



CULTURAL DIVERSITY POLICY [2018]

Rationale

As identified in the College's Vision, Mission and Values Statement, "we aspire to be an authentic and inclusive community, faithful to the teachings of Jesus, the mission of the Catholic Church and the spiritual traditions of the Sisters of Mercy".

As such, we recognise and value the cultural diversity which is endemic to the fabric of the Academy of Mary Immaculate.

While cultural diversity implies the ethnic or cultural backgrounds of the students in our care, for this policy it also refers to the range of abilities which exist within the school. Additionally, Aboriginal and Torres Strait Islander students are included in this policy

Ultimately, it is the view of the College that all students have access to the opportunity to achieve their fullest potential. Moreover, this policy seeks to support the 'Principles of Inclusion' identified in the *Child Safe Standards: Compliance Assessment Tool*.

Definitions

Cultural diversity refers to the existence of a variety of cultural/ethnic groups including Aboriginal and Torres Strait Islander students within the community. For the purposes of this policy it also refers to the diverse range of abilities which exist within the student body.

Learning enhancement refers to the support offered to students who may experience difficulties with their learning

Enrichment refers to the programs offered to students who may require extension beyond their normal classroom programs

Policy Statement/Guiding Principles

The College is committed to:

- Being inclusive of all members of the community
- Providing equitable access to an holistic education
- Acknowledging and recognising the range of abilities which exist in the school

Procedures

The College will provide support for all students in their education regardless of culture, background or ability. This support may be offered in the following ways:

- Access to Learning Enhancement
- Opportunities for enrichment in particular subject areas
- Access to opportunities such as homework clubs and other organised groups which may assist their learning (e.g. Maths Help)
- Capacity to receive one-on-one help from teachers
- Access to Student Wellbeing Support including the College Counsellor, Wellbeing/Learning Leaders, and homeroom teachers

Related Documents

Child Safe Standards: Compliance Assessment Tool' VRQA 2018
College Teaching and Learning Policy
College Wellbeing Policy

Date to be reviewed: December 2018