



# Inclusion Policy

## WHAT IS INCLUSIVE EDUCATION? ✓

*Students experience inclusive education when they can access and fully participate in learning, alongside their similar-aged peers, supported by reasonable adjustments and teaching strategies tailored to meet their individual needs.*

*Inclusion is embedded in all aspects of school life, and is supported by culture, policies and every day practices*

*(Department of Education, 2019).*

Students experience inclusive education when they feel a sense of belonging due to being present, participating within the classroom environment and being engaged in their learning, along with their similar-aged peers.

It provides significant opportunities for all students regardless of cultural, social, community and family background, and of all identities and abilities, to achieve their potential.

Innovative, evidence-based teaching practices lead to the high expectations of all students, as well as diversity being valued and celebrated as a whole school.

## WHOLE SCHOOL APPROACH TO SUPPORT STUDENT LEARNING ✓

The Gap State High School is committed to providing an inclusive learning environment for all students, in all aspects of school life.

This includes supporting the unique needs of:

- Students with disability or diverse learning needs
- Students who identify as LGBTIQ+
- Aboriginal or Torres Strait Islander students
- Students with mental health needs
- Students living in out-of-home care
- Gifted and talented students
- Students from culturally and linguistically diverse backgrounds

We focus in the individual needs of our students within a whole school approach to provide equitable access, participation, engagement and learning for all students. It is the responsibility of all members of the school community to maximise the learning and wellbeing outcomes for our students.

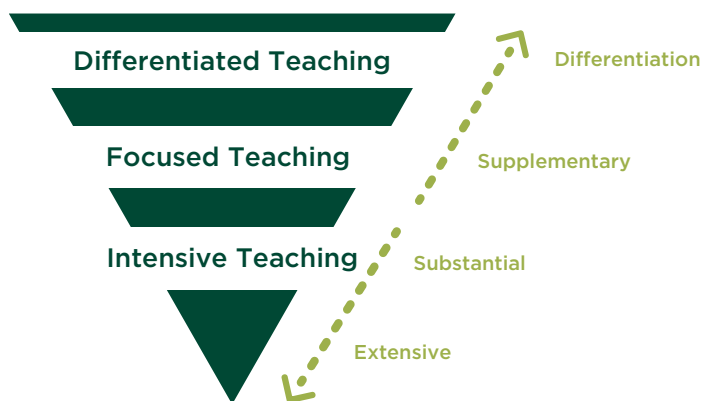
We value Thinking Big, Stepping Up, Paying It Forward and Being Kind whereby establishing a culture that is respectful of diversity and encourages all learners to Flourish.

The Gap State High School works from a multi-tier system of support to provide equitable access, participation, engagement and learning for all students. It assists us to identify and organise resources and pedagogy responsively through the alignment and monitoring of curriculum standards, behavioural expectations, and student wellbeing (Swancott, 2021).

It is the goal of this approach to see every student flourishing regardless of the barriers presented to them in all areas of school-life.

# Student and Families Fact Sheet

## WHOLE SCHOOL APPROACH TO SUPPORT Student Learning cont.



The model acknowledges that at the heart of good teaching practice should be quality differentiation teaching and learning regardless of the level of support they require. This is also reflected in the school's pedagogical framework. Furthermore, it shows that support is not stagnant. Instead it is fluid and personal to the needs of each individual, for example, a student may require only differentiated support academically, however requires substantial support socially and emotionally. Each layer of the model builds upon the next as the complexity of support required increases.

Our school works collaboratively with students, parents, teachers and support services to address and monitor barriers to learning and implement research-driven support strategies with increased intensity and individualisation until the barriers to the student's learning is addressed.

## REFERENCE AND FURTHER READINGS

Student Support Leadership Team - Wellbeing Hub #1

- Disability Discrimination Act 1992 (DDA),
- Disability Standards for Education 2005 (DSE)
- Australian Human Rights Commission Act 1986
- Education (General Provisions) Act 2006
- Multicultural Recognition Act 2016
- Alice Springs (Mparntwe) Education Declaration 2019
- The Queensland Department of Education's Inclusive Education Policy v1.3
- The Queensland Department of Education Every student succeeding - State Schools Improvement Strategy 2022-2026
- The Queensland Department of Education Every student with disability succeeding plan 2021-2025.
- Racial Discrimination Act 1975
- Sex Discrimination Act 1984

# The Gap State High School Inclusion Policy



## PURPOSE

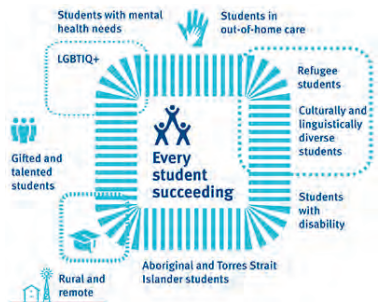
To uphold and deliver upon the commitment of the QLD Department of Education's Inclusive Education policy and vision of 'Every Student Succeeding' in QLD state schools. Every student has the right to access, participate and fully engage in the curriculum alongside their similar-aged peers, in an environment that is safe and supportive and recognises all students can succeed with the right support and high expectations.

At The Gap State High School we believe in 'Learners who Flourish'. We support this by:

- Creating a school culture that values diversity and where all students, staff and members of the school community value Thinking Big, Stepping Up, Paying it Forward and Being Kind
- Advocating for and honouring our students' strengths, cultural traditions and backgrounds so that they may experience academic, social and emotional success inside and outside of school, alongside their similar-aged peers
- Acknowledging that collaborating with school and community members and partnering with parents is vital to providing meaningful pathways for all students

## A SHARED PURPOSE

- We respect, protect and promote the right for students of all social, cultural, community and family backgrounds, and of all identities and abilities to receive rigorous, relevant and engaging learning opportunities
- Every member of the school community, including the leadership team, teachers, teacher aides, volunteers, families and students work collaboratively to ensure students can access and participate in all aspects of school life
- We have high expectations for learning for all students and provides support to improve student achievement, engagement and wellbeing
- We are committed to working with students, parents and community members to provide support to students throughout the different stages of transition to develop meaningful post-school pathways
- We seek to collaborate with community members, expert regional staff and external specialists to provide support to students



## A CULTURE OF BELONGING

- All members of our school community have the right to feel safe, be respected and free from discrimination based on gender, language, sexual orientation, culture, ethnicity, religion, health, disability or socioeconomic background
- We celebrate the unique gifts, strengths, cultural traditions and backgrounds that all of our students bring to our school and value their contribution to the school community
- All students and teachers are encouraged to be 'Learners who Flourish' and live what we value - Thinking Big, Stepping Up, Paying it Forward and Being Kind
- We establish high expectations for learning and recognise that all students are capable of success
- We encourage students to pursue their passions and, in partnership with parents, agencies and employers, identify pathways for future tertiary education, training or employment
- We embrace the opportunity to learn and seek out new opportunities to support our students and staff



## STAFF CAPACITY

- Heads of Departments collaborate with teachers to identify differentiated teaching and learning opportunities in all three levels of planning
- Student Support Teachers work collaboratively with classroom teachers to ensure reasonable adjustments for students are planned for and enacted
- Roles and responsibilities for inclusion staff are developed and shared with the whole school community
- Specialist staff are trained to provide advice and support to classroom teachers to enable all students to access and engage with the curriculum
- Classroom and specialist teachers provide targeted intervention or extension as required for individual groups of students
- A focused mentoring approach is implemented to improve student achievement, engagement and wellbeing, and is implemented as part of a whole school, multi-tier system of support
- All staff seek out and partake in evidence-based professional learning opportunities to increase knowledge and understanding of the different needs of our students
- Co-teaching teams continue to be developed to provide targeted intervention, extension and/or specialised support within the classroom based on the individual needs of students

## TEACHING APPROACH

- Teachers interrogate diagnostic data to identify the individual learning needs of students in their classes and respond by using quality differentiated teaching practice to maximise learning. They monitor student progress through assessment for learning strategies
- Teachers implement the Australian Curriculum and Senior syllabuses with fidelity through the implementation of the school pedagogical framework 'Teaching for Innovative Learning and Engagement' to support learners to become critical and creative thinkers and accomplished problem solvers. They differentiate by making reasonable adjustments so that students can access the curriculum ensuring that it does not affect the integrity of the unit or assessment
- Focused teaching is provided to students in the classroom to address barriers to learning and in response to diagnostic and formative assessment
- Intensive teaching is responsive to the diverse learning needs of students. Teachers identify progress against the developmental sequence of learning. If required, Individual Curriculum Plans (ICPs) or Queensland Certificate of Individual Achievement (QCIA) are designed and aligned to experiences shared by similar aged peers for a small number of students
- School leaders and teachers use student achievement and engagement data to inform collaborative decisions regarding the allocation of resources to support learning