

Rationale

Queensland Academies Creative Industries (QACI), Department of Education (DoE) and the International Baccalaureate Organisation (IB) believe that all young people should have opportunities to demonstrate their abilities in learning and assessment conditions that are as fair as possible. The DoE priority statement *Every Student Succeeding* and our Queensland Academies (QA) *mission statement* empower Queensland students to realise their potential in a collaborative, supportive education environment and through access to a world class curriculum and facilities.

QACI is committed to providing a nurturing environment for every person that allows each individual to learn regardless of identity or social, cultural, community, or family background. We seek to enable every young person to strive, thrive connect and succeed within QACI and beyond.

Purpose

QACI's values are consistent with the IB's mission to "develop a more diverse, inclusive IB community by enabling access to an IB education" (Goal 3). QACI supports the IB's principles of an inclusive education:

- education for all is considered a human right
- education is enhanced by the creation of affirmative, responsive environments that promote a sense of belonging, safety, self-worth and holistic growth for every student
- every educator is an educator of all students
- learning is considered from a strength-based perspective
- learning diversity is valued as a rich resource for building inclusive communities
- all learners belong and experience equitable opportunities to participate and engage in quality learning
- full potential is unlocked through connecting with, and building on, previous knowledge
- assessment provides all learners with opportunities to demonstrate their learning, which is rewarded and celebrated
- multilingualism is recognised as a fact, a right and a resource
- all students in the school community fully participate in an IB education and are empowered to exercise their rights and accept their responsibilities as citizens
- all students in the school community have a voice and are listened to so that their input and insights are considered
- all students in the school community develop the IB learner profile attributes and develop into inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

1. Definition of inclusion

The DoE defines inclusion as:

'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 everyday practices.'

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.

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
- 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

The IB defines inclusion as:

Inclusion is an ongoing process that aims to increase access and engagement in learning for all young people by identifying and removing barriers. Inclusion is a continual process of increasing learning and participation for all learners. It addresses learning support requirements and questions the broader objectives of education, the nature of pedagogy, curriculum and assessment. It is an educational approach to which all schools should aspire. Inclusion is facilitated in a culture of collaboration, mutual respect, support and problem-solving involving the whole school community.

2. Admissions

All young people regardless of background, culture, religion, financial status and recognised learner difficulties will be considered fairly during the application process at QACI. Selective entry for young people applying to QACI for Year 10 is based on passing a benchmark in admissions testing and recommendation after an interview process (QA Admissions Policy). Every young person has the capacity to be successful in the challenging IB Diploma Program (IBDP). The Year 10 pre-IB year will develop learners' skills in the subjects studied in the IBDP. Every young person is provided opportunities to develop and pursue their goals and develop attributes to assist them in their IB studies and beyond.

3. Support

QACI provides support to all young people to assist them to succeed both personally and academically. This support is based on individual needs and considers the many factors that may impact on a young person such as: being gifted and talented, having a disability or medical or psychological condition, being Aboriginal and Torres Strait Islander peoples, being LGBTIQ+, experiencing disadvantage or any other identified support needs.

3.1 Identification

The QA admission process gathers information regarding the young person's contact details, medical history, education history and accommodation requirements. Parents / carers provide the school additional details or medical documentation about the support needs of their young person.

QACI will respond to learners' support needs regardless of whether the needs are identified at the time of enrolment or when they arise during the young person's time at school. All members of the school community have a responsibility to support young people by identification and referral to the appropriate support teams. Year level support teams will work with families and school staff to optimise support for the young person.

3.2 Provision

Teachers and Connect Coaches monitor the wellbeing and academic progress of the young people in their care. This is undertaken through data analysis of a variety of formative and summative assessments, individual consultations with learners, and observations of behavioural change of emerging areas of difficulty.

Year Level Coordinators analyse available data to monitor the wellbeing and academic progress of young people and work collaboratively with Heads of Department, Guidance Officers, Deputy Principals and Coaches and focuses on learners with identified needs. Concise and confidential documentation is maintained in a central database and updates are communicated with relevant staff as required.

Young people who have significant support needs are case-managed directly by Guidance Officers with support from Deputy Principals, the Principal and/or external specialists.

3.3 Resources

All staff can access resources provided by the DoE and the IB to support inclusive arrangements for young people to access learning and assessment. Professional development opportunities are available for staff to develop their knowledge and skills. Specialised support staff including Guidance Officers, Literacy, and Success Coaches is available to provide leadership regarding inclusive teaching and learning practices.

4. Support provisions

The IB believes all young people should have opportunities to demonstrate their knowledge and skills under fair conditions. The IB provides inclusive arrangements to support learning and inclusive access to assessment.

4.1 Access to assessment arrangements

QACI and the IB can authorise inclusive access arrangements for young people with individual requirements.

Young people may need access arrangements due to learning support requirements, medical conditions, and additional language learning.

Arrangements are provided to any young person who requires support and where the need can be justified based on the eligibility criteria articulated in the IB Access and Inclusion Policy, and Learning Diversity and Inclusion in IB Programmes.

4.2 Procedures for students who require inclusive access to assessment arrangements

Learners who require inclusive access to school-based assessment may consult with a Guidance Officer and Deputy Principal and are considered within the QACI Assessment Policy.

The following process for applying for inclusive access to summative IB-based assessment requires:

1. Parent / carer obtains reports from a registered health practitioner identifying the health condition(s) affecting the learner and the educational adjustments / support provisions required
2. Parent / carer submits reports to the Guidance Officer
3. Guidance Officer arranges required and appropriate support provisions / educational adjustments and provides this information to the IB DP Coordinator for application to the IB
4. Guidance Officer prepares a summary for teacher, outlining the required educational adjustments / support provisions
5. Guidance Officer adds support information to Support Provisions on OneSchool
6. Teachers ensure the learner receives recommended inclusive access arrangements during assessment
7. Guidance Officer and/or Deputy Principal liaises with the learner and teachers to monitor wellbeing and progress
8. IB Coordinator ensures IB approved inclusive access arrangements are provided for all summative examinations / assessment tasks, in adherence to the IB Access and Inclusion Policy.

4.3 Adverse circumstances

The IB defines adverse circumstances as those beyond the control of the learner that might be detrimental to their assessment performance. This may include: medical conditions / illness (for summative assessment this includes the onset or occurrence of, up to three months before the IB examinations in May/November), accident / injury, severe stress / anxiety, exceptionally difficult family circumstances, bereavement, and/or events that may threaten the health or safety of the young person. Adverse circumstances may also include events that affect the whole school community.

For IBDP learners completing summative assessment, the IB Coordinator must apply for IB approval for special consideration in cases of adverse circumstances

4.4 Incomplete assessment

In cases of incomplete summative assessment in a subject, the IB, at its discretion, may award a grade for the subject if both of the following circumstances are established:

1. an acceptable reason is provided by the school for the incomplete assessment being beyond the young person's control, such as acute illness or injury, the death or funeral of a close relative, unavoidable attendance at a hospital or court of law
2. the learner has submitted sufficient work, leading to at least 50 percent of the total marks available in that subject and including an externally assessed written component.

5. Rights and responsibility of the school community

QACI recognises that a successful inclusion policy is dependent on the commitment of all members of the school community to the principles and processes of the policy. This is consistent with the commitment to inclusion by the DoE and IB.

5.1 Committed leaders

QACI leaders commit to and are accountable for implementing inclusive education. They promote a culture and shared values that remove barriers and support inclusion.

5.2 School community

Every member of the school community, including teachers, support staff, volunteers, families and young people, work collaboratively to ensure all learners can access and participate in all aspects of school life. Curriculum is provided to all learners in ways that are age appropriate and responsive to diverse needs.

5.3 Collaboration with young people, families and the community

QACI staff work with young people, parents / carers, and organisations, including teacher and professional associations, as respected and valued partners in inclusive education. Young people, parents / carers and families are provided with opportunities to be heard and have their view considered.

5.4 Respecting and valuing diversity

All young people and families are welcome, respected, included and safe at QACI. Diversity is a strength and QACI supports respectful relationships across the school community. We address the range of barriers experienced by young people and develop strategies and plans to support inclusive education for our diverse population.

5.5 Confident, skilled and capable workforce

Our school leaders, teachers, support staff and volunteers build on their expertise to implement inclusive education practices. Good evidence-based practice is shared and cultural capability is strengthened. Continuous professional learning and mentorship is encouraged and supported.

5.6 Policy communication

The QACI Inclusion Policy is shared with all staff at the beginning of each academic year via the Staff Handbook on SharePoint, and is available with other QACI policies on the QACI Website.

5.7 Policy review

This policy was reviewed during 2021 and will be reviewed annually to ensure relevance to our context and changes in legislation, DoE policy or IB requirements.

Related legislation and policy

Please refer to the following documents when considering each case (not exclusive to)

- [QACI Assessment Policy](#)
- QACI Inclusion Policy (this document)
- Department of Education [Inclusive education policy](#)
- [Queensland Human Rights Act](#)

Current IB documents – for example:

- IB Access and Inclusion Policy
- Access and Inclusion Policy Learning Diversity and Inclusion in IB Programmes
- IB Programme Standards and Practices