



# F A I T H

## Faith Lutheran College, Redlands

*Faith in Christ ... prepared for life.*

### **Inclusive Education Policy**

(Incorporating the “**Gifted and Talented Policy**” adopted by College Council as Working Policy September 5 2007)

2012  
Inclusive Education Committee

V 5 20-6-12

## Table of Contents

<b>1.0 Lutheran Education Ethos</b>	<b>3</b>
<b>2.0 Rationale</b>	<b>3</b>
<b>3.0 Vision</b>	<b>4</b>
<b>4.0 Guiding Principles</b>	<b>4</b>
<b>5.0 Gifted and Talented</b>	<b>8</b>
<b>Appendix 1: Enrolment Procedures</b>	<b>16</b>
<b>Appendix 2: Roles &amp; Responsibilities with regard to the Personal Equipment.</b>	<b>16</b>
<b>Appendix 3: Individual Education Plan (IEP)</b>	<b>17</b>
<b>Appendix 4: Individual Education Plan – Indigenous Student Support</b>	<b>21</b>
<b>Appendix 5: FLC,R Inclusive Education Process</b>	<b>22</b>
<b>Glossary</b>	<b>23</b>
<b>Useful References</b>	<b>24</b>

## **1.0 Lutheran Education Ethos**

As central to our mission and ministry, Lutheran schools seek to nurture individuals who are aware of their humanity, open to the influence of the Holy Spirit, and growing in and living according to a cohesive world view. All students are encouraged and supported to develop their God-given talents so that, in turn they may shape and enrich their world (A Vision for Learners and Learning in Lutheran Schools (LEA, 2005). Our understanding of the identity of each person before God motivates us to create worthwhile learning contexts for all students. We seek to create a community where individuals have a clear sense of personal identity and integrity. They are encouraged to display resilience, inner peace and respect for themselves and for others.

## **2.0 Scope and Rationale**

- 2.1** The Mission Statement of Faith Lutheran College, Redlands defines the ethos of the school. Everything that occurs is informed by the Mission Statement and this ethos, which is in accordance with the stated aims of the Lutheran Church of Australia. Lutheran Schools are concerned with the whole person: physical, emotional, social, spiritual and intellectual.
- 2.2** The Mission Statement of Faith Lutheran College, Redlands states: Faith Lutheran College is committed to providing quality learning opportunities while nurturing the development of all students in a Christ-centred community.
- 2.3** Being God-centred and acknowledging each individual as a child of God is the basis from which the quality of relationships and the care for individuals flow. It reflects the concern the school has that each individual belongs to the school community and has the fullest possible opportunity for spiritual, personal, social, physical and academic growth.
- 2.4** Inclusive Education at Faith Lutheran College, Redlands is defined as the provision of extra assistance, adapted programmes or learning environments, special equipment or materials to support students in accessing the curriculum in a range of settings.
- 2.5** Inclusive Education includes students with learning disabilities, learning difficulties, those who are gifted and talented and those that are at risk of leaving school before the age of seventeen.

## **3.0 Vision**

Faith Lutheran College, Redlands values the diversity of all students including those with special learning needs.

Faith Lutheran College, Redlands aims to achieve a successful inclusive education system that provides learning opportunities of equal quality for all students. This policy is consistent with National Educational Goals and shaped to ensure that all students have fair access to a quality education environment to enable them to learn successfully and participate in society.

Faith Lutheran College, Redlands aims to assist full participation of students with special learning needs in order to maximize their potential. The key objectives of Inclusive Education at Faith Lutheran College, Redlands are to:

- a)** Improve educational opportunities and outcomes for students with special learning needs across all sectors of the school.
- (b)** Individually consider each student's needs and meet the full range of all students' needs across all sectors.
- (c)** Outline a clear, consistent and predictable resourcing framework for Inclusive Education.

- (d) Provide equitable resourcing for those with special individual needs irrespective of the school setting.

## **4.0 Guiding Principles**

### **4.1 *Students with special education needs have the same rights to a high quality education as people of the same age who do not have special education needs.***

At Faith Lutheran College, Redlands:

- (a) Students with special education needs have access to a range of age appropriate education setting/opportunities.
- (b) There is recognition of the legal right of students with special education needs to enrol and attend school on the same basis as other students.
- (c) There is provision of a supportive climate, which aims to meet the educational needs of students.
- (d) All students are valued as individuals
- (e) Educators are expected to develop skills and strategies to assist students who have a broad range of needs and abilities.
- (f) The rights of students with special education needs, and their families, to confidentiality and other protections afforded by the Privacy Act 1988, are respected.

### **4.2 *The primary focus of Inclusive Education is to meet the individual learning and developmental needs of the student.***

At Faith Lutheran College, Redlands:

- (a) Services are available that aim to ensure the earliest possible identification of and support for students with special education needs.
- (b) The Education Adjustment Program (EAP) and the Individual Education Plan (IEP) which occur within the context of the family and educational setting, form the basis of programs for students with special education needs.
- (c) Training will be provided through Professional Learning opportunities for teachers and teacher aides to assist in meeting the educational needs of all their students.
- (d) Specialist support and advisory services that are available locally within the region and on the State and/or National level to individuals are identified for families and schools in relation to special education needs.
- (e) Students are supported with the aim of assisting them to realise their potential.
- (f) Programmes are adapted, where possible, so that students with special education needs are included.
- (g) The curriculum considers the educational needs, experiences, interests and values of students.

### **4.3 *Students with identified special education needs have access to a fair share of the available special education resources.***

At Faith Lutheran College, Redlands:

- (a) The College aims to apply special education resources fairly and to meet identified special education needs within the school sector in which the student participates.
- (b) Decisions regarding individual resource needs are based on valid, fair and culturally appropriate assessment practices.
- (c) Any Inclusive Education resources are retained primarily for educational support purposes, but may be used for general learning.
- (d) Staff are aware of the availability of resources and support services, which are used when required.

### **4.4 *Partnerships between students' families and education providers are essential in overcoming barriers to learning.***

At Faith Lutheran College, Redlands:

- (a) Information about the barriers to learning and the provision of resources are shared between families and the education provider, Faith Lutheran College, Redlands.
- (b) Information will be provided to families with the aim of assisting them to make sound educational choices and to participate in the enrolment, assessment, planning, programming, placement and monitoring of their child's progress.
- (c) Families share in the responsibility for ensuring the maximum benefit from the resources provided.
- (d) Student placement and other decisions can be reviewed upon request of either the family or the education provider, Faith Lutheran College, Redlands.
- (e) Families may choose to be supported by an advocate in assessment, planning, placement, review and appeal processes.

**4.5 All Inclusive Education resources are used in the most effective and efficient way possible, taking into account parent choice and the needs of the student.**

At Faith Lutheran College, Redlands:

- (a) The Inclusive Education Teacher/Coordinator is accountable for the efficient and effective use of resources for Inclusive Education needs.
- (b) Staff responsible for Inclusive Education across the College coordinate their services with the various providers of support services, including specialist therapists and agencies.
- (c) Services for Inclusive Education are coordinated with other relevant services e.g. ISQ, health and welfare agencies.
- (d) Criteria for individual special education resource entitlements are consistent and transparent.

**4.6 A student's language and culture comprise a vital context for learning and development and are taken into consideration in planning all learning experiences.**

At Faith Lutheran College, Redlands

- (a) The special education needs of students from different ethnic groups should be met in culturally appropriate ways. These include Indigenous students and students from Non-English Speaking Background (NESB)
- (b) The aim is that the educational needs of students are met in ways that reflect culture or identity.
- (c) Educators are expected to develop skills and strategies to assist students who have a broad range of cultural needs and abilities.

**4.6.1 Indigenous Education Statement**

Source Lutheran Education Australia

**4.6.1.1 Principles**

- Indigenous students need to feel safe in their learning environment and know themselves to be loved children of God.
- Faith Lutheran College, Redlands respects indigenous people as Indigenous custodians and acknowledges their contributions to Australia's heritage - past, present and future.
- An Indigenous Australian is a person of Aboriginal or Torres Strait Islander descent who identifies as an Aboriginal or Torres Strait Islander and is accepted as such by the Indigenous community in which he/she lives.

**4.6.1.2 Responsibilities**

Lutheran school systems have initiated a structure of support for Indigenous education through the creation of broad, systemic strategic plans and the employment of system-based Indigenous education facilitators whose work across schools is funded by the Government. These initiatives have

been crucial in ensuring the emphasis on Indigenous education is a systemic priority across the College. FLCR will have highly visible celebrations of indigenous culture throughout their facilities and grounds and work towards integrating Indigenous perspectives across the curriculum as a matter of priority.

FLCR will continue to work with Lutheran systems in ensuring a strategic focus on Indigenous education, which includes:

- the responsibility to lessen the gap in achievement for Indigenous students;
- informing all students of Indigenous history;
- promoting employment of Indigenous Australians in schools.

#### **4.6.2 Students from Non-English Speaking Background (NESB – formerly ESL)**

Source: Independent Schools Queensland

<http://www.aisq.qld.edu.au/Home.aspx?element=1&category=1>

NESB students are:

1. Australian citizens or permanent residents of Australia whose first language is not English and who need assistance to enable them to participate fully in the mainstream classroom. This includes students whose first language is an Aboriginal or Torres Strait Islander language or Creole. (Note: Aboriginal English is not accepted as a first language for this program.)
2. NESB students with Australian Citizenship or eligible visa sub-class numbers (visa sub-class information can be found at [www.deewr.gov.au](http://www.deewr.gov.au)).
3. Eligibility for NESB General Support assistance does not extend to:
  - 3.1 any student whose first language is English, whose English proficiency has been improved to a normal classroom participation level, or whose basic requirement is remedial English tuition.
  - 3.2 NESB students who are full fee-paying overseas students and short term temporary residents.

#### **4.7 Students with special education needs have access to a seamless education from the time that their needs are identified, through to post school options.**

- (a). Admission and transition procedures aim to enable students to move successfully from one education setting to another and/or to a workplace.

## **5.0 Gifted and Talented Students**

The purpose of this section of the Inclusive Education Policy is to describe how students might be identified and provision that might be made for a gifted and talented student.

### **5.1 Identification of Gifted Students**

Gifted students are those who excel, or have the potential to excel, in general or specific ability areas. [Queensland Department of Education, 1993]

- 5.1.1 A student who displays the following indicators might be identified as gifted if he/she:
  - Display motivation and talent;
  - Shows potential to participate in a field of study at a higher level;
  - Demonstrate independent learning.
  - Has an advanced interest, understanding and/or talent in a field or discipline.
- 5.1.2 Indicators of giftedness could be:
  - Highly developed research and reporting skills;
  - Highly developed problem finding and solving ability;
  - High level critical and creative thinking skills, e.g. analysis, synthesis and evaluation;
  - Above average communication skills;

- The ability to learn new material in much less time;
- The ability to readily retain a quantity of information;
- The ability to handle abstract and complex ideas;
- The ability to simultaneously focus on a number of tasks.

5.1.3 Intelligence Quotient (IQ), when considered in conjunction with the above points, might be regarded as another indicator.

**Table 1: Categories of giftedness (IQ scores)**

Level	IQ
Mildly gifted	115-129
Moderately gifted	130-144
Highly gifted	145-159
Exceptionally gifted	160-179
Profoundly gifted	180+

*(After Silverman, Gross, et al)*

## **5.2 Providing for Gifted Students at Faith Lutheran College, Redlands:**

**The College is able to provide for gifted and talented student through:**

1. Differentiated curriculum
2. Extra-curricular activities
3. Withdrawal programs
4. Negotiated / Accelerated curriculum

## **5.3 Differentiated Curriculum**

5.3.1 Ideally the learning needs of all students should be met through the implementation of a differentiated curriculum within an inclusive setting. This is recognised as the best way of implementing gifted education and all teachers should receive the necessary training and be given the opportunity to plan their lessons accordingly.

5.3.2 In recognising learner characteristics as the starting point for curriculum differentiation, student differences in prior knowledge and experiences, learning rate, learning style, ability and interests provide us with essential information about what to differentiate.

5.3.3 A Differentiated Curriculum requires teachers to:

- identify learning objectives
- pre-test students for prior mastery
- eliminate unnecessary teaching

5.3.4 The following three focal points for differentiating the curriculum to cater for gifted learners are well recognised in gifted education literature. These focal points can be used as a framework for differentiating the curriculum for all students:

- Content
- Learning Processes
- Learning Products

5.3.5 The following key elements for differentiating the curriculum apply to each of these focal points.

### **5.3.5.1 Content:**

- Amount of and type of new content
- degree of complexity and abstractness
- resources to be accessed
- depth of student
- learners' interest

#### 5.3.5.2 Learning Processes:

- thinking complexity (high level thinking, deductive, critical, creative, problem finding and solving)
- learning pace
- learning style

#### 5.3.5.3 Learning Products:

- tasks capable of reflecting different learning levels, interests and learning styles

### 5.4 *Extra-curricular activities*

Extra-curricular activities might also be utilized to extend students who indicate giftedness. The College provides numerous extra-curricular activities which enable students to identify their talents and expand their interests such as:

- Instrumental Music program, bands and choirs
- Debating
- Chess
- Sports competitions
- Leadership courses
- 'Optiminds' or Tournament of Minds problem solving challenges
- Mathematics and Science challenge days
- Camps
- Writer's Circle
- Kaleidoscope
- Robo Cup
- Days of Excellence
- Mighty Minds (Senior School)

### 5.3 *Withdrawal programs*

Learning Support extension group programs for Literacy and Numeracy may be provided under the following conditions:

- A small group of students of similar ability have been identified as excelling in a particular area of the curriculum but are separated due to placement in different classes
- Their needs are not currently been met in the classroom because the gap between their learning needs and those of the rest of the class is too great.
- Their needs are not currently being met in the classroom through a differentiated curriculum.
- Their keen interest and natural enthusiasm to learn is at risk under their present circumstances

### 5.4 *Negotiated / Accelerated curriculum*

In exceptional circumstances a negotiated or accelerated curriculum needs to be considered. An appropriate mix of ability grouping, differentiated extension and acceleration strategies are recommended to meet the learning needs of gifted students. There are two means available that enable gifted students to learn at a level that corresponds to their ability and that will enable their pace of learning to be advanced.

#### 5.4.1 *Acceleration within the year level may be implemented by:*

- compacting the curriculum
- negotiating self-paced investigations/projects
- extra-curricular programs
- mentoring

#### **5.4.2 Accelerated Progression/Year Advancement**

5.4.2.1 Year level advancement can refer to a single year advancement; multiple single year advancements over the period of the child's schooling, or, radical year level advancement (or radical acceleration as it is sometimes called) where more than one year is advanced in a single skip, when for example, a student who has just completed Year 3 enters Year 6 the next year.

5.4.2.2 Year level advancement achieves two main purposes: it can expose the student to a more appropriate level of curriculum. And, the student is likely to be placed with students closer to his/her interests.

5.4.2.3 Accelerated Progression may also include:

- early entry to secondary/tertiary
- early entry into Year 1 (only if the necessary developmental stages have been reached)
- year advancement, subject acceleration
- dual enrolment

#### **5.4.3 Acceleration by means of Year level advancement can be considered if the following criteria are met and the student has demonstrated:**

- A high level of attainment in multiple learning areas of the curriculum
- A wide range of interests and abilities
- On scholastic tests, that they are capable of performing at 2+ years beyond their current year level.
- A moderate to profoundly gifted range (>130) on a recognised individual IQ assessment
- An ability and social competence to function and cope effectively with the proposed cohort of students and
- The associated learning program.

#### **5.4.4 Each case should be individually assessed and carefully considered before any action is taken. The primary concern of year advancement is the student's well-being and his or her intellectual, emotional and social development.**

**Careful and cautionary consideration should be given to a student:**

- who scores in the 115 to 130 range on an individual IQ assessment
- when he or she would move into the same year level as a sibling
- when he or she is in the same year level as a sibling and would be moving beyond that sibling when he or she does not feel comfortable with the move (e.g. pressure from a teacher or parent).

### 5.4.5 Acceleration Process

Key Person/people	Actions	Resources
Classroom Teacher Parent/caregiver Support Teacher Academic staff member	<ul style="list-style-type: none"> <li>The student is referred to the Inclusive Education Committee by the parent, classroom teacher or other academic staff member</li> </ul>	<ul style="list-style-type: none"> <li>Referral form</li> </ul>
Support Teacher	<ul style="list-style-type: none"> <li>Collects Data and constructs a learning profile</li> <li>Discussion with Staff regarding appropriateness of child's acceleration</li> <li>Evaluate the advantages/disadvantages of acceleration</li> <li>Recommendation is made to Head of School(s)</li> <li>If it is considered inappropriate, stakeholders are advised and current programme is maintained (differentiated curriculum)</li> </ul>	<ul style="list-style-type: none"> <li>Checklist</li> <li>Standardised test results</li> <li>Work samples</li> <li>Observations</li> <li>Anecdotal records</li> <li>Discussions with classroom teacher</li> </ul>
Parent/Caregiver Head of School Support Teacher Psychologist	<ul style="list-style-type: none"> <li>If the Head of School decides the student could benefit from acceleration, consultation with parents is undertaken</li> <li>parent/care giver's requested to obtain an IQ assessment (parents responsible for organization and cost)</li> </ul>	<ul style="list-style-type: none"> <li>Recognised IQ test conducted by a psychologists</li> </ul>
Support Teacher Head of school	<ul style="list-style-type: none"> <li>IQ tests considered by Support teacher and Head of School makes recommendation</li> <li>Individual Education Plan (IEP) developed by Support Teacher</li> </ul>	<ul style="list-style-type: none"> <li>IEP developed in consultation with Classroom teacher and parents/caregivers</li> </ul>
Parent/caregiver Support Teacher Head of School Principal	<ul style="list-style-type: none"> <li>Principal approves plan</li> <li>Parents/caregiver signs an agreement</li> <li>Consultation with Classroom teacher</li> <li>EAP reviewed regularly</li> </ul>	<ul style="list-style-type: none"> <li>Review report</li> </ul>

## 5.4.7

### COMMON BEHAVIOURAL CHARACTERISTICS OF GIFTED AND TALENTED STUDENTS

STUDENT NAME \_\_\_\_\_ DATE \_\_\_\_\_

Please tick the category you think best describes the student.

**CATEGORIES** (1) most of the time (2) often (3) occasionally (4) rarely

<b>A. LEARNING</b>					
<i>ITEM</i>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>Don't Know</b>
1 Is a rapid learner, who understands advanced topics easily?					
2 Shows insight and reflects on cause-effect relationships.					
3 Persists in completing tasks.					
4 Sees the problem quickly and takes the initiative.					
5 Learns basic skills quickly and with little practice.					
6 Is reluctant to practise skills already mastered, finding such practice futile.					
7 Follows complex directions easily.					
8 Constructs and handles high levels of abstraction.					
9 Can cope with more than one idea at a time.					
10 Has strong critical thinking skills and is self-critical.					
11 Has surprising perception and deep insight.					
12 Is a keen and alert observer, notes detail and is quick to see similarities and differences.					
13 Displays intellectual and physical restlessness; once encouraged, is seldom a passive learner.					
14 Has a remarkable range of specialised knowledge (e.g. dinosaurs).					
15 Possesses extensive general knowledge (often knows more than the teacher), and finds classroom books superficial.					
16 Explores wide-ranging and special interests, frequently at great depth.					
17 Has quick mastery and recall of information, seems to need no revision and is impatient with repetition.					
18 Learns to read early and retains what is read; can recall in detail.					
19 Has advanced understanding and use of language, but sometimes hesitates as the correct word is searched for and then used.					
20 Sees greater significance in a story or film and continues the story.					
21 Demonstrates a richness of imagery in informal language and brainstorming.					
22 Can ask unusual (even awkward) questions or make unusual contributions to class discussions.					
23 Asks many provocative, searching questions which tend to be unlike those asked by other students of the same age.					
24 Has exceptional curiosity and frequently wants to know the reasons why.					
25 Displays intellectual playfulness; is imaginative and is quick to see connections and manipulate ideas.					
26 Often sees unusual, rather than conventional, relationships.					
27 Can produce original and imaginative work, even if defective in technical accuracy (e.g. poor spelling and/or handwriting).					
28 Wants to debate topics at greater depth.					
29 Mental speed is faster than writing ability, so is often reluctant to write at length. Prefers to talk rather than write and talks at speed with Fluency and expression					

<b>B. PSYCHOSOCIAL</b>					
<b>ITEM</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>Don't Know</b>
<p>1 Sets very high personal standards and is a perfectionist.</p> <p>2 Is success-oriented and hesitates to try something where failure is a possibility.</p> <p>3 Demonstrates a sense of humour and loves incongruities, puns and pranks.</p> <p>4 May be behind peers in manual dexterity, which can be a source of frustration.</p> <p>5 Can have a negative self-concept and suffer from poor social acceptance by age peers.</p> <p>6 Daydreams and seems lost in another world.</p> <p>7 Listens to only part of the explanation and sometimes appears to lack concentration, but always knows what is going on. When questioned usually knows the answer.</p> <p>8 Often prefers company of older students and adults.</p> <p>9 When interested, becomes absorbed for long periods and may be impatient with interference or abrupt change.</p> <p>10 Can be stubborn in own beliefs.</p> <p>11 Shows sensitivity and reacts strongly to things causing distress or injustice.</p> <p>12 Empathises with others and often takes a leadership role; very understanding and sympathetic.</p> <p>13 Shows unusual interest in adult problems such as important issues in current affairs (local and world), evolution, justice, the universe, etc.</p>					

#### 5.4.8

### A CHECKLIST TO IDENTIFY GIFTED UNDERACHIEVERS

*Joanne Whitmore (1980) collated some important traits in an identification checklist which may help to identify gifted underachievers.*

#### *Whitmore's Checklist*

*Observe and interact with the child over a period of at least two weeks to determine if he or she possesses the following characteristics. Check the relevant boxes below. If the student exhibits 10 or more of the listed traits, including **all** that are asterisked (\*), he or she may be a gifted underachiever.*

- \*poor test performance;*
- \*achieving at or below grade-level expectations in one or all basic skill areas:  
reading, language arts, mathematics;*
- \*daily work frequently incomplete or poorly done;*
- \*superior comprehension and retention of concepts when interested;*
- \*vast gap between qualitative level of oral and written work;*
- exceptionally large repertoire of factual knowledge;*
- vitality of imagination, creative;*
- persistent dissatisfaction with work accomplished, even art;*
- seems to avoid trying new activities to prevent imperfect performance; evidences  
perfectionism, self-criticism;*
- shows initiative in pursuing self-selected projects at home;*
- \*has a wide range of interests and possibly special "expertise" in an area of  
investigation and research;*
- \*evidence of low self-esteem and tendencies to withdraw or be aggressive in the  
classroom;*
- does not function comfortably or constructively in groups of an size; show acute  
sensitivity and perceptions related to self, others and life in general;*
- tends to set unrealistic self-expectations; goals too high or too low;*
- dislikes practice work or drill or memorization or mastery;*
- easily distracted, unable to focus attention or concentrate efforts on tasks;*
- has indifferent or negative attitude towards school;*
- resists teacher efforts to motivate or discipline behaviour in class;*
- has difficulty in peer relationships; maintains few friendships.*

## **Appendix 1**

### **Enrolment Procedures for Students with a Disability**

#### **A. Student with a Disability (SWD) transferring from another school**

Details of FLCR Inclusive Ed Policy disclosed to the parents.

On application the parents should supply copies of the following documentation:

1. The EAP Verification Form (EAP 1 or 2) confirming a diagnosis in one of the disability categories.
2. The student's current IEP.
3. The most recent school report and NAPLAN results.

Parents need to consent to:

1. A consultation with LST and school visit if needed.
2. Parent Consent Form (EAP 1) to be signed.

Documentation from the previous school is to be forwarded to us as soon as possible on acceptance of enrolment.

#### **B. Students with Learning Difficulties**

Details of FLCR Inclusive Ed Policy disclosed to the parents.

On application the parents need to supply copies of the following documentation:

1. Copies of any specialist reports (SLP, Psych, Paed, OT, etc.).
2. Details of the nature of any previous support that the child has received.
3. The most recent school report and NAPLAN results.

Parents need to consent to:

1. A consultation with LST; preliminary testing or school visit if needed.
2. Inclusion in Additional Literacy / Numeracy Program in the JS for further observation.

Documentation from previous school should be forwarded to us on acceptance of enrolment

## **Appendix 2**

### **Roles and Responsibilities with regard to the Personal Equipment**

The school takes responsibility for the maintenance, care and effective use of all equipment purchased by the school to support students with a disability in an inclusive environment. This includes, but is not limited to, wheel chairs, computer hard and software, MP3 players and Soundfield Amplification Systems (SAS).

It is expected that the parents take full responsibility for any personal equipment belonging to their child, which is required by that child to participate effectively within an inclusive environment. This includes the initial cost of that equipment as well as regular checks and maintenance of that equipment. Ideally this equipment should not be left at school but should be taken home at the end of each school day and returned to school in good working order at the start of each day.

The school takes responsibility for the care and effective use of the student's personal equipment to enhance the student's learning in an inclusive setting during the regular school day. The school is not responsible for the repair or replacement of this equipment should it fail to work or be damaged during regular use within school hours.

### Appendix 3

#### INDIVIDUAL EDUCATION PLAN

<b>First Name:</b>	<b>Age:</b>	<b>D.O.B.</b>	<b>Verified Level of Support:</b>	<b>School:</b>	<b>Class:</b>	<b>IEP Start Date:</b>	<b>IEP Finish Date:</b>
<b>Surname:</b>							

**Critical Information** (e.g. health and safety issues - health plan attached where applicable)

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<b>Statement of Aspirations –</b> (vision for the student’s future)	<b>Student Competencies</b> (across class curriculum – include skills such as social, self-management, communication)
<b>Impact of disability on learning</b>	<b>Adaptations</b> (e.g. curricular, instructional, ecological) <b>to allow access to general curriculum</b>

**Identify transport needs (to and from school) that are additional to that of same age peers (if applicable)**

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**Summary of targeted learning outcomes for this semester**

<b>*Goal Information</b> * See back page for help with goal writing	<b>Key Strategies for Goal Achievement</b>	<b>Team Responsibilities</b> (Who, What, When)	<b>Evaluation</b> Compare baseline & outcome
<b>Focus Area:</b> <b>Baseline:</b>  <b>Learning Outcome:</b>  <b>Condition: Criterion:</b>			
<b>Focus Area:</b> <b>Baseline:</b>  <b>Learning Outcome:</b>  <b>Condition: Criterion:</b>			
<b>Focus Area:</b> <b>Baseline:</b>  <b>Learning Outcome:</b>  <b>Condition: Criterion:</b>			

**Additional information to assist with writing goals**

Please note the number of goals on an IEP varies according to the needs of the individual student. Core team members collaboratively decide how many goals are needed for the current semester. Current recommended practice is: for most students – 2 to 4 goals; for students working at Foundation level (or equivalent) – up to 6 goals. The educational needs arising from the disability are the focus of IEP goals

**Baseline:** current level of performance (needs to be objective, not based on an opinion) - this information is essential to be able to write a goal that is attainable and to be able to measure progress.

**Outcome:** what the student is expected to learn. Condition: e.g. any specialised equipment, particular activity/environment, and particular assistance. Criteria: e.g. level of accuracy, % correct, level of

**Timetable and Additional Support**

Indicate when & by whom support is provided in the classroom; if, when, and by whom the student is withdrawn for specific programs.

**Changes to IEP and/or Notes for next IEP Meeting**

Changes to **goals** need signatures of parent & administrator

**Core Team – (Decision Makers)**

Name	Role <i>Identify case manager by *</i>	Participation in IEP Meeting Yes/No	Contact Information	Signatures confirm this is a true and accurate record of team decisions	Date
	Impairment Specialist			<b>Teacher:</b>  <b>Case Manager:</b>  <b>Parent/Carer:</b>  <b>Student:</b> (where appropriate)  <b>Principal:</b>	
	General Class Teacher				
	Parent/Carer				
	Principal (or Admin. delegate)				
	Student (if applicable)				

## Appendix 4

### INDIVIDUAL EDUCATION PLAN – Indigenous Student Support

**First Name:**

**Last Name:**

**Date of Birth:**

**Class / Teacher:**  
Term

**Relevant family Histories:** (A sibling, who does the student live with, what is his/her people's country?)  
Parents:  
Siblings:

**Contact for Caregivers:**  
H:  
M:  
W:

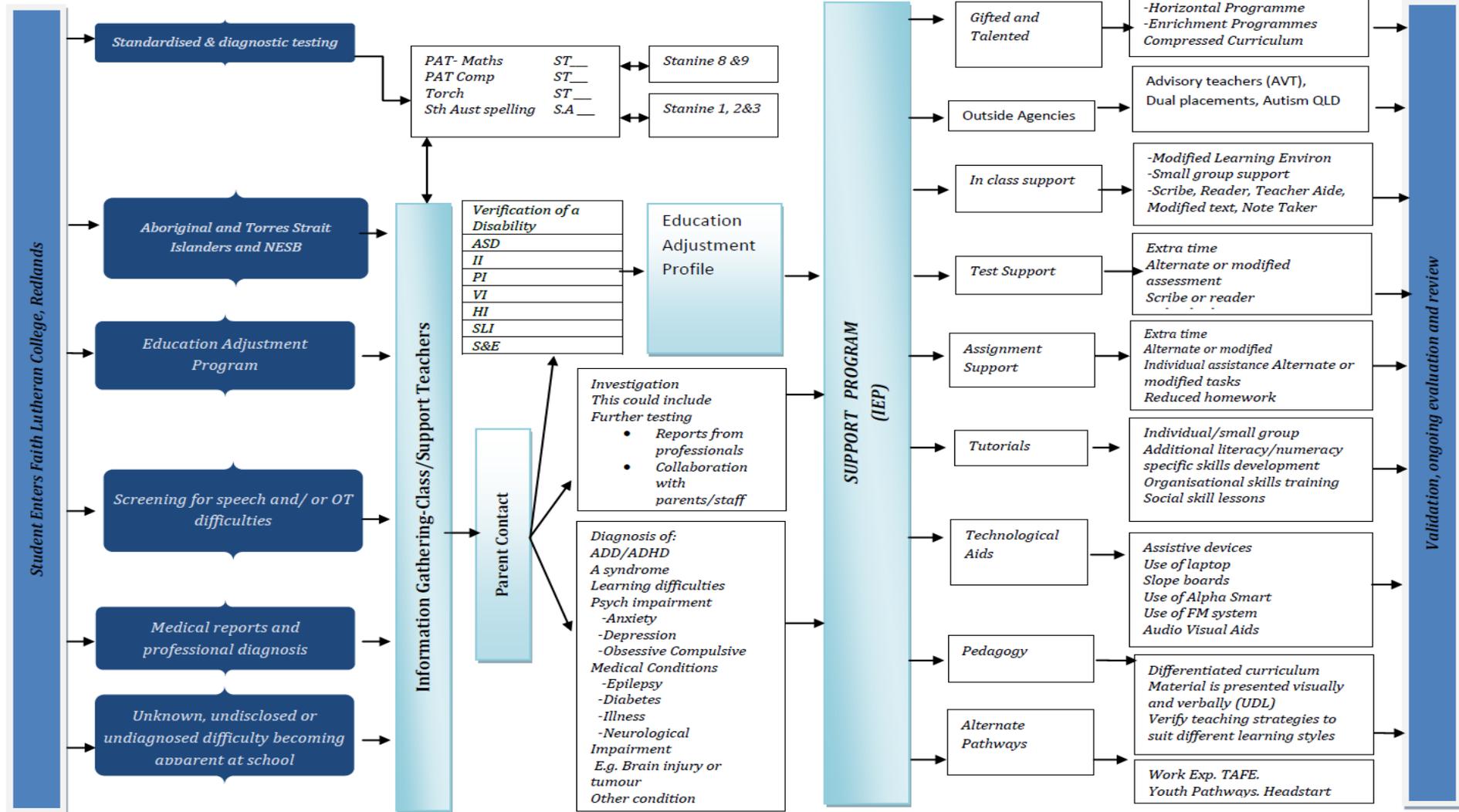
**Special Needs:**  
  
**Allergies:**

Current levels	Essential Learnings	Key Strategies	Projected Outcomes	Team responsibilities (Who, What, When)	Evaluation
	<b>Literacy:</b>				
	<b>Numeracy:</b>				
<b>Cultural Support:</b>		<b>Personal Organisational Skills:</b>	<b>Attendance:</b>	<b>Interests:</b>	<b>Sign Off:</b>  Teacher: Parent: T/Aide:

# Appendix 5

## Faith Lutheran College, Redlands Inclusive Education Process

Name: \_\_\_\_\_ Entry Year \_\_\_\_\_ Current Year \_\_\_\_\_



## Glossary

**Differentiated Instruction:** Refers to teaching that takes into account the individual needs and differences of students. It ensures that the instruction is relevant, flexible, engaging and leads to successful achievement of learning goals. It strives to value and develop the diverse characteristics and abilities of students to promote learning. It involves a combination of modifications to the curriculum, teaching structures and teaching practices (Van Kraayenoord, 2007; School and Classroom Practices in Inclusive Education in Australia).

**Education Adjustment Program (EAP):** This has gradually replaced the Ascertainment Process with its disability levels since 2005. It promotes an inclusive and accountable curriculum for students with disabilities and indicates the extent of resources needed for this to be realised successfully. It maintains the same disability categories: Physical Impairment, Visual Impairment, Hearing Impairment, Intellectual Impairment, Speech Language Impairment, Autism Spectrum Disorder and Social Emotional Disorder.

**Education Adjustment Program (EAP) Verification:** The student's diagnosis by a Specialist /Professional meets the criteria under one of the nominated disability categories. The student is identified as one who requires a significant number of adjustments in order to access the curriculum and participate successfully in the life of the school.

**Education Adjustment Program (EAP) Profile:** Records the type and frequency of adjustments made in order to support the student's access of the curriculum in an inclusive setting. The adjustments are recorded under the following six focus areas: Curriculum, Communication, Social Participation and Emotional Well-being, Health and Personal Care, Safety and Learning Environment / Access. This determines the level of resources required in order for the student to participate successfully in the school environment.

**Education Adjustment Program (EAP) Validation:** An audit that requires the school to produce documented evidence to support the type and frequency of adjustments as they are recorded in the students current EAP Profile. The school is given 15 working day notice to prepare the necessary documents and submit them to the relevant authority.

**Inclusive Education:** During the 1980's and 1990's, the term most typically referred to the participation of students with disabilities in the regular or mainstream schools or classrooms (Elkins, 1994; Organization for Economic Co-operation and Development, 1999). In recent years, a broader understanding of this term has been adopted acknowledging the diversity of students currently attending Australian schools. It acknowledges the wide range of developmental, cultural and personal differences that exist in most student populations and the requirement for schools to ensure that the needs created by these differences, are met (Van Kraayenoord, 2007; School and Classroom Practices in Inclusive Education in Australia).

**Individual Education Plan (IEP):** A document recording the essential information of an individual student with a disability. It is a record of agreements and decisions made collaboratively by the stakeholders attending the IEP meeting. Teachers, Parents, Administration and Support Staff make up the core team. Students may be included in the IEP meeting or consulted about their participation in the life of the school. The IEP is updated every six months. The IEP includes a summary of the impact that the disability has on the student's learning and the adjustments that need to be made on a regular basis in order for the student to access the general curriculum. It also records any special considerations required for formal assessment. Two to four goals are selected each Semester that reflect the learning needs arising from the student's disability.

**Learning Difficulties:** These fall into two distinct categories:

1. Learning Problem: These are usually temporary in nature and are as a result of environmental or emotional factors. For example, learning difficulties may arise as a result of differences in curriculum experienced when students change schools; extended absence because of illness; emotional factors because of trauma suffered after bereavement or divorce.
2. Specific Learning Disability: The presence of one or more specific cognitive deficits resulting in particular educational needs for the student. The student may experience difficulties in acquiring, retaining or applying information with definite discrepancies between their intellectual capacity and their actual academic achievement. They do not have generalised intellectual or physical impairments. Most estimates suggest from 5-10% of any school population has some type of learning disorder. (Dr Grant Martin, 1995; Help! My Child isn't Learning.)

**Universal Design for Learning** - is a set of principles for curriculum development that give all individuals equal opportunities to learn. UDL provides a blueprint for creating instructional goals, methods, materials, and assessments that work for everyone--not a single, one-size-fits-all solution but rather flexible approaches that can be customized and adjusted for individual needs

### Useful References

Australian Association for the Education of the Gifted and Talented (AAEGT)  
[www.aaegt.net.au](http://www.aaegt.net.au)

Child protection act 1991 reprinted and in force 1 Jan 2012  
<http://www.legislation.qld.gov.au/legisltn/current/c/childprotecta99.pdf> Commonwealth

Disabilities discrimination act 1992  
[http://www.equalaccess.com.au/webfiles/fck/DisabilityDiscrimination1992\\_WD02.pdf](http://www.equalaccess.com.au/webfiles/fck/DisabilityDiscrimination1992_WD02.pdf)

Gifted and Talented Professional Learning Community  
[www.learningplace.com.au/en/g&t](http://www.learningplace.com.au/en/g&t)

Privacy act 1998 current with amendments 30 April 2012  
<http://www.comlaw.gov.au/Details/C2012C00414>

Queensland Disabilities Services Act 2006  
<http://www.legislation.qld.gov.au/legisltn/CURRENT/D/DisabServA06.pdf>

Queensland Anti- discrimination Act 1991 (reprinted 23 Feb 2012)  
<http://www.legislation.qld.gov.au/legisltn/current/a/antidiscrima91.pdf>

The Queensland Association for Gifted and Talented Children Inc. (QAGTC)  
[www.qagtc.org.au](http://www.qagtc.org.au)

