



Pacific Pines State High School
Inclusion Policy

“Inclusion is not bringing people into what already exists; it is making a new space, a better space for everyone.” – George Dei



Pacific Pines State High

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Mission Statement

At Pacific Pines State High School, our mission is to foster a nurturing and inclusive educational environment where every student is valued, respected, and provided with the opportunities and support necessary to achieve their full potential. We are committed to promoting equity and excellence, ensuring that all students, regardless of their backgrounds or abilities, can thrive academically, socially, and emotionally.

Introduction

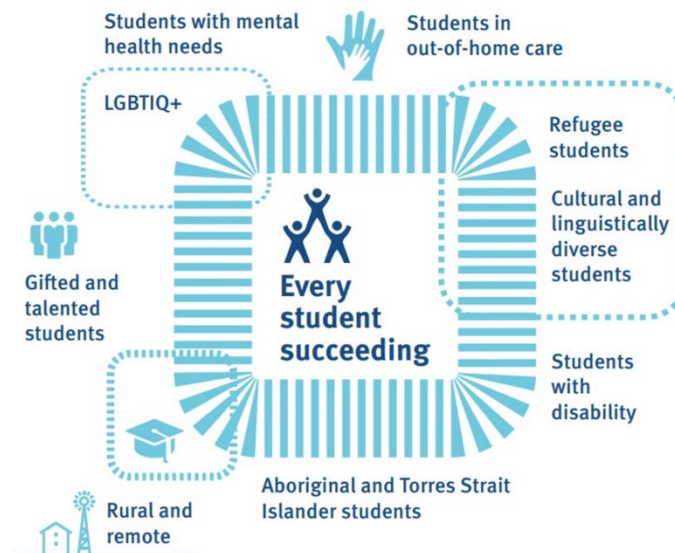
Pacific Pines State High School is dedicated to creating a school community where diversity is celebrated, and all students have equitable access to high-quality education. In alignment with the Australian Government's Equity and Excellence framework, our inclusion policy aims to eliminate barriers to learning and participation, enabling all students to succeed and feel a sense of belonging.

Governance

This Inclusion Policy is governed by various legislative and policy frameworks, ensuring that our practices align with national and state requirements. Key documents and guidelines include:

- [Disability Standards for Education 2005](#)
- [Australian Curriculum](#)
- [Queensland Inclusive Education Policy Statement](#)
- [Equity and Excellence: Realising the potential of every student](#)
- [Inclusive Education Policy](#)
- [Human Rights Act 2019 \(Qld\)](#)
- [P-12 curriculum, assessment and reporting framework](#)
- [Parent and community engagement framework](#)
- [Student learning and wellbeing policies and procedures](#)

Inclusive education policy statement



Inclusion at Pacific Pines State High School

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

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

Pacific Pines State High School 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 that 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.

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 a 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.

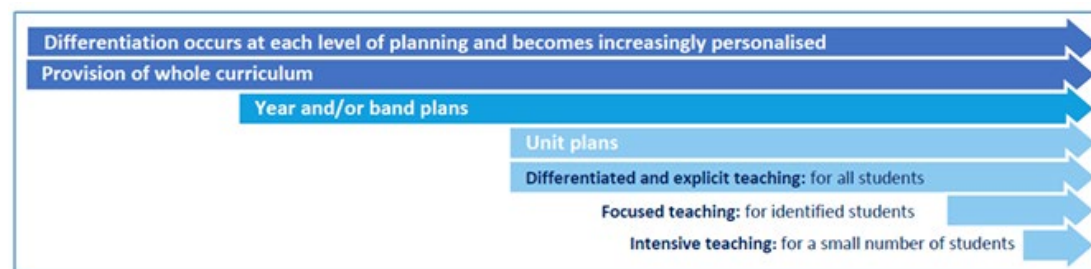
Focused teaching: Additional scaffolding and pedagogical practices that include teaching particular skills or understandings to address barriers to learning.

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 the curriculum may affect students' future pathways, as they progress towards either a Queensland Certificate of Education or a Queensland Certificate of Individual Achievement.



Focus Classes

At Pacific Pines State High School, Focus Classes are designed to ensure that students achieve the standards set by the Australian Curriculum. These smaller classes benefit from teacher aide support, allowing for more effective implementation of pedagogical strategies from our school's pedagogy approach. Teachers differentiate instruction and enhance student engagement through these tailored strategies, ensuring that all students can succeed academically. Through Focus Classes, Pacific Pines State High School is committed to fostering an inclusive and supportive educational environment where every student can thrive.

Access Advocacy

At Pacific Pines State High School, Access Advocates, who are teachers, play a crucial role in supporting students with verified disabilities. These teachers ensure that their colleagues are fully informed about the specific needs of these students, facilitating necessary adjustments and support strategies. Access Advocates collaborate with Heads of Curriculum, Engagement and Inclusion, as well as the Wellbeing team, to implement tailored support plans. They maintain regular communication with students, parents/guardians, and teachers to ensure continuous support and involvement in the decision-making process. Additionally, Access Advocates provide information to families about community and governmental resources, advocating for the needs and rights of students with verified disabilities. Through their strategic collaboration and dedication, Access Advocates ensure that every student with a verified disability receives the necessary assistance to thrive academically and social emotionally.

Teacher Aide Support

Teacher aides (TAs) at Pacific Pines State High School play a vital role in supporting student learning and engagement. They work in a variety of areas throughout the school and are timetabled according to students' identified needs. TAs collaborate closely with teachers to supplement and extend their work, ensuring that students can access general classroom teaching effectively. Beyond classroom support, TAs assist with transitioning students around the school, toileting, facilitating homework clubs, and supporting tutoring within the school. This comprehensive approach allows TAs to address specific needs and contribute to a cohesive learning environment. Teachers and TAs work effectively as a team, with a shared understanding of their respective roles in achieving lesson objectives, making moment-by-moment decisions regarding TA deployment based on students' needs. Through this collaborative effort, TAs help create an inclusive and supportive educational experience for all students at Pacific Pines State High School.

Transition Program for Verified Students from Primary School

At Pacific Pines State High School, we organise an Access Transition program each year to support verified students transitioning from primary school. This program provides additional assistance to help students familiarize themselves with the school environment and key support personnel. The program allows our Inclusion team to get to know and observe the students, ensuring that we can effectively meet their needs from the outset. The transition program includes a parent information session and is attended by a range of school leaders and support staff, including Guidance Officers, Youth Support Coordinators, Access Advocates, Heads of Department, Deputies, and the Principal. This collaborative approach ensures that both students and their families are well-prepared and supported as they enter the high school community.

Wellbeing (Youth) Hub Services and External Connections

At Pacific Pines State High School, our Wellbeing (Youth) Hub is dedicated to supporting students' mental health and wellbeing. Our Wellbeing Team consists of 3 Guidance Officers, our school Psychologist, 3 Youth Support Coordinators, 2 Out of Home Care Teacher aides, and our Community Education Counsellor. This space offers strategies to manage mental wellbeing, connections to external services, and a supportive environment for students needing a break. Our Wellbeing Team collaborates with external organizations, including Wesley Mission, Noffs Foundation Street University, ACCORAS, and the Multicultural Families Organisation, to provide comprehensive support directly at school. In addition to in-house programs, we connect students and families with a range of external resources through our "Community Support" tabs, ensuring a holistic network of support. These resources include:

- [The Butterfly Foundation External link](#): National helpline 1800 ED HOPE (1800 33 4673), 8am - midnight (AEST/AEDT), 7 days a week
- [ReachOut Australia External link](#): Confidential online peer support for young people and online resources for wellbeing
- Aboriginal & Torres Strait Islander crisis support line 13YARN on 13 92 76
- [Headspace External link](#) on 1800 650 890
- [Kids Helpline External link](#) on 1800 551 800
- [Lifeline External link](#) on 13 11 14
- [MensLine Australia External link](#) on 1300 789 978
- [Suicide Call Back Service External link](#) on 1300 659 467
- [Beyond Blue External link](#) on 1300 22 46 36
- [QLife External link](#) on 1800 184 527
- [MensLine Australia External link](#) on 1300 789 978

Community Education Counsellor (CEC)

At Pacific Pines State High School, our Community Education Counsellor (CEC) plays a vital role in supporting the educational and cultural needs of our Aboriginal and Torres Strait Islander students. The CEC provides educational counselling and support services, working across multiple schools to enhance the involvement of these students and their families in education. They develop and implement support programs tailored to the needs of the school, fostering educational participation and success. The CEC establishes and maintains links with external sources of information and support services, ensuring that students have access to comprehensive resources for their advancement. By engaging in activities that build productive partnerships within the school community, the CEC fosters a supportive and inclusive educational environment.

Referral Process

At Pacific Pines State High School, our referral process is designed to promptly address the needs of students who may be struggling academically or experiencing challenges related to their wellbeing. Staff members complete our referral document outlining concerns and observations, which are then triaged by our support team consisting of the Head of Inclusion, Guidance Officers, and School Psychologist. Additionally, we conduct Student Needs Assessment Committee (SNAC) meetings with representatives from the Engagement, Wellbeing, and Inclusion teams to address the needs of at-risk students. The Head of Inclusion oversees referrals related to inclusive education and support services, while Guidance Officers and School Psychologist function as a cohesive team, collectively supporting students' mental health and wellbeing concerns. Once triaged, the identified stakeholders take appropriate action, which may include conducting further assessments, providing targeted interventions, or coordinating additional support services. Through this structured process and collaborative approach, we aim to proactively support the wellbeing and academic success of all students in our school community.

Access Arrangements and Reasonable Adjustments (AARAs)

At Pacific Pines State High School, we are committed to providing equitable access to education for all students, particularly those with verified disabilities. Access Arrangements and Reasonable Adjustments (AARAs) are implemented in accordance with the guidelines set by the Queensland Curriculum and Assessment Authority (QCAA) to ensure that students with specific needs can participate fully in their education and assessments. AARAs are tailored to individual students based on their unique circumstances, allowing them to demonstrate their knowledge and skills without being disadvantaged by their disability. These adjustments may include modifications to assessment conditions, additional time, use of assistive technology, or alternative formats for materials. The process for determining AARAs involves collaboration between parents, teachers, Heads of Curriculum, Engagement and Inclusion, the Wellbeing team, and external specialists such as occupational therapists and advisory visiting teachers. Our goal is to support all students in achieving their full potential while maintaining the integrity of our educational standards and adhering to QCAA regulations.

National 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 disabilities 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 judgment of teachers. Teachers determine the level of adjustments provided to students with disabilities 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 disabilities 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/>

