



CHANCELLOR  
STATE COLLEGE

# Inclusive Education Policy

## Purpose

Chancellor State College's vision and practice is reflective of the guidelines set out in the Department of Education's Inclusive education policy <http://ppr.det.qld.gov.au/pif/policies/Documents/Inclusive-education-policy.pdf>.

## Our Vision

Chancellor State College is committed to continuing the journey towards an inclusive education system. Our aim is to reflect the ideals expressed in the Department of Education's Inclusive education policy:

**Inclusive education** means that students can access and fully participate in learning, alongside their similar-aged peers, supported by reasonable adjustments and teaching strategies tailored to meet their individual needs.

Inclusion is embedded in all aspects of school life, and is supported by culture, policies and every day practices.

An **adjustment** is a measure or action taken to assist a student with disability to participate in education on the same basis as other students. An adjustment is reasonable if it achieves this purpose while taking into account the student's learning needs and balancing the interests of all parties affected, including those of the student with disability, the education provider, staff and other students (definition from Disability Standards for Education 2005 (Cwlth)).



**Chancellor State College uses the United Nation's nine core features for inclusive education to guide its work towards an inclusive education system.**

### **A system-wide approach**

To implement inclusive education systemically, based on evidence, across our school setting. We promote and develop policies, programs and practices to remove barriers and promote inclusive education across our school community.

### **Committed leaders**

All leaders, at all levels within our school setting commit to and are accountable for implementing inclusive education. They promote a culture and shared values that remove barriers and support inclusion.

### **Whole of school**

Every member of our school community, including teachers, support staff, volunteers, families and students, work collaboratively to ensure ALL students can access and participate in all aspects of school life. Curriculum is provided to ALL students in ways that are age appropriate and responsive to diverse learning needs.

### **Collaboration with students, families and the community**

We work with students, parents and caregivers, and other organisations, including teacher and professional associations, as respected and valued partners in inclusive education. We support students, parents, caregivers and families to have a voice and be heard. Their views are considered in decision making at all levels.

### **Respecting and valuing diversity**

All students and families feel welcome, respected, included and safe in our school. We embrace and make visible diversity and support respectful relationships within the school community. We address the different barriers experienced by students and develop strategies and plans to support inclusive education for our diverse student population.

### **Confident, skilled and capable workforce**

Our school leaders, teachers, department staff, support staff and volunteers continue to build expertise to implement inclusive education practices. Good practice, based on evidence, is shared and cultural capability is strengthened. Continuous professional learning and mentorship is encouraged and supported.

### **Accessible learning environments**

Our school and classrooms will be designed to enable students of all backgrounds, identities and abilities to access and fully participate in learning. We strive to ensure that students can access and participate in all school events.

### **Effective transitions**

Our school will continue to work in partnership with students, families, community organisations, professional groups, and other government and educational organisations to plan and support successful transitions at all points in our students' education.

### **Monitoring and evaluation**

Monitoring the progress and academic achievement of all students will continue to be a priority. Evaluation and reviews will occur at all levels – school, regional and system – to ensure the department is continuing on its journey and to build on good practice



**APPENDIX:**

<p><b>Legislation</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Age Discrimination Act 2004 (Cwlth)</a></li> <li>• <a href="#">Anti-Discrimination Act 1991 (Qld)</a></li> <li>• <a href="#">Australian Human Rights Commission Act 1986 (Cwlth)</a></li> <li>• <a href="#">Disability Discrimination Act 1992 (Cwlth)</a></li> <li>• <a href="#">Disability Standards for Education 2005 (Cwlth)</a></li> <li>• <a href="#">Education (General Provisions) Act 2006 (Qld)</a></li> <li>• <a href="#">Multicultural Recognition Act 2016 (Qld)</a></li> <li>• <a href="#">Racial Discrimination Act 1975 (Cwlth)</a></li> <li>• <a href="#">Sex Discrimination Act 1984 (Cwlth)</a></li> </ul>	<p><b>Related policies</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Advancing education – An action plan for education in Queensland</a></li> <li>• <a href="#">Strategic Plan</a></li> <li>• <a href="#">Every student with disability succeeding plan</a></li> <li>• <a href="#">Every Queensland Succeeding – Disability Service Plan</a></li> <li>• <a href="#">A whole school approach to differentiated teaching and learning (PDF, 694KB) (RTF, 8.5MB)</a></li> <li>• <a href="#">Individual curriculum plan (PDF, 661KB) (RTF, 6MB)</a></li> <li>• <a href="#">Students with disability (PDF, 936KB) (RTF, 7MB)</a></li> <li>• <a href="#">Curriculum provision to gifted and talented students</a></li> <li>• <a href="#">English as an additional language or dialect (EAL/D) learners</a></li> <li>• <a href="#">Minister’s policy: Criteria to decide a person is a ‘person with a disability’ for the purpose of enrolment in state special schools</a></li> <li>• <a href="#">Religious instruction</a></li> <li>• <a href="#">Students in out-of-home care policy statement</a></li> <li>• <a href="#">Supporting student health and wellbeing policy statement</a></li> <li>• <a href="#">Statement of expectations for a disciplined school environment</a></li> </ul>
<p><b>Related procedures</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Allocation of state education</a></li> <li>• <a href="#">Enrolment in state primary, secondary and special schools</a></li> <li>• <a href="#">Exemptions from compulsory schooling and compulsory participation</a></li> <li>• <a href="#">Mature age student applications</a></li> <li>• <a href="#">Refusal to enrol – Risk to safety or wellbeing</a></li> <li>• <a href="#">Assistance animals in schools</a></li> <li>• <a href="#">Safe, supportive and disciplined school environment</a></li> </ul>	<p><b>Supporting information/websites</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Inclusive education</a></li> <li>• <a href="#">Diversity in Queensland schools – Information for principals</a></li> <li>• <a href="#">All Abilities Queensland: opportunities for all</a></li> </ul>