

Recipient Details

Name of organisation or individual: [I] Barnes, Carol

Reference Type: advocate for students with disability who are also gifted

State or territory: Qld

Serial Identification Number: 476941

Responses

Curriculum and assessment

rural and remote students tend to benefit from fewer opportunities to have their individual needs met - students who are gifted, students with disability or both -- since those teaching the prescribed curriculum and doing the assessment are less likely to have had specialised training in either giftedness or disability.

Rating: 7

Teachers and teaching

Rating: 7

Leaders and leadership

school leaders set the school culture - a principal who has no training in gifted education and no idea of their legislative obligations under disability discrimination legislation will not serve either target population well

Rating: 7

School and Community

Rating: 7

Information and Communication Technology

Rating: 7

Entrepreneurship and schools

Rating: 4

Improving access – enrolments, clusters, distance education and boarding
rural and remote students with disability tend to not have their disabilities diagnosed and remediated in their first schools but then when they are sent to boarding schools in the cities for late high school, and the learning support teachers there identify the disabilities and arrange for them to be documented, it is then too late to make a persuasive case to NESA for disability adjustments for the final HSC exams because a precedent has not been set from when the child was young.

Rating for enrolments: 7

Rating for clusters: 7

Rating for distance education: 7

Rating for boarding: 7

Diversity

Rating: 7

Transitioning beyond school

Rating: 7

Additional Comments