



# Talara Primary College

## *Inclusion Policy*

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### **Purpose**

The purpose of this policy is to provide guidelines for the education of all students at Talara Primary College. These guidelines are based on Queensland Department of Education [Inclusive Education Policy](#) and [Policy Statement](#). This policy reflects our commitment to a more inclusive state education system.

### **Policy Statement**

“Inclusive education means that students can access and fully participate in learning, alongside their similar-aged peers, supported by reasonable adjustments and teaching strategies tailored to meet their individual needs” (Queensland Department of Education Inclusive Education Policy, 2018).

We commit to the success of **every** student – students with mental health needs, out of home care, refugee students, cultural and linguistically diverse, disability, Aboriginal Torres Strait Islander, gifted and talented, LGBTIQ+, rural and remote, diverse learning abilities in a safe and supportive environment ([Advancing Education Plan](#); [Strategic Plan 2018-2022](#)).

### **Vision**

We Welcome. We Embrace. We Include. We are passionate about creating a sense of school connectedness and belonging by respecting and accepting others.

We believe that enthusiasm and innovation toward learning are the pinnacles of success in creating life long learners.

We recognise that our community comes from diverse social, cultural and family backgrounds and are of many identities and abilities.

We provide a consistent whole school approach to learning and wellbeing.

The students, staff, parents and carers of TPC are a community committed to inspiring children to become the greatest version of themselves.

*Equity is who has the keys to the room. Diversity is who is in the room. Inclusion is who feels welcome in the room.*



## **Principles**

At Talara Primary College we are guided by the Department of Education policy adaptation of the United Nations' nine core features for inclusive education.

### **A system wide approach**

Inclusive education is implemented systematically. We strive to embed evidence based practices across the school. We implement internal monitoring processes to ensure that data has integrity and purpose. We work as a collaborative team to inspire students to be life long learners.

### **Committed leaders**

Leaders within our school take responsibility for supporting and leading inclusive education. A caring and learning culture is promoted. Inclusion is supported with a focus on the Attributes of Life Long Learners, team culture and the You Can Do It principles.

### **Whole of school**

All members of our school community take responsibility to ensure that **all** students can access and participate in all aspects of school life.

### **Collaboration with students, families and the community**

We work as a collaborative team with our school community to ensure that we establish and maintain parent and community partnerships. We support students and their families to be involved in decision-making processes.

### **Respecting and valuing diversity**

At Talara Primary College we respect, value and celebrate the diversity of our school community (students, parents, carers, volunteers, staff and teachers). We have high expectations for learning and participation at our school. We work innovatively by creating plans and systems to ensure that the barriers to learning and inclusion are minimised.

### **Confident, skilled and capable workforce**

Leaders and staff ensure they have a wide range of knowledge and skills to support our diverse student population. Our staff engage in developing professional plans and learning founded on evidence based best practice. We have systems in place to mentor and support staff. As part of our community partnerships program, Talara Primary College provides parents, carers and volunteers with opportunities to increase their knowledge and expertise through regular and locally relevant workshops/information sessions.

### **Accessible learning environments**

We endeavour to ensure that educational settings and classrooms are designed to enable students of all backgrounds, identities and abilities to access and fully participate in learning. Careful consideration is given to support all students to access school activities. Parents, carers and families are consulted to inform the decision making pertinent to student inclusion.

## **Effective transitions**

Talara Primary College has extensive transition processes in place to ensure that transitions to Prep from early childhood settings, between year levels and from Year 6 into high school are smooth and supported. We provide individualised support for students transitioning between year levels. The “Caloundra Schools Coalition” works collaboratively to ensure that students are prepared and ready for transition to promote future success.

## **Monitoring and evaluation**

We use a range of systems and processes to monitor and evaluate student learning and pedagogy. This includes:

- a systematic internal monitoring calendar with a focus on curriculum, goal setting and improvement agenda
- regular review of our data management processes to ensure we are collecting and recording data that demonstrates student learning over a school year
- challenging our systems and pedagogy to remove barriers to student learning
- using professional judgement.

This policy is underpinned by the Queensland Department of Education’s [Inclusion Policy](#) requirements, definitions, legislation, related policies, procedures and guidelines.

Talara Primary College related policies:

- Student Services
- Gifted and Talented

This policy was drafted by our Inclusive Education working party in consultation with the executive team, the whole school teaching team and the parent body.

It was endorsed by the Talara Primary College School Council December 2018