# The Montessori School Kingsley Inc.

## INCLUSION POLICY

## 1. VERSION MANAGEMENT

| Version | Date Created/ Reviewed | Changes | Author | Date Ratified by School Board | Date Published |
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| **1** | 2022 | New Policy | Principal | 11 August 2022 | |
| **2** | 2026 | Review:<br>- Significant content changes to streamline, clarify the Montessori philosophy, and ensure language accurately reflects IB policies as well as all relevant legislation.<br>- Separation of racial and sex discrimination content (new Anti-discrimination Policy)<br>28/07/2026: Staff read this Policy at their staff meeting and provided feedback. | Principal | 29/09/2026 | 13/10/2026 |

## 2. INCLUSION POLICY

The Montessori School Kingsley is committed to providing every child with access to a quality Montessori education that supports their growth, wellbeing and learning alongside their peers. The School actively upholds its positive duty to create an accessible, barrier-free environment where all students can participate in every facet of school life, including academic programs, assessments, co-curricular activities, camps, and excursions on the same basis as their peers.

We are committed to genuine, ongoing consultation with students, families, colleagues, and external professionals to proactively identify and remove barriers, implementing reasonable adjustments that respect the dignity, autonomy, and potential of every student.

## 3. PURPOSE AND LEGISLATIVE COMMITMENT

The purpose of this Policy is to establish the School's commitment to inclusive education and to provide a framework for proactively identifying and addressing barriers to students' participation, learning, development, safety and wellbeing.

The School is committed to meeting its positive duties and statutory obligations under the Disability Discrimination Act 1992 (Cth), Disability Standards for Education 2005 (Cth), Equal Opportunity Act 1984 (WA), School Education Act 1999 (WA), Work Health and Safety Act 2020 (WA), Australian Human Rights Commission Act 1986 (Cth), and the Registration Standards for WA Non-Government Schools, and other relevant legislation and standards relating to equity, inclusion, discrimination and student participation.

For the purposes of this Policy, inclusion refers to the proactive support of children, their families, and staff who work with them, who have disabilities, imputed disabilities or learning difficulties, and/or who are from diverse cultural backgrounds and for whom English is an additional language (EAL) or Dialect (EAL/D) learners, and/or who require specialised support due to being Gifted and Talented or Twice Exceptional (2e). Matters involving discrimination, harassment, or vilification on the basis of other protected attributes are governed in conjunction with the School's Anti-Discrimination Policy. The main focus of the Policy and procedures relates to students, but the same principles will apply to adults in our community as well.

The School sets a culture of inclusion within which every student and their families or caregivers, as well as all staff, leadership and visitors are expected to demonstrate mutual respect, collaboration, support and problem solving free from any form of discrimination, harassment, or victimisation.

## 4. SCOPE AND APPLICABILITY

This Policy applies to all school staff and volunteers, students, and parents/carers and families.

## 5. GUIDING PRINCIPLES

The following guiding principles reflect the School's core beliefs about inclusion and guide our approach to supporting every learner within our community.

- All students can learn and have the right to access education
- Inclusion is a shared responsibility
- Decisions are made through consultation
- Adjustments are responsive and evidence-based
- Diversity is valued as a strength
- The Montessori model is fundamentally inclusive and supports individual needs

The School is committed to meeting its obligations under relevant Commonwealth and Western Australian legislation and ensuring no student is discriminated against based on disability, imputed disability or learning needs, with any allegations of disability-based harassment, vilification, or victimisation managed under the Anti-Discrimination Policy and Complaints Management Policy.

The School recognises that student wellbeing, belonging, safety and connection are fundamental to successful inclusion. Students are best able to engage in learning, develop independence and participate fully in school life when they feel valued, respected, supported and connected to their learning community.

## 6. DEFINITIONS

| TERM | DEFINITION |
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| Access Arrangements | Changes or alterations introduced to learning, teaching and assessment to remove or reduce barriers. Arrangements do not change what the student is expected to learn and do not lower expectations; rather, they provide the optimal support to address a range of barriers and enable the student to work around them. |
| Adjustments | Measures taken or modifications made to aspects of the educational environment, curriculum, teaching practices, facilities, or policies in response to identified student need, and with meaningful consultation, to ensure students may access and participate in all learning and school activities on the same basis as their peers. Adjustments must adhere to regulatory standards, align with Montessori and IB pedagogical practice, and be reasonable and not impose unjustifiable hardship on the School. |
| Board | The governing board of the School comprises its Chairperson, the Principal, Directors, and Heritage Directors. |
| Consultation | A genuine, ongoing and collaborative process where the School works with the student, parents/carers, and relevant professionals to identify needs, plan and implement adjustments, and review their effectiveness regularly. |
| Disability | As defined by the Disability Discrimination Act (1992), disability includes physical, intellectual, sensory, neurological, learning, psychosocial and mental health conditions, whether temporary or permanent, diagnosed or imputed. |

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| Diverse Learners | Our diverse learners include:<br>• Students with learning difficulties or specific learning disability (SLD)<br>• Students with a disability or imputed disability<br>• Gifted and highly able students<br>• Twice Exceptional (2e) students<br>• Students with English as an Additional Language or Dialect (EAL/D) |
| Documented Plans (Individual Education Plan or Adjustment Plan) | Personalised plans that contain information to support students' inclusion, participation and achievement in school.<br><br>Documented plans are developed for students with learning difficulties and disabilities and may also be used for gifted and twice exceptional students. The plans document personalised goals and adjustments or access arrangements. Learning plans are monitored on an ongoing basis and are formally reviewed at least twice a year.<br><br>The International Baccalaureate Approaches to Teaching and Learning (ATLs) require differentiated learning to ensure their programs are equitably accessed. |
| English as an Additional Language or Dialect EAL/D Learners | Students and their families who have another language or dialect as their primary spoken language, or in addition to English. |
| External Supports/Professionals | Children with disabilities or identified needs may access external professional services including psychology, occupational therapy, physiotherapy, counselling, tutoring and other medical supports. All external providers visiting the School must satisfy mandatory child safety and statutory screening requirements prior to accessing the campus. |
| Gifted and Talented Students | Students who demonstrate a far higher than average ability in one or more areas, usually assessed and identified through formal cognitive or achievement testing or dynamic classroom observation. |
| Imputed Disability | A disability that is presumed to exist based on evidence available, without formal diagnostic assessment, where a student is treated as if they have a disability in accordance with the Nationally Consistent Collection of Data guidelines. |
| Parents | Includes guardians and carers with primary responsibility for the child. |
| Positive Duty | The proactive legal obligation under anti-discrimination legislation and registration standards to identify and eliminate systemic barriers, prevent discrimination and harassment, and provide accessible environments for students with disabilities prior to and during their education. |

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| Reasonable Adjustment | An action taken or provision made to assist a student with disability to participate in education on the same basis as others. An adjustment is reasonable under the Disability Standards for Education 2005 if it achieves this purpose while balancing all relevant interests, including the student's needs, the views of the student or parent/carer, the impact on learning outcomes, maintainable standards, the effect on others, and health and safety. |
| School | The Montessori School Kingsley |
| Support Services | The Association of Independent Schools of Western Australia (AISWA) provides a limited range of professional support services which the School accesses for some diagnostic and professional advice, including educational psychology adjustment planning, and professional learning. |
| Twice Exceptional (2e): | Students who are both gifted and have a disability or learning difficulty, requiring support that addresses both exceptional ability and specific challenges. |
| Universal Design for Learning (UDL) | An educational framework that proactively designs flexible learning environments, materials, and assessments to give all learners equal opportunities to learn without requiring retrofitted adjustments. |
| Unjustifiable Hardship | A situation where providing an adjustment would place an unreasonable burden on the School, under Section 11 of the Disability Discrimination Act 1992 (Cth). Unjustifiable hardship can only be claimed after the School has thoroughly consulted the student and family, fully evaluated all possible adjustments, and explored applicable funding sources (such as AISWA and NCCD). Any formal determination of unjustifiable hardship must be authorised by the Principal and Board. |

## 7. POLICY STATEMENTS

### 7.1. Montessori Education

We offer a diverse curriculum and modes of delivery based on Montessori pedagogy that maximise engagement through multiple entry points for learning, a range of methods and adjustments that build on individual strengths and needs to support student learning and wellbeing. All Montessori education is underpinned by a prepared environment that draws many features from the social model of disability and proactively embeds the principles of Universal Design for Learning to promote the engagement and participation of each student according to their unique interests and strengths and developmental profiles. Montessori multi-age classes allow for meaningful differentiation, support, extension and acceleration opportunities for all students.

Montessori education allows each child to develop positively, aiming for them to become peaceful, fulfilled and independent adults who contribute meaningfully to society. Recognising each child as unique, the Montessori approach is developmentally and culturally responsive. We prioritise the holistic development of character and social emotional skills to help students become independent, confident learners. After or while addressing social emotional and behavioural needs, we address academic skills and challenges. Our staff strive to know each student individually, meeting their developmental needs according to their interests and abilities. We emphasise a sense of community, balancing the needs of every individual against the needs of the group, while ensuring every student receives the reasonable adjustments necessary to participate fully on the same basis as their peers

### 7.2. Inclusivity and Support for Disabilities

The School understands and actively upholds its statutory obligations and positive duties under the Disability Discrimination Act (1992), the Disability Standards for Education (2005), the Equal Opportunity Act WA (1984), the Schools Education Act (1999), the Work Health and Safety Act 2020 (WA), and the Registration Standards for WA Non-Government Schools and other relevant standards and legislation.

The Montessori Method is inclusive, and the School offers differentiated instruction to meet the diverse learning needs of all students: identifying needs, engaging in meaningful and ongoing consultation with families, students and external professionals as needed, and providing evidence-based adjustments and ongoing staff professional development on effective strategies, inclusive practices and positive behaviour support. Adjustments and accommodations are planned carefully to balance the needs of the individual with the needs and restraints of the group, and according to available capacity and resources and ensuring students with disabilities participate across all five domains of the Disability Standards for Education 2005 (Enrolment, Participation, Curriculum development/delivery, Student support services, and Harassment elimination) on the same basis as their peers.

We access applicable funding, when possible, to be able to provide additional supports and adjustments. Where providing a specific adjustment would impose an unjustifiable hardship on the School under Section 11 of the Disability Discrimination Act 1992 (Cth), this determination will only be reached after comprehensive consultation, thorough evaluation of all alternative adjustments, and formal approval by the Principal and Board.

Families are important advocates and collaborative partners to help understand complex needs and to build links to professional services beyond the School. Montessori education has specific aims including developing a child's independence and agency, expecting children to take responsibility for themselves and others, and building their capacity for positive social relationships and collaboration. These values and aims form part of the core curriculum offered by the School and underpin the Codes of Conduct applicable to students, staff and the School community.

Disability based discrimination, harassment, vilification, or victimisation is strictly prohibited and will be addressed in accordance with the Anti-Discrimination Policy and the Complaints Management Policy.

This Policy and all related guidelines and procedures are in line with the International Baccalaureate (IB) Standards and Practices and reflect our position as an internationally minded school that benefits from a diverse community.

### 7.3. Understanding our Diverse Learners

Students may require specific adjustments, targeted intervention, additional support or extension if they have a disability, imputed disability, are Gifted and Talented, Twice Exceptional (2e), or have a language other than English (EAL) or Dialect (EAL/D) learners. Our aim is to consider students through an individual and strength-based perspective, avoiding a focus on deficits and framing challenges and needs as areas requiring evidence-based adjustments or access arrangements to enable full participation on the same basis as their peers.

We recognise that diversity in learning profiles, neurodivergence, and cultural backgrounds enriches our school community and underpins our commitment to human dignity under the United Nations Convention on the Rights of Persons with Disabilities. Students may experience an intersection of different needs where, for example, having English as an additional language or dialect co-occurs with being Gifted and Talented, or where a student presents with dual exceptionality (2e) requiring concurrent extension and disability accommodations. In all cases, support strategies and Documented Plans are collaboratively developed to address the whole child, ensuring no single attribute obscures other learning, emotional, or communication needs.

### 7.4. Students with Disability

Students may have a diagnosed or imputed disability. The disability may be a Specific Learning Disability (SLD), a neurodevelopmental condition or another type of disability that affects general behaviour, learning, communication or other aspects of their development. This includes, but is not limited to, students with vision, hearing, intellectual, physical, psychiatric, social/emotional, autism, ADHD, or multiple impairment, encompassing any behaviour that is a symptom or manifestation of the disability or condition. (Disability Discrimination Act 1992 (Cth), Equal Opportunity Act 1984 (WA), and the School Education Act 1999 (WA)).

The School has a positive duty to ensure students with disabilities can access and participate in all areas of school life including classrooms, assessments, sports, camps, and excursions on the same basis as their peers.
Reasonable adjustments are developed through ongoing consultation with students and parents/carers and documented in personal learning plans, which are reviewed at least twice a year.

Adjustments for behavioural needs focus on positive behaviour support and self-regulation in line with the Behaviour Management Policy.

The School keeps records of all consultations and adjustments in line with NCCD guidelines and the State Records Act 2000 (WA). An adjustment will only be declined for unjustifiable hardship after full consultation, exploring alternative options and funding, and obtaining formal approval from the Principal and Board.

### 7.5. Student Transitions

The School provides planned transition support for students with diverse needs when moving between Montessori cycles, entering the school, or graduating/transitioning to external institutions. Transitions include collaborative handover meetings, orientation visits, environment preparations, and the timely transfer of Documented Plans to ensure continuity of reasonable adjustments.

### 7.6. Gifted and Talented Students

Includes students who are gifted with potential that is among the top 10% of age peers and students who are talented with skills that are among the top 10% of age peers. The distinction between potential and performance is identified to support the development of the student's giftedness into talent. Gifted students have potential above average in intellectual, creative, social or physical domains, though their actual performance may not reflect their aptitude. Talented students are those whose skills are above average in one or more areas of performance. They will develop outstanding mastery in one or more areas over time through appropriate differentiation, extension, and accelerated learning opportunities.

In addition, some students may be identified as having dual exceptionality (twice exceptional) if they are gifted in a specific area but have learning difficulties or disabilities in another area, requiring a Documented Plan that supports both their advanced abilities and their individual adjustment needs.

### 7.7. Students with English as an Additional Language or Dialect (EAL/D)

Includes Aboriginal and Torres Strait Islander students and overseas or Australian-born students whose first or primary language or home dialect is a language other than English. These students have diverse educational backgrounds which may include schooling equivalent to their same age peers in Australia or limited or no previous education. They may have advanced or limited literacy in their first language. Their learning, exposure and mastery of English may be highly variable. They may have multiple languages other than English.

Considerations for EAL/D students extend to their broader social and cultural background, knowledge and lived experiences, not only to their mastery of English. The ways in which they will interpret, understand and interact with peers, teachers and the learning environment will be influenced by their social and cultural experiences outside of school.

Language acquisition needs are assessed using relevant EAL/D progress frameworks and are supported through differentiated instruction without being misidentified as learning disabilities or cognitive deficits, while student cultural identities remain protected under the Anti-Discrimination Policy and Language Policy.

## 7.8. Responsibilities

### 7.8.1. School Leadership Team

- Manage the enrolment process and student transitions in compliance with the Disability Standards for Education 2005 to ensure all relevant information has been shared, school resources reviewed and staff prepared and trained to accommodate any specific student needs on the same basis as their peers.
- Oversee budgeting and planning for staff training and professional development, reviews of policy and procedures, and ensure systems are adequate to support student and staff needs, including training on positive duties, human rights, and the Disability Standards for Education 2005
- Consult with staff, families and external service providers as needed to support them in sourcing appropriate resources, removing barriers and providing adjustments for students. Assist in documenting relevant data and adjustments, and manage communications as needed. Ensure the nature of adjustments provided meets legal and regulatory standards and aligns with the Montessori and IB pedagogical approach.
- Provide and maintain suitable and accessible learning environments and facilities, including conducting accessibility audits, developing Personal Emergency Evacuation Plans (PEEPs), and managing psychosocial hazards in compliance with the Work Health and Safety Act 2020 (WA) while promoting a culture of mutual respect and inclusion where members feel safe and free from discrimination, bias or harassment.
- Direct and oversee the collection of data and evidence to support applications for special funding where applicable, e.g., Nationally Consistent Collection of Data (NCCD), or Association of Independent Schools of Western Australia (AISWA).
- Ensure confidential or sensitive information, including diagnostic and specialist reports, is kept secure under the Privacy Act 1988 (Cth), while ensuring access to relevant staff or stakeholders.
- Oversee adjustments and access arrangements for students during external and internal examinations and assessments, camps, excursions, and co-curricular activities, ensuring participation on an equitable basis.
- Evaluate, oversee, and document any potential claims of unjustifiable hardship, ensuring that full consultation has occurred, alternative options have been explored, and formal determination is made in consultation with the Principal and School Board.

### 7.8.2. Teaching Staff

- Understand individual student's needs and strengths, providing reasonable adjustments and removing barriers to ensure equitable access to learning and full participation across all school activities on the same basis as their peers.
- Celebrate student interests and promote intrinsic motivation for learning.
- Consult with all parties involved, including the student, family, other staff and external service providers. Be familiar with the documented or observed needs of the student and share this information as needed with other staff caring for the child.
- Document data, adjustments, and any evidence of consultation within Documented Plans (IEPs) in alignment with NCCD requirements and the State Records Act 2000 (WA).
- Maintain confidentiality in all written records and verbal communications in line with the Privacy Act 1988 (Cth).
- While removing barriers, maintain and extend learning standards, assuming capability and competence with the right supports. Use access arrangements and adjustments to allow students to reach their full potential.

- Uphold positive expectations of students, incorporating development of the key Montessori values and practices as part of the curriculum offered and expectations for student conduct.
- Practice self-reflection and pursue professional development and training to continuously strengthen knowledge and skills relating to areas of student need, including the Disability Standards for Education 2005, positive behaviour support, and psychosocial wellbeing.
- Promote a culture of mutual respect and inclusion in the classroom, working with individuals and the group to maintain a safe and supportive environment free from discrimination, harassment, and bullying.
- Consult with and share relevant information in a timely and confidential manner about student needs, adjustments and access provisions with the student, their family or caregivers, other staff working with the student and leadership as relevant.
- Formally review Documented Plans at least twice a year in collaboration with parents/carers and the student.
- Apply positive behaviour support strategies, recognising that behaviour can be a form of communication, in alignment with the Behaviour Management Policy. Report all concerns and seek support from the Principal where appropriate.
- Ensure confidential diagnostic and specialist reports are stored securely with appropriate staff access controls.
- Generalist staff and Coordinators are to inform and liaise with specialist teachers about any adjustments that need to be implemented and amended.

### 7.8.3. Student/Learner

- Reflect and learn about their own learning strengths and needs and understand that everyone has different learning strengths and needs.
- Respect other students' and staff's needs within the learning environment and contribute to a mutually respectful, safe and supportive environment, free from bullying, discrimination, or harassment, in alignment with the Student Code of Conduct and Anti-Discrimination Policy. Take opportunities in the learning environment and endeavour to set themselves high standards, building confidence, independence, and self-advocacy skills.
- Actively participate, according to their age and developmental capacity, in discussions and consultations regarding their Documented Plans and learning adjustments.
- Raise concerns about their ability to access learning content, facilities or school activities (including camps and excursions) in a respectful and timely way. Communicate barriers to accessing content to someone they trust.
- Develop independence and be caring and responsible to themselves, others and their environment.
- Collaborate and communicate respectfully with staff and other students engaging in restorative practices when resolving conflicts.

### 7.8.4. Parents/Carers

- Communicate openly with the School and provide all relevant information, specialist reports and documents in a timely way to inform education decisions according to the student's best interests, and to allow the School to plan for providing reasonable adjustments.
- Maintain a collaborative and respectful relationship with teaching staff, be responsive in consulting about their child's needs, and actively participate in developing and biannually reviewing Documented Plans (IEPs).

- Raise any issues or concerns regarding their child's participation in the learning program or the provision of adjustments with their child's teacher in the first instance or school Leadership if appropriate. Utilise the Complaints Management Policy and flow charts to identify the appropriate pathway to submit a complaint or concern, noting that external avenues (such as the WA Equal Opportunity Commission or Australian Human Rights Commission) remain available if a matter cannot be resolved internally
- Be aware of School policies, programs, rules, and routines and respect other people's rights to confidentiality.
- Understand the supports and resources available within our school environment.
- Take responsibility to seek external supports or professional guidance as needed and provide access for the student to receive such supports. Provide communication pathways between external professionals and the School as appropriate.
- Understand and support the Montessori pedagogical principles that underlie our approach to the holistic education of the child. Aim to provide a home environment which aligns with the Montessori and IB principles for consistency and the best outcomes for the child.
- Be guided by the Community Code of Conduct in their behaviour and communications toward all members of staff working with their child.

### 7.9. External Service Providers

We recognise that some students who have a disability, learning difficulty, specific learning disability (SLD) or other additional needs, require support from external service providers. On occasions where this support cannot be accessed outside of school hours, parents and caregivers may request that the Principal allow the non-Department service provider (for example, an Occupational Therapist or tutor) to work with their child while they are at school.

The Principal can approve or decline direct services to students at school and is under no obligation to either accept or decline a request. All approved external providers must satisfy mandatory child safety compliance prior to attending campus, including holding a verified Working with Children Check (WWCC) under the Working with Children (Criminal Record Checking) Act 2004 (WA), completing a visitor induction, and adhering to the School's Child Protection and Safety Policy and Volunteer / Community Code of Conduct.

The School encourages collaboration between external experts and teaching staff. Classroom observations, meetings and direct correspondence are all supported to ensure external recommendations effectively inform classroom adjustments and Documented Plans (IEPs).

Certain resources are available through AISWA when additional supports are required. This includes access to a school psychologist for consultation and certain assessments, as well as general supports for inclusion and adjustment planning, and professional training.

## 8. ACCOUNTABILITIES AND RESPONSIBILITIES

In relation to this Policy, the following positions are responsible for:

| ROLE | RESPONSIBILITY |
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| **Policy Owner** | The Policy Owner, the Board, is responsible for overseeing the development, implementation, and review of this Policy to ensure its effectiveness and compliance with relevant legislation and WA Registration Standards. |
| **Principal** | The Principal is responsible for ensuring the Policy is effectively implemented throughout the School. This includes monitoring adherence, supporting staff in understanding and applying the Policy, ensuring staff complete regular training on the Disability Standards for Education 2005, managing serious complaints under the Complaints Management Policy, and formally evaluating any potential claims of unjustifiable hardship in consultation with the Board. |
| **School Leadership Team** | The School Leadership Team supports the Principal in executing the Policy by ensuring adequate resources and training are provided to staff, monitoring the progress of students with diverse needs, conducting physical and learning accessibility reviews, and ensuring third-party providers comply with child safety and WWCC screening before attending campus. |
| **Teachers and Staff** | Teachers and staff are responsible for applying the principles of this Policy in their daily interactions with students. This includes identifying and addressing diverse learning needs, developing and implementing documented plans, conducting biannual plan reviews with families, maintaining records under NCCD and the State Records Act 2000 (WA), and fostering an inclusive classroom free from discrimination, harassment, or bullying. |
| **Parents/Carers** | Parents and carers are responsible for actively participating in their child's education by providing relevant information about their child's needs, collaborating with school staff to develop and review documented plans, and supporting their child's learning and development at home. Parents and carers are encouraged to raise any adjustment concerns early via the Complaints Management Policy. |
| **School Board** | The School Board is responsible for ratifying the Policy and ensuring that it aligns with the School's mission and legal requirements. The Board also oversees the implementation and effectiveness of the Policy through regular reviews and feedback mechanisms, and acts as the final internal authority for evaluating any formal unjustifiable hardship determination. |

## 9. RELATED AND SUPPORTING DOCUMENTS:

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| **Legislation** | • Australian Education Act (2013)<br>• Australian Education Regulations 2023<br>• Australian Human Rights Commission Act 1986 (Cth) (updated from repealed HREOC Act)<br>• Disability Discrimination Act 1992<br>• Disability Standards for Education 2005<br>• Fair Work Act 2009<br>• Racial Discrimination Act 1975<br>• Sex Discrimination Act 1984<br>• Commonwealth Privacy Act 1998<br>• Equal Opportunity Act WA 1984<br>• Work Health and Safety Act 2020 (WA)<br>• Work Health and Safety (General) Regulations 2022 (WA)<br>• School Education Act 1999<br>• School Education Regulations 2000 (WA)<br>• State Records Act 2000 (WA)<br>• Working with Children (Criminal Record Checking) Act 2004 (WA)<br>• Children and Community Services Act 2004 (WA)<br>• Australian Constitution (Section 109)<br>• Melbourne Declaration on Educational Goals for Young Australians (MCEETYA, 2008)<br>• The Shape of the Australian Curriculum Version 4 (ACARA, 2012).<br>• Alice Springs (Mparntwe) Education Declaration – Education Council 2019 |
| **Mandatory Standards and Frameworks** | • Registration Standards for WA Non-Government Schools<br>• National Principles for Child Safe Organisations WA<br>• United Nations Convention on the Rights of Persons with Disabilities (CRPD)<br>• WA Reportable Conduct Scheme<br>• International Baccalaureate Approaches to Teaching and Learning<br>• International Baccalaureate Programme Standards and Practices (PSP) 2014 (CP)<br>• International Baccalaureate Programme Standards and Practices (PSP) 2020 (DP)<br>• Shape of the Australian Curriculum v. 4.0<br>• School Curriculum and Standards Authority website: www.scsa.wa.edu.au<br>• NCCD Guidelines 2026<br>• https://www.nccd.edu.au/ |
| **Policies** | • Anti-Discrimination Policy<br>• Assessment and Reporting Policy<br>• Behaviour Management Policy<br>• Child Protection and Child Safety Policy<br>• Complaint Management Policy<br>• Enrolment Policy<br>• Language Policy |

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| **Procedures** | • Attendance and Lateness Procedures<br>• Child Protection and Safety Procedures<br>• Communication Procedures<br>• Enrolment and Resignation Procedures<br>• Family Law Procedures<br>• Records Management Procedures |
| **Local Protocol** | • Community Code of Conduct<br>• Complaints Management Procedures<br>• Staff Code of Conduct<br>• Student Code of Conduct<br>• Volunteer Code of Conduct |
| **Forms** | Individual Education Plan |