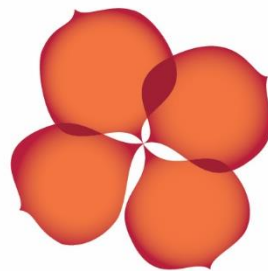


POLICY

Inclusion and Support



NT
CHRISTIAN
SCHOOLS

DOCUMENT INFORMATION

Document Title: Inclusion and Support Policy
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Policy
Feedback



AMENDMENT HISTORY

Version	Date	Changes Made
1.0	05/2026	Drafted by Policy Development Officer to assist in meeting NGS Registration Standards introduced in 2024. Supersedes NTCS Students With a Disability Policy v2.1. Consultation with SLT, Learning Support Leaders and Board Policy Sub-committee. Ratified by Board 23/5/26 item 8.2

1 Preamble

NT Christian Schools is an organisation that exists to advance the Christian religion through the provision of high-quality education and training services and religious instruction. A holistic and relational approach to learning for each individual student, underpinned by a biblical world view provides an education for the whole person, for the whole of life.

We believe that the Christian faith is a life-transforming faith that will be authentically evidenced in a believer's actions. The bible exhorts us to pursue godliness and to model biblical standards of behaviour. Everything we do, our practices, our conduct, our use and stewardship of resources is an act of worship to God and a witness to those around us.

All members of the NT Christian Schools community are to be committed to ensuring a safe and caring environment for students, staff and the whole community in a manner that is consistent with the Christian ethos and beliefs of NT Christian Schools.

Employees are fully supported by NT Christian Schools to meet compliance with these documents.

NT Christian Schools is committed to achieving and maintaining workable solutions for our organisation.

We may make changes to this policy from time to time to improve the effectiveness of organisational operation or to meet legislative requirements. Notification of changes will be communicated to those a policy applies to, and it is their responsibility to read updated policies and relevant related documents as soon as reasonably practical. Any NT Christian Schools stakeholder who wishes to provide feedback about this policy may forward their suggestions to the policy monitor or policy@ntchristianschools.com.au.

2 Purpose

NT Christian Schools, provides a Christian education to our students grounded in the firm belief that every child is created in the image of God, is of inherent value, and has a unique contribution to make to the world.

Because of this belief, NT Christian Schools endeavours to support students to fully explore their unique selves while equipping and empowering them to transition from one stage of life to the next.

This policy outlines our intentions to enable positive learning outcomes for all students by embedding supportive and inclusive approaches and practices within our Education and Care services.

3 Policy applies to

This policy applies to all personnel within NT Christian Schools and covers students requiring learning, social, emotional or physical supports to assist or enable their engagement in the school and education and care services environment.

The policy is available to all parents, carers, students, staff, volunteers and contractors via the NT Christian Schools website and on request in hard copy from the NT Christian Schools Business Services Office as required.

The policy is available to all staff via the NT Christian Schools Canvas *Policy and Advisory Library*.

4 Policy

4.1 Guiding Principles

The objective of NT Christian Schools is to be a Christian community learning together to live a life as God intended, offering hope to the world.

Our education and care services are entrusted by parents with the care of their children, who are unique and precious in the sight of God.

The Lord calls upon us all to protect the vulnerable. To ignore their plight is more than an act of social injustice; it is an act of rebellion to God.

Our teachers and staff are expected to be committed to a formational learning approach, seeking to embrace every student as an individual and provide each one with opportunities to grow in knowledge (head) and understanding (heart) for a life of character and purpose (hands). Our multi-dimensional approach to education enables us to provide students with genuine support and real pathways beginning in early childhood and extending into young adulthood.

All entities of NT Christian Schools are to have a zero-tolerance approach to bullying, harassment and discrimination of students and members of our NT Christian Schools community.

NT Christian Schools is committed to supporting staff professional development that strengthens capability, consistency of practice and the quality of the education and care environments for the improvement of student outcomes.

Disability does not exempt a student from behaviour expectations, but it does require staff to understand how a disability may influence behaviour and provide reasonable adjustments and supportive interventions before applying consequences. NT Christian Schools has a legal duty of care to ensure the safety and wellbeing of all students and staff and is not required to tolerate behaviour that causes harm, even if a student has a disability. A school may discipline a student's behaviour, including suspension or expulsion where the response is based on the behaviour itself and not the disability, and is consistent with how other students' behaviour would be managed in similar circumstances.

4.1.1 Disability Standards for Education 2005

The Disability Standards for Education 2005 clarify the obligations of education and training providers. NT Christian Schools will take all reasonable steps to ensure that students with a disability are provided with the same opportunity to access quality education and training as

the rest of the community. The Disability Standards for Education Amendment Standards 2025 are available in the Policy and Advisory Library.

All staff members are to inform themselves of the Disability Standards for Education Amendment Standards 2025 and subsequent reviews.

4.2 A Culture of Care, Belonging and Growth

NT Christian Schools is committed to nurturing inclusive and supportive communities in our education and care services where every child and young person is known, valued, and respected.

Through reflective practice, collaboration and a strong pastoral care ethos we work to ensure inclusive education and care is embedded in our culture, responsive to individual needs and continually strengthened through improved practice.

Learning environments, teaching strategies and supports are adapted so that all students, including those with disabilities or from diverse backgrounds, can access the same learning and participate meaningfully alongside their similar-aged peers. This is supported through reasonable adjustments and tailored teaching approaches that enable learning, interaction, and growth.

NT Christian Schools holds a deep hope that every student will experience a genuine sense of belonging grounded in their identity as precious children of God, fearfully and wonderfully made¹. Students are supported to grow their gifts, reach their potential and participate confidently in school life, preparing them to flourish beyond school.

Student dignity and self-respect are actively grown and protected. Our education and care service communities are to be welcoming and accessible, where diversity is respected and differences embraced. All students are supported to build healthy relationships with peers, with a focus on restoration when challenges arise. This is strengthened through student development and wellbeing programs that build social and emotional skills and contribute to a positive school environment.

Non-discriminative language and behaviour are to be defined, modeled and reinforced by staff and campus leadership. All staff share responsibility for cultivating a culture of belonging that prioritises strong learning, wellbeing and care outcomes for every child and young person. Together, we seek to build a community where every person feels safe, supported and able to thrive.

This commitment aligns with:

- AITSL Standard 1.1 – Physical, social and intellectual development of students
- AITSL Standard 1.5 – Differentiation to meet learning needs
- AITSL Standard 1.6 – Strategies to support participation of students with disabilities
- AITSL Standard 3.3 – Establish challenging learning goals

¹ Psalm 127:3, Psalm 139:14, Matthew 19:14, Isaiah 44:3

- AITSL Standard 3.3 - Use of teaching strategies responsive to student need
- AITSL Standard 4.1 – Maintain student safety and wellbeing
- AITSL Standard 4.4 Maintaining student safety and wellbeing
- AITSL Standard 7.1 – Meet professional ethics and responsibility
- AITSL Standard 7.4 – Engage with professional communities
- Disability Standards for Education Amendment Standards 2025:
 - Access to education
 - Participation
 - Reasonable adjustment
 - Curriculum development, accreditation and delivery
 - Harassment, victimisation and dignity
- Disability Discrimination Act 1992

4.3 Inclusive Teaching, Learning and Support

NT Christian Schools is committed to providing an inclusive, supportive, and responsive learning environment in which every child and young person is known, valued and empowered to learn. We recognise that students have diverse learning needs, abilities, identities, life experiences and cultural backgrounds. We affirm that education should adapt to the needs of children.

Teachers are expected to implement evidence-based and inclusive teaching practices that address the diverse academic, social, emotional and wellbeing needs of students in their classrooms. This includes adapting learning environments, teaching strategies, curriculum design and assessment practices to ensure all students can access learning meaningfully and with dignity.

Schools will respond to educational need as is reasonably possible and in accordance with policy and statutory requirements regardless of external funding arrangements.

This approach aligns with:

- AITSL Standard 1.1 – Physical, social and intellectual development and characteristics of students.
- AITSL Standard 1.5 – Differentiated teaching to meet the specific learning needs of students across the full range of abilities,
- AITSL Standard 1.6 – Strategies to support full participation of students with disability.

4.4 Personalised and Evidence-Based Support

Teachers and support staff work collaboratively to personalise learning and support, drawing on professional expertise, student voice, assessment data and research-informed practices. Adjustments are made thoughtfully and respectfully to support engagement, learning and

wellbeing, while maintaining high expectations for growth and achievement.

Reasonable adjustments are implemented in consultation with students, families and support professionals in accordance with legislative requirements. These adjustments may include modifications to instruction, assessment, learning environments or support structures, enabling students to participate in education on the same basis as their peers.

This commitment aligns with:

- AITSL Standard 3.1 – Establish challenging learning goals
- AITSL Standard 4/1 – Support student participation
- Disability Standards for Education (2005):
 - Access to education
 - Participation
 - Curriculum development, accreditation and delivery
 - Student support services

4.5 Consistent and Whole-School Inclusive Practice

NT Christian Schools strives to achieve consistent and high-quality inclusive practices across our education and care services. Inclusion is understood to be a shared responsibility, embedded in classroom practice, leadership, wellbeing structures and daily interactions.

We pursue whole-school and system-informed approaches to inclusion and support. Student learning, wellbeing and engagement are monitored using agreed measures including student learning data, wellbeing indicators, and feedback from students and families. This evidence is used to guide decision-making, evaluate impact and drive ongoing improvement in wellbeing and learning outcomes for all students.

Knowledge-sharing across the school and broader system supports consistent practice, identifies strength and highlights where further support or professional learning is needed for staff.

This approach aligns with:

- AITSL Standard 6.2 – Engage in professional learning and improvement practice.
- AITSL Standard 7.4 – Engage with professional teaching networks and broader communities.
- Disability Standards for Education (2005) requirement to ensure education providers take proactive steps to prevent discrimination and review practices regularly.

4.6 Collaboration

A continuous working partnership with students, parents, teachers and support staff is essential for best outcomes for students.

Parents will be provided with clear information about the support that is available for their

child at the school prior to enrolment agreements being entered into and throughout their child's enrolment. Schools will also, as reasonably able, let parents know of external services that may be helpful resources to support them and their children.

NT Christian Schools will enable and engage supports and services students need so they can reach their learning goals, this includes allied health, government agencies, specialist and the community to help meet the needs of individual students.

4.7 Students from cultural minorities

We are committed to enabling all students to achieve equitable education and social outcomes, closing the achievement gap for students in our schools who have a heritage from a culture that is a minority in our schools; this also includes Aboriginal and Torres Strait Islander students. Staff are to learn about, nurture and value the cultural identity of their students to help them become successful learners.

NT Christian Schools rejects all forms of racial discrimination and is committed to eliminating expressions of racism in our learning environments.

4.8 Equal Opportunity

NT Christian Schools recognises its obligation as an education provider to make appropriate changes to reasonably accommodate the needs of a student with a disability, paying particular attention to the following as set out in the Disability Standards:

4.8.1 Enrolment

NT Christian Schools will make any decisions regarding enrolment for a student on the basis that reasonable adjustments can be made where necessary, so that a student with disability is provided with opportunities and choices that are comparable with those available to students without disabilities.

4.8.2 Participation

As a provider of education, NT Christian Schools is required to take all reasonable steps to ensure any course, program or service is designed in such a way that it can be modified to enable a student with a disability to participate. This will require consultation and if necessary, modification of the course, program or service through reasonable adjustment to ensure the student has the same opportunity to develop their skills, knowledge and understanding as students without disability.

4.8.3 Curriculum Development, accreditation and delivery

NT Christian Schools acknowledges its obligation to ensure that measures are taken to ensure that the curriculum, teaching materials, program delivery, learning activities and learning assessments all take account of the intended educational outcomes and the individual capacity and capability of the student.

4.8.4 Student Support Services

All entities of NT Christian Schools are to take responsible steps to ensure that students are

able to use support services provided internally and externally without experiencing discrimination.

Staff are required to support this by:

- Communicating with campus leadership and student welfare teams, and parents/carers if they believe a student may benefit from support services provided by NT Christian Schools or external agencies,
- Providing information requested by or identified as being potentially helpful to support services who are assisting a child.
- Supporting ongoing learning when a student's class time is interrupted by attendance with support services.

4.8.5 Elimination of harassment and victimisation

NT Christian Schools affirms the right of all employees, students and families in the community to feel safe and to learn and work in an environment free from humiliation, intimidation and hurt. There is no place within the NT Christian Schools community for harassment and victimisation.

4.9 Planning reasonable adjustments

Planning reasonable adjustments is essential to ensure all students can access learning, participate fully, and achieve their potential on the same basis as their peers. Thoughtful, proactive planning supports student wellbeing, maintains high expectations, and enables inclusive, effective teaching and learning for all learners.

When planning a reasonable adjustment an education provider should consider:

- the student's abilities and learning needs and how these affect their participation in their education, including camps and excursions
- what adjustments worked well in the past and what adjustments they might need
- if the adjustment will achieve its aim of ensuring the student can participate in their education
- if the adjustment is reasonable
- if there are any other supports or adjustments that are more suitable for the student's needs.

An education provider may also get expert opinions from allied health professionals, for example, if necessary.

As the student's needs change over time, consultations should take place regularly.

The principal makes the final decision on adjustments to meet the student's learning needs.

Education providers do not need to make a change that is not a reasonable adjustment or would cause 'unjustifiable hardship'.

4.9.1 When an adjustment is reasonable

An adjustment is considered reasonable if it achieves its aim of making sure a student with a disability can take part in their education on the same basis as students without a disability, and if it balances the interests of everyone affected. This includes the education provider, staff and other students.

To determine what is reasonable, the education provider should consider:

- the student's disability
- what effect the adjustment will have on the students' participation, learning outcomes and independence
- how the adjustment will affect other students and staff
- the costs and benefits of making the adjustment.

4.9.2 Adjustments and unjustifiable hardship

An education provider is not acting unlawfully if it cannot make an adjustment if making that adjustment would result in unjustifiable hardship.

Examples of unjustifiable hardships might include if there is:

- a very high cost of providing an adjustment
- risk to the safety of others if the adjustment is provided.

If an education provider claims unjustifiable hardship, they need to prove that the adjustment would cause them unjustifiable hardship. An explanation of why must also be given to the parents / guardians and student as early as possible.

Schools are required to consider all resources available to them when planning for students in their care, including students with disability. A school's requirement to make reasonable adjustments is not dependent on the availability of supplementary resources, such as those provided under the [Program for Students with Disabilities](#).

Education providers should work with the student and their parents, guardians or carers to find an alternative reasonable adjustment to meet the student's needs.

An **Easy English** version of this topic has been written for parents/carers. Read:

[Reasonable adjustments \(accessible\) \(pdf - 561.34kb\)](#)

4.10 Support Plans

At NT Christian Schools support plans are used to assist students to succeed at school and feel confident in their learning and school engagement. These plans identify a student's strengths, interests and individual needs, and outline learning, behaviour and / or engagement strategies to help them achieve their learning goals.

Support plans reflect our commitment to inclusive education and align with Australian education requirements, including the Disability Standards for Education.

Support plans are developed and regularly reviewed in partnership with students, parents/carers, teachers and school leadership. This collaborative approach supports the identification of reasonable adjustments, the setting of clear and achievable learning goals and the monitoring and celebration of progress. Plans must reflect current educational need, not assumptions of performance. Parents/carers are valued as key partners who know their child best and are important stakeholders in their child's educational outcomes.

Each support plan is to include individualised learning goals that set high, achievable expectations while remaining responsive to a student's needs. Goals and strategies are to be reviewed and adjusted over time to celebrate and encourage ongoing progress; with the aim to grow confidence, ability and a love of learning.

Support plans should also assist students to prepare for changes and transitions, such as moving between year levels, changing classes or schools, or preparing for life beyond school. Thoughtful transition planning helps students feel supported and ready for the next stage of their education and life.

All staff are expected to be aware of student's support plans and ensure they implement recommended adjustments and support strategies.

This approach aligns with:

- AITSL Standard 1 – Know students and how they learn,
- AITSL Standard 3 – Plan for and implement effective teaching and learning,
- AITSL Standard 4 – Create and maintain supportive and safe learning environments,
- AITSL Standard 7 – Engage professionally with parents/carers
- Disability Standards for Education (2005):
 - Consultation requirements
 - Curriculum participation
- National Principles for Child Safe Organisations
 - Consultation requirements

4.11 Documentation and Record Keeping and Reporting

Campus leadership, teachers and support staff will follow NT Christian Schools procedures and protocols for establishing and maintaining consistent documentation relevant to student inclusion and support. This includes:

- Support plans,
- Chronicle records of interventions and support interactions,
- Chronicles related to student wellbeing and conduct,
- Compass records of communications and consultation with parents and students in relation to matters addressed in Inclusion and Support Policy

- Adjustments and accommodations in lesson plans
- Assessment
- Student progress and semester reports.

Records relating to inclusion and support need to be stored securely whilst also being accessible to all staff engaged in providing education and support to students, so the right care, adjustment and interventions can be implemented.

The systemic collection of learning, engagement and wellbeing data:

- informs planning,
- assists monitor student progress,
- helps evaluate effectiveness of support and guides practice and professional improvement,
- is essential for meeting compliance and statutory reporting requirements to the department of Education.

All data must be used ethically and purposefully with the privacy and dignity of students and parents/carers respected.

It is the responsibility of Principals to:

- Know and understand statutory requirements (Disability Standards for Education, AITSL Standards, Non-Government School Registration Standards, National Principles for Child Safe Regulations, NT Christian School policy) related to inclusion and support, ensuring their staff are aware of requirements and procedure to meet compliance.
- Ensure staff are meeting the requirements relevant to enable correct NCCD reporting. [What are my roles and responsibilities? - Nationally Consistent Collection of Data](#)
- Ensure staff are provided with appropriate professional development to be able to support their students, meet policy and statutory requirements.

4.12 Nationally Consistent Collection of Data (NCCD)

Principals and teaching staff need to ensure their school maintains clear evidence that adjustments are in accordance with the '[NCCD Guidelines: Effective 2026 Onwards](#)'.

Evidence may include planning documents, curriculum adjustments, intervention records, staff notes and consultation records.

Adjustment levels are determined annually based on:

- The frequency, intensity and duration of support
- The functional impact on learning for the student with a disability.
- Evidence from classroom practice, particularly in curriculum areas such as literacy and numeracy in secondary settings.
- Evidence must meet four specific criteria:

- Evidence of need / disability
- Evidence of monitoring / review,
- Evidence of adjustments,
- Evidence of collaboration and communication.

The school must apply professional judgement and may adjust classification year-to-year as student needs change. NCCD inclusion reflects current educational need, not assumptions of performance.

Adjustments for learning needs – particularly literacy and numeracy for secondary students are to be embedded within curriculum planning and teaching practice, not provided solely through withdrawal or support staff.

Support plans and Education Adjustment Plans (EAPs) should align with NCCD census year to ensure plans are current, reviewed and supported by evidence during the census period.

Written plans that document the adjustments provided to students with disability must be reviewed regularly and updated during the NCCD period to ensure accuracy and compliance. The school must maintain documentation throughout the year to ensure readiness for audit. Records need to demonstrate that adjustments were in place before and during the census period, not retrospectively applied.

The frequency of which adjustments are provided needs to be clearly documented and reviewed and reflects the student's functional needs.

NCCD decisions are informed by teacher professional judgement and supported through internal moderation and leadership oversight to ensure consistency and defensibility.

The Director of Finance will provide support for schools to meet reporting requirements in relation to financial funding and report funding to Principals.

NT Christian School NCCD processes are reviewed annually to strengthen inclusive practice, strengthen student outcomes, improvement documentation quality, and build staff confidence in inclusive practice.

[What are my roles and responsibilities? - Nationally Consistent Collection of Data](#)

4.13 Monitoring and Review

NT Christian Schools is committed to ensuring that organisational policy, procedures and services are regularly reviewed, evaluated to assess the impact of strategies and seeking continuous improvement to meet the needs of students and empower staff to succeed at providing safe, inclusive learning environments that foster positive learning outcomes for students.

4.14 Communication with NT Christian Schools

As a community we recognise that despite our best endeavours, we may not always immediately understand the impact of all our decisions and actions for every student, particularly those with a disability or distinct additional needs. Where any of our actions

cause, or have the potential to cause, particular difficulty for a student with a disability or distinct additional needs, we welcome and strongly encourage honest and open communication between the student, their parent/caregivers and the school or Early Learning Service.

Acknowledging that the greatest success in resolving issues is often when they are addressed as soon as they arise, NT Christian Schools will endeavor to respond to communication promptly. In the event of issues arising further, principles as laid out in the NT Christian Schools Conflict Resolution Policy are to be followed.

4.15 Facilities

NT Christian Schools will incorporate best practice infrastructure when acquiring, designing, renovating and building school facilities to ensure our physical environments can support our students learning and be inclusive.

Management will support teachers to adapt classrooms to meet the needs of their students and make classrooms accessible for those with additional physical needs.

5 Roles and responsibilities

Evidence of Compliance	
Director of School Support	
Support schools through suggesting or providing professional development for teachers and staff.	
Assist NT Christian Schools by undertaking internal audits on policy implementation, data and evidence collection, reporting to statutory bodies.	
Principals	
Ensure NCCD processes are understood and implemented, support staff to collect appropriate evidence, confirm accuracy prior to submission	
Ensure all staff follow NT Christian Schools' procedures and protocols for establishing and maintaining consistent documentation and evidence in relation to support plans and adjustments.	Support Plans Chronicle records of interventions and interactions Compass records of communication and consultations Adjustment and accommodations in unit planning, lesson plans, and assessment Student Progress and Semester Reports
Ensure transparency with students and parents around the school's capacity to meet student need, mindful of obligations	Enrolment Interview notes

Evidence of Compliance	
to make reasonable adjustments for students ² so informed decisions can be made.	Compass records of communication and consultations
Teachers	
Be committed to formational learning approach embracing every student as an individual	
Implement evidence-based and inclusive teaching practices that address the diverse academic, social, emotional and wellbeing needs of students in their classrooms.	Adapted learning environments, curriculum design, assessments, teaching strategies
Work collaboratively with students, parents and other staff to personalise learning and support to students based on professional expertise, student voice, assessment data and research-informed practices.	Support plans Modified practices Modified learning environments Communication & Meeting notes Chronicles
Develop support plans in accordance with policy requirements and regularly review including with students and parents	Support plans Communication & Meeting notes Chronicles
Follow NT Christian Schools' procedures and protocols for establishing and maintaining consistent documentation and evidence in relation to support plans and adjustments.	Support Plans Chronicle records of interventions and interactions Compass records of communication and consultations Adjustment and accommodations in lesson plans, assessment Student Progress and Semester Reports
Support Staff	
Work collaboratively with students, parents and other staff to implement learning and support to students based on professional expertise, student voice, assessment data.	Support plans Modified practices Modified learning environments Communication & Meeting notes Chronicles
Follow NT Christian Schools' procedures and protocols for establishing and maintaining consistent documentation and evidence in relation to support plans and adjustments.	Support Plans Chronicle records of interventions and interactions Compass records of communication and consultations Adjustment and accommodations in lesson plans, assessment Student Progress and Semester Reports

²² Sections [4.8 Equal Opportunity](#) and [4.9 Planning Reasonable Adjustments](#)

Evidence of Compliance	
Director of Finance	
Support schools to adapt classrooms and school environment to meet the needs of students so they are accessible to those with physical needs.	
Facilities Manager	
Support schools to adapt classrooms and school environment to meet the needs of students so they are accessible to those with physical needs.	
Students and Parents	
Commit to a continuous working partnership between student, parents, teachers and support staff for the best outcomes	Support plans Communication & Meeting notes Chronicles

6 Definitions and acronyms

Definitions of terms related to this policy are to be taken from the Disability Standards for Education 2005. In the event of any ambiguity regarding the definition of terms, definitions listed in the Standards prevail.

The following terms used throughout this policy are defined as follows:

Term	Definition
Disability ³	<p>in relation to a person, means:</p> <ul style="list-style-type: none"> • total or partial loss of the person's bodily or mental functions; or • total or partial loss of a part of the body; or • the presence in the body of organisms causing disease or illness; or • the presence in the body of organisms capable of causing disease or illness; or • the malfunction, malformation or disfigurement of a part of the person's body; or • a disorder or malfunction that results in the person learning differently from a person without the disorder or malfunction; or

³ Disability Standards for Education 2005

	<ul style="list-style-type: none"> • a disorder, illness or disease that affects a person’s thought processes, perception of reality, emotions or judgment or that results in disturbed behaviour; • and includes a disability that: <ul style="list-style-type: none"> • presently exists; or • previously existed but no longer exists; or • may exist in the future; or • is imputed to a person <p>A student may also have a disability for a period of time such as a broken limb, concussion or illness impacting their ability to engage in the curriculum and school activities. This requires special provisions for the duration of the incapacity.</p>
Inclusive	Aiming to provide equal access to opportunities and resources for people who might otherwise be excluded or marginalised, such as those having physical or intellectual disability or belonging to other minority groups.
NCCD	Nationally Consistent Collection of Data on School Students with Disability What are my roles and responsibilities? - Nationally Consistent Collection of Data
Support Plans	<p>NT Christian Schools utilises a variety of support plans to document the identified needs of students and relevant goals and adjustments. These plans are developed in collaboration with students, parents, and staff to identify and plan appropriate supports, adjustments, and/or interventions to assist the student to access the curriculum, school activities, and interactions with their peers. The developmental age of the child is taken into consideration when selecting the type and form of a support plan in line with their identified needs. Various titles for support plans include:</p> <ul style="list-style-type: none"> • Educational Adjustment Plan (EAP) • Education Support Plan • Behaviour Support Plan • Wellbeing Support Plan

7 Related legislation and policy

7.1 NT Christian School policies and procedures

- [Bullying, Harassment and Discrimination Policy](#)
- [Child Protection Policy](#)
- Enrolment and Attendance Policy
- [Privacy Protections Policy](#)
- [Behaviour and Culture Management Policy](#)
- Campus Behaviour and Culture Management Frameworks
- [Record Management Policy](#)

- Teaching and Learning Handbook
- Supporting Aboriginal and Torres Strait Islander students Guidelines Framework
- Supporting EALD Students Guidelines
- Supporting High Potential and Gifted Students Guidelines
- Supporting Students from Cultural Minority Guidelines
- Supporting Students with Disability Guidelines
- Supporting Students with Medical Needs Guidelines
- Supporting Students who are Gender Questioning or Gender Non-conforming Framework

7.2 Legislation

- Education Act (2015) NT
- [Anti-Discrimination Act 1992](#)
- Disability Discrimination Act 1992 (Cth)

7.3 Other relevant resources

- [Disability Standards for Education Amendment Standards 2025](#)
- AITSL Standards – Supporting Students with Disability
- [Leadership matrix for senior and middle leaders: Effectively implementing the Disability Standards for Education 2005,](#)
- [Adjustments for students with disabilities | NT.GOV.AU](#)
- [Department of Employment, Education and Training](#)
- Australian Professional Standards for Principals
- National Principles for Child Safe Organisations
- The United Nations Convention of the Rights of Persons with Disabilities (UN Convention)
- Northern Territory Department of Education Non-Government Schools Registration Standards.