

QASSP Position Statement: Special Schools Access



Supporting State School Leaders Since 1966
Queensland Association of State School Principals

QASSP Position:

Maintain access to special schools for students with significant support needs, complex behaviour, or health needs.

Rationale

- Continue to provide families and students with a range of educational options.
- Lack of professional learning by Department of Education to build capacity of school staff limits success in mainstream settings.
- Special schools have more appropriate staffing ratios to support students with complex needs.
- Use of highly specialised human and physical resources is optimised.
- Capacity to develop more targeted curriculum resources to meet student needs exists.

Details

- Effective use of human and material resources is imperative to meet the needs of individuals. Low incidence disabilities are best served by those with specific expertise which the Department of Education currently does not equip generalist teaching staff to gain. Class sizes as per the allocative model do not take into account the time needed to support significant disabilities in mainstream classrooms, for example toileting, administration of medication, school facilities.
- Parents have the right to choose a school for their child however at times the necessary supports do not exist in a mainstream school.
- Department of Education investigate supports, strategies and use of technology to support principals, students and families from all areas of the state.
- All persons in a school have the right to feel safe from harm on a daily basis.

Opportunities for QASSP to achieve the desired position

- Work through QASSP subcommittees to advocate for optimal learning conditions for students.
- Partner with other organisations, for example the Queensland Secondary Principals Association, P&Cs Queensland, and specialist support groups, for example Autism Queensland, to advocate for identified needs.

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