



Diverse Learning Policy

College Mission

Cabra Dominican College is a Catholic school in the Dominican tradition. It strives to provide an environment that nurtures and develops young people's unique gifts: liberating them in the search for truth, and empowering them to create a better world. Cabra Dominican College is committed to providing an environment in which all students feel welcomed, safe and valued.

Context

Recognising the diversity among individuals, Cabra Dominican College welcomes each student as a unique expression of God's love into the inclusive environment and life of our community. Within the context of contemporary thinking regarding inclusion, Cabra Dominican College seeks to develop learning communities, policies, practices, programs and experiences that acknowledge the diverse range of learning needs and enable the meaningful access and participation of students.

This policy reflects inclusive practices fundamental to the ethos of the College to support the development of the spiritual, physical, intellectual and social dimensions of all students.

Scope

This policy applies to all students, parents/caregivers and is supported by staff working within or for Cabra Dominican College.

Policy Statement

Cabra Dominican College seeks to nurture an inclusive, welcoming learning environment that meets the individual learning needs of all students.

Principles

Cabra Dominican College aims to provide an educational culture where all students are valued, nurtured and celebrated. This policy is founded on the principle that all learners have the right to receive an education that is responsive to their needs. Great importance is placed upon providing an environment where students feel safe, supported and included. This is achieved by identifying students' learning needs and providing appropriate differentiation, support and programs to facilitate learning experiences that encourage, inspire and enable students to strive to achieve their full individual potential.

Responsibilities

Students will:

- be active and engaged in their learning;
- be open to learning experiences presented to them
- have a growth mindset
- engage in respectful relationships
- meet the CABRA principles of learning.

Parents/caregivers will:

- actively support their child's attendance, application and commitment to learning programs;
- provide relevant documentation and feedback to staff;
- work with staff to support their child's learning needs.
- liaise with staff to identify students who may be 'gifted and/or talented' in a particular area of interest.

Staff will:

- acknowledge and celebrate individual differences;
- collaborate with families to identify student needs;
- respond to identified needs within the resources provided by the College;
- know each child and how they learn;
- familiarise themselves with student's IEPs ensuring they use a range of strategies and approaches to enable all students have the opportunity to engage and participate in the learning environment;
- facilitate appropriate tasks and approaches in the classroom;
- liaise and work collaboratively with students, parents, and the Diverse Learning Team, in the planning, delivery and review of Individual Education Plans and modifying learning tasks;
- engage in pedagogical practice which suits the needs.

Executive Leadership will:

- provide induction, support and professional development opportunities for staff to build capacity to apply adjustments and differentiation to learning for all students;
- provide support for staff in their development of learning and differentiation.

Related Documents and References

- CESA Enrolment and Support Process for Students with Disabilities (2010)
- Disability Discrimination Act (1992)
- The Disability Standards for Education (2005)
- CESA Enrolment Policy and Procedures (2012)
- Australian Curriculum Framework (2010)