



Inclusive Learning

Rationale:

Student learning is fundamental to achievement and self-esteem in later life, and is the core responsibility of schools, School Councils, teachers and the Principal. Kambrya College is committed to delivering an inclusive education system that ensures all students have access to a quality education that meets their needs.

Aims:

To provide all students with the learning opportunities and experiences that they individually require.

Implementation:

- Our College has made a commitment to provide for the individual needs of each student.
- We do not accept that students be provided with whole class generic lessons that do not allow for individual difference or need.
- Learning experiences will be challenging, engaging, and involve practical 'hands-on' activities and first-hand encounters where ever practicable.
- Individual learning plans will be developed with each student and parents, identifying targets and achievement goals.
- Prior to each unit of work, students will be assessed against relevant curriculum with subsequent learning experiences reflecting differentiated student's needs.
- Learning opportunities will be open-ended, cater for the multiple intelligences of all students, and be based upon cooperative learning strategies.
- Sequential courses of study will be developed in all learning areas.
- Homework will consist of activities that reflect the needs of each student.
- Both extension and intervention opportunities will be provided for all students according to need.
- Teachers will draw upon the expertise of others by forming teams to develop and implement the curriculum.
- The routine uses of learning technologies to enhance learning will be strongly promoted.

The Program for Students with Disabilities is a targeted supplementary funding program for Victorian government schools. In line with DET requirements and parent liaison, the College will support students across the College program specific to their:

- Physical disability
- Visual impairment
- Severe behaviour disorder
- Intellectual disability
- Hearing impairment
- Autism spectrum disorder
- Severe language disorder with critical educational needs.

Kambrya College will promote cultural safety and safe learning environments for Aboriginal children, the disabled and children from culturally / linguistically diverse backgrounds.

Empowering and providing an inclusive environment for Aboriginal children, the disabled and children from culturally / linguistically diverse backgrounds.

Kambrya College will, having regard to recommendations established through the *Royal Commission for Children and Young People* (pg. 50 – 51), refine and further develop our processes and protocols, specifically catering for learning:

- Empowering students to have a formal voice of what needs to occur at the College from their perspective, with an identified forum and scheduled timeframe of when this will occur.
- Continually building upon the opportunities and avenues for participation and empowerment of all children within the College.
- Celebrating diversity and continually developing Kambrya College’s capacity to be a culturally and linguistically safe community, where respect and equality is enhanced in all things we do.
- Liaising with student groups within the College to establish standards of care, their rights, how to raise concerns, consulting mechanisms and the various manners that they can have a voice in this area as student leaders / student mentors. Creating strategies and processes for this occur.

In meeting our obligations under Child Safe (Standard 7), Kambrya College will develop appropriate curriculum and a delivery platform, providing students with education on:

- Standards of behaviour for students attending Kambrya College (and within the community).
- Healthy and Respectful relationships (including sexuality).
- Resilience.
- Child abuse awareness and prevention.

Evaluation:

This policy will be reviewed as part of the school’s three-year review cycle.

Author	Keith Perry- College Principal
Approved by Kambrya College School Council	May 2018
Responsible for Review	Paul Looker- Assistant Principal
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