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## Telopea Park School (TPS)

### International Baccalaureate (IB) Middle Years Programme (MYP) Years 7-10 Inclusion Policy and Procedures (Reviewed June 2019)

#### School organisation

Telopea Park School is an Australian Capital Territory Education Directorate (ACT ED) Government School and it has implemented the Australian Curriculum. As an ACT ED Government School, Telopea Park School enrolls students living in the 'priority enrolment area' in the Secondary School in Years 7-10. All schools are required to

make reasonable adjustments for students with disability at the time of their enrolment, and during the course of their education, 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 1A and 1B)

The Telopea Park School's Inclusion International Baccalaureate Middle Years Program Policy is consistent with the IB philosophy and practice (see Appendix 1C, 1D and 1E). The school's mission statement aligns with the IB philosophy on inclusion. 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 School Student Welfare Team includes the Principal, Proviseur, Deputy Principals, Executive Teacher Student Welfare, Executive Teacher Student Engagement, School Psychologist/s, Youth Worker and a Year Coordinator for each year group (7-10).

#### Telopea Park 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 1A) 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 disability are entitled to relevant and engaging learning program

that address their individual needs and might require additional resourcing support under the Inclusion Support Program, based on the ACT Student Disability Criteria (see Appendix 1F).

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 special 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. The Executive Teacher of Student Welfare, the Principal, Student Welfare Team and the Business Manager are responsible for deploying the resources to support the student with special needs or disability. The Disability Education Coordination Officer (DECO), School Psychologists and the Student Welfare Team work to ensure the school is inclusive.

### Individual Learning Plans (ILPs)

The school identifies students with 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 1G). Other agencies may also be involved in developing the ILP and supporting the student with specific learning needs. Special equipment that may be required is organised by the Student Welfare Team.

### Individual Learning Plan Processes

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 their students, including modifying assessment and curriculum appropriately. Agencies and external health professionals (eg 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.

### Policy documentation

Student Inclusion and Wellbeing is structured, coordinated and monitored through student ILPs. 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 and are discussed during the Student Welfare meetings.

### 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.

### 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 Education Directorate Strategic (see Appendix 1H) and Telopea Park School Action Plans (see Appendix 1I). Days are set aside and identified priorities are targeted with specific professional learning. Workshops and Conferences, as well as, online professional learning opportunities are offered to staff and whole school staff meetings are held each term focussing on targeted professional learning in alignment with the Telopea Park School Action Plan. Specialised and identified professional learning is also undertaken to meet the changing needs of the school.

Telopea Park School teachers adhere to the National Professional Standards for Teachers (see Appendix 1J) and use these standards to develop their 'Teacher Performance and Development Plans' each year to enhance their pedagogy. Teachers continue to develop their skills in scaffolding teaching and learning, assessment tasks and assessment delivery to take into account the different levels of student ability in accordance with the Telopea Park School Action Plan 2019 (see Appendix 1I).

### 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. A Teacher Handbook is reviewed and produced annually, both in hardcopy and digitally, and details policy and practices. All plans, including ILPs, Medical and Safety, are available for Telopea Park School staff.

## Other Inclusive Support Programs

### Personalised Learning Plans (PLPs)

These plans are developed, and implemented, for all Aboriginal and/or Torres Strait Islander students. They are created in partnership between the parent/carer, the child and the school and aim to develop an educational path for the student.

### Literacy Skills Program

A Literacy Skills class for Years 7, 8 and 9 have been developed with 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 undertake school examinations and school activities. Some students are working at a level significantly above or below that of the academic standard of their year and are provided with a modified program (see Appendix 1K).

### English as an additional language or dialect (EALD)

EALD students study English and EALD until they have gained a competency level in English to enable them to study one of the additional languages offered at the school (see Appendix 1L). There are two possible transition points, one in Year 9 with Introduction to Languages (French) and one in Year 10 with Introduction to Languages (Japanese). 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 1M)

## Appendix 1:

### 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 Student Disability Criteria

[https://www.education.act.gov.au/data/assets/pdf\\_file/0009/17829/ACT-Student-Disability-Criteria-2019-.pdf](https://www.education.act.gov.au/data/assets/pdf_file/0009/17829/ACT-Student-Disability-Criteria-2019-.pdf)

### 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

[https://www.education.act.gov.au/data/assets/pdf\\_file/0008/1225295/Strategic-Plan-2018-21-Interactive-Booklet.pdf](https://www.education.act.gov.au/data/assets/pdf_file/0008/1225295/Strategic-Plan-2018-21-Interactive-Booklet.pdf)

### I: Telopea Park School Action Plan 2019

[http://cms1.ed.act.edu.au/data/assets/pdf\\_file/0007/443725/Telopea\\_Park\\_School\\_Annual\\_Action\\_Plan\\_2019.pdf](http://cms1.ed.act.edu.au/data/assets/pdf_file/0007/443725/Telopea_Park_School_Annual_Action_Plan_2019.pdf)

### J: National Professional Standards for Teachers <https://www.aitsl.edu.au/teach/standards>

### K: Academic Reporting for Modified Curriculum/Assessment

[https://index.ed.act.edu.au/alerts-and-news/bulletin/2019\\_attachments/20190319-w7g1-schools-factsheet-p-reference-for-academic-reporting.pdf](https://index.ed.act.edu.au/alerts-and-news/bulletin/2019_attachments/20190319-w7g1-schools-factsheet-p-reference-for-academic-reporting.pdf)

### L: English as an additional language/dialect [https://www.education.act.gov.au/publications\\_and\\_policies/School-and-Corporate-Policies/access-and-equity/languages/english-as-an-additional-language-or-dialect-students-policy](https://www.education.act.gov.au/publications_and_policies/School-and-Corporate-Policies/access-and-equity/languages/english-as-an-additional-language-or-dialect-students-policy)

### M: Gifted and talented policy

[https://www.education.act.gov.au/data/assets/pdf\\_file/0018/1134351/Gifted-and-Talented-Student-Policy-2014.pdf](https://www.education.act.gov.au/data/assets/pdf_file/0018/1134351/Gifted-and-Talented-Student-Policy-2014.pdf)

### Melbourne Declaration 2008.

[http://www.curriculum.edu.au/verve/resources/National\\_Declaration\\_on\\_the\\_Educational\\_Goals\\_for\\_Young\\_Australians.pdf](http://www.curriculum.edu.au/verve/resources/National_Declaration_on_the_Educational_Goals_for_Young_Australians.pdf)