



Inclusion Statement

Philosophy

Gold Creek School embraces the diversity of our student population and recognises, accepts and values differences, including personal and cultural identities. The purpose of this document is to articulate our school's philosophy, practices and processes related to providing an education for all students that is grounded in the principles of diversity, equity and inclusion.

Inclusive education is fundamental to our implementation of the International Baccalaureate (IB) Primary Years Programme (PYP) and Middle Years Programme (MYP). It is embedded in our curriculum design, assessment practices, and the development of the IB Learner Profile attributes. We aim to cultivate an environment where all learners feel a sense of belonging, where they are empowered to inquire, reflect, take action, and express their identities safely and authentically.

Our inclusive culture recognises the multiple dimensions of identity—such as language, nationality, religion, race, ability, gender and sexual orientation—and ensures students can engage in learning without fear of prejudice, bias or judgement.

Aims

This policy is designed to ensure that students with diverse needs can equitably and meaningfully access the curriculum. Inclusion is not an event but an ongoing process, aligned with the IB's definition of inclusion: to increase access and engagement in learning for all students by identifying and removing barriers.

Inclusion at Gold Creek School is also underpinned by Australian federal and state legislation, including the *Disability Discrimination Act 1992*, the *Disability Standards for Education 2005*, the *Anti-Discrimination and Human Rights Legislation Amendment (Respect at Work) Act 2022* and the *Sex Discrimination Act 1984*. These frameworks mandate that all students access education on the same basis as their peers, supported by reasonable adjustments and teaching strategies tailored to their individual needs.

Rights and Responsibilities

Gold Creek School leadership is expected to:

- Ensure all students have equitable access to educational programs, resources, opportunities, leadership positions, and support services.
- Embed inclusive practices within curriculum design, assessment, reporting and community engagement.
- Promote Positive Behaviour for Learning (PBL) expectations consistently across all areas of school life.
- Provide professional learning so teachers can design inclusive, inquiry-based learning experiences that support learner variability.
- Uphold zero tolerance for discrimination, bullying, harassment or exclusion of any kind.
- Ensure school facilities, uniforms and policies are inclusive, accessible and flexible.
- Provide time and structures for collaboration between teachers, specialists and families to support inclusion.
- Ensure compliance with ACT child protection, wellbeing and mandatory reporting obligations.
- Create safe spaces where students can explore their identities and express themselves without bias or stereotypes.
- Ensure all assessment is fair, transparent and consistent with IB principles of assessment for learning.

Teachers are expected to:

- Create safe, inclusive classrooms where all students feel they belong and where student voice is authentically valued.

- Actively remove barriers to learning and provide appropriate differentiation so every student can pursue challenging personal goals.
- Design inquiry-based units that allow for choice, voice and agency, reflecting students’ diverse interests, talents and cultural identities.
- Implement collaborative learning structures where students with varied abilities, perspectives and experiences learn together.
- Support students to develop the IB Learner Profile attributes and Approaches to Learning (ATL) skills in inclusive contexts.
- Use restorative practices and Positive Behaviour for Learning (PBL) to reteach and reinforce positive behaviours
- Ensure transitions between school stages (Preschool–Year 10) are supported through personalised pathways and collaboration with families.
- Use students’ preferred names and pronouns, affirming their identities.
- Teach students to critically examine bias, stereotypes and inequity.

Parents are expected to:

- Partner with the school to support their child’s academic, social and emotional development, contributing to a strong home–school relationship.
- Promote the values of diversity, inclusion and respect at home, reinforcing PBL expectations and the IB Learner Profile.
- Communicate proactively and respectfully with teachers to ensure shared understanding of student needs and strengths.
- Participate in school initiatives, workshops, and community events that promote inclusion and intercultural understanding.
- Advocate for their child’s needs in collaboration with the school while supporting the collective wellbeing of the school community.

Students are expected to:

- Live the IB Learner Profile attributes by demonstrating open-mindedness, caring, principled and balanced approaches in their relationships and learning.
- Engage with Positive Behaviour for Learning (PBL) expectations to build a respectful, safe and inclusive community.
- Think critically, creatively and collaboratively to solve problems, contribute ideas and take action in meaningful ways.
- Celebrate their own and others’ successes and identities, fostering a culture of respect and intercultural understanding.
- Collaborate effectively in group tasks, valuing multiple perspectives.
- Pursue opportunities to inquire into and reflect on their personal and cultural identities.
- Speak up and report any behaviour that undermines inclusion or equity.

Daniel Breen
Principal

Laura Sharp
Board Chair

School Board Issue Date: 2025	Review Date: at Board discretion
Related Documents:	
Reference List:	
Standard - Culture through policy implementation (from Principals into Practice)	
Culture 1.2 & 1.3, Culture 2.1,2,3	

Actions taken and further related procedures