



**QUEENSLAND
ACADEMIES**
Health Sciences Campus

Inclusion Policy



1.0 RATIONALE

In accordance with the Department of Education priority statement 'Every student succeeding' and our Queensland Academies mission statement dedicated to empowering Queensland's brightest students in a collaborative, supportive educational environment to realise their potential through a world class curriculum and facilities, Queensland Academies Health Sciences Campus declares a commitment to Queensland's highly capable students from all social, cultural, community and family backgrounds and of all identities- At Queensland Academies Health Sciences (QAHS) we enable transformative opportunities in an excellent global education for all students actualising personal and academic success.

Selective entry for our students QAHS in Year 10 have passed a benchmark in Edutest testing and have been recommended after an interview process. (See QAHS Admissions Policy). As such, they are all considered as having the capability for success in the challenging IB Diploma curriculum. The students are provided with support through experiencing a pre-IB year that is designed to enhance their skills in the subjects they will undertake and encourage the development of personal attributes that assist them in their Diploma studies. They are also supported throughout their senior studies.

The Academy sets high expectations and values and employs expert staff, who use evidence-based best practices focusing on individual personal and academic success. At QAHS our commitment to wellbeing underpins all aspects of teaching and learning, ensuring a 'Be well to do well' mantra is lived by staff and students. QAHS provides dynamic, flexible learning spaces and is committed to ensuring that purposeful, targeted resources support effective learning.

QAHS values are consistent with the IBO's mission to "Develop a more diverse, inclusive IB community by enabling access to an IB education" (Goal 3). QAHS supports the IB's principles of an inclusive education:

- **education for all** is considered a human right
- education is enhanced by the creation of **affirmative, responsive environments** that promote a sense of belonging, safety, self-worth and whole growth for every student
- every educator is an educator of *all* students
- learning is considered from a **strength-based perspective**
- **learning diversity** is valued as a rich resource for building **inclusive communities**
- *all* learners belong and experience **equal opportunities** to participate and engage in quality learning
- full potential is unlocked through connecting with, and building on, previous knowledge
- assessment provides *all* learners with opportunities to demonstrate their learning, which is **rewarded and celebrated**
- **multilingualism** is recognized as a fact, a right and a resource
- *all* students in the school community **fully participate** in an IB education and are empowered to **exercise their rights and accept their responsibilities** as citizens
- *all* students in the school community have a **voice** and are **listened to** so that their input and insights are considered
- *all* students in the school community develop the **IB learner profile** attributes and develop into inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect

- **diversity** is understood to include **all members of a community**
- *all* students experience **success** as a key component of learning.

(Learning Diversity and Inclusion in IB Programmes, 2016)

Additionally, QAHS will support learning diversity through demonstrating the following standards and practices (Programme Standards and Practices, 2020):

Philosophy

A9. The school supports access for students to the IB programme(s) and philosophy.

Organization

B1:5. The school develops and implements policies and procedures that support the programmes.

B2:8. The school provides support for its students with learning needs and support for their teachers.

Curriculum

C1:6. Collaborative planning and reflection incorporates differentiation for students' learning needs and styles.

C2:8. The written curriculum provides opportunities for reflection on human commonality, diversity and multiple perspectives.

C3:6. Teaching and learning addresses human commonality, diversity and multiple perspectives.

C3:10. Teaching and learning differentiates instruction to meet students' learning needs and styles.

C3:14. Teaching and learning fosters a stimulating learning environment based on understanding and respect.

C3:15. Teaching and learning encourages students to demonstrate their learning in a variety of ways.

The [DET Inclusive Education Policy](#) commits the department to continuing its journey towards a more inclusive education system at policy and regional levels, and as part of everyday practice in schools, educational settings and classrooms. QAHS, as a Queensland government school, supports this policy.

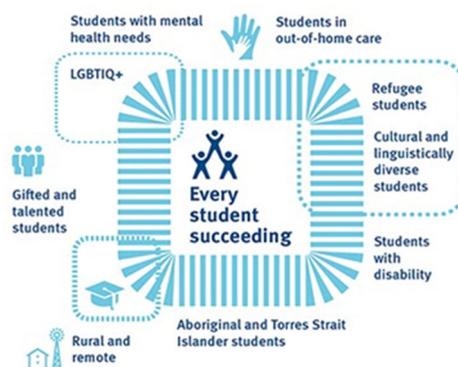


Figure 1 (Department of Education Policy Statement)

1.1 Legal Requirements

QAHS provides inclusive structures and processes which support the requirements outlined by the [Department of Education Queensland Inclusive Education Policy 2020](#)

This policy requires the department and all state schools 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, QAHS, as a state government school will 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
- gifted and talented students.

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)

1.2 Related Policies

Inclusion is embedded in all aspects of Academy Life. The Inclusion Policy reflects the expectations and requirements explicitly addressed in QAHS documents including:

- QAHS Health and Wellbeing Framework
- QAHS Pedagogical Framework
- QAHS Assessment Policy
- QAHS Language Policy
- QAHS Admissions Policy
- IB Access and Inclusion Policy
- IBO Programme Standards and Practices

1.3 Key Relationships

The school adopts a collective responsibility approach to inclusion, whereby the Guidance Officer, Head of Global Learners, Year Level Coordinators form the Student Services Team working with the Deputy Principal, to enact the policy.

Support to the Student Services Team is also provided through the roles of the Head of IB & Pathways, Head of Teaching and Learning and the Head of Science and Enrichment.

1.4 Policy Outline

The Inclusion Policy contains the procedures for the identification of needs of students, as well as avenues of support provided within the school. The rights and responsibilities of all members of the community are also articulated.

2.0 STUDENT SUPPORT

At QAHS we have high expectations of all students recognising with the right support all students can succeed personally and academically. QAHS provides a diverse range of support services for all students, including gifted and talented, disabilities or medical conditions, First Peoples, gender, mental health, wellbeing, behavioural issues and other significant needs.

2.1 Identification

The Academy admission process gathers information regarding the student's contact details, medical history, educational history and accommodation requirements. Parents may provide additional details or medical documentation to communicate with the school outlining the support needed by their students. If teachers identify students not previously identified, they contact the student services team which includes the Guidance Officer.

The Guidance Officer ascertains the level and form of support required and communicates with parents and relevant staff members. When appropriate to the needs of the identified student, they are referred to the Student Services Team so that a holistic support programme including timely interventions may be facilitated.

2.2 Provision

The Student Services Team is resourced through standard Department of Education human resources modelling and meets regularly. The core business for this group and its meetings is to focus on students of concern, where non-confidential concerns are discussed and referrals for students are made where appropriate. The Guidance Officer and DPs facilitate the role of inclusion managers in the support of identified students and communicate with parents and staff regarding matters of inclusivity. Clear documentation of students receiving support by the Student Services Team is maintained in a central database and updates are communicated with relevant staff as required.

The subject teachers closely monitor and track progress of students in their learning area, through formative and summative tasks, and through assessment data analysis and data walls each term. Year Level Coordinators monitor students' progress through academic and wellbeing data and make recommendations as required to the Guidance Officer. DPs and Heads of Departments work collaboratively with the Year Level Coordinators and the Guidance Officer, using the data to track students to ensure they are continually reaching their potential.

Other staff members may additionally support students in the roles of Global Learning Mentors for Year 10 students or Learning Community Mentors for Senior Students. When circumstances warrant, a suitable teacher may act more closely with the student as a mentor and monitor their academic progress and well-being.

Students who require significant/extensive support are case-managed directly by the Guidance Officer and/ or external providers.

2.3 Resources

The Guidance Officer may provide professional development sessions for teachers. Through these sessions and regular communications with the Guidance Officer or Year Level Coordinators, teachers are equipped with appropriate knowledge and skills to identify and support students who require inclusive arrangements.

3.0 SPECIAL PROVISIONS FOR SUMMATIVE ASSESSMENT

The International Baccalaureate (IB) believes that all students should be allowed to demonstrate their ability under assessment conditions that are as fair as possible. The IB has two forms of special provision to ensure assessment is fair.

3.1 Assessment Access

A learning support requirement often necessitates assessment access arrangements. The Academy and IB Organisation can authorise inclusive access arrangements for students with assessment access requirements. If a student needs assessment access arrangements, the Guidance Officer organises such arrangements in the school setting, and where appropriate, requests the Head of IB & Pathways to arrange authorisation for assessment access arrangements for IB Diploma assessment from the IB Organisation.

Students may need access arrangements due to:

- Long-term learning support requirements
- Temporary medical conditions
- Additional language learning

However, access arrangements are not restricted to students with identified challenges. They should be provided to any student who requires support and where the need can be justified based on the eligibility criteria articulated in the IB Access and Inclusion Policy.

3.1.1 Procedures for Students requiring Assessment Access arrangements

Students with special access arrangements for assessment arrangements are considered within the QAHS Assessment Policy.

The process for applying for special consideration for IB assessment is as follows:

1. Written notice from a medical practitioner/external service provider, e.g. CYMHS identifies the condition(s) affecting the student and the educational adjustments/special considerations required
2. Parent submits notice to the Guidance Officer
3. The Guidance Officer arranges appropriate special considerations/ educational adjustments that will be required
4. The Guidance Officer prepares a summary of the documentation received from the medical practitioner/external service provider and distributes summary to teachers, outlining the educational adjustments/special considerations required

5. Student details are added to the Inclusive Access Arrangements list (a confidential document for staff, that includes student details that include special considerations/ educational adjustments)
6. Teachers ensure student receives inclusive access arrangements and support, as recommended
7. The Guidance Officer communicates with the student and teachers, to monitor the student's coping strategies and progress
8. The Head of IB & Pathways ensures **IB approved inclusive access arrangements are provided for all relevant examinations/assessments**, in adherence to the IB Policy.

3.2 Adverse circumstances

Adverse circumstances are defined as those beyond the control of the student that might be detrimental to their assessment performance, including medical conditions/illness (for the final Diploma Programme this includes the onset or occurrence of, up to three months before the IB examinations in May/November), accident/injury, severe stress/anxiety, exceptionally difficult family circumstances, bereavement or events that may threaten the health or safety of candidates. Adverse circumstance may include events that affect the whole school community. For Diploma Programme students only, the Head of IB & Pathways, on behalf of the student, must submit any application for special consideration in cases of adverse circumstances to the IB Organisation.

3.3 Incomplete assessment

In cases of incomplete assessment in a subject, the IB Organisation, at its discretion, may, award a grade for the subject if both of the following circumstances are established:

- an acceptable reason is provided by the school for the incomplete assessment being beyond the student's control, such as acute illness or injury, the death or funeral of a close relative, unavoidable attendance at a hospital or court of law
- the student has submitted sufficient work, leading to at least 50 percent of the total marks available in that subject and including an externally assessed written component (for Diploma Programme students only).

4.0 RIGHTS AND RESPONSIBILITIES OF SCHOOL COMMUNITY

In line with the Inclusion Policy from the Department of Education, QAHS recognises that a successful inclusion policy is dependent on the commitment of all members of the school community.

4.1 Committed leaders

Leaders, at all levels within QAHS, commit to and are accountable for implementing inclusive education. They promote a culture and shared values that remove barriers and support inclusion.

4.2 Whole of school

Every member of the school 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.

4.3 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.

4.4 Respecting and valuing diversity

All students and families feel and are welcome, respected, included and safe at QAHS. 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.

4.5 Confident, skilled and capable workforce

Our school 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.

4.6 Policy Communication

The Inclusion Policy is shared with all staff at the beginning of each academic year via QAHS Learning Management system, MyQA and is available with other QAHS policies on the QAHS Website. Parents are referred to the Inclusion Policy as required.

4.7 Policy Review

This policy was reviewed during 2021 in consultation with the leadership team. The policy is reviewed regularly to ensure that it continues to be relevant to our context and adheres to any changes in legal or International Baccalaureate requirements.

4.8 Policy Endorsed

March 20, 2021