

INCLUSIVE EDUCATION POLICY

Staines Memorial College is an independent Christian School. As a Christian school, we see the delivery of services and support to students with a range of 'unique' needs as an integral part of our ministry.

A list of resources available for staff, students and parents relating to disabilities and learning difficulties is found at [Inclusive Education: Students with Disabilities - Resources](http://education.qld.gov.au/curriculum/learning/students/disabilities/resources/resources.html) (<http://education.qld.gov.au/curriculum/learning/students/disabilities/resources/resources.html>)

Additionally our Code of Conduct informs staff behaviours.

OUR INTENT

Our school educational leaders will strive to:

- Provide leadership that contributes to creating a school climate that is welcoming of all students and establishes a culture of respect that is evident in all school policies, programs and practices.
- Work collaboratively to embed an inclusive approach to curriculum development, teaching, learning, assessing and resource selection across school.
- Identify and resolve barriers to student access to, and engagement with, programs and [activities](http://education.qld.gov.au/publication/reporting/parents/pdfs/2005_2_essential_learning_for_all_students.pdf) (http://education.qld.gov.au/publication/reporting/parents/pdfs/2005_2_essential_learning_for_all_students.pdf) across years of schooling through consultation and collaboration.
- Demonstrate through curriculum plans and professional development opportunities, [strategies](http://education.qld.gov.au/learning_ent/ldf/pdfs/standards/profstandards.pdf) (http://education.qld.gov.au/learning_ent/ldf/pdfs/standards/profstandards.pdf) for responding to diversity in classrooms and across whole school.
- Build school capacity to support all students by collaborating and networking with other service providers.
- Establish open and positive relationships with parents/carers and community to improve access to programs, facilities, information and expertise.
- Develop school culture that reflects high expectations for all students.
- Treat all students with dignity so they can enjoy benefits of education and same general rights and opportunities through enrolment, participation, access to curriculum and achievement.
- Develop and implement strategies and programs to prevent victimisation and [harassment](http://www.bullyingnoway.com.au/talkout/) (<http://www.bullyingnoway.com.au/talkout/>).
- Gather school-based information on student achievement, retention, and participation to evaluate progress and identify priorities for school improvement with a particular focus on those groups of students who have been educationally disadvantaged.

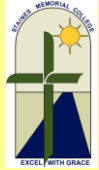
Our teachers will strive to:

- Provide curriculum that is intellectually challenging and built on students' background knowledge and cultural understandings.
- Develop and use a range of [classroom practices](http://education.qld.gov.au/corporate/newbasics/html/pedagogies/pedagog.html), [strategies](http://education.qld.gov.au/corporate/newbasics/html/pedagogies/pedagog.html), materials, individual and [classroom curriculum plans](http://education.qld.gov.au/tal/curriculum_exchange/teachers/maths/guide-planning.html) (http://education.qld.gov.au/tal/curriculum_exchange/teachers/maths/guide-planning.html),

Staines Memorial College

"Building a Community for Eternity"

PO Box 561, Redbank Plains 4301 OR info@staines.qld.edu.au



assessment and [reporting](http://education.qld.gov.au/qcar/) (<http://education.qld.gov.au/qcar/>) processes that give all students opportunities to demonstrate and communicate their knowledge and skills.

- Develop curriculum experiences for students to further develop their interest in and knowledge of a range of social and cultural groups.
- Provide all students with teaching and learning that they need for success in school and beyond.
- Facilitate opportunities in consultation with parents/carers, guidance officers and/or other specialist staff for individualised assessment, curriculum planning and adjustments to assist students who are or who are at risk of underachieving, disengaging or are at a juncture in their education that would benefit from individualised planning
- Individualised assessment and/or education plans are put in place for students:
 - with a disability who require high frequency of adjustments to access curriculum and specialist support staff and to achieve learning outcomes
 - with a learning difficulty and/or learning disability who are eligible for formal assessment, learning support and/or access to a Support Teacher Learning Difficulties and/or Speech Language Pathologist
 - who are in care of State and require an Education Support Plan
 - with English as a Second Language and require access to ESL support
 - who are in Year 10 and require a Senior Education and Training Plan
 - who have challenging or complex behaviours and require an Individual Behaviour Support Plan
 - who are identified to be at significant educational risk.
- Enable improvements to student outcomes by using a range of information and evidence based practice to inform, and develop curriculum programs, including authentic and productive [teaching approaches](http://education.qld.gov.au/learning_ent/ldf/pdfs/standards/profstandards.pdf) (http://education.qld.gov.au/learning_ent/ldf/pdfs/standards/profstandards.pdf).
- Use and share information and opinions from the broader community to promote inclusion of all students.
- Understand and use school and departmental policies to promote student access and participation in learning programs and school activities.
- Work with parents/carers and broader community to improve student participation in social, recreational, vocational and academic pursuits.
- Monitor student's progress and provide regular formal and informal reports to parents/carers and other relevant agencies.