



Forrest Primary School

Inclusion Statement



Culture 2.1: The school implements and reviews an inclusion policy that meets IB guidelines.

(0301-02-0100)

Forrest Primary School embraces the diversity of our student population and recognises, accepts and values differences, including personal and cultural identities. The purpose of this document is to reflect in writing our school's philosophy, practices and processes related to providing an education for all students based on diversity, equity and inclusion. Inclusive education pervades all facets of our implementation of the Primary Years Programme, including the development of the IB learner profile attributes. This document ensures all stakeholders are aware of how we aim to create an inclusive culture at our school.

We aspire to create a culture where students feel they belong, and where they can express and espouse views and thoughts about their identities safely, which may include broad categories such as language, nationality, religion, race, ability, gender and sexual orientation without fear of prejudice, bias or judgement.

Culture 2.2: The school identifies in its inclusion policy all of its legal requirements and outlines the school's structures and processes for compliance. (0301-02-0200)

Inclusion is a human right (Declaration on the Rights of Disabled Persons 1975). As defined in the document, *Learning diversity and inclusion in IB programmes*, Inclusion is an ongoing process that aims to increase access and engagement in learning for all students by identifying and removing barriers.

In Australia, **discrimination laws** are governed by both federal and state legislation. Key federal laws include:

- **Commonwealth Disability Discrimination Act 1992 and Disability Standards for Education 2005:** Prohibiting discrimination based on disability.
- **Racial Discrimination Act 1975:** Addressing discrimination based on race, colour, descent, or national or ethnic origin.
- **Sex Discrimination Act 1984:** Protecting against discrimination based on sex, marital status, pregnancy, or potential pregnancy.

These laws form the core pillar of education policy in Australia and are mandated to ensure all students can access education 'on the same basis' as their peers, supported by reasonable adjustments and teaching strategies tailored to meet their individual needs.

The following guiding principles, based on the Australian Disability Standards for Education (2005), underpin the Australian government's guidance on planning personalised learning and support in schools:

1. All students can learn
2. Every child has a right to a high-quality education
3. Effective teachers provide engaging and rigorous learning experiences for all students

4. A safe and stimulating environment is integral to enabling students to explore and build on their talents and achieve relevant learning outcomes
5. For students with disability and additional learning needs, reasonable adjustments should be made where required (DET 2015, p. 3).

The Australian Curriculum provides the flexibility for teachers to take into account the different rates at which children learn. Information about the levels of adjustments can be found in the [*Nationally Consistent Collection of Data for Students with Disability \(NCCD\) Guidelines*](#) which are reviewed annually.

Removing Barriers to Learning

Our school prioritises removing physical, social and other barriers that may affect student participation in our school.

Taking into consideration the age of our school and constraints relating to the heritage features of our original buildings, we strive to provide learning environments that support inclusive practices. All areas of our school can be accessed by students and community members with a range of physical needs, such as ramps and a lift. Students have access to a range of quiet spaces, break out spaces and wellbeing rooms across the school as required. Furnishings and resources such as wobble chairs, flexible seating and desks, cushions and fidget toys are provided in each learning space. Our outdoor learning spaces provide a broad range of areas for student to move freely about, such as a sensory garden, sandpits, playground equipment, playing fields and shaded areas with mature trees.

Our school provides students with access to virtual resources including Chromebooks 1:1 from years 3 to 6 and banks of Chromebooks and iPads for our lower primary students. We use the Google platform as it is easily accessible to allow for full participation for all learners including, but not limited to, adaptations for students with hearing difficulties, noise reduction and sensory needs, vision impairment or processing requirements, and for students needing assistance with their motor control. When choosing virtual learning resources, such as websites and applications, teachers select those with features that support the learning needs and preferences of all students. Students sign an ICT agreement that outlines expectations to demonstrate safe online learning communities.

Our teachers use inclusive practices, such as universal design for learning (UDL), to design and developing a range of learning engagements and formative assessments. UDL allows teachers to identify, reduce and removing barriers using well-planned and appropriate programs. Individual learning plans (ILPs) are developed where appropriate with families to identify adjustments that may be required to allow the child to access learning.

We provide sanctioned time within our school day for collaboration between learning support teachers, classroom and specialist teachers. Our staff work as a team of teachers (including the student, where age-appropriate, and parents/carers) to discuss student progress data and plan next steps in learning.

We ensure all students can fully participate in assessments, both formative and summative, including making accommodations to allow students to demonstrate their ability under assessment conditions that are as fair as possible. The school prioritises human resources to support our approach to inclusion such as learning support assistants, support teachers, a school counsellor and executive team leaders who regularly check in on students.

Canberra public schools are committed to providing positive and engaging environments where young people feel connected and respected, achieve success and are fully engaged in education. Student wellbeing impacts on student learning and is fundamental to a student's successful engagement with education. Our school implements the Safe and Supportive Schools Policy to promote a safe, respectful and supportive school community.

Culture 2.3: The school describes in its inclusion policy the rights and responsibilities of all members of the school community and clearly states the school's vision for implementing inclusive programmes. (0301-02-0300)

All members of our school community have rights and responsibilities to uphold and demonstrate in relation to inclusive practices. Every student has a right to a fair and equal opportunity to develop in their IB learner journey at our school.

Responsibilities of all members of our community:

- Having an awareness and upholding all national and local laws and policies relating to inclusion and diversity
- Promoting and demonstrating a culture of respect towards all
- Reporting incidents of exclusion, harassment, discrimination or behaviour that does not align with our school's values.

Responsibilities of the ACT Education Directorate:

- Providing funding and infrastructure to ensure relevant human, natural, built and virtual resources schools for the school to allow the implementation of inclusive practices for all students
- Ensuring counsellors are put in place in all schools to provide expertise and guidance to the school community

Responsibilities of School Leaders

- Uphold a zero tolerance approach to any form of behaviour that attempts to discriminate, threaten, bully, vilify, target or exclude any individual, group or member of our community.
- Ensure all teachers gain knowledge, skills and confidence in the use of inclusive practices to provide equal opportunities for participation, learning, teaching and assessment.
- Ensure all learning spaces and environments are inclusive and accessible
- Promote, model and foster the social, emotional, and physical well-being of students and teachers
- Provide school wide opportunities to learn the value of differences and diversity within the community and society more broadly
- Access to school counsellor or referral to external additional support
- Provision of staff for additional support, including Learning support assistants (LSAs)
- Ensure the school is compliant with ACT child protection policies and practices, including mandatory reporting obligations and wellbeing policies
- Provide time and other resources for teachers to identify the additional learning needs of all students within the school and collaborate effectively to develop inclusive practices
- Ensure students are given a safe space to explore their identity in an inclusive school culture that is free from bias and stereotypes
- Ensure assessment is delivered consistently, fairly, inclusively and transparently.

Responsibilities of Teachers

- Proactively create a culture and environment that feels safe, where everyone feels they belong as equals
- Promote effective relationships and purposeful collaboration with parents/carers to create a positive and dynamic learning community
- Remove barriers to learning to enable every student to develop, pursue and achieve challenging personal learning goals.
- Ensure learning spaces and environments are safe places where student voices are heard and valued and where all students can participate and belong
- Design and implement teaching and learning approaches that acknowledges learner variability within the classroom
- Provide opportunities for collaborative learning groups where students with different abilities and identities work alongside each other and move flexibly within and across groupings
- Provide learning opportunities that allow for student identities to be explored, for example through identifying their talents, interests or passions for specific academic subjects
- Provide guidance and support to help students succeed in transitions between preschool to kinder, between each year level and transition into high school at the end of year 6
- Give opportunities for students to understand bias and eliminate stereotypes so that student groups are positive and inclusive
- Foster an environment where students feel they can speak up if they witness or are a victim or exclusion or discrimination in any form.

Responsibility of parents

- Develop home–school partnerships to support students’ personal, social emotional or learning needs
- Support their child to understand the concept of diversity and inclusion and that everyone has the right to belong at our school

Responsibility of students

- Demonstrate healthy relationships with peers and staff
- Work collaboratively with peers
- Pursue opportunities to explore and develop their personal and cultural identities
- Speak up and report any actions of members of our community that do not promote inclusion and diversity.

Related documents:

The IB guide to inclusive education: a resource for whole school development
 Learning diversity and inclusion in IB programmes Removing barriers to learning

Related policies:

Students with a Disability Meeting their Educational Needs Policy English as an Additional Language or Dialect Learner Policy
 Aboriginal and Torres Strait Islander Education
 Safe and Supportive Schools Policy
 Child Protection and Reporting Child Abuse and Neglect Policy

Our school's Inclusion Statement is dynamic and will be reviewed annually to ensure compliance with mandatory local ACT Education Directorate policies and national legal laws and requirements.

Date of last review: March 2025