

# INCLUSIVE EDUCATION

**Scope:** This policy applies to all Catholic kindergartens, schools and colleges (referred to as 'school' in the document) conducted by Catholic Education - Diocese of Rockhampton (referred to as CEDR in the document).

## 1. POLICY STATEMENT

Catholic Education - Diocese of Rockhampton (CEDR) is committed to a high-quality Catholic education for all who seek our values. We respect and honour diversity and, knowing that each person is made in the image and likeness of God, we commit to policies, procedures and daily practices that enhance a genuine culture of inclusion for every person in our community.

## 2. DEFINITION

Inclusive education is the provision of a safe, supportive environment, responsive to the needs of all learners and designed to ensure that they can access and participate fully in learning. However, inclusion is more than a set of practices. It is a philosophy: a way of thinking about people, diversity, teaching and learning. It prioritises students engaging in the daily life of the school, being able to demonstrate their knowledge and understanding, and celebrating strengths and achievements. Inclusion is embedded in the culture and fabric of each school, emphasising learning and wellbeing and fostering holistic development with practices that are fundamental to the Catholic ethos. Inclusion forms part of our pastoral, spiritual, intellectual, physical and social development and is our hope for every person in the school community.

## 3. DESCRIPTION

The CEDR *Teaching and Learning Framework* and *Student Mental Health and Wellbeing Framework* emphasise the importance of connecting, belonging, and learning. Our commitment means that children and young people from across Central Queensland and beyond are welcomed to our schools where they experience life-giving access to and participation in a quality Catholic Education, with adjustments and supports that foster success. In embracing inclusive education with fidelity, our intent is underpinned by the following:

- A system-wide approach where we collaborate to refine culture, policies and practices to ensure they are aligned with Catholic values, legislative requirements, contemporary educational philosophy and community expectations
- Committed, well-informed, knowledgeable leaders who work to embed inclusive cultures, policies and practices
- Deep respect for diversity of learners reflected in accessible learning environments with appropriate supports, with all students having a voice and agency, and feeling valued, respected, included and listened to
- Staff who engage in ongoing professional learning to ensure contemporary understandings of inclusive education



- Effective transitions from early childhood and care settings to school; from primary school to secondary school; from school to work, training or further education; and, on a daily basis, from out of school hours care settings to school or home
- Strong and respectful partnerships with parents/carers and the wider community where shared wisdom is esteemed and agency is fostered
- Regular monitoring and evaluation of the impact of policies and practices at the whole school and individual student level.

#### 4. IMPLEMENTATION ISSUES

Catholic kindergartens, schools and colleges will:

- Adhere to the CEDR *Enrolment* Policy and guidelines
- Comply with legislative requirements identified in the Anti-Discrimination Act QLD (1991), the Disability Discrimination Act (1992), Disability Standards for Education (2005) and Human Rights Act (2019)
- Commit to meeting the needs of all learners through collaborative planning and decision-making processes, strategic use of available resourcing, and partnerships with parents/carers and relevant external agencies
- Design and provide ongoing professional development to build expertise and capability in differentiation and schoolwide understanding of the principles of inclusion
- Provide accessible, safe, respectful and welcoming physical and cultural environments
- Offer flexible curriculum options and learning pathways characterised by student-centred approaches, and fostered through appropriate organisational structures, procedures and innovative educational programs
- Through clear communication with parents and carers during the transition process, ensure the school is ready to meet the needs of each student
- Foster whole school reflection and ongoing evaluation as a way of ensuring inclusive education practices meet desired outcomes for students.

#### 5. REFLECTION MATERIAL

##### CATHOLIC EDUCATION POLICIES AND DOCUMENTS

- [Code of Conduct](#) v4 2022
- [Teaching and Learning Framework](#) 2019
- [Student Mental Health and Wellbeing Framework](#) v2 2020
- *Statement of Inclusive Practice* 2022
- [Curriculum in Catholic Education](#) 2018/02
- [Enrolment](#) 2020/06
- *Management of Students with Specialised Health Needs: a Procedure for Catholic Schools and Colleges* v3 2022
- [Aboriginal and Torres Strait Islander Education](#) 2022/06



- [Anti-bullying](#) 2018/06
- [Mental Health and Wellbeing](#) 2019/08
- [Pastoral Care](#) 2020/05
- [Catholic School Community](#) 2018/04
- *Acceleration of students: guidelines to inform practice v1 2021*

#### RESOURCES

- [Disability Discrimination Act 1992](#)
- [Disability Standards for Education 2005](#)
- [Australian Curriculum](#)
- [Queensland Curriculum Assessment Authority \(QCAA\)](#)
- [Queensland Human Rights Act 2019](#)
- NCCD portal (<https://www.nccd.edu.au/>)



## Statement of Inclusive Practice

“An education in the fullness of humanity should be the defining feature of Catholic schools... an inclusive education finds a place for all and does not select in an elitist way the beneficiaries of its efforts” (Pope Francis, address to Association of Catholic School Parents, 7 December 2015)

Each person is uniquely created in the image and likeness of God where every individual has God-given gifts and strengths.

Across Catholic Education Diocese of Rockhampton, we embrace a commitment to:

- Uphold the dignity and rights of all
- Nurture, value and celebrate the uniqueness of each person
- Educate the whole person, enabling them to actively and purposefully contribute to the community
- Honour the diversity that enriches our lives, broadens our experience and deepens our understanding.

Inclusive Education reflects these beliefs and is integral to the ethos of a Catholic school. In fostering genuine inclusion, we ensure that quality learning opportunities are accessible for all learners. We actively and systematically promote inclusion by:

- Identifying and removing barriers to inclusion in behaviours, policies, structures and attitudes
- Providing an educational experience that strives to educate the whole person and meet the needs of every individual
- Assisting every student to continually learn, grow, mature, and extend their skills, knowledge and understanding
- Recognising and celebrating a broad range of achievements and efforts
- Offering a flexible, safe, joy-filled, and challenging learning environment
- Collaborating to shape responses that meet learners' needs.