

Inclusion Policy



MANGO HILL
STATE SECONDARY COLLEGE

Respectful, Engaged, Aspiring Learners for the world of tomorrow



Inclusion Policy

PRINCIPAL'S ANCHORING STATEMENT

College Vision for Inclusive Education

Mango Hill State Secondary College is committed to providing accessible learning experiences, whilst creating a sense of connectedness and valuing diversity within our College community.

Community

My vision is for the community of Mango Hill State Secondary College to work together and to support the inclusive practices of the College by sharing their unique expertise, skill and culture to provide REAL learning opportunities for all students.

Parents and Carers

My aim is to partner with parents and careers respectfully and collaboratively to strengthen understanding between home and school. I promote the importance of open communication between all parties to achieve equity, access and inclusivity for all students.

Staff

My work is to ensure that staff understand and know their learners and are able to meet the needs of each child through differentiation and inclusive practices in partnership with parents, students and the community.

Students

My purpose is to prepare all students for the world beyond school, ensuring that they have access to opportunities and pathways, allowing all students to realise their full potential.



LEADERSHIP TEAM STATEMENT

College Vision for Inclusive Education

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Students

Our vision is to lead an inclusive culture to ensure all students feel welcomed, valued, safe, and connected in our College community. We empower our students to understand and celebrate the unique differences of others.

Staff

As leaders we support staff to know their learners and value their unique skills and strengths. We lead an equitable culture and believe that every student can achieve given the right time, and the right support. Through tailored learning, we provide opportunities and pathways to connect with the world of tomorrow.

Parents and Carers

As leaders we value strong partnerships with parents and carers. We appreciate the vital role they play in the education of their children. We work in collaboration with parents and carers to support students in achieving their full potential.

Community

As leaders we recognise, value, and celebrate diversity within our community. We build partnerships to provide opportunities that enrich and strengthen the experiences of our students.



STUDENT STATEMENT



Inclusion Policy 2025 – 2027

School Vision for Inclusive Education

Mango Hill State Secondary College is committed to providing accessible learning experiences, whilst creating a sense of connectedness and valuing diversity within our College community.

Our Inclusive Education Strategic Aims over the next 3 years:

- Establish a dedicated Inclusive Education Team to support the College's inclusive education agenda.
- To develop and promote a strong inclusion position that highlights the College's commitment to inclusive education and the attitudes, behaviours and practices that are valued so that they can be replicated by all community members.
- Establish a clearly defined and effective Supporting Targeted Engagement, Progress and Success (STEPS) process, which ensures active collaboration across the College and provides a data-driven, needs based, fluid approach to interventions and Case Management.
- To improve inclusive student learning in the classroom by enhancing pedagogical practice in focused and intensive teaching.
- Develop a shared responsibility for quality differentiation and reasonable adjustments occurring across the College in every lesson, every day.
- Establish a dedicated Inclusive Education Team to support the College's inclusive education agenda.



Inclusion linked to Strategic School Priorities	2025 In the first year we will...	2026 In the second year we will...	2027 In the third year we will...
Quality Curriculum All staff plan and embed inclusive practices in their curriculum.	- Identify current knowledge and understanding of Inclusive Practices to reveal gaps and silences. - Clarify staff understanding and expectations of the provision of focused and intensive teaching, as an important part of the teaching and learning cycle that occurs within the classroom. - Explore intercultural understanding and how this can be embedded within the curriculum. - Develop a streamlined and effective process for consistent use of PLR's and Support Provisions to inform quality teaching and learning for all students across the College. - Scan and assess of a range of models for a College-wide approach to quality differentiation. - Audit current curriculum resources and teaching practices to identify how EAL/D students are supported across learning areas.	- Actively build knowledge and understanding of Inclusive Practices and the relationship to Quality Curriculum. - Upskill staff in the use of formative assessment data to inform focused and intensive teaching in the classroom. - Embed intercultural understanding and inclusive pedagogies across all learning areas. - Build staff capacity to actively engage with and develop PLR's and Support Provisions which enhance student engagement and success. - Develop a clear plan for the roll-out of a College-wide approach to quality differentiation and enact a pilot. - Begin professional development for staff on language acquisition strategies and scaffolding for EAL/D learners.	- Review the progress made to include Inclusive Practices into curriculum. - Upskill staff to use co-teaching models to enhance focused and intensive teaching in their classroom. - Sustain inclusive practice through whole-school alignment, community partnerships, and reflective review. - Review and refine PLR and Support Provision processes - Commence professional development and training to upskill staff in the College-wide approach to differentiation and build a shared commitment to providing quality differentiation in every lesson, every day. - Embed inclusive strategies for EAL/D students into curriculum planning templates (e.g., vocabulary previews, visual aids, cultural context support).
Intentional Collaboration Through purposeful partnerships, we work together to achieve quality outcomes for all students.	- Enact STEPS across the College including regular data review and monitoring cycles, and a clear referral process. - Establish and clearly define the role of an Inclusive Education Team within our STEPS model to support the College's inclusive education agenda. - Develop a collegial engagement plan which provides opportunities for knowledgeable staff to share their expertise in - Promote intercultural and identity-affirming student clubs and/or lunch groups. - Collaborate with a range of cultural community leaders to build a connection with the College Student Community.	- Review and refine STEPS to further enhance our System of Support. - Create opportunities for the Inclusive Education Team to actively contribute towards improvement of Inclusive Practices across the College. - Increase opportunities for knowledgeable staff to share their expertise in inclusive practices with others. - Support intercultural and identity-affirming student groups to support whole of College events. - Grow partnerships with external organisations and cultural/community leaders.	- Embed STEPS as a sustainable, school-wide system through capacity building, leadership and impact evaluation. - Review and refine the role and achievements of the Inclusive Education Team. - Review the collegial engagement plan to analyse achievements and create fresh opportunities for staff development. - Sustain partnerships with external organisations and cultural/community leaders.
Learning Culture All staff share a belief that through high expectations and the right supports, all students can succeed.	- Collaboratively develop the school vision for Inclusive Education and key anchoring statements (principal, leadership and student) to define the College's bold inclusion position. - Develop streamlined NCCD processes which promote College wide shared responsibility for record-keeping and implementation of reasonable adjustments. - Identify data literacy gaps amongst staff. - Include cultural celebrations in whole-school events and communication.	- Collectively enact the College's inclusion position by incorporating the school vision for Inclusive Education in key documents and publications and regularly referencing and reflecting on anchoring statements. - Establish a college-wide mindset of shared responsibility for NCCD - Build data literacy across the College to enhance QDTP responses to performance gaps. - Collect feedback from families and students to guide future cultural inclusion efforts and events.	- Maintain focus on College's bold inclusion position, including continued upskilling of new staff. - Continue to build staff capacity to identify and document reasonable adjustments. - Review and refine data practices across the College in conjunction with the College Data Plan. - Sustain whole-school initiatives like Harmony Week and Reconciliation Week with cross-curricular student involvement.