Our school

Petrie Terrace State School is a small inner-city primary school located in Paddington, near the Brisbane CBD. We take a holistic view of individuals and aim to embed quality literacy and numeracy standards into learning for all students. We believe that every student, every day, within every classroom has the ability to reach their full potential.

We strive towards academic excellence and the creation of a safe and supportive learning environment for all students that recognises the diversity of our community. We are proud of our students, quality curriculum, gifted and talented programs, inclusionary practices, music programs, information communication technologies and facilities.

Petrie Terrace State School has a Special Education Program that provides students with the necessary supports and adjustments for them to participate in the curriculum whether that be within the regular classroom or in the Support Class.

The Support Class can provide students with an alternate or modified programs due to needs identified on the Educational Adjustment Profile, verified disability and IEP (Individual Education Plan).

The statement of purpose at PTSS is to develop the potential of each child within a supportive school environment, which is responsive to change, and values participation of the whole community and provides equitable opportunities for all.

The type of service provided to students depends on the individual programming needs of each student.

Values and Beliefs

At Petrie Terrace we value and believe in –

• A school environment that supports all students, staff and parents/guardians.

• A multi-age philosophy of learning and teaching that meets the developmental needs of all children.

• An inclusive curriculum that responds to the identified learning needs of students.

• Effective and equitable resourcing.

• The valuable contributions parents/guardians make to the education of their children

• The commitment to staff learning to skill and empower.

• The contribution of ancillary staff and therapists to the educational programs of students.
Support Services Goals

• To provide appropriate, relevant special educational programs and opportunities to students with disabilities that achieves quality learning outcomes.

• To plan and evaluate individual and group programs in collaboration with parents, class teachers, therapists, paraprofessionals, and general and specialist teachers.

• To provide programs within a supportive school environment that ultimately reflects diversity, acceptance, tolerance and respect.

Education Adjustment Program

The Department of Education Training (DET) recognises its responsibility to make adjustments for students with disabilities to enable them to access the curriculum, achieve curriculum outcomes and participate in the life of the school.

The Education Adjustment Program (EAP) is a process for identifying and responding to the educational needs of students with disabilities.

The EAP supports schools to:

• Identify students (from Prep-Year 12) who meet the DET criteria for diagnosis of disability

• Report the educational adjustments they are providing to meet the teaching and learning needs of these students.

• Review the recommended level of specialist educational support.

Educational Programs

Inclusive Curriculum

Currently, the school provides programs ranging from full inclusion in a general classroom to small group support within the Support Classroom.

Inclusion in general education programs, are planned through the Individual Education Plan process. Goals for each child are set and resources that are available allocated (e.g. teacher aide support). Goals are set according to the strengths and needs of individual students. Inclusion goals are reviewed through the IEP process.

At all times the needs of the child are considered before decisions regarding how educational programs are delivered.
Inclusive Curriculum at Petrie Terrace State School is driven by the belief that:

- All students can learn
- Understanding the learner assists teachers to cater for individual learning needs
- All students have the right to access and participate in the Curriculum
- Inclusive schooling allows students access to regular school life,
- Celebrates differences and diversity
- Schools are part of a wider community

Effective learning outcomes require a collaborative team approach that includes:

- Parents
- Teachers
- Teacher aides
- Students
- Medical practitioners
- Therapists
- Guidance Officers

Personnel
The Special Education Program at Petrie Terrace State School is coordinated by the Head of Special Education Services, Teachers and Teacher Aides allocated to this program. Visiting Therapists including Speech-Language Pathologist, Occupational Therapist and Physiotherapist contribute to the planning and delivery of educational programs.

Collaboration with general education teachers is vital to the success of inclusionary programs. Students also access programs designed and delivered by specialist teachers’ e.g. physical education, library and music.

Individual Education Plans (IEP)
The educational programs for students are documented in the Individual Education Plan. The Individual Education Plan (IEP) states goals for students and how they will be achieved. The contribution of parents and therapists in the planning process and implementation of programs is vital to the achievement of student outcomes.

Class Programs
The class program is planned to meet the requirements of the key learning areas that may not be met within the Individual Education Plan e.g. English, The Arts, Study of Society and Environment, Mathematics, Science, Technology, Health and Physical Education. In addition to these other programs may include:

- Community Access - horse riding, shopping
- Social skills
- Multi-sensory
- Motor programs- fine/gross/oral
Therapy Services

The Special Education Program utilises the services of visiting therapists. The needs of students are prioritised and services provided to students as needed.

Speech Therapy

The Speech–Language Pathologist has the primary role for the diagnosis of speech–language impairment, communication disabilities and oro-motor disabilities in students and is professionally accountable for speech–language therapy intervention.

As the Speech–Language pathologist has specialist knowledge of linguistics and the communication processes; the education of students with specific requirements in communication may be enhanced by the involvement of the Speech–Language Pathologist in language and literacy programming.

Occupational Therapy

Occupational Therapy services in Education Queensland aim to meet the needs of students with intellectual, physical, vision, hearing, speech-language impairment, autistic spectrum disorder or multiple impairments that influence their occupational performance. The purpose of occupational therapy is to enhance or support students’ educational goals facilitating students’ participation in the educational process.

Occupational Therapy for children and young people aims to promote optimal well-being, function, independence and productivity within the context of their lifestyle and environments. This is achieved through the development and application of a plan of purposeful, goal-directed activities specifically related to occupational performance and occupational performance components. Occupational performance refers to a student’s occupation or participation in life tasks, and includes activities of daily living, student or vocational skills, play and leisure. Occupational performance components are considered to be the foundations for learning, and include sensory-motor, cognitive and psychosocial components.

Physiotherapy

Physiotherapy services in Education Queensland aim to meet the needs of students with intellectual, physical, vision, hearing, speech-language impairment, autistic spectrum disorder or multiple impairments who have posture and movement disorders or delayed neuro-sensory motor development. The purpose of physiotherapy is to develop motor competencies to enhance or support students’ educational goals, facilitating students’ access and participation in the educational process.
Individual Education Plan Guide for Families
This Guide was developed for families to learn more about the IEP Process.

What is an IEP?
An IEP is an individual Education Plan. The IEP is an important document which records information such as:

- The educational goals for the student
- Strategies
- Team members and their responsibilities
- Start and finish dates
- Relevant information about the student.

Who needs an IEP?
An IEP is developed for students with a verified disability and whose educational needs have been identified through the Education Adjustment Program.

How many IEPs does my child have?
Each student has only one IEP. This also applies to student’s who are enrolled in more than one facility. The IEP covers a six-month period.

Who needs an IEP?
An IEP is developed for students with a verified disability and whose educational needs have been identified through the Education Adjustment Program.

How is the IEP developed?
The IEP is designed as part of a larger process in which:

- Information about the student is collected
- A team including teachers and parents meet to determine priorities for instruction
- Strategies for intervention are designed
- Programs are established to implement these strategies
- Student’s performance is evaluated.
The IEP Meeting

Every six months, your case manager will invite you to attend an IEP Meeting. The IEP meeting is a key decision making time between school representatives, family members and other key stakeholders. Within this meeting, these participants decide on the educational areas of focus that will be targeted and the levels of support that will be required in conjunction with holistic outcomes relevant for each student.

Families play a vital role in this decision making process and can provide important information to assist in the development and delivery of programs.

We welcome families to attend these IEP meetings as working collaboratively can result in:

- Positive learning outcomes for students
- Holistic approach to relevant and realistic learning for individuals
- Greater co-ordination of support
- More effective use of resources
- Inclusion of all who may be responsible for the support and management of the programs.

Who attends IEP Meetings?

The IEP team should include at minimum the child’s case manager, classroom teacher/s and parents/guardians. The IEP team could include Teacher Aides and other staff specialising in a disability specific area (Speech Language Pathologist, Physio or Occupational Therapists) however this will depend on your child’s current needs, supports and adjustments.

How many goals will be written for my child’s IEP?

The number of goals will vary according to individual student circumstances.

If my child has an IEP, is that all they will do at school?

The IEP is an important document that outlines the priority areas for your child. The classroom curriculum and program outlines the other areas of education that are important for your child’s overall education. The IEP is designed in part to enable and maximise every student’s access to and participation in the curriculum. The IEP is not a stand-alone document and should work in conjunction with the classroom curriculum to provide a holistic educational program for individual students.

Further Information

Please contact the school with contact details available at petrterrss.eq.edu.au

More information also exists on the Education Queensland website.