

1. Our values

Yeronga State High School is committed to fostering an inclusive school environment that is supportive, respectful, compatible with human rights and provides all students with opportunities to engage in quality learning.

Inclusive education at our school means that students from all backgrounds, of all identities and all abilities are able to access and participate in education that offers opportunities for Quality Pathways to Success.

2. Purpose

This policy outlines the school's purpose to meet the needs of our diverse learning community through commitment and alignment to the [Department of Education Inclusive education policy](#). Together, these policies guide our school's development of continuous improvement strategies that are focused on maximising the outcomes for students from all social, cultural, community and family backgrounds, and of all identities and all abilities.

3. What is inclusive education?

Students experience inclusive education when they can:

- access and participate in a high-quality education and fully engage in the curriculum alongside their similar aged-peers
- learn in a safe and supportive environment, free from bullying, discrimination or harassment
- achieve academically and socially with reasonable adjustments and supports tailored to meet their learning needs
- feel and are welcome within a school culture that embraces diversity and nurtures the development of all people through a commitment to wellbeing for all.

4. Roles and responsibilities

At Yeronga State High School, we treat everyone with respect, courtesy and fairness, and aim to act compatibly with human rights. Recognising our responsibility to work with the department and support the nine core features for inclusive education (United Nations 2016), Yeronga State High School will promote inclusive education through:

- participating in a system-wide approach using policies, programs and practices to remove barriers and promote education for all
- supporting the accountabilities of school staff in their commitment and implementation of a culture of shared values that support inclusion and remove barriers
- whole-staff collaboration to ensure all students can access a curriculum that can be adjusted to meet diverse and individual learning needs
- collaboration with the learning community to include the voice of students, families, teachers, and other stakeholder organisations as respected and valued partners in inclusive education
- respecting and valuing diversity to ensure all students and families feel, and are welcome, respected, included and safe in our school

- developing confident, skilled and capable staff who build on their expertise and good practice with evidence-based strategies that promote continuous professional learning and mentorship
- accessible learning environments that are designed to enable students of all backgrounds, identities and abilities to fully participate in learning
- effective partnerships with students, families and community organisations to support successful transitions along the learning journey
- prioritising practices that monitor progress and academic achievement of all students.

5. Differentiated and explicit teaching for all students

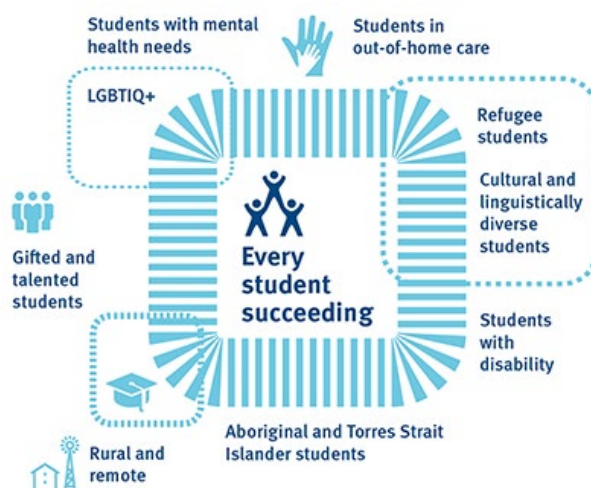
Inclusive education strategies are supported through differentiated and explicit teaching and learning practices. These practices are used as a strategy within the regular provision of the curriculum and are designed to respond to the diverse and individual learning needs of all students.

Teachers differentiate instruction in response to data and day-to-day monitoring of students and their diverse and individual learning needs. Teachers purposefully plan a variety of ways to engage students; support them to achieve the expected outcomes; and to demonstrate their learning through effective and relevant monitoring and assessment.

6. Continuing the inclusion journey

Yeronga State High School commits to supporting the department's journey towards a more inclusive education system for all students.

This important work is ongoing and our school will continue to seek guidance through alignment to the [State Schools Improvement Strategy 2021-2025](#) [Every student succeeding](#).



Effective date: May 2021

Review date: May 2022

Related information

[Advancing education – An action plan for education in Queensland](#)

[Every student with disability succeeding](#)

[Supporting student mental health and wellbeing procedure](#)

[Students with disability](#)

[Individual curriculum plan](#)

[Students with diverse needs](#)

[Student learning and wellbeing framework](#)

[Whole school approach to differentiated teaching and learning](#)

[Inclusive education policy](#)

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

[Aboriginal and Torres Strait Islander Education](#)

[Department of Education Strategic Plan 2020-2024](#)

[English as an additional language or dialect \(EAL/D\) students](#)