

WILLUNGA HIGH SCHOOL



Every learner matters and matters equally (UNESCO 2017)

Mission Statement

Willunga High School creates an inclusive learning environment that provides high quality, innovative learning opportunities for young people that enable them to become highly successful global citizens.











At Willunga High School inclusivity is about fostering success for all of our learners and ensuring that every student has an opportunity to become confident, critical thinkers and active and informed citizens. We work collaboratively to support students in achieving negotiated goals that are reviewed annually via their One Plan.

Our mission for excellence and equity is underpinned by our values – respect, responsibility, resilience, and success.

As we strive to develop a strong sense of belonging for young people in our school, we appreciate that young people will only achieve when the learning environment is safe and supportive, and we work hard to create a school environment that is both physically and psychologically safe (Allen et al 2021).

Inclusive education for all learners involves “changes and modifications in content, teaching methods, approaches, structures and strategies in education to overcome barriers” in order “to provide all students of the relevant age range with an equitable and participatory learning experience” (UNCRPD 2006). As educators in Australia, we also have legal obligations under the [Disability Discrimination Act 1992](#) and the [Disability Standards for Education 2005](#) to support students with disability. This policy works in conjunction with our Enrolments and Admissions Policy.

As learners at Willunga High School we strive to be:

 <p>Inquirers</p> <p>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.</p>	 <p>Open-Minded</p> <p>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.</p>
 <p>Knowledgeable</p> <p>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.</p>	 <p>Caring</p> <p>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.</p>
 <p>Thinkers</p> <p>We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.</p>	 <p>Risk-Takers</p> <p>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.</p>
 <p>Communicators</p> <p>We express ourselves confidently and creatively in more than one language and in a variety of ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.</p>	 <p>Balanced</p> <p>We understand the importance of balancing different aspects of our lives intellectual, physical, and emotional to achieve wellbeing for ourselves and others. We recognize our interdependence with other people and with the world in which we live.</p>
 <p>Principled</p> <p>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.</p>	 <p>Reflective</p> <p>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.</p>

Aims

This policy has been designed to:

- Allow learners access to meaningful participation and achievement in the mandated curriculum and all aspects of school life, including social/emotional development and self-regulation goals.
- Promote a framework for decision making that is informed by a clear and shared understanding of learner strengths, interests and needs as well as how the learner best learns.
- Ensure that the One Plan is used as a tool or framework to:
 - ◆ Focus on the personalised learning needs of the student to ensure engagement and positive learner outcomes
 - ◆ Provide accountability
 - ◆ Guides teachers and support staff to the aims, goals and adjustments to support the student
 - ◆ Facilitate communication between home and school
- Support inclusion through a process that is dependent on the ongoing collection and analysis of information to address the learning and wellbeing needs of learners.
- Effective use of the One Plan to record information that ensures families do not have to keep telling their “child’s story”.
- Support the learner to achieve optimal learning outcomes.

Procedures for Accessing Support

- The Inclusion Leader, in consultation with relevant personnel including Inclusion support staff, teachers, parents/caregivers, and relevant external agencies, will determine the most appropriate mode of support to meet individual needs.
- Students will be guaranteed a minimum level of support based upon the level of funding identified in the IESP (Inclusive Education Support Program) generated and maintained by the Inclusion Leader.
- Support for students will be offered in a variety of ways. These may include:
 - ◆ 1:1 support in the classroom setting
 - ◆ Small group support in the classroom setting
 - ◆ 1:1 support in Learning Centre
 - ◆ Small group support in Learning Centre
 - ◆ Interoception support for students that require self-regulation strategies
- Support for eligible students will be offered based on a standard timetable in targeted classes.
- Quality differentiated teaching practice (QDTP) is consistently applied by teachers in class.
- Support will be offered to eligible students through the use of the Learning Centre.
- Parents/caregivers will be consulted regarding level of adjustments and nature of support through the One Plan process.
- The One Plan will identify goals and adjustments to ensure success for all subjects and this will be reviewed, as a minimum, on an annual basis.
- In some circumstances, the Inclusion Leader may be required to complete a Student Support Services Referral (Appendix B) to ensure that students that require specialised support are identified and allocated to the relevant service.
- Requests for support to Student Support Services and external agencies will only be made following consultation with parents/caregivers.

Role of the Principal

- Oversee the development, implementation and review of school policy on Inclusion.
- Promote best practice and ensure access to quality resources and accommodation.
- Ensure that the site continues to meet expectations in relation to access for all Students with Disabilities (SWDs).
- Promote and secure access to relevant professional development in the field of Inclusion for both educators and School Services Officers (SSOs).
- Attend One Plan meetings if requested.
- Ensure that the One Plan Review Summary is completed following formal review meetings and/or case management meetings with relevant stakeholders.
- Ensure protective practices are followed.

Role of the Inclusion Leader

- Report directly to the Principal.
- Provide leadership of the strategic directions that improve student learning and inclusion years 7-12.
- Leadership of the Inclusion team who support intervention for students with additional needs in different settings, the management of the employment of that Inclusion team in partnership with the Business Leader and PAC and curriculum and student behaviour management support for Special Options program.
- Leadership of the identification of students with additional learning needs, the application process for IESP funding, engagement with Interagency Support Services and management of site funded speech pathology.
- Leadership of the Nationally Consistent Collection of Data (NCCD) and the development and maintenance of One Plans for students with additional learning needs, including partnering with parents, teachers, and support agencies.
- Provide leadership in the differentiation of curriculum, assessment tasks and reporting of student achievement to meet the individual learning goals of students with a One Plan and students with a learning difficulty.
- Leadership of the use of Pat-R, Pat-M, NAPLAN and AAB data to support teachers to differentiate their teaching and learning practices that enable all students to meet their highest academic, social and emotional potential.
- Provide leadership in the development and implementation of an effective transition program.
- Provide direct performance and development support for support staff and a small team of teaching staff.
- Work in partnership with parents, students, community members and agency representatives.
- Ensure protective practices are followed.

Role of the Teacher

- Familiarise themselves with One Plans on Seqta throughout the year.
- Respect and maintain confidentiality of student data on Seqta.
- Know students and how they learn.
- Create and maintain supportive and safe learning environments for students with disabilities and learning difficulties.
- Plan for and implement effective teaching and learning for students with disabilities and learning difficulties.

- Ensure that Seqta planning includes references to differentiation either through input, process or output.
- Contribute to One Plans through the co-creation of individual goals and adjustments.
- Assess, provide feedback and report on learning for students with disabilities and learning difficulties.
- Engage in professional learning related to students with disabilities and learning difficulties.
- Engage professionally with colleagues, parents/caregivers and the community.
- Attend One Plan meetings and reviews if requested.
- Liaise with the Inclusion Leader to implement and support curriculum adjustments on a needs basis.
- Access additional reports (Psych, Speech, Physio, Hearing, etc) if more detailed information is required in relation to subject/topic specific learning.
- Follow the guidance of the Inclusion Leader in relation to the agreed reporting format.
- Raise concerns about possible barriers to learning by following the referral process, as discussed below.
- Complete a Request for Student Baseline Assessment (Appendix D) where there are evidenced based concerns about learning and the student has not previously been identified as requiring support.
- Ensure protective practices are followed.

Role of Learning Support Staff

- Work as requested to support students individually or in groups either in class or in a withdrawal setting (Learning Support Centre).
- Contribute to the production of One Plans as directed by the Inclusion Leader.
- Liaise with external agencies to facilitate support for students in the school setting.
- Support students with personal and classroom organisation.
- Make recommendations for assistive technology to support learning and personal/classroom organisation.
- Support teachers in the delivery of a differentiated curriculum through the collation and collection of resources.
- Provide observation and engagement data to support IESP applications for funding
- Support students with a range of regulatory needs with Interoception activities or regulation strategies
- Ensure protective practices are followed.

Role of Parents

- Work in partnership with DfE support staff, external agencies (Disability Services, Autism SA, etc) and Willunga High School staff to secure effective learning outcomes through the One Plan process.
- Provide accurate information about their child's learning, physical, behavioural and social emotional needs on an ongoing basis.

Role of Students

- Wherever possible, participate in the aspects of the One Plan process that directly relate to learning.
- Actively engage with the learning programs offered by the school and to seek opportunities for further development.



Referral Processes:

Students who may require additional supports with their schooling, particularly learning and wellbeing, can be referred by staff using the Referral form. This form can be found on Teams in the 'Willunga High All Staff' channel, 'Inclusion' folder.

If students themselves feel they need additional supports for their learning and /or wellbeing, they need to contact their Learner Culture Leader, who will then liaise with the Inclusion Senior Leader and/or Wellbeing Senior Leader.

Caregivers who have concerns about their child's learning and/or wellbeing can contact the Learner Culture Leader for their child's year level, who will then liaise with the Inclusion Senior Leader and/or Wellbeing Senior Leader.

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Review to be completed in 2024 by MYP Coordinator

Best Practice at Willunga High School – a holistic approach to inclusion, engagement and achievement

Focus area	Wellbeing	Teaching and Learning	Learner Culture
Wave 3 ESSENTIAL FOR A FEW	1:1 case management 1:1 counselling (Youth Workers) Support Plans Referral to external services including Student Support Services Modified timetable Student Review Team Meetings Home visits	1:1 case management with Senior Leader: inclusion 1:1 SSO support in Learning Centre Referral to Student Support Services Extensive adjustments/modification made to One Plan 'Team around the Child' approach Specialised Pathways Programs (SLES, TTW) Additional funding options (IESP/RAAP) Special Option Class Tailored Learning Provision (formally FLO)	Referral to Student Support Services 1:1 case management with Learner Culture Leaders Modified timetable Suspension and exclusion processes
Wave 2 NEEDED FOR SOME	Internal wellbeing referral system Wellbeing exit card Wellbeing support profile Small group programs run by Youth Workers Burn 2 Learn Program (Senior Students) Year 7 Interoception Program Raise mentoring Celf 5 screening and assessment with Speech Pathologist	Literacy intervention program <ul style="list-style-type: none"> MultiLit Numeracy intervention program <ul style="list-style-type: none"> Quicksmart Alternative pathways programs Timely and regular review of OnePlans Inclusive Education Support Program (IESP) applications and reviews Aboriginal Programs Assistance Scheme (APAS) tutoring and ASETO Access and support in the Learning Centre Reasonable adjustments made to learning plan School-Based Apprenticeships/Work experience HIP Personalised plan Restorative conversations Classroom reward/motivation systems Lunch time support	Lesson checks Mentoring Increased academic support/tutoring Group programs – self-regulation and social skills (What's the Buzz, Talkabout) Individual and visual schedules De-escalation strategies including: 'Connect' in the Learning Centre and structured breaks. Reset Room referral. Leader led Restorative conversations Behaviour for Learning processes including appropriate classroom responses Student Development Plans and behaviour contracts IESP Special Emotional funding applications
Wave 1 GOOD FOR ALL	Effective pastoral care program aligned with school values, including Keeping Safe: Child Protection Curriculum (KS:CPC) and guest speakers School policies e.g. bullying and harassment Student leadership opportunities Celebrating Days of Significance Extra-curricular clubs and activities including breakfast club Transition structures and processes between year levels including Peer Leadership Home group and House system – events/activities Celebrating success - awards Educator Toolkit (Wellbeing for Learning and Life Framework) Family partnerships and regular communication (phone calls, SEQTA records, email and Parent-Teacher Conversations) Access and engage with One Plans and Student Learner Profiles Interoception activities Clear and consistent staff induction processes	Lesson sequencing – CPR: routines for entry, Positive Primer, Learning Intentions and Success Criteria, brain breaks Task design – Universal Design for Learning and learning design/backward design Inclusive pedagogy and Quality Differentiated Teaching Practice (QDTP) to stretch, challenge and engage all learners Embedding Indigenous Perspectives Global Perspectives High Impact Teaching Strategies (HITS) Formative assessment/checking for understanding Explicit teaching of literacy, numeracy and subject-specific skills Use of assistive technologies Graphic organisers Authentic teaching and learning opportunities including engaging with community – excursions, etc Student voice and feedback cycles to inform practice Assessment and reporting cycles and guidelines including traffic light checks Accessing Practice Guidance documents Family partnerships and regular communication (phone calls, SEQTA records, email and Parent-Teacher Conversations) Access and engage with One Plans and Student Learner Profiles Zones of Regulation Self-assessment tools (checklists) Skills/concept-based approach to learning	Teacher led consistent predictable routine classroom practices <ul style="list-style-type: none"> Classroom set up/layout Positive relationships – knowing your students & unconditional positive regard Clear and reinforced behaviour expectations Classroom commitments based on school values Positive and corrective feedback Active supervision – pre-correcting, movement, scanning, interacting Opportunities to respond Consistent predictable routines Trauma informed practices Positive Behaviours for Learning Teaching of self-regulation strategies Restorative practices including supported teacher led restorative conversations Family partnerships and regular communication (phone calls, SEQTA records, email and Parent - Teacher Conversations) Access and engage with One Plans and Student Profiles Tiers of behaviour