



# Mount Gravatt High Inclusive Education Framework

*"Let us seek worthy things"*



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## Overview

At Mount Gravatt High School (MGHS), we believe that every student's success, is best achieved in an environment that supports student and teacher wellbeing and builds resilience. This provides an opportunity for MGHS students to develop a growth mindset, be active citizens in their learning environments and develop mutual respect and connectedness to each other, the staff, the school and the wider community.

We acknowledge the diverse nature of our students and in doing so are committed to providing a safe, respectful, disciplined learning environment for all students and staff, where students feel socially and emotionally secure and have opportunities to engage and connect to quality learning experiences.

We continually reflect on how our school performs and seek to take learning and achievement of every child from "good" to "better" to assist every student to reach their learning goals and post school success regardless of their chosen pathway.

This framework seeks to capture MGHS's approach and philosophy in implementing the Department of Education's commitment to continue to work towards a more inclusive state education system and the principles, which will guide that work. The framework is informed by Education Queensland's, Equity and Excellence Plan and Inclusive Education Policy.

## Purpose

At Mount Gravatt High School we are committed to equity and excellence in education to ensure that every student reaches their potential and receives the support they need to belong in our school community, to engage purposefully in learning and experience academic success (Equity & Excellence, 2023). We are committed to promoting equity and excellence by respecting, protecting and promoting human rights, ensuring that inclusive practices are embedded in all aspects of life at Mount Gravatt High School; supported through our culture, policies and everyday practices.

We firmly believe that schools serve as society's entry point, and the foundation of inclusive communities begins with schools that value diversity, uphold the rights of every student to experience a sense of belonging, and to reach their academic potential.

At Mount Gravatt High School we have high expectations for all students, recognising that, with the right supports, all students can succeed.

At MGHS we support the departments' commitment to all students

- Attending their local state school and being welcomed and valued regardless of background, abilities or identity.
- Accessing and participating in a high quality educational and fully engaging in the curriculum alongside their similar aged peers
- Learning in a safe and supportive environment, free from bullying, discrimination or harassment
- Achieving academically and socially with reasonable adjustments and supports tailored to meet their learning needs.

## Principles

At Mount Gravatt High School we use the nine guiding principles of inclusive education adapted from the United Nations to inform our planning, practice and on-going cycle of review.

### *A school-wide approach*

Inclusive education is implemented systemically within our school community and we continuously review our policies, processes, programs and practice to remove barriers and ensure that inclusion is embedded in all aspects of school life. We actively promote a culture within our school that respects and values diversity, embracing our role in promoting an inclusive society.

### *Committed leaders*

School leaders, at all levels are committed to and are accountable for implementing inclusive education. We promote a culture where all staff commit to, and are accountable for, implementing inclusive education, sharing responsibility for the outcomes of all students. School leaders have line of sight across all relevant student groups.

### *Whole of school*

Our school's mission underpins our values for all students and staff. 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.

All teachers promote a culture and shared values within their classrooms, to remove barriers, celebrate diversity and support inclusion.

The school has clear processes to ensure the 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, caregivers, and other organisations, as respected and valued partners in inclusive education. We believe that all students, parents, caregivers and families have the right to a voice, the right to be listened to and the right to be heard. We work in partnership with our families and communicate concerns with parents/carers, suggesting referrals to outside support agencies where sufficient support cannot be accessed at our school.

We seek to actively engage with our local community and support initiatives that celebrate diversity. We ensure that all communication within our school community and with the broader local community is presented in accessible formats.

### *Respecting and valuing diversity*

All students, families and staff feel welcomed, respected, included and safe at our school. We embrace diversity 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 population.

We support all learners to develop skills, knowledge and confidence, in a manner that affirms their range of abilities and responds to their diverse academic and personal needs. We listen to and

actively encourage student voice, promote self-advocacy and encourage students to express personal experiences and identities.

### *Confident, skilled and capable workforce*

We commit to the ongoing development of our workforce and ensure that our school leaders, teachers, support staff and volunteers build on their expertise in implementing inclusive education practices. We encourage reflective practice and support continuous professional learning, coaching and mentoring for all staff.

### *Accessible learning environments*

Our school and the vast majority of classrooms are designed to enable students of all backgrounds, identities and abilities to access and fully participate in learning. We plan for school activities and events ensure that students can access and participate fully.

We are guided by current legislation and regularly audit the accessibility of the school environment to ensure that barriers are minimised and removed. We consider the individual needs of our students when planning for and conducting emergency fire and lock down drills so that necessary supports and adjustments are provided to ensure safety.

### *Effective transitions*

The transition from primary school to high school and from school to work, training and higher education are significant milestones in students' lives. We will work in partnership with students, families, community organisations, professional groups, and other government and educational organisations to plan, facilitate and support successful pathways and transitions.

### *Monitoring and evaluation*

We follow the guidelines outlined by the Equity and Excellence framework which focusses on improving outcomes for all students. We regularly monitor and review assessment and reporting data, including the Equity and Excellence priority support measures, to determine focus areas for sustained improvement in educational achievement, wellbeing and engagement, and culture and inclusion.

## **Requirements**

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, Mount Gravatt High School differentiates its strategies, policies, and support practices to address the unique needs of:

- Aboriginal and Torres Strait Islander students
- Students from culturally and linguistically diverse backgrounds
- Students who identify as LGBTQIA+
- Students living in out-of-home care
- Students with disability
- Students with mental health needs
- Gifted and talented students

### *Aboriginal and Torres Strait Islander (ATSI)*

MGHS's Community Education Counselor (CEC), supports individual students and families, who identify as Aboriginal and/or Torres Strait Islander, in their academic, wellbeing and cultural growth.

[View EQ Every Aboriginal and Torres Strait Islander student succeeding plan](#)

### *English as an additional language or dialect (EAL/D)*

MGHS embraces the dynamic and diverse society with many cultures, languages and religions. EAL/D students are those whose first language is a language or dialect other than English. EAL/D students are provided with additional support to assist them to develop proficiency in Standard Australian English (SAE) whilst learning the Australian Curriculum. Band scales are used to determine EAL/D students levels of SAE across four macro-skills of listening, speaking, reading and writing, with intensive focused literacy lessons implemented daily to build success in developing SAE.

View EQ EAL/D Policy

[View Bandscales for EAL/D](#)

### *LGBTQIA+*

LGBTQIA+ students are entitled to the same confidentiality and privacy as any other student.

The decision to disclose gender diversity or sexuality is an individual matter and must be treated respectfully and in accordance with confidentiality and privacy requirements.

[View EQ Supporting LGBTQIA+ students](#)

### *Out of Home Care*

For students in out-of-home care, learning and achieving good educational outcomes can be extremely challenging. Experiences of abuse and neglect, trauma, disrupted attachments, removal from family and placement changes can impact negatively on a student's ability to function at school. At MGHS, in partnership with the student's the Child Safety Officer, carer and key stakeholders, including the schools Guidance Officer, we will develop an Education Support Plan (ESP), which documents the students' evolving academics, social and emotional needs.

[View EQ supporting students in care](#)

### *Students with Disabilities*

Students with Disabilities are identified under the broader definition of disability as defined in the Disability Discrimination Act 1992 and the Disability Standards of Education 2005. Reasonable adjustments are provided to students who have a recognised disability under the categories of Social-Emotional, Physical, Sensory and Cognitive. All students are inclusively supported within classes, with intensive teaching and specific intervention provided to identified students in literacy, numeracy and social skilling.

[View EQ supporting students with disability](#)

### *Mental Health Care Needs*

Educators, parents and young people all have a role to play as part of a whole school approach to supporting the wellbeing and mental health care for all students. MGHS provides access to a range of internal and external supports including Year Level Deans, Sub-School Heads of Department, Guidance Officers, School Social Worker and School Based Youth Health Nurse.

[View EQ Supporting students' wellbeing and mental health](#)

### Gifted and Talent Students (Excellence Programs)

At MGHS, there are three Excellence programs:

- Academic Edge
- Japanese Edge
- Music Edge

Entry into MGHS Edge programs is by selective entry in Year 7.

Entry into Year 8 - 10 Edge classes is by invitation and based on merit.

### **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 students' individual needs. Inclusive education encompasses all aspects of school 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 student's 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)).

### **Relevant 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 \(Cwlth\)](#)