

Inclusion Action Plan

School Guide



Purpose of this Guide

This guide is for schools participating in the Sport4All program. It explains:

- ✓ what the Sport4All program is
- ✓ why inclusion planning comes before action and sports participation
- ✓ what an Inclusion Action Plan is
- ✓ how to create one step by step
- ✓ what to consider to make it practical, achievable, and sustainable



This guide is designed to help schools slow down just enough to get inclusion right before jumping straight to activity.

What is the Sport4All Program?

Before starting your Action Plan, it is important to understand what the Sport4All program is designed to do.

Sport4All is not a sporting competition or participation program.

It is a structured program that supports schools to:

- ✓ build the right foundations for inclusion in PE and sport
- ✓ remove barriers that prevent students with disability from participating
- ✓ create welcoming, inclusive environments that last
- ✓ embed inclusion into everyday school culture

Sport participation is one outcome, but it is not the starting point.

Before Developing Your Action Plan

Before jumping into an action plan, it's important that schools, move through a series of foundational stages. These ensure the plan is informed, realistic, and tailored to actual needs, not assumptions.

We recommend the following stages are completed and reviewed before progressing:



1. Initial engagement and commitment

Confirm your school's willingness to participate and engage. This includes identifying key contacts and ensuring there is shared understanding of why inclusion is important.



2. Inclusion Check-In (Baseline Assessment)

Complete an Inclusion Check-In to understand the current state of inclusion across areas such as leadership, environment, communication, and participation.

This provides a baseline and highlights strengths and gaps.



3. Review and Reflection on Findings

Take time to review the Check-In results with relevant stakeholders. This step is critical to:

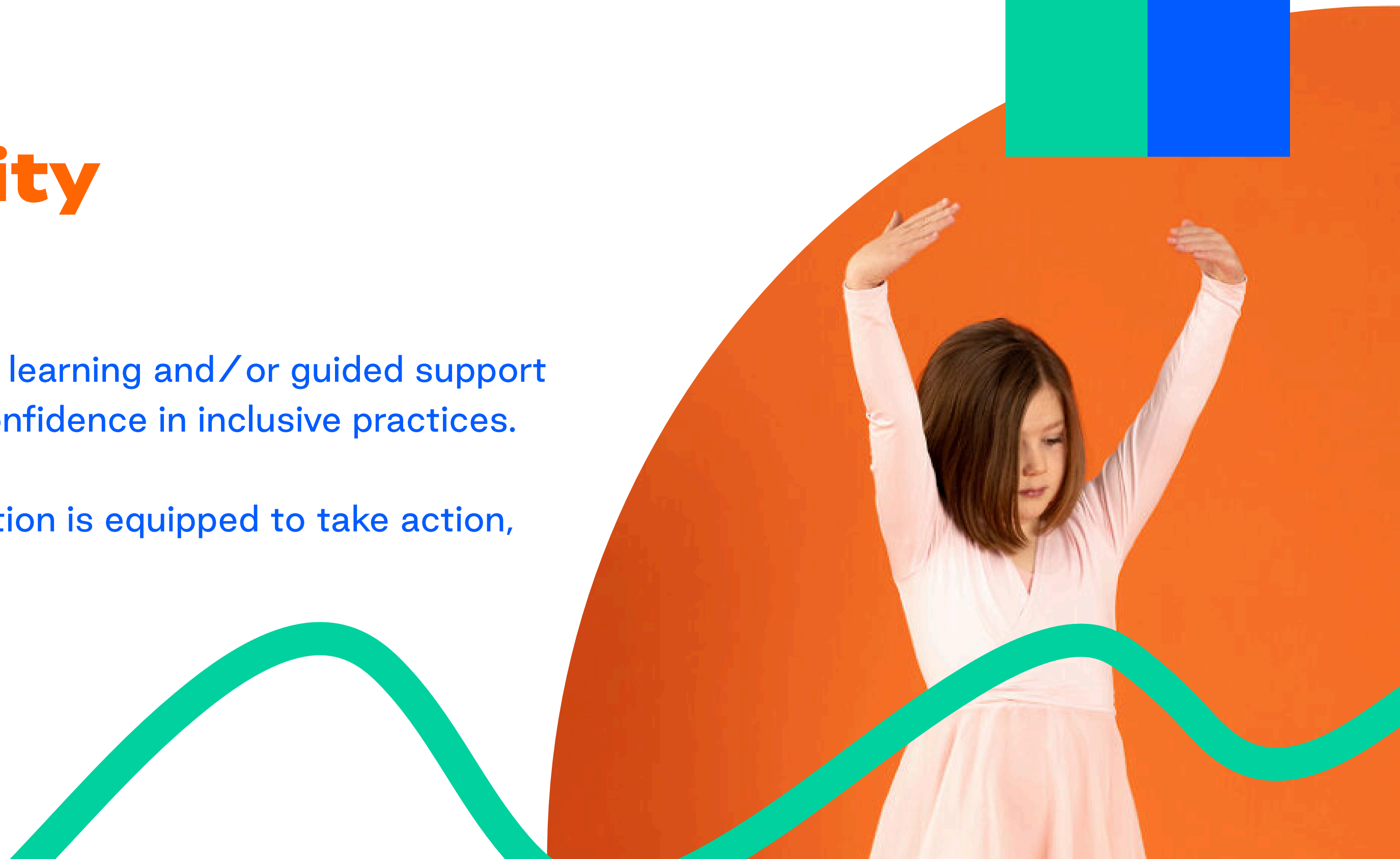
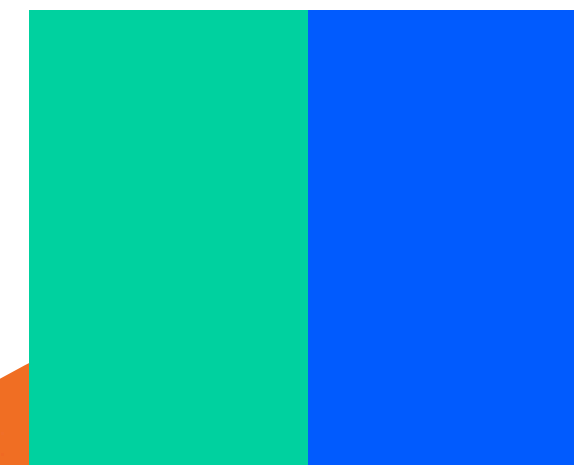
- ✓ Validate findings
- ✓ Build shared understanding
- ✓ Identify priority areas for improvement



4. Capability Building

Undertake targeted online learning and/or guided support to build knowledge and confidence in inclusive practices.

This ensures the organisation is equipped to take action, not just identify issues.



5. Early Actions / Quick Wins

Where appropriate, implement small, immediate changes identified during earlier stages.

This helps build momentum and demonstrates early progress.



Moving to the Action Plan

Once these stages are complete, the school is in a strong position to develop an **Inclusion Action Plan** that is:

- ✓ Evidence-based (grounded in the Check-In)
- ✓ Prioritised (focused on what matters most)
- ✓ Achievable (aligned to capability and resources)
- ✓ Owned (supported by stakeholders)



What is an Inclusion Action Plan?

An Inclusion Action Plan is a short, practical plan that sets out:

- ✓ what your school wants to improve for people with a disability
- ✓ what actions you will take
- ✓ who is responsible
- ✓ when those actions will happen



**It focuses on doing,
not just intentions.**

A good plan:

is realistic for your
schools context

focuses on
progress,
not perfection

responds directly
to your Inclusion
Check-In results

can be reviewed
and updated
over time



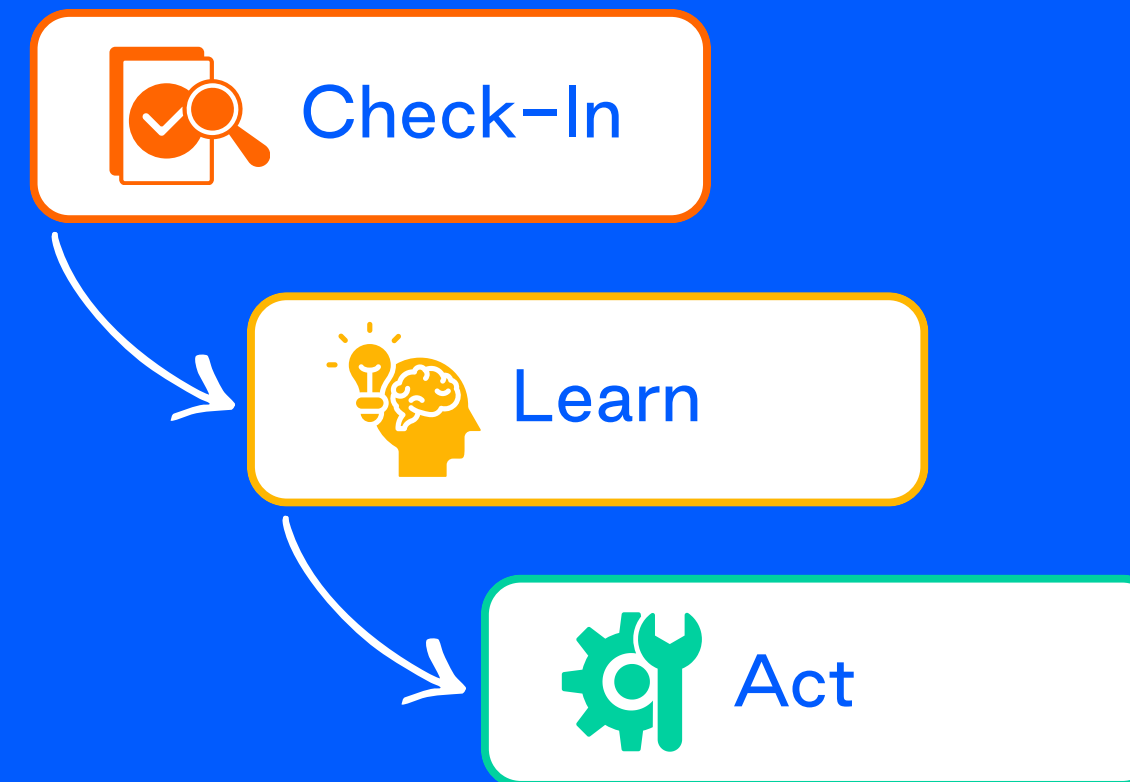
How the Action Plan Connects to Sport4All

The Inclusion Action Plan is not the starting point of your Sport4All journey.

It is a follow-on from two key components:

- 1 Your Inclusion Check-In Report**
- 2 The Sport4All Online Learning Modules**

Together, these three elements form a simple pathway:



1. Inclusion Check-In Reports - Identifying Priorities

Your Inclusion Check-In Report provides a snapshot of how your school is currently tracking across the four elements of inclusion:

- ✓ Inclusive Environment
- ✓ Interpersonal Relationships
- ✓ Community Participation
- ✓ Culture



These four elements sit within the broader nine-module Sport4All framework that underpins all Sport4All Schools learning and delivery

The Wheel of Inclusion in the report shows where there are “dents”, areas needing attention

The report:

- ✓ highlights strengths and gaps
- ✓ explains why each element matters
- ✓ provides high-performance examples
- ✓ supports reflection before action

The scores, reflections, and examples in your report are designed to directly inform your Action Plan priorities. Areas marked as detracting or emerging are often the best place to start.

Your Action Plan should respond to what the Check-In has already told you.



2. Online Learning Modules - Building Knowledge and Confidence

The Sport4All modules equip your staff with the knowledge, language, and practical tools needed to take action.

The modules:

- ✓ explain what inclusive practice looks like
- ✓ provide real-world examples
- ✓ offer practical tools, checklists, and ideas

Each module links clearly to the same four elements and values used in your Action Plan.

This means:

learning can be translated directly into actions

actions are grounded in shared understanding

3. The Action Plan – Turning Learning into Action

Your Inclusion Action Plan is where you:

- ✓ apply insights from your Check-In Report
- ✓ use learning from the modules to design actions
- ✓ commit to practical, time-bound change

Think of the Action Plan
as the bridge between
understanding inclusion
and doing inclusion.



Inclusion Comes Before Participation

Many schools naturally want to move straight to playing sport.



Sport4All asks clubs to pause and ask:

- ✓ Is our environment welcoming?
- ✓ Are our systems accessible?
- ✓ Do people with disability feel valued, heard, and safe?



By starting with reflection, learning, and planning, schools are better prepared to offer participation opportunities that are meaningful and sustainable.

The Inclusion Action Plan ensures inclusion is built into the school, not added on later.

How the Check-In, Modules and Action Plan Align

The Sport4All program is intentionally designed so that the language, structure, and focus areas stay consistent across:



the Inclusion
Check-In
Report



the Online
Learning
Modules



the Inclusion
Action Plan

This makes it easier for schools to move from reflection to learning to action.



The Shared Framework

All three use the same four elements (pillars):

- 1 **Inclusive Environment**
- 2 **Interpersonal Relationships**
- 3 **Community Participation**
- 4 **Culture**



Within each pillar,
the same focus areas appear in:

- ✓ the Check-In questions and results
- ✓ the Wheel of Inclusion
- ✓ the module topics and tools
- ✓ the Action Plan values and actions



In simple terms, it's all the same approach, you're just going deeper and turning it into action.

Turning What You Know into Action

One Framework. Not Three Different Things.

A key strength of this program is that everything connects.

The Check-In, the modules, and the Action Plan are not separate steps, they are all part of the same approach.

This means you don't need to figure out something new when writing your Action Plan.



You simply build on what you already know and turn it into action.

1 Inclusive Environment

What you saw (Check-In):

group dynamics, PE participation, accessibility of spaces

What you learned (Modules):

Disability, Accessibility and Inclusion, Communication and Language

What you learned (Action Plan):

adjust PE activities so all students can take part, use different equipment where needed, improve physical and social accessibility





2 Interpersonal Relationships

What you saw:

communication between staff and students, student involvement , whether students feel heard

What you learned:

Communication and Language , Making a Student with Disability Feel Welcome, Inclusive Mindset

What you can do:

build staff confidence in inclusive teaching, create ways for students to share their views, support student leadership opportunities



3 Community Participation

What you saw:

how the school connects with the community, visibility of role models, links to sport outside school

What you learned:

Sharing Your Inclusive Energy with Your Community

What you can do:

connect students with community sport, bring in role models, build partnerships that support inclusion



4 Culture

What you saw:

attitudes and behaviours,
fairness and respect, how
inclusion is supported
day-to-day

What you learned:

Inclusive Mindset,
Understanding the
Importance of Culture,
Practical Steps to Building
Inclusive Culture

What you can do:

model inclusive behaviour
as leaders, review how
things are done across the
school, reinforce inclusive
behaviours every day



Keep It Simple

When writing each action:

- 1 Start with what you saw**
- 2 Think about what you learned**
- 3 Choose one practical step**

You are not starting from scratch.

You are building on what you already know.



How to Use This in Real Life

When writing each action, keep it simple:

- ✓ Start with what you saw
 - What did the Check-In tell you?
- ✓ Think about what you learned
 - What ideas or tools stood out from the modules?
- ✓ Turn it into one clear action
 - What is one practical step you can take



Example:

Check-In insight:

- Students with disability feel they do not have a voice

Module learning:

- Listening and inclusive communication

Action Plan entry:

- Establish a structured student feedback mechanism for PE and sport by Term 2.



The Key Idea

You are not starting from scratch.

You are building on what you've already learned and turning it into practical steps.

What the Sport4All Action Plan Covers

Step-by-Step: How to Build Your Action Plan

Step 0:

Bring Your Check-In and Modules Together

Before writing actions, ensure you have:

- ✓ your Inclusion Check-In Report
- ✓ access to the Sport4All online learning modules

These two resources should sit beside you as you build your Action Plan.



Step 1:

Reflect on Your School Using the Check-In

Use your Inclusion Check-In Report to guide reflection.

Ask:

- ✓ Which elements were identified as areas to work on?
- ✓ Where were the biggest dents in the Wheel of Inclusion?
- ✓ Which high-performance examples feel achievable for our context?
- ✓ What feedback stood out?





This reflection helps ensure your Action Plan responds to real needs, not assumptions.

Before writing actions, ask:

- ✓ Who currently participates fully in PE and sport?
- ✓ Who might be missing or participating only as spectators?
- ✓ What feedback have we heard from students or families?

Step 2:

Use the Online Modules to Shape Actions

Once priorities are clear, use the online modules to design your actions.

For each action, consider:

- ✓ What did the module teach us?
- ✓ Which tool, checklist or strategy can we apply?
- ✓ What is one realistic step we can take this term?



Good actions are:

- ✓ specific (clear about what will happen)
- ✓ achievable (within your school's resources)
- ✓ relevant (linked to real barriers or opportunities)

Example:

Instead of:

"Improve inclusion in PE"

Try:

"Review and adapt one PE unit using the TREE method by the end of Term 1."



For each value, decide on at least one action.

Good actions are:

- ✓ specific (clear about what will happen)
- ✓ achievable (within your school's resources)
- ✓ relevant (linked to real barriers or opportunities)

Example:

Instead of:

"Improve accessibility"

Try:

"Audit the main entry and changerooms using the Sport4All accessibility checklist by June."



Step 3:

Assign Responsibility

Every action must have one named role or person responsible.

For example:

- ✓ Principal
- ✓ Assistant Principal
- ✓ PE Leader
- ✓ Inclusion Coordinator
- ✓ Wellbeing Lead

A photograph of a school sports field at dusk. In the foreground, a student wearing a blue shirt and a grey helmet is riding a silver bicycle on a blue running track. Another student in a blue shirt and a green helmet is standing nearby. In the background, two adults, likely staff, are watching. The field is surrounded by trees and a concrete wall.

Tip:
responsibility does not mean doing everything alone, it means coordinating the action.

Step 4: Set Timeframes

Timeframes should be:

- ✓ realistic
- ✓ clear (Term-based is appropriate for schools)
- ✓ staged if needed

Example:

- ✓ Short-term: This term
- ✓ Medium-term: Within two terms
- ✓ Longer-term: Within 12 months



Step 5: Review and Update

Your Action Plan is a living document.

You should:

- ✓ review it at leadership meetings
- ✓ review it at leadership meetings
- ✓ integrate it into curriculum review
- ✓ celebrate progress



**Sport4All recognises
progress, not
perfection.**

Things to Consider When Creating Your Plan

Think Beyond PE

Inclusion in sport reflects:

- ✓ school culture
- ✓ leadership behaviours
- ✓ curriculum design
- ✓ communication systems
- ✓ enrolment and transition processes
- ✓ first nations and CALD students



Link Back to Evidence

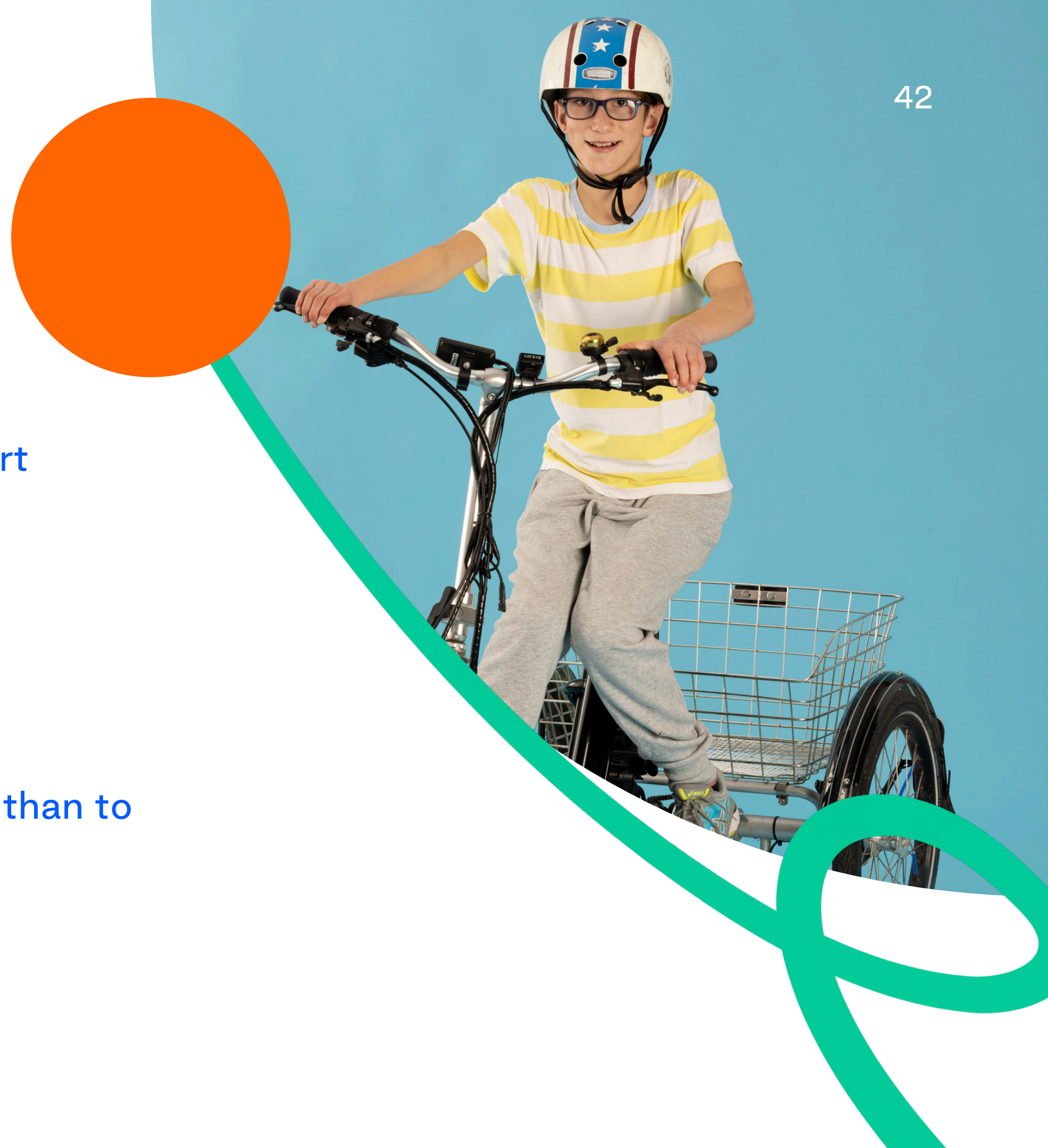
Strong Action Plans:

- ✓ reference insights from the Check-In Report
- ✓ reflect learning from specific modules

This keeps actions focused and meaningful.

Start Small

It is better to complete three meaningful actions than to list fifteen that do not happen.



Be Honest

This is not an assessment or audit.
It is a tool to help your school improve.

Think About Different Experiences

Consider inclusion across:

- ✓ disability
- ✓ age
- ✓ gender
- ✓ communication needs
- ✓ culture

While Sport4All focuses primarily on disability inclusion,
inclusive practice benefits many student



Focus on Systems, Not Individuals

Strong plans improve:

- ✓ policies
- ✓ processes
- ✓ environments
- ✓ leadership behaviours

So, inclusion does not rely on one enthusiastic teacher.



How Inclusion Coaches Support You

(If you have one in your Local Government Area)

Your Inclusion Coach can:

- ✓ help you identify priorities
- ✓ suggest practical actions
- ✓ connect you to Sport4All resources
- ✓ support review and refinement of your plan



**They work with your school,
not over the top of it.**

What Success Looks Like

A successful Inclusion Action Plan means:

- ✓ students with disability feel heard
- ✓ teachers feel more confident
- ✓ participation options are flexible
- ✓ leadership models inclusive behaviours
- ✓ culture shifts over time

Inclusion becomes part of “the way we do things.”



Final Reminder

An Inclusion Action Plan is not about getting everything right immediately.

It is about:

- ✓ committing to improvement
- ✓ taking practical steps
- ✓ building a more inclusive club over time



Your Sport4All journey starts with learning and becomes real through action.

Need Further Assistance?



**Speak with your
Local Inclusion Coach**

Inclusion coaches are only available in a proportion of Local Government Areas and have a capped level of face-to-face support