

Mount Crosby State School Inclusion Framework



Vision Statement

Engaging with our school community to provide innovative learning opportunities, embrace diversity while removing barriers and deliver excellence in an inclusive environment.

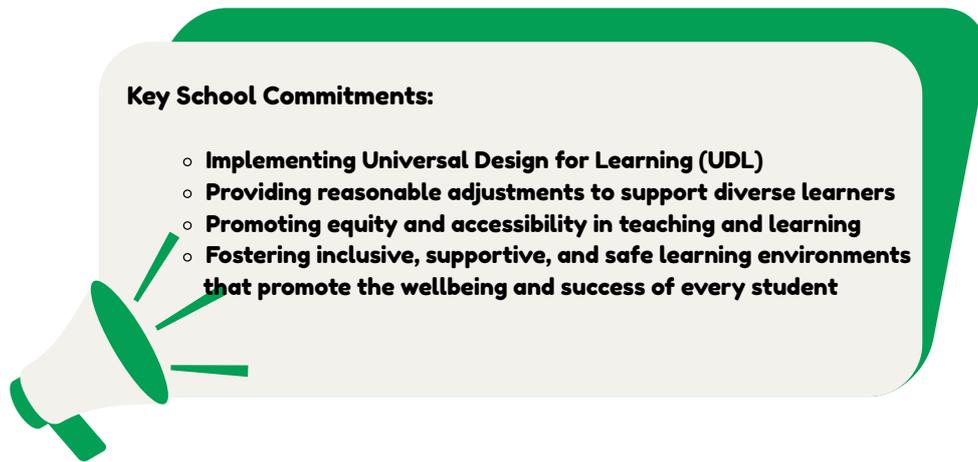
- Every student can **access and fully participate** in learning alongside their peers.
- Inclusion is **embedded in our culture, policies, and everyday practices**.
- We uphold **reasonable adjustments** and **evidence-based teaching strategies** to meet individual student needs.
- We have an unwavering commitment to **catering for the whole child**—academically, socially, emotionally, physically, and culturally.

Together we stand for:

Diversity	The presence and recognition of a wide range of differences among people in a given setting.
Equity	The fair and just provision of resources, opportunities, and support to ensure that all students—regardless of their backgrounds, abilities, or circumstances—can fully access, participate in, and benefit from high-quality education.
Inclusion	The intentional actions, policies, and practices that create a welcoming and supportive environment where all individuals feel valued, respected, and empowered to participate fully
Belonging	The sense of connection, acceptance, and inclusion that students experience within the school community.
Reasonable Adjustments	An adjustment is a measure or action taken to assist a student with a disability to participate in education on the same basis as other students. An adjustment is reasonable if it achieves this purpose while taking into account the student's learning needs and balancing the interests of all parties affected, including those of the student with disability, the education provider, staff and other students (Disability Standards for Education 2005)

Our practices are aligned with:

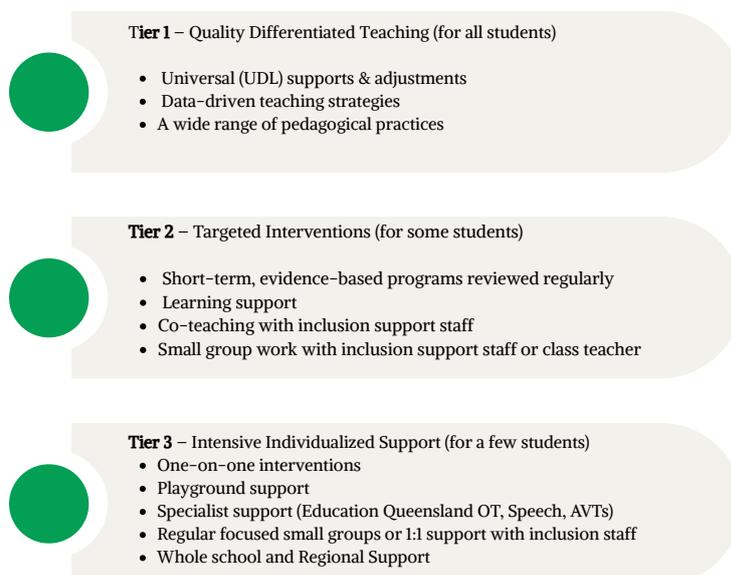
- ☑ Queensland Department of Education's Inclusive Education Policy
- ☑ Disability Discrimination Act (DDA) & Disability Standards for Education
- ☑ Response to Intervention (RTI) Framework
- ☑ Signpost for School Improvement – Inclusive Education



Inclusive education encompasses all aspects of school life and is supported by culture, policies, programs and practices (Inclusive Education Policy Document, pp. 1, 2018, via Bourke, 2010).

Tiered Support System

Mount Crosby State School applies a data driven tiered approach to intervention and support. Teaching and learning strategies are adjusted to meet each students individual learning needs in each tier of our support system.



Establishing effective support mechanisms involves considering the four key areas of the inclusive education environment. These are the students Curriculum and Communication, Social and Emotional elements, Learning Environment and Health, Well-being and Personal Care.

Key Focus Areas of Inclusion

Learning Environment & Access – Assistive tech, flexible seating, quiet spaces, **Retreat** (*low sensory space*) access for regulation wellbeing support, Green Room (alternate play space) for inside play and peer engagement

Curriculum & Communication – Quality differentiation, literacy & numeracy support (tiered support)

Social & Emotional Well-being – Switch for Schools proactive (school wide approach), Calm spaces in every classroom, Movement/brain breaks, Trauma informed practices (Berry Streety Model) Ready to learn plans, Chaplaincy and GO support

Health & Personal Care – Risk management, individual health plans, emergency response plans, regular collaboration with our school nurse and health professionals.

How We Measure Success:

- ✓ Regular reviews & feedback from teachers, parents and external agencies.
- ✓ Stakeholder meetings to track student progress and supports
- ✓ Student progress monitoring through diagnostic, formative and summative assessment.

Community Engagement & Collaboration

Parents & caregivers – Regular updates, stakeholder meetings, collaboration to develop personalised learning plans,

External agencies – Working alongside Occupational Therapists, Speech Language Therapists, Psychologists, Paediatricians and other support networks to ensure a shared understanding of the student and keep up to date with professional recommendations.

Student Voice – Regular check ins with identified students to ensure adjustments and support meet the needs of the student.

At MCSS, we have high expectations for every learner, recognising that with the right support, every student can succeed and thrive. As outlined in the Department of Education's Inclusive Education Policy, ***'Inclusive education means that all students are welcomed, every student feels a sense of belonging and is supported to succeed to the best of their ability.'***

Inclusion is not a program — it is our shared commitment to equity, access, and excellence for all.

