



Corinda State High School Inclusion Policy

A Team approach to Inclusive Education is essential for success.

Philosophy

Corinda State High School embraces inclusive education on many levels. The High School recognises that every individual is unique and has the fundamental right to be valued, treated with respect and to reach their full potential in a setting that consistently delivers a high quality education to support outcomes for all.

The High School environment encourages acceptance of individual differences and learning styles, enabling all students to belong within a community that validates and values their individuality; not erases their differences.

Corinda State High School demonstrates its commitment to inclusive education through:

- Valuing all students and staff equally
- A collaborative and united staff approach to problem solving
- Learner rather than content focused teaching/planning
- Celebrating difference in dignified ways
- Flexibility and innovation in programming and assessment
- Commitment to the improvement of strategies, programs and use of available resources
- Increasing the participation of students in, and reducing their exclusion from, the culture, curricula and communities
- Restructuring the cultures, policies and practices in school so that they respond to the diversity of students
- Reducing barriers to learning and participation for **all** students
- Viewing the difference between students as resources to support learning, rather than problems to be overcome
- Improving schools for staff as well as for students.
- Emphasising the role of schools in building community and developing values, as well as increasing achievement.
- Fostering mutually sustaining relationships between schools and communities.
- Recognising that inclusion in education is one aspect of inclusion in society

There is nothing so unequal as the equal treatment of unequals.



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The Inclusive classroom

Patience, understanding and genuine care for individual students is the key to our success

Reflecting and evaluating on progress

The challenges presented when implementing an inclusive education program are far outweighed by the opportunity to share in your students achievements

- Determine how the students program is to be measured, rated and reported
- Review learning plans
- Consider resetting goals
- Plan next steps for learning
- Celebrate success
- Adjust the program plan and implementation strategies

Implementing the Program

- Ensure engagement
- Implement adjustments
- Monitor and evaluate student learning
- Incorporate opportunities for socialisation, interaction and relationship building
- Use inclusive language
- Allow flexibility
- Match teaching methods to the learner and the task
- Identify organisational strategies for program delivery

Understanding the student

- Get to know the student
- Build relationship with student
- Identify learning styles and interests
- Identify strengths in knowledge, skills motivations and behaviour
- Share understandings of the student as a learner
- Consult with specialist staff
- Share understandings of the learning environment in relation to the individual student

Collaborative goal setting

- Involve all stakeholders
- Plan for the future
- Develop partnerships
- Consider key long term goals that reflect social, academic and life skills development
- Determine short term goals based on interests, strengths and skills
- Set learning priorities
- Develop a process for reflection and feedback
- Ensure that goals are measurable,

Planning the learning Program

- Refer to syllabus and work program
- Decide on individual learning needs
- Identify appropriate adjustments to teaching and learning strategies
- Select appropriate resources
- Consider modified or alternative assessment