



NARBETHONG STATE SPECIAL SCHOOL



ENROLMENT PACK

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How is Narbethong different?

Active Learning Classrooms at the school do not resemble the image of a traditional classroom. Our classrooms contain a range of different equipment that enables our students with vision impairment and additional disabilities to learn in a range of different learning environments.

Setting up a learning environment in the classroom, that enables learning to occur, necessitates knowing as much as possible about what the student is already able to do. Crucial for program development is the observation of the students and assessing their levels of development in the various areas of:

- Communication
- Gross and fine motor skills
- Spatial relations
- Ways of playing
- Daily living skills
- Emotional development

Classroom teachers create learning classrooms for the students that enable them to have opportunities to:

- find the optimal way for active movement that they can do themselves (not necessarily a "usual" pattern of movement)
- learning begins from their current developmental level not their chronological age
- repeat activities as many times as is necessary to store information and to know that a specific action gives them the expected result
- compare experiences, to discover differences and similarities and to associate and link new experiences with those they already know
- learn across all developmental levels
- share interests and experiences with others.

Adapted from Nielsen (1993)

Principal's Foreword

ACTING PRINCIPAL – KERRY TAIT

Introduction

Located 4.7km from the Brisbane GPO, in the inner city cluster, Narbethong Special School is a specialist facility for students with vision impairment. There is **no catchment area**, each student is assessed on an individual basis.

Our school programs include:

- early special education programs for students with severe low vision and blindness (birth to prior to prep)
- programs for students with a vision impairment with additional disability (birth to the end of semester allocation of state schooling)
- programs for students who are deaf-blind or deaf/hard of hearing and vision impaired from birth to end of semester allocation of state schooling

Often vision impairment is forgotten or not considered important for learning. It is the absolute reverse at Narbethong as vision impairment is at the forefront of our consideration. As 80% of all learning occurs through our vision, it is imperative that knowledge about a student's vision is incorporated into all strategies through the school day.

At Narbethong State Special School there are 11 teachers dispersed throughout the school who are trained and qualified as Teachers of the Vision Impaired. These teachers support, advise and mentor teachers in the school with less experience.

As the students who attend Narbethong State Special School have individual disability specific needs and abilities, the teaching and learning at Narbethong State Special School is very unique. We follow the Australian Curriculum while embedding both the FIELA (Flexible, Individual, Enriched, Level Appropriate) Curriculum and the Expanded Core Curriculum for students with vision impairment which are specifically designed.

School Progress

We continue to align the Australian Curriculum with the Expanded Core Curriculum (specific for student with vision impairment) using Active Learning as our methodology to engage students. The staff are committed to professional learning and attend fortnightly in-school Professional Development which is usually presented by peers or other professional staff



based within our school. Individual staff have completed Braille courses to further enhance their knowledge and ability to work in different areas of the school. All staff have recently completed more Active Learning courses. Staff regularly attend weekly professional discussions to improve their knowledge in vision impairment and additional meetings to collaboratively problem solve strategies for student achievement through Active Learning.

Collection of data focuses on student learning outcomes and engagement, is ongoing and is invaluable for future planning and the provision of best practice within the school. Head of Curriculum continues to enhance staff understanding and their ability to embed the Australian Curriculum work units. Student learning is maximised enabling individuals to reach their full potential by offering differentiated and individualised programs and assessment.

We have continued to build on the expertise and knowledge of our staff and develop initiatives that encourage, nurture and support the developmental, social and emotional growth of our students. The school has continued to strengthen professional partnerships with other educational facilities and supports opportunities for professional visitors who seek to learn more of our curriculum, methodology and educational programs.

[How information and Communication Technologies are used to assist learning](#)

A range of ICTs are used to support student learning and encourage engagement with both the curriculum and staff. Speech communication books (PODD), iPads, touch screens, switches and a range of adapted hardware/ software are utilised by class teachers. Staff are constantly sourcing technology devices to trial for their suitability to meet student current and future needs.

[Social Climate](#)

There is a strong sense of community amongst the families and staff at Narbethong. Our focus is building positive relationships and we do this by showing respect for each other and establishing student learning experiences focused on the provision of positive learning experiences. A good partnership between home and school is consciously developed through a variety of avenues such as communication books, quarterly contacts, email communication, Facebook, face-to-face meetings, and celebration days. Families are invited to discuss student progress. All of these support our culture that is intentionally inviting and forms the basis for sound, respectful relationships.

Our student-centred approach is a critical component within the school climate and is evidenced with students in our Early Childhood Development Program through the entire school to our senior students and their transition to post-school life. Our intention is to provide excellence in education by offering quality programs that identify and address barriers while acknowledging the diversity within our student population.

All student successes are appropriately recognised and celebrated widely throughout the school and the community. Staff skills, training and enthusiasm along with the support of volunteers are important and acknowledged factors in assisting students who face significant challenges in their development.

The school continues to achieve good practice compliance levels in WPH&S, Purchasing Controls, Risk Management, Emergency Training Procedures and First Aid.

School Opinion Surveys continue to indicate a very high level of satisfaction for programs, methodology, enrolment and professionalism provided within the school. Staff members feel valued and effective within their roles and this is evidenced by the support given to colleagues and school Administration to ensure best practice continues.





School Opinion Survey

STAFF	% 2017	% 2018	% 2019
I feel that students received a good education at my school	100	100	100
I feel confident engaging all of my students in learning at my school	100	100	100
I would recommend this school to others. I would recommend my school as a good place to work.	100	95.7	100
Students are encouraged to do their best at this school	98.4	98.5	100
I feel that staff morale is positive at my school	100	91.3	94.3

PARENT	% 2017	% 2018	% 2019
This is a good school	100	100	100
I would recommend this school to others	100	100	100
My child is getting a good education at this school	100	100	100
Student behaviour is well managed at this school	100	100	100
Teachers at this school are interested in my child's wellbeing	100	100	100



Maps and Transport

Maps

Our school's street address is 25 Salisbury Street, Woolloongabba. When using GPS systems please enter the suburb name as Woolloongabba as there are a number of Salisbury Streets in Brisbane and this will ensure you receive the correct directions.

Transport

Due to the specialised eligibility of only vision impaired students at Narbethong, the school draws from all over the greater Brisbane region. Many families have moved towns and houses to provide the opportunity for their child to attend. Enrolled students, many of whom have specialised health requirements, attend our unique school from the surrounding suburbs such as Marsden, Hillcrest, Forest Lake, Rochedale, Mt Gravatt, Holland Park, Carseldine, Bridgeman Downs, Windsor, Salisbury, Samford, Runcorn, Slacks Creek, Wynnum, Wellington Point, Alexandra Hills, Caboolture, Cleveland, Sunnybank, Wakerley and Murarrie and Oxley.

Your child may be eligible for transport assistance to and from school. The Deputy Principal is responsible for assessing students' entitlement to transport assistance. The eligibility criteria and process for applying for school transport assistance are outlined in the following Education Queensland policy: [School Transport Assistance Programs for Students with Disabilities](#)

There is **no catchment area**, each student is assessed on an individual basis.





School Transport Assistance Program for Students with Disabilities

Parents and Carers Program Overview

It is the responsibility of Queensland parents and carers to make suitable travel arrangements for their child between home and school.

Assessment

An assessment considering disability and enrolment criteria is completed at the school by a teacher trained in this procedure (School Transport Assessor). The transport assessor will explain the assessment process to you. You and other relevant stakeholders will be asked to provide information to accurately complete this assessment.

The assessor will discuss your responsibilities to support your child's safe travel between home and school in relation to one of the following transport assistance types:

- *Conveyance* – an allowance for parent/carers who arrange for their child to be privately transported to school
- *Category 1* – public transport passes (bus, rail or ferry)
- *Category 2* – specially contracted minibus or taxi.

Recommendation

The transport assessor determines and recommends your child's eligibility for assistance and where eligible the most appropriate available transport type. Where eligibility is recommended you will receive a copy of the application. You will be asked to complete and return the page with the Parent/Carer Declaration section.

The transport assessor will submit the application for decision making by the Principal Advisor Education Services or delegate at the relevant regional office. You will be advised in writing of the transport application decision. If you have grounds to appeal this decision, you will be provided with the information for the appeal process.

Review

The assessor is required to review approved transport arrangements by the review date (maximum 12 months). Any change in your child's circumstances that may affect transport arrangements will require an immediate review of eligibility and/or arrangements.

Further information

The [School Transport Assistance for Students with Disabilities](#) procedure provides further information regarding this program.

Narbethong State Special School

P – 10 Pedagogical Framework 2019 – 2023



Our vision is for all students to engage productively in their learning as independently as possible and to reach their individual potential.

Values and Beliefs - Our students have the right to:

❖ be treated with respect and dignity at all times and be taught with high expectations of learning	❖ learn by doing and self-initiating, within a flexible, individual, enriched, level-appropriate curriculum	❖ engage with the Expanded Core Curriculum for Students with Vision Impairment	❖ ownership of their own experiences and learning from their own activity in a quiet learning environment	❖ access, participate and achieve within the Australian Curriculum with age-appropriate contexts at their level	❖ be heard when they communicate, have a learning focus on communication and literacy, and link their developing language with concrete and meaningful experiences	❖ develop additional disability-specific skills through repeated opportunities, concept development, alternative access to print, and specialised instruction.
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P to 10 Curriculum frameworks

Australian Curriculum	FIELA Curriculum	Expanded Core Curriculum for Students with Vision Impairment

Pedagogical Approaches

EQ Dimensions of teaching and learning through C2C SWD units; Active Learning Methodology; Disability-specific pedagogies

	<ul style="list-style-type: none"> * Active Participation * Repetition of Opportunities * Developmentally Appropriate * Reinforcing to the Individual * Limit Distractions 		<ul style="list-style-type: none"> - Functional and traditional approaches to teaching braille literacy - EQ Orientation and Mobility instructional approaches - Pedagogy for Deafblind Plus learners - Whole-school focus on communication, literacy and developing Alternative Augmentative Communication systems
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Narbethong State Special School Annual Implementation Plan 2020

School Improvement Priorities 2020

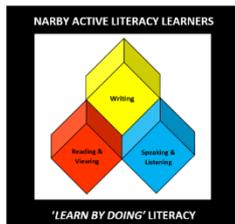
Continue the development and implementation of the 3 levels of planning to align dimensions of the F-10 Australian Curriculum - particularly the general capabilities of Literacy, Numeracy and Personal & Social Capability - and the learning from F-2, the FIELA Curriculum & the Expanded Core Curriculum for Students with Vision Impairment

The continuation and expansion of student communication

To entrench within the teaching and learning programs the Expanded Core Curriculum for Students with Vision Impairment, particularly Orientation and Mobility and 'access to learning/learning to access' the curriculum

Promote an awareness of the specialist teaching and learning offered by Narbethong State Special School

Narbethong Active Literacy Learners



At Narby we believe Literacy is fundamental to a student's ability to learn at school and engage productively in society.

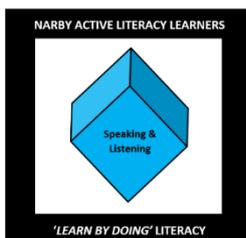
Narby Active Literacy Learners become literate as they develop the knowledge, skills and dispositions to interpret and use language for learning and communicating in and out of school and for participating in society.

Narby Active Literacy Learners are engaged in meaningful literacy experiences through speaking and listening, reading and viewing, and writing for different purposes in a range of contexts.

Students with vision impairment must learn additional disability-specific skills in addition to the regular skills required for literacy. Students are given the opportunity to access and develop these additional skills through repeated opportunities, concept development, alternative access to print, and specialised instruction.

Narby Active Literacy Learners communicate using a variety of AAC strategies to demonstrate their literacy skills, including PODD, Braille, real objects, sign language, tactile signing, digital technologies, pictures and photographs.

Narby Active Speakers and Listeners

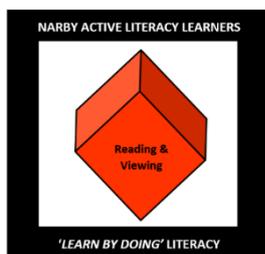


- ❖ Narby Active Speakers and Listeners use oral language and AAC strategies to communicate with others in a range of contexts, and listen actively and attentively when interacting with others.
- ❖ Narby Active Speakers and Listeners build meaning from a variety of oral, aural, visual, tactile, electronic and multimodal texts through comprehension and vocabulary knowledge.
- ❖ Narby Active Speakers and Listeners develop two-way interaction to clarify and create understanding. They select appropriate language to demonstrate understanding, express ideas, and share information.
- ❖ Narby Active Speakers and Listeners learn vision impairment specific skills of compensatory communication modes, use of access technology, social interaction skills, and concept development related to being effective speakers and listeners.

This involves skills in:

- ❖ **Listening** – includes active listening processes to access and understand language structures of spoken texts for audiences and specific purposes
- ❖ **Interacting** – questioning and using language to share information and negotiate meaning and outcomes within a range of contexts and purposes
- ❖ **Speaking** – selecting language to express and share ideas appropriate to audience, purpose and task, and develop skills and techniques in fluency
- ❖ **Comprehension** – responding to, interpreting, analysing and evaluating texts
- ❖ **Vocabulary** – understand the meaning of spoken words and use them to create texts.

Narby Active Readers and Viewers

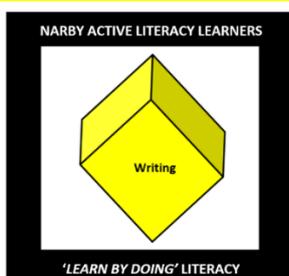


- ❖ Narby Active Readers and Viewers navigate texts to create meaning. This involves learning experiences in reading texts, fluency, vocabulary, comprehension, phonemic awareness, phonic knowledge and word recognition, and concepts about print.
- ❖ Narby Active Readers and Viewers learn vision impairment specific skills of compensatory communication modes, use of access technology, visual efficiency skills, pre-Braille skills, and concept development related to being effective readers and viewers.

This involves skills in:

- ❖ **Reading texts** - recognising words automatically, reading in a phrased and fluent way and navigating texts to create meaning
- ❖ **Fluency** – becoming faster, smoother, more accurate and expressive
- ❖ **Vocabulary** – understanding the meaning of spoken and written words
- ❖ **Comprehension** – responding to, interpreting, analysing and evaluating texts
- ❖ **Phonemic awareness** –hearing and manipulating sounds in spoken language
- ❖ **Phonic knowledge and word recognition** –making the connection between sounds and letters when reading and spelling
- ❖ **Concepts about print** – understanding and using conventions and concepts about print.

Narby Active Writers



- ❖ Narby Active Writers create texts using a variety of composition methods for a range of purposes. This involves learning about crafting ideas and different types of writing. They make choices about vocabulary, grammar, punctuation and spelling.
- ❖ Narby Active Writers learn vision impairment specific skills of compensatory communication modes, use of access technology, pre-Braille skills, and concept development related to being effective writers.
- ❖ Narby Active Writers create a range of written, oral, digital, and multimodal texts.

This involves skills in:

- ❖ **Creating texts** by crafting ideas, selecting text forms and features, and vocabulary, for a range of purposes including informative, persuasive and imaginative
- ❖ **Grammar** - making choices at word group, sentence and whole text level
- ❖ **Punctuation** – using punctuation in texts they produce for clarity and ease of reading
- ❖ **Spelling** – selecting and arranging letters to accurately form words to create meaning
- ❖ **Handwriting and keyboarding** – composing with increasing speed, accuracy and fluency.

Expanded Core Curriculum

The term "expanded core curriculum" is used to define the essential additional disability-specific knowledge, skills and attitudes for students who are blind, have low vision, deafblindness, or additional disabilities. Each student with vision impairment is unique, and so are the additional areas they require in order to achieve success in their educational setting. Experiences and concepts casually and incidentally learned by sighted students, for example, may need to be systematically and sequentially taught to students with vision impairment.

At Narbethong State Special School we embed the Expanded Core Curriculum into the Australian Curriculum. This is to ensure that all students learn the appropriate skills to be functioning members of society. The Expanded Core Curriculum assists students with a vision impairment to understand and participate in the Australian Curriculum. It also prepares students adequately for their future.

All nine areas of the ECC are implemented on a daily basis. However, at least one of the nine areas is reported on for each student every semester in their Individual Learning Plan. The goal to be reported on is specifically selected and developed by the teacher in relation to the individual child's needs and abilities.

The nine areas of The Expanded Core Curriculum or ECC include:

1. Compensatory and functional academic skills

- Braille reading and writing
- Concept development
- Use of adapted materials
- Organisational skills of personal belongings and school materials

2. Use of assistive technology

- The teaching and use of auditory equipment
- The use of the keyboard and computer
- Touch typing
- Communicating by email
- Accessing the worldwide web



3. Visual efficiency skills

- Use of the WESSST (Weight, Edge, Size, Shape, Sound, Texture & Temperature) technique
- Use of the NBC (Near By Consideration)
- The use of non-optical and optical low vision aids
- Understanding implications for the vision impaired
- Study skill

4. Orientation and mobility

- Cane and other mobility aides
- Sighted guide techniques
- Landmarks, maps
- Locating essential items
- Public transport
- Concept development: Body concepts, spatial concepts, environmental concepts

5. Social Interactions

- Appropriate conversational skills and techniques
 - holding your head up; using gestures appropriately, looking at/facing others when spoken to or when speaking to someone;
 - following a conversation, listening, turn taking, answering questions and responding appropriately;
- Interacting with others and initiating interactions
- Friendships
- Engaging in age appropriate games, play and conversations

6. Independent Living Skills

- Sequencing of tasks
- Shopping and money
- Choosing/matching clothes
- Cleanliness/grooming
- Dressing/shoelaces/zippers/buttons
- Home address and phone number
- Knife and fork use, kitchen skills
- Food preparation: peel orange, unwrap lunch, etc.

7. Recreation and Leisure skills

- Social and recreational activities e.g goalball
- Community social events
- Using parks and playgrounds
- Art and craft activities or other hobbies
- Self-selected leisure activities alone or with others
- Electronic and interactive games
- Fitness programs

8. Career education

- Organisational skills
- Work experience

9. Self determination

- Accepting and declining help
- Problem solving



Active Learning

An Introduction to Dr Lilli Nielsen's Active Learning

Dr Lilli Nielsen worked as a special education advisor at Refsnaesskolen National Institute to Blind and Partially Sighted children and Youth in Denmark since 1967. She trained as a preschool teacher and psychologist. She has performed research in the area of spatial relations with infants who are congenitally blind and has written several books and articles about educating children with visual impairments and multiple disabilities. Dr Nielsen's approach is called Active Learning.

All young children learn through play. They need to be encouraged to explore their environment and objects in their environment. Dr Nielsen believes that all very young children learn by being active, rather than passive recipients of stimulation. We need to observe typical children to see how they learn to move their bodies (raising their heads, reaching for objects, sitting up, etc.); use their bodies to explore their surroundings (including any and all objects within their surroundings); and actively participate in interactions with other people. A visual impairment prohibits a child from having enough opportunities to develop these abilities and have these experiences without intervention. She encourages the adults to set up the child's environment so that he can do this.



Dr Nielsen's recommendation when developing the child's environment.

Observe the child.

It is imperative that we know what the child can do, what activities he enjoys, what objects he likes, etc. Assessing the child's existing skills and preferences is the first step in programming. Observation will help you note the current developmental skills the child has. A child's preferences are indicators of the underlying strengths of his system. These preferences can guide you in the selection of objects and activities. You need to know a child's repertoire so you can notice change and improvement.

Provide the child with more activities and objects that are similar to those he enjoys.

This will encourage the child to explore and experience new things and broaden his knowledge base. Young children with visual impairments need to be encouraged to explore not only toys from the toy store, but also everyday objects around the house.

Give the child opportunities to practice and/or to compare.

As adults, we are often tempted to remove materials as soon as the child shows that she can use them. We all relate new information to things we already know. For example: The first time you successfully drove a car around the block, you still needed lots more experiences driving in different environments, on different types of roads and highways, different vehicles, different times of the day and night, in different types of traffic, with the radio on and off, and with friends in the car, before you really master all the skills and concepts about driving. When a child begins to bang one object on another one, she needs to be given the opportunity to bang on lots of different objects on lots of different surfaces. (The sound produced when banging a metal spoon on the couch is much different than banging it on the coffee table or a metal mixing bowl). Children need to be able to repeat an action many, many times, in order to learn.

Provide a few materials and activities that are at a slightly higher developmental level to provide a challenge for the child, so he doesn't become bored.

When you present information to the child, you only need to model how to use the objects or complete the activities. You do not expect him to imitate what you do until he imitates of his own accord.



Do not interrupt a child by talking when she is actively engaged in play.

Most of us have had the experience of talking to an infant who is busily kicking her legs and having the child stop kicking to listen to our voice. When a child is exploring or playing with an objects or practising a new movements, don't interrupt with a comment. We need to wait to talk with the child about what she was doing until she turns to us to share her experience, or at least until she takes a little break in the activity. This does not mean that we need to stop talking to our young children with visual impairments, just that we need to pick our moments.

Slow down when interacting with a child.

We must be willing to wait and give the child time to take a turn in the interaction. When playing with a child, Dr Nielsen tells us to give the child time to explore an object alone, rather than jumping in and showing her/him how to use it. At a conference, Dr Nielsen offered a battery operated facial brush to a child. She let him explore the brush in his own way. He held the brush against various body parts, moved it from hand to hand, turned it over, put it on a tray, moved it against other objects on the tray, picked it up, put it to his lips, and did many other things with it. Then he turned to Dr Nielsen to share the experience. That was the moment she talked to him about the facial brush and the things he had one while plying with it.

Let the child have control of her/his own hands.

Dr Nielsen feels it is important when we are interacting with a child who has visual impairment, that we not take her/his hand and bring it to the materials. Instead, we need to develop alternate strategies for presenting objects to the child (e.g., gently touching the toy to the child's arm or leg to alert him of the object's presence, making noise with the object to arouse his curiosity to encourage him to reach out, placing several objects so that they are touching the child's body or very close to it so any movements he might make will bring his body in contact with an object).

Dr Nielsen has developed several pieces of equipment to provide children with visual impairments the opportunities to actively participate with their environment. One of these "special environments" is the Little Room. The Little Room consists of a metal frame supporting three side panels and a Plexiglas ceiling from which a variety of objects are suspended which the child finds interesting and enjoyable. This gives the child the opportunity to experience the properties of objects, to compare different objects, and try out different things to do with the object on his own without adults interpreting that

experience for him. Since the objects are stable, it allows the child to repeat his actions with an object as many times he needs to, at one to two second intervals, without dropping and losing it. The immediate repetition enables the child to store the information gained from the experiences in his memory.

(This article was retrieved from the Texas School for the Blind/Visually impaired website: <http://www.tsbvi.edu/Outreach/seehear/fall03/lilli.htm>. There have been some slight adaptations)

References:

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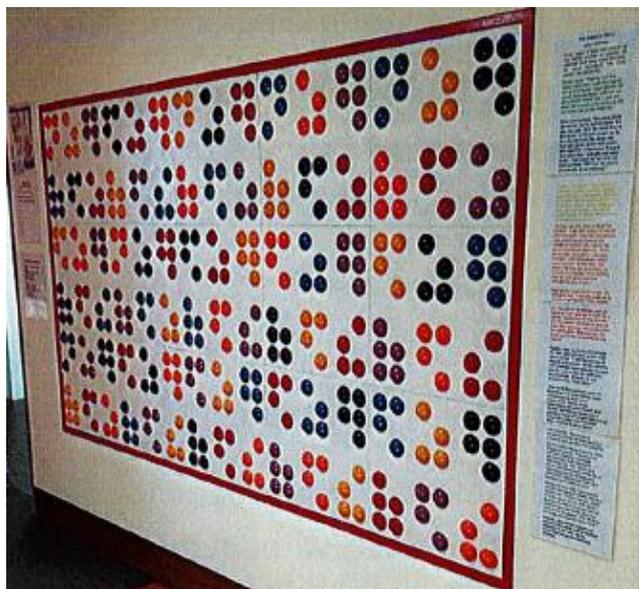




Braille Rich Environment

Like sighted students, blind children learn to read by reading. Sighted children have the advantage from a very early age, of being constantly immersed in the world of print through their exposure to books, television, labels etc. In the built environment, print can be found almost everywhere, offering early exposure to letters and words and resulting in young sighted children understanding that print has meaning. Blind students, however, do not have the opportunity to learn to read through incidental exposure. A braille-rich environment is imperative as early as possible.

Our students are exposed to braille throughout the school. We also hold weekly lessons for our school community to attend to learn the braille code. There is a big difference between learning the braille code to learning how to teach braille.



Deafblind Plus

At Narbethong State Special School we offer a specialised education program for learners who are Deafblind plus. Deafblind plus refers to students who have been diagnosed with a vision and hearing loss as well as an intellectual impairment. Deafblindness is described as a unique and isolating sensory disability resulting from the combination of both hearing and vision loss or impairment.

Many learners who are Deafblind plus are recognised and supported as students with multiple impairments without the full impact of their combination of impairments and their effect on learning, environmental and communication access being recognised. When learners are not acknowledged as being Deafblind plus, or educators fail to understand the significant impact of the learner's unique disability, barriers to ensuring adequate access to curriculum and a highly qualified education team are significantly at risk (Parker & Nelson, 2012). At Narbethong we recognise these learners and support them with specialised teaching and learning opportunities.

Deafblind Plus and Communication

Our learners at Narbethong who are Deafblind use a multi-modal communication approach to learn, play games, express needs and interact with one another. Our communication system involves a combination of static and dynamic forms.

Static forms include concrete objects, tactile symbols, pictures, and braille. These forms can be referred to or examined for as long as they are needed because they do not 'disappear' like dynamic forms do. Dynamic forms include spoken words, body signs, hand-under-hand signs, fingerspelling and gestures. They allow for immediate communication but 'disappear' immediately after they have been produced.

We use a mix of static and dynamic forms of communication throughout the day in different ways depending on the learner and their communication profile.

Some strategies we use in our day to day communication with each other receptively and expressively include:

Static	Dynamic
<ul style="list-style-type: none">• Concrete objects• Parts of objects• Large high contrast pictures of familiar items• Calendars	<ul style="list-style-type: none">• Vocalisations, gestures, body• Movements, vocal vibrations, changes in breath• Body signing• Hand under hand signing• Daily routines• Coactively modelling signs



We also use consistent routines and repetition throughout each day. Routines and repetitions give us the opportunity to establish patterns and allow students to anticipate transitions and upcoming activities throughout the day. Routines also enable students to mark the passage of time as days, activities and conversations all have a consistent beginning and an end. If days, activities and interactions are commenced and concluded in consistent ways, students are also more likely to engage in these activities and interactions as they come to understand their general predictable pattern overtime.

Active Learning and Students with who are Deafblind plus

Students who are Deafblind plus must be able to encounter objects in contexts that make sense to them. This begins with independent exploration of a world that is brought within their reach.

The Active Learning methodology supports this need by offering our students a program in which they can actively explore and be physically involved in -throughout their day.

The Active Learning methodology supports the learning of Deafblind plus students as it:

- allows staff to step back so our learners can step forward
- provides access throughout the day to concrete objects for language and concept development and independence in tasks of daily living
- promotes rapport building with learners through the participation in adult -child play activities which include activities of joint: attention and child: initiated play
- integrates well with the Australian Curriculum
- encourages activity-based learning which promotes the active engagement of students in their daily learning
- allows the teaching team to create learning environments specific to each student's developmental level



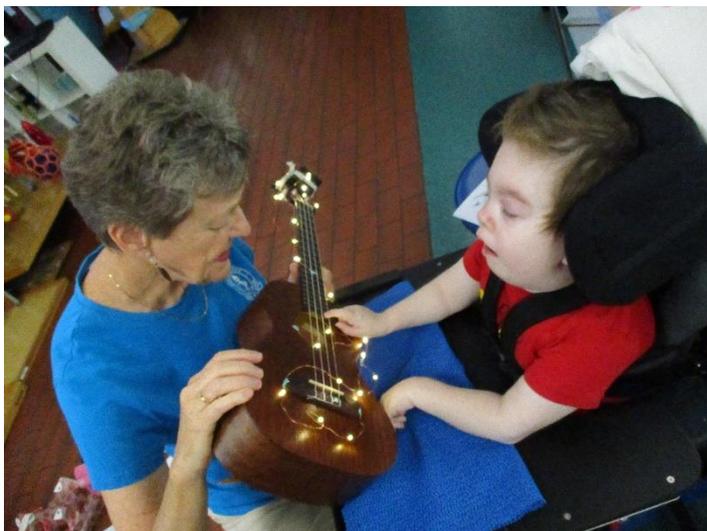
Music

Lee Strickland customises her teaching and vernacular to each individual student to make sure that they get the education best suited to their needs.

Ms Strickland has developed music programs that aim to develop translatable skills, for example a piano program to develop fine motor skills to aid in reading Braille; music communication to help students to learn how to say 'yes' and 'no' if they're unable to say it verbally, and music movement sessions to help develop balance and coordination. She even customises instruments to make sure that students with access requirements get to play.



We are so proud of Lee Strickland Aria Nominee 2019





Swimming Program

Participation in swimming is a valued activity for each student at Narbethong Special School. All students are able to participate in a weekly swimming program that has been developed in consultation with the school physiotherapist. The program is monitored and assessed termly and any adjustments are made in consultation with the physiotherapist. Sessions are under the supervision of a teacher and two swimming assistants.

The pool is heated all year round to a temperature usually about 33-36 degrees so as to relax tight muscles and loosen stiff joints. The buoyancy of the water minimises the effect of gravity to decrease the stresses placed on joints during movement. People who are unable to support their body-weight on land are able to exercise more effectively in the warmer water.

According to the swimming ability of the student, the aims of the swimming program will be to develop:

- Skills for performing transfers;
- Relaxation;
- Social participation;
- gross motor development – balance, muscle strength, physical skills; and to promote swimming for recreation.
- water confidence;
- water safety;

Specialised equipment is provided for all students (including Nil by Mouth) to access the swimming programs. Staff refer to the Narbethong Pool Use Policy for specific details.

Carers provide a written consent form each year regarding the school pool program. Appropriate swimwear is also provided. Swimwear specifically designed for aquatic activity should be worn by students. Swimwear of students should be tight fitting around the top of the legs. Eenee swimmers or a similar product are recommended. At the teacher's discretion, additional clothing may be required, such as bike shorts (waist to knees), sun safe shirts or swim caps. The teacher will specify this when requesting consent from families or at any time that is deemed necessary.



General Information

Students arrive from 8:30am, most travel by bus or taxi, some with their parent/caregiver. Staff on duty supervise the drop off and pickup of students. Students are collected and taken to their classrooms by school staff. Due to the complex nature of our student's medical conditions, Narbethong does not accept students prior to 8:30am. The school day ends as 3:00pm.

Mealtimes are supervised and for many students form part of their individual program.

For attendees to the Child and Family Support Group as part of our Early Childhood Developmental Program (ECDP), please [contact the school](#) directly to find out your individual program times.

Newsletters

Newsletters are issued by email, or if preferred a paper copy, every Term. The Narbethong newsletter is one of the ways we keep parents/caregivers and the school community informed about what is happening at school. A link to the latest newsletter and to archived newsletters can be found on the home page of this website.

Facebook

 www.facebook.com/narbyss





Narbethong P&C

Narbethong's Parents and Citizens association (P&C) meets once per term at Narbethong school. This group provides a vital role in fundraising and supporting the provision of new resources into the school. In between meetings the P&C Executive regularly liaise on matters as they arise.



pandc@narbethongspecs.eq.edu.au



<https://narbethongspecs.eq.edu.au/our-community/pandc>



<https://www.facebook.com/groups/parentsofnarbethong/>

Uniform Shop

Narbethong's school uniform is a polo collared shirt (blue) with school emblem and grey shorts. Winter additions may include a blue sweat shirt and blue track suit pants.

It is requested that all student's wear appropriate footwear, which will be on an individual basis. A hat is preferred for outdoor activities, and sunglasses for some students. For information about Narbethong's sun safe policy please read the [sun smart policy \(DOC, 66 KB\)](#).

The school administration **does not** enforce the wearing of the uniform. Acceptable or reasonable dress would be clothing or apparel that would be both socially acceptable and meet the school dress code requirements.

Narbethong has a [uniform shop](#) that offers a non-compulsory uniform shirt and jumper. Please [contact](#) the office for suitable times to trial uniforms.

Polo Shirts

Sizes 4, 6, 8 - \$25

Sizes 10, 12, 14 - \$26

Size - 16 - \$27

Jumpers

Sizes 6 – 16 - \$32



Sun Protection Policy and Implementation Plan

Rationale

Queensland has the highest rate of skin cancer in the world. Of all new cancers diagnosed in Australia each year, 80% are skin cancers. Research indicates that childhood sun exposure is an important contributing factor to the development of skin cancer later in life. Given that students are at school during peak ultraviolet radiation (UVR) times throughout the day, schools play a major role in both minimising student's UVR exposure and providing an environment where policies and procedures can positively influence student behaviour.

Skin damage including skin cancer, is the result of cumulative exposure to the sun. Research shows that severe sunburn contributes to skin cancer and other forms of skin damage such as sunspots, blemishes and premature ageing. Most skin damage and skin cancer is therefore preventable. As children spend a portion of their days outdoors, we are committed to protecting them from the harmful effects of the sun. Staff at Narbethong State Special School realise the need to protect children's skin and educate themselves about SunSmart behaviour, thus reducing student's risk of skin damage from exposure to the sun.

Aim

The policy and plan aims to:

- Provide ongoing education that promotes personal responsibility for skin cancer prevention and early detection;
- Provide environments that support SunSmart practices;
- Create an awareness of the need to apply safe practices for both students and staff during activities on and off campus.

Procedures

Our school recognises that winter sun may also contribute to skin damage and therefore the implementation of this policy will be throughout the entire year.

The purpose of this SunSmart policy is to ensure all children and staff attending Narbethong State Special School are protected from the harmful effects of the sun throughout the year.

Key Elements

- Personal and Group Sun Safety
- Physical Environment



Guidelines for Addressing Skin Cancer and Sun Safety

	✓ Effective Practice	X Practices to be avoided
Overarching Guidelines	<ul style="list-style-type: none"> Promote range of sun protection habits/practices Develop positive attitudes towards protecting skin Challenge cultural complacency to sun exposure Where possible reschedule outdoor activities Develop and raise awareness of school's sun safe policy with students, parents and staff 	<ul style="list-style-type: none"> Rely on sunscreen as the sole sun protection strategy Employ teaching practices that contradict sun safety messages Failure to set a personal example of the importance of sun safety

Our Commitment

Narbethong State Special School will:

- Ensure staff act as positive role models by practising SunSmart behaviour (i.e. wear hats outdoors, apply sunscreen, wear clothing which provides adequate protection – cover shoulders, midribs and back).
- Assist students to apply sunscreen, wear hats and play in shaded areas.
- Use shaded areas for outdoor activities where possible.
- Take appropriate measures during times of extreme UVR levels (no outdoor activities)
- Increase the amount of available shade in the school via building shelters/shade sails etc.
- Seek ongoing support from parents and the school community for this policy and its implementation via the newsletter, parent meetings, etc.
- Ensure the school dress code supports the SunSmart policy.
- Encourage staff/students to wear hats that protect the face, neck and ears.
- Encourage staff/students to keep shoulder and back areas of the skin covered with clothing.
- Insist that all students receive an application of sunscreen SPF 30+ broad-spectrum, water resistant sunscreen prior to outdoor activities whether on or off campus.
- Encourage the wearing of sunglasses with staff and students.

Our Expectations

Parents/caregivers will:

- Provide a wide-brimmed hat for their child for use at school.
- Ensure that their child's clothing provides adequate protection from UVR. The Queensland Cancer Fund recommends clothing with the following features – dark coloured, collars and sleeves, closely woven fabric and natural fibre.
- Support the school's SunSmart policy and plan in principle and in practices.
- Alert the school immediately to any allergy issues which may affect the application of sunscreen to their child.





Queensland State Special Schools- parent/carer factsheet

Making a decision about which school you should enrol your child in is very important. This factsheet provides information about the options parents have, eligibility and requirements for enrolment in a state special school.

What do state special schools do?

State special schools support children and young people with intellectual disability, which alone or in combination with other disabilities, severely affects the student's ability to attend and learn at school.

Should I enrol my child in a state special school?

All state schools make reasonable adjustments to enable students with disability to access and participate in education on the same basis as other students.

The Department of Education (the department) is committed to providing inclusive education and ensuring that children and young people of all abilities can:

- attend their local state school or education centre and be welcomed;
- access and participate in a high-quality education and fully engage in the curriculum alongside their similar-aged peers;
- learn in a safe and supportive environment, free from bullying, discrimination or harassment; and
- achieve academically and socially with reasonable adjustments and supports tailored to meet their learning needs.

More information about the department's commitment to inclusive education is outlined in our [Inclusive education policy](#).

Parents/carers may choose to apply to enrol their child in their local state primary or secondary school or a state special school. For advice and information about enrolment options you may speak to your [local state school](#), your [local departmental regional office](#) or, the Early Childhood Development Program (ECDP) your child is currently attending.

Is my child eligible to enrol in a state special school?

Two requirements must be met before a child or young person can be enrolled in a state special school:

1. your child meets the criteria set out in the [Special school eligibility \("person with a disability" criteria\)](#) policy (the policy); and
2. the special school must be able to cater for your child's educational needs.

What are the policy's criteria?

To be eligible for enrolment in a state special school, your child must meet all four of the following criteria set out in the policy that:

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

Before deciding if you would like to enrol your child in a state special school, you may wish to talk to your local state school or your closest departmental regional office regarding your child's needs and their eligibility for enrolment in a state special school.

You can also ask to visit your preferred school and talk to the school principal about your child's needs.

What do we mean by intellectual disability?

To be eligible for enrolment in a state special school your child must have an intellectual disability.

To decide whether a child or young person has an intellectual disability for the purpose of enrolment in a state special school we consider their:

- intellectual functioning;
- adaptive behaviours; and
- need for significant educational adjustments as verified through the department's Education Adjustment Program (EAP).

The department does not rely on an Intelligence Quotient (IQ) score alone. We consider the way that a child's intellectual functioning affects their ability to access and participate in education.

A departmental officer may talk to you about your child's intellectual functioning and ask for your consent to do a further assessment.

A departmental officer will decide if your child is verified through the department's EAP.

What is a severe disability?

A person has a severe disability where the impact of the intellectual disability, alone or in combination with other disabilities, has a severe impact on their ability to attend school and learn. The department will consider the impact of the disability and how it affects your child day-to-day such as their mobility, ability to communicate and learn.



[How do I apply to enrol my child in a state special school?](#)

You can apply to enrol your child in a state special school by completing an [Application for student enrolment](#) and a [State special school enrolment parent consent and information form](#).

The completed forms need to be provided to your local departmental regional office, an Early Childhood Development Program (if your child is attending the ECDP), the school your child is currently enrolled in (if a Queensland state school or Queensland state special school), or your preferred state special school.

[What information can I provide with my application?](#)

You can provide any information you think might help the decision-maker to understand your child's educational needs such as doctors' reports or reports from other service providers.

You only need to provide information and reports you already have. We will contact you if more information is needed.

The department's [State special school enrolment decision-making guidelines](#) outline the type of information that will be considered when making a decision about whether to approve enrolment at a state special school.

If you have any questions or need help filling in the forms, please contact your local departmental regional office, the state school your child is currently enrolled in, the ECDP your child is attending or your preferred state special school.

[When can I apply to enrol my child in a state special school?](#)

You can apply at any time during the year.

If you are making an application for enrolment during the school holidays, especially over the longer holiday periods, please contact your departmental regional office to ensure that your application is processed as quickly as possible.

[How long will it take for a decision to be made?](#)

The department aims to ensure that decisions about applications for enrolment for children and young people not enrolled in any school are made as soon as possible.

However, making sure the right decision is made takes time. Usually the process takes an average of 22 school days, from the date we receive your application.

Sometimes more information is needed and it may take longer to finalise the application. We will stay in touch with you to let you know our progress, or if there are any delays in assessing your application.

What happens if my application for enrolment is approved?

If your application for enrolment is approved, the state special school principal will contact you to finalise your child's enrolment and ensure that supports are in place so your child can start school as soon as possible.

What happens if my application for enrolment is not successful?

The decision-maker will write to you and let you know if your application has been unsuccessful and will provide you with the reasons for their decision. They will also advise you about your right to apply for an internal review. The department will work with you regarding the other options to enrol your child in a state school.

Can my child transfer from one state special school to another state special school?

You can apply to enrol in a new state special school at any time.

You will need to complete a new [Application for student enrolment](#) form, as required for all Queensland state schools. If your child is already enrolled in a Queensland state special school, you do not need to complete the [Special school enrolment parent consent and information](#) form as we already have this information. Your application will be assessed based on the information and evidence available at your child's current Queensland state special school, but if you do have any additional information that can support your application, you may choose to include this also.

Does my child need to stay enrolled in a state special school?

Your child does not need to stay enrolled in a state special school. You can apply to enrol your child in your local state primary or secondary school at any time. Before making your decision, you may wish to talk to your child's current and future schools about how they can support your child's educational and other needs, and their move to their new school.

Where can I get more information?

The following documents provide further information regarding Queensland state special schools, including eligibility and enrolment processes. These are available on the department's website at <https://education.qld.gov.au/students/students-with-disability/succeeding-with-disability/enrolment-criteria>

- [Inclusive Education policy](#)
- [State special school eligibility \('person with a disability' criteria\) policy](#)
- [State special school enrolment decision-making guidelines](#)
- [Enrolment in state primary, secondary and special schools procedure](#)
- [State special school enrolment \(additional requirements\) procedure](#)

If you have any questions or would like to discuss your child's enrolment options, please contact your local departmental regional office.

Contact details for the department's regional offices are located at <https://education.qld.gov.au/contact-us/state-schools-regional-contacts>.