



BOB HAWKE COLLEGE

Inclusion and Pathways Sub-Committee, Bob Hawke College Board

Inclusion Sub-Committee, Bob Hawke Parents & Citizens Committee

JOINT MISSION STATEMENT

The Bob Hawke College Board's Inclusion and Pathways Sub-Committee and the P&C's Inclusion Sub-Committee have been established in accordance with their respective Terms of Reference but are both guided by Bob Hawke College's values, vision and strategic priorities as set out in its Business Plan 2024-2026.

These Sub-Committees each share a commitment to the vision of Bob Hawke College as an inclusive school community where all students have the opportunity to thrive and to become effective life-long learners and ethical, and courageous citizens successfully contributing to the community beyond their secondary education.

Together, they have an interest in supporting the culture and practices necessary to ensure that every student, staff member and all parents/carers belong and feel safe, respected, and valued at Bob Hawke College, and where the full diversity of our College community is embraced as a strength.

In accordance with the above Terms of Reference and the College Business Plan, the joint mission of the Board's Inclusion and Pathways Sub-Committee and the P&C's Inclusion Sub-Committee is as follows.

1. Inclusion as a whole-of-community commitment

We will aim to promote a shared and practical understanding of inclusion across the College, that reflects our belief that inclusive education and community life benefits everyone. Inclusion at Bob Hawke College is not limited to particular groups, but refers to an approach that ensures that every student, regardless of their circumstances or attributes, is a valued learner and school member and has a meaningful opportunity to participate, contribute and thrive.

2. Embedding universal and inclusive practices

To the extent relevant to our functions, we will endeavour to support the College to embed inclusive approaches across all aspects of school life — from curriculum and policy to culture and events — by applying the principles of universal design, promoting student voice, and ensuring equitable access and participation for all.

3. Preparing students for meaningful futures

We will advise on strategies to ensure that every student is supported in their individual aspirations and is equipped for lifelong learning leading into post school pathways, with the skills they need and a strong and positive sense of self. This includes strengthening vocational and academic options, enhancing access to community and wellbeing supports, and building connections to inclusive post-secondary options and opportunities.

4. Fostering a community of belonging and integrity

We will seek to ensure that initiatives strengthen respectful relationships, shared responsibility and belonging for all across the College community, with an emphasis on wellbeing, diversity, student voice, and ethical citizenship.

The Board's Inclusion and Pathways Sub-Committee and the P&C's Inclusion Sub-Committee (**Joint Sub-Committees**) have developed the following checklist inspired by student voice at the College, to guide their joint work and deliberations on policies, resources, initiatives, events or proposals.

Key Considerations to Guide the Work of the Joint Sub-Committees

1. General equitable access and inclusion

- ☐ Who is this policy, resource, initiative, event or proposal targeting?
- ☐ If it's aimed at everyone, who is missing from consideration? Consider a universal design approach that takes into account relevant at-risk/equity cohorts.
(e.g. those who are Aboriginal; disabled or neurodivergent; from culturally and linguistically diverse (CALD) backgrounds; who identify as LGBTIQA+ or gender diverse; experiencing poverty or socio-economic disadvantage; living in out-of-home care or unstable housing arrangements; single parent families; those with histories of trauma or complex life circumstances or experiencing physical, sensory, cognitive, psychosocial, communication, cultural, religious, gender-based or other systemic barriers to participation. It also includes those experiencing multiple and intersecting barriers or forms of exclusion.)
- ☐ Is the timing inclusive (e.g. does it fall during important cultural or religious observances?)
- ☐ If specific cohorts are likely to be disproportionately impacted or excluded (see above), have representatives or inclusion-focused advisers been consulted to strengthen access and inclusion?
- ☐ Has consultation occurred with students and/or staff and/or parents/carers to help identify and address possible barriers or exclusion?
- ☐ Will some people need individual consideration or specific support notwithstanding universal design? (e.g. consider physical, sensory, cognitive, psychosocial, cultural, religious, gender-based or other barriers to participation not addressed in universal approach) Is individualised support planned for those who need it, especially for out-of-hours or off-site events or initiatives?
- ☐ Does this policy, resource, initiative, event or proposal advance the College's Values, Mission or Priorities as set out in the College's Business Plan? Are there any gaps or omissions having regard to identified 'watch points' (e.g. school attendance, participation in events and excursions, representation, etc).

2. Feasibility and Practicality

- ☐ In the case of an event, initiative or proposal, is it feasible in terms of cost, time, staff, and effort?
- ☐ Can school facilities and resources support it with minimal disruption?

- ☐ Are there ways to simplify or adapt it to make it easier to implement?
- ☐ Can the P&C or Student Equity Fund provide resources or support?

3. Health and Safety

- ☐ Are there any risks to physical safety or wellbeing?
- ☐ Have appropriate universal safety measures and supervision been planned?
- ☐ Have individualised supports for those who need them been planned?
- ☐ Does the initiative meet the school's general health and safety expectations?

4. Rules and Expectations

- ☐ What kinds of rules, principles or expectations apply?
 - General conduct and safety expectations
 - Event-specific or organisational guidelines
 - Activity-specific rules
- ☐ Who will be responsible for ensuring they are implemented?

5. Communication

- ☐ How will students, staff and parents/carers be clearly informed?
- ☐ Are multiple and accessible platforms being used (e.g. Compass, social media, newsletter)?

6. Sustainability and continuity

- ☐ In the case of an event, initiative or proposal, can it be delivered in sustainable way?
- ☐ Is it repeatable or scalable for future years?
- ☐ Is the Student Equity Fund available to support students who may need assistance?
- ☐ Are staff or volunteers needed and available?
- ☐ What mechanism do we have in place to measure impact and refine strategies (e.g. for events, is there a way to collect feedback to measure inclusion success? Student-led feedback? Surveys, focus groups, etc.)