



INCLUSIVE EDUCATION POLICY

Rationale:

The Melbourne Declaration on Educational Goals for Young Australians declares that 'all Australian governments and all school sectors must provide all students with access to high-quality schooling that is free from discrimination based on gender, language, sexual orientation, pregnancy, culture, ethnicity, religion, health or disability, socioeconomic background or geographic location' (p.7, 2008).

Gold Creek School is committed to this, through the development of all students as lifelong learners, and the demonstration of all attributes of the International Baccalaureate Learner Profile. Our inclusive practices nurture the intellectual, physical and emotional growth of each student to support them in reaching their potential.

Aims:

The policy is designed to cater for students with diverse needs to enable them to equitably and meaningfully access curriculum. As well as complying with the Commonwealth Disability Discrimination Act, 1992, the Disability Standards for Education Act, 2005, and the Gifted and Talented Student Policy, 2014, this policy aligns with the IB Standards and Practices and Mission Statement.

We support a diverse range of students in embracing and demonstrating mutual respect of others and to promote inclusiveness, acceptance and understanding. We encourage all students to become compassionate and active lifelong learners who value others' perspectives and differences.

Implementation:

- We recognise that students come from a variety of cultures, backgrounds, and differing sexual orientations. We provide a range of supports for academic, physical, socio-emotional, or other needs to maximise student outcomes.
- In order to ascertain student needs, the school implements a Response to Intervention (RTI) model.
- Identification of the needs of a student may occur at any stage through either parental or the RTI processes.
- We implement a team approach whereby we work in conjunction and collaboration with all key stakeholders to meet the diverse needs of individual students.
- Should a student be identified as having cognitive, social and emotional, physical, or sensory requirements that impacts on accessing the curriculum at the same level as their peers, then appropriate supports are provided in consultation with key stakeholders on an individualised basis.
- Possible supports can include:
 - Differentiated teaching practice within the classroom
 - Creation of an Individual Learning Plan (where applicable).
 - External Agency Support, including the School Psychologist
 - Additional in-class / intervention support
 - Withdrawal for small group or individual tutorials
 - Adaptation of the physical environment
 - Positive Response /Student Support Plan
 - Acceleration or enrichment
 - Modified assessment and reporting, based on individuals' needs.
 - Other adjustments as required.

Angela Spence
Principal

Michael Rush
Board Chair

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Related Documents: