

	<h2>Inclusion & Diversity</h2>	<p>Endorsed by School Council:</p> <p>February 2024</p> <p>Developed: November 2020</p>
<p>Information: 02 6076 1566</p>	<p>DET Schools Reference Guide:</p>	<p>Next review: Feb 2027</p> <p>Issue No: 1.3</p>



Help for non-English speakers

If you need help to understand the information in this policy, please contact Corryong College on (02) 60761566.

PURPOSE

The purpose of this policy is to explain Corryong College commitment to making sure every member of our school community, regardless of their background or personal attributes, is treated with respect and dignity. This policy should be read alongside the following Department of Education and Training policies:

- [Equal Opportunity and Human Rights - Students](#)
- For staff, the [Respectful Workplaces](#) policies (including [Equal Opportunity and Anti-Discrimination](#), [Sexual Harassment](#) and [Workplace Bullying](#)) as these whole of Department policies apply to all staff at Corryong College

POLICY

Definitions

Personal attribute: a personal characteristic that is protected by State or Commonwealth anti-discrimination legislation. These include: race, disability, sex, sexual orientation, gender identity, religious belief or activity, political belief or activity, age, intersex status, physical features, pregnancy, carer and parental status, breastfeeding, marital or relationship status, lawful sexual activity, employment activity, industrial activity, expunged homosexual conviction or personal association with anyone who is identified with reference to any protected attribute.

Direct discrimination: unfavourable treatment because of a person's protected attribute.

Indirect discrimination: imposing an unreasonable requirement, condition or practice that disadvantages a person or group of people with a protected attribute.

Sexual harassment: unwelcome conduct of a sexual nature towards another person which could reasonably be expected to make that other person feel offended, humiliated, or intimidated. It may be physical, verbal, visual or written.

Disability harassment: an action taken in relation to the person's disability that is reasonably likely, in all the circumstances, to humiliate, offend, intimidate, or distress the person.

Vilification: conduct that incites hatred towards or revulsion or severe ridicule of a person or group of people on the basis of their race or religion.

Victimisation: subjecting a person or threatening to subject them to detrimental treatment because they (or their associate) have made an allegation of discrimination or harassment on the basis of a protected attribute (or asserted their rights under relevant policies or law).

LGBTQI+: The acronym is used to represent a diverse range of sexualities and gender-identities, referring to anyone who is transgender and/or same/similar gender attracted including lesbian, gay, bisexual, trans, and gender diverse, intersex, queer and questioning and asexual.

Inclusion and diversity

Corryong College strives to provide a safe, inclusive, and supportive school environment which values the human rights of all students and staff.

Corryong College is committed to creating a school community where all members of our school community are welcomed, accepted, and treated equitably and with respect regardless of their backgrounds or personal attributes such as race, language, religious beliefs, gender identity, disability, or sexual orientation so that they can participate, achieve, and thrive at school.

Corryong College acknowledges and celebrates the diversity of backgrounds and experiences in our school community, and we will not tolerate behaviours, language or practices that label, stereotype or demean others. At Corryong College we value the human rights of every student, and we take our obligations under anti-discrimination laws and the Charter of Human Rights and Responsibilities seriously.

Corryong College will:

- Actively nurture and promote a culture where everyone is treated with respect and dignity
- ensure that students are not discriminated against (directly or indirectly) and where necessary, are reasonably accommodated to participate in their education and school activities (e.g. schools sports, concerts, productions, formals, camps, and excursions) on the same basis as their peers
- acknowledge and respond to the diverse needs, identities, and strengths of all students
- encourage empathy and fairness towards others
- challenge stereotypes that promote prejudicial and biased behaviours and practices
- contribute to positive learning, engagement, and wellbeing outcomes for students
- respond to complaints and allegations appropriately and ensure that students are not victimised.

Bullying, unlawful discrimination, harassment, vilification, and other forms of inappropriate behaviour targeting individuals or groups because of their personal attributes will not be tolerated at Corryong College. We will take appropriate measures, consistent with our *Student Wellbeing and Engagement* and *Bullying Prevention* policies to respond to students who demonstrate these behaviours at our school.

Students who may have experienced or witnessed this type of behaviour are encouraged to speak up and to let their teachers, parents or carers know about those behaviours to ensure that inappropriate behaviour can be addressed.

Reasonable adjustments for students with disabilities

Corryong College also understands that it has a legal obligation to make reasonable adjustments to accommodate students with disabilities. A reasonable adjustment is a measure or action taken to assist students with disabilities to participate in their education on the same basis as their peers. Reasonable adjustments will be made for students with disabilities in consultation with the student, their parents or carers, their teachers and if appropriate, their treating practitioners. Our school may consult through Student Support Group processes and in other less formal ways. For more information about support available for students with disabilities and communicating with us in relation to a student's disability, please refer to our school's Student Wellbeing and Engagement Policy or contact our Disability and Inclusion Co-Ordinator for further information.

Koorie and Indigenous

Corryong College will work in partnership with students, parents, and carers to develop appropriate strategies for improving student outcomes and to develop individualised learning plans. As a College we will aim to create a learning environment for students that acknowledges, respects and values Koorie and Indigenous cultures and identities. Corryong College will utilise the KESO (Koori Education and Support Officer) and other DET initiatives to support the learning, development, and education of Koori students.

LGBTQI+

Corryong College does not tolerate discrimination on the basis of sex, gender, and sexuality. We actively support LGBTQI+ students by:

- providing a positive, supportive, and respectful environment
- respecting privacy and confidentiality in relation to all students
- supporting students who want to affirm or transition gender identity at school
- challenging all forms of homophobia and transphobia to prevent discrimination and bullying
- giving proper consideration to the impact of any requirement to participate in school activities according to gender identity or an assumption of heterosexuality (for example, school formals, sports activities, camps)
- inviting the young person and a family representative/carer to be part of the formulation of a school management plan (in cases where the student is a mature minor, refer to Mature Minors and Decision Making)
- promoting an inclusive school environment

- ensuring that our policies, practices, and activities are inclusive and do not have the effect of treating any student adversely because of their sex, gender, or sexuality
- taking positive action to eliminate discrimination or harassment of students on the basis of their sex, gender, or sexuality

COMMUNICATION

This policy will be communicated to our school community in the following ways:

- Available publicly on our school’s website
- Included in staff handbook/manual
- Discussed at annual staff briefings/meetings
- Discussed at student forums
- Discussed at parent information nights/sessions
- Reminders in our school newsletter
- Hard copy available from school administration upon request

RELATED POLICIES AND RESOURCES

Policies available on our website: *Student Wellbeing and Engagement*, *Statement of Values* and *Bullying Prevention* policies.

For staff, please see the Department’s [Equal Opportunity and Anti-Discrimination Policy](#), [Sexual Harassment Policy](#) and [Workplace Bullying Policy](#) which apply to all staff working at our school.

Other relevant Department policies and resources on the Department’s Policy and Advisory Library are:

- [Equal Opportunity and Human Rights - Students](#)
- [Students with Disability](#)
- [Koorie Education](#)
- [Teaching Aboriginal and Torres Strait Islander Culture](#)
- [Safe Schools](#)
- [Supports and Services](#)
- [Program for Students with Disabilities](#)

POLICY REVIEW AND APPROVAL

Policy last reviewed	February 2024 November 2022
Consultation	School Council 19 th Feb 2024 Staff 8 th Feb 2024
Approved by	Principal and School Council
Next scheduled review date	To be reviewed 3-yearly Next due for review February 2027

Appendix A

THE INCLUSION PROGRAM AT CORYYONG COLLEGE



Schools must make reasonable adjustments to ensure that students with disability can access and participate in education on the same basis as students without disability. Corryong College believes in equity of access to learning for students and staff, students and families work together to ensure that all students are supported to achieve their best.

We also philosophically believe in supporting all young people to develop a degree of independence as the move towards adulthood and this is a focus of our program.

Tier 2 Inclusion

Most students at Corryong College who have a disability will qualify for Tier 2 disability support. Students who are identified as being Tier 2 Inclusion (***through diagnostic and assessment reports from Allied Health Professionals, as identified on the Department of Education Validation Condition List Tier 3***) are entitled to **reasonable adjustments**¹. Reasonable adjustments for Tier 2 students are outlined on pages 2 and 3.

	Level of Adjustment description	What does this mean?
All students	Students access the education program provided to same-age peers within the present environment of supports offered at the whole-school level.	This means that no adjustments are required.
	Tier 2 Differentiated teaching refers to class-wide adjustments that support a broad cohort of students to access learning on the same basis as their peers.	This means adjustments are provided through usual classroom practice .
Tier 3	Supplementary adjustments occur for some activities at specific times during the week. The school provides some individual strategies for the student.	This means that adjustments are provided some of the time .
	Substantial adjustments are supports or adjustments to the usual educational program that occur at most times on most days for the student.	This means adjustments are provided most of the time .



Extensive adjustments are individualised and targeted adjustments and/or intensive support at all times for the student.

This means adjustments are provided **all the time**.

Supporting Information Guidance for Schools Version 2: February 2024

What are the reasonable adjustments provided at Corryong College for Tier 2 studentsⁱⁱ?

- providing access to classroom materials through assistive technologies such as screen readers
- modifying assessments, for example allowing a student to answer assessments to use a computer, where appropriate
- presenting classroom materials in a different way such as visual, oral or demonstrations
- adapting teaching style, for example breaking lessons and/or activities into smaller sections so they are easier to understand
- checking for student understanding when complex instructions are given
- giving extra time to move from class to class
- allowing more time to complete an exam or assessment or giving the student rest breaks
- ability to use school approved noise cancelling headphones (blue tooth not permitted)
- rest breaks and/or time out from class as required
- modified timetables for short periods of time
- provision of exemplars, graphic organisers, and sentence starters
- minor/moderate adjustments to the curriculum for short periods of time normally around specific topics
- a quiet location to complete assessment if required
- access to study centre and additional support after school
- access to literacy and numeracy support programs
- access to clubs and all co-curricular activities to assist with social skill development
- use of subtitles when screening visual texts
- providing materials in accessible formats
- additional consideration of peer groupings when undertaking class activities
- provision of modified tasks if the student is identified through PAT and NAPLAN data as requiring adjustments – working 2 or more years below peers.

What is **not included under reasonable adjustments?**

- 1:1 individualised or ongoing small group support in the classroom by a classroom aide
- individualised 1:1 teacher support on an ongoing basis
- support in the school yard at recess and lunch for socialisation
- heavily modified curriculum
- substantially modified assessment tasks

VCE Special Provisions can be applied when undertaking a Unit 3 & 4 subject or Vocational Major for the GAT (General Achievement Test) examination.

- extra time to complete the exam

- rest breaks
- providing one question at a time
- using computers and assistive technology
- using a reader or scribe
- changing the format such as oral or typed assessment instead of written
- holding tests in quiet areas
- the material in accessible formats

How will we support your child when they enter Corryong College?

- Read through reports and diagnosis provided by Allied Health/Medical professionals
- Develop a student profile
- Meet with you, if required, to hold an initial Student Support Group (SSG) as soon as is practicable
- Create a standardised Individual Education Plan (IEP) with adjustments to provide for specific details regarding your child's learning needs
- Review and updating your child's IEP will occur when:
 1. New information is provided to the school or when your child transitions from
 - a. Early Years F-4, into,
 - b. Middle Years 5-8 into,
 - c. Senior Years 9-12
- Communicate the student profile with teachers
- Communicate the timeline for the completion
- Communicate NAPLAN and seek recommendations from you regarding any special provision arrangements
- Apply agreed reasonable adjustments to any internal examinations
- Provide your child's IEP to you via XUNO (our online platform)
- Flag with you concerns regarding your child's learning early and organise student support group meetings with you and your child to discuss progress
- Identify via your child's report any assessment or learning tasks that have been modified for your child
- Flag with you if we believe your child's disability profile qualifies for Tier 3 funding and work with you to complete the funding process through the Disability Inclusion Profile process.

Tier 3 Inclusion

To meet Tier 3 disability funding requirements, students must meet the DET requirements of requiring **substantive and/or extensive adjustments** to their learning and/or social physical needs.

Students identified for Tier 3 funding will either already be involved in the Disability Inclusion Program (DIP) or be identified by the school for the Disability Inclusion Program (DIP).

How does my child qualify for Tier 3 Disability Funding?

Disability Inclusion Profile process overview

A summary of the profile process is provided below.

1. The school identifies students to undertake the profile in partnership with their parents and the Student Support Group (SSG). Refer to: [Identifying students to undertake a Disability Inclusion Profile \(DIP\)](#)
2. The school requests a profile meeting with the facilitator service. Refer to: [Requesting a Disability Inclusion Profile meeting](#)
3. The school provides information to demonstrate that the student meets the screening requirements for a profile meeting. The facilitator service confirms this. Refer to: [Requesting a Disability Inclusion Profile meeting](#)
4. Once approved, the school gathers and submits information to support the profile process, as requested by the facilitator service. This includes a completed profile information form and optional school-wide adjustment form. These forms are provided to the school by the facilitator service. Refer to: [Supporting information required for the Disability Inclusion Profile](#). It is recommended that schools upload a maximum of 15 documents as supporting information
5. Once all supporting information has been provided, the facilitator service will work with the school to book a profile meeting at an agreed date and time. Schools are then responsible for coordinating the attendance of profile meeting participants for the full duration of the meeting. Refer to: [Scheduling a Disability Inclusion Profile meeting](#)
6. The school, in collaboration with the parent/carer(s) and student, prepare for the profile meeting. Refer to: [Preparing for a Disability Inclusion Profile meeting – roles and responsibilities](#)
7. The SSG holds a profile meeting, led by a trained facilitator. Refer to: [Participating in a Disability Inclusion Profile meeting – roles and responsibilities](#)
8. The profile is finalised by the facilitator service. The finalised profile will inform [tier 3 student-level funding](#) allocations for students with high needs. The school receives a Disability Inclusion Profile report (profile report) and a School Resource Notification, that outlines any tier 3 student-level funding allocation. Refer to: [Finalising the Disability Inclusion Profile](#) and [Notification of Disability Inclusion Profile outcome](#)
9. The SSG meets to discuss the profile report and incorporate any learnings into the student's IEP. Where applicable, Disability Inclusion [tier 3 student-level funding](#) will be provided via the school's Student Resource Package (SRP). The revised IEP is discussed with the student's teacher(s) to ensure that they are aware of any changes and the support needs required to enable the student to meet their learning goal. Refer to: [Steps following notification of Disability Inclusion Profile outcome](#)
- 10.

What supports will my child receive at Corryong College for Tier 3 Disability Inclusion Profile (DIP)?
--

- | |
|---|
| <ul style="list-style-type: none">• an Individual Education Plan (IEP) – IEPs are also known as individual learning plans, individual learning improvement plans and Koorie (ATSI) education learning plans, plans for Out of Home Care (OOHC) and Refugee students |
|---|

- a **Student Support Group (SSG)** meeting (at least once per term 1-3, term 4 transition SSG when subject selection is finalised)
- supplementary, substantial, or extensive adjustments to enable participation in learning
- 1 long term and 2 short term goals identified for each IEP

What are the adjustments that my child mightⁱⁱⁱ receive at Corryong College for Tier 3 DIP?

- 1:1 or small group support in the classroom by a classroom aide in up to 70% of timetabled classes with the focus being on classrooms where safety and learning is a factor
- adjusted or modified curriculum as required – this will vary subject to subject
- 1:1 support in the school yard at recess and lunch if required for safety reasons
- 1:1 support on school camps and activities if required for safety/wellbeing reasons and to provide equity of access to activities
- access to classroom materials through assistive technologies such as screen readers
- modified assessments, for example allowing a student to answer assessments to use a computer where appropriate^{iv}
- classroom materials presented in a different way such as visual, oral or demonstrations
- adapting teaching style, for example breaking lessons and/or activities into smaller sections so they are easier to understand
- checking for student understanding when complex instructions are given
- giving extra time to move from class to class
- allowing more time to complete an exam or assessment or giving the student rest breaks
- ability to use school approved noise cancelling headphones (blue tooth not permitted)
- rest breaks and/or time out from class as required
- modified timetables for short periods of time
- provision of exemplars, graphic organisers, and sentence starters
- minor/moderate adjustments to the curriculum for short periods of time normally around specific topics
- a quiet location to complete assessment if required
- access to study centre after school
- access to clubs and all co-curricular activities to assist with social skill development
- use of subtitles when screening texts
- additional consideration of peer groupings when undertaking class activities
- provision of modified tasks if the student is identified through PAT and NAPLAN data as requiring adjustments – working 2 or more years below peers in a given subject.

VCE Special Provisions can be applied for when undertaking a Unit 3 & 4 subject or Vocational Major for the GAT (General Achievement Test) examination.

- extra time to complete the exam
- rest breaks
- providing one question at a time
- using computers and assistive technology

- using a reader or scribe
- changing the format such as oral or typed assessment instead of written
- holding tests in quiet areas
- the material in accessible formats

ⁱ Reasonable adjustments are referred to as Differentiated or Supplementary adjustments by the Department of Education and Training

ⁱⁱ These adjustments are applied for Years 7-11 and for Year 12 course work completion (SACs and SATs).

ⁱⁱⁱ Each student has different requirements and adjustments will be applied in accordance with their needs, goals and individual abilities.

^{iv} **Modification cannot be provided in the VCE (Units 1-4)** for students undertaking the VCE (Academic Pathway) as it is not permitted under VCAA guidelines.