Inclusive Schooling Practices
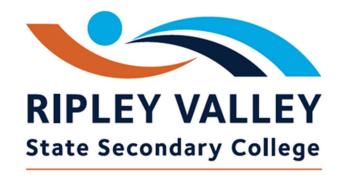
Ripley Valley State Secondary College

Diverse Learners – Inclusive Schooling

1. **Purpose – Statement of Intent**

   1.1. Ripley Valley State Secondary College (RVSSC) is committed to Inclusive Schooling Practices, focused on maximising the outcomes of all students through identification, support and reduction of barriers to learning. It is committed to setting high expectations, valuing and celebrating diversity; and employing high quality, evidence-based teaching practices focused on success for every student. To achieve this, RVSSC will work collaboratively with its students, staff and community members to achieve the following goals:

   1.1.1. Diverse Learners will have access to high-quality education, which is free from discrimination and hardship.

   1.1.2. Embed Department of Education (DoE) commitment:

   - Our commitment to inclusive education means that children and young people across Queensland, from all social, cultural, community and family, and of all identities and all abilities will be able to:
   - 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 along-side their similar-aged peers
   - learn in a safe and supportive environment, free from bullying, discrimination or harassment
   - achieve academically and socially with reasonable adjustments and supports tailored to meet their learning needs.

   1.1.3. The school will adopt a 'Whole school approach to differentiated teaching and learning' as detailed by relevant Department of Education (DoE) policies (P-12 CARF, ICP, WSSP).

   1.1.4. The school will be a supportive and engaging place for all students, families and community members.

   1.1.5. The school will develop shared values, which celebrate and respond to the diversity of its population.

2. **Scope**

   2.1. This policy applies to all staff employed by RVSSC in both teaching and non-teaching roles. It also applies to the students who attend the school; and extends to community members who engage with the school's services or who frequent its facilities and grounds.

3. **Context**

   3.1. This policy reflects the authoritative Human Right as outlined by the United Nations – Convention on the Rights of Persons with Disability General Comment No.4 (2016) – Article 24: Right to inclusive education.

3.2. This policy reflects the authoritative Human Rights Act (2019).

3.3. The policy complies with relevant federal legislation in the form of the Disability *Discrimination Act* (DDA, 1992) and the *Disability Standards for Education 2005*.

3.4. This policy has been developed to reflect the *P-12 curriculum, assessment and reporting framework* (2019) and the accompanying series of documents as provided by the DoE.

3.5. This policy reflects the vision and purpose of the *Every student succeeding – state schools strategy 2019-2023* as provided by the DoE.

3.6. This policy reflects the *Melbourne Declaration on Educational Goals for Young Australians (2008)*

3.7. This policy reflects the beliefs and morals associated with the principles of: Normalisation, Least Restrictive Environment, Partial Participation, Social Role Valorisation, and Equity.

4. Roles and Responsibilities

4.1. Principal

4.1.1. Approval and endorsement of policy documents

4.1.2. Advice and assistance in relation to policy development

4.1.3. Policy evaluation

4.1.4. Overall implementation

4.2. Head of Department Inclusion

4.2.1. Publication and currency of the policy

4.2.2. Notifying staff of recessions, replacements and updates

4.2.3. Advice on interpretation and implementation of the policy

4.3. Deputy Principal's and School Leadership Members

4.3.1. Monitoring and oversight of the policy implementation

4.3.2. Evaluation and reporting of policy implementation to the HOD Inclusion

4.4. Teaching and Non-teaching Staff

4.4.1. Access to and implementation of the policy

4.4.2. Verifying the currency of the policy when accessing

5. Monitoring and Review

5.1. The HOD INCLUSION will review this policy annually, or as new information and direction becomes available.

5.2. The HOD INCLUSION will report to the Principal annually on the policy's implementation.

5.3. The Principal is responsible for leading the implementation of the policy within the school, and approving any changes made to the policy document.

5.4. A list of recessions and replacements will be maintained and stored as an appendix to the policy once an initial review has taken place.

5.5. A list of achievements and previous actions will be maintained and stored as an appendix to the policy.

6. Definitions

6.1. The following key definitions are vital to the interpretation and understanding of this policy and its implementation requirements:

6.1.1. Disability

6.1.1.1. The DDA defines disability as:

- total or partial loss of the person's bodily or mental functions; or
- total or partial loss of a part of the body; or
- the presence in the body of organisms causing disease or illness; or
- the presence in the body of organisms capable of causing disease or illness; or
- the malfunction, malformation or disfigurement of a part of the person's body; or
- a disorder or malfunction that results in the person learning differently from a person without the disorder or malfunction; or
- a disorder, illness or disease that affects a person's thought processes, perception of reality, emotions or judgment or that results in disturbed behaviour;
  and includes a disability that
- presently exists; or
- previously existed but no longer exists; or
- may exist in the future; or
- is imputed to a person.

6.1.2. Inclusive Education

6.1.2.1. UNCRPD General Comment No. 4 Article 24: Right to an inclusive education defines Inclusive Education as:

a process of systemic reform embodying changes and modifications in content, teaching methods, approaches, structures and strategies in education to overcome barriers with a vision serving to provide all students of the relevant age range with an equitable and participatory learning experience and environment that best corresponds to their requirements and preferences. Placing students with disabilities within mainstream classes without accompanying structural changes to, for example, organisation, curriculum and teaching and learning strategies, does not constitute inclusion. Furthermore, integration does not automatically guarantee the transition from segregation to inclusion.

The document also provides definitions of exclusion, segregation and integration.

6.1.3. **Normalisation**

    6.1.3.1. A principle based on the notion that people with disabilities have the right to patterns and conditions of everyday life as experienced by those without disability.

6.1.4. **Least Restrictive Environment**

    6.1.4.1. A principle which emphasises the importance of people with disabilities having access to environments conducive of their peers to the greatest extent appropriate.

6.1.5. **Partial Participation**

    6.1.5.1. A principle focused on allowing people with disabilities to participate in any instruction, program or activity to the extent of their ability; regardless of whether they can do it completely, independently or to the same extent of their peers.

6.1.6. **Social Role Valorisation**

    6.1.6.1. A principle concerned with creating and/or supporting socially valued roles for all people within society; and allowing people with disabilities to experience the full extent of roles and responsibilities.

6.1.7. **Equity**

    6.1.7.1. The quality of being fair and impartial, with individuals being afforded what they need, as opposed to getting the same.

6.1.8. **Education Adjustment Program (EAP)**

    6.1.8.1. A process dictated by a verification process by which additional resourcing is provided to students who meet eligibility criteria and have significant support needs.

6.1.9. **Individual Curriculum Plan (ICP)**

    6.1.9.1. Formal process used to record curriculum decisions for students who are being provided with a curriculum at a higher or lower year level than their age cohort for a whole learning area, or for all learning areas. Informs reporting and generically notes the level of achievement the student has been taught, assessed and reported against via an age-appropriate context.

7. Outcomes and Application

    7.1. The objectives of this policy have been sectioned into outcomes with specific strategies forming areas of focus. The outcomes and strategies are as follows:

    7.1.1. **Identify and remove barriers to enrolment and provide access to the regular learning environment for students with a disability**

        7.1.1.1. Develop inclusive enrolment procedures

        7.1.1.2. Establish learning environments where students feel welcomed, valued and cared for

        7.1.1.3. Provide equitable access to all facilities within the school environment

7.1.2. **Generate an inclusive school culture which values, celebrates and responds to the diversity of its population**

7.1.2.1. Increase awareness among staff about the aspects and obligations surrounding quality education for students with a disability

7.1.2.2. Review organisational capacity to meet the diverse learning needs of students

7.1.2.3. Develop a commitment to collaboration and instructional coaching to improve practice

7.1.2.4. Establish and maintain high expectations for all students within a social model

7.1.2.5. Enable students with a disability to engage and participate in all programs, activities and experiences provided by the school

7.1.2.6. Develop formal processes for obtaining student and parent input

7.1.3. **Facilitate support provisions to curriculum, assessment and reporting for students with a disability**

7.1.3.1. Provide equitable access to the mandated curriculum

7.1.3.2. Plan and deliver learning experiences which are highly responsive to student needs

7.1.3.3. Utilise Co-teaching and collaboration protocols to plan for and deliver rigorous learning

7.1.3.4. Equitably assess, monitor and capture student achievement

7.1.3.5. Provide individualised formal feedback

7.1.4. **Address the behavioural, social and wellbeing needs of students with a disability**

7.1.4.1. Develop management processes for the identification of students requiring behaviour, social or wellbeing support.

7.1.4.2. Develop systems for creating, implementing and reviewing relevant student plans and support provisions.

7.1.4.3. Facilitate access to external support agencies and programs

7.1.5. **Provide specialist and adaptive services to meet the needs of students with a disability**

7.1.5.1. Maintain a range of support programs for students requiring additional support and intervention

7.1.5.2. Facilitate Post-School Transition (PST) services and programs

7.1.6. **Application**

7.1.6.1. To facilitate the implementation of this policy, actions have been listed to support each strategy. The actions are specific tasks which are most currently appropriate to the context of the schools position/journey in relation to inclusive schooling.

7.1.6.2. A list of current strategies and actions can be found in table form at the end of this policy.

7.1.6.3. A history of previous actions and achievements will be maintained in the appendix as stated in section 5.5.

8. Recommended Reading

8.1. The following is a list of recommended reading and relevant to the implementation of this policy:

8.1.1. Australian Government (1992). *Disability Discrimination Act.* Retrieved from https://www.comlaw.gov.au/Details/C2015C00252

8.1.2. Commonwealth Department of Education, Science and Training (2005). *Disability Standards for Education*. Retrieved from
http://docs.education.gov.au/system/files/doc/other/disability_standards_for_education_2005_plus_guidance_notes.pdf

8.1.3. Ministerial Council on Education, Employment, Training and Youth Affairs. (2008). *Melbourne Declaration on Educational Goals for Young Australians*.
Retrieved from http://www.curriculum.edu.au/verve/_resources/National_Declaration_on_the_Educational_Goals_for_Young_Australians.pdf

8.1.4. Queensland Department of Education. (2019). *Every student succeeding – State Schools Strategy 2019-2023*. Retrieved from
https://education.qld.gov.au/curriculums/Documents/state-schools-strategy.PDF

8.1.5. Queensland Department of Education. (2019). *P-12 curriculum, assessment and reporting framework*. Retrieved from
https://education.qld.gov.au/curriculum/school-curriculum/p-12

8.1.6. Queensland Department of Education (2019. *Whole-school approach to differentiated teaching and learning*. Retrieved from
https://education.qld.gov.au/curriculum/school-curriculum/p-12

8.1.7. Queensland Department of Education. (2019). *Inclusive Education Policy*. Retrieved from
https://intranet.qed.qld.gov.au/Students/InclusiveEducation/Pages/Default.aspx

8.1.8. Queensland Department of Education. (2019). *Student learning and well-being framework*. Retrieved from https://intranet.qed.qld.gov.au/Students/mental-health-wellbeing/Pages/default.aspx

8.1.9. Queensland Human Rights Commission. (2019). *Human Rights Act*. Retrieved from
https://intranet.qed.qld.gov.au/about/PrioritiesandInitiatives/Pages/human-rights-act-2019.aspx

Appendix

Inclusive Schooling - Action Plan

Outcome 1: Identify and remove barriers to enrolment

Strategies	Actions	Responsibility	Time Frame
1.1 Develop inclusive enrolment procedures.	Provide enrolment information that is accessible, inclusive and supportive of the needs of the student and their family.	Deputy Principals and Reception Staff	Ongoing
	Recommend and/or provide access to a support person or advocate for the enrolment process.	Deputy Principals, Reception Staff and HOD INCLUSION	Ongoing
	Utilise a consultation process (e.g. transition interview/ program) when necessary to provide the student and their family with multiple opportunities to engage with the school in order to collaborative plan and explore options focused on maximising outcomes.	HOD INCLUSION	Ongoing
	Facilitate translators/interpreters when necessary.	HOD INCLUSION	Ongoing
1.2 Establish learning environments where students feel welcome, valued and cared for.	Timetable students into age appropriate, regular contexts.	Deputy Principals	Enrolment
	Timetable students into regular classrooms, subjects and programs.	Deputy Principals	Ongoing

	Provide students the option of accessing extra-curricular programs and activities.	All Staff	Ongoing
	Work to remove any barriers which may prevent access and participation to learning environments and extra-curricular programs and activities.	All Staff	Needs Based
	Provide communication in supportive formats	All Staff	Needs Based
1.3 Provide access to all facilities within the school environment.	Conduct regular audits of the buildings, grounds and facilities to ensure they are accessible by all students.	Business Manager HOD INCLUSION	Semester
	Upgrade or purchase specific equipment or structures as necessary, e.g. hoist, ramps, amplification systems.	Business Manager	Semester

Outcome 2: Generate an inclusive school culture which values, celebrates and responds to the diversity of its population

Strategies	Actions	Responsibility	Time Frame
2.1 Increase awareness among staff about the aspects and obligations surrounding quality education for students with a disability.	Mandate the completion of the DDA/DSE training package available to all staff via The Learning Place website.	Principal	Biannually
	Implement an Inclusive Schooling professional development series for Beginning Teachers, and teachers new to the school.	HOD INCLUSION	Term 1 & 3 Annually
	Implement an annual Inclusive Schooling professional development refresher session for all current staff.	HOD INCLUSION	Term 1 Annually
	Develop an Inclusive Schooling handbook and information package (edStudio) to be made available to all staff.	HOD INCLUSION	Reviewed each Semester
	Conduct regular staff meetings with staff to inform, update and review practice.	HOD INCLUSION	Fortnightly

	Establish an Inclusive Schooling PLC and facilitate regular meetings that are driven by cycles of inquiry	HOD INCLUSION	Termly
2.2 Establish and sustain high expectations for students within a social model approach	Educate staff on the principles of Inclusive Schooling and the research that underpins them	Leadership Team	Yearly
	Focus on building a growth mindset, social model approach	Leadership Team	Ongoing
	All school documents and artefacts to reflect the vision of an inclusive school setting.	Leadership Team	Reviewed Yearly
	Celebrate success and share best practice.	All Staff	Ongoing
	Support staff on their own learning journeys: Regional Support (Inclusion coaches)	Leadership Team	Ongoing
2.3 Review/Build organisational capacity to meet the diverse learning needs.	Facilitate a collaborative, multi-skilled approach to support student learning.	Leadership Team	Ongoing
	Develop data management systems to monitor the curriculum achievement, engagement and attendance of students.	Leadership Team	Ongoing
	Implement authentic Co-teaching models between Special Education Teachers and regular Classroom Teachers.	HOD INCLUSION, Special Educators/ Support Teachers/Aides, Classroom Teachers	Ongoing Depending on staffing
	Implement effective, research-based use of teacher aides	Classroom Teachers HOD INCLUSION Teacher Aides	Ongoing

	Incorporate the outcomes and strategies of Inclusive Schooling into school-wide strategic documents and implementation plans.	Principal	Yearly
	Increase teacher and teacher aide capacity to address the needs of students with a disability by providing targeted professional development opportunities and resources.	Leadership Team	Ongoing
	Conduct an annual Inclusive Schooling review using an index *(Index for Inclusion- Ainscow and Booth)*	HOD INCLUSION PLC	Annually
	Develop and enact an RTI process for supporting curriculum access, participation and outcomes – including current ICP policy	DP/HOD INCLUSION SWD Teachers Classroom Teachers	2020/21
2.4 Develop a commitment to collaboration and instructional coaching to improve practice	Develop and utilise an Inclusive Schooling profiling tool to capture practice and provide feedback to individual teachers	HOD INCLUSION	2021
	Develop and enact an Inclusive Schooling Instructional Coaching policy and process	HOD INCLUSION SWD Teachers	2021
2.5 Develop formal processes for obtaining student and parent input	Develop and enact collaborative meeting protocols that capture student and parent input	HOD INCLUSION	2022
	Establish a local School Inclusion Parent Network with local feeder Primary Schools	HOD INCLUSION	2022

Outcome 3: Facilitate support provisions to curriculum, assessment and reporting for students with a disability

Strategies	Actions	Responsibility	Time Frame
3.1 Provide teaching and learning programs which are highly responsive to student needs**.**	Enact Curriculum Alignment processes	Teachers	Ongoing
	Enact ICP Curriculum Alignment processes	Teachers	Ongoing
	Utilise Universal Design for Learning principles	Teachers	Ongoing
	Identify and plan for adjustments, modifications and assistive technology.	Teachers	Ongoing

	Enact Explicit Instruction pedagogical framework	Teachers	Ongoing
	Enact Quality Differentiated Teaching and Learning processes and practices that are driven by regular diagnostic and formative assessment	Teachers	Ongoing
3.2 Assess, monitor and capture student achievement	Ensure summative assessment procedures are responsive to individual targets and goals.	Teachers	Ongoing
	Provide relevant adjustments and assistive technology.	Teachers	Ongoing
	Utilise and adapt reporting processes to keep parents and students informed of achievement and progress.	Teachers	Ongoing

Outcome 4: Address the curriculum, behavioural, social and wellbeing needs of students with a disability

Strategies	Actions	Responsibility	Time Frame
4.1 Develop management process for the identification of students requiring curriculum, behavioural, social or wellbeing support.	Implement a school-wide Response to Intervention flow chart and support model to manage referrals.	Guidance Officer	Ongoing
	Assign support facilitators to manage the identification, implementation and review of student specific support strategies.	Support Facilitators	Ongoing

4.2 Develop a system for creating, implementing and reviewing relevant student plans and support provisions.	Develop a student plans policy detailing responsibility, actions and implementation.	HOD INCLUSION	2020

Outcome 5: Provide specialist and adaptive services to meet the needs of students with a disability

Strategies	Actions	Responsibility	Time Frame
5.1 Maintain a range of support programs and services for students	Facilitate access to DoE and external support staff and services.	HOD Inclusion DPs	Ongoing
	Incorporate support and intervention programs/services that are responsive to student needs.	DPs Leadership Team	Ongoing
	Develop a policy for the implementation and management of the Queensland Certificate of Individual Achievement	HOD Inclusion and PST Co-ord	2023/4
5.2 Facilitate Post-school Transition (PST) services	Engage the services of PST providers for students with a disability.	PST Co-ord	2023/4
	Provide details of programs and facilities that support PST to parents.	PST Co-ord	2023/4