

# Review of Educational Services for Students with Disabilities in Government Schools

Discussion Paper  
December 2001



*“Society helps shape schools and schools help shape society”*

*Chadbourne, R. (1997). Including Children with Intellectual Disabilities in Regular Schools: A Review of the Western Australian Project*

## **Acknowledgements**

The Review Team would like to thank the following for their significant contribution to Stage1 of the Review of Educational Services for Students with Disabilities in Government Schools

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## **Alternative Accessible Formats**

This document is also available in other alternative accessible formats. Please contact:

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# EXECUTIVE SUMMARY

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The Discussion Paper of Stage 1 of the Review of Educational Services for Students with Disabilities in Government Schools is the culmination of work undertaken in 2001. It is the result of an announcement in April 2001 by the Minister for Education that the Department of Education would undertake a comprehensive state-wide review of educational services for students with disabilities in Western Australian government schools. The Review was intended to ensure that the educational needs of these students are met through the provision of appropriate, effective and efficient services, resources and facilities. Stage 2 of the Review is anticipated to commence early in 2002. This stage will involve extensive consultation and planning for the implementation of the major recommendations from Stage 1 and the development of specific operational recommendations based on the principles. Complete implementation is expected to take up to five years.

Historically, definitions of disabilities in the Western Australian government school system have included autism spectrum disorders and intellectual, physical and sensory disabilities. This relatively small group, which encompasses approximately 3% of the school age population (School Census, 2001), has high support needs and is provided with a targeted resource allocation. The *School Education Act (1999)* widens the historic definition of disability to include neurological, cognitive and psychiatric conditions.

With the adoption of the *School Education Act (1999)*, a larger number of students with disabilities will inevitably be identified. Students with disabilities are part of a wider group of up to 18% (OECD: *Report on Inclusion 1999*) of the school - aged population described collectively as having special educational needs. This has some major issues for the Department in terms of its delivery of appropriate provision for students. Many of the current structures and support services do not adequately cater for these students' needs.

The Terms of Reference for the Review were to:

- Examine the current provision of education supports for students with disabilities by identifying the extent to which these:
  - facilitate appropriate learning outcomes for students with disabilities;
  - reflect the intent of the *School Education Act (1999)*;

- provide equitable access for students with disabilities; and
  - comply with other legislative and administrative requirements.
- Identify the principles of effective and most promising practice to inform recommendations to enhance the delivery of supports for all students with disabilities.

In addressing the Terms of Reference, the Review Team called for public submissions and collected information from key stakeholders. Over 250 submissions were received from a broad range of stakeholders. This information was analysed in terms of major issues raised. Concurrent to this work, a consultancy group was contracted by the Department to undertake independent consultation with community members, including special interest groups and school based personnel from across the range of categories of educational settings. Consultations with a number of educational experts in the field of students with disabilities have also provided valuable feedback in the process of developing this Discussion Paper.

The data from all of the above sources informed the development of the principles and indicators for improved educational services for students with disabilities found within this Discussion Paper.

## **Findings**

The seven principles of effective and most promising practice that have arisen, reflect the following broad issues highlighted by respondents. These issues are summarised below:

- Clear information during the enrolment process, coupled with the ability of parents to choose the form of education that best suits their child's needs, will support an accessible and inclusive education system. These processes will be flexible enough to enable smooth transitions during schooling.
- Parents of a child with a disability will have the opportunity to make a genuine choice of enrolment with necessary adjustments provided to support optimal participation.

- Inclusive schools will be supported by the development of educational leadership and teaching that recognises diversity and ensures full acceptance and participation of all students.
- Schools will make informed decisions to support enhanced student learning outcomes using a collaborative approach. Whole school approaches and frameworks are designed to support all students with special educational needs. Changes to students' programs are based on local decisions and a documented educational program.
- Development of a new funding model is proposed. Supported by an allocative mechanism based on students' learning needs, the model will better provide for students with special educational needs. Schools will be supported in the flexible use of resources.
- Services that are more co-ordinated, flexible and responsive to individual student needs are needed to ensure enhanced educational outcomes. Services provided by the Department and others will be based on strong collaborative partnerships to yield the best results. Partnerships and protocols are to be formed locally or at a system level.

### **Discussion Paper Recommendations**

Stage 2 of the Review will require extensive consultation within the Department of Education and with community stakeholders in the development of implementation recommendations to be included in the Final Report. It is recommended that representative working parties be established to consider the development of quality educational provision for all students with special educational needs. These working parties will take into account the findings and recommendations of current government reviews: *Investing in Government Schools: Putting Children First (Robson, 2001)*, the Machinery of Government Taskforce and the Disability Services Act (1993) Review.

Each of the major recommendations outlined below has direct links to the principles within the Discussion Paper and are considered to be instrumental in facilitating significant progress during Stage 2 of the Review.

1. All subsequent work of the Review to examine educational services for students with disabilities will be within the broader context of the term, students with special educational needs.
2. Departmental policies and procedures in relation to students with disabilities be reviewed and modified to ensure compliance with relevant legislation and to reflect contemporary community expectations.
3. A system wide leadership program be developed and implemented to support an inclusive educational system.
4. A comprehensive staff development process be undertaken across all schools and districts to promote inclusive educational practice within school communities.
5. A comprehensive funding system based on student needs be developed for all students with special educational needs.
6. Exploration of the current range of services and facilities be conducted to inform the development of comprehensive models of service delivery for all students with disabilities.

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# INTRODUCTION

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The Discussion Paper of Stage 1 of the Review of Educational Services for Students with Disabilities in Government Schools is the culmination of work undertaken since the Minister announced the Review in April 2001. This work has included a call for submissions and interviews with a representative range of parents, public organisations, school administrators, teachers and support staff.

Over 250 submissions were received. The data from submissions and all other information informed the development of the principles and indicators for improved educational services for students with disabilities. These principles will inform Stage 2 of the Review. During this stage, extensive consultation including the formation of representative working parties will result in the recommendations of the Final Report.

These recommendations will be considered for implementation from 2002 to 2005 and beyond. There will be significant planning implications in bringing the Western Australian educational system in line with societal expectations and current national practice.

Historically, definitions of disabilities in the Western Australian government school system have included autism spectrum disorders and intellectual, physical and sensory disabilities. This relatively small group, which encompasses approximately 3% of the school age population, has high support needs and is provided with a targeted resource allocation. The *School Education Act (1999)* widens the definition of disability to include neurological, cognitive and psychiatric conditions. With the adoption of the Act, a larger number of students with disabilities will be identified.

The national and international trend is to define students with disabilities within an even wider category. This reduces the reliance on categorisation and labelling and removes the arbitrary divisions between students labelled with disabilities and other special needs such as learning impairments, social and emotional problems and learning difficulties. The term students with special educational needs is introduced in this Discussion Paper. It is recommended that the educational and funding implications of supporting this wider group of students be examined in the next stage of the Review.

A major challenge will be to implement changes across the whole system that benefit all students with special educational needs including students with disabilities. These changes must be culturally sensitive and linguistically relevant for all communities served. It is anticipated the full impact of the Review will not be realised until 2005. The period 2002/2003 should be considered as preparation for major change.

Despite acknowledgement of room for improvement in the current provision of services and support, the analysis of all information revealed a high degree of satisfaction.

*Nor is it too much to say that the combination of the high level of commitment and professionalism ... is impressive. It must be difficult to keep progressing and maintaining the interest of many such students at that age. The Principal, teachers, assistants and aides do so, and do it well, and the progress in our child is warming to see. Moreover, they are taught not only such intellectual matters as they are capable of handling. Importantly, they are also taught determination and how to build positive and constructive attitudes, which they can rely upon to take them through the rest of their lives in a society which will not be easy for such pupils.*

*(Parent)*

*...the present structure of education support within the State Education system is appropriate to meet the needs of students with intellectual disabilities. Individual disabled students have different levels of impairment and therefore different support and educational needs, and the continuum of services from Education Support Schools, through Education Support Centres and Education Support Units to fully integrated mainstream, allows for the best "fit" for each individual student and is able to meet individual needs.*

*(Parent)*

*The actual teaching and learning programs implemented by teachers especially trained to manage the diverse population that comes within the paradigm of 'students with disabilities' are quite sophisticated and aim to address the needs of such students. In many cases the strategies and programs are successful even when the teachers have minimal skills in this area and are supported by the Department's visiting teacher service or the district's curriculum and student services provision.*

*(District Education Office)*

*I have three children at ... school and I have nothing but praise for the effort from all the teachers and staff at the school. Our son with Downs Syndrome [sic] presents us all with some particular challenges to include him and the school is walking with us in meeting these challenges.*

*(Parent)*

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# SECTION 1: Legislative and Policy Directions, Government Schooling for Students with Disabilities and Context to the Review

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## **Legislative and Policy Directions**

The *Salamanca Statement*, which was adopted by the UNESCO World Conference on Special Needs Education, Access and Quality (1994), provides the universal framework for the delivery of quality educational services to students with disabilities. The *Framework for Action* contained within the Statement asks governments to adopt the principles of inclusive education as a matter of law or policy.

The challenge to ensure that governments give the highest priority to developing inclusive educational systems is reflected in both state and federal legislation across Australia. The *Equal Opportunity Act (1986)* and the *Disability Discrimination Act (1992)* provide the federal legislative framework that ensures students are not discriminated against on the basis of their disability.

In Western Australia, the *School Education Act (1999)* articulates the legal obligations of the Department of Education in relation to the education of students with disabilities and is consistent with the tenets of disability legislation. The *Anti-Discrimination Act (1993)*, and the *Disabilities Services Act (1993)* affirm the principles of equality and inclusivity for all people.

The Objects of the *School Education Act (1999)* promote inclusive educational practices in Western Australian government schools by recognising that every child has a basic right to education and that a government schooling system must meet the educational needs of all children. The *School Education Act (1999)* outlines the conditions under which the Department is required to provide support and services. Parental involvement and choice in the provision of schooling options for students with disabilities are also key features of the *School Education Act (1999)*.

At policy level, the Department's Students at Educational Risk '*Making the Difference*' Strategy formulates affirmative action for students at educational risk. The policy reflects current thinking on the identification and provision of educational services for

diverse groups of students experiencing difficulty with learning and promotes inclusive schooling.

The *Ministerial Taskforce on Support Services and Resources Provided to Government Schools (2001)*, chaired by Professor Alan Robson, provides recommendations for the development of strategies to ensure that resources and services are effectively allocated and utilised to maximise achievement of learning outcomes for students in government schools.

Two previous reviews of services for students with disabilities and specific learning difficulties have focused on the issue of teacher education. Both the *Report from the Ministerial Taskforce, the Education of Students with Disabilities and Specific Learning Difficulties* (Shean Report, 1993) and the earlier *Report of the Committee of Enquiry into Education in Western Australia* (Beazley Report, 1984) made strong recommendations in relation to pre-service education in disabilities for all teachers.

### **Government Schooling for Students with Disabilities**

The last major restructuring of educational services for students with disabilities occurred in the early 1980s. In keeping with national trends, students with vision impairment, as well as those with hearing impairment, were educated in their local school. This was also the case for many students with intellectual disabilities in rural and remote areas.

Education support schools at this time became non-categorical. Children with severe and multiple disabilities, who had previously remained at home or attended day activity centres, were enrolled in education support schools in the metropolitan area and the larger regional centres. Students whose degree of disability was such that they required a highly specialised setting enrolled at the closest education support school. The principle of zero rejection was adopted and consequently all children of school age, regardless of their disability, were entitled to attend Department schools.

The first education support centres were opened in 1984. Principals were appointed to these new schools to ensure advocacy for students with disabilities. The centres, sharing the campus with a mainstream school, offered the least restrictive environment as close as possible to the student's home. They provided intensive small group instruction employing research based methodology known to deliver positive educational outcomes. They also facilitated opportunities for daily integration with

typically developing peers from the partner school. Many of the students enrolled at centres had previously attended education support schools.

In 1995, in response to the worldwide trend towards inclusion and to meet community expectations, the Department established the Inclusion Program. This program enabled selected students with intellectual disabilities to attend their local school with support. The numbers of students participating in the program have increased each year up to the present.

## **Context to the Review**

In April 2001, the Minister for Education announced that the Department would undertake a comprehensive state-wide review of educational services for students with disabilities in Western Australian government schools. The purpose of the review was to enable the Department to ensure that the educational needs of students with disabilities are met through the provision of appropriate, effective and efficient services, resources and facilities.

The Terms of Reference for the Review were to:

1. Examine the current provision of education supports for students with disabilities by identifying the extent to which these:
  - facilitate appropriate learning outcomes for students with disabilities;
  - reflect the intent of the *School Education Act (1999)*;
  - provide equitable access for students with disabilities; and
  - comply with other legislative and administrative requirements.
2. Identify the principles of effective and most promising practice to inform recommendations to enhance the delivery of supports for all students with disabilities.

During the initial consultation process of the Review it has become clear that the development of implementation recommendations must take into account other reviews being undertaken in Western Australia. The findings and recommendations of the *Investing in Government Schools: Putting Children First (Robson, 2001)*, the Machinery of Government Taskforce and the Disability Services Act (1993) Review are expected to identify issues of relevance to the Review.

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## SECTION 2: The Review Process

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### **Invitation to Make Written Submissions**

Interested parties were invited to make written submissions to the *Review of Educational Services for Students with Disabilities in Government Schools*. Respondents were asked to address the Terms of Reference for the Review. Submissions were called for in *The West Australian* newspaper on 25 August 2001 with a closing date of 28 September 2001. All schools were invited to make written submissions and were provided with information to disseminate to parents.

### **Submissions Received**

Two hundred and fifty four submissions were received from individuals including parents, various community groups and organisations, service provider groups and relevant government agencies. Schools, districts and their associated parent and community bodies made submissions, as did professional organisations representing teachers and administrators.

### **Independent Consultants**

A tender was let to engage independent consultants as part of the Review process. The independent consultants adopted a two-stage process for their work. In the first stage an initial set of questions was piloted with a group from the Western Australian Primary Principals' Association, Western Australian Secondary School Executives' Association, Western Australian Education Support Principals' and Administrators' Association, Teachers' Union of Western Australia and the Disability Services Commission. Using these questions, fifty interviews were conducted with a representative range of parents and students with disabilities. An initial report on the results of this work was received on 12 October 2001.

Stage 2 of the work of the independent consultants comprised seventy-two interviews using a modified set of questions adapted for use across school communities. Respondents were drawn from a range of educational settings: primary and secondary, metropolitan and country, education support and mainstream. The selection encompassed a variety of situations in which students with disabilities were engaged in the school program. The views of administrators, teachers, and education assistants

were sought. The final report on the results of this work was received on 12 November 2001.

## **Department of Education Services for Students with Disabilities**

All district and central departmental teams were invited to identify the major issues for the provision of educational services for students with disabilities.

Information was sought and received from the Centre for Inclusive Schooling, Vision Impairment Service, Western Australian Institute for Deaf Education, Language Development Centres, Hospital Schools Service and the Schools of Isolated and Distance Education.

Four focus areas were developed to organise information received from groups providing current services to students with disabilities in government schools:

- Policy and Decision-Making.
- Educational Organisation and Learning Outcomes.
- Provision of Services and Support.
- Resource Management.

## **Consultative Meetings**

Interagency consultation with other relevant government agencies is ongoing. These agencies include the Disability Services Commission, Department of Health, Department of Community Development and the Department of Infrastructure and Planning (transport).

Peak disability groups are represented in ongoing consultative forums established as part of the Review.

## **Analysis of Information**

A detailed analysis of each submission and other available information was undertaken. Issues identified were clustered and first draft principles were written. Submissions were reread against these draft principles to ensure that all issues raised were reflected in a set of refined principles. Indicators for each principle were developed to describe the expected improvements in the government education system that would be in evidence when the principle was in place.

## **Testing the Validity of the Methodology**

During Stage 1 of the Review advice on the methodology and feedback on emerging principles was received from:

|                           |  |
|---------------------------|--|
| Executive Reference Group | Review of Educational Services for Students with Disabilities in Government Schools                |
| Leadership Team           | Department of Education  |
| Mel Ainscow               | Professor of Education University of Manchester  |
| Ian de Cruz               | Legal Officer Department of Education  |
| Peter Farrell             | Professor of Special Needs and Educational Psychology University of Manchester                     |
| Loretta Giorcelli         | Honorary Fellow University of Western Sydney,<br>Visiting Professor San Francisco State University |
| Peter Short               | District Director Department of Education  |

## **Proposed Work**

Following approval from the Minister, the Discussion Paper will be released. This Discussion Paper will contain a set of principles for future practice and recommendations to form the basis of the conduct of Stage 2 of the Review.

Consultation with stakeholders, from both within and outside the Department will be conducted to establish implementation recommendations based on the principles and recommendations of the Discussion Paper. Working parties will consider the principles and recommendations and formulate implementation recommendations in the Final Report.

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## SECTION 3: Principles and General Findings

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While the information provided in Stage 1 featured a diversity of opinions, common trends and issues became evident. From these general findings, principles and indicators were developed. These describe the characteristics of an education system that would deliver quality services and supports for students with disabilities.

The *School Education Act (1999)* and the *Curriculum Framework (1998)* provided the framework to support the development of principles and indicators. Use of these documents ensures a consistent approach to developing quality education for all students.

To underpin the principles of the Review it was seen as appropriate to apply the Objects from the *School Education Act (1999)* as guiding statements.

- *Every child has a right to receive an appropriate educational program;*
- *Parents have the right to choose the form of education that best suits their child's needs;*
- *Parents have a responsibility to work together in partnership with schools for children's schooling to be successful; and*
- *A government schooling system must be provided to meet the educational needs of all children.*

*School Education Act (1999)*

The discussion regarding each principle identifies the range of issues described by respondents. The description of principles in this Discussion Paper provides a foundation for further consultation to develop implementation recommendations during Stage 2.

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## PRINCIPLE 1

Providing access and participation

### Students with disabilities have the right to enrol and participate on the same basis as other students

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*Clear information during the enrolment process, coupled with the ability of parents to choose the form of education that best suits their child's needs, will support an accessible and inclusive education system.*

#### **This principle is visible in practice when:**

- The right of students with disabilities to be enrolled on the same basis as other students is recognised.
- Students with disabilities participate in an appropriate range of learning environments.
- Parents are partners in all aspects of the education process.
- Information about schooling options and the range of services is inclusive and accessible to allow for informed parental choice.
- Enrolment procedures are collaborative, transparent and consistently applied.
- Effective transitions are made during all phases of schooling.

The rights of students with disabilities and their parents were identified in submissions and interviews as a major issue along with rights of teachers and other members of the school community. The requirements of the *Disability Discrimination Act (1992)* and the *School Education Act (1999)* were perceived by many respondents as not being met by current practice.

The ability to look at each child as an individual and to consider the particular needs of that child was a feature of the ideal situation described by a significant number of respondents. Implicit in this ideal was the assumption that parents have the right to choose the setting they feel is most compatible with their child's needs. For parental choice to be meaningful, good information needs to be available so that an unbiased assessment of the advantages and disadvantages of the various enrolment options can be made.

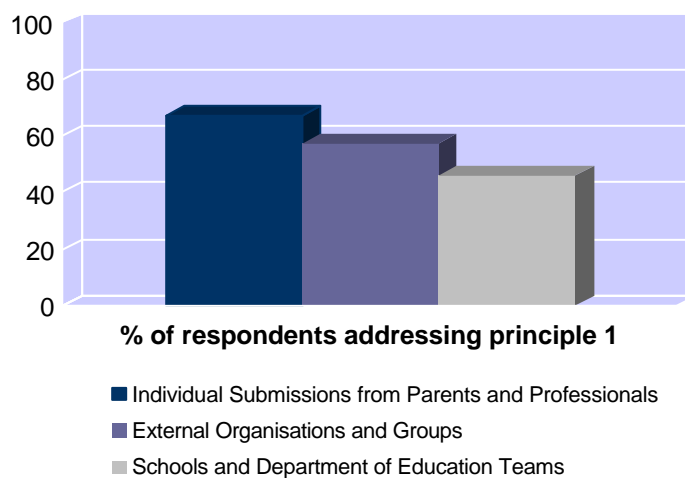
This principle reflects the view of many respondents that students with disabilities have the right to be educated in their local school. Whilst other respondents see this as the ideal, they also wish to maintain a range of options for students. Many respondents value the specialist programs provided by the Department and argue strongly for the continuation of these programs.

The need for parents to have a greater say in the ongoing decision-making process was a common response. Respondents argued that true partnerships could only happen if unbiased, complete information was available to parents. It was acknowledged that two-way communication needed to happen in order to achieve the best outcomes for students. Parents stated that they often felt left out even though most of them saw themselves as the experts with regard to their own children. There was an expressed wish by parents to be included as partners in planning for the educational needs of their children.

Parents frequently reported that they knew their child's needs from a holistic perspective rather than from a potentially narrow educator's base. The involvement of parents in planning and joint decision-making for their child's education was strongly supported by schools. However, it is not always practised at present. The need to incorporate the perspectives of parents in determining academic, social and independent living outcomes sought for students was seen as critical to successful planning.

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**GRAPH 1: Frequency with which respondents addressed the principle**



## **Analysis of information**

The provision of access and participation is a complex issue and information provided to the Review represented this complexity. Of the individual submissions addressing this principle forty-one respondents argued for the right to choose and have access to a range of appropriate learning environments. Thirty-two respondents wanted an existing service or facility to continue to be provided. Twenty references were made to the Department not providing a sufficient range of services to address the needs of students with special educational needs.

Six submissions from external organisations commented on the need for a range of educational settings and services to be continued. Five organisations referred to the need for the right to choose and have access to a range of appropriate learning environments. Five were critical that the Department's policies and procedures did not adequately reflect the *School Education Act (1999)* and other legislation.

Twenty-one internal submissions advocated the need for provision of a range of educational facilities and services to be continued. Fifteen commented on the need to reduce barriers to enrolment in Education Support. These barriers included the limited eligibility criteria and transport provision. Eight submissions supported the promotion of information about the range of educational options being provided to parents.

## **Extracts from submissions**

*A school psychologist asked me not long ago what my aspirations were for my son in the next five years. I said simply that 'I would love him to attend the same school as his sister, that they would be there for each other, that I could drop them off and pick them up together and that we could all participate in our local schools events and activities together and that both of their needs would be catered for'. This would be my choice. How ludicrous it seems that something so simple, that most other parents take for granted, can cause so much grief. I deserve the right to choose the outlet that I believe will be the most beneficial to my son's educational needs without being dictated to or feeling intimidated by departments and their resources.*  
(Parent)

*"Parents who wish to enrol a student with disability in a mainstream school of their choice should not be made to feel like second class citizens. They should not be expected to accept less favourable treatment than parents of students without a disability in the enrolment process. The enrolment process must be non-discriminatory. Parents who wish to enrol a student with a disability in a mainstream school of their choice should not be made to feel a school has a right to make acceptance conditional upon the availability of a teacher's aide. Schools have a responsibility to educate all students whether an aide is available or not and this should be made clear to parents and teachers.*  
(Community Law Service)

*The concept of inclusion needs further explanation. While a mainstream school may be good for one child, it may serve to exclude others. This P&C group sees inclusion in the mainstream as one option, not the option for all students with disabilities.*  
(Parents & Citizens Association)

*A future model for the provision of support for all students with disabilities should not only continue to provide the broad choice but should look at extending this by enabling parents to choose their local school for their child with disabilities so that their child can have a continuity of education from the kindergarten/pre-primary years and does not have to travel further than their local school.*  
(District Education Office)

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## PRINCIPLE 2

Supporting inclusive schools

### All levels of the system value diversity and operate within an inclusive framework

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*Inclusive schools will be supported by the development of educational leadership and teaching that recognises diversity and ensures full acceptance and participation of all students.*

#### **This principle is visible in practice when:**

- School communities value diversity.
- Educators have the awareness and confidence to support students with special educational needs.
- Educational leaders take a proactive role in advocating and ensuring equity for all students.
- Schools develop and adopt inclusive pedagogical and cultural practices.

The need for a positive acceptance of the rights and value of students with disabilities was identified as a key issue. A more accepting approach needs to be developed at a local level, from teachers and principals through to other students and the community generally. The language used in schools must reflect the vision and principles of an inclusive educational system that accommodates and respects diversity. Students with disabilities are vulnerable to the misuse of language. This can have the effect of labelling students, discriminating against them and ultimately creating a culture of non-acceptance of diversity. The use of inappropriate language has an impact on educators and the community at large.

Communication between schools and parents was identified as a problem for parents. At times this was linked to negative attitudes encountered, particularly from some mainstream administrators and teachers. Parent responses emphasised that principals need to be more proactive in the area of students with disabilities. Given the pivotal role that principals play in leading schools, there needs to be recognition of this at an individual, school and system level. Parents described having to fight for their rights and views to be considered. They felt a major gap in the present environment was that they were not seen as legitimate partners in educational decision-making regarding their child.

The need to view students with disabilities as an integral part of the school was closely linked by respondents to the need for appropriate training and experienced teachers with the right attitude. Across the whole spectrum respondents saw the ideal situation involving a strong element of pre-service and in-service training in relation to the education of students with disabilities for system-level personnel, school leadership teams, teachers and support staff.

Respondents identified significant discrepancies in the quality of planning and programming across schools that highlighted the need for system-wide inclusive policies and procedures. Respondents identified the need for consistency in the selection of appropriate staff, resource allocation, time allowed for collaborative planning and monitoring processes.

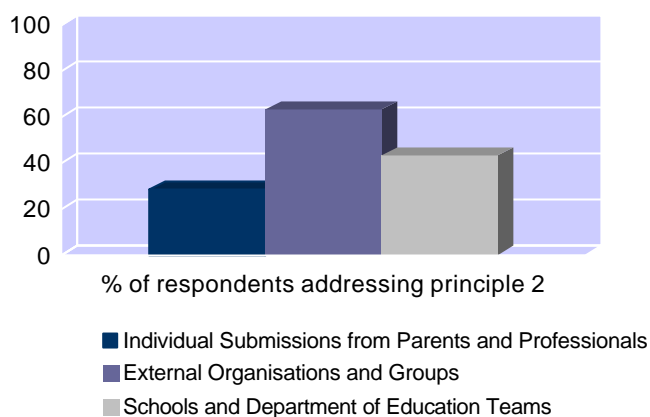
The time required for effective planning was identified as a critical issue. In some situations, teachers and support staff felt that there was adequate provision for this to occur. However, for the great majority, it was reported that there was insufficient time allowed for the relevant parties to come together to plan effectively. This related to educational planning, collaboration between class teacher, assistant and other teachers who interact with the student, and meetings with parents and specialist staff. One of the essential differences highlighted was whether or not the principal was aware of the time needed for collaboration and planning, and provision of extra resources for this to occur.

*While educators have a responsibility to cater for the needs of all children, their beliefs regarding acceptance of inclusive practices may affect the degree to which they carry out that duty.*

*Forlin, C. (1995). Educators' beliefs about inclusive practices in Western Australia. British Journal of Special Education*

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## GRAPH 2: Frequency with which respondents addressed the principle



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## Extracts from submissions

*It is also clear to me that my children gained more from the integration aspects of their schooling (where the ESC integrated activities with the regular school) when the regular school teachers and principal were aware of, and sympathetic to, the issues surrounding intellectual disability. Regular teachers who had little or no understanding of intellectual disability tended to be reluctant to have such children in their class for integrated activities (even with support from ESC staff), and generally did not include them as fully as could have been done. (Parent)*

*We have a vision of an inclusive society where all people belong and it is clear that the current government shares this vision. However we cannot see how we can have an inclusive society if we have forced segregation of children against the wishes of their parents. This vision of an inclusive society needs to be articulated by our political and departmental leaders and made clear to personnel at all levels in the Education Department. It is much broader than disability. It means including all diversity – ethnicity, gender, religion and the full range of talents and aspirations. (Advocacy group)*

*I feel my child's needs are able to be met more academically, emotionally and physically in a school where the teachers, assistants and staff want to work with children with disabilities and are trained in this area. (Parent)*

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## PRINCIPLE 3

Ensuring local decisions and adjustments

A range of effective and appropriate adjustments is provided to ensure access, participation and achievement

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*Schools will make informed decisions to support enhanced student learning outcomes using a collaborative approach. Whole school approaches and frameworks support all students with disabilities in the context of students with special educational needs. Changes to students' programs are based on local decisions and a documented educational program.*

### **This principle is visible in practice when:**

- Adjustments are informed through collaboration with parents and other relevant stakeholders.
- Students' views are sought and are reflected in the educational program.
- Adjustments are made at the whole school, classroom and individual levels. These adjustments are regularly monitored and reviewed.
- Decisions about adjustments are made, where possible, at the local level.
- Adjustments are culturally sensitive and minimise discrimination.
- Adjustments are recorded within a documented educational program as part of a broader accountability framework.

The opening of opportunities in a manner that allows the achievement of equitable outcomes for students with disabilities often involves making adjustments and the allocation of resources. The provision of adjustments and resources needs to be based on assessment of each unique situation. Many respondents expressed the view that there are considerable dangers in developing adjustments or allocating resources on assumptions that all students with a disability have similar needs. Two students with the same disability may not have the same needs nor will they necessarily progress optimally in the same environment. The ability to make resource allocation decisions at the local level has the potential to improve the effectiveness of resource use. The flexibility to adapt the use of resources as the situations and circumstances change is also an advantage. Part of this responsiveness may include effective use of education

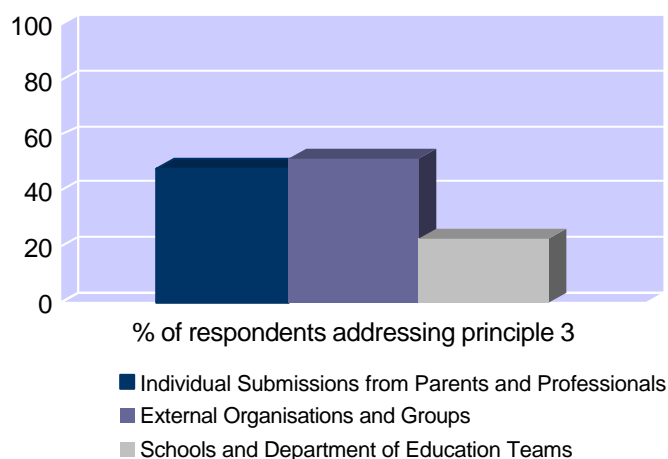
assistants, ease of movement between different schooling options, and resource allocation following the student.

For equitable and appropriate outcomes to be achieved by students with disabilities the responsibility for the program needs to be taken across the whole school. The advantages of planning for the student's program at a whole school level was evident from many of the interviews conducted by the independent consultants. Where this can happen, the appropriate and flexible use of the available resources and expertise leads to better outcomes for all students.

Respondents identified the need for more explicit accountability for the educational outcomes achieved by students with disabilities. While principals are already accountable for the outcomes achieved within their school environment, specific accountability for appropriate use of resources and the achievement of educational outcomes by students with disabilities should also be expected. The monitoring and reviewing of student progress is critical. The outcomes specified in individualised educational planning are seen as a starting point for monitoring and reporting progress.

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**GRAPH 3: Frequency with which respondents addressed the principle**



## **Extracts from submissions**

*The Flipper device enables the child to see on the screen next to her what is written by the teacher on the blackboard. It enables the student to understand more clearly the teaching points being made. Without it, the student has to rely on auditory inputs and the generosity of the student next to him/her explaining in finer detail and often by allowing the visually-impaired student to look at his work to copy... My child is particularly gifted at maths. A Flipper would help her see maths equations on the blackboard as if the blackboard was next to her desk. Without it, she can decipher nothing on the board. (Parent)*

*Whilst the secondary schools are willing to accept students with disabilities into their schools on an integration basis, there is still very little understanding of the needs of these students and how to include these students in the curriculum. Secondary schools staff rarely have the training, time or capacity within their classes to provide adequate support for students with disabilities. Without careful planning, which would include the education of the school community and a review of each individual school's practices and system, what will continue to happen is that students with disabilities will be "side-by-side" other students in 'mainstream' classes and they will not be fully included. (District Education Office)*

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## PRINCIPLE 4

Implementing a new framework for resource allocation

### Adjustments are provided on a needs basis and are equitably resourced

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*Development of a new funding model is proposed. Supported by an allocative mechanism based on students' learning needs, the model will better provide for all students with disabilities in the context of students with special educational needs. Schools will be supported in the flexible use of resources.*

This principle is visible in practice when:

- A consistent and co-ordinated system-wide procedure for the identification of students with special educational needs is in place.
- All stakeholders contribute to the identification and assessment of students' learning needs.
- A needs-based allocative mechanism provides resourcing for appropriate adjustments.
- Schools are supported to be flexible in planning and implementing appropriate programs for students with special educational needs.
- Schools demonstrate accountability in the use of allocated resources.

In line with the recognition of the individual needs of students with disabilities, flexibility of support and resource provision is perceived to be a key to optimal educational outcomes. Predictably the need for higher levels of funding was mentioned although it was not necessarily an increase that was being sought but a re-allocation of funding. Providing greater flexibility for schools to manage and use resources rather than having restrictions placed on them was seen as important. Indeed many respondents indicated that equity and fairness should be the foundation of service and resource provision to students with disabilities.

The simplification and reduction of administrative processes featured heavily in responses. Many respondents saw the streamlining of some of the administrative processes as long overdue. A simplification of some processes and a more common sense approach was advocated so that the processes do not inhibit the responsiveness of services and local solutions to problems. While a degree of uniformity may be

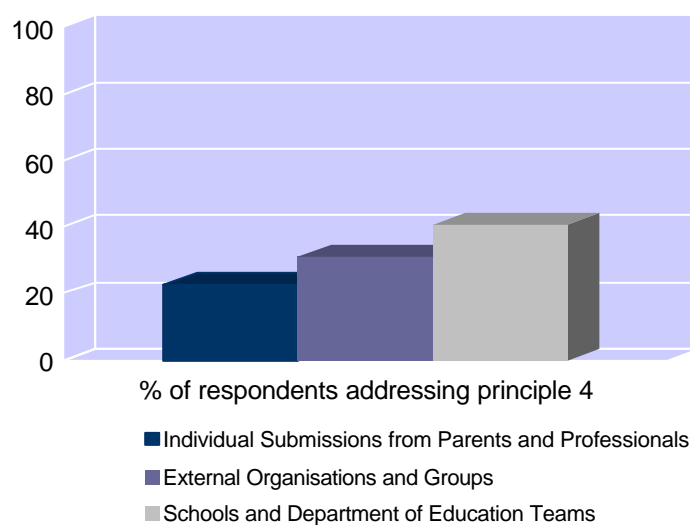
necessary, there was concern that frameworks and processes should not become rigid or prescriptive.

Respondents identified problems associated with current resourcing methods, in particular the possible negative effects of labelling students as 'disabled'. It was recognised that the current system of labelling a child with a particular disability is only one way of allocating resources. Indeed, a principal suggested: "Disability is not a reason for marking time." This principle is important as a basis for making resource allocation decisions and at times may involve differential resourcing for schools. These resources may include specialist schools and/or teachers, education assistants, smaller student-teacher ratios and equipment. School-based personnel were particularly keen that the needs of other students be considered within this principle.

It is considered essential that all schools need to be appropriately resourced when a student with disabilities is enrolled. Many respondents expressed the concern that, without appropriate resourcing being available, students with disabilities would receive inferior programs. The ability to access an appropriate curriculum is heavily dependent upon support provided to teachers and students, especially in mainstream settings. If mainstream teachers are responsible for the educational programs for students with disabilities, they often need practical assistance in modifying and adapting the curriculum to suit student needs.

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**GRAPH 4: Frequency with which respondents addressed the principle**



## **Extracts from submissions**

*Resources, such as FTE, that attracts a weighting when a student is located in an education support facility are not available on the same basis to a school when the student is enrolled elsewhere. This is an iniquitous situation and places undue stress upon the school that is denied the adequate resourcing. It is the view of the committee that the full range of resources, financial and human, be applied regardless of the sector in which students are enrolled; education support, primary or secondary.* (District Education Office)

*The most essential resource to schools is someone on staff who has experience with and knowledge of students with disabilities. This provision should be above the staffing formula and be able to meet the demand within the school. If it is not above formula then many schools will not choose to support students in this manner, validly arguing that resources are limited.* (External organization)

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## PRINCIPLE 5

Matching pedagogy with student needs

### The system supports the development of pedagogy to meet individual student needs

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*The continuous improvement of teaching and learning practices is identified as the most effective strategy for enhancing outcomes for students with disabilities in the context of students with special educational needs.*

#### **This principle is visible in practice when:**

- Evidence-based, effective models of teaching and learning for all students with disabilities are identified, promoted and implemented.
- Benchmarks for effective teaching and learning practices are identified, promoted and implemented throughout the system.
- Implementation and ongoing evaluation of effective teaching and learning practices are supported by the system.
- Partnerships with training providers are formed to ensure best quality pre-service and in-service training.

The ideal situation described by respondents involved a strong element of training, both pre-service and in-service. Many submissions argue that the potential for students with disabilities to access the curriculum appropriately is severely compromised without adequate training for all staff. A much greater emphasis on teaching all students with special educational needs was seen as an essential element of the pre-service training for teachers in mainstream settings. Appropriate qualifications for teachers working in this area are essential. There was the view that providing high quality professional development for mainstream teaching staff, not just those directly involved in teaching students with disabilities, is critical. This professional development would cover both general awareness of disabilities and the impact on student learning, as well as the practical aspects of curriculum modification to meet student needs.

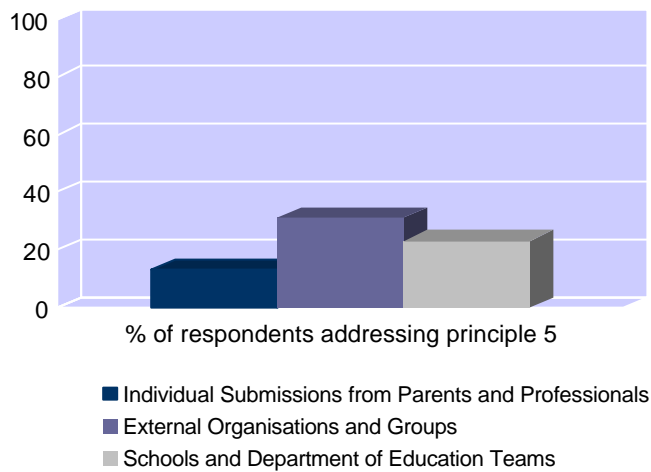
Whilst there was much recognition of the important if not critical role that is played by education assistants, some significant concerns were raised. It appears that some education assistants are expected to undertake duties more appropriate to a teacher, including educational planning, modification of the curriculum and assessment of

outcomes. This was particularly significant in situations where teaching staff were not confident about their ability to provide for students with disabilities.

Overall, having staff who are adequately and appropriately trained for the situation in which they operate was considered essential for the successful participation and achievement for students with disabilities.

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**GRAPH 5: Frequency with which respondents addressed the principle**



## Extracts from submissions

*The biggest lie out is to say that "it is easy to differentiate the delivery of the curriculum to meet the needs of all students". It isn't. It's jolly hard. So let's be honest and say that, and understanding and accepting that, makes that the focus of the need to professionally develop teachers.* (Principal)

*Even though my child has an intellectual disability, his social language skills are very high and he has dreams just like everybody else. I don't think it would have been at all appropriate for his schooling to have taken place in a setting which was totally inclusive. To have to work with students who are studying percentages or algebra, when he is functioning at a low primary school level, has the potential to shatter his self-esteem. Because Support Centres function independently, whilst being situated on a mainstream campus, student have the advantage of specialist staff availability, a principal focussed on the needs of those students, and a programme that is geared towards their specific needs.* (Parent)

*Because of [the] need for differentiation, it becomes very difficult for mainstream teachers to cater effectively for students with varying disabilities. This 'differentiation' of programming, while certainly exemplary in utopian ideology, is "extremely difficult to translate into everyday classroom practice" (Croll & Moses 2000 cited in Westwood, 2001), and much easier to provide in Education Support facilities because of the expertise, physical resources and human resources provided... The 'Constructivist' theory of education, which is currently in vogue in mainstream settings, provides students with opportunities to piece together and construct knowledge systems from learning experiences. Unfortunately, this type of learning method is not very often effective for students with intellectual disabilities because they often lack the ability to make the cognitive links required to create the whole picture for themselves... It is [the] diversity of methods and tasks necessary to ensure optimal learning for all these students which supports the current provision of a cascade model of settings for the education of students with disabilities.* (Teacher)

*While our teaching staff and parents see inclusion as the only acceptable option, there is a skill gap among their will to do what is right and their skills and experiences with curricular as well as socially inclusive education. There is a huge demand for guidance on the best ways to tackle tough issues.* (Parent)

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## PRINCIPLE 6

### Delivering responsive services

The range of co-ordinated services provided is flexible and delivered according to student needs

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*Students' individual needs will be addressed by flexible and responsive services.*

#### **This principle is visible in practice when:**

- Individual student needs are identified and responded to through a range of co-ordinated services and supports.
- Support services respond to local school community contexts.
- School-based interventions are implemented as early as possible.
- Services and supports are reviewed regularly to acknowledge changing school community and student needs.
- System initiatives are monitored and reviewed.

It is clear that any development of models for provision of services, supports and programs should start with an acknowledgement of individual need. As one respondent indicated, "There are a range of disabilities; no two people have the same disability. People are different and it is important not to view disability as one generic condition". It was strongly expressed that specific, individual planning for the educational needs of each child was needed, as "one size doesn't fit all".

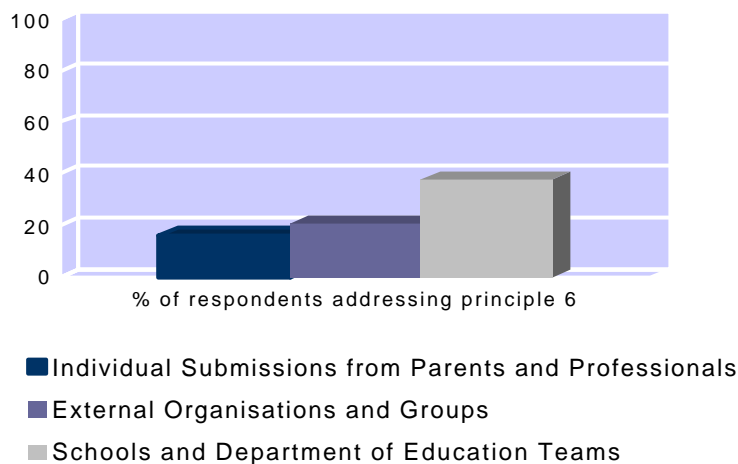
The development of the whole child was identified as being crucial. Coverage of life skills, independent living, community access and work preparation were highlighted as necessary elements for programs and service provision, particularly at secondary school level. This requires access to all areas of the curriculum, including vocational education, recreational activities and socialisation. Early intervention in response to student needs is seen as very desirable with the appropriate resources and personnel needing to be available.

Parents of students in the full range of educational settings reported the frustration of having waited for an inappropriate amount of time to access appropriate services and

supports for their children, including therapy services. Many parents believed that the current provision of therapy services is less than that which is necessary for the educational progress they desire for their children, particularly when students are in mainstream settings. The benefits of educating students with disabilities in mainstream placements are strongly supported where adequate services are available.

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**GRAPH 6: Frequency with which respondents addressed the principle**




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**Extracts from submissions**

*For children with disabilities, the early years are critically important to their future growth and development, and support and stimulation are essential for learning, motor, emotional and social skills... The costs of reversing the effects of a poor start to life increase as the child grows older, and the chances of success diminish.*  
*(Education Support School)*

*I ask you to look closely at the services currently provided for students who are strugglers within the system regardless of being identified with a disability or not.*  
*(Parent)*

*We have a seven-year-old son with a severe bilateral hearing impairment since birth. As a family living in a rural community 4 hours drive from Perth, this has certainly meant missing out on appropriate resources and facilities that directly impact on our son's educational needs.*  
*(Parent)*

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## PRINCIPLE 7

Collaborating for better outcomes

### Services are provided and supported by collaborative models and partnerships

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*Services based on strong collaborative partnerships yield the best results. Partnerships may be formed between service providers locally or at a system level.*

#### **This principle is visible in practice when:**

- Service providers and staff work together to create seamless service delivery to students.
- Schools engage in collaborative models to ensure effective responses to student needs.
- Collaborative partnerships define responsibilities and expectations that are monitored and reviewed.
- Protocols between service providers and the Department are ratified at the system level.

The need for greater collaboration and co-operation between agencies was strongly supported. Many respondents expressed frustration at the lack of coordination and the negative impact that this had on the outcomes for students with disabilities. As one parent reported, "There's currently a bit of a problem re: ownership – no-one wants to!" The lack of collaboration was reported as impacting on areas such as equipment provision and access to a range of services including therapy and transportation to school.

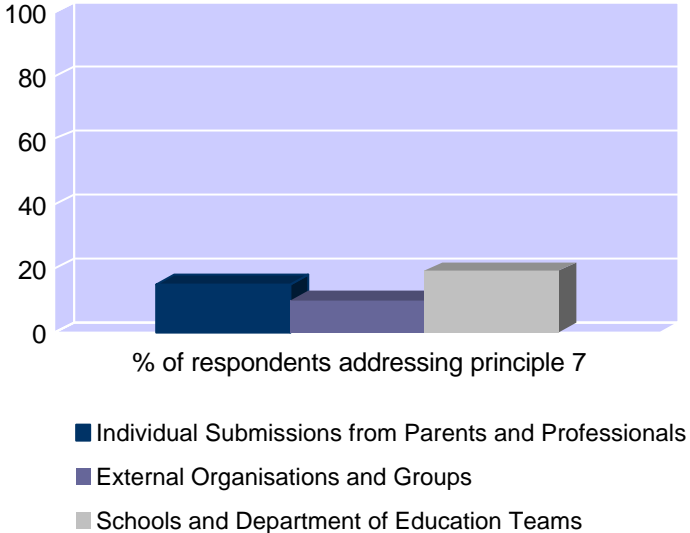
The complications involved in transporting students to appropriate educational settings were an issue for a number of respondents. There is a strong perception that enrolment decisions are often not based on educational needs but on restricted access to Department of Infrastructure and Planning (transport) services.

It was felt that provision of quality, accessible information would empower parents and staff to make decisions about appropriate services and supports for students with disabilities. Parents reported that gaining complete information with regard to options and support services available had been fairly difficult for them. As one parent reported, "Unless you have the questions, you don't get offered any information at all."

The need for a consistent, collaborative approach to the delivery of services was identified. Respondents recommended a greater degree of flexibility in the delivery of services at the local level. There was concern expressed that rigid application of inter-agency protocols hinders effective support for students.

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**GRAPH 7: Frequency with which respondents addressed the principle**



## **Extracts from submissions**

*Early intervention should be established for children with a disability at school sites specific to their needs, that way enabling the early link-up of therapy services needed, and to offer a support base for the parents to help alleviate isolation. This would also facilitate early learning and assist crossover to schooling. (Parent)*

*During his kindergarten and pre-primary years, he didn't receive enough time for his speech pathology and occupational therapy as well, which are very important for him because he is non-verbal and has very poor fine motor skills. At the moment he is at year one, none of these two services at all, so we don't know if these services are available at government schools. (Parent)*

*Currently, allied health services and some equipment are provided by agencies that are not a service of the Education Department. Therefore, there is a different perspective being applied to an educational environment and this may be at cross purposes with unrealistic and possibly ill-informed expectations from both sections. The appropriate learning outcomes for students with disabilities needs to come from a process which incorporates the agenda of both agencies as well as the parents. For example, a therapist may have a plan for a child which is unmanageable for the teacher and vice versa. (External organisation)*

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## SECTION 4: Recommendations

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The following recommendations have direct links to the principles within this Discussion Paper and are considered to be instrumental in facilitating significant progress during the next stage of the Review.

It is recommended that representative working parties be established with key stakeholders who have the necessary knowledge, skills and understandings to consider the principles and recommendations and formulate implementation recommendations in the Final Report.

### **Recommendation 1**

The concept of students with special educational needs, which includes students with disabilities, be adopted as the framework for all subsequent work of the Review.

The *School Education Act (1999)* provides a definition of disability which includes those disability conditions for which services are currently provided, as well as neurological, cognitive and psychiatric conditions. A larger number of students with disabilities will inevitably be identified and there will be ongoing pressure for students to be defined as having high support needs in order to access limited funding.

Other Australian states consider students with disabilities to be part of the school population described as having special educational needs. Acknowledging this broader group is essential in meeting the educational needs of students with low to moderate support needs or those whose support needs may be for relatively short periods of time.

## **Recommendation 2**

Departmental policies and procedures in relation to students with disabilities be reviewed and modified to ensure compliance with relevant legislation and to reflect contemporary community expectations.

Processes for managing students with disabilities need to be transparent and based on the principles of the Discussion Paper to achieve equity across the system.

## **Recommendation 3**

A comprehensive funding model based on student needs be developed for all students with special educational needs.

A detailed investigation of viable funding models needs to be conducted to develop a comprehensive resourcing model for all students with special educational needs. Allocative mechanisms need to be devised to support this model and its implementation. Such models should allow schools to have transparent, equitable and predictable funding bases to support a range of student needs. A flexible resourcing model that incorporates targeted funding for high needs students and differentiated funding for moderate and low needs students is required.

## **Recommendation 4**

A system-wide leadership program be developed and costed with a staged implementation plan devised to support an inclusive educational system.

Quality leadership is fundamental to any successful change process. System leaders need to adopt and promote inclusive practices so that required cultural and pedagogical changes are achieved within our education system.

Districts and service centres will have primary responsibility for the development of these strategies in order to ensure sensitivity and responsiveness to local schools and communities.

## **Recommendation 5**

A comprehensive staff development process be undertaken across all schools and districts to promote inclusive educational practice within school communities.

More school-based personnel will be involved with the broadened population of students with disabilities. Additional staff development is needed to increase the capacity of all staff to promote and adopt inclusive practices in education. Schools will have opportunities to work with districts and service centres in formulating strategies for enhanced outcomes for all students.

School principals, staff and members of the school community will conduct needs assessments in order to develop implementation strategies to promote inclusive practices. It is expected that the progressive development of inclusivity will be evident in the school's strategic planning and quality assurance processes.

## **Recommendation 6**

Comprehensive models of service delivery for all students with disabilities be developed.

Further work is required to build on the investigation and clarification of the range of services and facilities conducted during Stage 1 of the Review. This work will link closely to the recommendations and outcomes of the *Investing in Government Schools: Putting Children First* (Robson, 2001) report. There is evidence that the current range of educational settings and services are effective and highly valued for most students with disabilities. It will be necessary to examine further the range of settings and services available to promote opportunities for access, participation and achievement of educational outcomes. The Department will enhance current services to reflect contemporary values and community expectations.

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## SECTION 5: Stage 2 of the Review

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Stage 2 of the Review will require the development of specific implementation recommendations based on the Discussion Paper recommendations and the principles developed from the information analysis in Stage 1.

### **Consultation Process**

As in Stage 1 of the Review it will be necessary to continue consultation with all stakeholders involved in the education of students with disabilities.

To facilitate the consultation process it is recommended that:

- All respondents from Stage 1 are invited to provide feedback.
- Representative working parties are established to address the Discussion Paper recommendations.
- Regular communication is established with staff responsible for implementing the *Ministerial Taskforce on Support Services and Resources Provided to Government Schools* (Robson 2001) and other relevant government reviews.

### **Working Parties**

In order to ensure Stage 2 of the Review gathers comprehensive information it will be necessary to establish representative working parties. These working parties will need membership that has relevant expertise and knowledge in the specific areas to be addressed.

Establishing representative working parties will require membership drawn from the Department of Education, professional associations and organisations or individuals with specialised knowledge.

### **Timelines and Outcomes**

Stage 2 of the Review will provide the Minister and the Department of Education with specific implementation recommendations to enhance the delivery of education to students with disabilities in government schools. It is anticipated the full impact of the Review will not be realised until 2005. The period 2002/2003 should be considered as preparation for major change and to allow trials of revised or new mechanisms for providing services and supports to students with special educational needs including students with disabilities.

Following the Minister's consideration and feedback regarding the Discussion Paper, a detailed implementation plan for Stage 2 will be developed. The implementation recommendations of Stage 2 will inform the development of strategic planning and financial estimates for the Department of Education. Stage 2 will also provide a clear commitment to and description of quality education provision for students with special educational needs including students with disabilities.

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## SECTION 6: Glossary of Terms

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The glossary that follows is provided to explain the terminology and concepts used in the document.

**Access** Measures that would enable prospective students with disabilities to seek admission and enrol in an educational setting on the same basis and to the same extent as students without disabilities.

*(Disability Standards for Education Draft, July, 2001)*

**Accountability Framework** A framework that defines the degree to which schools and systems are held responsible for their task performances or decision outcomes.

**Achievement** Test and examination results are important, but are narrow indicators of educational success that do not acknowledge fully the significant progress made by many students across the curriculum. The achievements of all students should be valued and celebrated at all levels of attainment.

*(Ainscow, 2001)*

**Adjustments** Adjustments are measures or actions taken in order to provide substantive equality for students with a disability. Adjustments may include accommodation, aids, facilities, or services required by a student with disabilities.

*(Disability Standards for Education Draft, July 2001)*

**Appropriate Educational Program** Educational program means an organised set of learning activities designed to enable a student to develop the knowledge, understandings, skills and attitudes relevant to the student's individual needs. An appropriate educational program is designed to maximise each child's life opportunities, according to their abilities, interests and potential through the planned implementation of an outcomes focused approach to learning and teaching devised in accordance with the Curriculum Framework for K-12 education in Western Australia.

*(Curriculum Council)*

**Assessment** A measure of the degree to which instructional objectives have been attained. Criteria, values, methodology, techniques and instruments for evaluation of learning.

**Collaboration** Education is the shared responsibility of students, teachers, parents, other professionals, tertiary educators and the community. Successful implementation of (services) requires a collaborative approach to planning by all concerned and collective responsibility for students' achievement of intended outcomes.

*(Curriculum Framework, 1998)*

**Disability** A condition which –

- a) is attributable to an intellectual, psychiatric, cognitive, neurological, sensory or physical impairment or a combination of those impairments;
- b) is permanent or likely to be permanent
- c) may or may not be of a chronic or episodic nature; and
- d) results in –
  - i) a substantially reduced capacity of a person for communication, social interaction, learning or mobility; and
  - ii) the need for continuing support services.

*(School Education Act, 1999)*

**Early Intervention** Interventions for groups or individuals showing early warning signs of not achieving optimal educational outcomes.

**Evaluation** Decisions made about student performance and about appropriate teaching strategies.

**Inclusivity** Inclusivity means providing all groups of students, irrespective of educational setting, with access to a wide and empowering range of knowledge, skills and values. It means recognising and accommodating the different starting points, learning rates and previous experiences of individual students or groups of students.

*(Curriculum Framework, 1998)*

|                                    |   |
|------------------------------------|---|
| <b>Integration</b>                 | Describes the current practice by which the student receives intensive instruction appropriate to individual needs in an education support centre or unit and joins their mainstream peers for the remainder of their education program.  |
| <b>Learning Environment</b>        | Government school education will provide a learning environment that is welcoming, inclusive and safe for students, staff, parents and visitors, and fosters the achievement of outcomes for students.  |
| <b>Most Promising Practice</b>     | A term for strategies and methodologies that have been shown to be highly effective in achieving a certain desirable outcome. Researchers frequently look to 'best practice' to illuminate subjects that may merit further inquiry and draw on research to substantiate their effectiveness.  |
| <b>Needs Assessment</b>            | Criteria, values, methods, techniques and instruments for evaluation of conceptual and substantive requirements for learning, teaching, course content and activities.  |
| <b>Outcomes-Focussed Education</b> | An outcomes focus allows a teacher, individually or within collaborative groups, the autonomy and flexibility to devise plans that meet the differing needs of students in a range of educational settings. <i>(Focussing on Outcomes: Curriculum, Assessment and Reporting, 1999)</i>  |
| <b>Participation</b>               | Students with disabilities have the right to participate in the full range of programmes and services and to use facilities provided by an educational setting, on the same basis and to the same extent as students without disabilities. Students with disabilities have the right to reasonable adjustments, where necessary, to ensure they are able to participate. <i>(Disability Standards for Education Draft, July 2001)</i> |
| <b>Partnerships</b>                | Informal or formal agreements between schools and agencies or organisations. These agreements are established to provide support services or achieve a common aim. <i>(Pathways to Health and Well-being in Schools, 2001)</i>  |
| <b>Pedagogy</b>                    | Pedagogy refers to the instructional interaction between students and teachers that occurs in all teaching and learning situations. <i>(New Basics Technical Paper, Draft Version: 3, April 2000)</i>   |

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## SECTION 7: List of Submissions

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### Individual Submissions from Parents and Professionals

|                           |              |
|---------------------------|--------------|
| Adam, Mrs S               | Warnbro      |
| Alford, Mr P              | Leda         |
| Allen, Ms M-L             | Nedlands     |
| Annison, Mr N & Mrs C     | Albany       |
| Asbury, Mr D & Mrs S      | Woodvale     |
| Bolton, N & S             | Riverton     |
| Booker, Ms D              | Yarloop      |
| Borrett, Mr M J           | Port Kennedy |
| Bouwman, Mrs I            | Bull Creek   |
| Brightwell, Ms S          | Two Rocks    |
| Burrows, Mr B & Mrs S     | Spearwood    |
| Butcher, Dr M J & Mrs J P | Bull Creek   |
| Butler, Mr L & Mrs E      | Bruce Rock   |
| Campbell, Mrs J           | Willagee     |
| Cappeluti, Ms A           | Spearwood    |
| Cardosa, Ms S             | Coolbellup   |
| Carpenter, Mr A           | Perth        |
| Carrabotta, Mr E & Mrs N  | Geraldton    |
| Ciminata, Mr P            | North Perth  |
| Clark, Ms N               | Mandurah     |
| Clune, Ms M               | Como         |
| Cole, Ms J                | Shenton Park |
| Collis, Ms J              | Dawesville   |
| Cooper, Mr G & Mrs H      | Kardinya     |
| Croker, Ms P              | Exmouth      |
| Cruden, Mr & Mrs R J      | Padbury      |
| Cruickshank, Mr A         | Yokine       |
| Curran, Mrs H M           | Warnbro      |
| Curtin, Mr P A & Mrs D R  | Kalamunda    |
| Dancer, Ms D              | Shelley      |
| Daniels, Ms L             | Clarkson     |
| Davies, Mr R & Mrs J      |              |
| Dawson, Ms T              | Boddington   |
| Dobbs, Mr K & Mrs T       | Cooloongup   |
| Dodd, Ms J                | Willagee     |
| Doyle, Ms S               | Success      |
| D'Souza, P & N            | Willetton    |
| Ducali, Mr R & Mrs M      | Coogee       |
| Erceg, Ms S               | Busselton    |
| Faulkner, Mrs J           | Baldivis     |
| Fick, Ms M                | Mandurah     |
| Flower, Mr S & Mrs J      | Gelorup      |
| Flunder, Ms M             | Waikiki      |
| Ford, Ms S                | Fremantle    |
| Fraser, Mr D & Mrs A      | Atwell       |
| Gardiner, Mrs J           | Parkwood     |
| Gaudie, Ms G              | Bibra Lake   |
| Gibb, Mr & Mrs R          | Canning Vale |

|                         |                |
|-------------------------|----------------|
| Gibbs, Mr & Mrs L       | Geraldton      |
| Gibson, Mr B & Mrs F    | Bull Creek     |
| Gilham, Mr L            | Canning Vale   |
| Golding, Ms J           | Sunset Beach   |
| Gonzalez, Mr T & Mrs M  | Brentwood      |
| Gostelow, Mr C          | Fremantle      |
| Gough, Mr R & Mrs K     | Willetton      |
| Gray, Mr G & Mrs L      | Riverton       |
| Hardy, Mr D & Mrs J     | Jandakot       |
| Harlock, Dr J & Mrs D   | Mt Lawley      |
| Harrington, Ms R        | Bunbury        |
| Head, Ms E              | Yangebup       |
| Hendry, Ms J            | Armadale       |
| Henton, Ms L            |                |
| Heughes, K              | Southlake      |
| Hobday, Mr G            |                |
| Holland, Ms B           | Silversands    |
| Honeybun, Mr S & Mrs K  | Mt Hawthorn    |
| Howgate, Mr M           | Warnbro        |
| Jamieson, Ms K          | Derby          |
| Jeffrey, Ms T           | Boddington     |
| Johanssen, Ms P         | West Perth     |
| Johnson, Ms A           | Canning Vale   |
| Johnson, Ms G           | Carine         |
| Josling, Mr & Mrs       | Success        |
| Kastner, Ms J           | Warnbro        |
| Keeley, Ms M            | Mt Claremont   |
| Keeling, Ms M           | Kalamunda      |
| Kempton, Ms L           | Wundowie       |
| Kenny, Mr P & Mrs R J   | Karlgarin      |
| Kent, Ms D              | Merriwa        |
| Kingston, Ms J          | Manjimup       |
| Kok M L                 | Canning Vale   |
| Koppen, Ms H            | Hamilton Hill  |
| Lawlor, Ms G            | Osborne Park   |
| Lee, Dr Y-I             | Churchlands    |
| Littlely, Mr A & Mrs T  | Geraldton      |
| Lodge, Mr G & Mrs S     |                |
| Lombardo, Mr L & Mrs K  | Success        |
| Lourens, Dr R & Mrs A   | Scarborough    |
| Macri, Ms D             | Stoneville     |
| Martin, Ms J            | Ocean Reef     |
| Mason, Ms S             | Kununurra      |
| Matkovich, Mrs M        | Spearwood      |
| McKenzie, Mr J & Mrs M  | Bassendean     |
| McSevich, Mr J          | East Fremantle |
| Miller, Mr & Mrs R      | Beverley       |
| Misztal, Ms A           | Belmont        |
| Moore, Ms S             | Forrestfield   |
| Newton, Mr R & Mrs P    | Willagee       |
| Newton, Mr S & Mrs S    | Palmyra        |
| Nodari, M & J           | Yangebup       |
| Oliver, Mr J & Mrs M    | Baldivis       |
| Oliver, Mrs D           | Lynwood        |
| Panton, Ms J            | Armadale       |
| Parry, Mr R G & Mrs S L | South Lakes    |

|                            |                  |
|----------------------------|------------------|
| Pears, Mr C & Mrs S        | Waikiki          |
| Pell, Ms C                 | Peel             |
| Pethick, Ms M-A            | Balcatta         |
| Player, Mr I & Mrs G       |                  |
| Pracy, Mrs L               | Wellard          |
| Price, Mr R & Mrs J        | Banjup           |
| Prince, Mr R & Mrs C       | White Gum Valley |
| Pugh, Ms D                 | West Perth       |
| Pupich, Mr Z & Mrs J       | Mosman Park      |
| Raaschou, Mrs P            | Balcatta         |
| Rattenbury, Ms W-L         | Applecross       |
| Read, Mr C & Mrs M         | Carine           |
| Read, Ms L                 |                  |
| Rickards, Mr D & Mrs K     | Spearwood        |
| Roberts, Dr D              | Joondalup        |
| Robertson, Mrs L           | Como             |
| Robinson, Ms C             | Bunbury          |
| Robson, Mr A & Mrs M       | Yokine           |
| Ryan, Ms M                 | Nedlands         |
| Sciascia, Mr T & Mrs L     | Kardinya         |
| Sewell, Mr P & Mrs J       | Bedford          |
| Shaw, Mr C & Mrs J         | Lesmurdie        |
| Shaw, Ms S P               | Winthrop         |
| Smith, Mr K & Mrs D        | Myaree           |
| Smith, Mr R & Mrs P        | Rossmoyne        |
| Stewart, Ms H              | York             |
| Stoner, Ms S M             | Waikiki          |
| Thompson, Mr M & Mrs J     |                  |
| Toovey, Mr J & Mrs J       | Mandurah         |
| Toster, Mr R & Mrs P       | Geraldton        |
| Vary, Mr & Mrs D T         | Forrestfield     |
| Vaughan, Mr R & Mrs L      | Myaree           |
| Verrall, Ms J              | Harvey           |
| Warren, Ms G               | Margaret River   |
| Warren, Mr J & Mrs J       | Bull Creek       |
| Wehrle, Mr & Mrs A J       | Busselton        |
| Weinbrecht, Mrs J          | Hazelmere        |
| Wenn, Ms L                 | Thornlie         |
| Wild, Ms A                 | Bunbury          |
| Wilkinson, Mr D            | West Perth       |
| Wood, Mr S                 | Bunbury          |
| Woodward, Mr K & Mrs S     | Kardinya         |
| Yadon, Y                   | Coolbinia        |
| Yong, Mr T L & Tan, Ms S H | Bull Creek       |
| Younger, Mr R & Mrs T      | Palmyra          |

## **External Organisations and Groups**

Ability Solutions Inc  
Association for the Blind of WA (Inc)  
Australian Association of Special Education Inc. (WA Chapter)  
Australian Caption Centre  
Australian Speak Easy Association Inc  
Autism Association of Western Australia (Inc.)  
Bus & Coach Association of WA  
Centre for Disability Research and Development  
Community Action Network  
Conductive Education Association of WA Inc.  
Curriculum Council, Western Australia  
Department of Health  
Disability Services Commission  
Dyslexia-SPELD Foundation WA (Inc)  
Kelmscott LAC  
Kimberley Association for the Deaf and Hard of Hearing Inc.  
Learning and Attentional Disorders Society of WA (Inc.)  
Occupational Therapy in Developmental Paediatrics  
Peel District – Parents Organisation  
Peel Education Support Network  
People with Disabilities (WA) Inc.  
PLEDG Projects  
Resource Unit for Children with Special Needs  
Society to Promote Essential Education for Children with Communication Handicaps (WA) Inc.  
State Child Development Centre  
State School Teachers Union of Western Australia (SSTUWA)  
Sussex Street Community Law Service Inc.  
Therapy Focus (Inc.)  
VIZHELP  
WA Deaf Society Inc.  
Western Australian District High School Administrators Association (WADHSAA)  
Western Australian Education Support Principals Administrative Association (WAESPAA)  
Western Australian Secondary School Executive Association (WASSEA)

## **Schools and Department of Education Teams**

Albany District Education Office  
Albany Secondary Education Support Centre  
Armadale Education Support Centre  
Armadale Senior High School Education Support Centre School Council  
Australind Senior High School  
Beldon Education Support Centre  
Belridge Education Support Centre  
Bunbury District Education Office  
Cannington District Education Office  
Cannington District Education Support Committee  
Carawatha Language Development Centre (LDC)  
Carawatha LDC School Council  
Carson Street School  
Castlereagh School Council  
Central Office – Curriculum Directorate

Central Office – Education of Aboriginal Students Directorate  
Central Office – Facilities & Information Services Directorate  
Central Office – Finance Directorate  
Centre for Inclusive Schooling (CIS)  
Challis Primary School & Early Childhood Education Centre  
Charthouse Primary School  
Como Primary School  
Dardanup Primary School  
Denmark Primary School  
Durham Road School P & C  
Early Intervention Centre for Deaf and Hearing Impaired Children  
Eastern Goldfields SHS  
Esperance District Education Office  
Fremantle District Education Office  
Goldfields District Education Office  
Goldfields Principals  
Gwynne Park Education Support Centre  
Halls Head Community College Education Support Centre  
Hamilton Senior High School  
Hannan PS  
Hospital Schools Service (HSS)  
Joondalup District Education Office  
Kalamunda Education Support Centre  
Kalamunda ESC School Council  
Kalgoorlie PS  
Kambalda PS  
Kapinara Primary School  
Kimberley District Education Office  
Koorilla Education Support Centre  
Leda Primary School  
Leeming Education Support Centre  
Midlands District Education Office  
Mid-West District Education Office  
Mount Barker Primary School  
Mount Barker Senior High School  
Narrogin District Education Office  
North East Metropolitan District Language Development Centre (LDC)  
North East Metropolitan District LDC Standing Committee  
North Mandurah Education Support Centre  
North West Language Development Centre  
O'Connor Education Support Centre  
Peel District Education Office  
Perenjori Primary School  
Perth District Education Office  
Pilbara District Education Office  
Riverside Education Support Centre  
Rockingham Beach Education Support Centre  
Schools of Isolated and Distance Education (SIDE)  
Sir David Brand School Council  
South Ballajura Education Support Centre  
South East Metropolitan District Language Development Centre  
South Kensington School Community  
South Newman Primary School  
Spencer Park Education Support Centre  
Swan District Education Office  
Tuart Hill Primary School

Vision Impairment Service (VIS)  
Waikiki Primary School  
Warnbro Community High School Education Support Centre  
Warnbro Community High School Education Support Centre School Council  
Warnbro Primary School  
Warren-Blackwood District Education Office  
Western Australian Institute for Deaf Education (WAIDE)  
Western Australian Institute for Deaf Education Council  
Westminster Education Support Centre  
Winthrop Primary School  
Yakamia Primary School