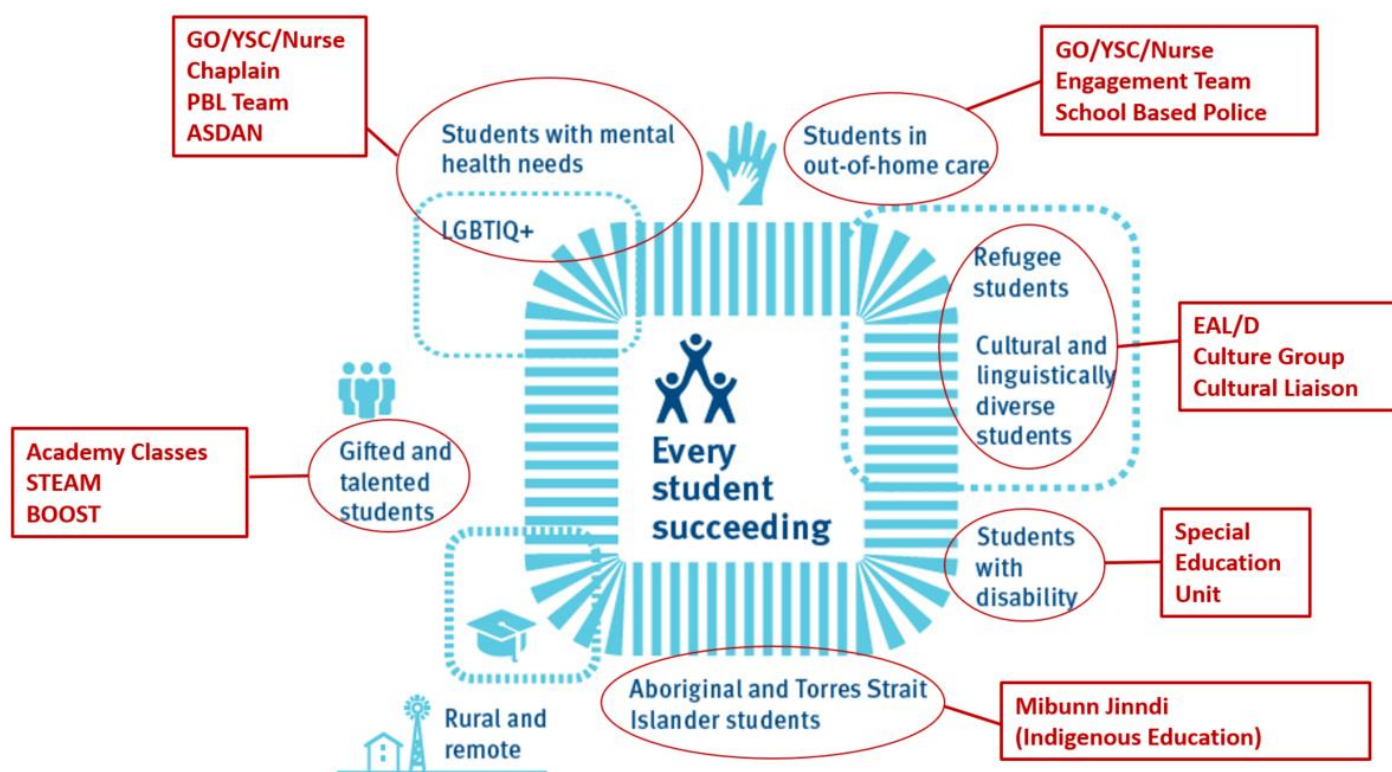


Inclusive Education @ Beenleigh State High School

Inclusive Education at Beenleigh State High School caters for the educational needs of students who benefit from support to achieve their personal best. This school wide agenda is a priority for all staff and is managed across a number of different departments.



Inclusive education means that students can access and fully participate in learning, **alongside their similar-aged peers, supported by reasonable adjustments** and **teaching strategies tailored to meet their individual needs**. Inclusion is embedded in all aspects of school life, and is supported by the school culture, policies and every day practices.

Teachers plan for every student to participate and learn, with the support of reasonable adjustments, access arrangements and differentiated curriculum and pedagogy, creating a culture of successful and diverse learners. Inclusion requires the rethinking of curriculum delivery and demands a strong understanding and employment of explicit evidence-based teaching practices, that are defined by the whole school pedagogical framework.

The management of student engagement is the responsibility of the teacher, for all students. Faculty expectations of student behaviour is managed within the facilities with clear and consistent consequences. The policies and procedures for this management are outlined the *Responsible Behaviour Plan for Students* and *Case Management* documents.

Students may participate in subjects or receive support provisions depending on their ability level, with the guidance and direction of teachers, teacher's aides, tutors and/or external trainers and assessors.

EAL/D Teacher Support

Description	Students that are recent arrivals or from a non-English speaking background are supported through EAL/D Teacher and Teacher Aide support within their classes. Students may also schedule additional support for the completion of assessment and homework tasks
Learning Experiences	Students will be provided intensive language intervention to support their English language development, as per EAL/D band scales and reviewed every 6 months or as required.
Assessment	Formative assessment is used to monitor student progress. There is no reporting for this subject.

Academy Curriculum Classes

Description	Academy Curriculum Classes may be an option for students identified as achieving within the upper three bands for English, Mathematics, Science, Humanities and Sport.
Learning Experiences	Within this subject students experience an accelerated learning program that extends the higher order thinking skills (HOTS) of students. These students are then targeted towards ATAR and high level VET pathways.
Assessment	Formative and Summative assessment is used to monitor student progress and inform academic reporting.

Foundation Curriculum Classes

Description	Focused Curriculum Classes may be suggested as option for students identified as achieving below national minimum standard in literacy and numeracy.
Learning Experiences	Within this subject students experience pre-teaching, consolidation and extra support for learning and assessment in their timetabled subjects.
Assessment	Formative and Summative assessment is used to monitor student progress and inform academic reporting.

Learning Support Classes

Description	Learning Support Classes may be suggested as for students experiencing difficulties in a learning environment, particularly Literacy and Numeracy. Classes are available for Years 7-9.
Learning Experiences	Within this subject students may experience pre-teaching, consolidation and extra support to develop their literacy and numeracy skills.
Assessment	Formative and summative assessment, as well as Diagnostic testing is used to monitor student progress and inform academic reporting.

Focused Support Classes for Students with Verified Learning Disabilities

Description	For students working well below their same age peers (with an endorsed Individual Curriculum Plan) and with a significant need for support to access this curriculum. This includes students verified under the Education Adjustment Program (EAP) categories: <ul style="list-style-type: none"> • Intellectual Disability (ID) • Autism Spectrum Disorder (ASD) • Speech-Language Impairment (SLI) • Hearing Impairment (HI) • Vision Impairment (VI) • Physical Impairment (PI)
Learning Experiences	Students experience the same curriculum as their peers with adjustments to the year level at which they are accessing the curriculum. For example: a Year 7 student in Term 1 may be working on the same unit as other Year 7 classes, but being taught and assessed at Year 4.
Support Services	All EAP verified students have a designated Case Manager that manages the support provisions, reasonable adjustments, communication with parents and guardians, attendance and social & emotional health and well-being of the students. In some cases Case Managers, Students, Teachers and Teacher aides liaise with the Guidance Officer, Regional Specialist Advisory Visiting Teachers, Health Support Professionals, External Agencies to implement specific support provisions for students.
Assessment	Formative and Summative assessment is used to monitor student progress and inform academic reporting. Students are assessed against the ACARA achievement standards within their parent/guardian endorsed Individual Curriculum Plan.

Indigenous Student Support

Description	Aboriginal and Torres Strait Islander students, under the title Indigenous Education, through the Indigenous Unit Mibbun Jinndi, are provided access to and support for academic, wellbeing, cultural and financial services.
Support Services	Mibunn Jinndi centre provides internal and external support staff to meet with Indigenous students and parents to ascertain barriers to attendance, (well-being) social and emotional check-ins and referrals to internal and external service providers, academic tutoring, cultural activities and connection to community, and financial support where necessary. All support services to Indigenous students are tracked through Indigenous Student Cast Management notes and One School Master Provisions.
Assessment	Through attendance tracking and academic monitoring the success of student engagement with internal and external Indigenous Education support services can be determined.

School-Wide Positive Behaviour System - Social & Emotional, Health & Well-being and Behaviour Support

Description	Students who are disengaging/disengaged from education due to non-learning behaviours or social/emotional wellbeing issues are provided support through a variety of programs and staff. This aligns with our School-Wide Positive Behaviour System (SWPBS) where students are selected based on Tier 2/3 data criteria.
Support Services	Programs vary depending on the needs of the students. An evidence based approach is undertaken to identify the correct support required. Programs include, but are not limited to: <ul style="list-style-type: none"> • Rock and water • R.A.G.E. • Love Bites • Hands on Learning (HoL) • Operation commando (school-based course combining external programs) • RESET (school based program combining external programs)
Assessment	Quantitative and qualitative data is collected to assess the impact of programs. This includes data on behaviour, attendance and achievement as well as an Engagement survey.