



Concurrent Presentation Abstracts, Friday, 26th May at 1.45 pm

Location: Kennedy Room

The Nationally Consistent Collection of Data on School Students with Disability

Lorraine Furness, Department of Education and Training QLD

*Please note: this presentation will be repeated at 2.45 pm

The Nationally Consistent Collection of Data on School Students with Disability (NCCD) is a joint initiative of all Australian governments and all state and territory government and non-government education authorities. The NCCD occurs annually.

The NCCD is helping to present a more reliable, consistent and transparent view of students with disability across Australia.

The NCCD model has been designed:

- as a nationally consistent process for collecting data to build an evidence base that will provide teachers, schools and education authorities with information on students with disability and the level of adjustment that is being provided to them;
- to reinforce effective practice under the Disability Discrimination Act 1992 and the Disability Standards for Education 2005; and
- to inform policy development and future planning to better equip schools and education authorities/sectors to support students with disability that have additional learning needs.

Through participating in the collection, schools are embedding better support for all students with disability in their routine day-to-day practice by:

- focussing attention on the educational needs and adjustments required to support individual students;
- facilitating a more collaborative and coordinated approach, including improvements in support systems at the school level; and
- strengthening communication between schools, parents and the broader community, increasing transparency and reinforcing a culture of inclusion.

This presentation will outline the purpose and benefit of the collection, the model, share publically available national NCCD data and discuss the OneSchool enhancements that have occurred.

Location: Roosevelt Room

Presentation title TBA

Dr Dave Hewett, Intensive Interaction Institute



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Location: Lincoln Room

Building Capability – the Positive Partnerships Journey at Gatton SS

Jenny Paynter and Jack Wright, Gatton State School, Wendy Hickson, Positive Partnerships

In June 2016 Gatton SS was fortunate to be given the opportunity to undertake whole school training with Positive Partnerships (Autism Spectrum Australia) for Term 4, 2016 and Term 1, 2017. With 1:16 students at Gatton SS having a formal diagnosis of ASD, and in the knowledge that building teacher capability in the area of ASD significantly benefits a large number of students, we felt that the opportunity to undertake this training was highly valuable. Over two terms all teachers and teacher aides have undertaken online and face to face training equivalent to 5 days of professional development. In addition a team of facilitators was formed from the staff and following training they presented a 1 day workshop for 32 local parents. This session will explore the process, describe the outcomes and ongoing benefits as well as outlining the challenges that come with such a major undertaking. We believe that our involvement in the Positive Partnerships whole school program embraces the conference theme of equity, innovation and engagement as we share our journey from rhetoric to reality.

Location: Westminster Room

Connect – Relate – Communicate - Succeed

Louise Ruzic, Mount Ommaney Special School

In their award winning implementation of Intensive Interaction, Mount Ommaney Special School has been using the evidence based pedagogy, to ensure students operating across the Extended General Capabilities and Foundation, are given opportunities to; connect with the world around them; relate to other people; communicate both functionally and socially; and succeed. In 2016, the scope of the Intensive Interaction program was widened to ensure equitable access to the approach across the school campus. This resulted in an increase in students' engagement with others and an increased level of engagement with the curriculum and learning. Examples of interactions, data on student development, and teacher and parent surveys will be showcased.



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Location: Washington Room

Writing Statements of Achievement for the Queensland Certificate of Individual Achievement

Timothy Roberts, Queensland Curriculum Assessment Authority

What is the difference between a QCIA learning goal from the Guideline for individual learning (GIL) and a statement of achievement? This workshop will address how to write

statements of achievement which encompass both goals in students' QCIA curriculum plan and what they have achieved in their learning for each Curriculum Organiser. How do teachers write appropriate statements of achievement which accurately reflect students' demonstrated learning? How do statements of achievement relate to learning goals? What is appropriate for a statement on a QCIA?