



Inclusive education policy statement

Our shared vision is that every student in Queensland state schools succeeds and receives the support they need to belong to the school community, engages purposefully in learning and experiences academic success (Every Student Succeeding – State Schools Strategy 2018-2022).

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

Our commitment

The department commits to continuing our journey towards a more inclusive education system at all levels and as part of our everyday practice in schools, educational settings and classrooms.

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

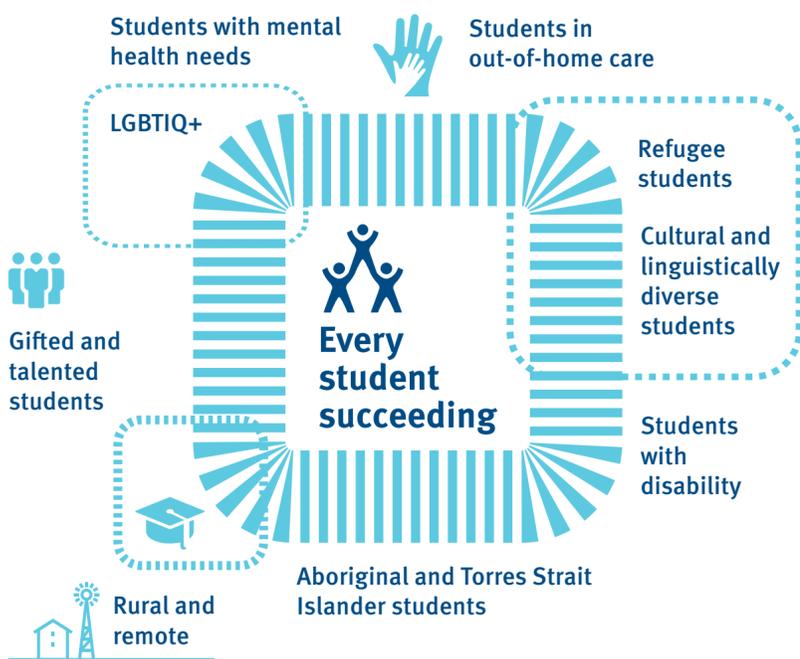
Our commitment means that children and young people across Queensland, from all social, cultural, community and family backgrounds, and of all identities and all abilities are able to:

-  attend their local state school or education centre and be welcomed
-  learn in a safe and supportive environment, free from bullying, discrimination or harassment
-  access and participate in a high-quality education and fully engage in the curriculum along-side their similar-aged peers
-  achieve academically and socially with reasonable adjustments and supports tailored to meet their learning needs.

What we mean by inclusive education

All students benefit, academically and socially, when provided with a high quality inclusive education.

 Students experience inclusive education when they 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 culture, policies and every day practices.



Continuing our journey

Our state schools are diverse, with schools adapting to meet the needs of students, families and the community. State schools across Queensland are at different stages of their journey towards adopting inclusive education.

Our continued journey will be guided by nine principles adapted from the United Nations’ nine core features for inclusive education (United Nations 2016, pp.4 to 6).

-  **A system-wide approach**
Inclusive education is implemented systemically, based on evidence, across the department including in schools and other educational settings. We promote and develop policies, programs and practices to remove barriers and promote inclusive education across the department and within local school communities.
-  **Confident, skilled and capable workforce**
Our school leaders, teachers, departmental staff, support staff and volunteers build on their expertise to implement inclusive education practices. Good practice, based on evidence, is shared and cultural capability is strengthened. Continuous professional learning and mentorship is encouraged and supported.
-  **Committed leaders**
Leaders at all levels within the department, across regions and local school communities, commit to and are accountable for implementing inclusive education. They promote a culture and shared values that remove barriers and support inclusion.
-  **Accessible learning environments**
Our schools, educational settings and classrooms will be designed to enable students of all backgrounds, identities and abilities to access and fully participate in learning. We ensure that students can access and participate in school activities and events.
-  **Whole of school**
Every member of the school community, including teachers, support staff, volunteers, families and students work collaboratively to ensure students can access and participate in all aspects of school life. Curriculum is provided to all students in ways that are age appropriate and responsive to diverse learning needs.
-  **Effective transitions**
The transition from early childhood and care settings to school and from school to work, training and higher education are significant milestones in students’ lives. Schools continue to work in partnership with students, families, community organisations, professional groups, and other government and educational organisations to plan and support successful transitions at all points in a learner’s education.
-  **Collaboration with students, families and the community**
We work with students, parents and caregivers, and other organisations, including teacher and professional associations, as respected and valued partners in inclusive education. We support students, parents, caregivers and families to have a voice and be heard. Their views are considered in decision making at all levels.
-  **Monitoring and evaluation**
Monitoring progress and academic achievement of all students will continue to be a priority. Evaluation and reviews will occur at all levels – at the school, regional and system levels to ensure the department is continuing on its journey and to build on good practice.
-  **Respecting and valuing diversity**
All students and families feel, and are, welcome, respected, included and safe at our state schools. We embrace, and make visible, diversity as a strength and support respectful relationships within the school community and between students. We address the different barriers experienced by students and develop strategies and plans to support inclusive education for our diverse student population.
-  **Review**
We will review the Inclusive Education Policy in 2021 to ensure we are continuing our journey towards a more inclusive education system.

