



SPRINGWOOD STATE HIGH SCHOOL

Diversity, Equity and Inclusion Policy

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. At Springwood State High School inclusion is embedded in all aspects of school life, and is supported by culture, policies and everyday practices.

Acknowledgement of Country

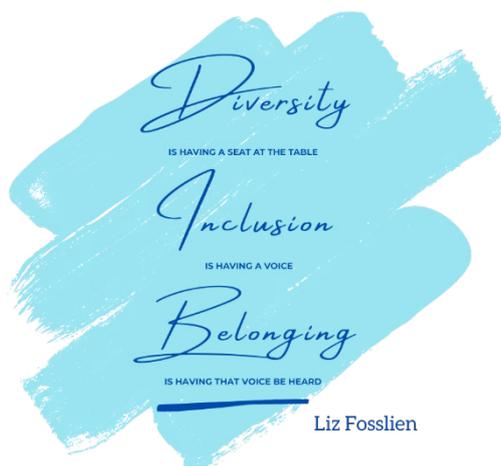
Springwood State High School acknowledges and pays respect to the traditional owners and custodians of the lands on which our learning takes place, the Yuggera and Yugambah people. We pay our respects to Elders past, present and emerging and acknowledge their spiritual and ongoing connection to Country.



Our Vision

We are committed to nurturing a vibrant community where every learner thrives. We believe in the limitless potential of each learner and are dedicated to fostering an environment that celebrates diversity, inclusion, and the power of education through Deep Learning.

At Springwood State High School, we commit to 21st Century teaching and learning within a culture of care. The House system promotes a sense of belonging for Springwood Learners. Our school wide approach is underpinned by:



Disability Discrimination Act 1992
 Inclusive Education Policy
 Equity and Excellence

<https://intranet.qed.qld.gov.au/EducationDelivery/Stateschooling/inclusion>
<https://ppr.qed.qld.gov.au/pp/inclusive-education-policy>

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The Springwood Learner

Springwood Learners are Deep Learners. From Year 7 to Year 12, our students develop 21st Century Skills including Character, Citizenship, Collaboration, Communication, Creativity and Critical-thinking. Through engagement with these 21st Century Skills, Springwood Learners develop Strength, Tenacity, Optimism, Resilience and Motivation to become our Springwood STORM. These skills and personal attributes prepare our students for a successful future in a rapidly changing world and employment areas that are constantly evolving.



Knowing Our Students and How they Learn



Springwood Learners are given voice and agency in their learning through inclusive curriculum design and responsive teaching processes. Staff work together through a Collaborative Planning Team (CPT) process to ensure student learning needs are met in a targeted and thoroughly differentiated manner. Teachers design units of work via the Teaching, Learning and Assessment Plan (TLAP) process that has been cultivated with a focus on 'Knowing our Students and How They Learn'. Fundamental to this process is the interaction with a range of data that informs pedagogical practices and identifies student learning needs both individual and within specific priority groups.

Collaborative practices underpin our partnerships with students, parents and community stakeholders who work together to ensure positive student outcomes. Family voice and feedback is welcomed.

Springwood State High School Family and Community Engagement Plan

- **Communication**

Effective communication between schools, families, students, and the community forms the foundation for developing and maintaining partnerships.
Actions: Monthly Snapshots, QParents, Facebook, Emails
- **Partnerships with Families**

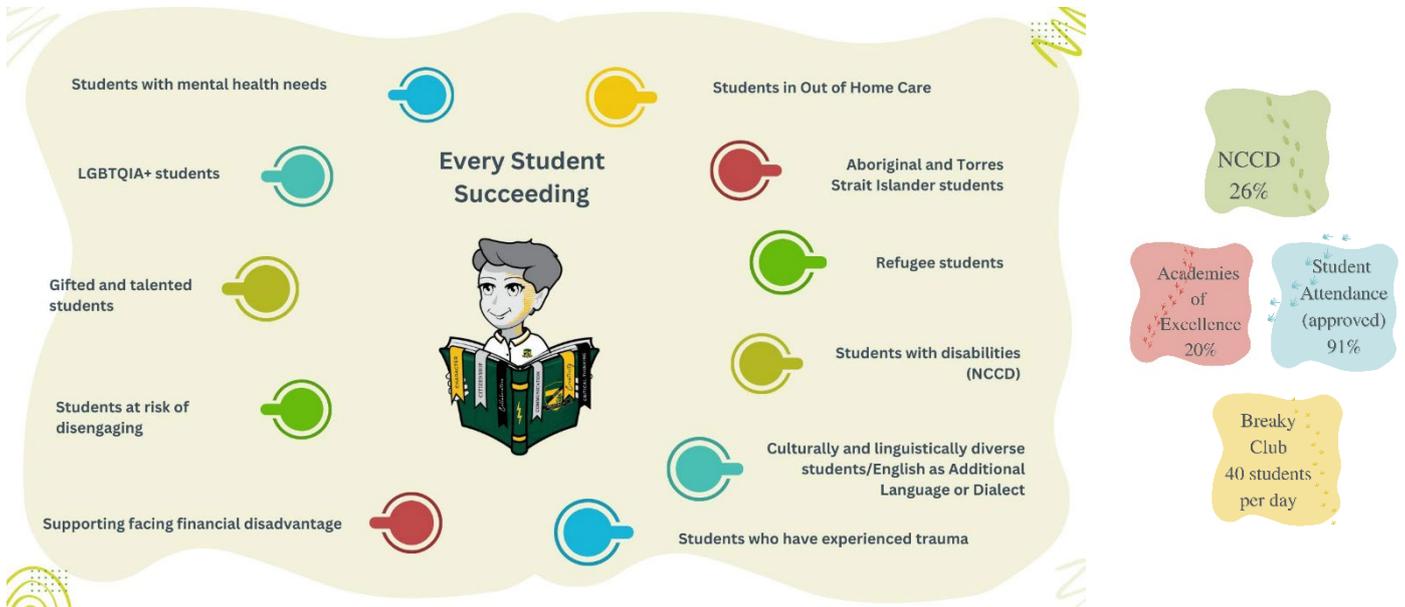
Quality partnerships require a reciprocal commitment from staff and families to work together to improve student learning and wellbeing.
Actions: Personalised Learning Plans, Assessment Calendars, Case Manager Communications, Individual Curriculum Plan Meetings.
- **Community Collaboration**

Community members and organisations bring unique knowledge, expertise and perspectives that can enhance student wellbeing and make learning more authentic and connected.
Actions: School-Based Traineeships and Apprenticeships, Work Experience, AFL Qld, Opera Qld, Gunya Meta, Moreton Bay Environmental Centre
- **Decision-Making**

Student, family and community involvement in school decision-making fosters greater ownership and ensures local needs are reflected.
Actions: Monthly Family Focus Groups, School House Councils

Our approach to Inclusive Education supports learners to access high quality education while recognising the individual needs of each learner and responding to the strengths and barriers to learning for each student.

We adopt an inquiry-based approach to improving engagement and outcomes for all learners, with targeted consideration for specific cohorts which include:



Knowing Our Students and How They Learn as Diverse Learners

Differentiated teaching and learning is the driving force behind 'Knowing our Students and How They Learn'. Ensuring success for all learners is achieved by teachers deeply knowing the strengths and barriers for each student and purposefully responding to their diverse learning needs. Our whole school approach is informed by:

- K-12 CARF and Senior Curriculum (QCAA and VET)
- Deep Learning
- PLP process and Significant 72 approach
- Quality Differentiated Teaching Practice – via TLAPs and CPT processes
- Targeted support for students identified as requiring additional reasonable adjustments – through NCCD data collection
- ICPs and QCIA pathways to provide highly individualised curriculum programs for identified students
- Tier 2 Targeted Literacy Intervention Program based on the 'Sounds Write' approach
- In-class support – teacher aides
- Team Teaching – Inclusion teachers, EALD teacher and teacher aides
- Intensive support and re-engagement strategies – Wellbeing Team and Wellbeing Hub, Case Managers for students with a disability, Behaviour Support Teacher/Flexi space

Appendix 1: Factsheet about NCCD levels of adjustment



WHAT IS THE NCCD?

The Nationally Consistent Collection of Data on School Students with Disability (NCCD) takes place every year. The NCCD is a collection that counts:

- the number of school students receiving an adjustment or 'help' due to disability
- the level of adjustment they are receiving to access education on the same basis as other students.

Students are counted in the NCCD if they receive ongoing adjustments at school due to disability. These adjustments allow them to access education on the same basis as a child without disability.

WHY THE NCCD?

The information collected by the NCCD helps teachers, principals, education authorities and governments to better support students with disability at school. The NCCD encourages schools to review their learning and support systems and processes. This helps schools to continually improve education outcomes for all students through personalised reasonable adjustments.

WHAT IS A REASONABLE ADJUSTMENT?

An adjustment is an action to help a student with disability take part in education on the same basis as other students. Adjustments can be made across the whole school (e.g. ramps into school buildings). They can be in the classroom (e.g. adapting teaching methods). They can also be for individual student need (e.g. providing personal care support). The school assesses the needs of each student with disability. The school provides adjustments in consultation with the student and/or their parents, guardians and carers.

LEVELS OF ADJUSTMENT AND CATEGORIES

The **NCCD levels of adjustment** refer to the types and intensities of support provided to students with disability so they can participate in education on the same basis as their peers.

There are four levels: **Differentiation** involves minor adaptations within regular teaching;

Supplementary Adjustments are provided some of the time to address specific needs;

Substantial Adjustments are more frequent and planned, addressing significant barriers;

Extensive Adjustments are highly individualised and delivered continuously. These levels help schools identify, record, and respond appropriately to each student's needs.

LEVELS OF ADJUSTMENT AND CATEGORIES USED IN THE NCCD	
LEVELS OF ADJUSTMENT	
 Quality Differentiated Teaching Practice Minor adjustments through regular teaching strategies.	 Supplementary Adjustments Adjustments made some of the time to meet specific needs
 Substantial Adjustments Adjustments made most of the time in a structured, planned way	 Extensive Adjustments Adjustments that are continuously provided at a high level of intensity
DISABILITY CATEGORIES	
 Cognitive Intellectual disability, specific learning disability, dementia, etc.	 Sensory Hearing impairment, vision impairment
 Social-Emotional Mental health conditions, autism spectrum disorder (ASD), severe anxiety	 Physical Physical disability, chronic health conditions affecting mobility and/or endurance

The NCCD broad categories of disability are: **physical, cognitive, sensory** and **social/emotional**. The categories are used for the purposes of counting students in the NCCD.

IMPUTING A DISABILITY

In the NCCD, to impute a disability means that a school recognises a student has a disability based on the available evidence, even if the student does not have a formal medical or specialist diagnosis. This process involves using observations, teacher professional judgement, records of adjustments made, consultation with parents or carers, and other school-based information to determine that the student's difficulties align with the definition of disability under the Disability Discrimination Act 1992.

WHAT INFORMATION IS COLLECTED?

A student is counted in the NCCD if they receive reasonable adjustments at school due to disability. Each year, schools collect the following information about the student, including:

- their year of schooling
- the level of adjustment received
- the broad type of disability.

For students who have more than one disability, the school uses professional judgement to choose one category of disability. They choose the category that most affects the student's access to education and for which adjustments are being provided.

Appendix 2: Data Breakdown - Support and identification of Priority Groups



