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
Inclusive education policy statement

Students with mental health needs
Students in out-of-home care
LGBTIQ+
Refugee students
Culturally and linguistically diverse students
Students with disability
Every student succeeding
Gifted and talented students
Rural and remote
Aboriginal and Torres Strait Islander students
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 2021-2025).

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.
Review
We will review the Inclusive Education Policy in 2021 to ensure we are continuing our journey towards a more inclusive education system.

References


