Identifying and Supporting Priority Cohorts

An approach to inclusive practices at Kurnai College

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RELATIONSHIPS | EXCELLENCE | WORK ETHIC | ENGAGEMENT

Who are our priority cohorts?

College Size	1347 students

SFO	0.6485

D.I. Students

153 (11%)

Indigenous Students

157 (12%)

Multicultural Students

91 (7%)

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What practices does your school have in place that promote inclusion for your priority cohorts?

These are some of the things we have done:

Human Resources	Financial	Learning
Advocate Team	Kurnai Pantry	Cultural Training
Community Engagement Worker	Ready Room	SWPBS
Inclusion Leadership & Staffing	Cultural Safe Spaces	Berry Street
Position of Responsibilities & Pathways	Yarning Circle	Respectful Relationships & Resilience Project
Leadership	Totems & Signage	Bridges Out of Poverty
Position of Responsibilities & Pathways	Celebrations Music & Arts, Breakfasts, NAIDOC, End of Year to Gumbuya World	SPPIKE
Alternative Program Hands on Learning & Pathways Program	Use of Stymie & Focus Goups	Trauma Informed Practices
Extensive Wellbeing Team Doctors, MHP, Nurses & Counsellors	Reward Systems	Universal Classroom Practices
Flexible Learning Option	High profile presenters and professional learning	Working with Educational Support Staff
Kurnai Young Parents Program		

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What did we do that made all these things have an impact on the inclusive culture of our College?

 Culture and ethos of our College

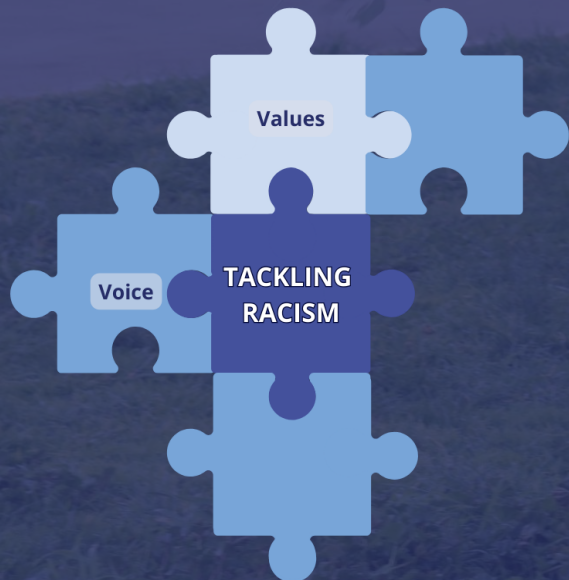 Leadership worked hard to make links

Leadership

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Tackling Racism

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Impact of Racism

College Size   1338 students

👪 160 students identifying as Aboriginal or Torres Strait Islander

🌐 15 international Students and 4 EAL

How do students respond to racism?

Why does it hurt?

What mindset is needed for change?

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STOP
REWINd
PLAY

Extension to support other minority groups

Challenges

Inclusion through our approach to Disability Inclusion

Who are our kids?

450 students captured on our NCCD

153 Disability Inclusion Students

Level of Supports

Referrals for DI

Universal
Koorie support
Ready to learn plans
Differentiation
Advocate team
Literacy Program
Cultural Inclusivity
Entry/Exit routines
Environmental adjustments
Unconditional positive regard
Attendance tracking
R&R sessions
OTR's
Predictable routines
Strategic seating
Sensory toys/seating
Careers & course counselling
Positive Primers
Brain breaks
Explicit instruction
Provision of technology
Classroom materials/resources
Lunch/food
KPA's
Break out/quiet spaces
5R's
Postcards
Modelling exp behaviour
6:1 positives
PRIDE group

Targeted
Wellbeing Referral
HOL   Multi-Lit
SSG's
School Nurse
Tier 2 PBS Meeting
Social Skills Group
WERE Learning sheets
External programs on-site in groups
Exit/break cards
Pro active Police
Tutor Program
Evacuation Plan
Safety Plan   BSP
ES support   IEP's
Rock & Water

Individual
Mental Health Practitioner
EAL curriculum
Modified Learning Plan
Risk assessment   VT
KESO
Medical plan
Hygiene plan
Modified timetable   SSS
Visiting Allied Health
Meeting with appropriate specialist

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Capacity Building

"Inclusive, good-quality education is a foundation for dynamic and equitable societies"

Desmond Tutu

"Inclusion is everyone's business"

Anthony Rodaughan

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Challenges

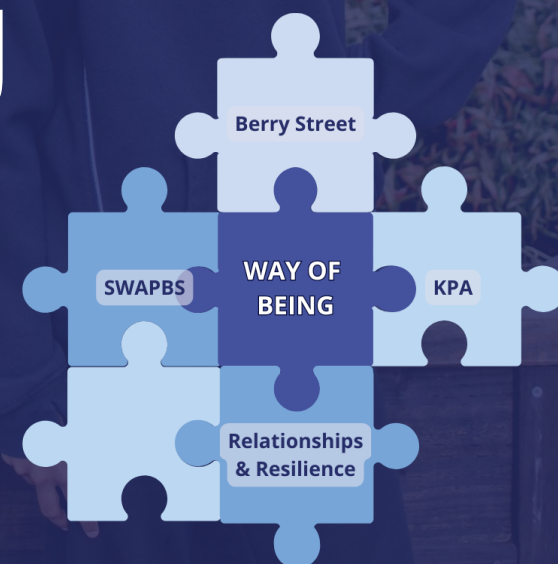Not all teachers all the time

Not all ES all the time

Values and Beliefs

Inclusion through our way of being

Data

Attitudes to School Survey

Sense of Connectedness

Respect for Diversity

Student Safety

School Climate

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How we weaved the suite of things we did together

Our Next Step

We're formalising what works into a wellbeing model to mirror our instructional model

KURNAI COLLEGE WELLBEING MODEL

SELF
(SELF-AWARENESS & £ RIGULATION)

- Berry Street Education Model
  Entry routines, process praise,
  positive primers, exit routines
- Resilience Project
- Gratitude, empathy, mindfulness
- Respectful Relationships
- Expected behaviours
- Mental health practitioners
- SWPBS Tier 1 strategies
- Disability inclusion

SUPPORTS
(HOW WE SUPPORT OUR STUDENTS)

- Wellbeing team
- Care team meeings
- Mental health practitioners
- School nurse
- Doctors in schools
- Carears tearn
- Koorle support team
- Stymts
- Advocates
- Tiered interventions

CULTURE ROCK
(WHAT WE BELIEVE AT KURNAI)

- Fredictable classroom routines
- Safe and orderly environments
- Creating connections
- SMPBS
- KPA
- Berry Street Education
- Traume informed practice
- Respectful Relationships
- Disability inclusion
- First Nations perspecitives
- Generational poverty t training
- Knowing our community and learners

CONNECTS ROCK
(HOW OUR STUDENTS INTERACT WITH OTHERS)

- Creating connections
- Respectful Relationships
- Gratitude, empathy, min-drulness
- Live 4 Life
- Claseroom discussions
- Positive acknowledgments
- SWPBS
- Peer-based supports
  via Koorie team/advocates
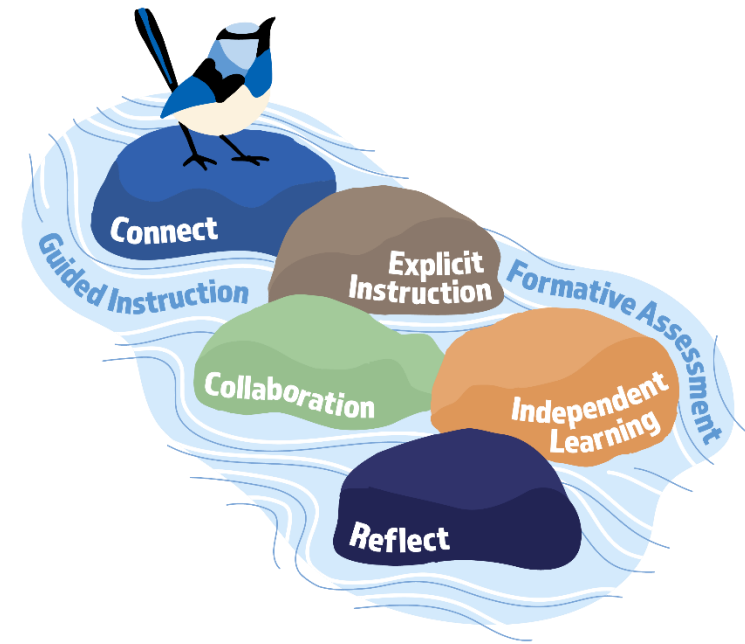
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Driving continued improvement through the Instructional model

Constantly linking educational research, department resources and professional learning

Grounds our peer observations and learning walks.

Continued next steps of tying a coaching model and student feedback survey

Linking with the wellbeing model

Guided Instruction

Connect

Explicit Instruction

Formative Assessment

Collaboration

Independent Learning

Reflect

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Staff opinion survey for our College

	2024	Improvement	Similar	State
Professional learning through peer observations	82%	50% in 2 years	42% above	37% above
Use of pedagogical model	75%	7% in 2 years	9% above	6% above
Understands contributions to school improvement	78%	12% in 2 years	16% above	12% above
Professional learning to improve practice	75%	11% in 2 years	15% above	11% above
Coherence of Professional learning	79%	12% in 2 years	16% above	16% above

Challenges

- Staffing

- **Differentiating** for our **Staff**

- Multi Campus

- Continuing to build links

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Questions

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