



## Deception Bay State High School Inclusive Education Policy Statement

**VISION** *We embrace diversity and ensure every student receives the support needed to engage purposefully in learning.*

The Department of Education’s Inclusive Education Policy supports our shared vision and the right for students of all social, cultural, and family backgrounds, and of all identities, and all abilities to receive a high quality education.

### Our Commitment

Deception Bay State High School commits to continuing our journey towards inclusive education being part of our everyday practice and school culture.

We have high expectations of all students, recognising that, with the right support, all students can succeed.

Our commitment means that young people in our community, from all social, cultural, and family backgrounds, and of all identities and all abilities are able to be the best they can be



**Belonging - attend** Deception Bay State High School and be welcomed



**Persistence - access and participate** in a high-quality education and fully engage in the curriculum



**Integrity – learn** in a safe and supportive environment



**Aspiration - achieve** academically and socially with reasonable adjustments and supports tailored to meet their learning needs.

### Our School

At Deception Bay State High School we ensure school support and processes are in place to include and engage all learners. For identified priority groups, a number of additional reasonable adjustments and support are in place as outlined below.





## Responsibilities of school community to continue our journey

At Deception Bay State High School, we are committed to our journey towards inclusive education and strive to be the best we can be to ensure every student is able to succeed at our school.

Our journey will be guided by nine domains of the National School Improvement Tool (signposts for school improvement – inclusive education).

*An explicit improvement agenda* – members of the school community demonstrate a commitment to the school's inclusive education policy statement and strategies to support student achievement.

*Analysis and discussion of data* – staff use the Inclusion Data Diagram to identify priority groups to build a culture of evaluation, reflection and inform interventions and initiatives. Staff use data to intentionally plan for all students.

*A culture that promotes teaching and learning* – Staff engage with initiatives and events that appreciate and value all students' varying cultural backgrounds and builds cultural competence. Staff utilise and refine data talks, learning plans, support plans and the implementation of Deeper Learning to build a culture of inquiry and value for independent learning.

*Targeted use of resources* – The inclusion team utilises student data and continually refines support and intervention processes to ensure the school is responding to the needs of priority groups.

*Expert Teaching Team* – School leaders build capacity and capability to ensure each of the priority groups has experts that can lead teachers to take responsibility for the success of all students. Immersion teachers ensure Cooperative Teaching is a signature practice at DBSHS.

*Systematic Curriculum Delivery* – Inclusion leaders work with teams of teachers through the learning cycle and learning plans to ensure learning experiences are accessible for all students.

*Differentiated Teaching and Learning* – All staff, led by the work of the Inclusion PLC, adjust their teaching and planning to apply the high impact phase 3 strategies and differentiation placemat to empower all learners to thrive.

*Effective Pedagogical Practices* – The Inclusion team maintain currency in best practice and support teachers to promote the DBSHS Toolbox of Pedagogical strategies which include deeper learning, dimensions of learning, high impact strategies. Teachers continue to use evidence based targeted and intensive interventions to improve student outcomes.

*School Community Partnerships* - The Inclusion team continue to build partnerships with parents, community organisations and local business to support student learning.

