

Inclusion and Equity Policy

Inspiring Great Minds



Queensland Academy
for Science Mathematics
and Technology



IB mission statement

The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end the organisation works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.



IB learner profile

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

As IB learners we strive to be:

INQUIRERS

We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

KNOWLEDGEABLE

We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

THINKERS

We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

COMMUNICATORS

We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

PRINCIPLED

We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

OPEN-MINDED

We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

CARING

We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

RISK-TAKERS

We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

BALANCED

We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

REFLECTIVE

We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

The IB learner profile represents 10 attributes valued by IB World Schools. We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities.



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1.0 RATIONALE

The Queensland Academy of Science Mathematics and Technology (QASMT) is committed to nurturing personal excellence through inclusion and equity, to ensure that every student flourishes. Our vision is to inspire great minds through providing a world-class education that nurtures personal excellence and develops young people who can contribute positively to an ever-changing world.

The Academy sets high expectations and values and employs expert teaching staff who use evidence-based teaching practices and a collective approach to ensure success for every student. QASMT provides dynamic, flexible learning spaces and is committed to ensuring that purposeful, targeted resources support inclusive learning for all students.

The International Baccalaureate (IB) believes in an inclusive approach to education designed to remove or reduce barriers so that every student can fully participate in IB programmes. Inclusive education is facilitated in a culture of collaboration, mutual respect, support and problem-solving involving the whole school community.

Across the world, inclusive education has grown from a movement that was about the inclusion of students with disabilities to a holistic approach that is about **all** learners and values the diversity of the student population. [IB Diversity, Inclusion and Equity statement \(https://ibo.org/about-the-ib/diversity-equity-inclusion/\)](https://ibo.org/about-the-ib/diversity-equity-inclusion/)

At QASMT, we are also guided by the principles set out in the Department of Education Inclusive Education policy. (<https://education.qld.gov.au/students/inclusive-education>)

1.1 PRINCIPLES

The department's work towards a more inclusive state education system will be guided by nine principles adapted from the United Nations' nine core features for inclusive education.

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.

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.

Barriers are all the obstacles that may prevent or disadvantage a student from participating or effectively engaging in their learning, teaching and assessment. Access and inclusion must be considered when a learner is facing a long-term challenge.

Primary barriers are the key elements that impact a student's learning. Often, there are also associated secondary barriers that are causally related to the primary barrier. Both primary and secondary barriers must be considered when planning the access arrangements for a student.

The following are primary barriers:

- Additional language (first or best language is not the language of instruction)
- Cultural variations
- Hearing
- Intellectual exceptionalities
- Movement and coordination
- Medical

"Inclusion is an ongoing process that aims to increase access and engagement in learning for all students by identifying and removing barriers." (Learning diversity and inclusion in IB programmes, 2016)

Access refers to providing equitable educational opportunities in learning, teaching, evaluation/assessment and all other aspects of school life to all students by making space and provision for the characteristics that each person brings

Whole of school

Every member of the school community, including teachers, support staff, volunteers, families and students, works 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.

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.

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.

Confident, skilled and capable workforce

Our school leaders, teachers, department 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.

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.

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.

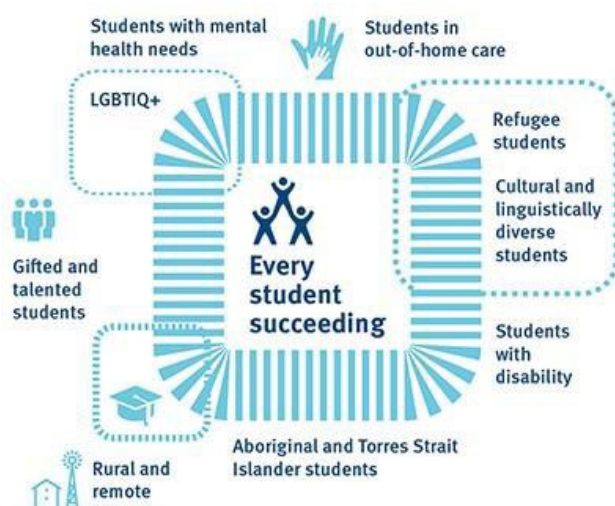
Monitoring and evaluation

Monitoring the progress and academic achievement of all students will continue to be a priority. Evaluation and reviews will occur at all levels – school, regional and system – to ensure the department is continuing on its journey and to build on good practice.

1.2 LEGAL REQUIREMENTS

QASMT provides inclusive structures and processes which support the requirements outlined by the [Department of Education Queensland Inclusive Education Policy](#) and adheres to the requirements of the International Baccalaureate in the [Programme Standards and Practices](#). In accordance with the Department of education strategies for [Equity and Excellence](#) and [Every student with a Disability succeeding](#) we support all students.

1.2.1 Legislation



- [Age Discrimination Act 2004 \(Cwlth\)](#)
- [Anti-Discrimination Act 1991 \(Qld\)](#)
- [Australian Human Rights Commission Act 1986 \(Cwlth\)](#)
- [Disability Discrimination Act 1992 \(Cwlth\)](#)

- [Disability Standards for Education 2005 \(Cwlth\)](#)
- [Education \(General Provisions\) Act 2006 \(Qld\)](#)
- [Human Rights Act 2019 \(Qld\)](#)
- [Multicultural Recognition Act 2016 \(Qld\)](#)
- [Racial Discrimination Act 1975 \(Cwlth\)](#)
- [Sex Discrimination Act 1984 \(Cwlth\)](#)

1.3 OTHER RELATED ACADEMY POLICIES

The Inclusion Policy reflects the expectations and requirements of other QASMT documents including:

- [QASMT Pedagogical Framework](#)
- [QASMT Wellbeing Framework](#)
- [Assessment Policy](#)
- [Academic Progression Policy](#)
- [Language Policy](#)
- [Admissions Policy](#)
- [Discrimination, Harassment, and Victimization Policy](#)
- [Dress Code Policy](#)
- [Gender Diversity Policy](#)
- [Preventing and Managing Bullying Policy](#)

1.4 KEY RELATIONSHIPS

The school adopts a collective approach to inclusion, whereby the Deputy Principal Senior Years (DPSY), Deputy Principal Middle Years (DPMY), Director of Inclusion and Wellbeing (DI&W) House Deans (HDs) and Guidance Officers (GO) form the Student Support Team working with the Associate Principal, to enact the policy.

1.5 POLICY OUTLINE

The Inclusion Policy contains procedures for identifying student needs and avenues of support provided within the school. The rights and responsibilities of all members of the community are also articulated.

2.0 STUDENT SUPPORT

QASMT provides a diverse range of support services for all students, as outlined in the Department of Education, Equity and Excellence strategy.

The Academy admission process gathers information regarding the student's contact details, medical history, educational history, and accommodation requirements. Parents may provide additional details or medical documentation to communicate with the school outlining the support needed by their student. If teachers identify students not previously identified, they contact the relevant House Dean, Director of Inclusion and Wellbeing or Guidance Officer. All students identified are referred to the Student Support Team who then collaborate with the parent and student to ascertain the level and form of support required and communicate with relevant staff members.



2.1 PROVISION

The Student Support Team is resourced through standard Department of Education human resourcing models and meets regularly. The core business for this team is to focus on students who may require support; where concerns are discussed and referrals for students are made, where appropriate. Eight House Deans facilitate the roles of support with the Director of Inclusion and Wellbeing or the Guidance Officer Wellbeing by supporting students, parents, and staff regarding matters of inclusivity and equity. Clear documentation of students receiving support by the Student Support Team is maintained by the Director of Inclusion and Wellbeing and GO Wellbeing in a central database and updates are communicated with relevant staff, as required. Please note that this is stored on Department of Education's OneSchool, which is a comprehensive software suite that schools use to run safe, secure, sustainable and consistent reporting and administrative processes. This ensures that the students' rights to confidentiality are always met.

Teachers monitor and track the progress of students in their learning area, through formative and summative tasks, as well as through the analysis of assessment data, formative feedback and data walls. This information then informs the House Dean collective responsibility process. House Deans continually monitor student progress through the analysis of student attendance, behavior, academic and wellbeing data and make recommendations as required to the Director of Inclusion and Wellbeing and the Guidance Officer Wellbeing. The middle and senior leadership teams also work collaboratively, to monitor student data, to ensure that all students are provided with differentiated and personalized support to achieve personal excellence.

Students who require significant/extensive support are managed directly by the Director of Inclusion and Wellbeing and the Guidance Officers.

2.2 RESOURCES

Director of Inclusion and Wellbeing, House Deans, Advisory Visiting Teachers, and the Guidance Officers regularly provide professional development on inclusive practices to support staff and teachers. Through these sessions and regular communications with House Deans, Director of Inclusion and Wellbeing and the Guidance Officers, QASMT staff are equipped with appropriate knowledge and skills to identify and support students who require differentiation and inclusive access arrangements to remove barriers to their learning.

3.0 SPECIAL PROVISIONS FOR SUMMATIVE ASSESSMENT

3.1 ASSESSMENT ACCESS

The International Baccalaureate (IB) and the Academy believe all students should be allowed to demonstrate their ability under fair assessment conditions. The Academy and International Baccalaureate (IB) are able to authorise inclusive access arrangements for students with assessment access requirements. If a student needs assessment access arrangements, the Deputy Principal must make such arrangements, and where appropriate, request authorisation from the International Baccalaureate (IB).

Access arrangements are not restricted to students with identified challenges. They should be provided to any student who requires support and where the need can be justified based on the eligibility criteria articulated in the [IB Access and Inclusion Policy](#).

3.1.1 Procedures for Students Requiring Assessment Access Arrangements

The process for applying for access arrangements for IB assessment is as follows:

1. Written notice from a medical practitioner/external service provider that identifies the condition(s) affecting the student and the educational adjustments/considerations required
2. Parent or Caregiver submits notice and documentation to relevant House Dean, Director of Inclusion and Wellbeing, Guidance Officer, or Deputy Principal
3. Student Support Team discuss appropriate access arrangements /educational adjustments that are available
4. Director of Inclusion and Wellbeing or Guidance Officer Wellbeing prepares a summary of the documentation received from the medical practitioner/external service provider in collaboration with the parent and student and distributes summary in the form of a Student Snapshot to teachers, with barriers to learning outlined, suggested differentiation strategies, support required and approved access arrangements
5. The House Dean, the Director of Inclusion and Wellbeing and Guidance Officer communicate with the student, parents, and teachers, to monitor the student's progress
6. Deputy Principals give final approval of Access Arrangements and adjustments
7. Student details are added to the Inclusive Access Arrangements list (a confidential document)
8. Teachers ensure student receives inclusive access arrangements and support, as per the recommendations on the Student Snapshot
9. The Deputy Principals ensure **IB approved inclusive access arrangements are provided for all relevant examinations/assessments**, in adherence to the IB Policy.

3.2 ADVERSE CIRCUMSTANCES

[Adverse circumstances](#) are defined as those beyond the control of the student that might be detrimental to their assessment performance, including medical conditions/illness (for the final Diploma Programme 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 or events that may threaten the health or safety of candidates. Adverse circumstances may include events that affect the whole school community. For Diploma Programme students only, the Deputy Principal Senior Years on behalf of the student, must submit any application for special consideration in cases of adverse circumstances to the International Baccalaureate (IB).

3.3 INCOMPLETE ASSESSMENT

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

- an acceptable reason is provided by the school for the incomplete assessment being beyond the student'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
- the student 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 (for Diploma Programme students only).

4.0 RIGHTS AND RESPONSIBILITIES OF SCHOOL COMMUNITY

In line with the Inclusion Policy from the Department of Education, QASMT recognises that a successful inclusion policy is dependent on the commitment of all members of the school community.

4.1 COMMITTED LEADERS

Leaders, at all levels within QASMT, commit to and are accountable for implementing inclusive education. They promote a culture and shared values that remove barriers and support inclusion.

4.2 WHOLE OF SCHOOL

Every member of the school community, including teachers, support staff, families, and students, works collaboratively to ensure students can access and participate in all aspects of school life. The curriculum is provided to all students in age-appropriate ways responsive to diverse learning needs.

4.3 COLLABORATION WITH STUDENTS, FAMILIES, AND THE COMMUNITY

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4.4 RESPECTING AND VALUING DIVERSITY

All students and their families are welcome, respected, included, and safe at QASMT. 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.

4.5 CONFIDENT, SKILLED, AND CAPABLE WORKFORCE

Our school leaders, teachers, 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.

4.6 POLICY COMMUNICATION

The Inclusion Policy is shared with all staff at the beginning of each academic year via QASMT SharePoint and is available with other QASMT policies on the QASMT Website. Parents are referred to the Inclusion Policy as required.

4.7 POLICY REVIEW

This policy was reviewed during 2023 in consultation with the middle leadership team and approved by the executive leadership team. The policy is reviewed regularly to ensure that it continues to be relevant to our context and adheres to any changes in legal or International Baccalaureate requirements.

The next review is proposed for 2025. The next review will support the 5-year evaluation process and will occur after a full cohort of students in Years 7 – 12 are enrolled in the Academy.