



Rationale

Stradbroke School is committed to the development of a high quality curriculum for all students that promotes excellence, equity and entitlement to an inclusive education.

We recognise difference and value diversity within our community. We strive to provide a supportive learning environment that encourages a sense of identity, belonging, wellbeing and success.

Stradbroke School is dedicated to working in partnership with families, the wider community and service providers to achieve the best learning opportunities and outcomes for our students.

Inclusion – What does it mean?

Inclusion is an ongoing process that aims to increase access to and engagement in learning for all students. It is about responding positively to each individual's unique needs. This includes working with students with diverse needs and from diverse contexts:

- Students with a learning difficulty/disability
- Gifted and Talented Students
- English as an Additional Language or Dialect (EALD)
- Aboriginal and Torres Strait Islanders
- Students from lower socio-economic settings
- Students with diverse personal or cultural backgrounds or religious affiliations
- Students with a combination of equity and diversity needs.
- Gender equity

An inclusive learning environment is friendly, welcoming and protective for all students.

Inclusion is the International Baccalaureate (IB) Learner Profile in action. The Learner Profiles characteristics are:

- Principled
- Inquirer
- Communicator
- Open-Minded
- Risk-Taker
- Balanced
- Reflective
- Thinker
- Knowledgeable
- Caring

As a school community we:

- value diversity as a positive resource in terms of what it means to be internationally minded and inter-culturally aware.
- recognise that differentiation of the curriculum is the best way to achieve learning goals for students.
- acknowledge the importance of school, families and communities working together
- will comply with existing policy frameworks such as the Disability Discrimination Act, Disability Standards for Education 2005.

Policy Statement – What does it look like?

Stradbroke School identifies, responds and reflects on the needs of individuals.

To provide students with an inclusive, rigorous, relevant and engaging learning programme we will:

- Regularly assess students to determine prior knowledge/skills to help identify where students are operating developmentally and monitor their development throughout their primary years.
- Plan and teach personalised learning experiences that allow individual students to build upon existing capabilities, interests and understandings.

- Monitor student learning through formative assessments.
- Assess demonstrated learning outcomes of students to determine when to adjust, extend or reinforce learning.
- Extend and support learning through differentiation in which tasks are modified to suit the needs of the student.
- Provide students with opportunities to make choices based on their strengths, needs and interests.
- Develop students' self-esteem and positive well-being through relevant teaching and learning experiences.

To create a strong and friendly partnership with students, families and the wider community we will:

- Communicate on a regular basis.
- Work together with families to ensure that students' needs and shared goals are met.
- Document and maintain confidentiality for all discussions and actions.
- Respect and support families.
- Support and guide families to gain access to resources within the school community and other external support agencies.
- Nurture a school community where members feel safe and free from discrimination, bias and harassment.

To deliver a high quality curriculum and a successful learning environment we will:

- Provide teachers and support staff with ongoing professional development training opportunities.
- Incorporate flexible, inclusive teaching practices such as differentiation (tailoring learning) which includes: scaffolding, modelling, using explicit teaching strategies, visual aids, demonstrations and assistive technologies (laptop) and software
- Access resources and support agencies to help develop and design evidence based intervention programmes for students.
- Collaboratively and purposefully plan, monitor and report students' needs and outcomes.
- Consult with families and support services to create and implement an Individual Learning Plan (One Child One Plan) where necessary.

Supporting documents

The Stradbroke School Inclusive Education Policy is written in line with the Department for Education and Child Development (DECD) Students with Disabilities Policy, The DECD Gifted and Talented Policy, Australian Curriculum Assessment Reporting Authority (ACARA) and the International Baccalaureate (IB) Learning Diversity in the IB Programmes: Special educational needs within the IB Programmes, Disability Discrimination Act, Disability Standards for Education 2005.

Other Related Stradbroke School Policies: Language Policy, Assessment and Reporting Policy, Norwood Morialta High School Cluster Special Needs Policy

Stakeholder involvement

Stradbroke Governing Council	Parents	Stradbroke Staff	Students

Version control

Version Date	Version Number	Reference sections	Description of the change
2016	0001	Not Applicable	Reviewed
2020	0002		

TO BE REVIEWED IN 2021 (5 YEARS)