

2019 Queensland Inclusive Schools Field Trip

Final Report



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Introduction

Ten South Australian schools attended the **Queensland Inclusive Schools Field Trip 9-11 October 2019**, coordinated by Purple Orange as part of the **Inclusive School Communities Project**. The **Inclusive School Communities Project** is a two-year project funded through the **National Disability Insurance Agency's Information Linkages and Capacity Building Program**. This project works with 14 schools across South Australia through a **Community of Practice (CoP)** approach to support them to build inclusive practices in their school communities.

The field trip built on what SA schools had been discussing and learning in the CoP sessions. The group of 16 school delegates and three Purple Orange staff had the opportunity to observe inclusive education policy and practice in action at three schools in northern QLD. The school visits were arranged by Loren Swancutt, HOSES (Inclusion), North Queensland Region – State Schools, who is a member of the project steering group and has been providing consultancy and coaching to our schools. We had Loren present to our initial five schools in February 2019 and they were enthused to visit Thuringowa State High School after learning about their successful whole school transformation. The following is a brief description of the schools visited:

St Benedict's Catholic School

St Benedict's Catholic School, a coeducational catholic school, opened in January 2018 with 163 students in 7 classes from Prep to Year 6. Over coming years, they expect to grow to a school community of 700 students in 28 classes (4 classes per year level). Intended to meet the demand for Prep places in the local Catholic primary schools close to Shaw, St Benedict's Catholic School services the city's growth area of Bohle Plains, Greater Ascot, Mount Louisa, Kalynda Chase and Kirwan. St Benedict's Catholic School features the highest standard of education and learning facilities. They have a holistic approach to learning success by promoting student engagement within a flexible environment. St Benedict's Catholic School is a lead example in flexible classroom design, use of assistive technology, whole school self-regulation practices, and a pedagogical approach that works with flexible design.

Thuringowa State High School

Thuringowa State High School, a coeducational public school, opened in 1987 and has developed strong traditions for academic excellence, sporting and cultural achievement and a vibrant community spirit. Thuringowa State High School has a diverse student population of 771 students in years 7 to 12 from the Upper Ross River catchment and the wider Townsville community. 67% of students at Thuringowa State High School are in the bottom quarter on the Index of Community Socio-Educational Advantage (ICSEA) and 42% are indigenous students.

Thuringowa State High School is a fully inclusive school where dedicated staff always deliver quality instruction and ensure personal support for students. Their specialist academic and sports classes also challenge students to excel in their areas of interest whilst extensive vocational education program allow students to gain industry certification and real-life work opportunities. Thuringowa State High School closed their Special Education Unit in 2015 through a thoroughly planned and deliberate process of whole school transformation that began in 2014. They are a lead example of school-wide quality teaching and learning, co-teaching, collaborative planning, instructional coaching, effective use of classroom teacher aides, and student support services team.

Bowen State High School

Bowen State High School, a coeducational public school, opened in 1961 and has developed a strong reputation for the provision of high-quality educational opportunities across academic, sporting, cultural and citizenship areas. Bowen State High School has a diverse student population of 630 students across years 7 to 12. Most students live in the township of Bowen, with some travelling by bus from farms in the outlying areas and the hamlet of Brisk Bay to the south and a growing number of students in the new suburb of Whitsunday Shores. The learning environment and educational programs, combined with high expectations and personalised support, underpins their philosophy to learning. Bowen State High School closed their Special Education Unit at the start of 2014 and is another lead example of the instructional coaching process, co-teaching model, and quality teaching and learning practices.

The agenda at each QLD school included an overview of the school context, information about inclusive school development/reform and current inclusive practices, classroom visits, and questions. We spent 4-6 hours at each QLD school, with key members of their leadership teams hosting us and generously sharing their information and resources. Our project schools were asked to contemplate aspects of what they observe at the QLD schools that could lead to tangible changes back at their schools. Purple Orange coordinated the field trip and made careful effort to ensure expectations were met and needs were catered for.

Some hopes were shared by school delegates prior to the field trip:

- see the 'how' of changing school culture and practice
- get inspiration to plan and prioritise changes
- discuss timelines and processes to successful inclusive school practice
- seek perspectives of the challenges to implementation
- get a handle around best practice transition processes
- see best inclusive practice in action
- make connections with like-minded schools and collaborate.

Our group of SA schools was buoyed by the welcome and enthusiasm shown by the hosting QLD schools and this really built on the momentum of the previous CoP sessions. The QLD schools were generous with the time they gave to our group offering insights, learnings and advice from their path to school inclusion. The message from the QLD school leaders was that the path is an ongoing one and continual attention, effort and commitment is needed to sustain school inclusion. Our SA schools were inspired by witnessing what was possible when inclusion is at the heart of a school and envisioning what they can realistically work to create in their school communities.

This report provides an overview of the field trip and the key learnings reported by field trip participants. The findings from this field trip will also be used as part of the final evaluation undertaken for the Inclusive School Communities Project (due to be completed by 30 September 2020). Eight field trip participants completed a Purple Orange event feedback survey (see Appendix – Attachment 1), which is a standard survey used by Purple Orange to gather feedback from event attendees. Nine participants completed an online survey (administered via SurveyMonkey), which was designed to gather data about key learnings from the field trip and planned goals for using these learnings (see Appendix – Attachment 2). This report is based on data from both surveys.



General feedback

In terms of the overall event, 100% of school delegates who completed the survey agreed they:

- found what was talked about relevant (**relevance**)
- liked how the event was run (**delivery**)
- could share their views and experiences (**voice**)
- would recommend it to other people (**recommendation**).

“I found the event to be well organized and very informative.”

“Thanks for the opportunity to participate in this event. It certainly clarified our thinking and commitment to inclusive education.”

Overall, participants were very pleased with the field trip as evidenced by the above findings. There were a few minor suggestions for improvements made by participants:

- An introduction session early on day one to ensure all participants know each other
- More opportunities for group discussion, such as a planned debrief over dinner or a breakfast meeting on the last day before the final school visit
- All attendees staying together for the entire trip
- Some school delegates would have liked to visit another primary school. This feedback was anticipated since we had originally planned to visit two high and two primary schools, but limited time and transport logistics meant this was not feasible
- Hearing from students directly who transitioned from the special unit into mainstream – their perspective on the process, the positives and the negatives – as well as parent, family or caregiver perspective.



Outcomes for schools delegates

In terms of outcomes of the event, the following was reported:

- 88% of respondents have more **confidence** with inclusive school policies and practices
- 100% of respondents have more **knowledge** of inclusive school policies and practices
- 100% of respondents have more **connection** to others involved with school inclusion.

“I really enjoyed having tea together and the conversations that happened around the table.”

All responses to the online survey indicated the field trip was powerful in changing their thoughts, beliefs and attitudes around school inclusion and expanding perspectives on what is possible.

“It has opened up our thinking with more ideas on how to implement change.”

“My previous view on flexible learning was all about the environment, changes in furniture, flexible working spaces etc. After seeing two completely different models, student engagement is the key to success. This supported by beliefs, policies and procedures sees growth in all students.”

“Yes, I not only saw various models but also identified what is required to ensure inclusive practices are supported and successful.”



Some respondents identified programs to support school inclusion like the Berry Street Education Model which were showcased on the field trip:

“It can be successful if the right programs are put into place”.

Additionally, a few schools highlighted key ingredients to inclusive school development that the QLD schools shared with our group:

“I feel that we are able to make changes within our school. I can see that with some small changes significant changes can occur. This was through teaching practice and the mindset of staff at the schools. Even without strong leadership support changes can be made.”

“Teachers can learn to embrace the challenge given positive support from leadership and one another.”

An exciting outcome of the field trip is that all attendees felt more motivated and empowered to make changes within their schools:

“Seeing it in action was so inspiring and highly motivating.”

“Whilst I still believe we have a long way to go, seeing some of the positive outcomes and classrooms in the schools that we visited in Queensland gave me some insight into what more we could do to be more inclusive.”



Key learnings from each school visit

Each QLD school we visited showcased a range of approaches and practices that are essential ingredients in their inclusive school framework. One participant commented:

“The field trip was a fantastic time of learning and it was invaluable to building on knowledge and being able to see its practical application.”

Our observations and data indicate being immersed in a school community that is well down the path to school inclusion provides a crucial anchor point for other schools to be able to imagine what is possible and plan how to achieve it. This is reflected in this comment, offered by a school leader:

“It has made me re-think what is possible and that it can be done.”

A key message that was conveyed by all three QLD schools was that if a student is not engaging or learning as expected then the first response is to build the capacity of their educators and focus on universal adjustments and supports to improve outcomes for all students.

The online survey asked school delegates to identify their key learnings from visiting each school. The following is a summary based on survey responses:

St Benedict’s Catholic School

- Student engagement is paramount – “Passionate leadership and belief in engaging students sees the greatest growth of all”
- New custom-built facilities, furniture and equipment (i.e., flexible seating) support the school’s beliefs about education – “Establishing inclusive education in a greenfield site has its advantages”
- Building staff capacity and investing in professional development (including teacher aides) is a non-negotiable
- School leadership must support collaboration among internal staff and with external services – “Using outside support services e.g. OT, Speech Pathologists to help with planning etc. rather than just for assessment and verifications”
- Inclusion can be successfully tied to other key school values and practices e.g., sustainable practices for the natural and built environment.

The message from the school principal was strong:

“You know when you have inclusive education right, when you stop talking about it.”

Thuringowa State High School

- Inclusion is achievable and will produce gains in attendance and engagement in even the most at-risk student populations – “Disadvantaged schools with a large number of students at risk can improve student engagement and life outcomes.”
- Strong, passionate leadership and a whole school consistent approach and expectations are critical – “There is hope, but structure and protocols are needed. It also takes a village to lift the lead balloon. One person acting on their own is not going to bring about effective change”
- “Staff commitment to action and collective buy in is the first step”
- Inclusive school practices include clear learning intentions, using policies and data to make change, visual aids, and team teaching
- Staff must have positive expectations for all students – “belief in engaging students sees the greatest growth of all.”

Bowen State High School

- Clear, strong, passionate leadership is imperative – “Strong principal voice and action drives positive change” and “leaders willing to do it first”
- Importance of data to inform decision-making and setting goals
- Making student engagement everyone’s business – “A school where their beliefs are so entrenched that all their policies and procedures all revolve around improving student engagement”
- Inclusive education is the foundation – “It is really important to have the consistent commitment to inclusive education to be successful”
- Building staff capacity is a non-negotiable – “Additional professional learning and supported structures to support teachers must be embedded and resourced”
- Inclusive schools utilise a range of approaches and practices including differentiation, co- teaching, growth mindset, the power of art, and ASDAN (curriculum programmes and qualifications).



Actions inspired by the Field Trip

Importantly, 100% of school delegates who completed the online survey reported they would take **action** as a result of the field trip. Respondents identified actions they will implement within one month, three months, six months, and 12 months following the field trip to advance their school towards inclusion. When the responses were reviewed, we found the actions are relevant to the following topics:

- Building staff capacity
- Collecting data
- Investing in students
- Improving pedagogy and practices
- Improving systems and processes
- Sharing information and engaging school stakeholders
- Participation in the project.



In one month...

Building staff capacity

Schools identified actions around building staff capacity including Professional Learning (PL) and discussion sessions for all staff, and a Professional Learning Community (PLC) for all interested staff.

Investing in students

Our SA schools are inspired by the QLD schools to focus on student voice. A number of our schools, with the project's support, will be setting up student inclusion committees early in 2020. One school will be meeting with their Student Leadership group regarding surveying students.

Improving pedagogy and practices

A number of school delegates were impressed with the use of learning intentions at the QLD schools and identified a priority will be "implementing learning intentions in all classrooms". Our SA schools were introduced to a variety of new ideas, approaches, and programs used at the QLD schools and one school identified wanting to explore:

ASDAN

<https://www.asdan.org.uk/>

Growth mindset

<https://www.mindsetworks.com/science/>

Knoster Model for Managing Complex Change

<https://practices.learningaccelerator.org/strategies/tool-knoster-model-for-managing-complex-change>

Improving systems and processes

One of the schools that attended the field trip now intends to review their “Individual Learning Plans (ILP) and make sure all have SMART goals”, while another school plans to implement a new transition process for all students.

Sharing information and engaging school stakeholders

A number of SA schools identified their priority is to present key learnings from the field trip with school leadership (including Executive Leadership, Governing Council, and the incoming Middle School Coordinator) and relevant staff. One school intends to present to the Department for Education. A group of schools has booked a meeting with the Project Leader and a mentor to discuss their ideas and begin planning.

In three months...

Building staff capacity

Building the capacity of educators and teacher aides was identified as a focus for many of our SA schools following the field trip. One school wants to create “a systematic approach to building the capacity of ESO’s via training”. A few schools plan to work with teachers in planning and co-/team teaching and essential classroom management skills.

Collecting data

A number of schools want to focus on collecting data from their school communities. One school intends to survey staff, families and students at the beginning of 2020.

Investing in students

One school intends to focus on planning and beginning their student inclusion committee.

Improving pedagogy and practices

Expanding the actions identified by schools for one month, several schools want to implement “clear learning intentions and success criteria for all lessons” such as using ‘Know, Think, Do tables’ in every classroom. Schools are interested in using some of the ideas, approaches and programs introduced during the field trip including the Berry Street Educational Model:

<https://learning.berrystreet.org.au/focus-areas/berry-street-education-model>

Improving systems and processes

Actions around whole-school change that were reported by schools who completed the online survey included “Change the name of our department” (from special to inclusive education) and “Develop a strategic plan to implement the changes”. Several schools identified their 3-month priority is to improve student engagement through actions like “Work with the Middle School Coordinator” and “Reflect on and recreate a referral process for student engagement needs.”

Sharing information and engaging school stakeholders

Engaging all school community groups in the process of school change was named as important with some schools identifying parents and the Student Representative Council and workshops for teachers to better understand the actions and plan for the next few years. The QLD schools emphasised the importance of engaging the whole school community in any change process that is anticipated. It was positive to see our schools embracing this message and identifying stakeholder engagement and communication as a priority.

In six months...

Building staff capacity

A number of schools were impressed by the 'classroom profiling' used at Thuringowa State High School and Bowen State High School and indicated a 6-month action for "For school key staff to be trained in profiling". Other focus areas identified by schools for building staff capacity include classroom management skills and differentiation for all learners.

Collecting data

Responses to the online survey showed the field trip helped our SA schools understand the importance of data. The importance of collecting and reviewing data (including educational outcomes and experiences of specific student cohorts) before undertaking change was emphasised by the schools we visited. Some schools intend to survey school staff and leaders, students and families: "After implementing some of these curriculum changes, it will be good to interview parents/teachers to measure engagement."

Improving pedagogy and practices

One SA school reported their 6-month priority is "Improved pedagogy." Another school plans to "Have blurred the segregation boundaries and have established several inclusive classes across the school."

Improving systems and processes

Several schools are motivated following the field trip to come up with an inclusive school plan including developing "SMART goals around full school inclusion." Another school identified their 6-month goal is to develop and implement a school inclusion policy. This is a task that schools have been working on in CoP sessions and it is positive that at least one school has set a target.

Participation in the project

Apart from the various ideas and actions schools reported as priorities, some suggested reviewing their involvement with the project and others proposed they want to be using the mentors regularly to aid their school's development.

In 12 months...

Investing in students

Several of the schools that attended the field trip intend to continue their work on student engagement and student voice with a further action to develop and implement “policies and procedures to ensure students have a voice.” Student engagement and voice in inclusive school development will be a key focus for the project in 2020.

Improving pedagogy and practices

Some schools plan to implement classroom profiling within the 12 months following the field trip.

Improving systems and processes

The ideas and actions identified by schools within 12 months after the field trip are focused on achieving their vision for becoming an inclusive school:

“Ensure that all classes are inclusive!!”

“All students in onsite Flexible Learning Options back in regular classes.”

The good news is that one school has set a big goal that will lead to sustainable school change:

“Have established a three-year plan and be implementing the next phase of creating inclusive education environment.”

Survey responses from a few school delegates highlighted the importance of reviewing where a school is at including class arrangements e.g., “Review our small class options.”

In addition to the above actions identified by schools to pursue within one month, three months, six months, and 12 months following the field trip, the following actions were noted in the event feedback survey:

- Research Universal Design
- Implement whole school self-regulation model
- Make our inclusive practices more visible to parents, caregivers and visitors
- Introduce a variety of learning spaces
- Make plans for our changes and continually revise to make sure our plans are followed through
- We are developing a timetable that will reflect inclusive practice at our school for 2020
- The importance of higher expectations for all students
- High quality teaching and learning for ALL.

Project directions and ideas to convert learning into action

A number of schools identified continuation of the project as instrumental to putting their learnings from the field trip into action and making changes towards inclusion in their schools. This includes:

“Continuation of mentor support, resources and Community-of-Practice.”

“Further building knowledge and helping to implement change.”

“Coaching session from Loren regarding how to bring about effective change.”

Additionally, some respondents suggested further opportunities to work with schools at the same stage of inclusive school development and schools that are further down the track. Time to think, discuss, plan and implement with others both within the school and in the project was reported in the survey responses.

One respondent proposed how to make the most of the field trip experience and progress all SA schools involved in the project:

“I think we almost need a common plan we are all working from. A step by step action plan of how we will all work towards our ultimate goals of inclusion, and that accountability we can give each other as a group. Some best practice standards we create together.”

Based on our discussions with those on the field trip about what would be most helpful, we proposed a few ideas for the project to pursue with schools following the field trip. Responses to relevant questions from the online survey are summarised below:

Scan and assess your school using guidelines/resources such as the QLD government’s ‘Signposts for school improvement – Inclusive education’ and service delivery mapping

Seven affirmative responses.

Most responses identified coaching with an inclusive education consultant would provide further opportunity to learn from their experience of this process at their schools. Loren has already worked directly with four of our project schools and Catherine who holds the same role (HOSES (Inclusion), North Queensland Region – State Schools) is another option the project will explore.

“Coaching with Loren and Catherine would be amazing!!”

“We have completed a minor scan with teachers identifying where they thought we were and would love a conversation or two with Catherine to look more deeply at what we need to do.”

A few school delegates commented that this is not a decision they are able to make and “it would need to be negotiated with leadership with a commitment for whole school change.” A good suggestion was made for the Principal of Bowen State High School as a keynote speaker at a CoP with the opportunity for other school staff members to attend.

Develop an inclusive school reform agenda/action plan for your school

Eight affirmative responses.

“Help with an action plan would be of value to where we currently are.”

Most responses identified coaching would be valuable and one suggested working directly with other schools within the project. Few schools in the project have an inclusive school action plan or have explicit inclusion goals and actions in their strategic plan. Engaging with an inclusive education consultant, like Loren, who has experience in preparing a plan would provide guidance in undertaking this process. One response requested more information about the role of the Inclusion Coaches in QLD including:

“What are they looking for when they go to schools, how do they support etc.”

Information about building corporate/community partnerships and transition from school to work and study pathways

Six affirmative responses.

A few schools already work with a range of providers and organisations and local and state government representatives, so this information is not needed. Whereas other schools were very interested, but they are unsure how to get started.

“This would be of great value to us.”

A few respondents suggested that opportunities for country schools are often limited and any assistance would be welcomed.

Trialling classroom profiling

Eight affirmative responses.

Several school delegates expressed enthusiasm about classroom profiling and were very interested in their school participating in a trial once they have support from school leadership.

“This was so valuable.”

“It would be fantastic.”

One school indicated they would also be interested in the Essential Skills for Classroom Management (ESCM) program and strategy. Schools indicated they need more information about what trialling classroom profiling would look like.

Trialling co-teaching

Five affirmative responses.

A few school delegates commented that a co-teaching trial is not a decision they are able to make but they will discuss with school leadership. However, others indicated they have support from their school leadership and have several teachers who are interested; one school is already planning for co-teaching in the staffing budget. Others raised concerns about resourcing for co-teaching, especially in a small school.



Suggestions from SA Schools for the SA Education System

SA schools involved in the Inclusive School Communities Project are passionate about systemic change to improve engagement, learning and outcomes for all students. During the field trip, conversations were had among the school delegates about the barriers faced in each education sector (government, catholic and independent) and the need for cross-sector collaboration was underlined. Those schools that participated in the field trip contemplated how their learnings in QLD could inform change to the SA education system. A range of ideas were proposed that suggested “SA could learn a lot from Queensland around inclusive education.” A few of the online survey responses reinforced the opportunity for SA to partner with QLD, utilising the work they have already done to reform their system:

“Queensland public schools appeared to have a great data base of policies, procedures and practices.”

“I think more involvement with the SA education system needs to be had. They need to be visiting QLD and look at what they have accomplished.”

The SA schools on the field trip were impressed with QLD Department of Education’s funding of ‘Inclusion Coaches’ who work with school leadership teams to improve educational outcomes for all students – “We need inclusion coaches in SA!”. A few responses highlighted that the SA independent school sector does not have the guidelines and policies around inclusive education that were observed in QLD. Others suggested for Purple Orange to amplify its relationship with the SA Department for Education and “encourage and support positive ‘higher level’ participation.”

Other suggestions and ideas for Purple Orange to prioritise in its education policy work include:

- Present project at Inclusive Education Expo in July 2020
- Present to SA South Australian Special Education Principals and Leaders Association (SEPLA)
- Publish best advice papers on pedagogies to support diverse student needs
- Keep discussing and offering information to schools.

Summary

The ten SA schools who participated in the **2019 QLD Inclusive Schools Field Trip**, coordinated by Purple Orange as part of the Inclusive School Communities Project, benefited greatly from three-days of observing inclusive school communities in action. The field trip built on the work of the CoP sessions and provided an opportunity for school leaders to see inclusive education in practice.

The three host schools in northern Queensland (one primary and two secondary) showcased a range of practices to support school inclusion including differentiation, Universal Design for Learning, Response To Intervention Model (RTI), Multi-tier System of Supports (MTSS), Positive Behaviour for Learning (PBL), Quality Teaching and Learning (QTL), Essential Skills for Classroom Management (ESCM), effective use of classroom teacher aides, classroom profiling, data walls (faces on the data), co-teaching, restorative practices, collaboration, and instructional coaching.

What we observed on the field trip was strong leadership and whole school vision and commitment to inclusive education backed by rigorous policies and practices that are based on high expectations for all (staff and students) and investment in building staff capacity provides a stable foundation for inclusive school communities.

The field trip was successful in changing participant's thoughts, beliefs and attitudes around school inclusion and what is possible and inspiring them to lead changes within their schools. Being introduced to new ideas, information, and resources at the QLD schools had a powerful impact on the school delegates with 100% of those who completed the online survey reporting they would take action as a result of participating in the field trip. Survey responses also indicated participants increased confidence with inclusive school policies and practices as result of the field trip (88%).

"The field trip was invaluable. One of the best ways to learn and see in action best practice and building capacity of the participants."

SA schools identified a range of actions to be implemented over the next 12 months around building staff capacity, collecting data, investing in students, improving pedagogy and practices, improving systems and processes, sharing information and engaging school stakeholders, and participating in the project. From here Purple Orange will support schools to convert their learnings on the field trip into tangible changes within their schools; importantly, maintaining the enthusiasm and momentum ignited from this shared learning experience.

Findings from two surveys completed by participants indicated the field trip was well planned and executed with 100% ratings on relevance, delivery, voice, and recommendation, and 100% on increasing knowledge with inclusive school policies and practices and connection to others involved with school inclusion. Given these positive results, it is important that we clearly capture the processes developed and delivered as part of this field trip so that they can be replicated in any future field trips.

Priorities for the next 6 months of the project include supporting schools to get a clear picture of where they are at now on the spectrum of inclusion (reviewing), where they want to go (visioning), and what needs to happen to get there (planning). The opportunity provided through the field trip means that ten SA schools now have a better understanding of inclusive education in action and are more motivated than ever to turn their vision for school inclusion into reality.

The following quote captures the success of the **2019 QLD Inclusive Schools Field Trip**:

“An amazing trip. I am so motivated to get this work done at our site! I feel these schools working together in the project can really make some positive change in the SA system.”



Purple Orange and the SA schools that attended the field trip would like to thank the staff and students at St Benedict’s Catholic School, Thuringowa State High School, and Bowen State High School for their generosity in supporting our visit.

Appendix

Appendix

Attachment 1 – Event Feedback Survey Attachment 1 – Event Feedback Survey (as supplied)

Event Feedback Survey

Event name	2019 QLD Inclusive Schools Field Trip
Event date	

1. Thinking overall about the event... (tick one answer per row)	Strongly agree	Agree	Unsure	Disagree	Strongly disagree
(a) I found what was talked about relevant					
(b) I liked how the event was run					
(c) I could share my views and experiences					
(d) I would recommend it to other people					

2. How could the event be made better?

3. As a result of the event ... (tick one answer per row)	Strongly agree	Agree	Unsure	Disagree	Strongly disagree
(a) I have more confidence <i>in relation to inclusive school policies and practices</i>					
(b) I have learned something new <i>in relation to inclusive school policies and practices</i>					
(c) I am better connected with other people <i>who are involved with school inclusion</i>					

4. Will you do anything differently as a result of going to the event?			
Yes		Please explain	
No			

Attachment 2 – Online Survey

Attachment 1 – Event Feedback Survey (text version)

Event name: 2019 QLD Inclusive Schools Field Trip

Event date: please comment

Question 1. Thinking overall about the event (tick one answer per row between strongly agree, agree, disagree, unsure and strongly disagree):

- (a) I found what was talked about relevant
- (b) I liked how the event was run
- (c) I could share my views and experiences
- (d) I would recommend it to other people

Question 2. How could the event be made better?

please comment

Question 3. As a result of the event (tick one answer per row between strongly agree, agree, disagree, unsure and strongly disagree):

- (a) I have more confidence in relation to inclusive school policies and practices
- (b) I have learned something new in relation to inclusive school policies and practices
- (c) I am better connected with other people who are involved with school inclusion

Question 4. Will you do anything differently as a result of going to the event?

Yes Please explain

No Please explain

Attachment 2 – Online Survey (as provided online)



Purple Orange

2019 QLD Inclusive Schools Field Trip Feedback

Thank you for attending the 2019 QLD Inclusive Schools Field Trip as part of your participation in the Inclusive School Communities Project. We hope it was a positive learning experience for you that will lead to improvements in policies and practices at your school.

It's important that we gather your feedback on whether the field trip was valuable and to ensure the project is helpful to your school in the future.

Please answer each question honestly and with as much detail as possible. The data will be de-identified if used publicly or in reports to the project steering group and funder (NDIA).

1. How has the field trip changed your thinking about inclusive school reform at your school? For example, has your attitude changed around what is possible in classrooms?

2. What are your key learnings from visiting each school?

St Benedict's Catholic School

Thuringowa State High School

Bowen State High School

3. What do you need from the project to translate your learnings into SMART goals and actions?

2

4. What ideas or actions will you implement at your school as a result of the field trip? For example, survey and interview staff, students, and families about school culture and service delivery.

In one month

In three months

In six months

In 12 months

5. Would you like support to scan and assess your school using guidelines/resources such as the QLD government's 'Signposts for school improvement – Inclusive education' and service delivery mapping?

Yes

No

Describe what support would be most helpful. For example, 1:1 coaching with Loren/Catherine and/or another other consultant.

6. Would you like support to develop an inclusive school reform agenda/action plan for your school?

Yes

No

Describe what support would be most helpful. For example, 1:1 coaching with Loren/Catherine and/or another other consultant.

7. Would you like information about building corporate/community partnerships and transition from school to work and study pathways?

Yes

No

3

Comments.

8. Would your school be interested in trialling classroom profiling as part of this project?

Yes

No

Comments.

9. Would your school be interested in trialling co-teaching as part of this project?

Yes

No

Comments.

10. Do you have any ideas for how Purple Orange could use your learnings from this field trip to inform change in the SA education system?

11. Questions and comments.

4

Describe what support would be most helpful. For example, 1:1 coaching with Loren/Catherine and/or another other consultant.

please comment

Question 6. Would you like support to develop an inclusive school reform agenda/action plan for your school?

Yes or No

Describe what support would be most helpful. For example, 1:1 coaching with Loren/Catherine and/or another other consultant.

please comment

Question 7. Would you like information about building corporate/community partnerships and transition from school to work and study pathways?

Yes or No

please comment

Question 8. Would your school be interested in trialling classroom profiling as part of this project?

Yes or No

please comment

Question 9. Would your school be interested in trialling co-teaching as part of this project?

Yes or No

please comment

Question 10. Do you have any ideas for how Purple Orange could use your learnings from this field trip to inform change in the SA education system?

please comment

Question 11. Questions and comments.

please comment