



Inclusive education policy statement





“Inclusion is really about making schools a reflection of their community and we commit to ensure that any child that walks into our school will be included, will be supported and be part of our community”

Principal, Ferny Grove State School



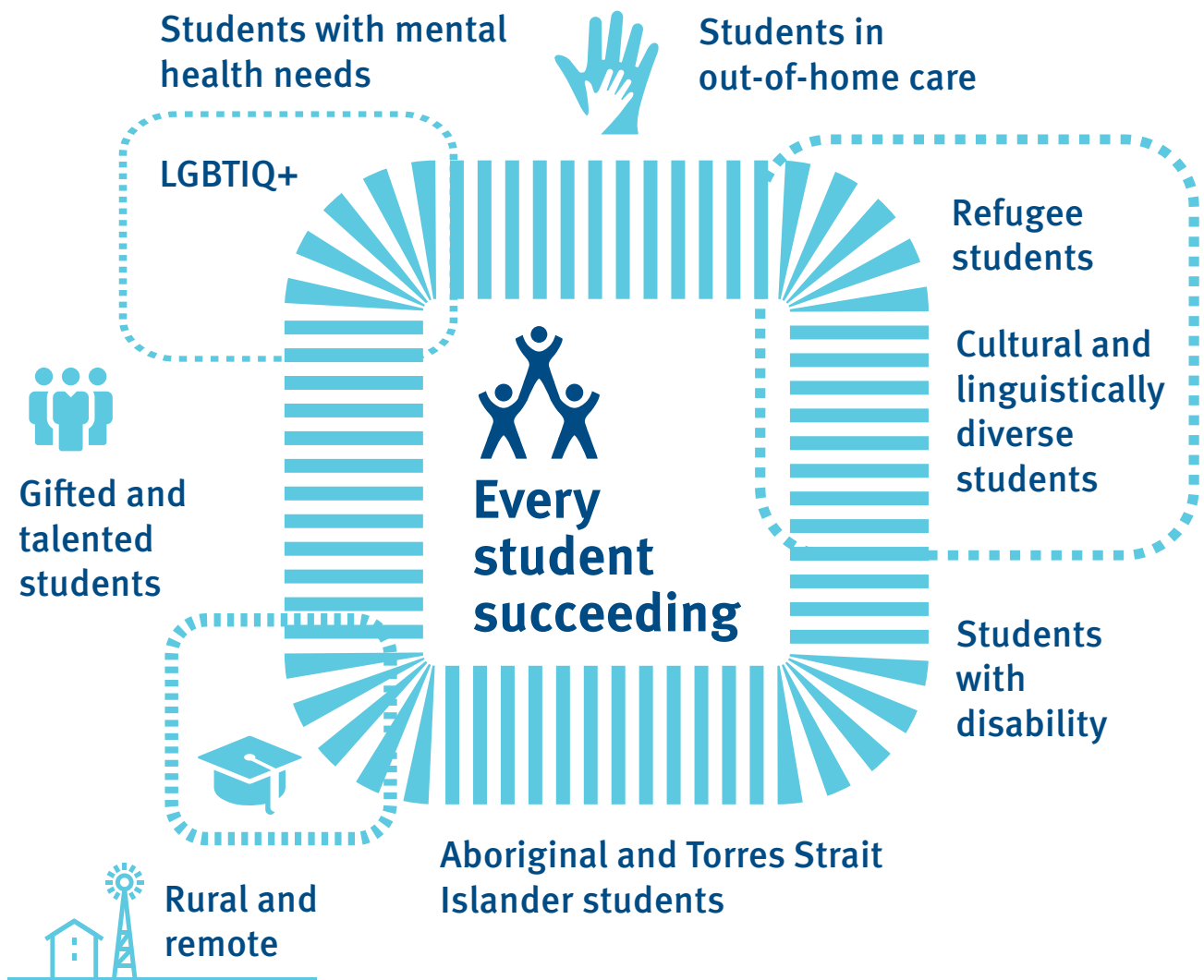
“Our school is part of our local community and we welcome all students into our school and it’s our responsibility to make those adjustments so that all our students are engaged in a rigorous and relevant learning program”

Principal, Bowen State High School





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More information: qld.gov.au/inclusiveeducation



Inclusive education

Our shared vision is that every student in Queensland state schools succeeds and receives the support they need to belong to the school community, engages purposefully in learning and experiences academic success (Every Student Succeeding – State Schools Strategy 2018-2022).

The Department of Education's Inclusive Education Policy supports our shared vision and the right for students of all social, cultural, community and family backgrounds, and of all identities, and all abilities to receive high quality education.

Our commitment

The department commits to continuing our journey towards a more inclusive education system at all levels and as part of our everyday practice in schools, educational settings and classrooms.

We have high expectations of all students, recognising that, with the right support, all students can succeed.

Our commitment means that children and young people across Queensland, from all social, cultural, community and family backgrounds, and of all identities and all abilities are able to:



attend their local state school or education centre and be welcomed



learn in a safe and supportive environment, free from bullying, discrimination or harassment



access and participate in a high-quality education and fully engage in the curriculum along-side their similar-aged peers



achieve academically and socially with reasonable adjustments and supports tailored to meet their learning needs.





policy statement

What we mean by inclusive education

All students benefit, academically and socially, when provided with a high quality inclusive education.



Students experience inclusive education when they 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.

Inclusive education differs from other approaches and practices in significant ways:



integration – students are placed in schools or educational settings with their similar-aged peers but adjustments are not made to meet their individual needs. This limits their ability to fully access or participate in learning. Integration is not necessarily a step towards inclusion.

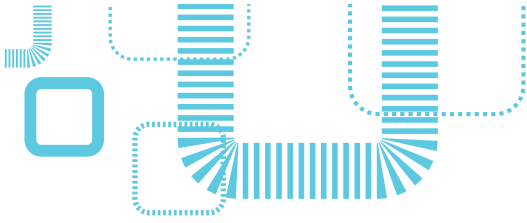


segregation – students learn in separate environments, designed or used to respond to their particular needs or impairment, in isolation from other students.



exclusion – students are unable to access any form of education.





Continuing our journey

Our state schools are diverse, with schools adapting to meet the needs of students, families and the community. State schools across Queensland are at different stages of their journey towards adopting inclusive education.

Some state schools offer highly individualised programs for students with particular educational needs. The department will continue to offer parents the choice of enrolling their child, who meets set criteria, in schools providing highly individualised programs including special schools and academies. By moving towards a more inclusive education system we are seeking to strengthen the options parents and caregivers have to enrol their child at their local state school.

While offering this choice, we will continue our journey towards a more inclusive education system across all state schools and settings. Our journey will be guided by nine principles adapted from the United Nations' nine core features for inclusive education (United Nations 2016, pp.4 to 6).



A system-wide approach

Inclusive education is implemented systemically, based on evidence, across the department including in schools and other educational settings. We promote and develop policies, programs and practices to remove barriers and promote inclusive education across the department and within local school communities.



Committed leaders

Leaders at all levels within the department, across regions and local school communities, 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 the school community, including teachers, support staff, volunteers, families and students work collaboratively to ensure 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, and are, welcome, respected, included and safe at our state schools. We embrace, and make visible, diversity as a strength and support respectful relationships within the school community and between students. 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, departmental staff, support staff and volunteers build on their 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 schools, educational settings and classrooms will be designed to enable students of all backgrounds, identities and abilities to access and fully participate in learning. We ensure that students can access and participate in school activities and events.



Effective transitions

The transition from early childhood and care settings to school and from school to work, training and higher education are significant milestones in students' lives. Schools 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 a learner's education.



Monitoring and evaluation

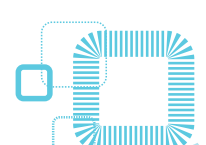
Monitoring progress and academic achievement of all students will continue to be a priority. Evaluation and reviews will occur at all levels — at the school, regional and system levels to ensure the department is continuing on its journey and to build on good practice.

Review

We will review the [Inclusive Education Policy](#) in 2021 to ensure we are continuing our journey towards a more inclusive education system.



More information: qld.gov.au/inclusiveeducation



References

Deloitte Access Economics 2017, Review of education for students with disability in Queensland state schools, Department of Education, Brisbane: Australia. <http://education.qld.gov.au/schools/disability/docs/disability-review-report.pdf>

Forlin, C. Chambers, D. Loreman, T. Deppeler, J. and Sharma, U. (2013), Inclusive Education for Students with Disability: A review of the best evidence in relation to theory and practice, Australian Research Alliance for Children and Youth (online) www.aracy.org.au/publications-resources/command/download_file/id/246/filename/Inclusive_education_for_students_with_disability_-_A_review_of_the_best_evidence_in_relation_to_theory_and_practice.pdf [accessed 8 January 2018]

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United Nations Convention on the Rights of Persons with Disabilities General Comment No.4 (2016) on the right to inclusive education (online) http://tbinternet.ohchr.org/_layouts/treatybodyexternal/Download.aspx?symbolno=CRPD/C/GC/4&Lang=en [accessed 8 January 2018]

