



Stradbroke School
Principal: Tanya Scanlan

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(08) 8337 2861

Stradbroke School Inclusive Education Policy

"Every Chance for Every Child"

Rationale-The why?

Stradbroke School is committed to a high-quality curriculum that promotes excellence, equity, and inclusive education for all students. We value diversity and foster a safe, supportive environment where identity, belonging, wellbeing and success are nurtured, working in partnership with families, community and service providers to ensure every student can fully participate and thrive.

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
- Students with high intellectual potential
- English as an Additional Language or Dialect (EALD)
- Aboriginal and Torres Strait Islanders
- Students experiencing disadvantage
- Students with diverse cultural/ religious backgrounds
- Students with a combination of equity and diversity needs
- Gender equity
- Students under the Guardianship of the Minister

As a school community we:

- Implement a strengths-based approach that values and develops students' capabilities, interests and potential
- Value diversity as a positive resource in terms of what it means to be inclusive, internationally minded and interculturally 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 national and state policy frameworks.

Policy Statement – What does it look like in practice?

Curriculum, Assessment & Support:

Leaders, Teachers and SSOs play a key role in creating inclusive classrooms by designing accessible learning experiences, identifying and reducing barriers to learning, collaborating with colleagues and families, and supporting student agency, wellbeing and belonging. Inclusive teaching benefits all learners and strengthens the entire learning community.

Teaching practice includes;

- Flexible learning design with multiple entry points
- Responsive teaching based on student needs, progress and feedback
- Use of varied pedagogical approaches, assistive technology, scaffolding, and flexible groupings
- Accessing specialist agencies and support services as needed
- Explicitly teaching of learning strategies



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- Planning for multiple ways for students to demonstrate their learning
- Adjusted assessment where appropriate
- Supporting student self-regulation and wellbeing through whole school implementation of the Berry Street Framework

Partnerships & Community

- Work respectfully with families as partners in decision-making and educational planning, recognising that parents and carers hold valuable knowledge about their child's strengths, interests, and needs.
- Share relevant background information and reports with appropriate staff to support effective planning for the student's learning and support needs.
- Engage families in collaborative processes, including transition planning, sharing of One Plans, and review meetings, ensuring communication is clear, culturally responsive, and accessible.
- Connect families with appropriate internal supports, including school wellbeing staff, inclusive education leaders, and learning support services.
- Support strong transitions into, within, and beyond the school through partnerships with early childhood settings, secondary schools, and community organisations.
- Enable inclusive practices that actively challenge discrimination, bullying, harassment and exclusion, ensuring the school environment is safe and supportive for all students and families.

Professional Development & Capacity Building

- Provide ongoing professional learning for staff in inclusive education practices, including the *IB Access and Inclusion Policy*, differentiation, trauma-informed practice, and relevant legislation and departmental policies. Encourage reflection and sharing of best practice across the school.
- Build staff capacity to design inclusive learning environments that support diverse learning needs, strengths, and abilities.
- Strengthen teacher capability in differentiation and adjustments to ensure all students can access, participate in, and demonstrate their learning.
- Encourage reflective practice, using student data, classroom observation, and professional dialogue to continually improve inclusive teaching strategies.
- Support staff to work confidently with personalised learning processes, including One Plans, adjustments, and coordinated support for students with additional needs.

Monitoring, Evaluation & Review

- Monitor the effectiveness of inclusive practices through regular review of student learning, wellbeing, participation, and engagement data.
- Use school improvement processes to evaluate how inclusive education practices support equitable outcomes for all learners.
- Review personalised learning plans, adjustments, and support strategies regularly in partnership with families and relevant professionals.
- Ensure leadership oversight of inclusive practices, including coordination of support for students with additional needs and alignment with school policies and departmental requirements.
- Maintain clear processes for appeals, grievances, and review of individual support measures.



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Alignment with Legislation, Policies and Supporting Documents

The Stradbroke School Inclusive Education Policy is informed by and aligned with the following:

- The Alice Springs (Mparntwe) Education Declaration (the Declaration) (Education Council, 2019) is a vision of education for all Australians
- Inclusive education defined by conventions, legislation and policies
- The United Nations Convention on the Rights of Persons with Disabilities is the international human rights framework
- The Disability Discrimination Act is the federal legislation 1992
- The Disability Standards for Education is how we operationalise the Disability Discrimination Act 2005
- Department for Education policies and procedures reflect the intent of all the above frameworks, plus the SA Education and Children’s Services (inclusive Education) Amendment Act 2025
- Legislation, Policies and Supporting Documents
- Australian Curriculum, Assessment and Reporting Authority (ACARA)
- International Baccalaureate (IB) Access and inclusion policy 2023

This policy is implemented alongside, and in conjunction with, other Stradbroke School policies and procedures, including:

- Language Policy
- Assessment and Reporting Policy
- DfE Enrolment Policy

Stakeholder involvement

- Students
- Staff
- Parents / Caregivers
- Stradbroke School Governing Council

Version Date	Version Number	Description of the change
2014	01	New policy written
2017	02	Policy reviewed and updated
2020	03	Policy review started-not completed-COVID
2026	04	Policy reviewed and updated to reflect current legislation, related national and state policies and school practice. Ratified by the Stradbroke School staff and Governing Council.



Government of South Australia
Department for Education

