

Carnarvon Christian School

Student Equity, Diversity &

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Inclusion Policy

[Document subtitle]

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Carnarvon Christian School Student Equity, Diversity & Inclusion Policy - refer to Principle 4 'Equity is upheld and diverse needs respected in policy and practice.'

Carnarvon Christian School is committed to providing a high quality, supportive and inclusive learning environment that empowers the diverse range of students in our community.

Introduction

We recognise that every person is created in the image and likeness of God, and is in some respect like all others, like some others and like no other one. We are challenged by our faith to reach out to all our brothers and sisters in love, acknowledging their diversity, immediate needs and specific situations.

Student diversity develops through a range of physical, intellectual, social and emotional factors affecting the child and their family including:

- differences in learning ability and learning styles
- physical disability and medical illness
- learning difficulties and disabilities
- students of higher ability
- previous schooling experiences
- religious, cultural and language differences
- financial disadvantage
- psychological disorders and mental illness
- physical, emotional and sexual abuse
- dysfunctional home environment.

CCS has a responsibility to recognise and respect the rights and needs of every child. This is achieved by providing equitable access to the curriculum, offering maximum learning opportunities and working towards meeting the educational and social needs of all students.

Our community aspires to provide successful outcomes in spiritual, intellectual, social and emotional growth for all students as lifelong learners across all years of primary schooling. This policy provides a framework to review existing practices and plan for improvements in response to the needs and aspirations of the community.

We are committed to creating a school community where all members are welcomed, accepted and treated equitably and with respect regardless of their backgrounds or personal attributes such as race, language, religious beliefs, gender identity, disability or sexual orientation so that they can participate, achieve and thrive at school. The Federation and its member schools acknowledges and celebrates the diversity of backgrounds and experiences in our school communities and we will not tolerate behaviours, language or practices that label, stereotype or demean others.

Rationale

Carnarvon Christian School strives to be a Supportive School Community with a collective responsibility to develop and nurture the unique qualities and abilities of the individual. A supportive school community emerges from the interaction of a shared set of beliefs, attitudes and actions. It is a place of learning for all in which everything that happens contributes to the spiritual, intellectual, social and emotional growth of all its learners.

Values and beliefs that align with a Supportive School Community include:

- connectedness, including developing a sense of community
- resilience, including recognising strengths and weaknesses and maximising potential
- achievement, including attaining personal success and pursuing individual excellence
- creativity, including valuing original ideas
- integrity, including being honest and ethical
- responsibility, including accepting individual and collective responsibility and contributing to community development
- equity, including developing tolerance and a commitment to social justice, acknowledging diversity, respecting difference and encouraging distinctiveness.

Definitions

Equity

Equity refers to the fair and respectful treatment of all people. This means that we do everything we can to identify and eliminate unfair biases, stereotypes or barriers that may limit full participation in our education system. A barrier is anything that keeps someone from participating fully in all aspects of society. In education, barriers limit opportunities and successful outcomes. Barriers can be visible or invisible. They can relate to physical factors like inaccessible building features, social factors like co-curricular programs that focus on one area of interest or academic factors such as instruction that accounts for only one learning style.

Inclusion

Inclusion occurs when all individuals feel valued and respected and accepted.

Implications/consequences

In catering for student diversity the following considerations are relevant:

- welcome and acceptance by the community in recognising and responding to diversity
- parental support
- supportive physical environment
- planning and maintenance of class programme adjustments
- consideration of complexity of classes
- adherence to legislative requirements, Brisbane Catholic Education and school processes and procedures
- communication between stakeholders
- provision of appropriate staff and resources

- ongoing professional development of staff.

Elements of a Supportive School Community

Closely aligned with these values and beliefs are a number of elements integral to the development and maintenance of a supportive, inclusive and equitable community.

Carnarvon Christian School commits to implementing the following elements:

- a school **culture** that reflects care, concern and respect for diversity
- **leadership** that has a clear vision based on a set of shared values, beliefs, and collaborative relationships
- school **organisation** which is flexible, allows for variable student groupings, and provides time and space for teachers to work and plan together and support one another
- a comprehensive **curriculum** that engages all students at a level appropriate to their knowledge, skill and ability, across a full range of learning experiences; that facilitates the development of individual social and communication skills and that builds student resilience
- **learning and teaching** that caters to differences in student needs, learning styles, performance levels, and individual capacities, while maintaining high expectations for all students
- **assessment, monitoring and reporting** that are integrated into learning and teaching and are inclusive of all students and their families
- **relationships** within the school community which foster access and participation, reciprocal support and shared directions and purposes
- positive **partnerships** that build on wider community services and resources and develop strong interagency links
- **professional development** that enhances staff competency in the teaching practices central to supportive schooling.

DOCUMENT CONTROL

VERSION	DATE PUBLISHED	CHANGES MADE	AUTHOR OF CHANGES
1	Dec 2019		James Shaw – Principal