

## **QUEENSLAND ASSOCIATION OF SPECIAL EDUCATION LEADERS**

### **Submission to the Royal Commission into Violence, Abuse, Neglect and Exploitation of People with Disability**



*The Queensland Association of Special Education Leaders (QASEL) Inc welcomes this opportunity to provide feedback in relation to the Royal Commission into Violence, Abuse, Neglect and Exploitation of People with Disability.*

*QASEL is a professional association that represents Principals, Deputy Principals and Heads of Curriculum in the 44 government Special Schools as well as Heads of Special Education Services (HOSES) in the 618 government Special Education Programs (SEPs) in Queensland and a range of other Special Education Leaders, both in the government and non-government schooling sectors.*

*QASEL commends the establishment of the Royal Commission. Our members are committed to supporting students with disabilities and their families to achieve their learning and wellbeing potential in the most appropriate safe and respectful environments.*

*QASEL would welcome the opportunity to address the Royal Commission into Violence, Abuse, Neglect and Exploitation of People with Disability on the professional and advocacy work of this association over many years across Queensland.*

*This paper aims to provide information on behalf of the association about student learning needs, school programs and member professional learning.*

#### **Summary:**

1. The balance of perspective relating to the successful provision of education for students with disability (especially students with severe intellectual disabilities and or multiple disabilities) across all sectors of schooling is yet to be represented within the Royal Commission.
2. Parents of students with intellectual disability whose children access education in a special school are yet to be heard by the Royal Commission.
3. Queensland educational settings, including special schools, provide specialised education opportunities and extensive adjustments to teaching and learning, which meet the needs of students with an intellectual disability and other disabilities
4. QASEL supports the Queensland Department of Education decision to continue to offer parents a choice to enrol their child, who meets set criteria, in highly individualised programs, such as special schools, and their commitment to support state schools and other educational settings to continue their journey towards inclusive education.
5. Queensland has very rigorous enrolment criteria for enrolment in special schools. The newly reviewed enrolment process utilises the expertise of school personnel, Guidance Officers and Senior Guidance Officers to assist parents in making the right decision for their child's education.
6. QASEL strongly believes in the importance of early childhood education and believes that the decision to continue to fund Early Childhood Development Programs (ECDP), has provided reassurance and certainty to the families of young children with disability across the state and is consistent with ensuring all children have a successful transition to school.

7. The majority of students with a disability in Queensland schools attend their local primary or secondary school.
8. Parents of students in Queensland Special Schools have very high levels of satisfaction with the school their child attends.
9. Queensland Special Schools utilise the Positive Behaviour for Learning framework and more intensive specialised approaches for students requiring additional behavioural supports.
10. Special educators across all Queensland schools participate in professional collaboration activities together to share knowledge, skills and practice.

### **Recommendations**

1. QASEL recommends the continuation, growth and development of the array of valued programs and services that exist across Queensland, including Special Education Programs (SEPs), Special Schools and ECDPs.
2. QASEL recommends the Royal Commission into Violence, Abuse, Neglect and Exploitation of People with Disability, interrogate the extensive research and practice related to educating students with severe intellectual impairment (and related health needs) in Australia and other jurisdictions.
3. QASEL recommends the Royal Commission into Violence, Abuse, Neglect and Exploitation of People with Disability and subsequent decision-makers, develop a full and comprehensive understanding of the complex learning needs of students who currently attend special school and therefore the social, resourcing and educational impacts of a fully inclusive approach for these learners.
4. QASEL recommends that the Royal Commission into Violence, Abuse, Neglect and Exploitation of People with Disability visit Queensland Special Schools.
5. QASEL recommends that the Royal Commission into Violence, Abuse, Neglect and Exploitation of People with Disability interview parents from a range of Queensland education settings, including Special Schools.
6. QASEL recommends that the Royal Commission into Violence, Abuse, Neglect and Exploitation of People with Disability interview staff from a range of Queensland education settings, including Special Schools.

### **Primary, Secondary and Special School Education**

QASEL believes students with disability should be able to participate in the full array of education options including primary, secondary, P10/12 and special schools.

QASEL agrees with the Submission of the Australian Government (2016) to the Draft General Comment on Article 24 of the Convention on the Rights of Persons with Disabilities that

*“an education system that allows for funding of different education modalities so students with disability are able to participate in a range of education options including enrolment in mainstream classes in mainstream schools with additional support, specialist classes or units in mainstream schools and specialist schools. A range of education options ensure that the best interests of the student are a primary consideration.”*

QASEL recognises the Queensland Inclusive Education Policy and supports the system-wide commitment towards a more inclusive education system.

Most students with a disability will participate in their schooling alongside their peers with little or no adjustments. The class teacher, with some support from other school and visiting support staff, will be able to meet the educational needs of the student.

Some students with disability may need more intensive teaching e.g. small groups to access parts of the curriculum. This may need to occur as a reasonable adjustment for some of the school day. Making this reasonable adjustment when necessary, in order to enable the student to learn, is an important facet of inclusive education.

Special Education Programs (SEPs) based largely in primary and secondary schools, can play a very significant role in supporting classroom teachers to make reasonable adjustments for students with disability and supporting their successful inclusion. SEPs provide advice about how to make adjustments, and co-teach or work with the school team to develop strategies, which enable students with disability to participate in school activities

State Special Schools provide highly individualised programs, delivered by a multidisciplinary team of classroom teachers and support staff. An individualised program is a program designed to meet the unique needs of individual students. All state schools provide individualised programs for students with disability; however Special Schools provide a range of additional supports needed for children with intellectual disability that either, on its' own or in combination with other disabilities, severely impact their ability to access and participate in education.

QASEL notes that the majority of students with a disability attend a primary, secondary or P10/12 school (86.5%) as identified through Queensland's Education Adjustment program (EAP) verification, with 95% of students identified through National Consistent Collection of Data on School Students with a Disability (NCCD).

### **Parental Choice - Enrolment into Special School**

QASEL members believe the revised special education eligibility ('person with a disability criteria') policy supports parents to make an informed choice about enrolling their child at their local state school, or if they are eligible, at a state special school.

Queensland has very rigorous enrolment criteria for enrolment in special schools. The newly reviewed enrolment process utilises three principles for effective decision-making: evidence-based, timely and transparent and also the expertise of school personnel, Guidance Officers and Senior Guidance Officers to **assist** parents and carers in the decision-making process for their child's education.

QASEL supports the current rigorous process for enrolment into special schools in Queensland. The process utilises the knowledge and skills of a variety personnel including Senior/Guidance Officers, relevant therapists, Heads of Special Education (HOSSES), teachers and principals.

QASEL members, including those employed in special schools, report they regularly support parents and students to achieve positive educational experiences and outcomes at their local primary and secondary school.

QASEL believes that parents and carers should be able to make a choice of school enrolment for their children, provided that educational institutions meet certain minimum standards and the students meet the required criteria for enrolment.

QASEL supports positive discrimination strategies and specialist schooling options. such as Schools of Excellence in dance, maths/science, or accelerated learning as a means to providing enhanced learning opportunities for students.

QASEL supports the Queensland Department of Education decision to continue to offer parents a choice to enrol their child, who meets set criteria, in highly individualised programs, such as special schools, and their commitment to support state schools and other educational settings to continue their journey towards inclusive education.

To be eligible the child or young person must meet all four of the following criteria, that:

- they have a disability as defined by the Disability Discrimination Act 1992 (Commonwealth)
- they have a severe disability, which includes an intellectual disability
- they are unlikely to attain the levels of development of which they are capable unless they receive special education
- their educational program is best delivered in a special school taking into account the appropriateness of this placement for them.

<https://education.qld.gov.au/students/students-with-disability/succeeding-with-disability/enrolment-criteria>

QASEL understands that many students who meet these criteria attend a primary, secondary or P10/12 school. However some parents do decide to enrol their eligible students in a special school and this occurs after extensive input and support from skilled and knowledgeable personnel. These may include school employees, medical professionals, private therapists and early childhood providers.

QASEL notes that satisfaction levels for parents of students enrolled in a special school are very high as measured by the 2019 Queensland Department of Education School Opinion Survey. Results include:

My child's learning needs are being met at this school.	94.4%
My child is getting a good education at this school.	94.1%
My child's English skills are being developed at this school.	94.3%
My child's Mathematics skills are being developed at this school.	93%
My child is getting a good education at this school.	94.1%
Teachers at this school are interested in my child's wellbeing.	98%
This school has a strong sense of community.	94.6%
This school celebrates student achievements.	98.2%
I would recommend this school to others.	95.8%
This is a good school.	96%

These results for parent satisfaction in special schools are above or equal to the results for all schools across the state of Queensland.

QASEL believes it would be very valuable for these parents to be able to explain in person to the Royal Commission into Violence, Abuse, Neglect and Exploitation of People with Disability, why they make the decision to choose a special school enrolment and why their satisfaction levels are so high.

### **Parent Voice**

QASEL strongly believes that the parents and guardians of the 4682 students enrolled in Queensland Special Schools, should be given an opportunity to contribute to the Royal Commission into Violence, Abuse, Neglect and Exploitation of People with Disability.

QASEL also believes that other parents of students with a disability, enrolled in other Queensland educational settings, should also be invited to contribute to the Royal Commission into Violence, Abuse, Neglect and Exploitation of People with Disability.

This opportunity for parent voice is extremely important because these parents are in the best position to say why they made their decision to enrol their child/children in whichever 'type' of school and how, in their view, this decision is affecting the education of their child.

QASEL recommends that this could occur through individual contact with schools, or through P and Cs Queensland.

## **Early Childhood Development Programs (ECDP)**

Queensland is unique in that it is the only state which provides early intervention services from an education perspective, provided by teachers and supported by school guidance officers.

No other intervention service or external service provider can offer the programs offered in our ECDPs. The Department of Education in Queensland is leading the nation in this field.

Queensland Department of Education (DoE) provides ECDPs and other services to support children aged 0–5 years with significant educational support needs arising from a diagnosed or suspected disability in the categories of autism spectrum disorder (ASD), hearing impairment, intellectual disability, physical impairment, speech-language impairment and vision impairment.

These programs and services, which suit the local context, may include:

- centre-based ECDPs that provide direct focused teaching for children with disability
- ECDPs providing outreach services for children with disability to other educational settings (e.g. kindergarten and child care services) or in exceptional circumstances within their home
- Early childhood services including specialist teachers providing support to other educational settings or to the child's home – these services may be from an advisory visiting teacher with a specialisation in early childhood special education, hearing impairment, vision impairment or physical impairment.

QASEL believes that the decision to continue to fund ECDPs has provided reassurance and certainty to the families of young children with disability across the state and is consistent with DoE's Strategic Plan commitment to ensuring all children have a successful transition to school.

## **Students with severe intellectual disabilities and or multiple disabilities**

QASEL contends that seeing 'students with a disability' as a homogenous group has limited value in addressing the complexity of provision of education for the full range of students with disability in Queensland schools. Students with disability are diverse and ever-changing individuals with different needs, challenges and hopes for their future. An individual child's needs and disabilities can interact in different ways, so that even though he or she may share some of those needs or disabilities with other students, their progress pathways on their learning journey will be very different. Their level of cognition, health needs and ability to independently and safely engage with their environment, means education systems should respond with a wide range of approaches, supports and specialised adjustments.

QASEL believes that students with severe intellectual disability and or multiple disabilities often are not part of the discussion about education of students with disability; they are absent from research about effective inclusive practices and that their needs are often ignored by proponents of 'one size fits all' inclusive approaches.

Learners who experience severe intellectual disability, have complex learning needs which are characterised by;

- pervasive difficulties with communication
- extreme difficulties conceptualising abstract concepts
- difficulties with long and short term memory
- atypical patterns of concentration and attention
- significant problems with information processing
- difficulties with generalisation of knowledge and skills

Learners who have multiple disabilities including intellectual disability may also experience

- significant motor impairments
- significant sensory impairments
- complex health care needs

The attainment of students with severe intellectual disability and or multiple disabilities can be inconsistent presenting an atypical or non-linear profile. Students may make progress then either plateau or regress for a period of time. These patterns of learning are common for students with severe intellectual disability and or multiple disabilities.

Imaray and Hinchcliffe (2014 p24) assert that students with severe intellectual disability and or multiple disabilities “learn in fundamentally different ways from neurotypical children, and we must therefore teach them in fundamentally different ways”.

Students with severe intellectual disability and or multiple disabilities attending Special Schools follow unique learning pathways, which take educators beyond differentiation into personalising learning. Queensland Special Schools are providing extensive adjustments to teaching and learning, which meet the needs of students with a severe intellectual disability, such as:

- personalised modifications to all courses and programs, school activities and assessment procedures
- intensive individual instruction
- opportunities for repeated learning of concepts and skills
- highly individualised learning programs using selected curriculum content tailored to their needs (e.g. extended general capabilities, Australian Curriculum)
- learning activities specifically designed for the student
- the provision of highly structured approaches
- the use of alternative and augmentative communication (AAC)
- constant and vigilant supervision
- extensive support from specialist staff (including therapists and nurses)
- the use of highly specialised assistive technology
- sensory integration interventions to support self-regulation and preparedness for learning

### **Spotlight on Practice in Queensland Special Schools**

Special Schools across Queensland are delivering highly specialised pedagogy targeted to the unique learning needs of students with severe intellectual disability and or multiple disabilities. The following schools could provide an opportunity for the Royal Commission to observe these practices, meet students and talk with staff and parents. Schools have provided the following overviews of their educational provisions:

#### **Calamvale Special School**

Calamvale Special School is a Queensland State Special School providing educational programs for students between Prep and Year 12. With student learning at the centre of everything we do, at Calamvale Special School our commitment is to plan for student's participation in meaningful education focussing on our school's priorities engage, relate and communicate.

Each student's program is unique to them and designed to build successful learning opportunities based on their current knowledge, skills and understanding. We provide the support and teaching each student requires across cognitive, communication and personal and social domains. Engagement in learning is fostered through personalising programs to the strengths and interests of each learner, enabling learners to successfully engage with others in socially authentic experiences and creating environments that are responsive to the unique

communication style of every learner. Student learning is evidenced through a variety of assessment and observation processes. One of the ways the school accounts for both student progress and the development of teacher capability is by an observation and feedback model using the Engagement for Learning Framework (Carpenter et.al 2011). At Calamvale Special School one of the many evidence based pedagogical approaches to teaching and learning communication that is used is Intensive Interaction. It is one of the communication approaches within Calamvale Special School's whole school commitment to developing communication for all students. Intensive Interaction may be a student's main communication approach, or be offered within an array of techniques and supports utilised to support a student. Intensive Interaction is designed to help people at early levels of development to learn how to enjoy being with other people, to relate, interact, and know fundamental communication routines. It is a socially inclusive and interactive approach to developing the pre-verbal communication skills and sociability of people with complex communication needs.

School leaders from Calamvale also lead an Intensive Interaction community of practice and a professional learning community, which brings staff together from many special schools across Queensland.

Please contact Principal Susan Howell on 07 3712 5555 or [showe19@eq.edu.au](mailto:showe19@eq.edu.au)

#### Darling Point Special School

Darling Point Special School focuses on educational programs directly related to individual student strengths, interests and needs, including special needs, cultural priorities and personal aspirations. Inclusion, equity, life quality and quality outcomes give purpose to our attention to evidence-based teaching approaches.

Students in special schools in Queensland present with the full range of talents and challenges as many other students with disabilities in schools and the wider community. Providing students with experiences and educational opportunities where the focus is on life quality and inclusive educational outcomes means that these students have their needs met and as a result, their behavioural, social and personal presentation is very significantly and positively enhanced. Darling Point Special School at Manly in Queensland adopted as a key platform, in 1998, following a university-based research project, a model of positive behaviour support that mirrors the ways of working of the Institute for Applied Behaviour Analysis (IABA) in California. This model relies on a non-linear, multi-element way of working that considers the environment – physical, sensory and relational, instructional goals and processes, the curriculum – age appropriate, developmental, communication, functionally related and functionally equivalent goal related, and coping and tolerance skills and processes, positive supports including reinforcement schedules, stimulus controls, stimulus satiation, dietary and other personal supports, and essentially, non-aversive, non-restrictive crisis management supports. In this model, crisis management focuses on achieving rapid, safe control of the situation when a student moves into crisis, so that the student can return to their authentic, positive program. Crisis management is never deemed as a 'teaching moment' and is never aversive or restrictive in any way. The model is underpinned by focussed training and development, supervision and supports for staff, and a quality assurance system that works to ensure that strategies and interventions as outlined in the protocols required within each individual plan, are consistently implemented with fidelity.

Please contact Principal Charmaine Driver 0414 298 494 or [ocdrv4@eq.edu.au](mailto:ocdrv4@eq.edu.au)

#### Red Hill Special School

Red Hill Special School is an Education Qld school located 5 kilometres from the Brisbane GPO. The school provides highly adjusted and individualised programs for students with complex educational support needs. Their specialisation in education is to provide programs for children and students with multiple impairments or a primary diagnosis of intellectual impairment. Some students may also have highly specialised health conditions. The school comprises two campuses- Waterworks Road campus encompassing the Early Childhood Development Program (ECDP) and the newly established Fulcher Road senior school campus.

The school has a focus on developing the communication skills of all students through the use of Augmentative and Alternative Communication (AAC). Without these highly intensive and specialised teaching strategies, many students are not able to communicate.

AAC is a set of tools and strategies that an individual uses to solve every day communicative challenges. Communication can take many forms such as: speech, a shared glance, text, gestures, facial expressions, touch, sign language, symbols, pictures, speech-generating devices, etc. Everyone uses multiple forms of communication, based upon the context and our communication partner. Effective communication occurs when the intent and meaning of one individual is understood by another person. The form is less important than the successful understanding of the message.

Red Hill Special School believes communication underpins all areas of curriculum and daily life, and that all students have the capacity and the right to communicate, and to be engaged in genuine opportunities to learn to communicate whether through spoken language or some form of augmentative and/or alternative communication e.g. Picture symbols, signs or speech generating devices (see Communication Bill of Rights).

Please contact A/Principal Rachel Dougherty 07 32919333 or [rdoug61@eq.edu.au](mailto:rdoug61@eq.edu.au)

### Narbethong Special School

Narbethong Special School has provided educational programs for students with vision impairment since 1963. Narbethong is an aboriginal word meaning 'happy place'. The school currently provides educational programs for students with vision impairment and additional disabilities. All classroom teachers develop appropriate individual learning plans and individual curriculum plans for all students. Classroom programs are developed around students' developmental levels, their individual education plans and visual assessments. These programs are designed around a number of focus areas including gross and fine motor developmental activities, language development, play and spatial perception.

The school provides braille instruction from a beginner level to braille Grade 2, which includes the codes for the maths & sciences as well as the specialist area of braille music. It provides teaching in orientation/mobility, technology, social skilling, self-advocative skills, personal relationships, large print/audio, student mental health & well-being (specifically for students with a degenerative eye condition). It also explores and provides alternate forms of communication for students with a vision disability and multiple disabilities. The school also has specialised programs and instruction for students who are deaf/blind plus other verified disabilities. All while engaging with the Australian, FIELA & Expanded Core Curriculum for Students with a Vision Impairment with the teaching methodology of Active Learning.

Please contact Principal Anne Nystrom 07 3823 0777 on [anyst2@eq.edu.au](mailto:anyst2@eq.edu.au)

### School Improvement Unit (SIU)



Queensland Special Schools are reviewed every four years by the SIU using the same process as primary and secondary schools. Schools are reviewed using the National School Improvement Tool. At the conclusion of the review the SIU provides the school with detailed information about their findings. This information is used by the Principal and the Assistant Regional Director or Lead Principal to plan for future improvement.

The 2018 SIU Annual Report found that:

*'Most students with a verified disability were included in mainstream classes. Within classrooms, students with disability were supported through differentiation and Intervention strategies. A small number of students with complex needs participated in specific programs tailored to their particular educational requirements. Some students were also withdrawn from classes at various times of the day for structured lessons with support staff. In a small number of schools, students with very high learning needs received most of their education in specifically designed units or centres.'*

The 2017 SIU Annual Report found that:

*'A practice that was well established in special schools was differentiation of teaching. Students had ICPs that were developed in consultation with parents and caregivers. These plans were broadly informed by an overarching philosophy of high expectations for all students. They articulated the learning goals and how the additional needs of each student would be addressed. Teaching strategies were tailored to the different starting points of students and the different rates of student progress.'*

The SIU has a wide range of data about the performance of all schools including Special Schools. QASEL suggests this data may be a useful in understanding the way schools are meeting the educational and wellbeing needs of students with disability.

### **Professional Collaboration**

QASEL members and other educators including Principals, Deputy Principals, Heads of Special Education, Heads of Curriculum, teachers, Inclusion teachers and Coaches across Queensland collaborate to ensure quality educational outcomes for all students. This promotes the development of workforce capability across the system.

Special schools provide valuable expertise in supporting colleagues from primary, secondary or P10/12 schools. Examples of these supports include staff collaboration with Special Schools, visiting regularly to observe practice (or vice versa), specific professional development opportunities, sharing of resources, school leadership consortiums, coaching and mentoring.

QASEL believes there is great potential in utilising special schools as hubs of learning, centres of excellence or teaching programs, where the knowledge and skills of staff can be fully utilised to further develop inclusive practices in all settings.

Special schools need to become pedagogical think tanks – nurturing, shaping and framing approaches that are dynamic and innovative, and that transform these children into active participants in the process of learning.... As Hargreaves (2006) suggests, schools need to: ‘...

transform their response to the learner from the largely standardised to the profoundly personalised". (Carpenter, 2010)

Examples of capability development activities between staff from different school types include:

#### QASEL Annual Conference

Since the mid-1990s QASEL has presented an annual conference across 3 days. The target audience for this conference is the broad spectrum of educational staff who work largely with students who have an intellectual disability, sensory disabilities, multiple disabilities and autism spectrum disorder. The conference generally attracts between 250 and 400 attendees including whole school leadership teams from primary secondary and P-10/12 schools and Special School leaders including Principals, Deputy Principals, Heads of Special Education Service (HOSES), Heads of Curriculum (HOC), and also classroom teachers, Guidance Officers (GO) and other professional staff.

QASEL sources and engages keynote speakers and workshop presenters who can address Leadership Development and enhancement and more specific content such as aspects of Autistic Spectrum Disorder, Augmentative and Alternative Communication, curriculum and specialised pedagogies. The 2019 conference was supported by the Department of Education, State Schools, Disability and Inclusion Branch in that they subsidised the registration for around 200 HOSES to attend. This equated to an investment of around \$10,000.

#### Special Education Curriculum Cluster (SECC)

SECC is a learning community for all professionals working in special education programs and Special Schools. The focus is on improving educational outcomes for students with disabilities and building teacher capacity. SECC is a learning community of like-minded special educators.

The goal is to support the development of

- Curriculum
- Pedagogy
- Assessment and Reporting processes for students with a disability

In 2019 SECC facilitated four Professional Learning Community (PLCs):

- Age Appropriate Pedagogies
- Curriculum Provision SWD (Literacy & Assessment)
- Mathematics P-3 and Numeracy 1a -
- Senior Secondary -

#### Kuraby Special School - Intentional Collaboration for Inclusion

Special Schools are increasingly facilitating learning opportunities for staff from neighbouring primary and secondary schools. This sees educators working together in a variety of ways to enhance the use of effective teaching strategies for students with disability in special, primary and secondary settings. At Kuraby Special School intentional collaboration builds the capacity of staff working with students with disabilities regardless of their educational setting. Additionally these partnerships raise the awareness of the broad range of adjustments and differentiation required to meet the needs of students with complex learning needs. Strategies include but are not limited to:

- Case management
- Reciprocal school visits
- Peer networking

- Learning walks
- Use of video
- Targeted professional development
- Shared goal setting -
- Coaching and mentoring
- Shared research and resource portal (OneNote)

### **Post school options**

Staff in Special Schools and secondary SEPs and programs support students with disabilities to transition from school to post school options. Staff supporting students with severe intellectual disability and or multiple disabilities work intensively with students, families and community organisations to enable positive and sustainable post school outcomes.

The focus of the senior schooling years for students with an intellectual disability is the development of independent living and work skills that will equip students to embrace their post school pathway to their fullest potential. Students work towards a Queensland Certificate of Individual Achievement (QCIA) that is issued by the Queensland Curriculum Assessment Authority (QCAA), who provide the Guidelines for Individual Learning (GIL) on which the senior school program is based.

The Queensland Certificate of Individual Achievement (QCIA) recognises and reports the achievements of students whose learning is part of an individual learning program. The certificate is an official record for students who have completed at least 12 years of education, and provides students with a summary of their skills and knowledge that they can present to employers and training providers. The QCIA records educational achievement in two ways: Statement of Achievement and Statement of Participation.

The Statement of Achievement provides an overview of a student's demonstrated educational achievement within curriculum organisers: Communication and technologies (CT), Community, citizenship and the environment (CCE), Leisure and recreation (LR), Personal and living dimensions (PLD) and Vocational and transition activities (VTA).

[https://www.qcaa.qld.edu.au/downloads/senior/qcia\\_handbook.pdf](https://www.qcaa.qld.edu.au/downloads/senior/qcia_handbook.pdf)

### **The Special Education Training Alliance (SETA)**

SETA is a central Registered Training Organisation (RTO) based out of Western Suburbs Special School and services special schools across the state that are wishing to deliver Certificate I courses to students in Year 10, 11 and 12.

Students studying SETA courses are able to gain nationally recognised (entry level) qualifications at a Certificate I level which assist students to gain work readiness skills designed to support students in post school pathway options in terms of employability and volunteering readiness.

SETA schools offer the courses that best cater to the needs of their cohort, local community employment opportunities post school and the facilities available at the school with many offering 2 or 3 qualifications at their sites.

### **Queensland Association of Education Leaders (QASEL)**

QASEL, as the representative professional association for all leaders and aspiring leaders in disability education in Queensland, through the President, again reiterates an invitation for the *Royal Commission into Violence, Abuse, Neglect and Exploitation of People with Disability* to speak with a representative group of members and/or the President of QASEL in Brisbane at the Royal Commission's convenience in the near future.

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(relevant data and information)

Roselynn Anderson

President of QASEL

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