



*EDMUND RICE EDUCATION
AUSTRALIA*

STUDENT INCLUSION Policy

Approved by the EREA Board: 26 June 2012

POLICY STATEMENT

Edmund Rice Education Australia (EREA) has a Student Inclusion policy and is proactive in providing equity of access and participation to those who seek an education based on values.

RATIONALE

The Charter for Catholic Schools in the Edmund Rice tradition calls all schools to witness to the teaching of the Gospel in an authentic and contemporary way. We see in the actions and teachings of Jesus a clear message that all are of equal value in the eyes of God, and that all are welcomed into his kingdom. As Catholic schools in the Edmund Rice tradition we give particular focus through our Charter touchstone of *Inclusive Community*.

PRINCIPLES

The Principles set out the expectations of the EREA Board in relation to this Policy. Catholic schools and entities in the Edmund Rice tradition:

- demonstrate a preferential option for the poor by standing in solidarity with those who are powerless and marginalised, and strive to provide access to those who otherwise would not seek enrolment;
- recognise the traditional ownership and cultural heritage of Indigenous peoples of Australia, and encourage active participation and engagement with the school community;
- are responsive to the economic situation of each of its families and design school programs to empower all to participate with dignity and confidence;
- promote social inclusion and view diversity as beneficial to a liberating education;
- ensure students with special needs occupy a valued place in the community;
- acknowledge the primary role of parents and guardians in the growth and development of the child and provide opportunities for their participation in the life of the school;
- welcome, encourage and support students of varying levels of ability;
- ensure their students have equitable access to teaching and learning programs, pastoral care and co-curricular activities;
- adopt a flexible approach to fee structures, resource provision, curriculum development and differentiation;
- recognise and ensure appropriate staff training;
- are truly safe and supportive school communities where all students are genuinely valued and respected;
- cater for students' spiritual, physical, social, emotional and intellectual needs, recognising the importance of the relationship between students' social and emotional wellbeing and their receptivity to learning.

RESPONSIBILITIES

The EREA Council

The EREA Council is responsible to ensure that this policy is consistent with EREA values.

The EREA Board

The EREA Board is responsible to ensure that all its schools and entities are inclusive.

The Executive Director

The Executive Director is responsible to ensure that there are procedures for designing and monitoring the implementation of this policy.

Principals

Principals are responsible to ensure that this policy is implemented, consistent with the local context of the school or entity.

School Boards

School Boards are responsible to support the implementation of this policy.

POLICY REVIEW

This policy will be reviewed in 2016