

Inclusion Policy



Rationale

The school community of Bacchus Marsh Primary School strives to redress any mechanisms which might exclude students from equal access to, participation in and outcomes of schooling based on language or culture, gender, physical, intellectual or emotional state or socio-economic status. This rationale supports our school values and motto 'Consider Others'. Support and resources from outside agencies and services are used where needed.

Aim

It is our aim that all students at Bacchus Marsh Primary:

- Have the right to be listened to and treated with respect
- Have the right to feel safe and secure in a respectful social environment and safe physical environment
- Share the responsibility to care for the well-being and learning opportunities of each other
- Participate in differentiated learning tasks in their classroom
- Are supported towards achieving a common set of learning goals and competencies
- Have their learning competence and confidence assessed regularly with results shared with families and additional support provided where needed
- Understand and value the diversity of society and the people who are part of that society
- Value regular school attendance

Implementation

- The school curriculum is planned and delivered according to DEECD requirements and based on AUS VELs content, enabling all students to enter and engage in learning at the point of their needs and capabilities. Learning emphasises the links between knowledge and skills and a range of competencies seen as essential for life beyond primary school.
- Staged, formalised programs in social competencies are taught from P-6 using the Positive Education Curriculum

- Regular formal assessment of student learning is part of classroom teaching with students actively involved in setting personal learning goals and success criteria. Written reports are presented to parents twice a year with student portfolios and 3 way interviews as part of this process.
- Specialist teacher programs provide a wide range of curriculum experiences for P-6 students.
- Student interest based activities are provided at recess and lunchtimes, including Playground 28 and Area 1
- Character Strength awards are given at weekly school assemblies.
- Extensive excursion, incursion and school camping activities are provided as part of classroom and specialist curriculum.
- A weekly registered, free Playgroup hosted for all community members to participate in with pre-school children and babies.
- Community and parent helpers working in curriculum programs across the school, with students and staff.
- Implementation of a whole school discipline policy
- Programs are supported and enhanced for students with individual needs (including Aboriginal and Torres Strait Islander and Culturally and linguistically diverse backgrounds) by use of outside workers such as Speech Therapists, Psychologists, councillors, welfare workers , KESO staff, School Nurses and other professionals
- Students with additional needs have reasonable adjustments made to ensure their needs are met and adjustments are decided upon with input from parents, teachers, leadership and where required, external services

Evaluation

- Attitudes To School Survey annual data collection
- Provision of Pos Ed program from F-6
- Continued inclusion of Specialist subjects for F-6 students in whole school curriculum
- Use of 3 way reporting process to parents at mid-year and end of year
- Continued access to regional and personnel support staff

Adopted 2019

Review 2022

