



ST JOSEPH'S NUDGEES COLLEGE

Inclusive Learning

POLICY DOCUMENT - MARCH 2022

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Inclusive Learning

Mission

Nudgee College is an inclusive school that aims to provide a holistic education that meets the learning needs of all boys in our care.

Teachers at Nudgee College are committed to differentiating learning and teaching within their classrooms to meet the individual needs of every student; they recognise that some students need tailored supports in order to progress and succeed. The provision of reasonable adjustments for students across Years 5-12 is managed by our Faculty of Inclusive Learning.

Adjustment Summaries and Personalised Learning Plan

The Faculty of Inclusive Learning develops adjustment summaries and/or personalised learning plans for students who have a diagnosed disability or imputed learning needs. These plans are developed in consultation with the student, parents/caregivers, the Head of Faculty – Inclusive Learning, Inclusive Learning Coordinators/Case Managers, and subject teachers. Such plans serve to articulate learning goals, the functional impact of the student's disability/learning needs within the school context, and adjustments to learning and assessment cycles. These are regularly reviewed in alignment with updated reports from specialists, the student's growing maturity, and unique needs.

Teacher Aide Support

Teacher aide support is available to students within their subject-based classrooms. Teacher aides work collaboratively with subject teachers and their Inclusive Learning Coordinators/Case Managers to support boys to access and participate in the curriculum. When required, this may involve a teacher aide working one-on-one with a student or with a small group, as directed by the subject teacher.

Curriculum Support Classes

Curriculum Support classes are offered to boys in Years 7, 8, and 9 where their Individual/Personalised Learning Plans detail the need for this level of support. Curriculum Support classes focus on the development of critical literacy and numeracy skills and support students to implement these skills across core subjects. Modified classes are offered for English and Mathematics where needed. These classes have smaller student numbers, facilitating greater opportunity for explicit teaching and teacher aide support.



Modified Subject Programs

ESSENTIAL ENGLISH

In Years 6 to 9, students who require additional support in the area of literacy are invited to study Essential English. The course is aligned with the College's English program with modifications to content, delivery, and assessment. This subject is designed to meet the needs of students who find the subject of English challenging and experience difficulty achieving at year-level standard.

MATHEMATICS MODIFIED

In Years 6 to 9, students who require additional support in the area of numeracy are invited to study Mathematics Modified. Students studying this course focus on understanding the concepts being studied and applying these concepts to less complex problem-solving situations. Essential numeracy skills are continually revisited and developed. This subject is designed to meet the needs of students who find the subject of Mathematics challenging and experience difficulty achieving at year-level standard.

Assessment Adjustments: The Senior Years

Students who have a condition, disability, or impairment that affects their ability to read, respond to or participate in assessment can apply for Access Arrangements and Reasonable Adjustments (AARA). The College submits this application to the Queensland Curriculum and Assessment Authority (QCAA). Schools are advised about individual student AARA decision/s that are approved by the QCAA. The application of AARA to student assessment is determined by the functional impact of the student's condition on learning.

PLEASE REFER TO
WWW.NUDGEE.COM
FOR FURTHER INFORMATION.



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A Catholic School in the Edmund Rice Tradition

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