



## ‘Truth and Courage’

Inspired by the legacy of our Patron St Francis Xavier captured in the words ***“What more can I be or do for Christ”***, the Vision of the College is to provide our staff, students and their families with a rich experience of a Catholic learning community and encounter with Jesus. It is this encounter with Jesus that calls us to a spirit of evangelisation through education.

### **Students with Additional Needs and NCCD**

#### **Inclusive Education**

St Francis Xavier College is committed to the incorporation of inclusive practices and is guided by the CACG Supporting Students with Additional Needs Policy (2024), CACG Inclusive Practice Processes Guide, Disability Discrimination Act (1992), Disability Standards for Education (2005), and the Nationally Consistent Collection of Data Policy (2024).

The implementation of **CACG Supporting Students with Additional Needs Policy** at College level is contained within our **Statement of Practice** which has been endorsed by the Executive and Community Council of the College.

#### **Philosophy**

St Francis Xavier College provides an inclusive learning environment where students with diverse education needs can participate fully in the life of the College. It recognises that some students may require flexibility and additional support, including adjustments and modifications to teaching and learning activities and assessment. Students are provided with multiple ways to access, engage and participate in their learning. Learning opportunities are presented through meaningful and relevant activities which play to a student’s strengths and optimise their success. Activities are differentiated to respond to the individual, diverse learning needs of our students.

SFXC supports 444 (May 2025) students on a Personalised Plan with a variety of needs including learning disabilities, EAL/D support needs, emotional or behavioural challenges, acceleration, physical disabilities and sensory support needs. All staff at SFX are committed to ensuring a sense of belonging for all students where they feel valued, welcomed, and supported. Collaborative planning and relationship building are essential in Inclusive Education.

*“Jesus Christ, our greatest teacher, calls us to share and witness to our faith, build inclusive communities and deliver contemporary quality learning opportunities for every person” (CACG Vision, 2025).*

## **Australian Curriculum**

The Australian Curriculum (ACARA, 2025) promotes the development of inclusive teaching and learning programs by building on students' interests and abilities. St Francis Xavier College, through the implementation of the Australian Curriculum, is committed to providing a curriculum that supports all students to access, participate and progress in their learning. The Australian Curriculum provides all students with equitable access to a curriculum that encourages excellence and high expectations for all students (Student Diversity | V9 Australian Curriculum).

*"All students in all schools are entitled to an excellent education, allowing each student to reach his or her full potential so that he or she can succeed, achieve his or her aspirations, and contribute fully to his or her community, now and in the future" (Australian Education Act, 2013).*

## **Methods of Support**

- Classroom Support Assistants (CSA's)

(CSA's) work under the direction of the Director of Inclusive Education, Head of the Inclusive Education Department, and classroom teachers, to support the unique and individual needs of our students. CSA's work off a daily timetable to support students with need each lesson, including students at the extensive level of support who require 100% CSA support each day. SFX has 21 CSA's, including 3 CSA's partaking in Permit to Teach classes. Collaborative planning amongst the Inclusive Education team ensures students and staff goals are met, observations are made, growth is monitored, and data is collected. CSA's record their daily support digitally on OneNote. Support may include:

- in class support
- small group support, including specific intervention programs.
- 1:1 support
- bathroom/ hygiene support
- social/emotional support
- playground support
- excursion support

- Extra Learning Time (ELT) intervention classes

ELT is a targeted intervention program focused on improving students' literacy skills. ELT is taught by experienced classroom support teachers and supported by CSAs. Students cannot elect to take place in ELT, rather data from NAPLAN, Dibels and PAT is analysed and 40 students who fall in the bottom 25% of standardized testing and would benefit from MacqLit Reading intervention are chosen. Students are then further assessed with a placement test which is used to determine instructional groupings. MacqLit is a systematic and explicit small-group reading intervention program for older, low-progress readers designed to help struggling readers catch up with their peers. Progress monitoring and cumulative reviews are conducted regularly to determine progress. In 2024, every student partaking in the intervention showed growth and increased reading results.

- University of Canberra Occupational Therapist (OT) Program

St Francis Xavier College has a mutually beneficial relationship with the University of Canberra Occupational Therapy Program for the past three years. The University of Canberra Occupational Therapy Educator, Director of Student Wellbeing, and the Head of Inclusive Education work closely to develop a program which benefits members of both communities. Twice per week, a small group of OT students work at SFXC to build their skill set, support our students with specific OT needs and collaborate with the Inclusive Education team.

Intervention programs are developed according to the needs and assessments of the students. Interventions are provided either 1:1 or in a small group. Assessment reviews are shared with parents and teachers. OT assessments have been useful to support some parents with their NDIS applications and Paediatrician reviews. The OT data is stored in Halaxy, an online platform only accessible to specific staff. Parental permission is sought before students participate in the OT program.

- Whole staff Professional Learning (PL)

Four times per year, the Director of Inclusive Education runs whole staff PL on various Inclusive Education topics. Topics in the past two years have included differentiation, disabilities, levels of Nationally Consistent Collection of Data (NCCD) adjustment, categories of NCCD adjustment, modifications vs adjustments, and Personalised Planning. This PL ensures all teaching staff are kept up to date with best practice, relevant content, skills and pedagogy on Inclusive Education matters.

- Break time support

During every recess and lunch, a classroom in the Hub is used as a drop in space for any student who finds it difficult to access the playground. CSAs facilitate this space where students eat their recess and lunch and are able to interact socially with the support of the Inclusive Education department.

CSAs supervise and support the play by facilitating the development of friendship skills around shared interests. This may involve learning to take turns, negotiation skills and conflict resolution. Our senior leadership team and the University of Canberra Occupational Therapist's regularly spend time in this space building rapport with the students.

- Homework Help

Homework Help, facilitated by CSA's, is run from Monday to Thursday, 3pm until 4pm in Learning Commons as a drop in for any student who requires extra support with their assessment or class work.

- Breakfast Club

Breakfast Club, facilitated by CSA's, occurs each morning from 8am until 8.25am in the Canteen. Local supermarkets supply breakfast supplies and students can drop in to begin the day with healthy, nutritious food that provides them with energy so that they are ready to learn.

- Lego Club

Lego Club is run once per week and meets the needs of our creative construction students. Students work collaboratively to build and display their creations, under the guidance of a Classroom Support teacher. Incidental outcomes include learning to take turns, flexible thinking, problem solving and negotiating.

## **National Consistent Collection of Data (NCCD)**

At SFXC we adhere to the NCCD guidelines, including the CACG Nationally Consistent Collection of Data Policy (2024) to ensure equitable levels of adjustment are given to meet the needs of students on Personalised Plans (PPs). Under the NCCD model, a collaborative team made up of Inclusive Education staff, Year Coordinators and the Director of Wellbeing, use their professional, informed judgement, based on evidence, to determine the level of adjustment students with a disability receive, in both the classroom and school wide context. The team select the appropriate level of adjustment to enable students to participate in their education on the same basis as their peers, as mandated by the Disability Discrimination ACT (1992) and Disability Standards for Education (2005). Evidence to support the adjustments are collected and stored on the online learning portal Canvas and in the appropriate departmental share drive.

- **Identifying students with Additional Needs**

At SFXC, diagnosed and imputed students, are identified and supported through the development of a PP. Through consultation, observation, and conversation with stakeholders, students are closely monitored, and strategies are implemented to meet the needs of individual students. Following the NCCD guidelines, teachers adhere to the processes to collect and report data. For students without a formal diagnosis, it is essential to gather evidence to support their imputed adjustments to allow them to access the curriculum and experience success as a learner. The following CACG screeners are used as evidence to support students' level of adjustment and provide appropriate evidence:

- YARK – reading comprehension
- KBIT – cognitive concerns
- PsychProfiler – psychosocial and behavioural concerns
- CELF – language concerns
- Along with the CACG Functional Impact report

- **Personalised Plans (PP)**

The purpose of a PP is to outline a students' support needs and the strategies to help them learn and develop to their full potential. PPs are developed in consultation with the student, their family and relevant professionals, fostering a collaborative approach to learning. Meetings occur semesterly, or more often when required, for students identified with substantial and extensive needs. Students whose needs are identified as supplementary, or quality differentiated have their PPs reviewed annually.

PP meetings provide an opportunity to celebrate a student's achievements, share work samples, any concerns, and update allied health reports and recommendations. Parents may invite allied health workers to attend the meeting to ensure collaborative planning and shared goals. Students may also attend the PP meeting when they feel comfortable. Collaborative meeting notes are recorded.

New students enrolling at SFX, identified as having a disability by their parents, also attend an integration meeting prior to starting with the Principal and the Director of Inclusive Education. This meeting is an opportunity to gather reports, discuss successful strategies, environmental needs and seek the expertise of the parent. All of which support a smooth transition into their new school.

### **Working with External Allied Health Providers**

The Inclusive Education team at St Francis Xavier College works closely with externally funded health, disability and wellbeing providers that are engaged by parents to meet the needs of their children. This process follows the CACG Working with Externally Funded Health, Disability and Wellbeing Providers Guide (2023), under the approval of the school principal. Open communication between all stakeholders is encouraged to ensure a shared understanding of goals and support.

### **REFERENCES**

CACG Inclusive Practice Processes Guide

CACG Supporting Students with Additional Needs Policy (2024)

CACG Working with Externally Funded Health, Disability and Wellbeing Providers Guide (2023)

Disability Discrimination Act (1992)

Disability Standards for Education (2005)

Nationally Consistent Collection of Data Policy (2024)

Endorsed by:	The Executive and Community Council of St Francis Xavier College
Implementation date:	2025
Revision date:	July 2027
Contact Officer:	Principal or delegate
Reviewed:	August 2025