



Brisbane South
State Secondary
College

Brisbane South State Secondary College Inclusive Education Policy and Procedures

What is Inclusion at Brisbane South State Secondary College?

Brisbane South State Secondary College is committed to inclusive education, focused on maximising the outcomes of all students through identification and reduction of barriers to learning. The College has high expectations for all students, valuing and celebrating diversity; and employing high quality, evidence-based teaching practices focused on success for every student. Brisbane South State Secondary College supports Department of Education's vision and the right for all students of all social, cultural, community and family backgrounds, and of all identities and all abilities, to receive high quality education.

Department of Education's Inclusive Education Policy (2020) states:

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 meeting students' individual needs. Inclusive education encompasses all aspects of school life and is supported by culture, policies, programs and practices.

Brisbane South State Secondary College will work with students, families, staff and community members to achieve the following goals:

- High expectations for all students, recognising that, with the right support, all students can succeed
- Inclusion is embedded in all aspects of school life and is supported by school culture, policies and everyday practices
- Students with diverse backgrounds and learning needs, of all identities and abilities will have access to high-quality education which is free from discrimination and hardship
- Students can fully participate in learning alongside their similar aged peers, supported by reasonable adjustments and teaching strategies tailored to suit their individual needs
- The school will adopt a whole school approach to differentiated teaching and learning leading to continuous improvement for every student
- To promote locally negotiated responses to student, family and community needs through effective community engagement processes and cross-agency collaboration.





Brisbane South State Secondary College Whole School Approach to Support Student Learning

EXECUTIVE PRINCIPAL AND DEPUTY PRINCIPALS		
Head of Inclusive Practices Inclusive Education Teachers Inclusion and Learning Support Teacher Aides	Guidance Officer Chaplain School Based Youth Health Nurse (SBYHN)	Heads of Departments Teaching staff Curriculum Teacher Aides
Students with learning disabilities/ difficulties Students with a verified disability (EAP) Students with an Imputed Disability Students with EAL/D Students who are Gifted & Talented Aboriginal and Torres Strait Islander Students Students requiring behaviour support	Complex case management Students who are LGBTIQ+ Students in out of home care Students with mental health needs Students requiring behaviour support Students who are Gifted and Talented Aboriginal and Torres Strait Islander students.	Working with relevant staff to support all learners Students requiring behaviour support

1. Identification

a) Educationally Adjusted Program (EAP)

The Education Adjustment Program (EAP) is 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:

- a. Intellectual Disability (ID)
- b. Physical Impairment (PI)
- c. Hearing Impairment (HI)
- d. Vision Impairment (VI)
- e. Autistic Spectrum Disorder (ASD)
- f. Speech Language Impairment (SLI)





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The EAP supports schools to:

- understand and meet their obligations to make reasonable adjustments for students with disability
- identify students (from Prep to Year 12) who meet criteria for the EAP categories
- report the significant education adjustments that are currently in place to address the educational needs of these students.

The EAP has three components:

- verification and review;
- the EAP profile;
- validation

b) Students identified as requiring Learning Support

Students may exhibit:

- a. Diagnosed learning disability or difficulty;
- b. Previous support history;
- c. Performance below National Minimum Standards in literacy and numeracy indicators;
- d. Performance in bottom two bands of NAPLAN;
- e. Other diagnostic assessments;
- f. Consistently low levels of achievement in English and Maths or against the scope of achievement (two or more years);
- g. Standardised testing scores 2 or more years below chronological age.

All students with learning disabilities or learning difficulties have Reasonable Educational Adjustments (REAs) recorded on OneSchool under Personalised Learning.

c) Students identified as English as an Additional Language or Dialect (EAL/D)

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





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are those whose first language is a language or dialect other than English and are those who require additional language support to develop proficiency in Standard Australia English (SAE).

These students may include:

- Australian born children:
 - of Aboriginal, Torres Strait Islander or Australian South Sea Islander heritage
 - of migrant heritage where English is not spoken at home
 - of deaf adults who use Auslan as their first language
 - returning from extended periods of time in countries where their schooling was not in English
- temporary or permanent migrants with other language backgrounds, including Maori or Pacific Islander students and those with refugee backgrounds
- international students from non-English speaking countries

The school makes decisions about the ongoing level of support, based on EAL/D students' levels of English language proficiency (Bandscales State Schools), and in relation to the school context. EAL/D students need specific teaching approaches to build a language foundation for successful classroom learning.

Students who identify as EAL/D may:

- access interpreter services for parents/guardians;
- make adjustments to classroom tasks, teaching materials, teaching styles, and assessments;
- recommend other support or counselling services through the guidance officer or Advocacy Committee.

In all cases, teachers monitor the progress of students, provide extra support when needed and keep parents informed of progress.

d) Students identified as Gifted and Talented

The Department of Education defines gifted and talented students as:

- Gifted students are those whose potential is distinctly above average in one or more of the following domains of human ability: intellectual, creative, social and physical. Giftedness designates the possession and the use of outstanding natural abilities, called aptitudes, in at least one ability domain, to a degree that places an individual at least among the top 10% of age peers in the school.





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- Talented students are those whose skills are above average in one or more areas of performance. Talent designates the outstanding mastery of abilities over a significant period. These are called competencies (knowledge and skills). Outstanding mastery is evident in at least one field of human activity to a degree that places an individual at least among the top 10% of age peers in the school who are or have been active in that field.

Identification of Gifted and Talented Students requires investigation by a team of staff, which includes staff who have undergone Gifted Education Mentor training. Academic performance data analysis and consultation with teachers, parents/guardians and students is required, as well as the possible use of cognitive assessments. The school makes decisions about whether the students can be supported through differentiated curriculum, enrichment, or acceleration as per Curriculum provision to gifted and talented students guidelines.

e) Students who identify as LGBTIQ+

In order to best support LGBTIQ+ Brisbane South State Secondary College understands and ensures:

- Supporting student wellbeing is the priority;
- Respectful arrangements are made that consider the needs of all students;
- Strategies are implemented to ensure the student is not discriminated against, either directly or indirectly; and
- Privacy and confidentiality of student information is necessary and maintained.

Considerations for students who are LGBTIQ+ occur in these areas:

- Curriculum
- Student name
- Toilet and change room use
- School dress code
- Medical evidence
- Camps, sports





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f) Students with mental health needs

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:

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

Students with mental health needs are supported by specialist staff in Student Support Services such as Guidance Officer, Chaplain and SBYHN.

g) Students requiring behaviour support

At Brisbane South State Secondary College, a Multi-tiered systems of support (MTSS) approach to facilitating standards of positive behaviour and responding to unacceptable behaviour is used as per the Student Code of Conduct:

- Differentiated Behaviour Support (Tier I)
- Targeted Behaviour Support (Tier II)
- Intensive Behaviour Support (Tier III).

2. Additional Transition to Junior Secondary

We begin our activities and sessions for Additional Transition to Junior Secondary Schooling once enrolment of students occurs. Transition support aims to provide additional transition 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 Personal Learning Profile', completion with parents and teachers;
- Student observations and interactions with key staff;
- Individual meeting with student;





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- Early familiarisation with school and key staff;
- Early familiarisation with school uniform, timetable and key resources;
- Building relationships with other peers;
- Building relationships with the student support team at Brisbane South SSC.

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

- <https://brisbanesouthssc.eq.edu.au/enrolments/open-days>.

3. Evidence

Evidence from a range of sources may be collected to support inclusion for all students, which may include:

- EAP verification process;
- NAPLAN results;
- Achievement level results;
- Bandscales;
- Formative assessment;
- Standardised testing;
- Advocacy Committee;
- Junior Secondary and Senior Secondary Teams;
- School opinion survey;
- Teacher observations;
- Parent feedback
- Professional medical advice;
- Mapping against scope of achievement.





4. A Whole School Approach to Differentiated Student 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-Differentiated teaching to respond to the particular learning needs of all students is a regular part of curriculum provision.

Focused teaching- Additional scaffolding and pedagogical practices that includes teaching particular skills or understandings to address barriers to learning.

Intensive teaching- Schools provide support for a small percentage of students who require intensive teaching following focused teaching. This decision is informed by evidence that the student lacks mastery of basic concepts, skills and knowledge.

Individual Curriculum Plan (ICP)

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 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.





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5. Advocacy

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. Examples of Advocate roles may include: communicating with teachers for a student to access adjustments for assessment, providing support in terms of the wellbeing of a student or connecting a student with an external service or agency. 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, or maybe Teachers;
- Advocates share information with families regarding community and governmental support.

6. Co-Teaching

Co-teaching is the practice of pairing teachers 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.

7. Teacher Aide Support

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.





8. Parental Collaboration

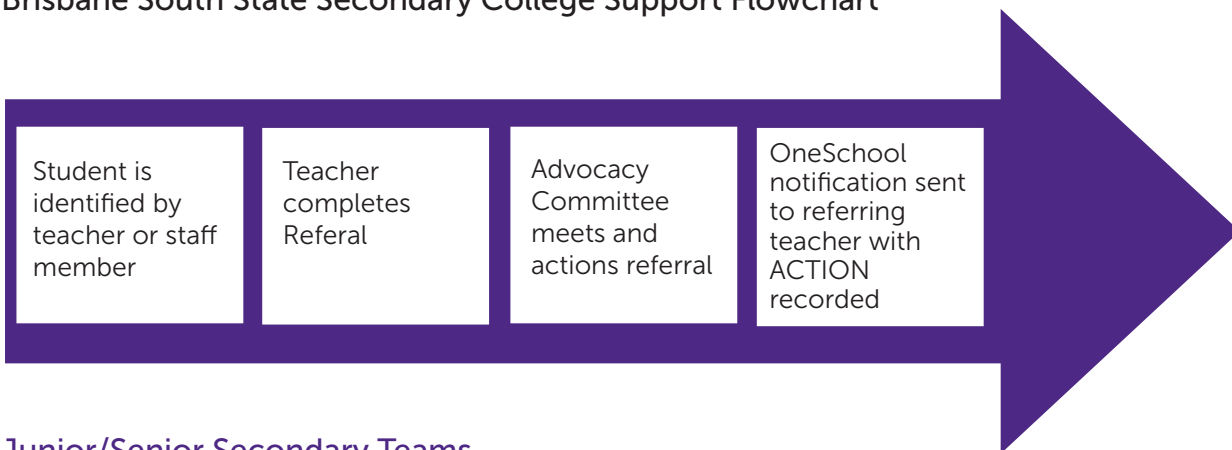
Brisbane South State Secondary College works with students, parents/guardians, as well as other organisations and external providers, as respected and valued partners in Inclusive Education. Students, parents/guardians and families are supported to have a voice and be heard. Stakeholder views are considered in decision making at all levels. This occurs through parent-teacher meetings, school opinion surveys, parent information nights, Open Day, stakeholder meetings, transition surveys, transition programs, enrolment meetings, and ongoing written/electronic communication.

9. Referral Process

Advocacy Committee

Brisbane South State Secondary College has a process for teachers to refer students requiring further investigation in regard to access to the curriculum and/or additional academic support, or support for wellbeing or engagement. Teachers refer to the graphic below and to the referral form to refer students to the Advocacy Committee, which is comprised of Deputy Principals for years 7-9, Guidance Officers, Head of Department- Junior Secondary, and Head of Inclusive Practices. Intervention and/or support strategies are recorded in OneSchool in Personalised Learning.

Brisbane South State Secondary College Support Flowchart



Junior/Senior Secondary Teams

Brisbane South State Secondary College monitors student wellbeing and engagement through:

- attendance rates;
- student retention data;
- learning days lost due to student disciplinary absences;





- teacher observations;
- School Opinion Survey responses;
- Strong relationship and liaison with students and their parents/guardians.

10. Nationally Consistent Collection of Data on School Students with a Disability (NCCD)

All schools and approved authorities for schools in Australia participate in the NCCD annually. The NCCD collects data about school students with disability across Australia in a consistent, reliable and systematic way. The data for the NCCD is submitted to the department as at the reference date of the first Friday in August. The collection of data for the NCCD is based on the professional judgement of teachers. Teachers determine the level of adjustments provided to students with disability to access and participate in education on the same basis as other students.

Teachers identify the level of adjustment (differentiation, supplementary, substantial, extensive) that students with disability are being provided to meet long-term (10+ weeks) needs associated with a disability in the 12 months preceding the national data collection submission date and the broad category of disability (physical, cognitive, sensory, social/emotional).

National Consistent Collection of Data website: <https://www.nccd.edu.au/>

