojo / SeeSaw.

Be present at social events.

Be a role model

Encourage SU staff to be everywhere (e.g., on mainstream duties).

Make the support unit accessible to all students (e.g., Breakfast Club)



Then what?

Implement inclusion officially

Add inclusion into your vision statement.

E.g.,

*“Our school is a connected, consulted, collaborative community, committed to providing **inclusive**, student-centred learning opportunities that ensure students continually improve and achieve their educational potential.”*

Add inclusion to your strategic directions.

E.g.,

*“In order to build strong foundations for students and **for them to connect, thrive and succeed at school**; we will continue to develop strong partnerships with our community and learning partners that support every child to feel known, valued and cared for.”*



You are already being **one school**
and **being inclusive** before you
implement change.

A taste of what's to come...

- SU students in mainstream playground (25 / 56).
- Ask mainstream staff if anyone would like to do SU duties.
- Use SU playground for Meet The Teacher.

Officially introducing inclusion

- Staff Development Day – inclusion and restrictive practices.
- SU staff in mainstream **stage teams**.
- SU students involved in all activities: mainstream sport, scripture, NAPLAN, PLAN2, assemblies, Multi-Sport.
- Integration plans.

Inclusive education

SDD EXAMPLE

WHAT IS INCLUSIVE EDUCATION?

Inclusive education means that **all students**, regardless of disability, ethnicity, socio-economic status, nationality, language, gender, sexual orientation or faith, **can access and fully participate in learning**, alongside their similar aged peers, **supported by reasonable adjustments** and teaching strategies tailored to meet their individual needs.

WHY INCLUSION?

The overwhelming majority of students with disability in NSW attend their local public school. The department has developed the Inclusive Education Policy for students with disability to strengthen our commitment to building an inclusive education system in which every student has the opportunity to access high-quality education and is learning to their fullest capability.

WHY NOW?

- Disability inquiry

DOES THIS AFFECT ALL OF US?

Under the Disability Standards for Education (2005) External link **all principals and teachers have legal obligations to ensure that every student is able to participate in the curriculum on the same basis as their peers through rigorous, meaningful and dignified learning.** The Disability Standards are Australian law under the Disability Discrimination Act (DDA) 1992.

Foundational practice

All staff must:

- implement reasonable adjustments for students with disability to support them to enrol and participate in all aspects of school life, on the same basis as students without disability.
- consult students, or their parents or carers on reasonable adjustments.
- support students with disability to access the curriculum through reasonable adjustments, and personalised support.
- contribute to an education environment free from harassment and unlawful discrimination on the basis of disability. They must develop and implement strategies to prevent harassment and victimisation of students with disability.

Do. NOT. PANIC.

SDD EXAMPLE



“REASONABLE ADJUSTMENTS”

A reasonable adjustment is an action taken to enable a student with disability to participate in education on the same basis as other students, when it is the product of consultation and seeks to balance the interests of all parties.

“REASONABLE ADJUSTMENTS”

On the same basis does not mean all students have to be educated in exactly the same way. Teachers may have to do things differently for students with disability to ensure they have access to the curriculum.

“REASONABLE ADJUSTMENTS”

Not... every student joins a mainstream class...

Not... every student will be forced to join an activity regardless of any behaviours demonstrated...

Not... I now have no say over my classroom...

“REASONABLE ADJUSTMENTS”

- personalised learning and support plans (PLaSPs)
- accessible spaces (e.g., ramps, elevators)
- including all students in whole-school events
- supported classes
- SLSOs
- mixed-playground activities
- supporting medical needs (e.g., asthma, epilepsy)

So...

What's happening with **integration**?

School-wide philosophy

Inclusion is embedded in all aspects of school life, and is supported by culture, policies, and everyday practices.

It is not just for disabilities.

Kill them with kindness.

Now what?

Give them time

Give staff time to process everything.

Start integration strategically

Talk to the mainstream staff who would be more open to teaching SU students.

Talk to the SU staff who are more confident in attending a mainstream classroom.

Start with the SU students who will have the most success.



Who will benefit from integration?

MAINSTREAM INTEGRATION VISITS						
K/1 Diamond	K-2 Raspberry	1/2 Crimson	2/3 Sky	3/4 Teal	5 Lavender	6 Plum
████████	████████ (acad. / social)	████████	████████	████ (social)	████ (acad. / social) (CAPA)	████ (acad. / social)
████████	████████	████ (acad. / social)	████ (social)	████████ (social)	████ (acad. / social)	████ (social)
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████████	████ (social)	████████ (acad. / social)	████████	████ (Parent request: LEGO/tech. club)	████████	████ (acad. / social)
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Provide them with EVERYTHING.

Student Integration Plan

A Student Integration Plan is promoted for students with a support class placement attending a mainstream class. Staff collaboratively plan integration and formalised personal learning and support programs throughout the school year.

Student Integration Plan Steps:

- SU teacher and parents/carers complete PLaSP.
- DP/SU, APS&I, and SU teacher discuss possible options and timeframe for integration.
- Student integration plan completed jointly by SU teacher and mainstream teacher.
- APS&I and stage AP review student integration plan.
- Prior to first integration session, confirmation email sent with all relevant **student integration plans, behaviour support plans, behaviour response plans, and risk management plans attached to:**
 - DP/SU,
 - APS&I,
 - stage AP,
 - SU teacher, and
 - mainstream teacher.
- All documents saved on Teams.



Student Details			
Student:	Example	Class:	Example
Academic Year:	Example		
Key Learning Area/s:	Example		
Support Unit Teacher:	Example		
Mainstream Teacher:	Example		

Student Integration Goal/s	
1.	Example
2.	Example

Review	
Review date:	XX.XX.2023
Student goals achieved:	Example
Student goals not achieved:	Example
Next review date:	XX.XX.2023 (End of each term. Review sooner if issues arise.)

Signatures	
Support unit teacher:	Date:
Mainstream teacher:	Date:
Parent / carer:	Date:

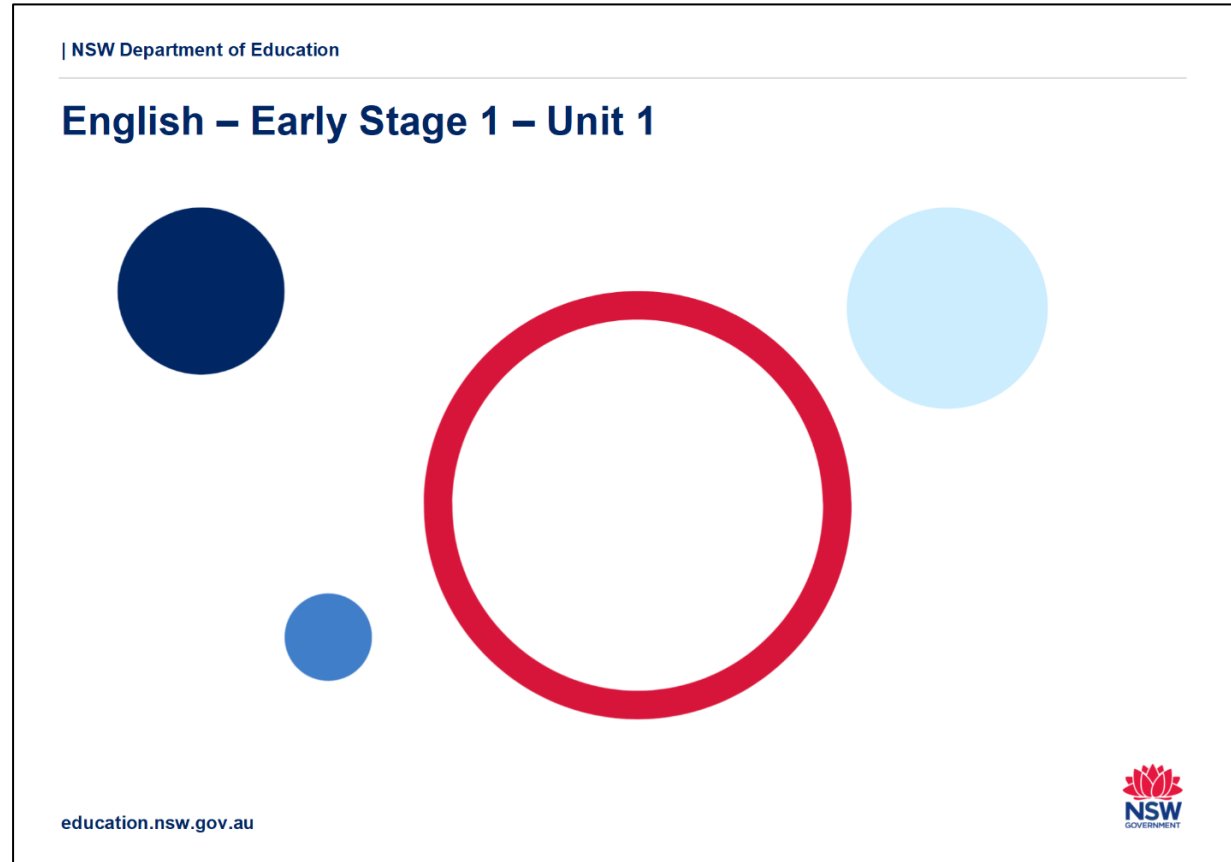
Learning Adjustments	
Instruction:	Are there any instructional adjustment/s? or n/a
Environment:	Are there any environmental adjustment/s? or n/a
Materials:	Are there any different materials needed? or n/a
Staff Support:	Name staff supporting student or n/a

Assessment	
Assessment tasks:	Name mainstream assessment task/s or n/a
Disability provisions:	Name provisions needs for assessment task/s or n/a

Collaborative Programming and Reporting	
Programs and content:	Who is writing them: SU teacher or mainstream teacher?
Academic Reports:	Who is writing them: SU teacher or mainstream teacher?



**All teaching
programs
follow the
same units
of work.**



Keep reviewing

Check in with the process

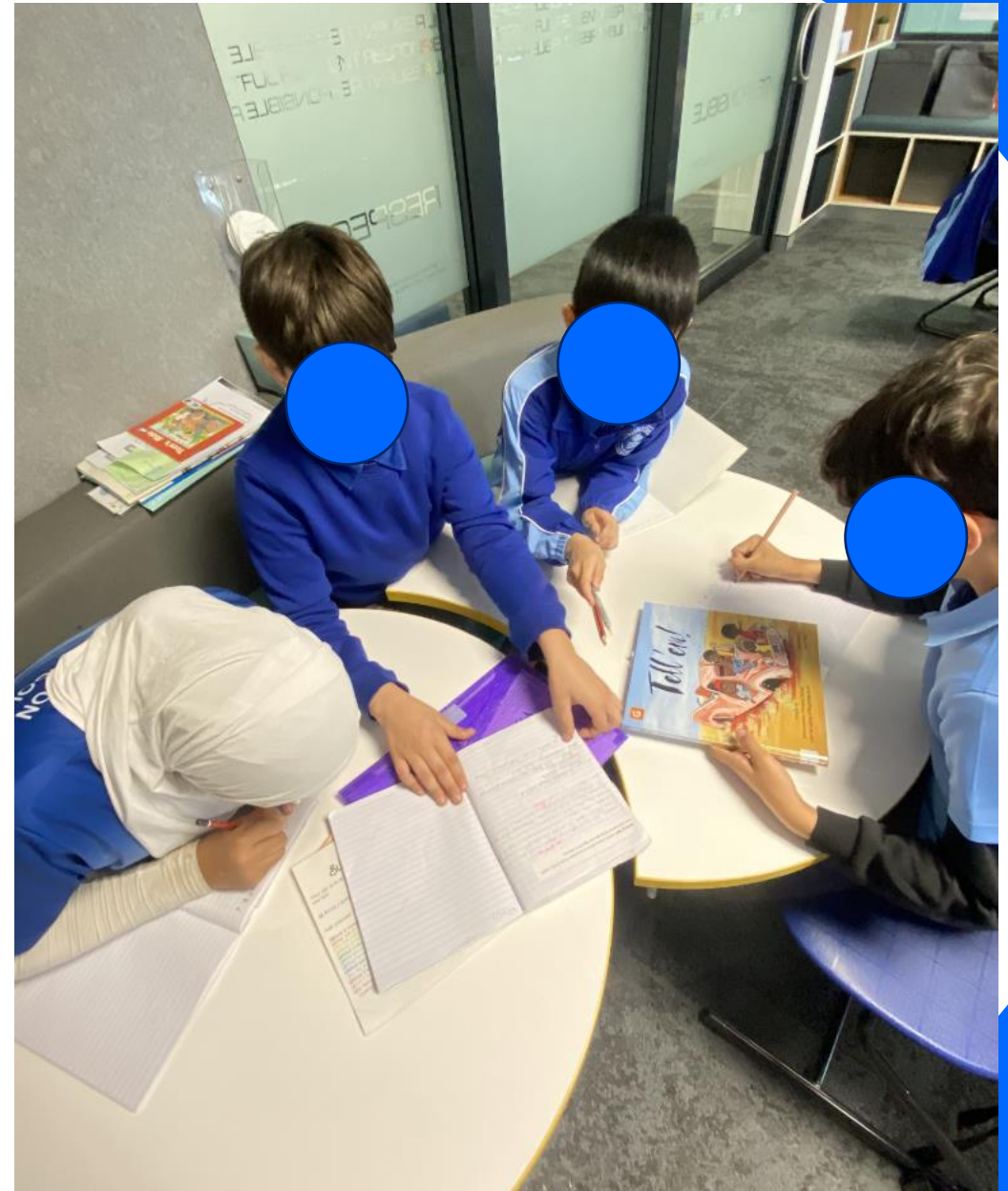
Is the SU student benefitting from the integration?

Are the mainstream students benefitting from the integration?

Is the mainstream teacher comfortable with the current set up?

Can the student access mainstream independently or do they still require support?

Could the student access mainstream more frequently and/or for longer periods of time?



Keep being the role model.

Where are we up to?

What is already occurring across the school

- ✓ SU staff are in mainstream teams.
- ✓ All students have regular access to all areas of the school (e.g., Breakfast Club).
- ✓ All students are involved in whole-school activities (e.g., assemblies, sport) where appropriate.
- ✓ Some SU students are attending mainstream lessons for integration.

Summary

That is our journey so far.

We encourage all students to participate in all activities, where appropriate.

We aim to provide what is best for them for **the individual person they are.**

We consider ourselves **one school.**

Any questions?

Thank you.