



# **Peregian Beach College Inclusion Policy**

**Version: 1.1**

**Effective: 06<sup>th</sup> March 2023**

**Review Date: 06<sup>th</sup> March 2024**

## **Audience**

The Inclusive Education Policy applies Peregrine Beach College-wide including all college educational settings.

## **Purpose**

This policy sets out Peregrine Beach Colleges' commitment to continue to work towards a more inclusive education system and the principles, which will guide that work.

## **Policy statement**

Peregrine Beach College commits to continuing our journey towards a more inclusive education system at policy level, and as part of our everyday practice in schools, educational settings, and classrooms.

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 college life, and is supported by culture, policies, and everyday practices.

Inclusive education differs from the following approaches and practices in significant ways:

- Integration – Students are placed in classrooms and 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.

## **Peregrine Beach College Commitment to Inclusive Education**

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

Our commitment means that children and young people, from all social, cultural, community and family backgrounds, and of all identities and all abilities can:

- access and participate in a high-quality education and fully engage in the curriculum alongside their similar-aged peers
- learn in a safe and supportive environment, free from bullying, discrimination or harassment
- achieve academically and socially with reasonable adjustments and supports tailored to meet their learning needs.

## **Principles**

Peregrine Beach College will continue to work towards a more inclusive education system and will be guided by the 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 college. We promote and develop policies, programs, and practices to remove barriers and promote inclusive education across the college.

### **Committed leaders**

Leaders, at all levels within the college, 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 college community, including teachers, support staff, volunteers, families, and students, works 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, respected, included and safe at our college. We embrace, and make visible, diversity as a strength and support respectful relationships within the college 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 college leaders, teachers, 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 college, 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 all college activities and events.

### **Effective transitions**

The transition from early childhood and care settings to college, and from college to work, training and higher education are significant milestones in students' lives. The College

continues 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 the progress and academic achievement of all students will continue to be a priority. Evaluation and reviews will occur at all levels within the college, to ensure the college is continuing its journey to build on good practice.

### Requirements

- This policy requires Peregrine Beach College to comply with the *Education (General Provisions) Act 2006* (Qld) and State and Commonwealth discrimination laws.
- As different student groups experience different barriers to inclusion, the college will continue to implement strategies and policies, and support practices that address the unique needs of:
  - Aboriginal and Torres Strait Islander students
  - students from culturally and linguistically diverse backgrounds
  - students who identify as LGBTIQ+
  - students living in out-of-home care
  - students from rural and remote communities
  - students with disability
  - students with mental health needs
  - refugee students
  - gifted and talented students.

### Definitions

| Term                  | Definition   |
|-----------------------|--|
| Discrimination        | Discrimination can be both direct and indirect. Direct discrimination involves treating someone less favourably than another person in similar circumstances because they have a characteristic, for example a disability or impairment, their gender, age, race, parental status, sexuality, or cultural background. Indirect discrimination occurs when everyone is treated in exactly the same way even though this unreasonably disadvantages someone because they, or their associate, have a characteristic. |
| Inclusive education   | 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 meet student's individual needs. Inclusive education encompasses all aspects of college life and is supported by culture, policies, programs, and practices.   |
| Reasonable adjustment | 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 students 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)).                             |

## Legislation

- *Age Discrimination Act 2004* (Cwlth)
- *Anti-Discrimination Act 1991* (Qld)
- *Australian Human Rights Commission Act 1986* (Cwlth)
- *Disability Discrimination Act 1992* (Cwlth)
- *Disability Standards for Education 2005* (Cwlth)
- *Education (General Provisions) Act 2006* (Qld)
- *Human Rights Act 2019* (Qld)
- *Multicultural Recognition Act 2016* (Qld)
- *Racial Discrimination Act 1975* (Cwlth)
- *Sex Discrimination Act 1984* (Cwlth)

## References

United Nations Convention on the Rights of Persons with Disabilities General Comment No.4 (2106) on the right to inclusive education (online)

[http://tbinternet.ohchr.org/\\_layouts/treatybodyexternal/Download.aspx?symbolno=CRPD/C/GC/4&Lang=en](http://tbinternet.ohchr.org/_layouts/treatybodyexternal/Download.aspx?symbolno=CRPD/C/GC/4&Lang=en)