

### Philosophy:

Student Engagement and Inclusion for all students can be achieved with MESC's promotion of High Expectations of all stakeholders, preparedness for life outside of the college, Teacher efficacy and Community relationships.

Every student deserves a safe and positive learning experience where they are engaged and supported to reach their full potential. Research shows that a vibrant and positive school culture with a shared enthusiasm for learning is key to successful student outcomes. Intentional design and creative and thoughtful planning are essential to achieving this. With a strong emphasis on team based practice, integral support from Wellbeing staff and physical structures will promote support and community for all college stakeholders.

To achieve these goals we understand we need to remove any barriers to learning for all students. The structures in place at MESC are organized to embrace diversity, encourage relationships and a sense of community. Through this emphasis students will be better equipped to be internationally minded and culturally aware. The inclusion model for students with special educational needs increases the likelihood of positive student outcomes by providing equal access to standards based, core curriculum. This model promotes a culture of collaboration, support and problem solving.

### Identification:

This policy aims to meet the requirements of the following legislative documents.

- The *Equal Opportunity Act 2010* (Vic) which prohibits discrimination on the basis of protected attributes (characteristics) including race, religion, disability, sex, age, gender identity and sexual orientation.
- The *Charter of Human Rights and Responsibilities Act 2006* (Vic), which requires public authorities, including government schools and their employees, to act compatibly with human rights and to consider human rights when making decisions and delivering services. Charter decisions in schools include decisions around enrolment, attendance, responding to behaviour concerns (including preventing the escalation of behaviours), the making of adjustments for students with disabilities, preventing and responding to bullying, use of restrictive practices including restraint, and decisions to suspend or expel a student. Rights protected by the Charter include the protection of families and children (including promoting the best interests of the child), the right to equality, and cultural and religious rights.
- The Disability Standards for Education 2005, which clarify and make more explicit the obligations on schools and the rights of students under the *Disability Discrimination Act 1992* (Cth). The standards cover enrolment, participation, curriculum development, student support services, and harassment and victimisation.
- The *Education and Training Reform Act 2006* (Vic), which states that all Victorians, irrespective of the education and training institution they attend, where they live or their social or economic status, should have access to a high quality education that—
  - (i) realises their learning potential and maximizes their education and training achievement;

(ii) promotes enthusiasm for lifelong learning;

(iii) allows parents to take an active part in their child's education and training.

- Any new enrolments to the college where special educational needs are required, will be communicated to the wellbeing Team. Appropriate members of the team will meet with the student's parents/carers and relevant support to devise an ILP and identify appropriate resources needed for a successful education for that student.
- Once a plan has been devised, this must be documented on COMPASS and shared with relevant college staff

### **The special educational needs inclusion model**

Inclusion provides all students equal access to an appropriate curriculum. In order to remove barriers to learning, the inclusion model places students who are eligible for special education services in tiered classes (Intensive, Strategic, or Benchmark) based on multiple measures and input from the Wellbeing team. Special education teachers and Integration Aids collaborate and problem-solve with general education teachers utilizing co-teaching and consultation strategies to provide the highest quality of differentiated instruction possible. In the inclusion model, all special education students are included in general education classes. General education Integration Aids and special education teachers collaborate on lesson planning and co-teach in the same classroom to instruct in a heterogeneous classroom. Special education teachers and Integration aids collaborate and consult with general education teachers on an ongoing basis to guide students with special needs towards successful achievement of curriculum standards. Although the inclusion model is advantageous for the vast majority of students, there are instances where students' academic needs are best met through an alternative setting, such as a part-time or full-time pullout program. Program flexibility is maintained to meet the ongoing developmental needs of special education students.

Mount Eliza SC offers the '**Hands on Learning**' program for students identified as needing respite in the week, where focus plans are developed weekly and positively reinforced by HOL staff during the day.

[www.handsonlearning.org.au](http://www.handsonlearning.org.au)

### **Differentiation**

At MESC we share the philosophy that if "we increase our understanding of who we teach and what we teach, we are likely to be flexible in how we teach" (Tomlinson and Edison, 2003). Through this philosophy, the academic and social-emotional needs of each learner are addressed. Differentiated instructional strategies are determined through data analysis and are implemented in all MYP unit plans. Assignments and assessments are modified so that all students can access learning. Modifications may include elimination or extension of learning materials. Ongoing professional development and collaborative planning time will be provided to staff members to ensure that differentiation is a focus during teaching, learning, and assessing.

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### Monitoring student success

MESC provides support to students with educational needs/disabilities via our wellbeing team. Our wellbeing team consists of a Social Worker/Youth Worker/Integration Aids and Wellbeing Leaders in each sub school. Students identified as needing this support meet with Wellbeing Leaders and Wellbeing staff once per term to identify strategies and Individual Learning Plans.

Where necessary the school are supported by SSSOs and external health and community bodies to further support inclusion and individual needs.

We welcome and encourage collaboration with any support services that our students engage with outside the education sector.

### Assessment

Assessment is vital for evaluating teaching and learning. Assessment allows for self- reflection and peer review, which supports all learners in gaining independence and becoming advocates for their own learning. Throughout the MYP unit plans, teachers monitor student understanding and formative assessment tasks. Each task guides the teacher to effectively assess mastery of each individual skill. In Professional Learning Teams, teachers analyse student progress and reflect on best practices to move towards mastery. All students are assessed with MYP criteria and reported on against Victorian Curriculum Standards, however, accommodations are made for students with special academic needs.