

Inclusion Policy and Procedures (Reviewed 2025)

School organisation

Telopea Park School is an Australian Capital Territory Education Directorate (ACT ED) Public School that implements the Australian Curriculum alongside the French National Curriculum through a Binational Treaty between the French and Australian Governments. Students enrolled in the English/French Stream (EFS) from Kindergarten to Year 10 study a combination of the French and Australian curricula. Students enrolled in the English Stream (Years 7-10) study the Australian Curriculum through the International Baccalaureate Middle Years Programme framework. As an ACT ED Public School, Telopea Park School enrolled students living in the 'priority enrolment area' in the Secondary School in Years 7-10. Enrolment in Years K-6 is based on criteria outlined in the enrolment processes on the school's website. All schools are required to make reasonable adjustments for students with additional needs, ensuring they have the support they need to successfully access and participate in the school curriculum, programs and activities on the same basis as their peers (see Appendix A and B).

Telopea Park School is committed to implementing the ACT ED Safe and Supportive Schools Policy through our everyday practice. Telopea Park School's Inclusion Policy is consistent with the IB philosophy and practice (see Appendix C, D and E). The school's mission statement aligns with the IB philosophy on inclusion. Additionally, Telopea Park School's practice aligns with the IB's philosophy of inclusive education as the IB MYP is offered to every high school student in Years 7-10 undertaking subjects in the English Stream.

The Telopea Park High School Student Welfare Team includes the Principal, Proviseure, Deputy Principals, Executive Teacher Student Welfare, Executive Teacher Student Engagement, Executive Teacher Student Learning, School Psychologist (7-10), Youth Worker and Year Coordinators for each year group (7-10).

The Telopea Park Primary School Welfare Team includes the Principal, Deputy Principal (Primary), Primary French Director, Executive Teacher Student Welfare, Executive Teachers K-3 and 4-6, School Psychologist (K-6), and the Bonus Class teacher.

School vision

Telopea Park School/Lycée Franco-Australien de Canberra is committed to excellence in education and in all fields of endeavour by challenging students to develop the skills and personal qualities needed to live successfully in a complex world. The school values and celebrates linguistic and cultural diversity and students achieving their personal best through a broad range of educational experiences.

Telopea Park School/Lycée Franco-Australien de Canberra provides a safe, caring and supportive environment where all students have equity of opportunity to learn. Through its philosophy and practice, the school promotes mutual respect and tolerance.

Disability

Telopea Park School adheres to legislation as set out in the Disability Standards for Education 2005 (see Appendix A) which seeks to ensure that people with disability have access to equal participation in education on the same basis as those without disability. Students with a disability are entitled to relevant and engaging

learning programs that address their individual needs and might require additional resourcing support under the Inclusion Support Program (ISP) or Disability Program (DP). The school is guided by the ACT ED Inclusive Education: A Disability Inclusion Strategy for ACT Public Schools 2024-2034 to ensure equitable, inclusive education is provided to all students (see Appendix F).

Students who meet the ACT Disability Criteria may be supported by funding from the ACT ED. The level of funding is dependent on the student's needs or level of disability. The ACT ED determines the level of funding for a student based on an 'appraisal' of the student's needs. Appraisal meetings are held for Year 7 students on transition to high school. Appraisal meetings are held for students when they are accepted into the ISP or DP. They are reviewed again at year 3 and then again in year 7, upon transition to the secondary area of the school. The Principal, the Executive Teacher of Student Welfare, Student Welfare Team and the Business Manager are responsible for deploying the resources to support with disability or additional needs. The Disability Education Coordination Officer (DECO), School Psychologists and the Student Welfare Team lead the support and provision of adjustments to learning and facilities. All teachers are responsible for implementing any modifications to learning through their daily practice work to ensure the school is inclusive.

Safe and Supportive School

Telopea Park School is committed to providing positive and engaging environments where young people feel connected and respected, achieve success and are fully engaged in education. Student wellbeing impacts on student learning and is fundamental to a student's successful engagement with education. We endeavour to make the school an inclusive place where students, families and staff feel accepted, valued and connected to their school. Respectful relationships, fair and equitable processes and embracing diversity are core values which underpin Telopea Park School.

Identifying and documenting needs

Student inclusion and wellbeing is structured, coordinated and monitored through student ILPs, Adjustment Matrices and Safety Plans. A Student Welfare meeting is held every week with the Student Welfare Team. A Case Management approach is used to monitor and support students. New referrals (by staff, student or parents/carers) are made to Student Services (7-10) and Student Welfare Executive (K-6) and are discussed during the Student Welfare meetings.

Individual Learning Plans (ILP)

The school identifies students with additional special needs or disability using information from classroom teachers, parents/carers and the student. An Individual Learning Plan (ILP) is developed in consultation with the Student Welfare Team, the parents/carers and the student to take into account

the needs of each student (see Appendix G). Other agencies may also be involved in developing the ILP and supporting the student with specific learning needs.

Process

Bi-annual Semester Reports and Parent Teacher meetings, 'Student progress' checks and bi-annual meetings provide opportunities to review the ILP. Parents/carers are encouraged to contact the school at any time, especially if they have concerns about their child.

Cognitive testing may be undertaken by the School Psychologist, if available. The School Psychologist is responsible for notifying parents/carers with confidential information and releasing elements with parental permission. The School Psychologist may also seek permission from the parents/carers to receive information from private psychologists, or other relevant health professionals, to identify student ability and guide ILPs to meet the needs of the student, including modifying access to learning, assessment and curriculum appropriately. Agencies and external health professionals (e.g. Child and Adolescent Mental Health Service, Headspace, private psychologists, psychiatrists, occupational therapists and vision/hearing support) may also contribute to the ILPs. Network Student Engagement Team (NSET) referrals for Occupational Therapy and Speech Pathology assessments may also be made.

Accessibility

Accessibility to all areas of the school, including a wheelchair lift in the three-storey building, is managed by Student Services with the support of Learning Support Assistants. Scheduling of classes in more easily accessible areas of the school is a strategy used to support students with additional mobility needs.

Transition

Every year the School Psychologist, the Executive Teachers Student Welfare and Student Wellbeing and Year Coordinators of the incoming Year 7 students, and the exiting Year 10 students, meet with the transitioning schools and detail the requirements for all students.

Staff/School development

Every year professional learning priorities are identified to meet the needs of the students both by the ACT ED Future of Education Strategy (see Appendix H) and Telopea Park School Student Centred Improvement Implementation Plans. Days are set aside and identified priorities are targeted with specific professional learning. Staff are required to complete the Disability Standards for Education training every two years. Workshops and conferences, as well as online professional learning opportunities, are offered to identified staff with specific roles and whole school staff meetings are held each term focussing on targeted professional learning in alignment with the school's Student-Centred Improvement Implementation Plan. Identified and specialised professional learning is also undertaken when needed to meet the changing needs of the school.

Telopea Park School teachers adhere to the Australian Professional Standards for Teachers (see Appendix I) and use these standards to develop their Teacher Performance and Development Plans each year to enhance their pedagogy and develop their knowledge and skills. Teachers continue to develop

their skills in differentiating and scaffolding teaching and learning and assessment tasks and delivery, to take into account the different levels of student ability.

Communication

Staff are kept informed during regular staff meetings (at the beginning of each term), through Sentral (School Administrative System) and through the Executive Teachers where Student Welfare is placed as an agenda item during weekly 7-10 Executive Meetings. The Staff Handbook is reviewed and produced annually and details all policy and practices. All plans, including ILPs, Medical and Safety, are available for Teloopa Park School staff via the student management system.

Other Inclusive Support Programs

Literacy Skills Program

A Literacy Skills class for identified students in Years 7, 8 and 9 has been developed with these students studying Literacy in lieu of a second language. Parents/carers have approved placement, and the Literacy Coordinator works with teachers and students, in collaboration with the appropriate Year Coordinator, to develop an ILP focused on Literacy development. Students may also have an ILP and be on a Modified Program (P*).

Modified Programs (*P)

Students must be given access to the Australian Curriculum. All reasonable adjustments must be taken to ensure that all students can access learning. Some students work at a level significantly above or below that of the academic standard of their year and are provided with a modified program, for which they are assessed and reported on (see Appendix J).

English as an additional language or dialect (EALD)

EALD students study English and EALD (see Appendix K). The aim of the EALD program is to enable EALD students to participate successfully in mainstream classes where English is the language of instruction.

Gifted and Talented

Students who have been identified as gifted and talented have access to meaningful learning opportunities including differentiated curriculum, inquiry learning and extension classes in Mathematics, Science and English (See Appendix L).

Appendix

A: Disability Standards for Education

<https://www.education.gov.au/disability-standards-education-2005>

B: Students with a Disability Meeting their Educational Needs Policy

[ACT ED students with disability policy](#)

C: International Baccalaureate - Meeting Student Learning diversity in the Classroom (2013)

D: International Baccalaureate - Access and inclusion policy (2018)

E: International Baccalaureate – Learning diversity and inclusion in IB programmes (2016)

F: ACT ED Inclusive Education: A Disability Inclusion Strategy for ACT Public Schools 2024 - 2034

[Inclusive Education: A Disability Inclusion Strategy for ACT Public Schools 2024-2034](#)

G: Students with Learning Disability

<https://www.education.act.gov.au/support-for-our-students/students-with-learning-difficulties>

H: ACT Education and Training Directorate (ETD) Strategic plan 2018-2021

[Education Directorate Strategic Plan](#)

I: National Professional Standards for Teachers

<https://www.aitsl.edu.au/teach/standards>

J: Academic Reporting

[Curriculum and Academic Reporting Policy for ACT Public Schools - Education](#)

K: English as an additional language/dialect

[English as an Additional Language or Dialect Learner Policy - Education](#)

L: Gifted and talented policy

[Gifted and Talented Students Policy - Education](#)

Policy Reviewed	June 2025
Approved by	TLPS Board
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