



QASEL Draft Position Paper

More Support for Students with Disabilities (MSSWD) National Partnership IT Initiatives

So far the conversations and feedback indicate that we would want it to include two things:

The replacement of AIMS as a stand alone external data base – ie that AIMS becomes a module of OneSchool

The creation or altering of existing of OneSchool components to provide an online planning tool that works for students with disabilities and makes planning, generating and using mark books, aligning to assessment, reporting, etc easier for teachers of students with disabilities. It is important that the needs of students with disabilities are known to be heterogeneous. It is vital that what ever is developed will support conditional planning adjustments for students in some impairment areas; which will be different from criteria / characteristic changes for students with intellectual impairment, who may also require conditional adjustment. The documentation of the planning involved will be different for each cohort see the QASEL position papers re Four Groups of Students and Conditions/Criteria on the QASEL web site.

The replacement of AIMS

- This should be a “no brainer” as the current situation creates additional work load and the potential of data entry errors with two systems – we need a 'single point of truth'.
- The work should not be expensive as the person who wrote the original code was (may still be) working with the OneSchool team.
- It should not be a multi million dollar cost even if the original code writer is unavailable
- Must include
 - (a) All existing stand alone databases for SWD e.g. Braille user student database, orientation and mobility database; notetaker support; specialised health; should be identified and incorporated (Currently these are isolated, stand alone and yet need same AIMS material to be operational).
 - (b) capacity for subsets of exiting data to be used to create a subset e.g. for the future if we wished to identify students using intensive interaction, or who were diagnosed with Foetal Alcohol Syndrome.

An Online Planning Tool

- All teachers/schools should be using OneSchool for unit planning, etc.
- The tool must have enough flexibility to cater for the four broad groups/cohorts of students as identified in the QASEL position paper and be easy for teachers to use.
- Some Special School teachers are already using OneSchool to plan units but often with considerable work arounds or changes that increase their work time in doing this compared to their primary or secondary colleagues.
- However in some Special Schools and Special Education Programs they are still moving from a "care" model to a learning model and those teachers will not know what they don't know in relation to any kind of on line planning tool (and some may have very limited off line

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- planning practice) so some form of excellent and intuitive help should be built in – must complete to go to next screen, auto save points, explanations, screen dump guides, etc
- There must be some synergy involving Brett Molloy and the MSSWD NP C2C Team so that there work they are creating will “drop into” OneSchool.
 - There must also be alignment with all C2C teams so that differentiation (see above re Conditions vs or as well as Criteria / Characteristics and QASEL papers on the web site) within C2C units is easy to incorporate within OneSchool unit planning, implementation, mark books, assessment and reporting, etc.
 - Not just Special Schools teachers but also Special Education Program teachers are experimenting with modifying current C2C Units on One School by removing/reducing the number of content descriptors in current C2C Units.
 - The C2C platform is not yet very flexible – e.g. when content descriptors are removed the associated assessment tools and learning sequences are not removed as well and this has to be done manually and it is quite challenging to identify the associated learning sequences and assessment tasks to remove.
 - There would be benefits in having diagnostic and verification tools available and data for individual Students with Disabilities stored within OneSchool.
 - The current PS code for all Special Schools is problematic – e.g. One School Student Reports have to be developed through “Support Provisions” - School Student achievement data from these Reports are not transferred to the School Data Profile.
 - The PS code means that units are developed by role class not by subject area and this then presents challenges around the automatic generation of mark books
 - Special Schools and Special Education Programs should have access to the same range of codes as P-10/12 Schools/Colleges to allow site and teacher flexibility
 - C2 C units of work with differentiation strategies are preloaded and as above teachers can then delete, add, change.
 - The building in of appropriate assessment tools e.g. as with the Victorian ABLES directly linked to their Towards Level 1 VELs curriculum.
 - Ability to run reports eg for all students with disabilities at a primary or secondary school, by subject area, by differentiation strategy, by need for Braille, etc.
 - Ability to press a button on One School that would collate all information available at one point of time for example Reading Ages/ Spelling Ages/ Attendance/ Medical needs.
 - There is a need, especially for special education program teachers for a cohort of students (a Class or Year Level) to be able to be represented on a data read out/ graph showing all the relevant academic records allowing teachers to plan better the needs of their class(es).
 - The Mark Book should be populated with this information saving teachers considerable time.
 - These functions are required at the beginning of the Year and subsequent time periods throughout the Year.
 - At present each child has to be looked at one at a time requiring a lot of time for teachers as One School is not known for its speed.
 - The alternative is as some are already doing, giving someone the job of collating the information manually.
 - Access to information for support staff (ST LaN; SEP, etc) – at present unless class teacher allows it and adds their names no one can access their information on students. Specialist staff need to know what is expected and the current results of students assigned to them to make informed decisions about differentiation.

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- Behaviour records are not easy to access in some reports. One of the reports “Students with Multiple Incidents” only gives the top 18 – 20 students names. A one page report. No information if available unless we look up individuals to find out if there have been single incidents per child entered.
- It would be helpful to be able to see all students recorded and the number of incidents against their names. This would be very useful for the School SWPBS Team)

While not a “high level business requirement” many of our Heads of Special Education Services continue to raise the issue that a lot of teachers and principals of Students with Disabilities still believe that the EQ expectation is that they will teach **chronological age content**. For example these teachers and principals think they have to teach all Year 7 content to all 12 year olds with or without a disability. It is important that for students with intellectual impairment that these teachers and principals instead prioritise and select content descriptors from the Year level where the student can learn and have success. This would usually be at a year level significantly below their chronological age level. This adjusted content should be taught in a chronologic age equivalent context. Consideration of the intersection of student interest, **chronological age appropriate context** and appropriate Year level content descriptions need to utilised when planning, implementing, assessing and reporting.

This would usually be at a year level significantly below their chronological age level. This adjusted content that reflects the skill and communication level of the student should be taught in an age equivalent context. It will be one of the ways teachers can differentiate curriculum **and** assessment. The content descriptors need to be dissected through both lenses in order to continue to challenge and support students to engage in meaningful, relevant and yet challenging curriculum.

The work on an online planning tool should be such that this is easy to create/adjust/modify from existing C2C or other unit plans.

The above is at a DRAFT stage so if you have any queries, suggestions and/or enhancements to for this paper please contact me as per the details below.

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