

Parent Involvement

- Parent/caregiver collaboration is valued and allows for sharing of important information and strategies that can lead to the best outcomes for students.
- Regular communication between home and school is encouraged.

Inclusive Education

An inclusive curriculum attempts to meet the learning needs of all students by:

- Valuing diversity
- Valuing individual learning styles
- Facilitating equitable access, participation and outcomes for all students regardless of gender, disability, ethnicity, culture, geographical location, ability or socioeconomic status

As such, all students have the right to be included in all school activities and have access to the same opportunities enjoyed by all. Included in this is the right to:

- Learn with peers
- Have the opportunity to learn
- Be supported in learning skills appropriate to their needs
- Learn in a safe and welcoming environment
- Be given every opportunity to demonstrate learning

For more Information

Ms Jacqueline Easthope

Head of Department
Education Services
Craigslea State High School

Let's Connect

Phone

(07) 3326 5222

Email

jeast119@eq.edu.au

Attn:

HOD Education Services



Education Services



Craigslea
State High School



Department of Education
Trading as Education Queensland International (EQI)
CRICOS Provider Number 00608A

Junior School: Years 7 - 9

Support for Core Learning Areas

Based on each student's learning needs, varying levels of support in the four core subjects: English, Mathematics, Social Sciences and Science. This can be in the form of a teacher or teacher aide in class support and through adjustments made to tasks, resources and assessment.

Individual Curriculum Plan (ICP)

Where there is evidence a student needs to work at a curriculum level that is **significantly different** from that of their age group/year level, the ICP process is a means of collaboratively planning to ensure their educational requirements are met and to record this information. It allows the school team to consider the student's current level of performance and to determine their educational needs and future learning priorities. Parental endorsement of this plan is required. A student with an ICP is taught, assessed and reported on, according to their identified ICP year level and learning expectations for that particular subject.

Tutorial Support is offered to students in junior year levels to help them cope with their class load, as well as get extra support.

EAL/D (English as an additional language or dialect)

Students joining the Craigslea SHS community will be assessed on their listening, speaking, reading and writing proficiency in the English language to determine the level of support they require. Support can range from the EAL/D teacher collaborating with a student's classroom teacher to adjust the learning and assessment phase to occasional, individualised language instruction. The EAL/D teacher will determine the best support for the EAL/D learner to maximise their engagement in the classroom and demonstrate their knowledge of the subject in English.

Senior School: Years 10 - 12

Qld Cert of Individual Achievement (QCIA) Pathway

A very small number of students with a disability will need to be supported more extensively through Years 11 and 12 and can therefore access a highly individualised program through a QCIA Pathway. Students access modified curriculum as part of their individualised Senior program.

Tutorial Support is sometimes offered to students in senior year levels to help them cope with their class load and get extra support.

Work Experience and Transition Planning

In senior years, students are given the opportunity to take part in work experience or school-based traineeship options, as appropriate, in order to build skills in preparation for employment.

Years 11 and 12 students are also encouraged and supported to connect with the visiting transition officer to plan for transition needs and employment.



Literacy and Numeracy Intervention (LANI)

Every student is capable of learning and demonstrating progress. To assist this, LANI staff facilitate one-to-one and small group intervention. In addition, our staff work with classroom teachers to provide adjustments for students who are identified as having a learning difficulty or disability (non-verified) or are at risk of underachievement.

We do this by providing in-class teacher and teacher aide support, adjusted resources, assessment support, small group literacy and numeracy intervention classes and Individual Curriculum Plans (ICPs) and modified assessment.

Support for all Students

Program Manager

A program manager will be allocated to monitor your student's progress and needs at school. This person should be your first point of contact, should you have any concerns. This program manager also works with classroom teachers and supports engagement and achievement in learning.

In-class Support

Teachers and teacher aides support students as they participate in their classes. This assists individual students to achieve success in their educational programs. Support in classrooms assists with safety, engagement, understanding, participation, social interactions and achievement.

Student Adjustments Profile

Each student with learning adjustments will have a student profile compiled by their program manager or program coordinator to provide teachers with strategies to implement that will help the student access and engage in learning with success.

Booster Classes

Craigslea SHS believes that a strong foundation in literacy and numeracy is necessary for students to achieve the best results possible across all subjects. Our literacy and numeracy intervention team has identified students whom we believe require intensive support to help them work towards achieving success. These students will have access to our support team throughout the year and take part in an intervention program based on their learning needs. New students are selected based on previous school subjects and standardised test results. Consultation with teachers also occurs for existing students.