

■ community ■ challenge ■ choice

## Policy and Procedure

# Inclusivity Policy



The five core principles of Lasallian education across the world, namely:

- ★ Faith in the Presence of God
- ★ Concern for the Poor and Social Justice
- ★ Respect for All Persons
- ★ Quality Education
- ★ Inclusive Community

inform all aspects of our curriculum and pastoral approaches at St Michael's College. Thus, at a local level, we ensure a committed focus on the recognition of our First Nations Peoples through our awareness of Aboriginal and Torres Strait Islander histories and cultures to ensure that the College is acknowledged as a culturally safe, welcoming, aware and respectful environment. As a Catholic school in the Lasallian tradition, the College embraces the notion of reconciliation in fostering harmonious and enduring relationships.

St Michael's College acknowledges the land on which we learn and teach today is the traditional land of the Kurna people and that we respect their spiritual relationship with their country. We also acknowledge the Kurna people as the custodians of the greater Adelaide region and that their cultural and heritage beliefs are still as important to the living Kurna people today.

## CONTEXT

St Michael's College is a Catholic School in the Lasallian tradition which is committed to the human and Christian education of the young, especially the poor, through;

**Community:** The College is an inclusive and respectful community where each individual is known, valued and cared for, enabling them to feel confident to explore their curiosities, flourish and fully realise their potential.

**Challenge:** Individual growth is achieved through engagement, opportunity, and recognition, underpinned by a positive learning culture that is authentic, challenging and supportive.

**Choice:** Through a quality Lasallian education, inspired by the Gospel and a concern for social justice, students are empowered to better choose who they become as people, learners, and leaders in the world.

The school fosters an inclusive and respectful environment that supports staff and students, positioning them to flourish.

The school promotes opportunities for community members to be positively engaged in ways that enable personal and collective growth. The school welcomes each individual, providing places, spaces, and practices so they may be a thriving person, capable learner and leader for the world God desires.

The school values its diverse community and respects individuals' rights, beliefs, and practices.

The Inclusivity Policy is founded on the belief that every person is made in the image and likeness of God, and is equal in worth and dignity.



## OVERVIEW

St. Michael's College recognises the fundamental right of every child and young person to feel known, valued, and cared for and that a supportive and inclusive College environment is essential for providing equitable access to learning opportunities for all students.

The following policy outlines the standards for promoting an inclusive environment for all at the College. In doing so, we foster an educational environment that is safe, welcoming, and free from stigma and discrimination. We ensure that all students can express themselves freely and feel safe and valued in their learning environment.

This policy views student diversity as encompassing all learners across cultural, religious, academic, social, emotional, personal and physical attributes noting these are not mutually exclusive. The Policy guides St. Michael's College in ensuring equitable access for all students within our Catholic school, recognising that students may require educational adjustments or support specific to their needs and that inclusion is at the heart of our mission as Catholic educators.

## DEFINITIONS

**Diversity:** Diversity encompasses all learners across cultural, religious, academic, social, emotional, personal and physical attributes noting these are not mutually exclusive. Diversity is celebrated and valued as integral to the identity of the whole community and is seen as a source of mutual enrichment.

**Equity:** Equitable access for all students within a Catholic school recognises that each individual requires educational adjustments or support specific to their needs. Recognising that the same approach may not apply for all students, educators make adjustments and provide support to facilitate access, participation and learning. Educators work together to ensure that adjustments are individually tailored and designed to maximise growth for each learner to be able to access learning on the same basis as their peers.

**Inclusion:** At the heart of the work of Catholic educators is the formation of each young person. Thus, inclusive learning experiences are designed with a view to enabling every child or young person to be actively engaged in learning. Consideration is given to the range of learning opportunities offered to meet the needs of each child or young person through the provision of various places, spaces and approaches. Curriculum and assessment practices are flexible, build on learners' strengths, support academic and social capabilities, and cater for each child or young person's learning needs.

## SCOPE:

The policy applies to all members of the community, including students, staff, parents and caregivers, and any others associated with St. Michael's College. For this document, the term "SMC Community" refers to all listed above.

The Policy draws from and should be read in conjunction with SACCS' Student Diversity, Equity and Inclusion Policy (2022) and Procedures (2022), St. Michael's College 'Community Charter' Policy as well as the College's Mission and Vision Statement.



## **BUILDING AN INCLUSIVE ENVIRONMENT:**

### **1. Culture of Inclusion**

- a) Each student is welcomed, valued, and respected.
- b) The culture at St. Michael's College is based on quality pastoral care and grounded in respectful relationships.
- c) The College works in partnership with parents/caregivers/families to identify the most effective place, spaces, and approaches for each child's learning and wellbeing.
- d) Strategies, procedures and guidelines in place that build respectful relationships between students, between teachers and students, and between schools and parents/caregivers/families are implemented.
- e) Procedures and programs in place that address racism, sexism, harassment, and bullying are implemented.

### **2. Student agency**

- a) Each student has access to a place, space and approach that supports their learning and wellbeing needs and enables the development of personal agency in this regard.
- b) Students participate in programs that develop their understanding and respect for diversity.
- c) Students are actively engaged and supported in goal setting, decision making and feedback regarding their learning and wellbeing.

### **3. Partnership with families**

- a) Parents/ caregivers /families are welcomed and invited to contribute into how their child can achieve the best outcomes in their learning and wellbeing.
- b) Parents/ caregivers /families have access to information about the programs and support for their child's learning and wellbeing.
- c) Parents/ caregivers /families receive effective communication about their child's development.

### **4. Focus on learning and wellbeing**

- a) Provide learning and wellbeing programs where all students can be thriving, capable learners.
- b) Students have access to differentiation and reasonable adjustments that enable them to engage purposefully and successfully.
- c) School leaders and teachers use evidence-based practices that address the learning and wellbeing needs of the diverse range of students in their care.
- d) School leaders and teachers monitor the progress of individual students against their learning plans, focus on student strengths, and address areas for improvement where needed.
- e) School leaders work in partnership with external professionals and organisations with expertise in meeting the learning and wellbeing needs of students.
- f) School leaders and teachers use resources to best address the learning and wellbeing needs of the diverse range of students.



## **5. Leaders and staff focus on each student**

- a) Principals, together with other school leaders, are leaders of learning and wellbeing for the St. Michael's College community and ensure the culture, the policies and teaching programs, and the educational practices, of their school are inclusive of each student.
- b) Teachers and other staff in schools use approaches which are inclusive of all students.
- c) Leaders and staff ensure the policies, strategies and resources of the College are directed to best improve the learning, wellbeing and inclusion of each student.

## **6. Services for diversity, equity and inclusion**

- a) Quality assurance: Implement support structures and practices that lead to, and demonstrate improvement in, the learning, wellbeing and inclusion of all students.
- b) Information and data: Use information and data to plan, monitor and analyse the learning, wellbeing and inclusion of all students.
- c) Infrastructure: Provide the places and spaces for students to be successful in the learning and wellbeing, including provisions that recognise and address the diversity of students and those with additional needs.
- d) Funding: Ensure that funding is directed, and is used, to support the learning and wellbeing of students, particularly where funding is differentially allocated to recognise and address the diversity of students.

### **RELATED POLICIES, PROCEDURES AND SUPPORT DOCUMENTS**

This policy is to be read in conjunction with the following documents:

St Michael's College Mission and Vision Statement  
St Michael's College Pastoral Handbook  
Bullying and Harassment Policy  
Student Diversity, Equity and Inclusion Policy (CESA)  
Duty of Care Policy (CESA)  
Suspension and Expulsion Policy  
Equal Opportunity Act SA 1984  
The South Australian Disability Inclusion Act of 2018

### **REVISION RECORD**

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