



# QsArt

Queensland School Autism Reflection Tool

In partnership with the  
**Autism Hub**  
Department of Education



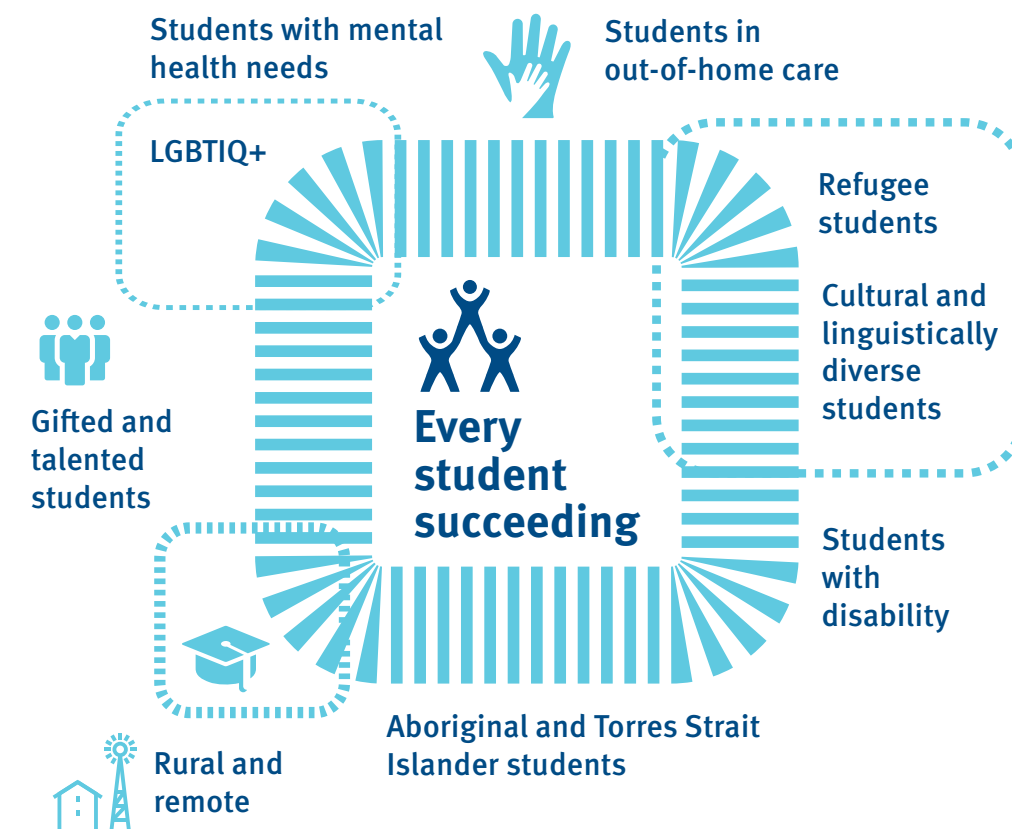
**Queensland**  
Government



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## INCLUSIVE EDUCATION Queensland Students Welcome, Engaged, Learning and Achieving



<https://education.qld.gov.au/student/inclusive-education/Documents/inclusive-education-factsheet.pdf>

# INTRODUCTION

The QsArt has been developed for Queensland State Schools and is a tool designed to support educational leaders – including principals, heads of school or heads of campus – to reflect, plan, implement and review the school improvement processes that support students with autism. The tool is informed by evidence-based practices with each competency linked to the Queensland Department of Education, State and/or Federal policy and the School Improvement Tool.

The QsArt is designed to align with existing school improvement planning whereby the whole school is engaged in the development of improvement priorities and in setting a clear direction for the year or years ahead to improve the engagement, retention and academic achievement of students with autism.

Researchers have identified practices that characterise effective inclusive learning environments and strategies for children and young people with autism (Goodall, 2014; Iovannone et al., 2003;

Simpson, De Boer-Ott, & Smith-Myles, 2003).

These include:

- adaptation and modification of the environment,
- curriculum and instruction including provision of predictability and routine,
- the availability of resources and specific support for staff and students,
- administrative, attitudinal and social support,
- assessment evaluation and review; provision of individualised strategies and supports, and
- staff awareness and knowledge of autism.

These effective inclusive practices underpin the **five sections** of the QsArt.

All sections are interrelated and can be completed together or independently (i.e. one at a time). Within these sections, you will be asked to reflect on your current practice and identify those which would benefit from further development.



**Individual Student**



**Physical Environment**



**Collaborations and Partnerships**



**Pedagogy and Differentiated Teaching**



**Leadership and Continuous Improvement**

The action plan at the end of each section provides a space to document the ratings given to competencies, then to prioritise the actions that will be taken to improve school-wide practices that support students with autism. On subsequent and routine reviews of progress, the tool allows schools to monitor the number of standards rated as *fully established and implemented*.



The term 'autism' will be used in this tool, which includes Autism Spectrum Disorder (ASD) (terminology used in DSM-5). Person-first terminology will be used in line with the Department of Education policy. However, it is acknowledged that many individuals prefer identity-first terminology.

## Instructions

The tool is organised into **five sections**, each able to be completed individually (one section at a time) or collectively to suit the local need. You can save your responses and entries as you go and return to them later as required. In preparation for completing the tool it may be helpful to have an identified team and nominated team leader. As action plans are developed, members of the team can be assigned responsibilities for actions in agreed timeframes so progress can be monitored. Teams may also benefit from considering broader supports that are available, such as school, regional and external stakeholders.

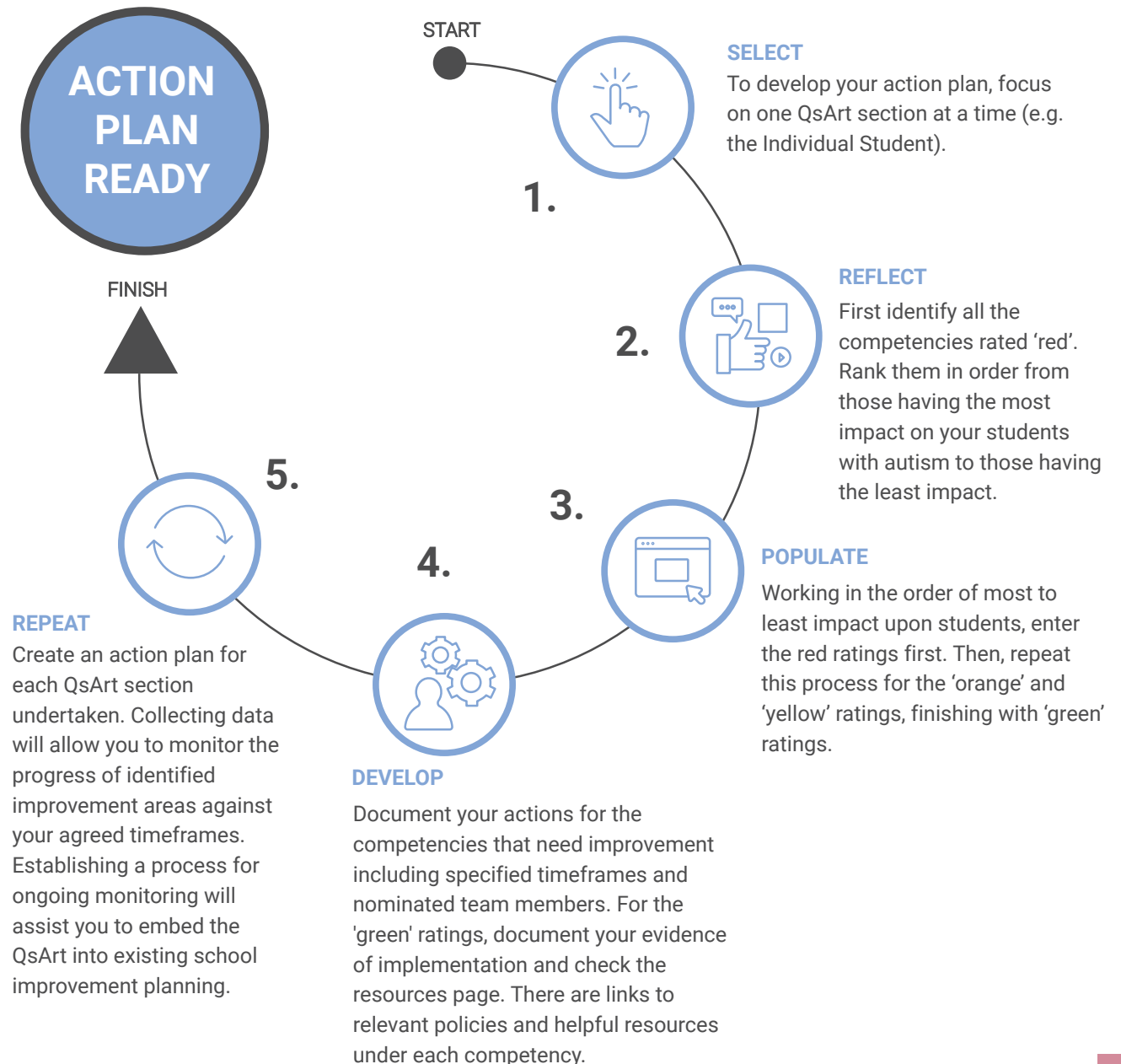
The tool comprises of **two parts**:

### 1. Reflection and evaluation

The tool lists the competencies that are identified as good practice for inclusion of students with autism in educational settings. Links to the policies and documents supporting each competency are provided below the notes section. For each competency, you are asked to reflect on the current practice in your setting and decide if this is:

<b>Green</b>	Fully established and implemented.
<b>Yellow</b>	Partially implemented. This is implemented by some, but not all staff.
<b>Orange</b>	Partially implemented. This is implemented for some, but not all students with autism.
<b>Red</b>	Not yet implemented in the setting.

### 2. Creation of an Action Plan



# INCLUSIVE EDUCATION

The United Nations Convention on the Rights of Persons with Disability (2006) outlines the right of individuals with a disability to be provided with accommodations and support to access inclusive education settings in their local communities (United Nations, 2006, 2012). In Australia, it is legislated that people with disability, including autism, have access to pre-school, primary, secondary and tertiary education on the same basis as those who do not have a disability (Commonwealth of Australia, 2006; Australian Government, 2018).

The Queensland Department of Education's Inclusive Education Policy outlines the commitment to the journey towards a more inclusive education system at all levels and as part of our everyday practice in schools, educational settings and classrooms. Students experience inclusive education when they can access and fully participate in learning, alongside their similar-aged peers, supported by reasonable adjustments and teaching strategies tailored to meet their individual needs.

## A whole school approach to supporting students with autism

Educational programs for students with autism have been shown to be most effective when they:

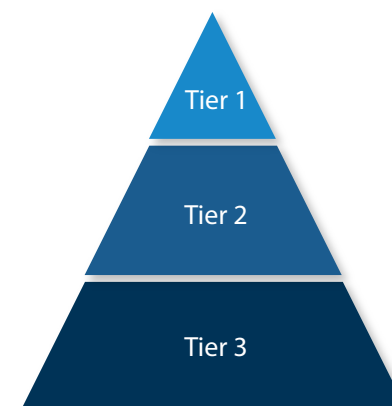
- are developed by a multidisciplinary team,
- take a strengths-based approach,
- include the priorities of families,
- are functional and holistic,
- are motivating and developed respectfully,
- reflect student voice, and
- are evidenced-based.



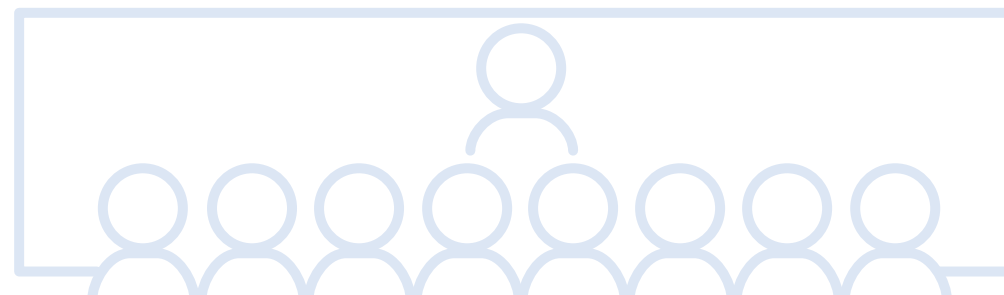
Multi-tiered systems are those which provide support and intervention to students at the school, group and individual level. *"The core feature of a multi-tiered system is the involvement of the whole in a proactive approach to support students, and the understanding that high quality flexible teaching practices are the foundation of support for students with diverse needs (Batsche, 2014), including those with autism"* (Roberts & Webster, 2020 p. 4).

For example:

- some strategies are good practice for all students (**Tier 1**),
- some being more focussed upon supporting diverse learners (**Tier 2**) and,
- some describing supports or strategies that are particularly important for students with autism (**Tier 3**).



Programs featuring multi-tiered systems help ensure that educators are using the full array of practices to create learning environments and programs that support participation of students with autism (Crosland & Dunlap, 2012; Webster, Cumming & Rowland, 2017). This may include strategies to develop, maintain or generalise mastered skills and facilitate independence.





Individual Student



Physical Environment



Collaborations  
and Partnerships






















Pedagogy and  
Differentiated Teaching

































Leadership and  
Continuous Improvement
















# Individual Student

 Individual Student	 Physical Environment	 Collaborations and Partnerships	 Pedagogy and Differentiated Teaching	 Leadership and Continuous Improvement
<p>1. Your setting identifies and addresses the barriers to inclusion for each student including both classroom and non-classroom settings. These are identified using data from a range of sources including teacher, parent and student. Plans are regularly monitored and adjusted, as required.</p>	<p>2. Your setting proactively seeks and listens to the view of the student to find out about preferences, profile and goals. Staff are aware that student preferences may change throughout the year and provide opportunities for review on a regular basis. Views of the student are genuinely considered and used in the planning of learning supports and activities.</p>	<p>3. Your setting supports and encourages each student to communicate using their preferred method, which may differ across tasks or settings. Communication supports or devices (including iPads, objects, signing, or symbols) are readily available to students. Alternative communication methods for students in each class are taught to new or less experienced staff.</p>		
<p>Yes, we all do this and this is evidenced in the ways described in the action plan.</p> <p>This is done by some, but not all staff. We have identified barriers to full implementation and will address these in the action plan.</p> <p>This is done for some, but not all students with autism. We have identified barriers to full implementation and will address these in the action plan.</p> <p>We need to learn more about this or how to implement it. We will use the action plan to highlight the need to read the resources and links provided.</p>	<p>Yes, we all do this and this is evidenced in the ways described in the action plan.</p> <p>This is done by some, but not all staff. We have identified barriers to full implementation and will address these in the action plan.</p> <p>This is done for some, but not all students with autism. We have identified barriers to full implementation and will address these in the action plan.</p> <p>We need to learn more about this or how to implement it. We will use the action plan to highlight the need to read the resources and links provided.</p>	<p>Yes, we all do this and this is evidenced in the ways described in the action plan.</p> <p>This is done by some, but not all staff. We have identified barriers to full implementation and will address these in the action plan.</p> <p>This is done for some, but not all students with autism. We have identified barriers to full implementation and will address these in the action plan.</p> <p>We need to learn more about this or how to implement it. We will use the action plan to highlight the need to read the resources and links provided.</p>		
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<p>4. Your setting develops and implements individualised transition plans which combine information from the student, their family and staff who know them well. These plans emphasise the role of skill development and progression in the transition. Information is shared with the next setting prior to the start of any transition.</p>	<p>5. The school prepares each student for vertical transitions in and out of your school (including into employment). A range of supports (e.g. books, videos, websites, visits) are matched as appropriate to the student's age and ability.</p>	<p>6. All staff are informed of the range of specialised and/or support services that are available to students, including (but not limited to) health, personal care and therapy services, specialist teachers, note-takers, assistive devices and teacher aides. Staff facilitate the provision of these services through collaborative arrangements between the student, the family and the school.</p>		
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 Individual Student	 Physical Environment	 Collaborations and Partnerships	 Pedagogy and Differentiated Teaching	 Leadership and Continuous Improvement
<p>7. Your setting uses a collaborative approach in consultation with student, family and other stakeholders to compose an individual profile and/or individual plan for each student. These documents consider each student’s strengths as well as their learning goals.</p>	<p>8. All staff are aware that each student with autism will have their own unique profile which may include relative strengths in cognitive skills (e.g. verbal or visual processing), subject performance (e.g. performs stronger in specific subjects) or academic/study skills (e.g. detailed focus) as well as relative challenges. Staff use information from the student, their family and others to understand how this cognitive profile may be associated with the student’s learning approach and/or performance.</p>	<p>9. All staff are aware that students with autism are likely to have more than one diagnosis which impacts their educational experience. These co-occurring diagnoses may include mental health conditions (anxiety, depression) even in younger students. Staff are aware that these conditions may present behaviourally rather than emotionally for students with autism. Staff are informed of how each student’s co-occurring conditions impact upon their learning and/or behaviour and how this may differ in different settings.</p>		
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<p>10. All staff are aware that students with autism may have physical health conditions which impact their educational experience, for example, sleep difficulties, epilepsy or gastrointestinal issues. Staff are informed of how each student's physical health conditions impact upon their learning and/or behaviour.</p>	<p>11. Behaviour is understood in the context of each student's autism, learning, and physical health profile. Staff use the principles of positive behaviour for learning (PBL) and functional behaviour analysis (FBA) in order to identify function of behaviour and to plan effective and individualised interventions.</p>			
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# Individual Student Action Plan

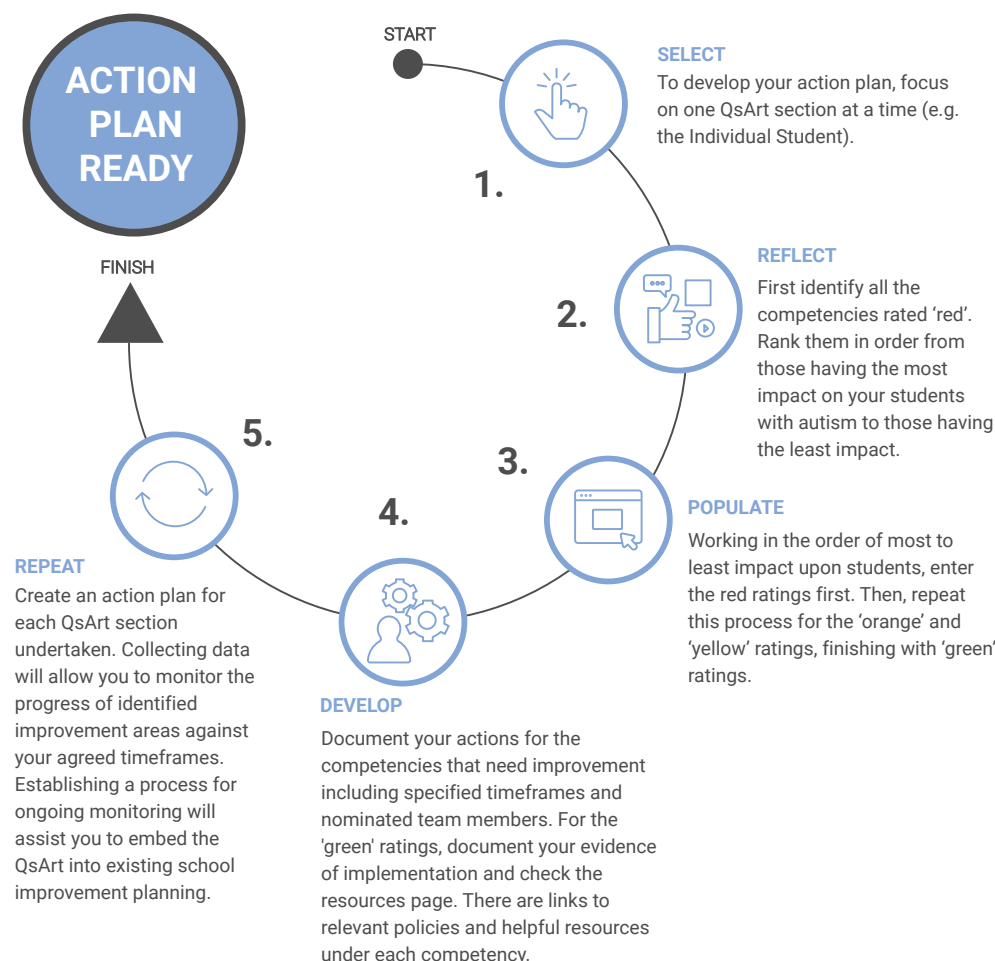
**Now you have reflected upon current practice for the Individual Student, you can create an action plan for this section.**

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- 1.** Look at each competency that you rated as '**red**' within this section and think about which of those are having the most impact on your students with autism.
- 2.** Go to the Action Plan table for your chosen section. Enter the competency numbers rated as '**red**' into the top rows of the table, working in the order of most to least impact upon students.  
*(e.g. if you rated competency 7 and 10 as 'red' and feel that the red rating of competency 10 is impacting the students the most, enter number 10 into the first row and then 7 into the second row).*
- 3.** Repeat this process for the '**orange**' and '**yellow**' ratings, finishing the table at the bottom with any '**green**' ratings.
- 4.** Once you have prioritised the competencies, you can make your plan of how you introduce or enhance implementation and/or document your evidence.

**If you rated...**

<b>Red</b>	Click through to the resources link for this competency and use this information to document your action plan to increase knowledge and what you will do to introduce and ensure implementation.
<b>Orange / Yellow</b>	What barriers are preventing full implementation and what will you do about it? Describe your action plan to ensure full implementation (if appropriate).
<b>Green</b>	Document your evidence of full implementation. Even though you are implementing this, we encourage you to check the resources link for each competency.





Individual Student

COMPETENCY NUMBER (In Priority Order)	RATING	NOTES / COMMENTS  <div> <div>Red:</div> <div>Click through to the resources link for this competency and use this information to document your plan to increase knowledge and implementation.</div> </div> <div> <div>Orange / Yellow:</div> <div>Document barriers to implementation and detail Action Plan.</div> </div> <div> <div>Green:</div> <div>Document your evidence of implementation. Examples of evidence that might be used are described on the resources link for each competency.</div> </div>	TIMEFRAME AND PERSON RESPONSIBLE



Individual Student

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Individual Student



Physical Environment



Collaborations  
and Partnerships



Pedagogy and  
Differentiated Teaching
































Leadership and  
Continuous Improvement



# Physical Environment



 Individual Student	 Physical Environment	 Collaborations and Partnerships	 Pedagogy and Differentiated Teaching	 Leadership and Continuous Improvement
<p>1. All staff design or adapt learning environments to enable students of all backgrounds, identities and abilities to fully participate in learning. Staff are aware that adaptations or plans need to be continually evaluated and reviewed to ensure all students can access and participate in all learning activities and events.</p>	<p>2. The learning environment is set up with defined areas for individual work, group work and areas reserved for quiet or low stimulation time. Students are aware of how they may access these quiet areas if needed.</p>	<p>3. Staff proactively use visual supports that are appropriate and based on the individual student’s preferences and abilities. Staff are aware of the full range of visual supports and ensure that these are available for all students across the school environment.</p>		
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<p>4. Staff are aware that students with autism may have sensory processing differences. Environmental audits of learning and social environments are regularly undertaken and reviewed to identify sensory elements. The results are combined with knowledge about the profile of students in the class to identify factors or elements that need to be managed or overcome.</p>	<p>5. Staff reduce distractions, such as background noise and visual information, as much as possible. Seating arrangements are made with consideration to each student’s individual profile, taking into account factors such as windows, doors or areas with noises or smells. Staff are aware of the possibility of sensory differences being strengths for an individual.</p>	<p>6. Staff are aware that students with autism may require support for change and uncertainty. Student timetables are kept predictable with students being informed of any changes in advance as much as possible. Lessons have a clear and predictable structure and tasks have clear instructions.</p>		
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## Physical Environment Action Plan

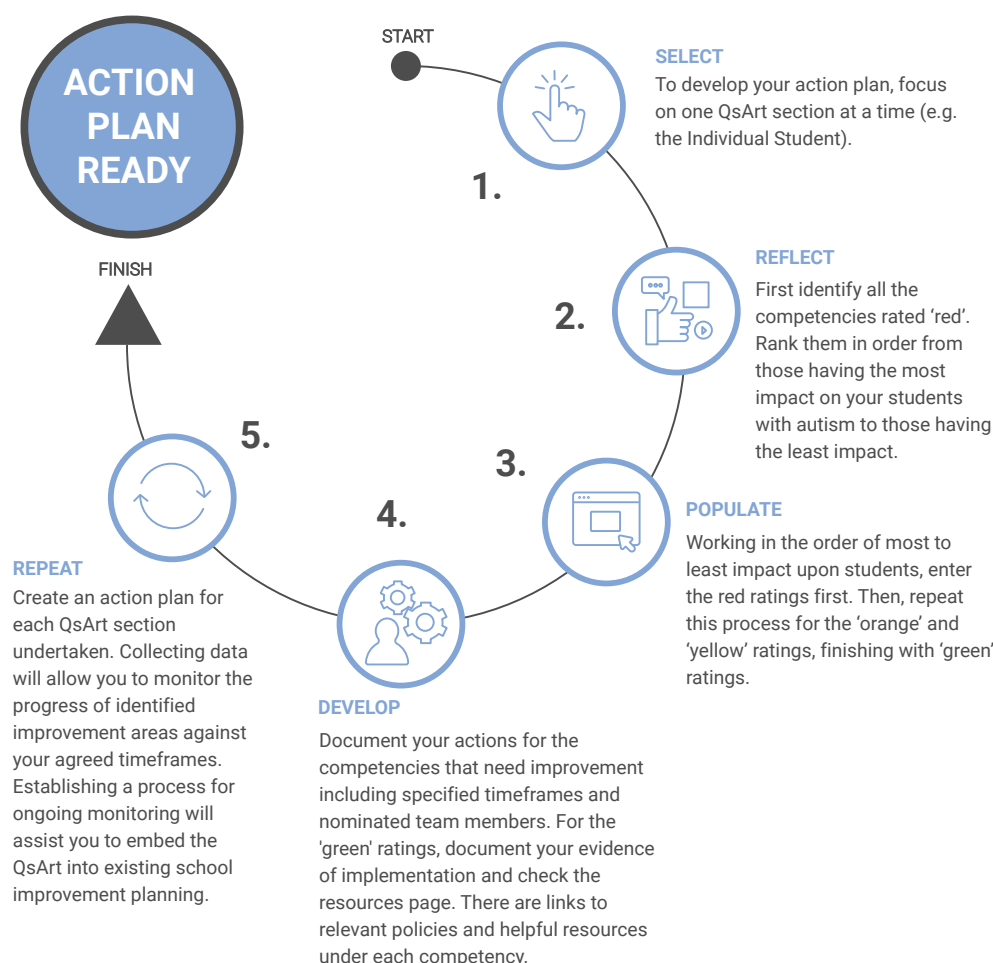
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- 3.** Repeat this process for the **'orange'** and **'yellow'** ratings, finishing the table at the bottom with any **'green'** ratings.
- 4.** Once you have prioritised the competencies, you can make your plan of how you introduce or enhance implementation and/or document your evidence.

**If you rated...**

<b>Red</b>	Click through to the resources link for this competency and use this information to document your action plan to increase knowledge and what you will do to introduce and ensure implementation.
<b>Orange / Yellow</b>	What barriers are preventing full implementation and what will you do about it? Describe your action plan to ensure full implementation (if appropriate).
<b>Green</b>	Document your evidence of full implementation. Even though you are implementing this, we encourage you to check the resources link for each competency.





Physical Environment

COMPETENCY NUMBER (In Priority Order)	RATING	NOTES / COMMENTS  Red: Click through to the resources link for this competency and use this information to document your plan to increase knowledge and implementation. Orange / Yellow: Document barriers to implementation and detail Action Plan. Green: Document your evidence of implementation. Examples of evidence that might be used are described on the resources link for each competency.	TIMEFRAME AND PERSON RESPONSIBLE



Individual Student



Physical Environment



Collaborations  
and Partnerships




















Pedagogy and  
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Leadership and  
Continuous Improvement



# Collaborations and Partnerships

 Individual Student	 Physical Environment	 Collaborations and Partnerships	 Pedagogy and Differentiated Teaching	 Leadership and Continuous Improvement
<p>1. Your setting develops and values collaborative relationships with parents and professionals and sees each member of the team as a valued partner. All team members work together to develop positive home-school relationships and ensure relevant and effective support for the student across settings.</p>	<p>2. Staff are aware of the importance of school connectedness, which can be described as the extent to which students and their family feel personally accepted, respected, included, and supported by others in the school social environment.</p>	<p>3. Your setting ensures that it has established links with external stakeholders which may include support groups for students, parents or family members. Information and links to these groups are provided to all parents and family members who may be interested.</p>		
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 Individual Student	 Physical Environment	 Collaborations and Partnerships	 Pedagogy and Differentiated Teaching	 Leadership and Continuous Improvement
<p>4. There is an established and effective home-school communication method (e.g. email, phone calls, primary contact person) which is used for regular and frequent communication that is individualised to the student. Staff avoid using terminology and jargon when communicating with family members or where unavoidable, explain the terminology used. The setting offers flexibility in times and locations of meetings where possible.</p>	<p>5. The setting has proactive ways to prevent, monitor and manage teasing or bullying and clear procedures for students to share concerns about their own experiences or those of other students. Staff are aware that the research shows that students with autism are at increased risk of being teased or bullied, which includes cyberbullying. Staff are aware that even if students with autism do not react (or do not react in the expected way), it is likely to still be having an impact on the student’s self-esteem and well-being, and needs to be dealt with through formal procedures.</p>	<p>6. Staff are aware of the impact that social communication differences may have on peer relationships. Staff use knowledge of each individual student’s preferences to proactively support or promote positive peer relationships.</p>		
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 Individual Student	 Physical Environment	 Collaborations and Partnerships	 Pedagogy and Differentiated Teaching	 Leadership and Continuous Improvement
<p>7. Staff are aware of providing supports for interactions between both student-staff and student-peer relationships. When doing so, staff are aware of the benefit of supporting both the student with autism (e.g. to process and understand the thoughts and feelings of others who do not have autism) as well as the individuals who do not have autism (i.e. to process and understand the thoughts and feelings of others who do have autism).</p>	<p>8. Staff interact with students with autism using the student’s preferred method of communication and build upon each student’s interests to develop and promote positive relationships.</p>	<p>9. Staff understand the importance of predictability and consistency in their interactions with students with autism. Staff are also aware that students with autism may interpret language literally, so they minimise the use of figurative speech (e.g. metaphors, similes and idioms) and check for comprehension.</p>		
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 RESOURCES	 RESOURCES	 RESOURCES		

# Collaborations and Partnerships Action Plan

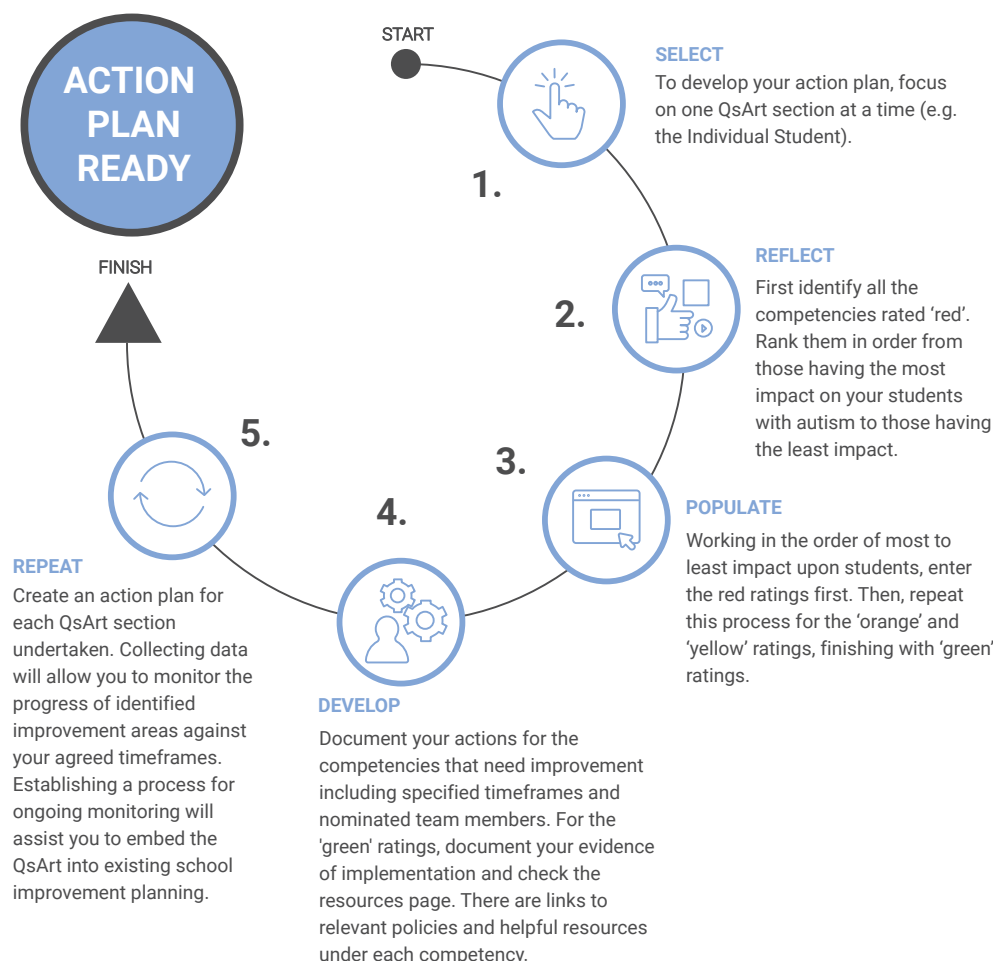
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*(e.g. if you rated competency 7 and 10 as 'red' and feel that the red rating of competency 10 is impacting the students the most, enter number 10 into the first row and then 7 into the second row).*
3. Repeat this process for the 'orange' and 'yellow' ratings, finishing the table at the bottom with any 'green' ratings.
4. Once you have prioritised the competencies, you can make your plan of how you introduce or enhance implementation and/or document your evidence.

If you rated...

Red	Click through to the resources link for this competency and use this information to document your action plan to increase knowledge and what you will do to introduce and ensure implementation.
Orange / Yellow	What barriers are preventing full implementation and what will you do about it? Describe your action plan to ensure full implementation (if appropriate).
Green	Document your evidence of full implementation. Even though you are implementing this, we encourage you to check the resources link for each competency.





Collaborations and Partnerships

COMPETENCY NUMBER (In Priority Order)	RATING	NOTES / COMMENTS  Red: Click through to the resources link for this competency and use this information to document your plan to increase knowledge and implementation. Orange / Yellow: Document barriers to implementation and detail Action Plan. Green: Document your evidence of implementation. Examples of evidence that might be used are described on the resources link for each competency.	TIMEFRAME AND PERSON RESPONSIBLE



Collaborations and Partnerships

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Individual Student



Physical Environment



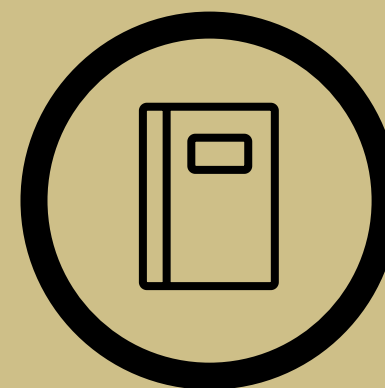
Collaborations  
and Partnerships





















Pedagogy and  
Differentiated Teaching


















Leadership and  
Continuous Improvement



# Pedagogy and Differentiated Teaching

 Individual Student	 Physical Environment	 Collaborations and Partnerships	 Pedagogy and Differentiated Teaching	 Leadership and Continuous Improvement
<p>1. All classroom and non-classroom tasks or activities are designed to be inclusive for all students. Staff proactively consult students in collaboration with key stakeholders to ensure reasonable adjustments are inclusive and accessible.</p>	<p>2. Staff are aware that each student may need adjustments and differentiated curriculum content, teaching strategies and learning environments to maximise learning outcomes. Reasonable adjustments are monitored over time to ensure their effectiveness and relevance to the student’s needs and strengths.</p>	<p>3. Staff are aware of the importance of using evidence-based strategies and of the importance of avoiding strategies identified as ineffective or harmful. Staff have knowledge of, and access to, resources which detail the current evidence-based strategies and interventions for students with autism.</p>		
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<div> Individual Student</div>	<div> Physical Environment</div>	<div> Collaborations and Partnerships</div>	<div> Pedagogy and Differentiated Teaching</div>	<div> Leadership and Continuous Improvement</div>
<div>4. Staff monitor the effectiveness of practices and interventions on student outcomes using reliable data. Data is reviewed by staff and support specialists at least monthly and adjustments, modifications or developments to practices and interventions are made as required.</div>	<div>5. Staff are aware of the access arrangements and reasonable adjustments for examinations and collaborate with the student and family members to identify adjustments to demonstrate learning, knowledge and skills in assessments. Staff are aware that students with autism may need additional information and opportunities to practise.</div>	<div>6. Staff are aware that students with autism may require adjustments or additional support to complete homework, tests or revision. Staff ensure that homework is clearly communicated, that the requirements are written down, and that students know whom and how to ask for help if required.</div>		
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# Pedagogy and Differentiated Teaching Action Plan

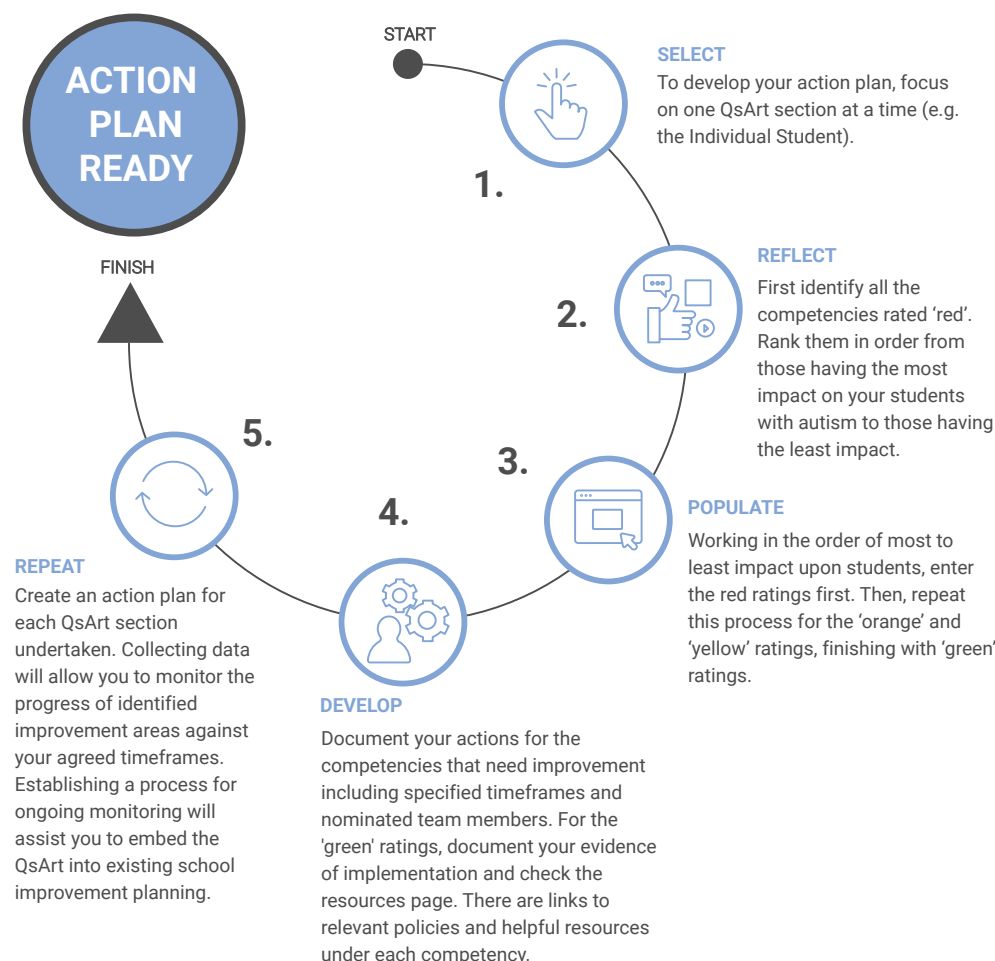
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Pedagogy and Differentiated Teaching

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Individual Student



Physical Environment



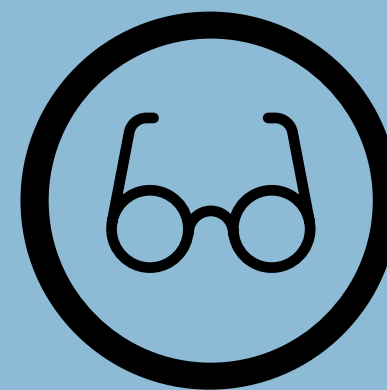
Collaborations  
and Partnerships
















Pedagogy and  
Differentiated Teaching






























Leadership and  
Continuous Improvement



# Leadership and Continuous Improvement

 Individual Student	 Physical Environment	 Collaborations and Partnerships	 Pedagogy and Differentiated Teaching	 Leadership and Continuous Improvement
<p>1. Leaders are committed to and accountable for inclusive education and proactively provide clear policy advice and direction that outlines the expectation for all staff. Leaders take a school-wide approach to build staff capacity at different levels to monitor and ensure implementation of good practice.</p>	<p>2. Your setting has a clear vision which reflects inclusion of all students and identifies diversity as a strength. This vision is shared with the school community.</p>	<p>3. Inclusion is embedded in all aspects of school life and is supported by policies and everyday practices. Diversity and inclusion are proactively promoted in communications, such as in newsletters and on the school website.</p>		
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 Individual Student	 Physical Environment	 Collaborations and Partnerships	 Pedagogy and Differentiated Teaching	 Leadership and Continuous Improvement
<p>4. Your school has a current Student Code of Conduct in place, including expectations on any potential use of restrictive practices as a risk management strategy.</p>	<p>5. The views of students, caregivers and family members are actively sought and considered in decision making at all levels.</p>	<p>6. Your setting has a formal method of recording and sharing information on students with diverse learning needs, including students with a range of disabilities.</p>		
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 Individual Student	 Physical Environment	 Collaborations and Partnerships	 Pedagogy and Differentiated Teaching	 Leadership and Continuous Improvement
<p>7. Staff proactively and regularly monitor data, including attendance, retention, school disciplinary absence (SDA), A-E reporting and NAPLAN for all students with autism and discuss concerns and achievements with school leaders. This data is used to inform decision making and whole of school planning.</p>	<p>8. Leaders promote a culture of ‘data literacy’ and support staff to use these skills to understand, monitor and support the learning and behaviour of all students with autism.</p>	<p>9. There is a planned and coordinated program of teacher professional development to support staff working with students with autism. Training needs and priorities of staff are reviewed annually and used to inform the training provided. Targeted autism professional learning opportunities are facilitated by a staff member or external professional with extensive autism knowledge.</p>		
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# Leadership and Continuous Improvement Action Plan

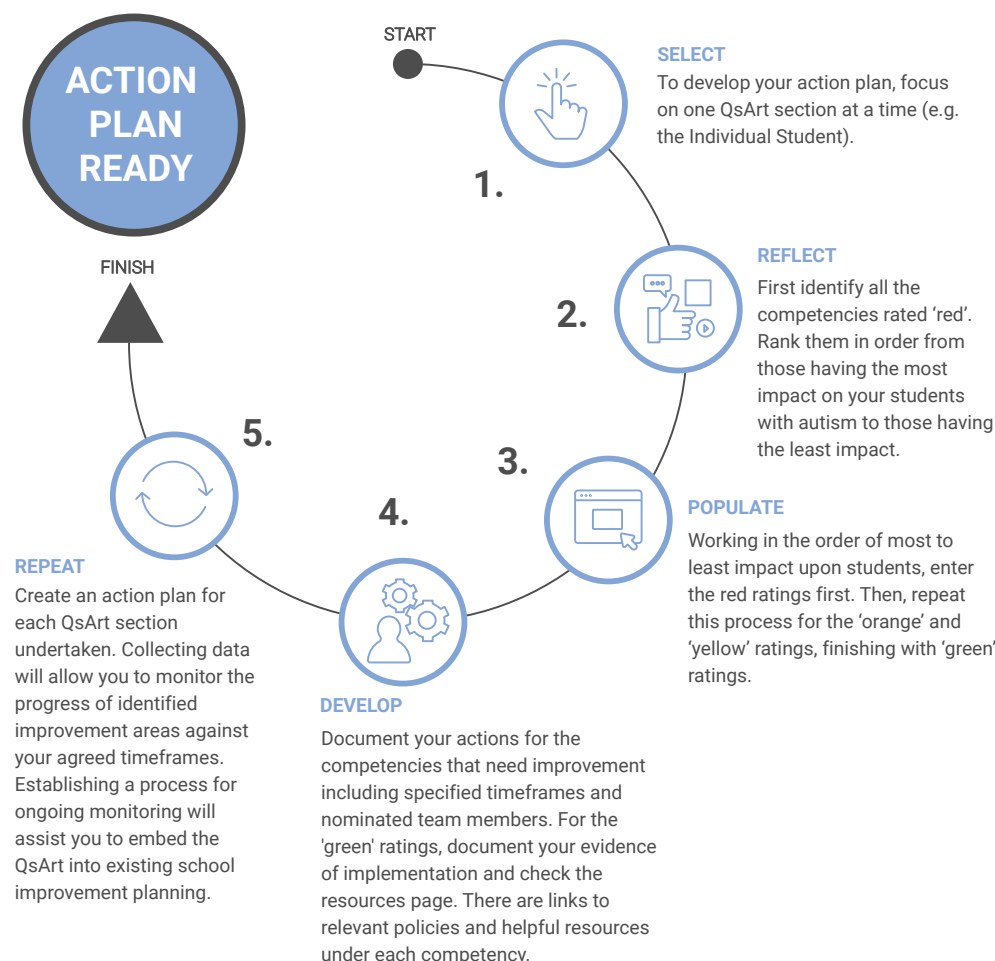
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Leadership and Continuous Improvement

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Leadership and Continuous Improvement

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# SUPPORTING DOCUMENTS



## Individual Student



## Physical Environment



## Collaborations and Partnerships



## Pedagogy and Differentiated Teaching



## Leadership and Continuous Improvement

1.

### ⇨ [Department of Education Inclusive Education Policy](#)

Whole of school  
Every member of the school community, including teachers, support staff, volunteers, families and students work collaboratively to ensure students can access and participate in all aspects of school life. Curriculum is provided to all students in ways that are age appropriate and responsive to diverse learning needs.

### ⇨ [Australian Professional Standards for Teachers](#)

**Standard 1** – Know students and how they learn.  
1.6 Strategies to support full participation of students with disability.  
**Standard 4** – Create and maintain supportive and safe learning environments.  
4.1 Support student participation

### ⇨ [Disability Standards for Education 2005](#)

3.4 Reasonable adjustments  
5.2 Participation standards

### ⇨ [Equity and Excellence: realising the potential of every student](#)

Know each student and understand what works best for them

### ⇨ [Student Learning and Wellbeing Framework](#)

Creating safe, supportive and inclusive environments

2.

### ⇨ [Disability Standards for Education 2005](#)

3. Making reasonable adjustments.  
3.5 Consulting the student

### ⇨ [Department of Education Inclusive Education Policy](#)

Collaboration with students, families and the community

### ⇨ [School Improvement Tool](#)

7. Differentiated teaching and learning. Teachers consult with parents and with students themselves to ensure that reasonable adjustments are made to meet the needs of students with disabilities, including through the development of individual learning plans.

3.

### ⇨ [Disability Standards for Education 2005](#)

3.4 Reasonable adjustments  
5.2 Participation standards

### ⇨ [Australian Professional Standards for Teachers](#)

**Standard 1** – Know students and how they learn.  
1.5 Differentiate teaching to meet the specific learning needs of students across the full range of abilities  
1.6 Strategies to support full participation of students with disability  
3.4 Select and use resources  
4.1 Support student participation

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## Individual Student



## Physical Environment



## Collaborations and Partnerships



## Pedagogy and Differentiated Teaching



## Leadership and Continuous Improvement

4.

### ⇨ [Review of education for students with disability in Queensland state schools](#)

Recommendation 5-6: Professional collaboration:  
The Department should effectively utilise existing levers to facilitate knowledge sharing among staff – including good news stories as they relate to students with disability, and examples of effective practice. Particular attention regarding collaboration and sharing should be applied to students at transition points – including the transition from pre-schools and early childhood development programs into primary school; and from primary into secondary schools.

### ⇨ [Department of Education Inclusive Education Policy](#)

Effective transitions. Schools continue to work in partnership with students, families, community organisations, professional groups, and other government and educational organisations to plan and support successful transitions at all points in a learner's education.

5.

### ⇨ [Department of Education Inclusive Education Policy](#)

Effective transitions. Schools continue to work in partnership with students, families, community organisations, professional groups, and other government and educational organisations to plan and support successful transitions at all points in a learner's education.

### ⇨ [Equity and Excellence: realising the potential of every student](#)

Knowing each student's needs to support positive and confident transitions into, through and beyond school

6.

### ⇨ [Disability Standards for Education 2005](#)

7.2 Standards for support services

### ⇨ [Australian Professional Standards for Teachers](#)

**Standard 1** – Know students and how they learn.  
1.1 Physical, social and intellectual development and characteristics of students  
1.6 Strategies to support full participation of students with disability  
4.1 Support student participation  
**Standard 7** – Engage professionally with colleagues, parents/carers and the community (7.1, 7.2, 7.3, 7.4)

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## Individual Student



## Physical Environment



## Collaborations and Partnerships



## Pedagogy and Differentiated Teaching



## Leadership and Continuous Improvement

7.

### ⇨ [Disability Standards for Education 2005](#)

- 3.4 Reasonable adjustments
- 5.2 Participation standards

### ⇨ [Equity and Excellence: realising the potential of every student](#)

Value student, parent/carer, community and stakeholder voice in our approach to teaching and learning.

### ⇨ [Australian Professional Standards for Teachers](#)

**Standard 1** – Know students and how they learn.

### ⇨ [Supporting students' mental health and wellbeing](#)

Responsibilities - All school staff: Participate in the development, implementation and review of the personalised learning plan.

8.

### ⇨ [Australian Professional Standards for Teachers](#)

**Standard 1** – Know students and how they learn.

- 1.2 Understand how students learn.
- 1.5 Differentiate teaching to meet the specific learning needs of students across the full range of abilities

### ⇨ [School Improvement Tool](#)

7. Differentiating teaching and learning. There is a school-wide shared understanding of, and commitment to, differentiated teaching and learning. Teachers design learning experiences that reflect students' learning needs, levels of readiness, interests, aspirations, and motivations to ensure that all students are appropriately engaged, challenged, and extended.

9.

### ⇨ [Supporting students' mental health and wellbeing](#)

Early intervention – implementing strategies that help to identify and intervene early with students who may be at increased risk of developing social and emotional issues or mental health difficulties.

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Individual Student



Physical Environment



Collaborations  
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Pedagogy and  
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Leadership and  
Continuous Improvement

10.

⇨ [Australian Professional Standards for Teachers](#)

**Standard 1** – Know students and how they learn.

1.1 Physical, social and intellectual development and characteristics of students

11.

⇨ [Review of education for students with disability in Queensland state schools](#)

Recommendation 5-2: Behaviour management and policy

⇨ [Equity and Excellence: realising the potential of every student](#)

- Know each student and understand what works best for them.
- Support staff and student wellbeing and engagement to establish a strong foundation for learning outcomes.

⇨ [Student behaviour](#)

Take into account a student's individual circumstances, such as behaviour history, disability, mental health and wellbeing, religious and cultural considerations, home environment and care arrangements when responding to inappropriate behaviour.

⇨ [Australian Professional Standards for Teachers](#)

4.3 Manage challenging behaviour

⇨ [Positive behaviour for learning](#)

A positive school environment, where all students are included and feel safe and supported improves student learning outcomes.

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<p>1.</p> <p>⇨ <a href="#">Department of Education Inclusive Education Policy</a></p> <p>Accessible learning environments: Our schools, educational settings and classrooms will be designed to enable students of all backgrounds, identities and abilities to access and fully participate in learning. We ensure that students can access and participate in school activities and events.</p> <p>⇨ <a href="#">Equity and Excellence: realising the potential of every student</a></p> <p>Embrace diversity by creating welcoming, inclusive and accessible educational settings.</p> <p>⇨ <a href="#">Student Learning and Wellbeing Framework</a></p> <p>Creating safe, supportive and inclusive environments.</p> <p>⇨ <a href="#">Australian Professional Standards for Teachers</a></p> <p><b>Standard 1</b> – Know students and how they learn.</p> <p>1.5 Differentiate teaching to meet the specific learning needs of students across the full range of abilities</p> <p>1.6 Strategies to support full participation of students with disability.</p> <p><b>Standard 4</b> – Create and maintain supportive and safe learning environments.</p> <p>⇨ <a href="#">School Improvement Tool</a></p> <p>8. Implementing effective pedagogical practices. School leaders and teachers draw on a range of evidence to regularly evaluate the effectiveness of teaching and make enhancements to practice, creating classroom and applied learning environments, in which all students are engaged, challenged, feel safe to take risks, and are supported to learn.</p>	<p>2.</p> <p>⇨ <a href="#">Australian Professional Standards for Teachers</a></p> <p><b>Standard 1</b> - Know students and how they learn.</p> <p>1.6 Strategies to support full participation of students with disability</p> <p><b>Standard 4</b> – Create and maintain supportive and safe learning environments.</p>	<p>3.</p> <p>⇨ <a href="#">Australian Professional Standards for Teachers</a></p> <p><b>Standard 1</b> - Know students and how they learn.</p> <p>1.6 Strategies to support full participation of students with disability</p> <p><b>Standard 4</b> – Create and maintain supportive and safe learning environments.</p>
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4.

⇨ [Australian Professional Standards for Teachers](#)

**Standard 1** - Know students and how they learn.

1.6 Strategies to support full participation of students with disability

**Standard 4** – Create and maintain supportive and safe learning environments.

⇨ [Disability Standards for Education 2005](#)

3.4 Reasonable adjustments

5.2 Participation standards

⇨ [Department of Education Inclusive Education Policy](#)

Accessible learning environments

5.

⇨ [Australian Professional Standards for Teachers](#)

**Standard 1** - Know students and how they learn.

1.6 Strategies to support full participation of students with disability

**Standard 4** – Create and maintain supportive and safe learning environments.

⇨ [Disability Standards for Education 2005](#)

3.4 Reasonable adjustments

5.2 Participation standards

6.

⇨ [Australian Professional Standards for Teachers](#)

**Standard 1** - Know students and how they learn.

1.6 Strategies to support full participation of students with disability

**Standard 4** – Create and maintain supportive and safe learning environments.

4.2 Manage classroom activities

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1.

⇨ [Department of Education Inclusive Education Policy](#)

Collaboration with students, families and the community. We work with students, parents and caregivers, and other organisations, including teacher and professional associations, as respected and valued partners in inclusive education. We support students, parents, caregivers and families to have a voice and be heard. Their views are considered in decision making at all levels.

⇨ [Parent and Community Engagement Framework](#)

2. Partnership with parents. Quality partnerships require a reciprocal commitment from staff and parents to work together to improve student learning and wellbeing.

⇨ [Australian Professional Standards for Teachers](#)

**Standard 7** – Engage professionally with colleagues, parents/carers and the community.  
7.3 Engage with the parents/carers.

2.

⇨ [Parent and Community Engagement Framework](#)

5. School culture. Respectful relationships between the school, students, parents and the school community need to be actively cultivated and valued.  
Nurturing a culture that respects and values difference amongst the whole school community is vital in supporting the inclusive engagement of all families.

⇨ [Department of Education Inclusive Education Policy](#)

Respecting and valuing diversity. We embrace, and make visible, diversity as a strength and support respectful relationships within the school community and between students. We address the different barriers experienced by students and develop strategies and plans to support inclusive education for our diverse student population.

3.

⇨ [Parent and Community Engagement Framework](#)

Community collaboration. Relationships between the school and wider community strengthen the ability of schools and families to support student learning, wellbeing and developmental outcomes.

⇨ [Australian Professional Standards for Teachers](#)

**Standard 7** – Engage professionally with colleagues, parents/carers and the community.  
7.4 Engage with professional teaching networks and broader communities

⇨ [School Improvement Tool](#)

9. Building school-community partnerships. The school builds physical and/or virtual partnerships with families, community stakeholders and organisations, local businesses, and service providers including allied health and social support to improve opportunities and outcomes for all students.

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4.

⇨ [Parent and Community Engagement Framework](#)

1. Communication. Use language that is clear and accessible to parents and the community. Avoid or explain confusing educational terms. Find ways to educate parents in the language of learning (for example, through school newsletters, social media, and information or discussion sessions).

⇨ [Australian Professional Standards for Teachers](#)

**Standard 7** – Engage professionally with colleagues, parents/carers and the community.  
7.3 Engage with the parents/carers.

5.

⇨ [Bullying, No Way!](#)

Given that any non-normative behaviours or physical characteristics that make students stand out increase the likelihood of them being bullied, it is important for schools to overtly and directly promote the value of diversity and inclusion.

⇨ [Student Learning and Wellbeing Framework](#)

Developing strong systems for early intervention.

⇨ [Disability Standards for Education 2005](#)

8.3 Standards for eliminating harassment and victimisation  
(1) An education provider must develop and implement strategies and programs to prevent harassment or victimisation of a student with a disability, or a student who has an associate with a disability, in relation to the disability.

6.

⇨ [Student Learning and Wellbeing Framework](#)

Creating safe, supportive and inclusive environments.  
• explicitly teaching and modelling social and emotional skills, values and expectations for behaviour to support student wellbeing

⇨ [Department of Education Inclusive Education Policy](#)

Respecting and valuing diversity. We embrace, and make visible, diversity as a strength and support respectful relationships within the school community and between students. We address the different barriers experienced by students and develop strategies and plans to support inclusive education for our diverse student population.

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Individual Student



Physical Environment



Collaborations  
and Partnerships



Pedagogy and  
Differentiated Teaching



Leadership and  
Continuous Improvement

7.

↔ [Department of Education Inclusive Education Policy](#)

Respecting and valuing diversity. We embrace, and make visible, diversity as a strength and support respectful relationships within the school community and between students. We address the different barriers experienced by students and develop strategies and plans to support inclusive education for our diverse student population.

8.

↔ [Australian Professional Standards for Teachers](#)

**Standard 1** – Know students and how they learn.

1.1 Physical, social and intellectual development and characteristics of students

**Standard 3** – Plan for and implement effective teaching and learning.

3.5 Use effective classroom communication

9.

↔ [Australian Professional Standards for Teachers](#)

**Standard 3** – Plan for and implement effective teaching and learning.

3.5 Use effective classroom communication

Return to section



<p>1.</p> <p>⇨ <a href="#">Disability Standards for Education 2005</a> 6.2 Standards for curriculum development and accreditation and delivery</p> <p>⇨ <a href="#">Department of Education Inclusive Education Policy</a> Accessible learning environments</p> <p>⇨ <a href="#">Australian Professional Standards for Teachers</a> <b>Standard 4</b> – Create and maintain supportive and safe learning environments. 4.1 Support student participation</p> <p>⇨ <a href="#">Equity and Excellence: realising the potential of every student</a></p> <ul style="list-style-type: none"> <li>• Embrace diversity by creating welcoming, inclusive and accessible educational settings</li> <li>• Value student, parent/carer, community and stakeholder voice in our approach to teaching and learning.</li> </ul>	<p>2.</p> <p>⇨ <a href="#">Disability Standards for Education 2005</a> 6.2 Standards for curriculum development and accreditation and delivery</p> <p>⇨ <a href="#">Australian Professional Standards for Teachers</a> <b>Standard 1</b> – Know students and how they learn. 1.5 Differentiate teaching to meet the specific learning needs of students across the full range of abilities.</p> <p>⇨ <a href="#">School Improvement Tool</a> 7. Differentiating teaching and learning. There is a school-wide shared understanding of, and commitment to, differentiated teaching and learning. Teachers design learning experiences that reflect students’ learning needs, levels of readiness, interests, aspirations, and motivations to ensure that all students are appropriately engaged, challenged, and extended.</p>	<p>3.</p> <p>⇨ <a href="#">School Improvement Tool</a> 8. Implementing effective pedagogical practices. The principal has clearly articulated their expectations for the school-wide use of effective, evidence-informed teaching strategies. School leaders and teachers keep abreast of research on effective teaching practices. Teachers draw on a range of evidence to regularly evaluate the effectiveness of teaching and make enhancements to practice.</p> <p>⇨ <a href="#">Department of Education – Assessment and moderation</a> Evidence-based decision making: teaching and learning informed by student performance data and validated research; quality evidence of the sustained impact of the agreed teaching methods is used to inform teaching and learning.</p> <p>Return to section</p>
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<p>4.</p> <p>⇨ <a href="#">Department of Education Inclusive Education Policy</a> Monitoring and evaluation</p> <p>⇨ <a href="#">Australian Professional Standards for Teachers</a> <b>Standard 3</b> – Plan for and implement effective teaching and learning. 3.6 Evaluate and improve teaching programs</p> <p>⇨ <a href="#">Equity and Excellence: realising the potential of every student</a> Know each student’s needs to support positive and confident transitions into and through school (P–2, Years 3–6, junior secondary, senior secondary)</p> <ul style="list-style-type: none"> <li>• Monitor achievement in English and maths</li> <li>• Attendance</li> <li>• School Disciplinary Absences</li> <li>• Year 10-12 retention</li> <li>• QCE/ACIA attainment</li> </ul>	<p>5.</p> <p>⇨ <a href="#">Disability Standards for Education 2005</a> 6. Standards for curriculum development and accreditation and delivery:</p> <ul style="list-style-type: none"> <li>• the assessment procedures and methodologies for the course or program are adapted to enable the student to demonstrate the knowledge, skills or competencies being assessed.</li> </ul> <p>⇨ <a href="#">Department of Education – Assessment and moderation</a> Special provisions: All students are entitled to demonstrate their knowledge, understanding and skills in response to assessments. Schools and teachers support all students to participate in assessment and demonstrate the full extent and depth of their learning. Special provisions in the conditions of assessment reflect differentiation, or adjustments, made to curriculum delivery.</p> <p>⇨ <a href="#">Australian Professional Standards for Teachers</a> <b>Standard 5</b> – Assess, provide feedback and report on student learning.</p>	<p>6.</p> <p>⇨ <a href="#">Homework</a> Homework is most effective when it is varied and differentiated to individual learning needs</p> <p>Return to section</p>
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Individual Student



Physical Environment



Collaborations  
and Partnerships



Pedagogy and  
Differentiated Teaching



Leadership and  
Continuous Improvement

1.

⇨ [Department of Education Inclusive Education Policy](#)

Committed leaders. Leaders at all levels within the department, across regions and local school communities, commit to and are accountable for implementing inclusive education. They promote a culture and shared values that remove barriers and support inclusion.

⇨ [Equity and Excellence: realising the potential of every student](#)

Lead improvement innovation and change: Focus direction, build inclusive and collaborative cultures, deepen learning and foster accountability.

⇨ [Australian Professional Standards for Teachers](#)

**Standard 4** – Create and maintain supportive and safe learning environments.

4.1 Support student participation.

2.

⇨ [Department of Education Inclusive Education Policy](#)

Respecting and valuing diversity. We embrace, and make visible, diversity as a strength and support respectful relationships within the school community and between students. We address the different barriers experienced by students and develop strategies and plans to support inclusive education for our diverse student population.

3.

⇨ [Department of Education Inclusive Education Policy](#)

Respecting and valuing diversity. We embrace, and make visible, diversity as a strength and support respectful relationships within the school community and between students. We address the different barriers experienced by students and develop strategies and plans to support inclusive education for our diverse student population.

Return to section



<p>4.</p> <p>↔ <a href="#">Student Behaviour</a></p> <p>Restrictive practices are the use of interventions or strategies that have the effect of restricting the rights or freedom of movement of a student. The <a href="#">restrictive practices</a> procedure prescribes: when restrictive practices are permitted to be used in state schools; the reporting, notification and oversight obligations of state schools staff, principals and the principal's supervisor or delegate; the obligations of state schools staff and principals to manage at risk behaviours of students with the aim of preventing the use of restrictive practices.</p>	<p>5.</p> <p>↔ <a href="#">Department of Education Inclusive Education Policy</a></p> <p>Collaboration with students, families and the community. We work with students, parents and caregivers, and other organisations, including teacher and professional associations, as respected and valued partners in inclusive education. We support students, parents, caregivers and families to have a voice and be heard. Their views are considered in decision-making at all levels.</p> <p>↔ <a href="#">Parent and Community Engagement Framework</a></p> <p>4. Decision-making. Parent and community involvement in school decision-making encourages greater ownership and ensures local needs are reflected. Decisions about student needs should involve effective consultation and collaboration with stakeholders and open and transparent communication at all stages of the process.</p>	<p>6.</p> <p>↔ <a href="#">School Improvement Tool</a></p> <p>2. Analysing and discussing data. The school has developed and is implementing a plan for the systematic collection and analysis of a range of data, including feedback from students and families, and student outcome data from quality standardised and classroom assessments.</p>
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<p>7.</p> <p>⇨ <a href="#">Department of Education Inclusive Education Policy</a></p> <p>Monitoring and evaluation. Monitoring progress and academic achievement of all students will continue to be a priority. Evaluation and reviews will occur at all levels – at the school, regional and system levels to ensure the department is continuing on its journey and to build on good practice.</p> <p>⇨ <a href="#">Equity and Excellence: realising the potential of every student</a></p> <p>Know each student's needs to support positive and confident transitions into and through school (P–2, Years 3–6, junior secondary, senior secondary)</p> <ul style="list-style-type: none"> <li>• Monitor achievement in English and maths</li> <li>• Attendance</li> <li>• School Disciplinary Absences</li> <li>• Year 10-12 retention</li> <li>• QCE/ACIA attainment</li> </ul>	<p>8.</p> <p>⇨ <a href="#">Australian Professional Standards for Teachers</a></p> <p><b>Standard 5</b> – Assess, provide feedback and report on student learning.</p> <p>5.4 Interpret student data</p> <p>⇨ <a href="#">Equity and Excellence: realising the potential of every student</a></p> <p>Know each student's needs to support positive and confident transitions into and through school (P–2, Years 3–6, junior secondary, senior secondary)</p> <ul style="list-style-type: none"> <li>• Monitor achievement in English and maths</li> <li>• Attendance</li> <li>• School Disciplinary Absences</li> <li>• Year 10-12 retention</li> <li>• QCE/ACIA attainment</li> </ul> <p>⇨ <a href="#">School Improvement Tool</a></p> <p>2. Analysis and discussion of data - professional development is provided to build staff skills in analysing and interpreting data.</p>	<p>9.</p> <p>⇨ <a href="#">Department of Education Inclusive Education Policy</a></p> <p>Confident, skilled and capable workforce. Our school leaders, teachers, departmental staff, support staff and volunteers build on their expertise to implement inclusive education practices.</p> <p>⇨ <a href="#">Equity and Excellence: realising the potential of every student</a></p> <ul style="list-style-type: none"> <li>• Empowering educators and leaders to build professional expertise across their career through high quality, targeted development opportunities.</li> </ul> <p>⇨ <a href="#">Australian Professional Standards for Teachers</a></p> <p><b>Standard 6</b> – Engage in professional learning.</p> <p>6.1 Identify and plan professional learning needs.</p> <p>6.3 Engage with colleagues and improve practice.</p> <p>Return to section</p>
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**This tool was developed by a partnership between the Queensland Department of Education Autism Hub and the Autism Centre of Excellence at Griffith University.**

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**Reference:**

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