

# Unified Schools Framework

## Secondary Schools

	Health and Physical Education and Sport	School Culture	Family and Community Partnerships
Objective	<i>Provide meaningful experiences where all students feel safe, challenged, included, and can participate together</i>	<i>Students, teachers, and staff commit to inclusive practices and high expectations for all students within their school</i>	<i>Create family and community partnerships that promote safe, nurturing, and inclusive environments for all students to be actively and meaningfully involved in school community activities.</i>
what this could look like	All students are timetabled in mainstream physical education classes and are active participants in the activities planned for their class peers.  View this video to see the benefits it can provide for students: <a href="https://www.generationunified.org/videos/inclusion-weeklyunified-physical-education/">https://www.generationunified.org/videos/inclusion-weeklyunified-physical-education/</a>	Build inclusion into the school’s vision, mission, and values statements and ensure all staff and students understand and recognise the role they play in living and reflecting these values to the wider school community.	Establish relationships with Special Olympics Clubs or other disability sport organisations to promote students’ participation in sport at school and within the community outside of school hours.
	Ensure all students are accessing and being assessed against age-equivalent curriculum content, outcomes and standards for HPE.	Value movement in all its forms and for all students, ensuring all students have access to regular physical activity opportunities during school time.	Access local networks of disability sports staff/coaches to support the implementation of the school’s inclusive sport program. This could include the loaning of modified or adaptive equipment, access to coaches and delivery of professional learning sessions to upskill school staff in inclusive sporting practices.
	Ensure physical education learning environments and playground spaces are accessible for all students by using ramps and a mix of hard and soft play surfaces.	Any messaging or imagery around the school, or about the school, reflects the diversity of students at the school and represents inclusive practices. For example, school website, news articles, social media feeds, enrolment posters or brochures.	Acknowledge and promote sporting events for people with disability and recognise the successes and achievements of Australian sports people with disability such as Paralympic and Special Olympics athletes.
	Provide all students with opportunities to participate in a range of modified and adaptive sports as part of the school sport program.	Students of all abilities are given opportunities to be leaders in the school. All staff encourage diversity in who represents the school in different leadership roles, for example on Student Leadership Councils, house captains at sport carnivals and representatives in sporting teams.	Advocate within your School Sport Association at the district or regional level to create a Unified Sports inter-school competition or gala day that enables all students to represent their school through sport.

<b>what this could look like</b>	<p>Utilise support and resources through Special Olympics Australia’s Unified Schools program when planning physical education programs and school sport options: <a href="https://schools.specialolympics.com.au/programs/">https://schools.specialolympics.com.au/programs/</a></p>	<p>Ensure school policies and procedures reflect inclusive practices and expect all staff to ensure timetabling, class placements and structural processes reflect truly inclusive practices.</p>	<p>Work with students and their families to access sporting pathways to representative opportunities in a range of sports competitions for people with disability.</p>
	<p>Ensure access to adaptive and modified equipment is available for use in physical education classes, sports sessions and during lunch breaks.</p>	<p>Promote and celebrate community or global events that promote inclusion within the school. Embed the key messages around these inclusion events into your HPE programs.</p> <p>For example:</p> <ul style="list-style-type: none"> <li>• World Inclusion Day</li> <li>• International Day of People With A Disability</li> <li>• International Day of Friendship</li> <li>• Special Olympics events</li> <li>• Paralympics</li> </ul>	<p>Explore accessibility of community sport and physical activity spaces within the local council area and advocate for upgrades and improvements if space or resources are limited, unsuitable or inaccessible.</p>
	<p>Engage with other inclusive Sport programs through Sporting Schools: <a href="https://www.sportaus.gov.au/schools/schools/sports/special-olympics-australia">https:// www.sportaus.gov.au/schools/schools/sports/special-olympics-australia</a></p>	<p>Promote and encourage social interaction between all students by providing formal and/or informal opportunities for e.g., through peer support or mentoring programs, lunch time clubs or home class or pastoral care groups.</p>	<p>Actively seek the input of students and community members with disabilities when designing inclusive sport competitions, HPE learning programs and other school events promoting inclusion.</p>

<b>what this could look like</b>	<p>Include adaptive, modified and/or paralympic-style events within sporting carnivals, representative sports competitions and gala days in which all students can participate.</p>	<p>Share the school’s mission, vision and expectations around inclusive practices and high expectations for all students through school social media channels, the school website and school newsletter.</p>	<p>Use the stories of people with disability that have experienced success in the sporting arena to teach students about the challenges faced, impact of discrimination and the important role sports participation has played in their wellbeing and self-confidence.</p>
	<p>Ensure Health education programs include:</p> <ul style="list-style-type: none"> <li>• diversity and the benefits for all members of a community when everyone is valued and included.</li> <li>• challenge false assumptions about what people with disability can achieve.</li> <li>• Resources that include greater representation of students of all abilities and diversity.</li> </ul>	<p>Be intentional about including social inclusion as a school goal within School Improvement Plans and expect all school community members to maintain high expectations for all students in their learning and participation at school.</p>	<p>Include professional development to enhance skills and understanding of how to deliver inclusive sport programs in all staff members professional development plans.</p> <p>Courses could include those available through the Special Olympics Inclusive Sport Academy at <a href="https://specialolympics.com.au/inclusive-sport-academy">https://specialolympics.com.au/inclusive-sport-academy</a></p>
	<p>Change the structure and rules of games used in physical education lessons to suit student skill levels and needs, allowing all students to participate, learn new skills and understandings and address curriculum standards.</p> <p>You can use the UDL Framework (<a href="https://udlguidelines.cast.org/">https://udlguidelines.cast.org/</a>) or TREE model to help adapt and modify activities to be more inclusive: <a href="https://www.sportaus.gov.au/sports_ability/using_tree">https://www.sportaus.gov.au/sports_ability/using_tree</a></p>	<p>Acknowledge and recognise students who reflect the school’s values of inclusion and display respect, empathy, compassion through specific school awards.</p>	<p>Work with the local council to create a supportive built environment around schools to facilitate safe active travel for all students, e.g., widened footpaths, accessible bus stops and train stations.</p>