



## Bonython Brief: Embracing Diversity for Equity and Inclusive Practices

Bonython Primary School works collaboratively in partnership with families to ensure every child can access and successfully engage in the teaching and learning. Reasonable adjustments in line with Disability Standards for education are made in consultation with families, therapists and educators for successful access to and participation in curriculum delivery, teaching, learning and assessment, and the learning environment to support students active participation at their point of need.

### EQUALITY VERSUS EQUITY



In the first image, it is assumed that everyone will benefit from the same supports. They are being treated equally.



In the second image, individuals are given different supports to make it possible for them to have equal access to the game. They are being treated equitably.



In the third image, all three can see the game without any supports or accommodations because the cause of the inequity was addressed. The systemic barrier has been removed.

### What informs and underpins our inclusive practices?

Under the [Disability Discrimination Act 1992](#) (DDA) and the [Disability Standards for Education 2005](#) (the Standards), Australian students with disability must be able to access and participate in education on the same basis as their peers. To ensure this, students with a disability may receive adjustments to access education, based on the professional judgement of teachers, in consultation with the student and/or their parents, guardians or carers.

[Educators are to complete and update their training of Disability Standards of Education every two years.](#)

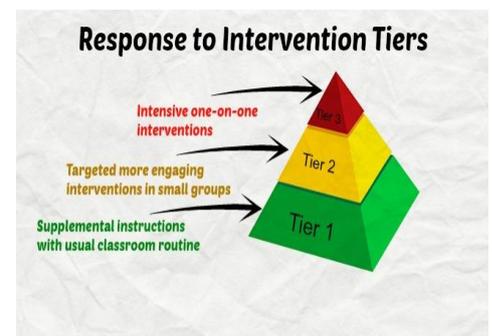
### How is diversity embraced at Bonython?

Bonython Primary School is a P-6 school. Our setting includes two small group support classes.

Other classes include students with diverse developmental, learning and wellbeing priorities and diagnosis, including social/emotional, anxiety, sensory, physical and cognitive disabilities that impact on a student's ability to access and participate in everyday learning. Educators at Bonython Primary School work collaboratively with the school's DECO, their executive supervisor and school educators to plan for and set up learning spaces that enable all students to be active and involved learners. Bonython Primary School has a comprehensive [DECO structure](#) that outlines the roles and responsibilities of all key stakeholders

### Students requiring reasonable adjustments to and for learning:

Bonython Primary School educators under the Disability Standards for Education are mandated/required to make reasonable adjustments for students with a disability. Individual Learning Plans (ILP's) are written collaboratively with the families, carers, teachers and external allied health professionals (where applicable) and documents both long term (1 year) and short term goals. With the guidance of the DECO and specialist educators, ILP's also include differentiated strategies that teachers will utilise.



Students working below or well below their year cohort/grade and who are not eligible for ISP will have an ILP or a Support Plan with adjustments documented as SMART goals around; curriculum, teaching, learning and assessment, and environment to support access and full participation. Other plans may also include Personal care/toilet, Eating and Drinking, and positive behaviour plans.

#### **Students accessing ISP (Inclusion Support Program):**

All students accessing ISP have an Individual Learning Plan (ILP) that document focus goals; long term goals (1 year) and SMART goals (short term) which form and guide learning experiences tailored to address students point of need. ILP's are living and breathing documents that are continually monitored and observations noted to inform next steps. ILP's are formally reviewed with families and relevant educators and therapists twice a year to share and celebrate progress and form new learning goals. Students who are engaged with NDIS or other private therapists have these learning goals included in their ILP.

#### **Students in crisis:**

Bonython Primary School Executive team engages with the Tuggeranong Network Student Engagement Team (NSET) for guidance and support for students in crisis. Care meetings are held with key stakeholders; NSET professionals (Senior psychologist & NSET school based officer), school executive, school psychologist, relevant educators and families, to collaborate and form an agreed action plan to support the student. Strategies and structures are put in place with weekly/fortnightly observations by NSET with ongoing reviews. A safety analysis plan will be completed to document crisis behaviours and strategies to reduce risk. A Risk Assessment may be completed if behaviours spiral. This involves a specialised team within NSET to work collaboratively with the school to identify high risks and strategies and structures to minimise risk.



#### **National Consistency Collection of Data:**

The [NCCD](#) collects data about school students with disability who are receiving adjustments across Australia in a consistent, reliable and systematic way. It enables schools, education authorities and governments to better understand the needs of students with disability and how they can be best supported at school.

Bonython educators use the NCCD data sheet at the beginning of each school year as an information resource for students in their class cohort for insight into relevant plans, ISP, disability category, level of adjustment and previous forms of evidence to support and guide their planning to ensure level of adjustments reflect student need and access to and for learning.

NCCD school data is reviewed and updated on a needs basis. A whole school annual review is conducted in Term 2 of each year in preparation for the Annual NCCD upload in Term 3. A moderation team consisting of school psychologist, executive team, DECO and NSET partner occurs when there is a discrepancy with the level of adjustment to gain consensus. A student is counted in the collection where there is evidence of 10 weeks of adjustments and communication with families.

#### **[Bonython NCCD](#)**

#### **Other relevant links:**

<https://www.humanrights.gov.au/our-work/employers/disability-discrimination>