



SCHOOLS FOR ALL

2nd Quarterly Report – June 2016

Governance					
Program	Schools for All Program	Program Director	Patrick Kelly	Executive Sponsor	Maree Williams
<p>The Archdiocese of Canberra & Goulburn Catholic Education has established governance structures to support the key principles of the <i>Schools for All Report</i> (2015). During this reporting period a designated Wellbeing and Diversity Officer has been given specific responsibility for:</p> <ul style="list-style-type: none"> • Developing and implementing Catholic Education guidelines for ‘Calming Sensory’ spaces • Developing and implementing Catholic Education guidelines for ‘Student Voice’ • Developing partnerships with National Disability Insurance Scheme providers for effective provision of service • Chair of the newly formed Wellbeing & Diversity Advisory group (The group includes the formation of the Wellbeing & Diversity Advisory Group consisting of (2 students, 2 parents/carers, 1 critical friend, 4 Principals and 2 Catholic Education staff) • Updating the Director Catholic Education and Catholic Education Heads of Service on a regular basis 					
Program Objectives					
<p>Catholic Education has implemented processes and practices to lead system reform in addressing the needs of all students including those with complex needs and challenging behaviours. Catholic Education has identified the <i>Schools for All Report</i> as a catalyst for sustainable change and an opportunity to embark on a student centred vision that gives priority to each students’ strengths and needs. As a result Catholic Education’s objectives for this period were founded on the Catholic Education Principles of Pedagogy, as well as the key elements of Chapter 5 of the <i>Schools for All Report</i>.</p> <p>The objectives for the period include:</p> <ul style="list-style-type: none"> • Using current initiatives to build teacher and school leadership capacity in addressing student needs • Implementation of student centred practices • Building Learning Support Assistant capacity to address the complex needs and challenging behaviours of students • Implementing system based support structures for schools to better address the complex needs and challenging behaviours of students • Increasing levels of collaboration within schools and with external agencies • Fostering wellbeing at all levels • Demonstrating links between wellbeing and pedagogy • Improving capacity of schools to address personalised learning 					
Critical Success factors for this period					
<ul style="list-style-type: none"> • System understanding that <i>Schools for All Report</i>, is a response to the individual strengths and needs of each student. • Principals have a clear understanding of the links between the <i>Schools for All Report</i>, the Principles of Pedagogy and the Collaborating on Student Achievement Model (COSA Inquiry Model) • Development of new policies and guidelines; review of existing related policies • Completion of Archdiocesan Wellbeing & Diversity Framework • Stage 1 of up skilling of Learning Support Teachers around key aspects of the <i>Schools for All Report</i> • Up skilling of Learning Support Teachers on Personalised Planning tool • Representation on cross-sectoral <i>Schools for All</i> committees • Formation of a Wellbeing & Diversity Advisory Group. • Responding to Wellbeing & Diversity referrals • Engagement with Chapter 5 <i>Schools for All</i> by COSA Officers 					

- Building Capacity of Learning Support Teachers new to the role
- Development of teacher understanding of the Disability Discrimination Act
- Survey completed on current levels of Learning Support Assistants training
- Increase in Learning Support Assistants awareness of Certificate 1V course availability; and enrolment has commenced
- Decreased wait time for language assessments

Current Initiatives for Responding to the Schools for All Report

The broader processes adopted for system cultural change during reporting period

In order to ensure that the *Schools for All Report* is used as the impetus for change it has been successfully aligned to the following:

Principles of Pedagogy

Catholic Education has used the language and intention of the seven principles of pedagogy to address sections 5.3 & 5.4.

Collaboration on Student Achievement Model (COSA+)

Through the COSA model, officers from Catholic Education have worked alongside teachers to develop their understanding of the important links between wellbeing and pedagogy. The focus of the officers has been the utilisation of an inquiry approach in classrooms. Officers have coached and mentored teachers in the use of the formative assessment data of each student to drive instruction. While primarily focused on the literacy or numeracy agenda in schools the work of COSA officers is clearly aligned to Principle 7 from Chapter 5; *effective pedagogy and inspired curriculum should be personalised and differentiated to respond to student needs.*

Student/School Engagement Teams (case management approach)

During this reporting period the increase in the number and rate of referrals received by the Wellbeing and Diversity Team is a clear indication that Student/School Engagement Teams have responded successfully to the emerging needs of students and teachers. Student/School Engagement Teams have provided a range of supports to schools when responding to the complex needs and challenging behaviours of students including:

- Working closely with teachers to build capacity and understanding of students with complex needs and challenging behaviours
- Establishing collaborative response teams which includes students, parents/carers, schools and external agencies
- Providing school and family access to external consultants and agencies
- Supporting student transitions
- Provision of access to an extended range of assessments to support student wellbeing and learning (cognitive, mental health, autism, language, hearing).

With the new referral process there is evidence that teachers are using the referral process to seek advice earlier than they have done previously. This provides a clear indication that teachers may be focusing more on preventative and proactive approaches to addressing student and family needs.

Professional Learning Opportunities:

Online Learning (OLT)

Catholic Education has increased the opportunities for staff to participate in the Online Training courses during this reporting period. Online Training courses have been used to build the capacity of both teaching staff as well as Learning Support Assistants. Officers from Wellbeing and Diversity have also trialled the Personalised Learning Modules to determine the appropriateness of the material for all Learning Support Teachers. Courses have been delivered at both system and school levels. Courses offered during this reporting period include:

- Managing Student Behaviours
- Autism Spectrum Disorder
- Speech, Language and Communication Difficulties
- Motor Skills and Coordination

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

A training program has commenced to prepare Learning Support Teachers who are new to the role. Participants have completed a training day this term and will participate in one day of training each term throughout 2016. The priority for training and coaching for this reporting period has been upon building capacity around the identification of student needs and planning effective responses through the personalised planning tool.

Professional Learning for Catholic Education Officers

Officers from Catholic Education were provided with training to support schools in the implementation of School Wide Positive Behaviour Support (School Wide Positive Behaviour Support).

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 Principles of Pedagogy which focus on understanding the learner and student centred learning, guides 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 Progression.

Early Learning Initiative (ELI)

Early Learning Initiative is a learning initiative focussed 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. Early Learning Initiative teachers work with peer teachers in classrooms to support a student centred learning approach focusing on improving reading and writing outcomes. This initiative responds to the key elements of student centred learning as identified in Chapter 5 of *Schools for All*. Twenty three of our schools are currently involved in this initiative with another cohort being trained next semester.

Wellbeing and Diversity Agenda:

Wellbeing Projects

Schools were invited to apply for a Wellbeing grant, the focus of which was to enhance existing structures and to support future new initiatives in Wellbeing, Pastoral Care and/or Behaviour support in schools.

Key areas for the project include:

- Whole school professional learning in response to an area of need
- A project that will respond to staff or student wellbeing
- An adjustment to current allocated personnel hours for staff employed to respond to the wellbeing of students.
- A targeted project that will support parent engagement

Archdiocesan Wellbeing & Diversity Framework

The development of the Archdiocesan Wellbeing and Diversity Framework is based on the *National Safe Schools framework*, which provides Australian schools with a vision and a set of guiding principles for safe and supportive school communities that also promote student wellbeing and develop respectful relationships. The framework adopts a whole school approach and provides a comprehensive range of evidence- informed practice.

The Archdiocesan Wellbeing & Diversity Framework has been developed and will be launched at the *Lead Conference on Wellbeing* in July. Its underlying philosophy will guide our schools to build safe, supportive and respectful schools.

Stakeholder Management

Stakeholder input has been sought from Principals, Assistant Principals, teaching staff, Learning Support Teachers and Learning Support Assistants.

An inaugural Wellbeing & Diversity Advisory Group has been formed comprising two students, two parents, four Principals, Catholic Education staff and Associate Professor David Patterson from University of Canberra. A key feature of this group is the participation of the two secondary school Wellbeing Captains who will be pivotal in ensuring that 'student voice' remains at the heart of all that is undertaken by the group.

Catholic Education has also been working closely with Professor Tony Shaddock. The consultation has engaged officers in seeking solutions and in aligning the Principles of Pedagogy and the Archdiocesan Wellbeing Framework with practice.

During this reporting period Catholic Education has continued to work with external agencies to provide a range of supports to students, teachers and families. These personnel have also played a role in building the capacity of officers within Catholic Education.

Risk Management			
Risk description	Perceived Risk Level (as below)	Avoidance and Mitigation	Resultant risk level (as below)
Potential barriers in communicating <i>Schools for All</i> initiatives to all Catholic Education staff and parents	High	<ul style="list-style-type: none"> • Deliver at Principals networks • Monthly updates to Principals • Offer <i>Schools for All</i> Professional Learning for Learning Support Teachers • Further development of intranet page • Develop links with Archdiocesan parent committee • Offer parent workshops • Resource updates added to Catholic Education Wellbeing & Diversity intranet page 	Low
Capacity of Catholic Education officers to meet the demands of <i>Schools for All</i> recommendations while continuing with current areas of responsibility	Medium	<ul style="list-style-type: none"> • Executive support for officers to manage case-loads • Provision of additional training • Provision of access to resources through the intranet • Building officer capacity through cross-sector involvement • Provision of School Wide Positive Behaviour Support training • Provision of refresher on Personalised Planning tool • Introduce weekly gatherings of Wellbeing & Diversity Officers 	Low
Resourcing of the initiatives beyond 2016	Very High	<ul style="list-style-type: none"> • Seek additional resourcing to support initiatives • Develop clear processes for allocating additional resources 	Medium
Level of parent/ carer involvement	Med	<ul style="list-style-type: none"> • Parent meetings to be arranged • Conversations with Human Resources re links to website • Senior Officer Wellbeing & Diversity to be first point of contact for key parental issues • All parent complaints involving students with complex needs and challenging behaviours to be forwarded to the Director's office • Where applicable, Wellbeing & Diversity officers to support families of students with complex needs and challenging behaviours to success external agencies • Where applicable, Wellbeing & Diversity officers to support the enrolment process of students with complex needs and challenging behaviours 	Low

Resource Management

Budget Resources

While it was expected that the costs associated with responding to the recommendations of *Schools for All* would be part of the 2016 predicted budgetary lines, Catholic Education has made a further financial commitment to the implementation of the key recommendations from *Schools for All*. During this period Catholic Education has approved additional resources for two key project areas. The first of these is the creation and maintenance of Calming Sensory Spaces in Schools and the second is the provision of additional resources for Learning Support Assistants wishing to commence Certificate IV training.

Human Resources

Over the past three months Catholic Education has managed its response to *Schools for All* with the same level of staffing as at the last reporting period. The Catholic Education response requires a cross Service Area response as well as a cross-sectoral response. Increased involvement of personnel from the Resource Management and Strategy, School Services and Human Resources service areas has created greater collaboration between the service areas.

Information Resources

All documents created as part of Catholic Education's response to *Schools for All* are managed in accordance with relevant privacy and confidentiality requirements. All key documents are approved by both the Senior Officer Wellbeing & Inclusion as well as by the Service Area Heads responsible for particular recommendations. All such documents are stored electronically on the Catholic Education electronic portal (TRIM). Head of Service for Religious Education & Curriculum Services provides an oral update to the Director of Catholic Education on a weekly basis. Principals have been provided with progress updates as part of the Wellbeing and Diversity Term updates and regular correspondence from the Head of Service and the Director. Additional copies of *Schools for All* publication were obtained from Education Directorate for circulation to all Senior Officers across School Services and Religious Education and Curriculum Services. All learning support teachers were provided with Chapter 5 of the report in preparation for a Network Day on 3 June.

Documentation collected during this period included:

- Surveys on Learning Support Assistant training levels
- Photographic examples of effective calming spaces
- Oral reports from Principals on calming spaces and staff capacity to respond to recommendation
- Assessment reports from external consultants
- Data on participants completing various training
- Desk reviews of Personalised Plan of a sample group of students with complex needs and challenging behaviours

Documents created/reviewed/ finalised in this period:

- Archdiocesan Wellbeing & Diversity Framework
- Review of Enrolment Policy – Including revised appendix for Students with Disabilities
- Supportive, Safe and Respectful Schools Policy
- Reviewed Planning Document
- Students with Disabilities – Identification & Support Policy

Legal advice sought on the following during this period:

- Supportive, Safe and Respectful Schools Policy
- Students with Disabilities – Identification & Support Policy
- Contracts between an Archdiocesan school and National Disability Insurance Scheme provider

Project Dependencies	Impact on Program	Status at present
Availability of Catholic Education Officers	Success of roll-out depends on availability of officers to deliver programs and work with external agents	Sufficient officers were available to respond to the deliverables
Cross-sectoral meetings	Allows for the coordination of responses in areas impacting on all sectors in the ACT	Catholic Education has had representation on a range of cross-sectoral meetings. This has resulted in improved lines of communication and a greater alignment of cross-sectoral policies and practices
Financial Resources	Several program areas have been dependent on resources beyond those previously allocated in the 2016 budget	Resources have been provided
Professional Learning for Catholic Education Officers	Some elements of the response to <i>Schools for All</i> have required training at system and school level	Training has been provided or arranged for system staff, Principals, Learning Support Teachers and parents
Broader Community Involvement	To ensure Catholic Education response to <i>Schools for All</i> is aligned to current student/school/family needs, it must consult with the broader community	Catholic Education has: <ul style="list-style-type: none"> • appointed a critical friend Professor Tony Shaddock • formed partnerships with Canberra Institute of Technology (CIT), Australian Catholic University (ACU) and University of Canberra (UC) • established a Wellbeing & Diversity Advisory Group • formed partnerships with external providers and consultants • provided a presence on multiple related cross sectoral/organisation working groups
Student Voice/Impact	Student voice is considered as part of the Catholic Education response to <i>Schools for All</i>	Catholic Education has ensured that an officer is focusing on identifying the most appropriate ways of seeking student voice including having a presence on the ministers Youth Forum planning group. Inclusion of two senior students on the Archdiocesan Wellbeing and Diversity & Wellbeing Advisory Group.
Focus on Sustainability	A key priority for all actions taken in this period is the sustainability beyond the initial response period. Subsidiarity a key consideration, as actions taken by Catholic Education will need to be adopted and sustained at a school level.	The Key Initiatives undertaken by Catholic Education including the Case Management model, the <i>Principles of Pedagogy</i> and the <i>Archdiocesan Wellbeing & Diversity Framework</i> continue to ensure that there is a common language and purpose. This common language and purpose transcends the recommendations themselves, to create cultural change.

PROJECTS

*While each of the Principles of Pedagogy apply across all elements of the **Schools for All Report**. Some of the principles are more closely linked to particular areas identified in Chapter 5 of the report. As such these will be indicated at appropriate points in this document.*

Catholic Education Principles of Pedagogy

Principle 1: Everyone can Learn

Principle 2: Assessment informs teaching & 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

	Performance against Principles of Pedagogy and Sections 5.2 & 5.3 of Schools for All	Performance against outputs	
Schools for All section 5.2 Strengthening the emphasis on student-centred schools	<p>Key Principles of Pedagogy used to strengthen the emphasis on student-centred schools</p> <p>Principle 1: Everyone can Learn Principle 2: Assessment informs teaching & 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</p> <p>Strengthening the emphasis on student-centred schools</p> <p>In order to respond effectively to the needs of students from across the Archdiocese, Catholic Education has continued to focus on addressing student /school and/or family needs in a timely and targeted manner. Levels and types of responses provided through the case management system have been driven by the individual needs of students as well as the students’ broader circumstances.</p> <p>During this quarter officers have worked with schools, students, families and external providers to respond to a range of referral requests including staff seeking professional support, requests for further assessments of students’ needs, assisting families to link with organisations, schools seeking whole school professional learning in the area of students with complex needs and challenging behaviours and assistance with ensuring the effective enrolment and or transition of students with additional needs. Officers have worked closely with families to ensure that the changes brought about by the National Disability Insurance Scheme have not disadvantaged family access to assessments. No students remain on Therapy ACT waiting lists for language assessments.</p>	<p>In excess of seventy referrals were made on behalf of parents and students with complex needs or challenging behaviours. Each had a case manager appointed, and action taken to address the particular request. This included addressing teacher Professional Learning.</p> <p>Seventeen language assessments and two occupational therapy assessments, were conducted by external agencies. Offers were made to all families with children still waiting for language assessments. Catholic Education contracted AsOne Therapy to perform the assessments.</p> <p>Consultants/ officers with specialist skills in student behaviours supported in excess of seventy students and their schools /families where behaviour was a contributing factor to their identified needs.</p> <p>To further promote family access to National Disability Insurance Scheme Service providers Catholic Education has finalised a partnership with AsOne Therapy to establish a satellite office at St Vincent’s Aranda. Parents of children from all sectors will be able to access therapy at this site.</p> <p>Review/ development of:</p> <ul style="list-style-type: none"> • Supportive and Respectful Schools Policy • Students with Disabilities – Identification & Support Policy • Enrolment Policy • Gifted & Talented Policy • Visitors and Volunteers in Schools Policy <p>Wellbeing and Diversity team met weekly to discuss referrals and discuss progress of students with complex needs and challenging behaviours</p>	
Schools for All section 5.2 Strengthening the emphasis on student-centred schools	<p>In order to support the implementation of new practices a range of policies and guidelines have been reviewed or developed. The purpose of the documentation is to provide Principals with guidelines and to support staff in meeting the complex needs and challenging behaviours of students.</p> <p>Schools for All recommendations addressed through the case-management model</p> <p>Recommendations: 4.1 Recommendations: 6.3, Recommendations: 10.1, 10.2 Recommendations: 12.2, 12.6, Recommendations: 13.4, 13.6 Recommendations: 15.1</p>	<p>Workshop held with all Learning Support Teachers on a system understanding of <i>student voice/impact</i></p> <p>Workshops held with Principals to align Principles of Pedagogy with the Archdiocesan Wellbeing & Diversity Framework and school practices</p>	

	Performance against Principles of Pedagogy and Sections 5.2 & 5.3 of Schools for All	Performance against outputs	
Pursuing a student-centred vision through identifying individual needs	<p>Key Principles of Pedagogy central to pursuing a student-centred vision through identifying individual needs</p> <p>Principle 1: Everyone can Learn Principle 2: Assessment informs teaching & 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>Catholic Education has implemented a range of strategies to ensure that student needs are addressed. In this period the case management model has been fine tuned. Where appropriate Catholic Education has accessed the skills and knowledge of external providers to expand officer and school understanding of particular students' needs.</p> <p>Schools for All recommendations addressed through pursuing a student-centred vision through identifying individual needs</p> <p>Recommendation: 3.2 Recommendation: 4.1 Recommendation: 10.2 Recommendations: 12.1, 12.2 Recommendation: 15.1</p>	<p>Stage one of an audit has been completed to identify staff in the Archdiocese who have completed all 8 Disability Standards for Education modules. School based Teaching and Learning Facilitators are currently working with staff who are yet to complete the units.</p> <p>In the last quarter an additional seven staff have completed an on-line learning program to build their skills and knowledge to support students with complex needs and challenging behaviours</p> <p>Policies to support a student centred vision have been completed or reviewed</p> <p>All referrals/cases regarding students with complex needs are being reviewed and actioned on a weekly basis</p> <p>Catholic Education has continued to collaborate with external agencies and consultants</p> <p>As the Principles of Pedagogy are being used as the framework for embedding the <i>Schools for All</i> recommendations, additional workshops have been held at Principal, Assistant Principal, learning and teaching facilitator and learning support teacher networks</p>	

	Performance against Principles of Pedagogy and Sections 5.2 & 5.3 of Schools for All	Performance against outputs	
Pursuing a student-centred vision through the provision of safe and orderly environments	<p>Key Principles of Pedagogy central to providing safe, orderly environments</p> <p>Principle 1: Everyone can Learn Principle 4: Positive Relationships are at the heart of effective teaching Principle 6: Positive educational environments empower learning</p> <p>Positive relationships are necessary to sustain the psychological energy for teaching and learning. It is recognised that student achievement and wellbeing has a direct impact on engagement and achievement. In order to provide environments that meet the needs of students and staff alike Catholic Education has acknowledged the need to review such spaces across all schools.</p> <p>Schools for All recommendations linked to these actions</p> <p>Recommendation: 7.1 Recommendation: 8.1 Recommendations: 11.1, 11.5</p>	<p>An audit has been completed on current practices on the use of withdrawal/ sensory spaces in ACT Catholic schools</p> <p>A study has been conducted into leading practices around the use of Calming Sensory spaces</p> <p>Officers have been involved on the cross-sectoral Restrictive Practices Working Group</p> <p>Catholic Education has developed a Supportive, Safe and Respectful Schools policy (currently awaiting final approval)</p> <p>Resources have been provided by Catholic Education to support the implementation of calming spaces in classroom across the Archdiocese</p> <p>Workshop held with all Learning Support Teachers on the development of Calming Sensory Places in Schools</p> <p>Recommendation 11.5 is currently being explored by Catholic Education.</p>	

	Performance against Principles of Pedagogy and Sections 5.2 & 5.3 of Schools for All	Performance against outputs	
Pursuing a student-centred vision giving priority to relationships	<p>Key Principles of Pedagogy central to giving priority to relationships</p> <p>Principle 4: Positive Relationships are at the heart of effective teaching</p> <p>Principle 7: Learning is inspired and celebrated in community</p> <p>In order to ensure that the response to <i>Schools for All</i> met the needs of students, their families, schools and the system, several initiatives have been embarked upon and/or have continued during this period. Catholic Education acknowledges the dignity of all learners and the importance of healthy relationships on the wellbeing and engagement of students. The relationships that have been established/ continued in this quarter reflect the value of involving and including the broader community in school responses for the benefit of all students.</p> <p>Schools for All recommendations linked to these actions</p> <p>Recommendation: 4.1 Recommendations: 6.3, 6.4 Recommendation: 12.6</p>	<p>Catholic Education and AsOne therapy continue to establish an effective and productive working relationship. Apart from the assessments, Catholic Education has consulted on several other student referrals.</p> <p>Stage one of a partnership between AsOne Therapy and St Vincent’s Aranda has been completed with a contract being formalised. AsOne will offer a suite of services to parents from across the Belconnen area from its space at St Vincent’s.</p> <p>The Wellbeing and Diversity Advisory group has been formed. The first meeting of the group will take place early in the next quarter.</p> <p>Two parent forums have been planned to provide parents with an opportunity to collaborate on a student-centred vision. The first of these will also support parents in personalised learning opportunities for their children.</p> <p>In excess of seventy case-management responses to school based referrals has had a direct impact on the development of relationships between students, teachers, parents, external agencies and the wider school community.</p> <p>Guidelines have been developed to ensure effective relationships exist between schools, families and National Disability Insurance Scheme providers.</p>	

	Performance against Principles of Pedagogy and Sections 5.2 & 5.3 of Schools for All	Performance against outputs	
Pursuing a student-centred vision through fostering wellbeing	<p>Key Principles of Pedagogy central to fostering wellbeing</p> <p>Principle 1: Everyone can Learn Principle 2: Assessment informs teaching & 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>In acknowledging the impact wellbeing can have on both the teaching and learning Catholic Education places a high priority on the wellbeing of everybody in each school community. Everyone plays an influential role in the development and maintenance of the wellbeing levels of all students in the school, their families, their teachers and members of the broader school community.</p> <p>Through assuming ownership for their own safety and wellbeing, as well as that of others, students develop a sense of connectedness and add meaning and purpose to their schooling and lives</p> <p>Schools for All recommendations linked to these actions</p> <p>Recommendation: 4.1 Recommendation: 6.1, 6.4 Recommendation: 8.1 Recommendation: 9.1 Recommendations: 10.1, 10.2 Recommendation: 11.1</p>	<p>25 schools in the ACT continue to address whole school wellbeing through the Catholic Education Wellbeing Projects Grants.</p> <p>MindMatters: Training session held 25 May</p> <p>Officers supported in excess of forty schools to either commence or continue implementing KidsMatter, MindMatters or School Wide Positive Behaviour Support programs</p> <p>In order to support schools all Wellbeing & Diversity officers attended a full day training session on School Wide Positive Behaviour Support</p> <p>The new Catholic Education Supportive, Safe & Respectful Schools Policy has progressed to the point of final approval by Heads of Service</p> <p>Catholic Education Psychologist, an external psychologist and wellbeing officers have delivered professional learning used in targeted schools around the impact of trauma</p> <p>Officer working with other education sectors on the development of guidelines around the appropriate use of voluntary withdrawal spaces, seclusion and physical restraint.</p> <p>Participation on Out of Home Care Working Group</p>	

	Performance against Principles of Pedagogy and Sections 5.2 & 5.3 of Schools for All	Performance against outputs	
Pursuing a student-centred vision through demonstrating in practice the links between wellbeing, learning and behaviour	<p>Key Principles of Pedagogy central to linking wellbeing, learning and behaviour</p> <p>Principle 1: Everyone can Learn Principle 2: Assessment informs teaching & 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</p> <p>Through Collaborating on Student Achievement (COSA), the Principles of Pedagogy, the Archdiocesan Wellbeing and Diversity Framework, the case-management process, and other initiatives, Catholic Education is working with schools to embed student wellbeing in all learning experiences. This is being addressed by aligning student wellbeing and curriculum policies and creating an educational environment and curriculum that is inclusive and meaningful to all students.</p> <p>Schools for All recommendations linked to these actions</p> <p>Recommendation: 3.2 Recommendation: 4.1 Recommendation: 6.2 Recommendation: 10.2 Recommendation: 12.6 Recommendation: 13.1</p>	<p>Officers currently working with twenty-seven ACT schools on COSA projects. Each project has addresses the links between wellbeing and learning</p> <p>Professor Tony Shaddock has provided guidance to Wellbeing and Diversity Officers ensuring that policies developed in this quarter align learning and wellbeing</p> <p>Final of the Archdiocesan Wellbeing and Diversity Framework has been completed</p> <p>An audit has been completed on all staff who have completed Disability Standards in Education training and a strategy has been developed to support staff who are yet to complete the training</p> <p>Catholic Education psychologist has worked with several school staffs to implement mindfulness techniques in classrooms</p>	

	Performance against Principles of Pedagogy and Sections 5.2 & 5.3 of Schools for All	Performance against outputs	
Pursuing a student-centred vision through personalised learning	<p>Key Principles of Pedagogy central to personalising learning</p> <p>Principle 1: Everyone can Learn Principle 2: Assessment informs teaching & 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>Personalised learning empowers students to become co-authors of their learning and tailor their learning activities to meet their needs, abilities and interests.</p> <p>Catholic Education identifies the key benefits:</p> <ol style="list-style-type: none"> for students, as improved learning outcomes and learning experience and for schools, as communities that value and support student learning. <p>As developing and embedding a personalised learning approach has significant implications on:</p> <ol style="list-style-type: none"> the design of curricula, pedagogy and assessment; and the development of staff and students. <p>It is also acknowledged that personalised learning must: (a) serve the moral purpose of meeting the learning requirements of each and every student; and (b) produce educational outcomes that are valuable to the student, school and community.</p> <p>Schools for All recommendations linked to these actions</p> <p>Recommendations: 6.1, 6.2, 6.3 Recommendation: 10.2 Recommendation: 12.6</p>	<p>Workshop held with Learning Support Teachers to maximise the use of the personalised planning tool to address student strengths and needs.</p> <p>Implementation of the COSA model in schools</p> <p>Officers involvement in the Ministers Youth Forum Planning Committee</p> <p>Continuation of case-management model in response to individual student referrals</p> <p>Building capacity of teachers to write personalised goals for students (carried out through the Online Training opportunities)</p> <p>Embedding a System response to personalised learning through all Catholic Education's <i>Initiatives for Responding to the Schools for All Report</i></p>	

	Performance against Principles of Pedagogy and Sections 5.2 & 5.3 of Schools for All	Performance against outputs	
Pursuing a student-centred vision through using distinct pedagogies when students need them	<p>Key Principles of Pedagogy central using distinct pedagogies when students need them</p> <p>Principle 1: Everyone can Learn Principle 2: Assessment informs teaching & 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</p> <p>Teachers are best placed to select and use high quality, evidence base practices based on student needs. Catholic Education ensures that teachers and Learning Support Assistants have a range of strategies that can be employed to build variation into their teaching/ support plans.</p> <p>Schools for All recommendations linked to these actions</p> <p>Recommendation: 10.7 Recommendations: 13.1, 13.2, 13.7 Recommendation: 15.3</p>	<p>The case- management model has ensured that the teachers, parents and external agencies have engaged in conversations around the most appropriate pedagogies required for in excess of seventy students</p> <p>External autism consultant has worked with twenty-five teachers, Learning Support Assistants and school executives to build capacity in identifying and implementing pedagogies that are appropriate to students' specific needs</p> <p>An autism consultant has been employed to support the transition of a student with high needs from a unit to the local Catholic School</p> <p>On-line learning courses have been delivered in the areas of students with: challenging behaviours; speech, language and communication difficulties; sensory hearing loss; motor difficulties; and Autism Spectrum Disorder. In this quarter fifty teachers and ten Learning Support Assistants have completed courses.</p> <p>Learning Support Assistants currently surveyed on levels of training</p> <p>Program for teacher scholarships has been drafted and timings and budget are currently under review by executive</p> <p>Communications have commenced with University of Canberra and Australian Catholic University around teacher training</p> <p>Initial meeting held with ACT Teacher Quality Institute (TQI) on 17 May</p> <p>A plan has been developed to ensure that the induction of new staff includes elements of addressing the complex needs and challenging behaviours of students from mid-2016</p>	

	Performance against Principles of Pedagogy and Sections 5.2 & 5.3 of Schools for All	Performance against outputs	
Pursuing a student-centred vision through a focus on prevention and proactive approaches	<p>Key Principles of Pedagogy central to focusing on prevention and proactive approaches</p> <p>Principle 1: Everyone can Learn Principle 2: Assessment informs teaching & 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>A critical part of improving developmental and educational results for students with complex needs and challenging behaviours is using effective early intervention and pro-active approaches. With the National Disability Insurance Scheme operating in schools as well as the availability of external agencies, Catholic Education is responding to identified needs in a timely manner. Wherever services are being provided—an agency setting, the home or school, these are being considered as part of each student's Personalised Plan. As such schools and Catholic Education are continuing to build connections with a range of service providers.</p> <p>Schools for All recommendations linked to these actions</p> <p>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</p>	<p><i>Many of the performance outputs for this section have previously been mentioned although it is important to identify them to illustrate the inter-connectedness of the Principles of Pedagogy and the Schools for All Report</i></p> <p>Performance outputs already addressed:</p> <ul style="list-style-type: none"> • COSA • Case Management Model • Teacher and Learning Support Assistant training • Implementation of the Principles of Pedagogy • Work with National Disability Insurance Scheme, External Providers and consultants • Parent information sessions • Changes to Personalised Plans • The development of an Archdiocesan Wellbeing & Diversity Framework • Implementation of KidsMatter, MindMatters and School Wide Positive Behaviour Support in schools • Development of policies that promote prevention and proactive responses • Consulting students on their needs • Allocation of additional staff to Wellbeing & Diversity team 	

	Performance against Principles of Pedagogy and Sections 5.2 & 5.3 of Schools for All	Performance against outputs	
Pursuing a student-centred vision through actively seeking, listening and responding to the views of students	<p>Key Principles of Pedagogy central to actively seeking, listening and responding to the views of students</p> <p>Principle 1: Everyone can Learn Principle 2: Assessment informs teaching & 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>Catholic schools actively seek, listen and respond to the views of students. Student Voice should permeate all levels of school life, from students participating in small group classroom conversations to students partnering in curriculum design or establishing school agreed practices and policy.</p> <p>Central to this is acknowledging that what students have to say matters in how learning happens, and acknowledging that students have untapped expertise and knowledge that can bring renewed relevance and authenticity to classrooms and schools. Students benefit from opportunities to practice the problem solving, leadership and creative thinking required to participate in a decision-making school community.</p> <p>Schools for All recommendations linked to these actions</p> <p>Recommendation: 6.2</p>	<p>Student opinions about their learning have been collected through COSA projects in schools</p> <p>Two senior students from St Francis Xavier College have accepted a place on the Archdiocesan Wellbeing & Diversity Advisory group</p> <p>School based Teaching and Learning Officers have received input on the importance of student voice</p> <p>COSA officers survey/interview students to seek the opinions of students with regards to their learning</p> <p>COSA Evaluator interviews students about their learning</p> <p>A system wide school satisfaction survey tool has been presented to the Principals Executive and accepted for implementation in Term 3, 2016. The student section of the survey is a key component of the tool.</p> <p>Officer actively participating in the Ministers Youth Forum Working Group</p> <p>Learning Support Teachers have participated in a System developed workshop on responding to the views of students</p>	

	Performance against Principles of Pedagogy and Sections 5.2 & 5.3 of Schools for All	Performance against outputs	
Pursuing a student-centred vision through collaboration at all levels	<p>Key Principles of Pedagogy central collaboration at all levels</p> <p>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</p> <p>Catholic Education acknowledges that collaboration needs to take place within classrooms, within schools, within families and within the larger school community.</p> <p>For true collaboration to take place with parents, methods for reporting student progress should be unambiguous and meaningful to families and students.</p> <p>Schools for All recommendations linked to these actions</p> <p>Recommendations: 4.1 Recommendations: 6.1 Recommendations: 15.2</p>	<p>A full review of reporting on student progress is currently underway, with a view of implementing a reporting format in 2017</p> <p>Training has been provided to learning support teachers to incorporate behaviour and safety plans within the current personalised plan</p> <p>Officers from Catholic Education are currently collaborating with the following organisations to implement a range of recommendations from <i>Schools for All</i>. These organisations/ groups include:</p> <ul style="list-style-type: none"> • 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.	●
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'.	●
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.	●
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.	●
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.	●

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.	
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.	
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.	
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	
	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 11.2 Monitoring behaviour support plans
Recommendation 15.3 Longitudinal Study into post-school outcomes

Program Director sign off

SCHOOLS FOR ALL

Case Study – Using case-management to support students, schools and families

Case Management Model
<p>Catholic Education has implemented a case management model for responding to requests for support in identifying and/or responding to the particular needs of all students including those with complex needs and challenging behaviours. Catholic Education has been able to utilise this model to ensure that key aspects of the <i>Schools for All Report</i> are implemented within a meaningful framework. A Student/School Engagement Team (SSET) has been established to respond to each referral. These teams include a School/Student Engagement Team case manager, schools staff, students (where appropriate), parents/carers and may also include external service providers.</p> <p>Student/School Engagement Teams may participate in or facilitate any, or all of the following actions:</p> <ul style="list-style-type: none"> • Observations in classrooms • Request further assessments (Occupational Therapy, Language, Psychometric, Mental Health, Autism Spectrum Disorder) • Building teacher capacity • Seeking input from specialists • Providing individual or whole school Professional Learning (Schoolwide Positive Behaviour Support, Non-Violent Crisis Intervention, KidsMatter, MindMatters, Understanding trauma) • Re-establishing home-school relationships • Meeting with parents/carers and/or external agencies • Connecting families to external agencies (e.g. National Disability Insurance Scheme Providers, Specialists) • Supporting the development of Personalised Plans • Providing classroom strategies • Establishing sustainable practices that the school leadership can maintain

Case Study - Referral
<p>The Catholic Education Wellbeing & Diversity Team (WDT) recently received a referral from a school seeking support to address the needs of a student with complex needs and challenging behaviours. The on-line referral indicated that the student had diagnosis of Autism Spectrum Disorder, Attention Deficit Disorder, Oppositional Defiant Disorder and Anxiety Disorder (comorbid). The referral outlined how these were impacting on his interactions, access and participation at school. It indicated that the student was displaying frequent acts of aggression, absconding, a lack of attention, a resistance to learning anything new, an obsession with contacting emergency services, and extreme anxiety particularly about coming to school and leaving his mother.</p> <p>The referral identified that the student required support from the school executive and staff throughout the day. All levels of transition were causing anxiety for the student, resulting in inappropriate behaviours. Also of concern was the fact that the behaviours were impacting on the student's ability to engage with the curriculum.</p> <p>The school was concerned that the resources, including learning support resources and executive time were not having the desired outcome.</p>

Request made to Wellbeing & Diversity Team through the referral process
<p>Through the referral process the school requested several levels of support from the Wellbeing and Diversity Team in order that they make the changes required to support the student and their family more effectively. Requests made included:</p> <ul style="list-style-type: none"> • support from an Autism Spectrum Disorder specialist • support for staff in managing student's anxiety/ trauma • strategies to reduce the aggression levels of the student • advice on establishing boundaries to reduce issues associated with student absconding (student safety) • advice on holistic approach to managing student's day to day attendance and participation at school • support in times of crisis • a review of the support level for the student for the time he is at school to ensure the student is able to fully access and participate in school daily activities • support in re-establishing a relationship with the family after mandatory reporting

Actions taken to support student, school and family by Wellbeing & Diversity Team

This referral was processed and discussed by the Wellbeing & Diversity Team. (The Wellbeing & Diversity Team includes the Senior Officer – Wellbeing and Diversity, the Wellbeing & Behaviour Officer and the Catholic Education Psychologist). At this initial review Wellbeing & Diversity Team identified a Student/School Engagement Team (SSET) case-manager from within the broader team and provided them a summary of the referral information as well as suggestions for the first steps required to respond to this particular case. The School/Student Engagement Team manager then contacted to school to ensure other key personnel were available to be part of School/Student Engagement Team, including the school, home and outside agencies.

Wellbeing & Diversity Team contracted an Autism consultant to form part of this student's School/Student Engagement Team as it was decided that they could make three key contributions in responding to the student's needs. These included: student observations; coaching for the teacher and executive staff; and working as part of the School/Student Engagement Team to build relationships and consistency of strategies between the home and school. Throughout the lifetime of the case (approximately nine weeks) the Autism consultant worked to build teacher capacity, provided realistic strategies for use with the student and supported the school in working with the family and National Disability Insurance Scheme.

The School/Student Engagement Team manager identified that there were several of the student's current routines, both at home and at school that needed to be adjusted or replaced with more effective routines. The School/Student Engagement Team manager organised several cross agency case-management meetings to ensure that all agencies were providing the same advice to the school and the parents. Areas that were considered were drop-off and pick-up procedures as well as personal care routines. The school advised Catholic Education that the changes in routines have resulted in the student being more settled. The autism consultant advised the use of a visual at every door in the school to support the notion that each student needed to ask permission before leaving a room. This reduced the frequency of the student absconding.

The use of calming sensory spaces to support the student's behaviour and develop their self-regulation skills was reviewed. This involved the School/Student Engagement Team manager working with other officers from Catholic Education to align the schools practices to the new guidelines. Although in draft form, these guidelines provided clear advice. The student is now supported to take regular movement breaks.

The School/Student Engagement Team manager as well as the broader team identified connections between the home and school. The school believed that the effectiveness of the collaborative process had been compromised once they had made a mandatory report around the student's wellbeing. The School/Student Engagement Team manager identified this as a priority and as a result has arranged several meetings between the school, outside agencies and the parent. The School/Student Engagement Team manager ensured all opportunities were in place for the student's 'voice' to be included as part of the process or interventions.

After conversations with the student's parent the School/Student Engagement Team manager identified that the student had a National Disability Insurance Scheme package but had not accessed any services. The case-manager liaised with the school and home to activate some of the services that were part of the student's plan. As Catholic Education have a working partnership with AsOne Therapy, the case-manager arranged for the students' mother to speak with staff from AsOne. The family has now started accessing services associated with the NDIS package.

As parenting skills are one of the factors that could be potentially impacting on the students' behaviour the School/Student Engagement Team manager has liaised with Child Protection to offer support to the mother in the way of advice/training on parenting skills

Access to School/Student Engagement Team for additional assessments of the student has been delayed as the student has an appointment with Sydney Developmental Clinic on 29th July. The SET manager has advised the parent that Catholic Education would enlist AsOne Therapy to carry any Speech and Occupational Therapy assessments once the team is notified of the outcome of the appointment in Sydney. A key aspect of the School/Student Engagement Team's response to the referral was the professional learning opportunities offered to the school.

The PL offered to the school was designed to build teacher capacity and knowledge. PL offered included:

- Trauma training delivered to schools staff
- Disability Standards for Education modules for all staff

- Coaching for the classroom teacher provided by autism consultant
- Classroom teacher enrolled to complete Online Training Autism Course
- Autism specialist and the teacher to visit two schools, one Catholic and one Education Directorate, to look at strategies to address students' needs

Officers from Wellbeing & Diversity Team regularly review the progress being made against this referral through the on-line case management notes. The School/Student Engagement Team case-manager also consults with officers from Wellbeing & Diversity Team to seek additional advice and/or resources where needed.

The next step for School/Student Engagement Team will be to work with schools to implement a whole school approach to student wellbeing.

While this referral is still an active referral progress has been made. This referral is due for a major review at the end of Term 2, 2016 (Recommendation: 13.6)

Key Actions Taken During Case Study	Principles of Pedagogy Associated with Case Study	Associated Schools for all recommendation
School/Student Engagement Team established to review the support needs of the student and school	Principle 1: Everyone can Learn	Recommendation: 6.2 Recommendation: 10.2 Recommendation: 12.1
School referred to relevant guidelines to inform practice and actions undertaken	Principle 2: Assessment informs teaching & learning	Recommendation: 12.6 Recommendation: 13.6 Recommendation: 15.1
School referred to relevant guidelines to inform practice and actions undertaken	Principle 3: A deep understanding of curriculum provides content and context for learning	Recommendation: 3.2 Recommendation: 4.1 Recommendation: 8.1
Professional Learning arranged for teacher and Learning Support Assistants including visits to other settings, trauma training and Autism specific training. Learning Support Assistants offered Cert IV training	Principle 3: A deep understanding of curriculum provides content and context for learning	Recommendation: 10.3 Recommendation: 10.7 Recommendation: 12.1 Recommendation: 13.4
Mother supported in connecting with outside agencies	Principle 4: Positive Relationships are at the heart of effective teaching	Recommendation: 12.1
School/Student Engagement Team works with external agencies including NDIS staff and Child Protection	Principle 4: Positive Relationships are at the heart of effective teaching	Recommendation: 12.1 Recommendation: 12.6
Resources allocated to address students individual needs	Principle 4: Positive Relationships are at the heart of effective teaching	Recommendation: 6.2 Recommendation: 6.3
Calming spaces established in the school	Principle 5: Holding high expectations of learners is a commitment to justice	Recommendation: 3.2 Recommendation: 4.1 Recommendation: 8.1 Recommendation: 11.1
Additional assessments provided by Catholic Education	Principle 6: Positive Educational environments empower learning	
School/Student Engagement Team promotes collaboration between home, school and external agencies	Principle 6: Positive Educational environments empower learning	Recommendation: 6.2 Recommendation: 12.1 Recommendation: 12.6
Personalised Plan and teaching program modified to address personalised learning	Principle 6: Positive Educational environments empower learning	Recommendation: 11.2
Wellbeing of teacher and student addressed	Principle 7: Learning is inspired and celebrated in community	Recommendation: 9.1 Recommendation: 11.1 Recommendation: 11.2
Conducting classroom observations by Catholic Education and external personnel with the purpose of supporting the teacher and school	Principle 7: Learning is inspired and celebrated in community	Recommendation: 12.3
Discussions around KidsMatter and/or SWPBS	Principle 7: Learning is inspired and celebrated in community	Recommendation: 6.1 Recommendation: 9.1