



## SCHOOLS FOR ALL

### Quarterly Report – December 2016

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Throughout this quarter, officers from all service areas have continued to work with school staff, parents and the broader educational community to bring to fruition the key messages of the *Schools For All* report in Systemic Catholic Schools across Canberra. Central to achieving this was Catholic Education’s commitment to a process of implementation based on their *Principles of Pedagogy* and the work of Daniel Kim around *Levels of Perspective*.

The responses to recommendations in the *Schools For All* report were focused on improving outcomes for all students, including those with complex needs and challenging behaviours. Through explicitly linking the recommendations of *Schools For All* to the *Principles of Pedagogy*, Catholic Education has co-created and co-designed a response to the report in partnership with schools.

Daniel Kim’s Levels of Perspective have provided Catholic Education with a powerful lens from which to view the way they have responded to the *Schools For All* recommendations. The findings of the report and current practices have been regarded through five perspectives; shared vision, mental models, systemic structures, patterns of behaviour and events. In the latter half of 2016 several key messages have emerged from adopting Kim’s Levels of Perspectives. These include:

- Taking the time and action to build a shared vision in response to the *Schools For All* report, has been the most powerful action Catholic Education could have undertaken
- Embedding a shared mental model (beliefs, values and assumptions) into our culture so that a shared vision would be realised was the second most powerful action undertaken
- Designing systems and or structures that supported the living out of a mental model that realised Catholic Education’s shared vision, was the final but still powerful action undertaken by Catholic Education.

Through taking the above actions, Catholic Education has demonstrated a commitment to the sustainability of all actions taken in response to the *Schools For All* report.

**NOTE:** *Subsequent to the last report Catholic Education has decided to re-vision the role of school based supports for students, by articulating the importance of Learning Support Teachers (LSTs) being in classrooms. To help support this mindset LSTs are now referred to as Classroom Support Teachers (CSTs). Learning Support Assistants are referred to as Classroom Support Assistants (CSA). This new nomenclature is used throughout this report.*

Governance					
<b>Program</b>	Schools for All Program	<b>Program Director</b>	Patrick Kelly	<b>Executive Sponsor</b>	Maree Williams
<p>Catholic Education Archdiocese of Canberra &amp; Goulburn (CECG) has applied effective principle of governance to each project undertaken as part of a response to the <i>Schools For All</i> report. This has been achieved by providing oversight of each project at both Senior Officer and Head of Service level. This has ensured that responsibilities for strategic decision-making has been driven by the Principles of Pedagogy. The checks and balances that have been put in place have been particularly useful to processes such as change control and adherence to the shared vision.</p> <p>As a result of the governance structures implemented in this quarter:</p> <ul style="list-style-type: none"> <li>• No project exhibiting potential characteristics of failure was allowed to proceed to their next phase without clear resolution of those issues.</li> </ul>					

- Clear lines of responsibility and ownership of each project area ensured a quick response where changes or further clarification was required by either system staff, schools staff and/ or families
- Disclosure occurred in a timely manner resulting in the flow of accurate information vital to the success of each project.

Key governance strategies implemented throughout the quarter included:

- the adoption of a disciplined review cycle that includes approval gates at which viability is reviewed and approved
- recording and communicating decisions made at approval gates
- the acceptance of responsibility by the Senior Officer Wellbeing & Diversity and the Head of Service Religious Education and Curriculum Services
- establishing clearly defined roles, responsibilities and performance criteria for governance
- developing coherent and supportive relationships between other service areas
- procedures that allow Head of Service to call for an independent scrutiny of projects
- fostering a culture of improvement and frank disclosure
- giving officers the capability and resources to make appropriate decisions
- ensuring that responses to recommendations are supported by information that allows reliable decision-making
- ensuring that stakeholders are engaged at a level that reflects their importance to the organisation and in a way that fosters trust
- the deployment of suitably qualified and experienced people to manage projects
- jointly agreed business cases that reflect the apportionment of risk and reward
- agreed procedures for reporting, independent reviews and dispute resolution.

### Program Objectives

Throughout the Fourth Quarter the CECG's *Principles of Pedagogy & Wellbeing and Diversity Framework* were central to the response to the *Schools For All* report. While there continues to be a strong focus on a student-centred approach, Catholic Education has linked its response to the *Schools For All* Report to the broader work of the Religious Education & Curriculum team. An early focus on instructional leadership continues to create school cultures where the needs of all students are being addressed in a timely and consultative manner.

#### Objectives:

- Alignment of CECG's response to *Schools For All* recommendations to the *Principles of Pedagogy*
- Building the capacity of school staff to respond appropriately to the needs of all students
- Ensuring that the best interests of students are a part of all decisions and processes undertaken
- Building the capacity of Classroom Support Teachers while at the same time increasing the hours they spend supporting classroom teachers in classrooms
- Building the capacity of Classroom Support Assistants to respond to the needs of all students
- Implementing a shared vision, mental models, systemic structures, patterns of behaviour and events that better address the complex needs and challenging behaviours of students
- Collaboration within schools and with external agencies
- The establishment of calm learning environments across all schools
- Explicitly drawing links between wellbeing and pedagogy in all aspects of Catholic Education's response to *Schools For All*
- Ensuring response times are timely and prompt
- Creating greater opportunities for listening to the individual and collective 'student voice'

### Critical Success factors for this period

- Key elements from the *Schools For All* report are understood by school leadership teams and disseminated to all school staff
- Principals and school leadership teams are ensuring school staff understand their obligations identified under the *Disability Standards for Education*, the *CECG Principles of Pedagogy* and the *CECG Wellbeing & Diversity Framework*
- Release of the *Wellbeing & Diversity Framework*
- Restructure of the roles undertaken by officers in the Wellbeing & Diversity team to ensure clear governance for each project
- Professional learning and supporting documentation promotes a System understanding of the importance of calm classrooms to student learning
- Opportunities provided at school and System level for teachers to hear and respond to student voice

- Wellbeing & Diversity Advisory Group established and meeting regularly
- Provision of professional learning to support Classroom Support Teachers in addressing the recommendations of the *Schools For All Report*
- Communities of practice established to support Classroom Support Teacher in addressing the complex needs and challenging behaviours of students
- Effective use of personalised planning process as a tool to respond to student need in a timely manner and as a way of identifying potentially complex and challenging behaviours
- Use of the Nationally Consistent Collection of Data process to inform ways of responding to student needs
- Gradual reduction in Wellbeing & Diversity referrals
- Learning environments are utilised to link student wellbeing and pedagogy
- Teachers understand and use de-escalation strategies for students with complex behaviours
- Two cohorts of Classroom Support Assistants have commenced a Certificate IV in School Support
- External providers deliver psychometric assessment on behalf of Catholic Education
- Schools accessing additional diagnostic tools determine the suitability of a full psychometric assessment, or the need for the family to consult other specialists

### Current Initiatives for Responding to the *Schools for All Report*

The broader processes adopted for system cultural change during 2016

#### Principles of Pedagogy

At the conclusion of 2016 there is clear evidence that the language and intention of the seven *Principles of Pedagogy* are embedded in the actions and decision making processes undertaken by teachers. Personalised Plans and referrals made on behalf of students clearly identify one or more of the *Principles* as central to improving particular student's educational outcomes and/ or that student's wellbeing.

- Principle 1 Everyone can learn
- Principle 2 A deep understanding of curriculum provides content and context for learning
- Principle 3 Assessment informs teaching and learning
- Principle 4 Positive relationships are at the heart of effective teaching
- Principle 5 Holding high expectations of all learners is a commitment to justice
- Principle 6 Positive educational environments empower learning
- Principle 7 Learning is inspired and celebrated in community

#### Collaboration on Student Achievement Model (COSA)

Through the COSA support model, all officers from Religious Education and Curriculum Services have contributed to the overall wellbeing of students in Catholic schools in 2016. Central to the COSA model is accurate collection and use of formative and summative student data. While COSA was not specifically established to respond to the complex needs and challenging behaviours of students, the reality has been different. Through the use of an inquiry process and the associated coaching teachers have received, they have become more aware of how to use data to respond to a range of student pedagogical and psychological needs.

#### Student/School Engagement Teams (case management approach)

During the Fourth Quarter Student/School Engagement Teams have responded to 30 referrals from schools. These referrals have been categorised into three key areas, these being:

- Requests for assessments (cognitive, autism and language)
- Requests for supporting the pedagogical needs of students
- Requests for supporting the behavioural needs of students.

There has been a noticeable decrease in the number of referrals received in the Fourth Quarter of 2016.

At the end of the Fourth Quarter, only 20 referrals were active. Although many cases are closed, officers from Catholic Education continue to liaise with schools and monitor student progress.

#### Professional Learning Opportunities:

##### Online Learning (OLT)

During the Fourth Quarter online courses have again been available to all teaching staff and Catholic Education executive staff. These have been offered as CECG arranged days with participants from across multiple schools, as well as whole school training opportunities to enrich schools' knowledge of working with students with disabilities and learning difficulties.

#### Courses Offered:

- Inclusion for Learners with Speech, Language and Communication Needs (SLCN)
- Understanding and Supporting Behaviour (USB)
- Understanding Autism Spectrum Disorders (ASD)
- Understanding Hearing Loss (UHL)
- Understanding Motor Coordination Difficulties (MCD).

Currently CECG maintains a 98.2% completion rate.

#### **Learning Support Teachers (LSTs) New to the Role in 2016**

During 2016 a cohort of 12 Classroom Support Teachers new to the role in 2016 completed a day's training each term designed to not only build their capacity to respond to the complex needs and challenging behaviours of students, but to value student voice in all planning processes in schools. In the Fourth Quarter each participant completed the "Everyone Everyday" course delivered by Megan Campbell and Maureen Howe.

#### **English as an Additional Language or Dialect (EAL/D)**

Some English as an Additional Language or Dialect students enter Catholic Education schools with a range of complex needs and challenging behaviours associated with their life circumstances. The Archdiocesan *Principals of Pedagogy* which focus on understanding the learner and student centred learning, guide principals, leadership teams and school communities in addressing the needs of these students on a social-emotional level, as well as through the utilisation of the Australian Curriculum, Assessment and Reporting Authority (ACARA) Learning Progressions.

#### **Early Learning Initiative (ELI)**

Early Learning Initiative has continued to focus on developing the capacity of teachers to improve literacy and numeracy in K-2 and educate parents/carers in effective ways to assist their children at home with literacy and numeracy. Additional Early Learning Initiative teachers have been appointed in this quarter. This initiative responds to the key elements of student centred learning as identified in Chapter 5 of *Schools for All* report. Twenty-three of our schools are currently involved in this initiative with another cohort being trained next semester.

#### **Wellbeing Projects**

Throughout the Fourth Quarter schools continued to participate in a range of Wellbeing projects resourced by CECG Wellbeing grants. A review of the projects indicate that they continue to have a positive influence on the wellbeing of staff and students across multiple schools.

As identified in previous quarterly reports the focus of projects addressed:

- Whole school professional learning (KidsMatter, MindMatters and SWPBS)
- Student, staff and family wellbeing
- Allocations to allow additional time for staff to respond to the wellbeing of students.
- Supporting parent engagement.

#### **Archdiocesan Wellbeing & Diversity Framework**

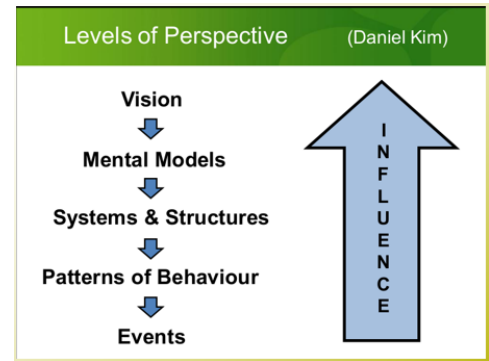
In the later part of 2016 schools commenced implementing the various school based strategies identified in the Archdiocesan *Wellbeing and Diversity Framework*. At a System level, staffing changes resulted in additional staff being appointed to ensure the successful roll-out of the Framework. As in previous quarterly reports the following areas remained a focus for CECG officers:

- Supports whole school communities to build respectful schools
- Respect on the Gospel values that underpin Catholic Education
- Provision of a platform to continue to enhance current wellbeing and pedagogical practices in schools
- Connects wellbeing and pedagogical practices
- Provision of resource linked to the National Schools Framework
- Provides resources that support a whole school approach
- Provides a comprehensive range of evidence informed practices

## Uptake of Daniel Kim's levels of Perspectives

Schools For All has provided many opportunities for staff to lead change and where faced with an event, it is the "choice" of leadership of the leverage point that we "react" with. Catholic Education has been working with school leaders to consider all change management with the notion that we first look to our Vision/mental models to design the implementation of change.

For example: if we are looking to embed cultural change around *Schools For All*, what are the systems and structures that will enhance and build our capacity in this area? How is the current response to complex needs and challenging behaviours meeting the mental models implied in the Annual Implementation Plan? How could learning and wellbeing practices be developed to meet the intention of the school plan?



**A key action taken in the later part of 2016 was providing all schools with access to a Dr Michael Carr-Gregg supported initiative, SchoolTV. School TV is a world first concept that addresses the modern day realities faced by schools and parents, providing clear, relevant and fact based information around raising safe, happy and resilient young people (<http://schooltv.me/>)**

## Stakeholder Management

- Throughout 2016, Catholic Education officers liaised with a range of external agencies to provide targeted supports to schools and parents. Some agencies / professionals were also used to provide specialised assessments
  - AsOne Therapy                      Assessment support
  - Catholic Care                        Assessment support
  - KeepCarm Consultancy          Professional Learning teacher support, case management
  - Psychologist                         Psychological Services
  - Consultant                            SWPBS Consultant, case management support
  - Consultant                            SWPBS Consultant
- After being established mid-2016, the Wellbeing & Diversity Advisory Group will continue to meet in 2017.

## Risk Management at completion of 2016

Risk description	Perceived Risk Level (as below)	Avoidance and Mitigation	Resultant risk level (as below)
an unauthorised use of restrictive practice	Medium	<ul style="list-style-type: none"> <li>• Review of CE policies around the use of restrictive practices <b>(Completed)</b></li> <li>• Ensure processes for reporting the use of restrictive practices are clear and adhered to <b>(Completed)</b></li> <li>• Conversations with School Services to ensure that CE staff working with principals raise this issue with each principal <b>(Completed)</b></li> <li>• Religious Education &amp; Curriculum officers to have conversations with Classroom Support Teachers around the use of restrictive practices <b>(Completed)</b></li> <li>• Offer all schools who have the potential to require the use of restrictive practices access to the Managing Aggression or Potential Aggression course <b>(Completed)</b></li> <li>• Arrange to train additional CE staff in the delivery of Managing Aggression and Potential Aggression <b>(Completed)</b></li> </ul>	Low-Medium
Capacity of Catholic Education officers to meet the demands of	Medium	<ul style="list-style-type: none"> <li>• Support for officers to manage case loads <b>(Completed)</b></li> <li>• Building officer capacity through cross-sector involvement <b>(Completed)</b></li> </ul>	Low

<p><b>Schools for All recommendations while continuing with current areas of responsibility</b></p>		<ul style="list-style-type: none"> <li>• Provide clearer guidelines to officers around case management <b>(Completed)</b></li> <li>• Utilise videoconferencing facilities when attendance is not critical <b>(Developing)</b></li> <li>• Review the place of subsidiarity within the model <b>(Developing)</b></li> <li>• Address changes in staffing levels <b>(Completed)</b></li> </ul>	
<p><b>Resourcing of the initiatives beyond 2016</b></p>	<p>Low</p>	<p><b>Pre-existing strategies</b></p> <ul style="list-style-type: none"> <li>• Seek additional resourcing to support initiatives <b>(Completed)</b></li> <li>• Develop clear processes for allocating additional resources <b>(Completed)</b></li> <li>• Preparation of budget proposals for 2017 <b>(Completed)</b></li> <li>• Review the processes used to distribute resources <b>(Completed)</b></li> </ul>	<p>Low</p>
<p><b>Level of parent/ carer involvement</b></p>	<p>Med - Low</p>	<ul style="list-style-type: none"> <li>• Parent meetings to be arranged <b>(Developing)</b></li> <li>• Senior Officer Wellbeing &amp; Diversity to be first point of contact for key parental issues <b>(Completed)</b></li> <li>• Where applicable, Wellbeing &amp; Diversity officers to support the enrolment process of students with complex needs and challenging behaviours <b>(Completed)</b></li> <li>• Access online resources to support parents and carers <b>(Completed)</b></li> </ul>	<p>Low</p>

## Resource Management

### Budget Resources

All budgetary requirements for *Schools For All* were met by Catholic Education during 2016. This included the allocation of substantial additional resources to support the Certificate IV training of Classroom Support Assistants and allocations made to schools to implement calm classrooms.

The budget process for 2017 is completed and sufficient resources have been allocated.

### Human Resources

Key changes to human resources in 2016 include:

- Expansion of staff available to support schools with *School Wide Positive Behaviour Support*
- Additional staff trained as trainers in Management of Actual or Potential Aggression
- Accessing additional psychologists and consultants
- Working with Catholic Care regarding the provision of support for 'Non-Attendance'
- Change in personnel responsible for supporting students with complex behaviours (resulting in staff member with greater understanding of NDIS)
- A partnership with ANU to develop Trauma Sensitive Schools (ANU to provide staff)
- Shift in CECG's psychologist's role to allow increased access time in schools

### Information Resources (unchanged throughout 2016)

During 2016 the following processes were utilised:

- All documents created as part of Catholic Education's response to *Schools for All* were developed and managed in accordance with relevant privacy and confidentiality requirements.
- All key documents and policies were approved by both the Senior Officer Wellbeing & Inclusion as well as by the Service Area Heads responsible for particular recommendations.
- All documents were stored electronically on the Catholic Education electronic portal (TRIM). Head of Service for Religious Education & Curriculum Services provided an update to the Director of Catholic Education on a weekly basis. Principals were provided with progress updates.
- Additional copies of *Schools for All* publication were printed and provided to all principals and key CECG staff.

### Documentation collected during the Fourth Quarter:

The following documentation was collected throughout 2016 and used to inform CECG's response to the *Schools For All* report:

- Assessment reports from external consultants
- Additional data from the University of Canberra disability modules
- Continued reviews of Personalised Plans as part of the case-management process
- Nationally Consistent Collection of Data
- Updates of key issues and concerns from SCAN Moderator
- Emails from parents
- Student/ School referral forms
- Student comments from the Student Forum.

Project Dependencies	Impact on Program	Status at at the end of 2016
Availability of Catholic Education Officers	<ul style="list-style-type: none"> <li>Officers available to case manage referrals</li> <li>KidsMatter and MindMatters projects are well supported</li> <li>Psychometric assessments are delivered in a timely manner</li> <li>Capacity building and professional dialogue amongst CECG staff</li> </ul>	<ul style="list-style-type: none"> <li>Additional use of external consultants addressed the need for additional case managers</li> <li>Additional use of external consultants provided coaching opportunities for CECG staff</li> <li>Working with Catholic Education is providing access to additional assessment opportunities</li> <li>Officer to take up primary responsibility for KidsMatter/ MindMatters</li> </ul>
Cross-sectoral meetings	<ul style="list-style-type: none"> <li>Allows for the coordination of responses in areas impacting all sectors in the ACT</li> </ul>	<ul style="list-style-type: none"> <li>Catholic Education had representation on a range of cross-sectoral meetings. Some meetings were cancelled and rescheduled when Catholic Education staff were unavailable.</li> </ul>
Financial Resources	<ul style="list-style-type: none"> <li>Certificate IV courses delivered to a minimum of two cohorts of CSAs</li> <li>Implementation of calm classrooms Calming Spaces improves levels of student engagement</li> <li>Copies of <i>Schools For All</i> report purchased for all principals</li> <li>Financing wellbeing projects</li> </ul>	<ul style="list-style-type: none"> <li>Resources continue to be provided for these projects</li> </ul>
Professional Learning for Catholic Education Officers	<ul style="list-style-type: none"> <li>Training at System and school levels respond to the <i>Schools for All</i> recommendations</li> </ul>	<p>Training provided during 2016 included:</p> <ul style="list-style-type: none"> <li>Managing Trauma</li> <li>Non Violent Crisis Intervention</li> <li>Meeting the needs of students with specific disabilities</li> <li>CSAs new to the role</li> <li>Everyone Everyday</li> <li>OLT Courses</li> <li>AASE Conference for CE officers</li> <li>Training on Instructional Leadership for CE Officers</li> <li>Targeted literacy and numeracy professional learning aimed at ensuring students experience success</li> </ul>
Broader Community Involvement	<ul style="list-style-type: none"> <li>Community and family consultation builds the capacity of CECG to respond to the recommendations of <i>Schools For All</i></li> </ul>	<p>Catholic Education continues to:</p> <ul style="list-style-type: none"> <li>Build partnerships with Canberra Institute of Technology (CIT), Australian Catholic University (ACU) and University of Canberra (UC)</li> <li>Operate a Wellbeing &amp; Diversity Advisory Group</li> <li>Form partnerships with additional external providers and consultants</li> </ul>
Focus on Sustainability	<p>A key priority for all actions taken in 2016 has been ensuring sustainability beyond the initial response period</p>	<ul style="list-style-type: none"> <li>Due to explicit links made to the Case Management model, the <i>Principles of Pedagogy</i> and the <i>Archdiocesan Wellbeing &amp; Diversity Framework</i> there is evidence of sustainable actions within schools and at a System level.</li> </ul>



# PROJECTS

Throughout 2016 each of the elements identified in the CECG's *Principles of Pedagogy* and the *Wellbeing & Diversity Framework* have been applied across each aspect of the *Schools for All Report*. As such, these will be indicated at appropriate points in this report.

## **Catholic Education Principles of Pedagogy**

Principle 1: Everyone can learn

Principle 2: Assessment informs teaching and learning

Principle 3: A deep understanding of curriculum provides content and context for learning

Principle 4: Positive relationships are at the heart of effective teaching

Principle 5: Holding high expectations of learners is a commitment to justice

Principle 6: Positive educational environments empower learning

Principle 7: Learning is inspired and celebrated in community

## **Elements from the Catholic Education Wellbeing & Diversity Framework**

Element 1: Leadership and commitment to wellbeing

Element 2: A supportive and connected school culture

Element 3: Policies, structures and procedures

Principle 4: Positive relationships are at the heart of effective teaching

Principle 5: Holding high expectations of learners is a commitment to justice

Principle 6: Positive educational environments empower learning

Element 7: Student engagement and student support

Element 8: Early Intervention and targeted support

Element 9: Partnerships with parish, families and community

Element 10: Active wellbeing

**Performance against Principles of Pedagogy and Sections 5.2 & 5.3 of Schools for All and the 9 elements of the Wellbeing & Diversity Framework**

During the Fourth Quarter there has been some noticeable changes in the nature and number of referrals being sent through to CECG. During this quarter fewer referrals were received than at the commencement of the project. This said, CECG continues to be aware of potentially unnecessary referrals based on a lack of understanding, skills and knowledge held by particular referring teachers. This has further highlighted a potential gap in teacher training around meeting the specific needs of all students.

There continues to be an ongoing need to support families throughout the case management process.

CECG is also concerned with the nomenclature around 'case management' and is currently exploring other options to name the work being carried out in this area.

**Key Principles of Pedagogy used to strengthen the emphasis on student-centred schools**

- Principle 1: Everyone can learn
- Principle 2: Assessment informs teaching and learning
- Principle 4: Positive relationships are at the heart of effective teaching
- Principle 5: Holding high expectations of learners is a commitment to justice
- Principle 7: Learning is inspired and celebrated in community

**Elements of Wellbeing & Diversity Framework used to strengthen the emphasis on student-centred schools**

- Element 1: Leadership and commitment to wellbeing
- Element 2: A supportive and connected school culture
- Element 3: Policies, structures and procedures
- Element 7: Student engagement and student support
- Element 8: Early Intervention and targeted support
- Element 9: Partnerships with parish, families and community

**Schools for All recommendations addressed through the case-management model:**

- Recommendations: 4.1
- Recommendations: 6.3,
- Recommendations: 10.1, 10.2
- Recommendations: 12.2, 12.6,
- Recommendations: 13.4, 13.6
- Recommendations: 15.1

**Performance against outputs**

In response to the performance outputs, CECG continues to take on responsibility for building the capacity of teachers to respond to the complex needs and challenging behaviours of all students. In the Fourth Quarter CECG has achieved this through a range of priorities.

Student Engagement Teams have continued to work with schools and parents to respond to the needs of students. Although there is room for further development what has been noticeable in the Fourth Quarter has been the reduction in time that an average case remains open with CECG. This is critical to assure the success of subsidiarity, sustainability and capacity building for each school to respond to the needs of students in a timely manner.

CECG continued to access consultants to support Wellbeing and Diversity officers as they responded to specific school needs. Access to consultants in the Fourth Quarter for assessment purposes dramatically reduced wait times in comparison to previous quarters.

During the Fourth Quarter CECG negotiated for all school communities to have access to SchoolTVme (<http://schooltv.me/>). This is a resource contributed by and endorsed by Dr Michael Carr-Gregg that can be accessed by all staff and parents as a resource to support their potential responses to the complex needs and challenging behaviours of students. The online resource provides advice on a range of every day realities faced by schools and parents, such as online threats, anxiety, depression, self-harm and substance abuse. SchoolTVme also provides a facility for CECG's psychologist to write to families across the Archdiocese on a monthly basis.

The Catholic Education *Supportive and Respectful Schools* is being embedded.

While the Wellbeing and Diversity team continue to meet weekly to discuss referrals, the focus of these meetings has evolved. A key aspect of these meetings is now addressing what is needed at a system level to build the skills, knowledge and disposition of staff so they have the confidence to respond to student needs rather than "referring on" as the first port of call.

During the Fourth Quarter there has been a shift in CECG's nomenclature around calming spaces. CECG now refers to calm classrooms, as there is a need for schools to understand that the physical layout of a classroom directly impacts on each student's academic and emotional success.

To further support the emphasis on a student centred approach CECG identified a need for schools to have a clearer understanding of each student's needs across both the pedagogical and social-emotional domains. To achieve this CECG have invested in a range of assessment tools in each of its schools. Prior to accessing the tools, staff from all schools attended training delivered by an external psychologist and a representative from Pearson Australia. Classroom Support Teachers in each school now have access to the following:

- the Clinical Evaluation of Language Fundamentals, Fifth Edition (CELF-5)
- the PsychProfiler
- Kaufman Brief Intelligence Test (K-Bit).

The PsychProfiler and K-Bit have also have provisions to seek student and or parent/carer input. It is expected that the use of these tools will provide schools with other options rather than seeing a full psychometric assessment as a first point of action. CECG's psychologist will continue to workshop Classroom Support Teachers on the effective implementation and analysis of these tools throughout 2017.



**Performance against Principles of Pedagogy and Sections 5.2 & 5.3 of Schools for All**

*Pursuing a student-centred vision through identifying individual needs*

Catholic Education continues to implement a range of strategies to ensure that individual student needs are addressed. The CECG student-centred vision has been one of empowering the student to have more control over their own education and/or circumstances.

Essential to the work undertaken in the Fourth Quarter was establishing a shared understanding of the need to access data to address individual student's needs. A growing research base has identified Formative Assessment as one of the most powerful practices for increasing student achievement, particularly for student's complex needs and challenging behaviours.

**Key Principles of Pedagogy central to pursuing a student-centred vision through identifying individual needs**

- Principle 1: Everyone can learn
- Principle 2: Assessment informs teaching and learning
- Principle 3: A deep understanding of curriculum provides content and context for learning
- Principle 4: Positive relationships are at the heart of effective teaching
- Principle 5: Holding high expectations of learners is a commitment to justice
- Principle 6: Positive educational environments empower learning
- Principle 7: Learning is inspired and celebrated in community

**Elements of Wellbeing & Diversity Framework used to strengthen the emphasis on student-centred schools**

- Element 1: Leadership and commitment to wellbeing
- Element 2: A supportive and connected school culture
- Element 3: Policies, structures and procedures
- Element 7: Student engagement and student support
- Element 8: Early Intervention and targeted support
- Element 9: Partnerships with Parish, families and community
- Element 10: Active wellbeing

**Schools for All recommendations addressed through pursuing a student-centred vision through identifying individual needs**

Recommendation: 3.2, 4.1, 10.2, 12.1, 12.2, 15.1

**Performance against outputs**

At the end of the Fourth Quarter a majority of staff in CECG schools have completed the *Disability Standards for Education* training modules. Numerous schools who completed the training several years ago are now requiring staff to revisit the modules as a refresher. CECG has also commenced conversations with the NSW Catholic Education Commission around future access to this resource as well as the development of additions to, and review of, the current suite of modules.

In the last quarter an additional 40 teachers have completed OLT online courses from the UK.

Officers who have completed the Non-Violent Crisis Intervention Course have supported targeted schools who have been addressing complex behavioural needs of students. Rather than sending officers on the Wellbeing & Diversity Team to training in the Managing Actual & Potential Aggression, CECG decided to contract an external consultant from KeepCarm Consultancy to be the provider of the course. This consultant will deliver the course to all schools as required.

All referrals/cases regarding students with complex needs continue to be reviewed and actioned on a weekly basis.

During the Fourth Quarter CECG increased the contracted hours with external providers to ensure schools had ample support to plan for 2017.

CECG has strategically supported schools in addressing the complex needs and challenging behaviours through the mentoring of teachers as part of the Collaboration On Student Achievement (COSA). While COSA was not developed in response to the *Schools For All* report, it has had a clear impact on the attitudes and practices of teachers. Through COSA, teachers of students with complex needs and challenging behaviours are being coached in the use of formative and summative data. Leaders of Learning from CECG have been able to help teachers form an understanding of how to use formative assessment data to differentiate and intensify instruction to support all types of learners in the classroom, as well as how to utilise this assessment data to articulate present levels of performance and support effective progress in the monitoring of annual Personalised Plan goals. Anecdotal evidence is currently indicating a substantial decrease in the use of withdrawal practices.



<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Pursuing a student-centred vision through the provision of safe and orderly environments</p>	<p><b>Performance against <i>Principles of Pedagogy and Sections 5.2 &amp; 5.3 of Schools for All</i></b></p> <p><i>Pursuing a student-centred vision through the provision of safe and orderly environments</i></p> <p>During the Fourth Quarter the final group of schools accessed their “Calming Spaces” grants. Primary schools received \$400.00 per classroom with additional resources provided for the library and one multi-purpose room, while secondary schools received \$1000.00 per one hundred students.</p> <p>CECG addressed misconceptions amongst some staff around our original notion of “Calming Spaces” and therefore began conversations around creating a positive learning environment within classrooms. When students feel comfortable, safe and engaged, and a focus is placed on the positive aspects of learning, students will be more open to actively participating. It is important that students in CECG schools know that theirs is an inclusive, respectful, community-oriented environment.</p> <p>Central to the success of this is a need to ensure the environment is not busy, and the walls are used as learning spaces, not cluttered with old and unused artifacts.</p> <p><b>Key Principles of Pedagogy central to providing safe, orderly environments:</b></p> <p>Principle 1: Everyone can learn</p> <p>Principle 4: Positive relationships are at the heart of effective teaching</p> <p>Principle 6: Positive educational environments empower learning</p> <p><b>Elements of Wellbeing &amp; Diversity Framework used to strengthen the emphasis on student-centred schools</b></p> <p>Element 1: Leadership and commitment to wellbeing</p> <p>Element 2: A supportive and connected school culture</p> <p>Element 3: Policies, structures and procedures</p> <p>Element 10: Active wellbeing</p> <p><b>Schools for All recommendations linked to these actions:</b></p> <p>Recommendation: 7.1</p> <p>Recommendation: 8.1</p> <p>Recommendations: 11.1, 11.5</p>	<p><b>Performance against outputs</b></p> <p>Again, the COSA model has supported CECG response to the <i>Schools For All</i> report in this area. COSA has fostered amongst schools the notion of making learning student-centred so that students become more engaged in the learning process. The inquiry approach adopted through COSA has supported students with complex needs and challenging behaviours throughout this quarter by ensuring that the pedagogy meets their circumstance (Professor Tony Shaddock). Through acknowledging that students have different entry points to the learning based on social-emotional and educational needs, schools have been able to help students feel good about themselves as an intrinsic motivator.</p> <p>Additional data was collected during the Fourth Quarter around the use positive learning environments.</p> <p>During the Fourth Quarter it has been important to ensure schools are still thinking about calm classrooms beyond the point of purchases made through the grant process. As such, officers from Wellbeing and Diversity have set up a showcase of what has been happening at the CECG COSA Showcase (attended by teachers representing all CECG schools as well as representatives from other sectors).</p> <p>CECG has also used the Wellbeing &amp; Diversity intranet page to showcase what has been happening in schools.</p> <p>The data gathered from documentation circulated in prior quarters has been gathered and collated to inform future practices at a school level, as well as to inform large scale planning undertaken during school renovations and building projects.</p> <p>Workshops and school based visits were held with all principals on the development of calm classrooms. Some teachers sought consultation from Wellbeing and Diversity officers on the best ways to foster positive learning environments.</p> <p>The greatest mindset change that has occurred is the shift away from the notion that a ‘calming space’ is mainly used when a particular student has a meltdown. Anecdotal data indicates teachers understand that safe and orderly environments provide opportunity for all students to succeed in their own way.</p>	
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**Performance against *Principles of Pedagogy* and Sections 5.2 & 5.3 of *Schools for All***

***Pursuing a student-centred vision giving priority to relationships.***

Catholic Education continues to ensure that the development of effective relationships, both within the classroom and between families and schools, remains a priority. During the Fourth Quarter, the case management model has been a primary agent for achieving this priority.

All actions undertaken by CECG in this quarter have remained true to the *Principles of Pedagogy* that recognise that supportive and positive relationships between teachers and students ultimately promote a sense of school belonging and encourage students to participate co-operatively in classroom activities.

While on occasions we may hear that it is difficult for schools and parents to get enough time to get to know one another and establish working relationships on behalf of children, CECG has worked to highlight the importance for all concerned. If this does not occur, the result in too many cases, is misunderstanding, mistrust, and a lack of respect.

All staff must fully understand the interrelationship between school and home and how they may impact on each other and the child.

**Key Principles of Pedagogy central to giving priority to relationships**

Principle 4: Positive relationships are at the heart of effective teaching

Principle 7: Learning is inspired and celebrated in community

**Elements of Wellbeing & Diversity Framework used to strengthen the emphasis on student-centred schools**

Element 2: A supportive and connected school culture

Element 5: Positive behaviour approaches

Element 6: Engaging school learning and teaching

Element 7: Student engagement and student support

Element 9: Partnerships with parish, families and community

Element 10: Active wellbeing

**Schools for All recommendations linked to these actions**

Recommendation: 4.1

Recommendations: 6.3, 6.4

Recommendation: 12.6

**Performance against outputs**

During the Fourth Quarter CECG has continued, where appropriate, to link families with external agencies so that appropriate services and advice can be obtained. Catholic Education continues to work with external providers including National Disability Insurance Scheme providers to ensure students have access to the services they require.

Key Partners for this quarter have included:

- AsOne Therapy - Assessment support
- Catholic Care - Assessment support
- KeepCarm Consultancy - Professional Learning teacher support, case management
- Psychologist - Psychological Services
- Consultant - SWPBS Consultant, case management support
- Consultant - SWPBS Consultant

The key functions of the Wellbeing and Diversity Advisory group have been:

- Reviewing service recommendations for addressing the Wellbeing and Diversity needs of students, schools and families
- Ensuring the key elements of the *Principles of Pedagogy* and the *Wellbeing & Diversity Framework* are a part of decision making processes
- Identifying gaps in current System practices and the communication of them to Religious Education & Curriculum Services.

Case management responses continue to provide opportunities for officers to support and develop relationships between students, teachers, parents, external agencies and the wider school community. Video conferencing is currently being used as a way of responding in a more timely manner to teacher requests. All trials to date have been successful.

Additional efforts have been made by CECG to foster student voice as part of the planning process for all students with complex needs and challenging behaviours. On some occasions, where schools seek to foster such actions, it is the parents/carers who are reluctant. CECG plans to run parent workshops in 2017 to increase opportunities for student voice.

As identified earlier in the report, CECG has provided all school communities access to SchoolTVme. While the content from this resource will be valuable CECG believes that the resource has real potential to impact relationships positively. Through access to the resource parents/carers teachers may be better able to understand what students and parents are going through, and as such, shift the dynamics of their interactions so that the student is more comfortable in communicating their needs. A new CECG initiative in this quarter has been the allocation of resources to support teachers and build relationships between teachers and students enrolling in a particular school for the first time. Principals can now access relief time to spend time building relationships with students with complex needs and challenging behaviours.





**Performance against Principles of Pedagogy and Sections 5.2 & 5.3 of Schools for All**

**Pursuing a student-centred vision through fostering wellbeing**

One area that will continue to challenge schools in our changing world is helping to build students' resilience and empower them to make positive choices. Supporting students to learn in a safe, nurturing environment so that they can achieve the best possible outcomes for all their schooling needs, is an ongoing priority of CECG. As such during this quarter CECG has been committed to helping schools understand that there is a clear link between the learning needs of students and their wellbeing.

In this quarter CECG has continued to work closely in partnership with schools, parents, caregivers and outside school services, in order to foster student resilience. CECG's primary concern in this quarter, as with past quarters, has been that all students' needs are addressed and that schools are happy and healthy environments for our entire student body.

**Key Principles of Pedagogy central to fostering wellbeing**

- Principle 1: Everyone can learn
- Principle 2: Assessment informs teaching and learning
- Principle 3: A deep understanding of curriculum provides content and context for learning
- Principle 4: Positive relationships are at the heart of effective teaching
- Principle 5: Holding high expectations of learners is a commitment to justice
- Principle 6: Positive educational environments empower learning
- Principle 7: Learning is inspired and celebrated in community

**Elements of Wellbeing & Diversity Framework used to strengthen the emphasis on student-centred schools**

- Element 1: Leadership and commitment to wellbeing
- Element 2: A supportive and connected school culture
- Element 3: Policies, structures and procedures
- Principle 4: Positive relationships are at the heart of effective teaching
- Principle 5: Holding high expectations of learners is a commitment to justice
- Principle 6: Positive educational environments empower learning
- Element 7: Student engagement and student support
- Element 8: Early Intervention & targeted support
- Element 9: Partnerships with Parish, families and community
- Element 10: Active wellbeing

**Schools for All recommendations linked to these actions**

Recommendations 4.1, 6.1, 6.4, 8.1, 9.1, 10.1, 10.2, 11.1

**Performance against outputs**

Case management continues to be a primary vehicle for collecting data on the levels of student and teacher wellbeing across the Archdiocese.

Principals and leadership teams have consulted with teachers on a regular basis to help staff ensure daily interactions with students promote belonging and through individual and whole-school programs, students are taught to be compassionate, self-aware, and to be accountable for their choices.

Schools are working in close association with outside agencies depending on the particular needs of their students. This has included additional training for staff around autism and trauma.

The Archdiocesan Wellbeing and Diversity Framework is being implemented in schools through the case management meetings as well as through the *Schools For All* Network days

18 schools completed their 2016 wellbeing projects and an additional 24 Schools have received grants for 2017.

In the final quarter for 2016 an additional seven schools received consultative support to further embed their School Wide Positive Behaviour Support projects.


CECG have commenced a joint project with the Australian National University around Trauma Sensitive School' This project will be rolled out to two trial schools in 2017.

Additional psychological services are currently being accessed so that assessments are carried out externally.

A new psychologist has been appointed at CECG who has a focus on whole of system practices. The psychologist commenced a review of current practices late in 2016.

CECG continued to work as part of the Out of Home Care Working Group as well as the Everyone Everyday PL planning group.



<b>Pursuing a student-centred vision through personalised learning</b>	<p><b>Performance against <i>Principles of Pedagogy and Sections 5.2 &amp; 5.3 of Schools for All</i></b></p> <p><b><i>Pursuing a student-centred vision through personalised learning</i></b></p> <p>Catholic Education continues to be committed to supporting schools in providing personalised learning opportunities for all of its students. Principals and school leadership teams have been working closely with their teachers around the tailoring of a student’s learning to match their learning needs and to support the development of their personal passions and interests.</p> <p>While this is taking place for all students as part of CECG’s focus on student-centred learning, the <i>Schools For All</i> report calls schools to look at how this looks specifically for students with complex needs and challenging behaviours.</p> <p>Central to CECG’s beliefs around personalised learning is that it is about rigorous structures with high learning expectations supported by high levels of monitoring and intervention within a range of flexible learning environments.</p> <p><b>Key Principles of Pedagogy central to personalising learning</b></p> <p>Principle 1: Everyone can learn  Principle 2: Assessment informs teaching and learning  Principle 3: A deep understanding of curriculum provides content and context for learning  Principle 4: Positive relationships are at the heart of effective teaching  Principle 5: Holding high expectations of learners is a commitment to justice  Principle 6: Positive educational environments empower learning  Principle 7: Learning is inspired and celebrated in community</p> <p><b>Elements of <i>Wellbeing &amp; Diversity Framework</i> used to strengthen the emphasis on student-centred schools</b></p> <p>Element 1: Leadership and commitment to wellbeing  Element 2: A supportive and connected school culture  Element 3: Policies, structures and procedures  Element 7: Student engagement and student support  Element 8: Early Intervention &amp; targeted support  Element 9: Partnerships with parish, families and community  Element 10: Active wellbeing</p> <p><b>Schools for All recommendations linked to these actions</b></p> <p>Recommendations: 6.1, 6.2, 6.3  Recommendation: 10.2  Recommendation: 12.6</p>	<p><b>Performance against outputs</b></p> <p>In the later part of 2016 CECG recognised a need to promote a broad understanding of role of the instructional leader. While again not specifically targeted at students with additional needs, the value of such knowledge can be applied when responding to <i>Schools For All</i>. As such, school principals were provided a professional learning opportunity to work with a consultant to build their capacity in this area. It is believed that as principals further their expertise in this area they will be in a better position to observe and respond to the practices currently used to support students with complex needs and challenging behaviours.</p> <p>Professional learning opportunities offered to either schools or individual staff during this quarter:</p> <ul style="list-style-type: none"> <li>• 4 OLT disability specific courses</li> <li>• Positive Partnerships</li> <li>• Schools For All Network Meetings</li> <li>• Non-Violent crisis Intervention</li> </ul> <p>Each course offered contained content to support personalised learning.</p> <p>The flexible use of classrooms continues to be a priority when personalizing learning.</p> <p>In the final quarter CECG was committed to providing each school with quality literature and numeracy manipulatives to support the entry point of each learner individually.</p> <p>Significant work has commenced to ensure students are heard through classroom meetings, individual conferences and Student Forums. Fifteen schools participated in the Youth Forum</p> <p>COSA officers are working alongside school staff to develop an understanding of the learning process and how connections to the ‘real world’ are powerful outcomes for a student who has had the opportunity to make sense of their learning, achieve success and be optimistic about their future as a learner.</p> <p>Our work in personalising learning is to achieve the learning outcomes through an inquiry approach so that all students have deep conceptual understanding.</p> <p>The continuation of a case management model in response to individual student referrals.</p> <p>The implementation of a new structure in Religious Education and Curriculum Services ensuring that each Wellbeing and Diversity officer has regular access to literacy, numeracy, Aboriginal Education and Learning Technology officers.</p>	
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Pursuing a student-centred vision through using distinct pedagogies when students need them

**Performance against Principles of Pedagogy and Sections 5.2 & 5.3 of Schools for All**

**Pursuing a student-centred vision through using distinct pedagogies when students need them.**

CECG is strongly grounded in the notion that high gains are possible for low achievers, high achievers, students of different socio-economic backgrounds and ethnic heritages, and students with complex needs and challenging behaviours within the same classroom grouping. This is clearly stated throughout the *Principles of Pedagogy* document.

Through the previously discussed focus on instructional leadership and student-centred learning, CECG has continued to focus on using appropriate pedagogies based on students’ circumstance, as it is only then that learning can take place.

**Key Principles of Pedagogy central using distinct pedagogies when students need them**

- Principle 1: Everyone can learn
- Principle 2: Assessment informs teaching and learning
- Principle 3: A deep understanding of curriculum provides content and context for learning
- Principle 4: Positive relationships are at the heart of effective teaching
- Principle 5: Holding high expectations of learners is a commitment to justice
- Principle 7: Learning is inspired and celebrated in community

**Elements of Wellbeing & Diversity Framework used to strengthen the emphasis on student-centred schools**

- Element 7: Student engagement and student support
- Element 8: Early Intervention and targeted support

**Schools for All recommendations linked to these actions**

- Recommendation: 10.7
- Recommendations: 13.1, 13.2, 13.7
- Recommendation: 15.3

**Performance against outputs**

Delivery against school goals set as part of their COSA inquiry.

Delivery of professional learning to principals and CECG staff on instructional leadership.

The case management model continues to ensure that students, teachers, and parents discuss and implement the most appropriate pedagogies required for each particular student.

External consultants continue to support teachers in the design and delivery of effective pedagogical practices that do not necessarily involve the withdrawal of students.

As identified previously, online learning opportunities continue to be offered to teachers.

35 Classroom Support Assistants commenced or are now nearing completion of their Certificate IV in School Support. The success of this course can be attributed to several key factors including:

- Course costs are covered by CECG
- Participants are paid to attend the course
- Participants can either attend evening courses or all day Friday courses
- An effective working relationship has been established with CIT Canberra
- Schools in the Archdiocese have provided training venues.

CECG is working closely with staff from the Australian Catholic University on the development of two courses in response to the recommendations of *Schools For All*. Further to this CECG is in consultation with the university around teachers being able to access particular units addressing student wellbeing. These will be sponsored by CECG as individual units rather than complete courses.

Communications continue with University of Canberra and Australian Catholic University around teacher training.





Pursuing a student-centred vision through a focus on prevention and proactive approaches

**Performance against Principles of Pedagogy and Sections 5.2 & 5.3 of Schools for All**

**Pursuing a student-centred vision through a focus on prevention and proactive approaches.**

During the Fourth Quarter CECG specifically considered the following two questions:

- What are the barriers to school level versus System implementation?
- What effect do current prevention policies and practices have on student performance?

In answering these question CECG acknowledged one major barrier to implementation at a school level was some of the costs associated with the implementation of a range of prevention strategies. Secondly, it was identified that changes made in the first three quarters of *Schools For All* meant that there were currently no policy barriers.

As such, several existing strategies were endorsed for continuation and several new initiatives were commenced.

**Key Principles of Pedagogy central to focusing on prevention and proactive approaches**

- Principle 1: Everyone can learn
- Principle 2: Assessment informs teaching and learning
- Principle 3: A deep understanding of curriculum provides content and context for learning
- Principle 4: Positive relationships are at the heart of effective teaching
- Principle 5: Holding high expectations of learners is a commitment to justice
- Principle 6: Positive educational environments empower learning
- Principle 7: Learning is inspired and celebrated in community

**Elements of Wellbeing & Diversity Framework used to strengthen the emphasis on student-centred schools**

- Element 1: Leadership and commitment to wellbeing
- Principle 6: Positive educational environments empower learning
- Element 7: Student engagement and student support
- Element 8: Early Intervention and targeted support
- Element 9: Partnerships with parish, families and community

**Schools for All recommendations linked to these actions**

- Recommendation: 4.1
- Recommendations: 6.1, 6.2, 6.3, 6.4
- Recommendation: 8.1
- Recommendation: 9.1
- Recommendations: 10.1, 10.2
- Recommendations: 12.1, 13.3, 12.6
- Recommendations: 13.1, 13.2, 13.4, 13.5, 13.6, 13.7
- Recommendation: 15.2


**Performance against outputs**

Again, in this period many of the performance outputs for this section have been in play since the first quarter, although it is important to identify them to illustrate the inter-connectedness of the *Principles of Pedagogy*, the *Wellbeing & Diversity Framework* and the *Schools for All* report

- COSA
- Case Management Model
- Professional Learning
- Implementation of the Principles of Pedagogy
- Allocation of additional staff to Wellbeing & Diversity team
- Supporting schools with the implementation of School Wide Positive Behaviour Support
- Publication and circulation of the Wellbeing & Diversity Framework
- Additional consultants contracted to aid in the identification of student needs
- Crisis Prevention Institute’s Management of Aggressive or Potential Aggression course.

Additional actions undertaken in the Fourth Quarter include:

- The employment of an officer with extensive experience and expertise in the KidsMatter, MindMatters agenda across multiple schools
- The release of the 2017 Wellbeing grants
- The provision of the SchoolTVme resource to schools (details mentioned previously)
- A shift in the role of the CECG psychologist, allowing time to concentrate shifting potentially deficit practices
- Upscaling of the training for Classroom Support Assistants
- A System focus on Early Learning Interventions in Kindergarten to Year 2, with targeted staffing resources
- Trauma Sensitive Schools Project (in conjunction with the ANU)
- Introduction of new assessment tools.

<p><b>Pursuing a student-centred vision through actively seeking, listening and responding to the views of students</b></p>	<p><b>Performance against <i>Principles of Pedagogy</i> and Sections 5.2 &amp; 5.3 of <i>Schools for All</i></b></p> <p><b><i>Pursuing a student-centred vision through actively seeking, listening and responding to the views of students</i></b></p> <p>During the Fourth Quarter CECG had planned to review the recommendations presented as part of the Youth Forum. To date, the final report has not been presented to the Director of Catholic Education and as such CECG’s intended response to the report has yet to begin.</p> <p><b>Key Principles of Pedagogy central to actively seeking, listening and responding to the views of students</b></p> <p>Principle 1: Everyone can learn  Principle 2: Assessment informs teaching and learning  Principle 4: Positive relationships are at the heart of effective teaching  Principle 5: Holding high expectations of learners is a commitment to justice  Principle 6: Positive educational environments empower learning</p> <p><b>Elements of Wellbeing &amp; Diversity Framework used to strengthen the emphasis on student-centred schools</b></p> <p>Element 1: Leadership and commitment to wellbeing  Element 2: A supportive and connected school culture  Element 7: Student engagement &amp; student support  Element 10: Active wellbeing</p> <p><b>Schools for All recommendations linked to these actions</b></p> <p>Recommendation: 6.2</p>	<p><b>Performance against outputs</b></p> <p>A mentor appointed to support students who are participating as part of the Catholic Education Wellbeing &amp; Diversity Advisory Group has commenced working with schools to identify student representatives for 2017.</p> <p>Students have continued to be consulted around the development of calm classrooms. A point worthy of note is that there were several schools’ that had initially identified what was needed, and following ‘student voice’ in those schools, something different happened. It was exciting to see some teachers rely on student voice for a majority of the changes.</p> <p>Anecdotal evidence indicated that there was an increase in principals and Classroom Support Teachers seeking student voice in the development of Personalised Plans for 2017.</p>	
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**Pursuing a student-centred vision through collaboration at all levels**

**Performance against Principles of Pedagogy and Sections 5.2 & 5.3 of Schools for All**

**Pursuing a student-centred vision through collaboration at all levels**

It may be stating the obvious, but throughout CECG’s response to the *Schools For All* it has held true to the notion that when students, parents and teachers build partnerships and work together, the student benefits.

The outputs on the adjacent page acknowledge that CECG and schools have utilised different forms of collaboration at different times, depending on the needs and developmental stages of the child, the availability of parents and teachers, and personal preferences. This said, CECG stand by the notion that collaboration at all levels can have a direct impact on student success in both the educational and social-emotional arenas.

**Key Principles of Pedagogy central collaboration at all levels**

- Principle 1: Everyone can learn
- Principle 4: Positive Relationships are at the heart of effective teaching
- Principle 7: Learning is inspired and celebrated in community

**Elements of Wellbeing & Diversity Framework used to strengthen the emphasis on student-centred schools**

- Element 2: A supportive and connected school culture
- Element 8: Early Intervention and targeted support
- Element 9: Partnerships with parish, families and

**Schools for All recommendations linked to these actions**

- Recommendations: 4.1
- Recommendations: 6.1
- Recommendations: 15.2

**Performance against outputs**

The case management of students via the Wellbeing & Diversity referral process continues to be the primary support structure for home/school collaboration.

Collaboration was a focus area at the Term 4 *Schools For All* network meeting.

Through several COSA projects in schools, teachers are being encouraged to support each other plan for the complex needs and challenging behaviours of students.

During the Fourth Quarter CECG continued to collaborate with the following people, organisations and associations:

- AsOne Therapy
- Association of Independent Schools
- Australian Catholic University
- Autism consultant
- Canberra Institute of Technology
- The Crisis Prevention Institute
- Education & Training Directorate
- Keep Carm Consultancy
- National Disability Insurance Agency
- National Disability Insurance Scheme Providers
- Parents
- Positive Partnerships
- Shepherd Centre
- Schools (Catholic Education and Education Directorate)
- Students
- Professor Tony Shaddock
- Trauma Advisors
- University of Canberra

Summary of status against individual recommendations	
Recommendation 3.2: That Education Directorate, Catholic Education, and each Independent School, develop practical and readily accessible guidelines to enable school leaders and staff to understand and comply with their core legal obligations with respect to human rights, discrimination, work health and safety, and privacy; including how to reconcile potentially competing obligations.	 Feb 2017
Recommendation 4.1: That Education Directorate, Catholic Education, and each Independent School, review their policies and procedures with respect to students with complex needs and challenging behaviour to ensure that all schools have a comprehensive suite of relevant policies and procedures	
Recommendation 6.1: That Education Directorate, Catholic Education, and each Independent School, encourage all school leaders to implement KidsMatter (for primary schools) and MindMatters (for high schools) as part of their overall strategy to support positive school culture, student wellbeing, and behaviour.	
Recommendation 6.2: That Education Directorate, Catholic Education, and each Independent School, develop and promote tools to assist all schools to meaningfully and regularly consult with all students about (a) their experiences at school; (b) decisions that affect them at school; and (c) the operation of the school.	
Recommendation 6.3: That Education Directorate, Catholic Education, and each Independent School, develop and promote practical resources to assist all schools to effectively engage with parents/carers of students with complex needs and challenging behaviour	
Recommendation 6.4: That Education Directorate, Catholic Education, and Association of Independent Schools ACT, negotiate a partnership agreement or Memorandum of Understanding with the Community Services Directorate to better meet the needs of students who live in out of home care, drawing on models such as the Victorian 'Out of Home Care Education Commitment'.	 Joint closure CE/EDU Feb 2017
Recommendation 8.1: That Education Directorate, Catholic Education and each Independent School, ensure that all existing schools have safe, calming/sensory spaces that are appropriate to meet the needs of students with complex needs and challenging behaviour.	
Recommendation 8.2: That Education Directorate, Catholic Education and each Independent School, ensure that the design briefs for all new schools follow principles of universal design, and include an appropriate range of learning areas and facilities to meet the needs of students with complex needs and challenging behaviour. These may include flexible classroom areas with adjacent small group learning spaces, and inclusive playgrounds, as well as safe, calming/sensory spaces	
Recommendation 9.1: That Education Directorate, Catholic Education, and each Independent School, (a) endorse School-Wide Positive Behavioural Support; (b) resource and support schools to implement the program for a minimum of three years; and (c) evaluate the success of the program.	 Feb 2017
Recommendation 10.2: That Catholic Education monitor and evaluate the outcomes of the Wellbeing and Inclusion Team Program currently being introduced in Catholic School	
Recommendation 10.7: That Education Directorate, Catholic Education, and each Independent School, commit to the professionalisation of Learning Support Assistants and ensure that by 2018 (a) all Learning Support Assistants hold, or are in the process of obtaining, at least a Certificate IV in School Age Education & Care or equivalent; and (b) all Learning Support Assistants working in a Learning Support Unit or specialist school hold, or are in the process of obtaining, at least a Certificate IV in Education Support or equivalent.	 Feb 2017
Recommendation 11.1: That Education Directorate, Catholic Education, and each Independent School, develop practical guidelines on the appropriate use of voluntary withdrawal spaces, seclusion, and physical restraint.	
Recommendation 11.2: That Education Directorate and Catholic Education establish procedures that (a) enable Education Directorate and Catholic Education to approve and monitor any behaviour support plans that propose the use of restrictive practices for an individual student; (b) require member schools to report each occasion of the use of restrictive practices to a nominated officer within Education Directorate or Catholic Education; and (c) monitor the use of restrictive practices and identify trends in order to inform service improvement.	
Recommendation 11.5: That Education Directorate, Catholic Education, and each Independent School, provide alternative options to out-of-school suspension where appropriate and possible, including in-school suspensions with temporary additional staffing or support	
Recommendation 12.1: That Education Directorate, Catholic Education, and each Independent School (a) develop and implement a case management framework for students with complex needs and challenging behaviour; and (b) support all schools to identify or recruit suitably qualified staff to act as case managers, including, for example, social workers, welfare officers, and/or community development workers.	
Recommendation 12.3: That Education Directorate, Catholic Education, Association of Independent Schools ACT, the Community Services Directorate, and ACT Health, collaboratively develop mechanisms to ensure that service provision with respect to children and young people with complex needs and challenging behaviour, and their families, is offered in a strategic and client focused manner and demonstrates effective communication among all parties.	
Recommendation 12.6: That Education Directorate, Catholic Education, and each Independent School, develop guidelines which regulate access to schools by National Disability Insurance Scheme service providers.	
Recommendation 13.1: That Education Directorate, Catholic Education, and Association of Independent Schools ACT, liaise with the Australian Catholic University (Canberra Campus) and the University of Canberra to review and improve the theoretical and practical relevance of teacher education units with respect to teaching students with complex needs and challenging behaviour.	 Joint

	closure CE/EDU Feb 2017
Recommendation 13.2 That Education Directorate, Catholic Education, and each Independent School, ensure that the program of induction for all permanent and temporary teachers includes components on the teaching of students with complex needs and challenging behaviour.	<input checked="" type="checkbox"/>
Recommendation 13.4: That Education Directorate, Catholic Education, and Association of Independent Schools ACT, cooperate to (a) make available to all member schools existing online learning modules in: autism spectrum disorder; dyslexia and significant reading difficulties; motor coordination difficulties; speech, language and communication needs; understanding and managing behaviour; understanding hearing loss; and/or other courses as identified by member schools; and (b) ensure that these learning modules are complemented by follow-up support including face to face assistance, workshops and coaching components.	<input checked="" type="checkbox"/>
Recommendation 13.5: That Education Directorate, Catholic Education and Association of Independent Schools ACT, (a) develop, and liaise with the ACT Teacher Quality Institute to accredit, a suite of professional learning options relevant to teaching students with complex needs and challenging behaviour. This would include, but not be limited to, modules on: de-escalation and safe use of restraint; trauma; autism spectrum disorder; mental health; attention deficit hyperactivity disorder; and/or learning difficulties; and (b) establish mechanisms to monitor staff and school participation in these programs	●
Recommendation 13.6: That Education Directorate and Catholic Education develop and implement a formal program of professional supervision to support staff working with students with complex needs and challenging behaviour, with priority for those staff who work in Learning Support Units and Centres.	<input checked="" type="checkbox"/> Joint closure CE/EDU Feb 2017
Recommendation 13.7: That Education Directorate, Catholic Education, and each Independent School, (a) prioritise scholarships and sabbaticals for school leaders and teachers to undertake formal study in relation to students with complex needs and challenging behaviour; (b) create opportunities for school leaders and teachers to visit and see in action practices in schools with a reputation for creative and resourceful approaches to teaching students with complex needs and challenging behaviour; and (c) create opportunities for these school leaders and teachers to become mentors and facilitators within networks, sectors, and schools.	●
Recommendation 15.1: That Education Directorate and Catholic Education, and each Independent School, make clear in their strategic plans a) how their student-centred vision and principles are operationalised with respect to priorities, targets and indicators; and b) how the various components, services and programs that they provide contribute to the implementation of their student-centred vision.	●
Recommendation: 15.2: That Education Directorate, Catholic Education, and each Independent School, complement the reporting of students' academic performance with reports on student progress towards the personal and social-emotional goals listed in school's vision statements and strategic plans.	●
Recommendation 15.3: That Education Directorate, Catholic Education, and Association of Independent Schools ACT co-fund a tertiary institution, or other relevant research institute, to undertake a longitudinal study on post-school outcomes for students with complex needs and challenging behaviour.	●

Risk Rating	
1	Low
2	Medium
3	High
4	Very High
5	Extreme

Status Legend	
<input checked="" type="checkbox"/>	Oversight Group has endorsed closure of this recommendation
●	<5% Variance from Program Schedule – action has commenced and is on target to meet completion date.
●	5 to 10% Variance from Program Schedule – action is in progress but has been delayed.
●	>10% Variance from Program Schedule – action has commenced but is significantly delayed.
●	Work not commenced on the action yet.

Key areas for consideration in the next quarter
Recommendation 8.2 Design briefs for new schools
Recommendation 15.3 Longitudinal Study into post-school outcomes

Program Director sign off

