



PALM BEACH
CURRUMBIN

STATE HIGH

WHOLE SCHOOL
INCLUSIVE EDUCATION
FRAMEWORK
2022-2024



Overview

Palm Beach Currumbin State High (PBC) aims to be a world class school, which nurtures the talents of every student, positions them to succeed in their preferred careers and thrive in all dimensions of a balanced adult life including relationships, health, creativity, citizenship and recreation.

This framework seeks to capture PBC's approach and philosophy in implementing the Department of Education's commitment to continue to work towards a more inclusive state education system and the principles, which will guide that work.

Purpose

Inclusive education means that students 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

We have high expectations of all students, recognising that, with the right support, all students can succeed.

At PBC we support the departments' commitment to all students

- Attending their local state school and education centre and being welcomed
- Accessing and participating in a high-quality education and fully engaging in the curriculum alongside their similar-aged peers
- Learning in a safe and supportive environment, free from bullying, discrimination or harassment
- Achieving academically and socially with reasonable adjustments and supports tailored to meet their learning needs.

Principles

The department's work towards a more inclusive state education system is guided by nine principles adapted from the United Nations' nine core features for inclusive education.

A school-wide approach

Inclusive education is implemented systemically within our school community and our feeder school communities. We promote and develop policies, programs and practices to remove barriers and promote inclusive education.

Committed leaders

School leaders, at all levels are committed to and are accountable for implementing inclusive education. We aim to promote a culture and shared values that remove barriers and support inclusion. Our school's purpose underpins our values for all students. School leaders have line of sight across relevant student groups.

Whole of school

Every member of the school community, including teachers, support staff, volunteers, families and students, works collaboratively to ensure students can access and participate in all aspects of school life. Curriculum is provided to all students in ways that are age appropriate and responsive to diverse learning needs.

Collaboration with students, families and the community

We work with students, parents and caregivers, and other organisations, as respected and valued partners in inclusive education. We support students, parents, caregivers and families to have a voice and be heard.



Respecting and valuing diversity

All students and families feel and are welcome, respected, included and safe at our school. We support respectful relationships within the school community, and between students. We address the different barriers experienced by students and develop strategies and plans to support inclusive education for our diverse student population.

Confident, skilled and capable workforce

Our school leaders, teachers, teacher aides and support staff build on their expertise to implement inclusive education practices. Continuous professional learning is encouraged and supported to support knowledge of disability and strategies to differentiate for diverse learners.

Accessible learning environments

Our school and the vast majority of classrooms are be designed to enable students of all backgrounds, identities and abilities to access and fully participate in learning. We ensure that students can access and participate in school activities and events.

Effective transitions

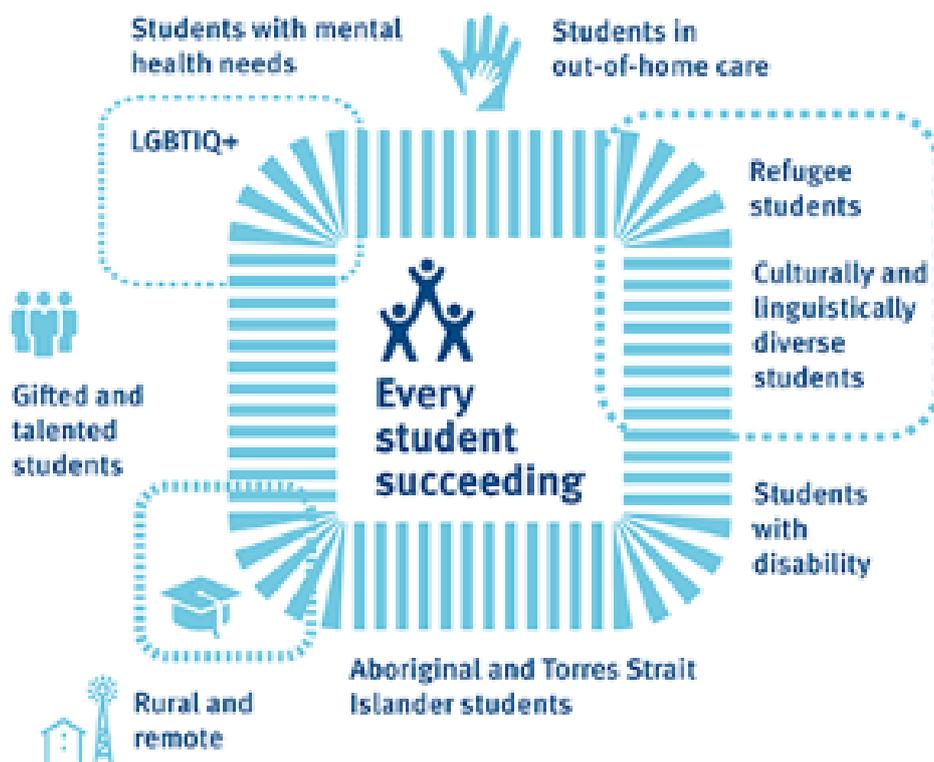
The transition from primary school to high school and from school to work, training and higher education are significant milestones in students' lives. We will work in partnership with students, families, community organisations, professional groups, and other government and educational organisations to plan and support successful pathways and transitions.

Monitoring and evaluation

Monitoring the progress and academic achievement of all students is a priority. Behaviour, attendance, wellbeing and academic tracking occurs at regular intervals.

Requirements

This policy requires the department and all state schools to comply with the Education (General Provisions) Act 2006 (Qld) and state and commonwealth discrimination laws.





As different student groups experience different barriers to inclusion, PBC differentiates its strategies, policies, and support practices to address the unique needs of:

- Aboriginal and Torres Strait Islander students (ATSI)
- Students from culturally and linguistically diverse backgrounds
- Students who identify as LGBTIQ
- Students living in out-of-home care
- Students with disability (Verified and Diverse Learners)
- Students with mental health needs
- Gifted and talented students (Excellence Programs and Variable Progression Pathways)

Aboriginal and Torres Strait Islander (ASTI)

PBCs Indigenous Coordinators, including an Indigenous Teacher's Aide, supports individual students and families, who identify as Aboriginal and/or Torres Strait Islander, in their academic, wellbeing and cultural growth. Further support is provided to Indigenous boys through the Clontarf foundation who assist with providing a unique and innovative approach to initially attract Indigenous students to school and then keep them coming. The 'Clontarf academy' embeds itself within the school grounds and education program to develop values, skills and abilities that will assist the boys to transition into meaningful employment and achieve better life outcomes.

[Link to Clontarf Foundation website](#)

[Link to Every ATSI student succeeding](#)

English as an additional language or dialect (EAL/D)

PBC embraces the dynamic and diverse society with many cultures, languages and religions. EAL/D students are those whose first language is a language or dialect other than English. EAL/D students are provided with additional support to assist them to develop proficiency in Standard Australian English (SAE) whilst learning the Australian Curriculum. Band scales are used to determine EAL/D students levels of SAE across four macro-skills of listening, speaking, reading and writing, with intensive focused literacy lessons implemented daily to build success in developing SAE.

[View EQ EAL/D Policy](#)

[View Bandscales for EAL/D](#)

LGBTIQ

LGBTIQ+ students are entitled to the same confidentiality and privacy as any other student. The decision to disclose gender diversity or sexuality is an individual matter and must be treated respectfully and in accordance with confidentiality and privacy requirements.

[View LGBTIQ+ Support Policy](#)

Out of Home Care

Students in out-of-home care, learning and achieving good educational outcomes can be extremely challenging. Experiences of abuse and neglect, trauma, disrupted attachments, removal from family and placement changes can impact negatively on their functioning. At PBC, in partnership with the student's the Child Safety Officer, carer and key stakeholders, including the schools Guidance Officer, develop an Education Support Plan (ESP), which documents the students' evolving academics, social and emotional needs.

[View Students in out-of-home care policy statement](#)



Students with Disabilities (SWD)

Students with Disabilities (SWD) are identified under the broader definition of disability as defined in the Disability Discrimination Act 1992 and the Disability Standards of Education 2005. EQ verified students and diverse learners are categorised into four main domains of Social/Emotional, Physical, Sensory and Cognitive. EQ verified areas are Intellectual Disability, Speech Language Impairment, Physical Impairment, Vision Impairment, Hearing Impairment and Autistic Spectrum Disorder. All students are inclusively supported within mainstream classes, with specific intervention for identified students in literacy, numeracy and social skilling.

Mental Health Care Needs

Educator, parents and young people all have a role to play as part of a whole school approach to supporting the wellbeing and mental health care for all student. PBC provides access to a range of internal and external supports including Year Coordinators, HOD Positive Behaviour, Guidance Officer, School Counsellor, Chaplain, School Psychologist, Youth Drug and Alcohol (YODA) and School Based Youth Health Nurse. A three-tier approach is use to support and provide intervention for students with Mental Health Care Needs.

Gifted and Talent Students (Excellence Programs and Variable Progression Pathways)

At PBC, there are three Excellence programs:

- Academic Excellence
- Creative Arts Excellence
- Sports Excellence

Entry into PBC Excellence programs is by selective entry. Students will need to undergo an examination for Academic Excellence (Year 7 only), audition/interview for Creative Arts Excellence and trial for Sports Excellence.

Year 8 - 12 students applying for the Academic Excellence Program are selected by individual assessment of school reports, competition achievements and NAPLAN results. No examination is required.



Definitions

Discrimination	Discrimination can be both direct and indirect. Direct discrimination involves treating someone less favourably than another person in similar circumstances because they have a characteristic, for example a disability or impairment, their gender, age, race, parental status, sexuality or cultural background. Indirect discrimination occurs when everyone is treated in exactly the same way even though this unreasonably disadvantages someone because they, or their associate, have a characteristic.
Inclusive Education	Inclusive education means that all students can access and fully participate in learning alongside their similar-aged peers. Teaching and learning strategies are adjusted to meet students' individual needs. Inclusive education encompasses all aspects of school life and is supported by culture, policies, programs and practices.
Reasonable Adjustment	An adjustment is a measure or action taken to assist a student with disability to participate in education on the same basis as other students. An adjustment is reasonable if it achieves this purpose while taking into account the student's learning needs and balancing the interests of all parties affected, including those of the student with disability, the education provider, staff and other students (definition from Disability Standards for Education 2005 (Cwlth).

Related policies

- [Signpost for school improvement – Inclusive Education](#)
- [Disability Standards for Education 2005 \(Cwlth\)](#)
- [Disability Discrimination Act 1992](#)



APPENDIX A

Glossary:

Ability Grouping: Placing students of similar ability in the same class for instruction.

Compacting: Eliminating repetition, minimizing drill, and accelerating instruction in basic skills so that gifted students can move to more challenging material.

Curriculum Unit Package: a Faculty HODs approved unit plan that addresses key stages of the Planning for Teaching Cycle including pre assessment and monitoring moments and incorporates suggested differentiation based on Maker's Model for learning disability and high achieving students. The package also includes the assessment task, criteria sheet or guide to making judgements, an annotated 'A' standard exemplar and student sample/modelled response for more than one standard ie 'A' and 'D'.

Differentiation:

Differentiated Instruction:

An educational response that accommodates the needs of diverse learners. It is an approach to teaching and learning for students of differing readiness (Tomlinson 2010); and maximising student's learning through instruction that accommodates their individual needs. (Huebner T. A. 2010). Teachers differentiate instruction in response to data and day-to-day monitoring that indicates the particular learning needs of students. Differentiation applies to both pedagogy and curriculum and is used to support diverse learners. PBC promotes the use of Maker's Model.

Focused Teaching Intervention:

Supplementary or substantial teaching supports to assist students who are not making adequate progress in the mainstream classroom. Teachers monitor student progress and identify students who no longer need support or students who are referred for extensive teaching support. Students receiving focused teaching intervention are placed on an Individual Support plan (ISP) and/or Personalised Learning Plan (PLP).

Intensive Teaching Intervention:

Individualised, extensive supports to assist a small number of students who are achieving well below the year-level achievement standards in some or all learning areas. Students who are working towards a different year level are placed on an Individual Curriculum Plan (ICP).

EAP - Education Adjustment Program Profile: a process for identifying and responding to the educational needs of students with disability who require significant education adjustments related to the specific impairment areas of physical, intellectual, hearing, Autism Spectrum Disorder, speech-language and vision under six focus areas of curriculum, communication, social participation/emotional wellbeing, health and personal care, safety, learning environment access. The EAP determines the level of support provided to a school for individual students.

Education Support Plan: General goals and strategies around academics, wellbeing and engagement for students in foster care or the care of the state.



Engagement Officer (Inclusive Practice): Teacher responsible for verified students who are at risk of disengaging. Works collaboratively with parents and teachers to develop and implement plans, with restorative practices that promote engagement, participation and academic achievement.

Enrichment and/or extension: For gifted and talented students it means providing enrichment and extension to develop in-depth knowledge and understanding and it may also mean introducing some elements of the curriculum from a higher year level.

Flexible arrangement: Records decisions made to timetable to assist with engagement and attendance.

Health Management Plan: provides school staff with an understanding of a student's health condition and the reasonable adjustments required to accommodate the student on a daily basis at school and to inform school planning. The plan is developed by a qualified health practitioner, in consultation with the school staff, parent/carer, student, medical and other health professional.

Individual Behaviour Management Plan: Detailed strategies for self-regulation and support in management of behaviour, this includes an individual risk assessment (as required).

Individual Curriculum Plan (ICP): Individual Curriculum Plans document decisions regarding the provision of a different year-level curriculum and achievement standard to the student's age cohort in one or more learning areas. Parent endorsement must be made before implementation.

Individual Support Plan: Records participation in intervention programs within support provisions on OneSchool.

Inclusive Education: The Melbourne Declaration on Educational Goals for Young Australians Adobe PDF document [External Link](#) declares that 'all Australian governments and all school sectors must provide all students with access to high-quality schooling that is free from discrimination based on gender, language, sexual orientation, pregnancy, culture, ethnicity, religion, health or disability, socioeconomic background or geographic location' (p.7). Inclusive education ensures that schools are supportive and engaging places for all school community members. It builds communities that value, celebrate and respond to diversity. It is underpinned by respectful relationships between learners and school community members. It is supported by collaborative relationships with parents and communities through communication, learning partnerships, participation and consultative decision-making.

Individual Support Plan (ICP): A written document outlining educational goals and objectives, instructional materials and services to be provided to facilitate focused intervention.

LAN: Literacy and Numeracy course students enrol in as an alternative to LOTE or an elective.

Learning Disability: A deficit in a specific area, such as word decoding or mathematic computation, which is out of line with overall intellectual ability. Some learning disabilities may interfere with proper measurement on conventional IQ tests.

Maker's Model: a practical model of differentiation. Teachers design adaptations to one or more components of the curriculum – content, process, product and environment.



National Consistency Collection of Data (NCCD): The Nationally Consistent Collection of Data on School Students with Disability (NCCD) is a joint state and federal government initiative. The Data Collection is an annual national count of the number of students provided with educational adjustments as a result of their disability as defined broadly under the Disability Discrimination Act 1992 (DDA).

National Disability Insurance Scheme (NDIS): is the new way of providing support for Australians with disability, their families and carers. The NDIS takes a lifetime approach, investing in people with disability early to improve their outcomes later in life.

One School: OneSchool is Smart Classrooms' flagship business-transformational initiative. Built from a set of guiding principles it supports schools in: student management, curriculum and learning management, finance and asset management, resource management and performance, reporting and analysis. Educational Support plans are found under the student's profile support tab.

Pedagogy: The interrelationship between teacher practice and student outcomes (Lingard, 2000) or Pedagogy seeks to address the process of production and exchange between teacher, learner, and the knowledge jointly produced. (McWilliam, 1994).

Personalised Learning Plan (PLP): Identifies impact of disability and records reasonable adjustments, strategies and/or skill development for associated responses under relevant focus areas. Focus areas include: attendance, behaviour, communication, curriculum, health and personal care, learning environment, safety, social/emotional wellbeing and transition.

Pre-assessment: A test or activity given before instruction to determine current level of abilities.

Planning for Teaching Cycle: This process begins with the assessment and criteria sheet and pre-assessment that identifies what they know and can already do. An 'A' standard exemplar is deconstructed to identify key content, language features and focussed teaching to determine What and How students will learn? How learning will be structured? How students will demonstrate their learning, mastered content and skills?

QuickSmart: An Extensive Intensive literacy or numeracy program requiring withdrawal from class in small groups to work individually on frequent and explicit instruction of basic skills and knowledge.

Reasonable Adjustments:

For students with disability, there is a legislative requirement to provide reasonable adjustments where necessary to ensure that they are able to participate in education and training on the same basis as students without disability. Reasonable adjustments are developed in consultation with the student, their parents or carers, and relevant school staff. Reasonable adjustments apply to all types of learning, including learning at school, and on excursions and camps. Reasonable adjustments are individual to the student, flexible to take in the changes in needs over time, and agreed, through balancing the interests of all parties.

Verification: the process of confirming that a student's identified impairment and the associated educational impact which require significant education adjustments meet DET criteria. The verification process involves data gathering on both the impairment and educational impact.