



**Brisbane South**  
State Secondary  
College



# Diversity, Equity and Inclusion Policy

2023 - 2025

## Equity and Excellence

"Equity is.. identifying the barriers in one's life that may impact their wellbeing inclusion or educational achievement and..providing opportunities to overcome those barriers."  
- Ministerial Student Advisory Committee Member

"Excellence in schools is talking about how a school can provide every student a purpose and place for them to feel like they can excel."  
- Ministerial Student Advisory Committee Member  
Queensland Department of Education



**Brisbane South**  
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## Acknowledgement of Country

Brisbane South State Secondary College acknowledges the Jagera and Turrbal people; the Traditional Owners and the custodians of the lands on which we meet.

We pay our respects to their Ancestors and their descendants, who continue cultural and spiritual connections to country.

We recognise their valuable contributions to Australian and global society.





## Statement of Commitment

Brisbane South State Secondary College is committed to inclusive education, focused on maximising the outcomes of all young people through identification and reduction of barriers to learning and assessment. We acknowledge that our diversity of staff, students and school community is our greatest strength. By valuing culture and creating inclusive teaching and learning environments for all young people, we are driving equity and excellence across all facets of learning at our college. This means that we:

- embrace diversity by creating welcoming, inclusive and accessible learning environments;
  - value student, parent/guardian, community and stakeholder voice in our approaches to teaching and learning;
  - recognise that every young person must be supported to realise their potential
- [Equity and Excellence – Department of Education](#)

“Equity is who has the keys to the room. Diversity is who is in the room. Inclusion is who feels welcome in the room.”  
– Emmanuel Schanzer, Bootstrap Program Director



Brisbane South State Secondary College supports the Department of Education’s Vision of Equity and Excellence. Students experience inclusive education when they can access and fully participate in learning, alongside their similar-aged peers, supported by reasonable adjustments and teaching and learning strategies tailored to meet their individual learning needs. Inclusion is embedded in all aspects of school life, and is supported by culture, policies and every day practices.



## 1. Every Student Succeeding

At Brisbane South State Secondary College we employ a learner first ethos and are guided by a school established definition of success which informs collaborative conversation with our young people, their parents/guardians, staff and community about progress, growth and development. By considering the growth and success of our students, we consider more than just academic achievement, and focus on self-understanding, connection, knowledge, competency and values. This definition is aspirational for our community and captures what we are striving to accomplish for all our young people.

*A successful student at Brisbane South State Secondary College knows themselves and is a lifelong learner. They are connected, healthy, confident and self-directed global thinkers who are passionate about their desired future.*



## 2. Learning Partners and Structures

At our college we prioritise learning partnerships between our young people, families, teachers, staff, community members or organisations, and experts to work towards a preferred future. When engaging with learning partners we utilise the conversational tool;

- What's so?
- What's working well and why?
- What's a challenge?
- What's missing?
- What's possible?
- What is our commitment?

This allows us to listen to understand, identify opportunities and implement both proactive and reactive strategies and plans for the improvement of student engagement, access and participation.

### Students

We engage student voice through a variety of modes, and provide new opportunities to do so, recognising the importance of their engagement in their own learning;

- Student Engagement Interview;
- Self-assessment of Deep Learning Outcomes and goal setting;
- School activity planning sessions;
- Student-led Conferences;
- Stakeholder meetings;
- Success teams – where we engage out students to understand a problem and find solutions.

### Parents and Guardians

We maintain active communication and engagement with the families of our young people throughout transitional periods, units of learning, school events and activities, in problem solving, celebrating successes and channelling progress:

- Parent/Guardian Engagement Interview;
- Providing documentation to allow us to implement support
- School initiative and collaborative planning sessions;
- Student-led conferences;
- Stakeholder meetings.

"How do we create a system in which every student is understood, engaged and successful at school, going on to live a life of choice, not a life of chance?"  
- Tony Cook, previous Director  
- General Department of Education

\*Requests for information from the college for external agencies or services must go through the Guidance Officer to ensure that there is Consent to Share Student Personal Information with Third Parties.

### Additional Transition to Junior Secondary

We engage our community, families and young people in activities and sessions for Additional Transitions to Junior Secondary Schooling once enrolment of student occurs. Transition support aims to provide additional options for students with diverse needs, in order to best support their transition into Junior Secondary at Brisbane South SSC.



Additional transition for identified students can include some or all of the following:

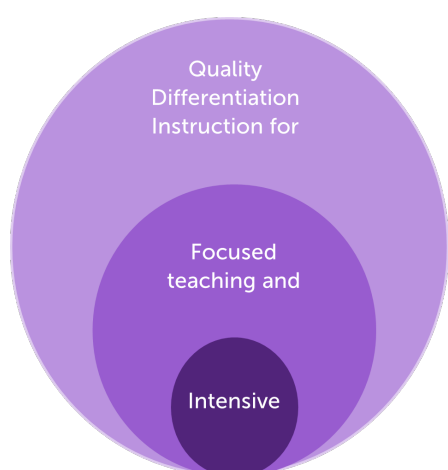
- Every Student Succeeding Personalised Learning Profile’, completion with parents, students and teachers;
- Student observations and interaction with key staff;
- Early familiarisation with school and key staff;
- Early familiarisation with school uniform, timetable and resources;
- Building relationships with other peers;
- Building relationships with the student support teams at Brisbane South SSC

Relevant supports are identified throughout the enrolment process. It is recommended that all families attend a Brisbane South SSC Open Day, details are advertised on our website at the beginning of each year:

- [Open Day Information](#)

### 3. Whole School Approach to Differentiated Teaching and Learning

Schools deliver the curriculum according to the P-12 Curriculum, Assessment and Reporting Framework. Teachers respond to the diverse learning needs of their students by identifying differentiated teaching and learning in all three levels of planning and aligned to whole school approach to differentiated teaching and learning. This ensures that every student is supported to access and participate in the curriculum leading to continuous improvement in student achievement.



**Quality Differentiated Instruction for all students (evidence-based inclusive teaching)** – Provided for all students, at all times as part of universal preventive practices. Enabled through screening and progress monitoring and professional learning.

**Focused teaching and targeted supports** – Implemented for students ‘at-risk’ or beginning to experience difficulties, often is a short-term targeted action that is taken through collaborative decision-making and focused on early intervention and prevention.

**Intensive teaching** - Engaged for students who haven’t responded to targeted supports and can be for students who are experiencing significant difficulties. This is often highly individualised and intensive, and requires high levels of collaboration with a multidisciplinary team.

#### Individual Circumstances - Assessment

We take into consideration the individual circumstances of students to ensure equitable learning outcomes across all types and modes of assessment. As a College we are guided by the reporting bodies we uphold in considering individual circumstances. Please refer to our Assessment Policy for further details regarding the specific processes and language used across pathways and phases of schooling, including the differences between them.



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## Individual Curriculum Plan

A small percentage of students are identified as requiring different year-level curriculum in some or all learning areas and/or subjects for the reporting period. For these students an Individual Curriculum Plan (ICP) will be provided. This will enable them to access a higher or lower year curriculum than their age cohort so that they can continue to progress in their learning.

Schools must consider the long-term implications of providing students with an ICP. Ongoing alterations to curriculum may affect students' future pathways, as they progress towards either a Queensland Certificate of Education or a Queensland Certificate of Individual Achievement.

## Collaborative Teaching

Collaborative teaching (co-teaching) is the practice of intentionally pairing teachers or other educational professionals together in a classroom to share the responsibilities of planning, instructing, and assessing students. In a co-teaching setting, the teachers are considered equally responsible and accountable for the classroom. At Brisbane South State Secondary College, co-teaching is often implemented with teachers paired together as part of an initiative to create a more inclusive classroom.

## 4. Priority Groups

The Department of Education's Inclusive Education Policy and guiding resources for school implementation are underpinned by the National School Improvement Tool (NSIT) which identifies priority groups of young people to ensure the maximisation of engagement, success and wellbeing. The NSIT recognises young people from the following priority groups; 'Aboriginal and Torres Strait Islander students; students with disability; students who are culturally and linguistically diverse; regional and remote students and communities; students at-risk of disengaging; and students facing disadvantage'. Identification of young people from these priority groups occurs through enrolment processes, parent and student communication of information and ongoing professional inquiry. In all cases, teachers monitor the progress of students, provide extra support when needed and keep parents informed of progress.

### Aboriginal and Torres Strait Islander students

It is our priority that our First Nations young people are supported in their learning to experience academic success and feel a sense of belonging and connection to culture in their school community and classrooms.

Across the college we seek opportunities to show respect to the perspectives, histories, languages and cultures of Aboriginal and Torres Strait Islander peoples in our curriculum delivery and design. As a college we actively encourage opportunities to authentically engage and learn from Aboriginal and Torres Strait Islander peoples, knowing that our whole community are enriched by a greater sense of belonging and connection.

### Students with disability

It is our priority that students with disability receive personalised learning through reasonable adjustments so that they can access, participate, learn and succeed on the same basis as their similar-aged peers. Students with disability are those identified under the four (4) broad categories of disability cognitive, social/emotional, physical and sensory as defined in the Disability Discrimination Act 1992. Students are identified within this priority group through the National Consistent Collection of Data (NCCD) which requires





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either evidence (diagnosis report, letter or assessment) of a disability or reasonable grounds to **impute a disability** in consultation, as well as evidence of frequency and intensity of reasonable adjustments in learning. The **levels of adjustment** are;

- **Quality Differentiated Teaching and Learning (QDTL)** – students receiving adjustments through strategies and resources available to all students.
- **Supplementary** – students receiving adjustments in addition to the strategies and resources already available for all students for particular activities at specific times throughout the week.
- **Substantial** – students with substantial support needs, receive adjustments that are essential and require considerable adult assistance to the usual educational program at most times, on most days.
- **Extensive** – students with very high support needs and are provided with extensive targeted measures and sustained levels of intensive support at all times.

In collaboration with families and clinical care teams, teachers and specialist support staff implement personalised learning strategies to reduce barriers. The degree and intensity of engagement of specialist support staff in teaching and learning is influenced by the level of adjustments a student with disability requires, and will fluctuate throughout schooling depending on a variety of factors. Specialist staff provide advice and guidance to classroom teachers about the learning needs and strengths of students with disability.

## Students who are culturally and linguistically diverse

Students who are culturally and linguistically diverse are identified within three (3) broad groupings; English as an Additional Language or Dialect (EALD) learners, Non-English Speaking Background (NESB) and International Students. This includes students who enrol in our school through Education Queensland's International program. It is our priority that young people and families who are culturally and linguistically diverse are supported to develop their language proficiency, connection to place and community and wellbeing.

*"By reflecting students' identities and aspirations in what, how, and where they learn, teachers and their students can create positive environments" –  
Joanne McEachen, founder of The Learner First*

The school makes decisions about the ongoing level of support, based on linguistically diverse students' levels of English language proficiency ([Bandscales State Schools](#)), and in relation to the school context. In some instances, an interpreter service, adjustments to tasks, materials, teaching styles and assessments, as well as connection to support or counselling services may be appropriate.

## Students at-risk of disengaging

We identify students at-risk of disengaging broadly through whole-school attendance monitoring processes, as well as through formal identification of students who are Gifted and/or Talented, students who identify as LGBTIQ+ and students with mental health needs.







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## LGBTIQ+

It is our priority to support LGBTIQ+ young people have poorer mental health outcomes, and experience higher discrimination than their peers due to their sexual orientation or gender. These factors can result in high levels of disagreement through adolescence. We make consideration through curriculum design, supporting a younger person's preferred gender and name, toilet and changeroom facilities and flexible school dress code.

## Mental Health

Brisbane South State Secondary College has a positive school ethos and rich learning environment that is open, respectful, caring and safe, optimises learning through a commitment to wellbeing. The school supports student wellbeing by aligning to Department of Education Student Learning and Wellbeing Framework through:



- Creating safe, supportive and inclusive environments;
- Building the capability of staff, students and school community;
- Developing strong systems for early intervention.

## Students facing disadvantage

We identify students facing disadvantage in partnership with our community. By engaging parents and guardians as learning partners we are able to support families in need of financial equity support and students in out-of-home care.

## Supporting financial equity

We engage with families on a case-by-case basis to best understand factors contributing to any financial hardship including parental disability and unemployment to best support their needs. We support families to engage with local and community organisations, and support families to establish payment plans and loan agreements that best support the needs of the individual.

## Out-of-home care

Students in out-of-home care show lower rates of achievement and are more likely have lower representation in the labour force as evidence in their earning or learning six months after completing Year 12. Experiences of abuse and neglect, trauma, disrupted attachments, removal from family and placement changes impact significantly on the functioning of students in out-of-home care. We use a multidisciplinary team approach to best understand the needs of these students to plan for and implement strategies to support individual success.

## Trauma

Young people present to school from an array of social and cultural backgrounds, and life experiences. Young people respond to traumatic events differently depending on their past experiences, personality, levels of support and the nature of the event. In a school environment, young people who have experienced trauma require safe and supportive relationships with their peers and the adults to successfully engage in their schooling. To support this, staff utilise Restorative Practices to navigate conversations with young people. This is a trauma-informed approach that supports collaborative problem solving and avoids exacerbating a situation. We offer a range of services through our Student Support Services to support students with a trauma background.







## 5. Whole School Approach to Support Student Success

All staff at Brisbane South State Secondary College support the success of our young people in teaching and learning by being responsive to learner variability. Teachers collaborate with their Heads of Department, and consult with our support teams as needed to employ high quality, evidence based and strength informed teaching practices focused on success, wellbeing and fulfilment for every student.

### Team engagement across areas of support and expertise as needed

<b>Curriculum Learning Areas</b> Head of Departments Teaching Teams			
<b>Junior Secondary Team</b>	<b>Senior Secondary Team</b>	<b>Inclusive Practices Team</b>	<b>Student Support Services</b>
Head of Department Junior Secondary Year Level Coordinators Learner-preneur	Head of Department Senior Secondary Year Level Coordinators Learner-preneur Programme Coordinators	Head of Department Inclusive Practices Inclusive Practices Teachers Inclusive Practices Teacher Aides	Guidance Officer Chaplain School-based Youth Health Nurse Social Worker General Practitioner
<b>Advocacy Committee</b> Head of Department - Junior Secondary, Head of Department - Inclusive Practices, Guidance Officer and Deputy Principals			
<b>Executive Principal and Deputy Principals</b>			

### Advocates

Brisbane South State Secondary College encourages students, parents/guardians and families to collaborate with the school, ensuring they are considered in decision making at all levels. Advocates for students are staff members who take formal responsibility for ensuring that the educational needs of a particular student are met. Students who may require an Advocate include those in need of learning assistance or behaviour support; those who have educational support needs arising from disability; those who identify as Aboriginal or Torres Strait Islander; those who are gifted and talented; and those learning English as an additional language or dialect (EAL/D), or a combination of these. Cultural and linguistic background and socio-economic status may also contribute to the diversity and complexity of student learning needs:

- Advocates communicate regularly with students, parents/guardians and teachers to ensure continuity of support and full stakeholder involvement;
- Advocates are located throughout the school in Inclusive Practices, Guidance, Executive Team, Leadership Team, Year Coordinators, and where appropriate Teachers;
- Advocates share information with families regarding community and governmental support.



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**Advocate**

The core responsibility of an Advocate at Brisbane South State Secondary College is to support the inclusive vision of Every Student Succeeding. They could be any staff member within the school and communicate regularly with students, parents/guardians and staff to ensure continuity of support and full stakeholder involvement, as well as share information regarding community and government support. This is achieved by ensuring children and young people within our school community, from all social, cultural, community and family backgrounds, and of all identities and all abilities are able to:

<b>Access and participate in a high-quality education and fully engage in the curriculum alongside their peers.</b>	<b>Learn in a safe and supportive environment, free from bullying, discrimination or harassment.</b>
<b>Attend and be welcomed in our school.</b>	<b>Achieve academically and socially with reasonable adjustments and supports tailored to meet their learning needs.</b>

## Teacher Aides as Learning Partners

Teacher Aides (TAs) work in a variety of areas throughout the school and are timetabled according to student's identified needs. TAs work with a range of students within the class and supplement and extend teachers' work, rather than replace them. Support for specific individuals or groups is structured so it helps them access general classroom teaching.

Teacher Aides work collaboratively with teachers in classrooms to support student learning and engagement. Teachers and TAs work effectively as a team, with a shared understanding of their respective roles in achieving lesson objectives. Teachers' moment-by-moment decisions regarding TA deployment are driven by students' needs.

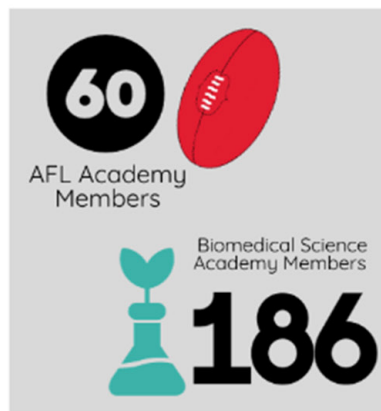
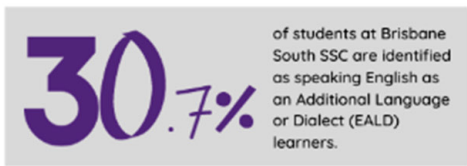




Appendix 1

Data Breakdown - Support and identification of Priority Groups

**Priority Groups and Support Services  
2023**



Roughly 5 students in every class, have a disability as defined under the Disability Discrimination Act 1992.

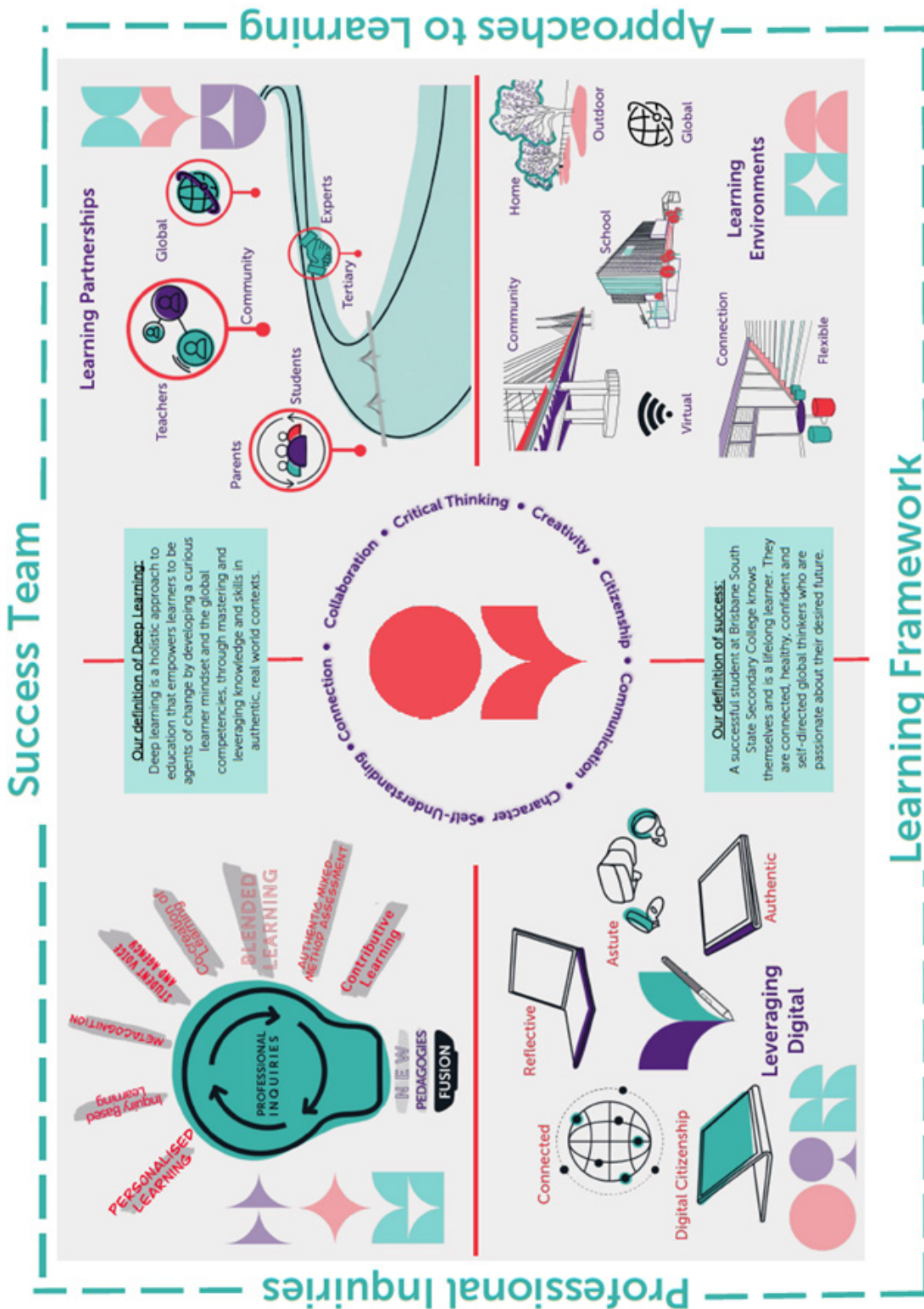




# Brisbane South State Secondary College

## Appendix 2

### Deep Learning at Brisbane South State Secondary College





## Appendix 3

### Differentiated Teaching and Learning - Brisbane South State Secondary College



#### Differentiated Teaching and Learning

Differentiated teaching and learning supports the elements of quality, effective teaching in a 21st century school that will ensure improved educational outcomes for all students through a fusion of evidenced-based and emerging pedagogies. Differentiation occurs at all stages of learning design for all students is provided through pedagogical inquiry and becomes increasingly personalised: differentiated and explicit teaching, focused teaching and intensive teaching.

Learn more here: [Fostering focused and intensive teaching - Woodridge North State School](#)

**High Expectations – Every Student Succeeding**  
A successful student at Brisbane South State Secondary College knows themselves and is a lifelong learner. They are connected, healthy, confident and self-directed global thinkers who are passionate about their desired future.

Is my learning environment intentionally inviting?			
<ul style="list-style-type: none"> <li>Co-constructed learning norms/expectations</li> <li>Acknowledgement of Country</li> <li>Tone of voice</li> <li>Build <u>Positive Relationships</u></li> <li>Create routines (instruction and transition)</li> </ul>	<ul style="list-style-type: none"> <li>Celebration of individual interests, knowledge, skills or differences</li> <li>Empathetic listening</li> <li><u>Daily Conversation</u></li> <li><u>Cycle time</u></li> <li><u>Closing Circle</u></li> <li>Connect before Correct</li> <li>Connect before Content</li> </ul>	<ul style="list-style-type: none"> <li><u>Restorative Chat</u></li> <li><u>Socratic Seminar</u></li> <li><u>Whole Body Listening</u></li> <li><u>Think Aloud strategies</u></li> <li><u>Brain breaks</u></li> <li><u>Engagement Triggers</u></li> <li><u>Whisperround</u></li> <li><u>Self-Monitoring</u></li> </ul>	<ul style="list-style-type: none"> <li>Explicit conversations linked to school Values</li> <li>WARM conversation</li> <li>Relational learning</li> <li>Choice in learning (why, what, how)</li> <li><u>Support student participation</u></li> <li>Reinforcement strategies and rewards</li> </ul>

Engaged Learning What learning design considerations are integral to the success of all your students?			
	Strategies for barriers to engagement in learning:	Strategies for barriers to accessing learning:	Strategies for barriers to expressing learning:
<b>Learning Partnerships</b>	<ul style="list-style-type: none"> <li>Co-design of learning</li> <li>Celebration of individual interests, knowledge, skills or differences</li> <li>Engagement of parents/carers</li> <li>Student identified engagement tools (i.e. topics, motivators, choice)</li> <li>Collaboration with Teacher Aide (Co-teaching models; One lead, other assist, Station teaching, Alternative teaching)</li> </ul>	<ul style="list-style-type: none"> <li>Student identified preferred methods (i.e. use of laptop or pen, coloured paper)</li> <li>Collaboration with Teacher Aide (<u>Co-teaching</u> or visual cuing, pre-recording instructions or prompts, supporting use of tactile objects in learning)</li> <li>Co-planning, co-teaching, co-debriefing and co-reflecting with students, colleagues, experts, parents and others</li> </ul>	<ul style="list-style-type: none"> <li>Self-reflection, celebration of success and goal setting</li> <li>1:1 conferencing</li> <li>Collaboration with Teacher Aide (scribing, questioning and prompting, cuing with resources)</li> <li>Feedback cycles</li> <li><u>Construtive learning</u></li> <li>Development of assessment literacy (success criteria, competency focus, cognition, etc.)</li> </ul>
<b>Leveraging Digital</b>	<ul style="list-style-type: none"> <li>Use of familiar applications or technology</li> <li><u>Transcripts (Second Link)</u></li> <li>Culturally appropriate and reliable content/resources</li> <li>Explicitly teach and model digital citizenship</li> <li>Student consultation on digital solution focused tasks</li> <li>Student led audit and evaluation of technology used in learning</li> </ul>	<ul style="list-style-type: none"> <li><u>Immersive Reader functions</u></li> <li><u>Read aloud</u></li> <li>Game based learning programs</li> <li>Visual (images, gifs, videos, graphs, diagrams)</li> <li>Translate</li> <li>Immersive experiences (merge cube, VR)</li> <li><u>Screen record</u> (instant feedback, replay of instructions, review of taught content or skills)</li> <li><u>Captions</u></li> <li><u>Audio record</u> instructions or explanations</li> </ul>	<ul style="list-style-type: none"> <li><u>Voice to text functionality</u> (OneNote Dictate or Windows+H)</li> <li>Multimodal expression of learning (i.e. written, oral and visual expression)</li> <li>Digital portfolio of evidence (multi-mode collection - photos, videos, sound recordings using Sway etc.)</li> <li>Student chosen program or tool to support and express learning</li> </ul>
<b>Learning Environment</b>	<ul style="list-style-type: none"> <li>Personalised seating or learning space preference</li> <li>Learning breaks</li> <li>Choice in order or starting point of tasks</li> <li>Tiered tasks and/or peer grouping</li> <li>Flexible groupings</li> <li><u>Break card</u></li> <li><u>Role Cards</u></li> </ul>	<ul style="list-style-type: none"> <li><u>Visual routines</u></li> <li>Stepped tasks or lesson schedule</li> <li>Additional wait time (i.e. count to 10 in head) provided to process language</li> <li>Pre-organised extension activities or structures</li> <li>Pre-organised and negotiated Classroom responsibilities</li> <li>Co-constructed multi-modal Learning Journey</li> </ul>	<ul style="list-style-type: none"> <li>Use of tactile or <u>concrete objects</u> (i.e. counters, lego, classroom items)</li> <li>Fatigue allowances (additional time, reduce physical demand, breaks in learning, <u>warm up</u>)</li> <li>Augmentative and Alternative Communication Devices - AAC (i.e. PODD, Tobii dynamox, Proloquo2go, etc.)</li> <li>Scan and assess of environmental access and potential barriers</li> </ul>
<b>Assessment</b>	<ul style="list-style-type: none"> <li>Utilise student interests</li> <li>Planned extra time in examination</li> <li>Tasks spaced across multiple lessons</li> <li>Additional feedback (conferencing, voice recorded, guided reflection)</li> <li>Choice in topic</li> <li>Project and real-world context based</li> <li>Individualised Competency focus (Deep Learning Outcomes)</li> </ul>	<ul style="list-style-type: none"> <li>Chunked or spaced layout of assessment</li> <li>Same information, question or task presented in multiple ways (i.e. written text, with an image and defined vocab, <u>comic strip</u>)</li> <li><u>Screen record</u> explanation of task and requirements</li> <li>Access to notes or Learning Journey resources (i.e. in Collaborative space of OneNote)</li> </ul>	<ul style="list-style-type: none"> <li>Provided resources:               <ul style="list-style-type: none"> <li>Sentence starters</li> <li><u>Vocabulary bank</u></li> <li>Layout or structure of text type</li> <li>Quality annotated exemplar</li> </ul> </li> <li><u>Visual organisers</u></li> <li>Physical prompting</li> <li>Verbal response</li> <li>Choice in <u>mode of expression</u> or product produced</li> <li><u>Authentic Mixed Method Evidence collection</u></li> </ul>

Precise Teaching			
<ul style="list-style-type: none"> <li><u>Check for understanding</u></li> <li>Explicit review of prior learnt skills or content</li> <li>Short (1-3 word) instructions</li> <li>Verbal and physical prompts</li> <li>Problem solving (think aloud strategies, celebrating getting it wrong)</li> <li>Rewording or simplification of complex, multi-step instructions</li> </ul>	<ul style="list-style-type: none"> <li><u>Pre-teach content specific vocabulary</u></li> <li>Teachable moments:               <ul style="list-style-type: none"> <li>Social stories</li> <li>Social skills</li> <li><u>Name emotions</u></li> <li><u>Relaxation/ mindfulness</u></li> </ul> </li> <li>Regulation techniques (i.e. heavy work task, movement, modelled leg tapping)</li> </ul>	<ul style="list-style-type: none"> <li>Prompting scale</li> <li>Negotiated participation and reward process</li> <li>Co-teaching models:               <ul style="list-style-type: none"> <li>One lead, other assists</li> <li>Station teaching</li> <li>Parallel teaching</li> <li>Alternative teaching</li> <li>Team teaching</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Focus on particular Content Descriptors</li> <li>Individualised and modified task to align with student curriculum goals</li> <li>Purposeful use of individualised adjustments</li> <li><u>Fishbowl activities</u></li> <li>1:1 instruction or re-teaching</li> </ul>



