

## Good Shepherd Lutheran College Inclusion Policy

*With Christ at our centre we equip our students to become flourishing, knowledgeable and compassionate people who enrich the lives of others with a servant heart.*

### Aim

We, at Good Shepherd Lutheran College, seek to create an inclusive environment. Inclusion is a sense of belonging; feeling respected, valued and seen for who we are as individuals, regardless of background or personal attributes.

This policy aims to ensure that all members of the College community understand their roles and responsibilities in ensuring that they are contributing to this inclusivity while being aware of and complying with their legal responsibilities. We acknowledge and understand that learner variability is the norm and therefore, learning experiences are designed creating experiences that are inclusive and accessible for all. Inclusion is an important element of both learning, through student voice, and wellbeing, feeling connected, secure and valued; which are core elements of the College's mission and practice.

### Definition of personal attributes:

A feature of a person's background or personal characteristics that is protected by Territory or Commonwealth legislation. e.g race, disability, learning or behavioural need, gender identity, sex, sexual orientation, religion.

Our Admissions, Conduct and Relationship, Disability Discrimination policies all outline specifics around our responsibility in achieving a flourishing and inclusive community.

### Rationale

The College is bound by legislation to ensure that all students have equality of access to learning and has an open Admissions Policy that does not restrict any student from entry.

Section 125(o) of the Education Act requires that the College has adequate provision for meeting the needs of any of its students who have a disability.

Additionally, Section 5.2 of the Disability Standards for Education 2005 (Cth) requires the College to take reasonable steps to ensure that students with disabilities are able to participate in the courses provided and use the facilities and services on the same basis as a student without a disability and without experiencing discrimination.

The benefits of an inclusive environment are multifaceted resulting in:

- Increased social initiations, relationships and networks.
- Peer role models for academic, social and behaviour skills.
- Increased achievement of Individual Education Plan goals.

- Equitable access to the curriculum in order to facilitate effective learning.
- Enhanced skill acquisition.
- A sense of connection and belonging.
- Identity formation

### Identification of learning needs

The College defines Gifted and Talented according to that within the NT Education Department Gifted and Talented Education Policy 2020.

The College defines disability according to that within the Disability Discrimination Act of 1992 (DDA). At Good Shepherd, students receiving Learning Enrichment are those who are either identified using standardised screening tests administered in Term 1 each year or who are identified on enrolment. Teachers and parents may also refer students for possible learning adjustments at any time.

Priority support is given to students identified by a psychological report as having a clinically diagnosed disability, students who have intervention programs provided by the Children's Development Team (Speech Therapist, Occupational Therapist, and Physiotherapist) or other professional agencies. Priority for support is also given to students who have fallen two years or more behind their chronological age level in the areas of literacy or numeracy, as identified in the screening tests and/or NAPLAN results.

The 7 Pillars of Support for Inclusive Education (Loreman, 2007) are highly valued by our community. These are:

1. Developing positive attitudes
2. Supportive policy and leadership
3. School and classroom processes grounded in research-based practice
4. Flexible curriculum and pedagogy
5. Community involvement
6. Meaningful reflection
7. Necessary training and resources

As stated in the College's Conduct and Relationships policy,

*Our Christian values underpin all we do at the College and all the decisions that we make. We model and promote love, forgiveness, humility and service to others. As Christ modelled these values during his life and through his death on the cross, so too we strive to model them to our students and wider College community.*

It is from the foundation of this value statement that staff work with students with a positive attitude, intentionally planning and strategising to involve all students in the learning process within the classroom in a way that acknowledges and celebrates the diversity of our students. Policy documents related to disability and discrimination exist to support the College community to understand their responsibilities in this area. The College leadership sets up structures and

processes to assist students and within the caring ethos of the College, teachers work with the Learning Enrichment Team to ensure that barriers to learning are removed for all students. Additionally, Wellbeing Coordinators and the College Chaplain support all members of our College community.

The two key approaches to classroom processes around inclusion for students are Differentiated instruction and Universal Design for Learning. Using these two approaches teachers are encouraged to use the flexibility available to them within both the International Baccalaureate programmes and the Northern Territory Certificate of Education and Training to focus on the needs of individual students in order to support student success. The College also uses the S.E.A.R.C.H. Pathways to Wellbeing as the foundation of the Visible Wellbeing approach. Two pathways within this model are those of Strengths and Relationships which when explored contribute significantly to inclusivity.

All of the above is implemented with the desire to create a school community that promotes and encourages international mindedness in order to foster an environment where all students feel comfortable and able to achieve their best.

Parents and Caregivers, are seen as key partners in the education of their children and are involved in the development of the Education Adjustment Plan for their child. Additionally the College seeks to partner with organisations such as the Education Dept, National Disability Insurance Scheme (NDIS) and the key advisors in Autism, Learning Disability, Hearing and Vision impairment in the Education Dept, Autism SA, Autism NT, along with Allied Health, Headspace, the Child Development Team in order to ensure appropriate advocacy and support is provided to students and teachers.

As part of the process of collection of data for the Nationally Consistent Collection of Data, as required by the Commonwealth Government under the Disability Discrimination Act, teachers are required to reflect upon and provide evidence of the effectiveness of the interventions and supports provided to students. They do this along with a review of the adjustments, assessment of progress and consultation with parents and students around goals and adjustments. Furthermore, the College conducts a Wellbeing survey of students and staff bi-annually and uses this data to inform practice or interventions as required.

Through the College's professional learning programme, there are opportunities for staff to participate in professional learning based around inclusion. For many staff this forms the basis of their professional learning plan for the year. For Teacher Registration purposes, staff are required to provide evidence against the following Teacher Standards (Proficient Level):

1. Professional Knowledge

- 1.1 Physical, social and intellectual development and characteristics of students.** Use teaching strategies based on knowledge of students' physical, social, intellectual development and characteristics to improve student learning

- 1.3 Students with diverse linguistic, cultural, religious and socioeconomic backgrounds.** Design and implement teaching strategies that are responsive to the learning needs and

strengths of students from diverse linguistic, cultural, religious and socioeconomic backgrounds.

**1.4 Strategies for teaching Aboriginal and Torres Strait Islander students.** Design and implement effective teaching strategies that are responsive to the local community and cultural setting, linguistic background and histories of Aboriginal and Torres Strait Islander students.

2. Professional Practice

**4.1 Support student participation.** Establish and implement inclusive and positive interactions to engage and support all students in classroom activities.

Loreman, Tim. (2007). Seven pillars of support for inclusive education: Moving from “Why?” to “How?”. *International Journal of Whole Schooling*. 3. 22-38.

IBO (2019) [Learning Diversity and inclusion in IB programmes: Removing barriers to learning.](#)

NT DoE Policy Gifted and Talented Education

Links to other policies

Discrimination Policy

Disability Policy

Conduct and Relationships Policy

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1	17/12/2022		3yrs