



Inclusive Education Policy

Purpose:	Peregian Beach College is built on, and committed to, the values of RISE: • Respect • Inclusion • Service to others • Excellence These values underpin everything we do and guide our approach to learning, teaching, and community engagement. We believe every student is capable of growth and achievement when they learn in an environment where these values are promoted and expected. Peregian Beach College also recognises and celebrates diversity in all its forms –including ability, culture, language, gender, faith, and background. We uphold every student’s right to equitable access, participation and belonging in a safe and respectful environment, in accordance with the Disability Standards for Education (2005), the Anti-Discrimination Act (1991 Qld) and other relevant legislation. Our inclusive education upholds the right of every child to feel safe, be heard, and take part in decisions about their learning and support. Our policy supports the 2025 Queensland Child Safe Standards’ Universal Principle, ensuring students’ voice, participation and wellbeing are central to our inclusive practice.	
Scope:	This policy applies to all teaching and non-teaching staff, Learning Coaches, Teacher Assistants, and volunteers at Peregian Beach College. It covers all learning environments and activities from P–12. This includes academic, co-curricular, cultural, service, and community programs – anywhere students engage in College life.	
Authorised by:	Board chair	Date of Authorisation: February 2026
Review Date:	Every three years	Next Review Date: February 2029
Policy Owner:	College Board	

Child Safe Alignment: This policy aligns with the Queensland Child Safe Standards (2025) and the National Principles for Child Safe Organisations (2019).

Commitment to Inclusion

Our commitment is to make sure all students can access and participate fully in learning alongside their similar-aged peers through:

- reasonable adjustments
- evidence-based teaching
- collaborative partnerships with students, families, and professionals.

Inclusion is embedded in all aspects of College life – academic, social, emotional, and community – and reflected in our culture, curriculum, policies, and daily practice.

Understanding Inclusion

Inclusive education goes beyond placement – it is about meaningful participation, engagement, and achievement for every learner. It is distinct from approaches such as:

- Integration – where students are physically placed in mainstream classrooms but instruction, assessment, or environments are not adapted to meet their individual needs.
- Segregation – students are grouped or taught in separate settings or programs designed for a particular need, isolated from their peers.
- Exclusion – students are denied access to learning opportunities or discouraged from meaningful participation.

At Peregrine Beach College, Inclusion means participation, belonging and success for every student – academically, socially, and emotionally – within the whole-school community.

Student Voice and Self-Advocacy

Students are partners in their learning. We support students to:

- express their views and set goals
- participate in developing their Personalised Learning Plans (PLPs), Positive Behaviour Support Plans (PBSPs)
- build skills to self-advocate and make decisions about their learning.

These practices reflect Child Safe Standard 2 (Voice of Children and Young People), recognising that students have the right to express their views and participate in decisions that affect their education and wellbeing.

Family and Community Partnerships

Families and carers are recognised as key partners in inclusive education. Adjustments and supports are developed in consultation with students and their parents/carers and are reviewed regularly. Collaboration with allied health professionals and community organisations ensures coordinated, holistic support.

This aligns with Child Safe Standard 3 (Families and Communities are Informed and Involved), ensuring families are informed, respected partners in promoting inclusion, safety, and wellbeing.

Implementation

Inclusive education is enacted through various practices.

- PLPs and PBSPs, and Access Arrangements and Reasonable Adjustments (AARA) processes are followed and used.
- PLPs and PBSPs are monitored each term and formally reviewed once per semester, or more frequently if adjustments need to be refined.

- Every Unit Plan from P–12 is annotated with student adjustments across the curriculum to ensure that inclusive practices are visible, consistent, and evidence based.
- Unit Plan annotations, PLP notes, and evidence are recorded in the relevant systems.
- Evidence is retained for seven years in accordance with College recordkeeping requirements.
- Annual staff induction and ongoing professional learning in the designated system, inclusive pedagogy, trauma-informed practice, and differentiated assessment design.

Collaboration and monitoring are embedded in the College's structures:

- The Student Services Team (SST) meets fortnightly to coordinate case management, review adjustments, and monitor student progress.
- The Principal, College Coordinator, Guidance Officer, and Primary and Secondary Coordinators meet weekly to review inclusion, wellbeing, and student progress priorities, ensuring consistent support across the College.
- Leadership and culture (Child Safe Standard 1) are demonstrated through accountability, transparency, and a continuous improvement mindset.

Monitoring and Continuous Improvement

Inclusive practice is reviewed in:

- fortnightly SST meetings
- weekly leadership meetings
- termly and semester PLP/PBSP reviews
- annual National Consistent Collection of Data (NCCD) evidence reviews and teacher logs
- analysis of academic, wellbeing, and attendance data
- classroom observations, staff reflections, and student/parent feedback.

Findings inform continuous improvement, strengthen staff capability and celebrate growth in inclusive practice. The College's reflection and evaluation cycle includes regular review against the Child Safe Standards (2025) to ensure that inclusive practices remain responsive, protective, and student centred.

Supporting College Policies and Frameworks

- PBC Student Wellbeing and Behaviour Support Policy
- PBC Learning Enhancement Handbook (2026)
- PBC Assessment and AARA Guidelines
- PBC Student Code of Conduct
- PBC Parent and Community Engagement Framework
- PBC Student Services Team Operational Framework
- PBC Aboriginal and Torres Strait Islander Education Plan
- PBC Wellbeing and Inclusion Charter (under development)
- PBC Child Safe Policy and Procedures

Legislative framework

This policy also aligns explicitly with, reflects and/or supports, the:

- Disability Standards for Education (2005, amended 2018)
- Anti-Discrimination Act (1991 Qld)
- Australian Disability Strategy (2021–2031)

- United Nations Convention on the Rights of Persons with Disabilities (Article 24 – Education)
- Queensland Inclusive Education Policy Statement (2023)
- Queensland Child Safe Standards (2025), including the ‘Universal Principle’ (for cultural safety)
- Disability Discrimination Act (1992)