



## SCHOOLS FOR ALL

### Progress Report – June-September 2017

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In order to ensure effective implementation of recommendations set out in *Schools For All Children and Young People (Schools For All report)*, Catholic Education has continued to engage with families, schools and outside agencies. Catholic Education has participated in professional learning activities, disseminated deliverables, refined policy, adjusted practices and set new directions.

As in previous reporting periods, a focus on the following priorities has continued to strengthen each school’s capacity to commit to the recommendations.

- Continuing to use Catholic Education’s *Principles of Pedagogy* as key implementation tool
- Allowing adequate time for planning and preparation prior to implementation of projects
- Ensuring all actions are embedded in practice prior to closure
- Measuring success against realistic process and outcome goals
- Maintaining a focus on previously closed recommendations
- Supporting the principle of subsidiarity within the local school settings;
- Building the capacity of schools to sustain their response to *Schools For All*, and
- Alignment of actions taken, to the Catholic Education Vision.

Catholic Education recognises that initiatives undertaken to date will remain a priority until thoroughly embedded in practice across all schools. Rather than including each of these again, the following link will direct readers to previous reports. [https://www.education.act.gov.au/school\\_education/schools-for-all](https://www.education.act.gov.au/school_education/schools-for-all) This report will provide an overview of key actions taken by Catholic Education during June to September.

Catholic Education has appreciated the relentless determination of staff involved in providing quality *Schools For All* report recommendations. It commends teachers, students, families and friends of Catholic Education for their efforts.

Governance					
Program	Schools for All Program	Program Director	Patrick Kelly	Executive Sponsor	Maree Williams
<p>Now more so than ever, acknowledging how student wellbeing influences learning and engagement levels, is informing what schools and systems provide. There is an expectation that teachers’ knowledge, skills and attitudes align to Catholic Education’s mission. Resources (personnel and financial) are therefore allocated across <i>Schools For All</i> projects as efficiently as possible, and monitored through governance structures.</p> <p>Governance undertaken by Catholic Education continues to ensure that there:</p> <ul style="list-style-type: none"> <li>• is an awareness of all complex needs and challenging behaviour related risks, likely to have an impact on schools</li> <li>• are improved management processes within Catholic Education and individual schools to manage these risks</li> <li>• are manageable relationships with schools, service providers and families</li> <li>• is a transparent and understandable communication of all wellbeing and engagement policies processes and expected practices</li> <li>• is availability, security and continuity of Wellbeing and Engagement services</li> <li>• are ways of measuring returns on inputs</li> <li>• is quality and reliability of service</li> </ul>					

## Program Objectives

Catholic Education's program objectives have remained consistent across the life of the *Schools For All* projects. This has ensured that there are clearly established criteria and standards against which Catholic Education can determine program performance. The objectives below describe the activities, services and strategies delivered as part of implementing each project.

### Objectives:

- Deliver on support services that are tailored to meet the individual needs and goals of the students with disabilities and the staff responsible for their wellbeing and learning
- Deliver support services that are designed and administered to meet the needs of students with complex needs and challenging behaviours and who experience a double disadvantage as a result of their trauma, secondary conditions/ disabilities or ethnic origin
- Offer opportunities for parent collaboration at three levels (involvement, engagement and leadership)
- Strengthen teacher and school leadership capacity to deliver point of need teaching and track student progress
- Use data to provide on- the-ground support and professional development to teachers and school leaders;
- Be accountable to students with disabilities who require services, the parents/ carers of those students and the community generally
- Deliver processes and practices designed and administered to ensure that students with complex needs and challenging behaviours have access to advocacy support where necessary and to ensure adequate participation in decision-making about the services and support they receive
- Work with the Australian Catholic University to develop a unit of work focused on addressing the complex needs and challenging behaviours of students
- Graduation of Classroom Support Assistants participating in the Certificate IV in School Support from the Canberra Institute of Technology
- Commence a review of identified projects associated with the recommendations made in the *Schools For All* Report
- Continue to:
  - align Catholic Education's response to *Schools For All* to the vision, *Principles of Pedagogy and mental models*
  - ensure that the best interests of students are a part of all decisions and processes undertaken
  - build the capacity of Classroom Support Teachers while at the same time increasing the hours they spend supporting classroom teachers in classrooms
  - embed a shared vision, mental models, systemic structures, patterns of behaviour and events that better address the complex needs and challenging behaviours of students
  - collaborate within schools, agencies and across sectors to ensure closure of particular recommendations

## Critical Success factors for this period

### Specific targets for this period

- SchoolTV is operating in 95% of ACT Catholic Schools and exceeds 10,000 visits from parents/carers
- Teachers commence an On-line Learning Training course
- 25 Wellbeing projects are underway
- 35 Classroom Support Assistants have completed the Certificate IV in School Support
- An additional 55 Teachers commence an Online Learning module
- 100% of classrooms have a visible response to calm classrooms
- Commence review into resourcing model
- Establish a model for moderating reasonable adjustments for all students
- Deliver Managing Aggression and Potential Aggression to first and second year teachers
- Deliver Managing Aggression and Potential Aggression to two school staffs
- So Safe Training provided for schools with specific need

### Ongoing Targets

- Key elements from the *Schools For All* are understood by school leadership teams and school staff;
- Principals and school leadership teams are ensuring school staff understand their obligations identified under the *Disability Standards for Education, Disability Discrimination Act, the CECG Principles of Pedagogy* and the *CECG Wellbeing & Diversity Framework*

- School engagement with the *Wellbeing & Diversity Framework*;
- Strategies that promote calm classrooms are in place
- Provision of professional learning to support Classroom Support Teachers in addressing the recommendations of the *Schools For All Report*
- Classroom Support Teachers participate in on-line *video conference* networks in relation to addressing the complex needs and challenging behaviours of students
- Effective use of personalised planning process to respond to student need
- Reduction in Wellbeing & Diversity student/ whole school referrals
- Learning environments are utilised to link student wellbeing and pedagogy
- Teachers understand and use de-escalation strategies for students with complex behaviours
- External providers deliver psychometric assessment on behalf of Catholic Education
- Schools use diagnostic tools and screeners to determine the suitability of a full psychometric assessment, or the need for the family to consult other specialists
- Commence a review of parent engagement tools used by schools
- Wellbeing and Diversity Officer to attend the ARACY Parent Engagement Conference
- Manage case-management referrals process, using risk management strategies

**Ongoing Initiatives & Frameworks for Responding to the *Schools for All Report***  
 The broader processes adopted for system cultural change since commencement

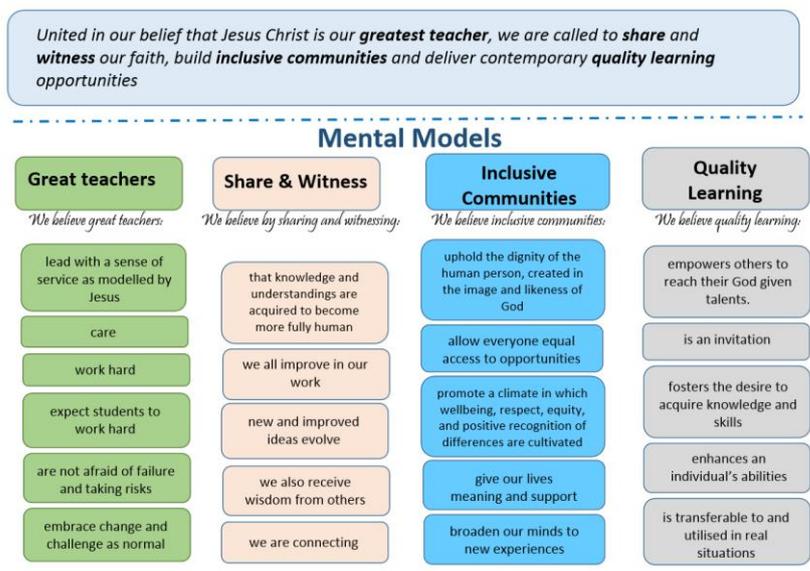
**Principles of Pedagogy**

*Principles of Pedagogy* embedded across the Archdiocese. These principles will remain a focus throughout Catholic Education’s response to the *Schools For All Report*.

- 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

**Mental Models**

Catholic Education’s mental models have provided principles of truth to govern the response it has made to *Schools For All*. As mental models represent only what is true, Catholic Education has utilised them to identify what is possible rather than impossible.



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

Schools continue to be supported in improving student outcomes through a systematic and organised change process. Leaders of Learning from Catholic Education in collaboration with school leadership teams and staff develop a school based action research project, implemented in context. Catholic Education's focus on COSA continues to include:

- Continued implementation of action research projects
- Supporting professional practice of school staff through coaching
- Using data to inform practice

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

The ELI process has focused on growing the capacity of classroom teachers to improve the literacy and numeracy of all students (K–2) including those with complex needs and challenging behaviours as well as educating parents/carers in effective ways to support their children with reading, writing and numeracy at home.

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

The focus of these teams has been to support schools and families in addressing the complex needs and challenging behaviours of students. The teams include school staff, students, families and external specialists when required. The purpose of each team is to:

- Identify and strengthen proactive factors and reduce risks to wellbeing and learning
- Coordinate services/ supports to provide a targeted response
- Design a service delivery model that promotes change
- Support the delivery of programs
- Monitor and evaluate plans made by the team
- Build capacity with in school staff to respond to similar issues in the future

### **Professional Learning Opportunities:**

#### **OnLine Training (OLT)**

Catholic Education continues to offer opportunities for teaching staff to participate in Online Training through OLT Australia. The courses are available to all teaching staff and Catholic Education leadership teams across the Archdiocese. Between June and August an additional 63 teachers have commenced a course.

Courses offered during June through August

- Inclusion for Learners with Speech, Language and Communication Needs (SLCN)
- Understanding and Supporting Behaviour (USB)
- Understanding Autism Spectrum Disorders (ASD)

#### **Classroom Support Teachers (LSTs) New to the Role in 2017**

A cohort of 16 Classroom Support Teachers who were new to the role in 2017 have continued to receive support from Catholic Education's Leaders of Learning Wellbeing and Diversity. These teachers have completed an additional training day since the last report and officers have visited their schools on several occasions to provide them with targeted individual advice.

#### **Everyone Everyday**

Leaders of Learning Officers from Catholic Education continued their participation in the "train the trainer" courses and delivered the Everyone Everyday course in conjunction with staff from other sectors. The course continued during this reporting period.

### **Wellbeing Projects**

Schools have continued to deliver on the goals of their Wellbeing Projects. While Catholic Education resourced these projects, autonomy around each project lies distinctly with each school. This has seen a richness in the scope of projects, each responding to the particular needs of the participating school and their community. Projects have addressed:

- Student behaviour practices (School Wide)
- Building community

- Sensory outdoor play spaces
- Staff wellbeing

### Archdiocesan Wellbeing & Diversity Framework

Work has continued with the roll out of the Wellbeing and Diversity Framework during this reporting period with schools commencing work around identifying which key elements will be included in their School Improvement Plan for 2018. Many schools continue to focus resources from the Wellbeing Grants to respond to one or more of the key elements from the Framework.

### SchoolTV

Since Catholic Education commenced its partnership with SchoolTV, readership has been tracked across each edition. Notably, information on anxiety was accessed three times more often than any other topic by parents/carers. This has indicated a thirst for information on this topic. Information on childhood/ young adult depression as well as suicide and self-harm have also been of significant interest to parents/careers.

## Stakeholder Management

Throughout June to September, Catholic Education Officers liaised with a range of external partners, agencies and organisations to enhance its response to the *Schools For All* recommendations.

External partners, agencies and organisations	Services accessed
EDU/AIS/ Catholic Education	Everyone Everyday training to Catholic Education Staff
AsOne Therapy	Assessment support
Catholic Care	Assessment support
Critical Friend	Review of case-management model
Specialised Consultant (x2)	Autism specific
Hearing Australia	Disability Specific services
AIS	Education Partnership
KeepCarm Consultancy	Professional learning, teacher support, case management
Psychologists (x3)	Psychological Services
SWPBS Consultants (x2)	Supporting SWPBS in schools
ACT Government EDU	Education Partnership
Wellbeing & Diversity Advisory Group	Advisory services
SHFPACT	So Safe training around a tool to teach appropriate social safety
Principals Australia Institute	Supports around the facilitation of KidsMatter and MindMatters
Positive Partnerships	Support around the delivery of Autism focused professional Learning
Child and Family Health Centres	Case-management support
Berry Street Education Model (New)	Trauma informed Schools

## Risk Management at completion of 2017

Risk description	Perceived Risk Level (as below)	Avoidance and Mitigation	Resultant risk level (as below)
Unauthorised use of restrictive practice	Low	<ul style="list-style-type: none"> <li>• Delivery of Managing Aggression and Potential Aggression to teachers in their first and/or second years of teaching <b>(Completed)</b></li> <li>• Development of processes to report and respond to critical incidents across Catholic Education service areas <b>(Cross Service Area conversations commenced)</b></li> <li>• Advise schools on additional positive alternatives to restraint and seclusion <b>(In progress)</b></li> </ul>	Low
Capacity of Catholic Education Officers to meet the demands of <i>Schools for All</i> recommendations	Low	<ul style="list-style-type: none"> <li>• Utilise video-conferencing when engaging with staff around the complex needs and challenging behaviours of students <b>(Completed)</b></li> <li>• Participate in additional professional learning opportunities in 2017 <b>(Completed)</b></li> <li>• Officers with Wellbeing and Diversity responsibilities meet on a weekly basis to review case-management referrals <b>(Completed)</b></li> <li>• Complete a review of work practices and priorities <b>(Completed)</b></li> </ul>	Remains Low

while continuing with current areas of responsibility			
Level of parent/ carer involvement	Med - Low	<ul style="list-style-type: none"> <li>• Parent meetings to be arranged <b>(Commenced)</b></li> <li>• Invite Dr Debbie Pushor to Canberra to speak to Catholic Education staff about ways to support schools engage parents of students with complex needs and challenging behaviours <b>(Completed)</b></li> <li>• Develop relationships with a range of parental engagement focused agencies such as the Australian Research Alliance for Children and Youth, Starting Blocks, Education Services <b>(Commenced)</b></li> <li>• Develop resource to support teachers when working with parents/carers <b>(Commenced)</b></li> <li>• Where applicable promote websites that provide wellbeing and parenting advice students and parents/carers <ul style="list-style-type: none"> <li>○ Raisingchildren.net.au</li> <li>○ Studentwellbeinghub.edu.au</li> <li>○ Aracy.org.au</li> <li>○ Kidsmatter.edu.au</li> <li>○ Startingblocks.gov.au</li> <li>○ youthbeyondblue.com</li> <li>○ ccsp.catholic.edu.au</li> <li>○ reachout.gov <b>(Commenced)</b></li> </ul> </li> </ul>	Low

## Resource Management

### Budget Resources

Catholic Education has monitored resource usage, trends and developments over the duration of *Schools For All* to inform future budgetary requirements. This has included estimating costs and potential benefits and making requests to the relevant people. Officers have ensured that there were sufficient resources to support all the activities.

In order to monitor the use of resources; Catholic Education Officers and schools have been encouraged to take responsibility for how they use resources efficiently with minimum adverse impact on the environment. Catholic Education has monitored and maintained the quality of resources continuously and ensure standards of service and consultancy are effective.

### Human Resources

The level of human resources allocated to Catholic Education's response to *Schools for All* Report has generally remained consistent although additional resources were allocated in 2017 to:

- Increase access to consultants
- Have an increased number of assessments completed by external specialists
- Contract a specialist in case-management to review processes
- Explore new approaches to addressing the complex needs and challenging behaviours of students
- Investigate staff wellbeing options

### Information Resources

The following processes have been sustained throughout June to September:

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

### Documentation collected to date:

The following documentation has continued to be collected and used to inform Catholic Education's ongoing response to the *Schools For All* Report:

- Professional learning attendance rates
- Uptake of SchoolTV by teachers and parents
- Case-management notes
- Reports of critical incidents in schools
- Assessment reports from external consultants
- Additional data from the University of Canberra Disability Modules
- Continued reviews of Personalised Plan as part of the moderation process
- Nationally Consistent Collection of Data
- Updates of key issues and concerns from SCAN Moderator
- Emails from parents
- Emails from schools
- Student/ School referral forms

Project Dependencies (Ongoing)		
	Impact on Program	Status
Availability of Catholic Education Officers	<ul style="list-style-type: none"> <li>Officers available to case manage referrals</li> <li>Wellbeing Projects are monitored regularly</li> <li>All 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>External consultants support the case-management model</li> <li>Officer from Catholic Education has dedicated time to monitor Wellbeing projects</li> <li>Build additional partnerships to ensure wait times for assessments are minimal</li> <li>Allocate dedicated times for case-management separately to team update meetings</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.</li> </ul>
Financial Resources	<ul style="list-style-type: none"> <li>Certificate IV courses delivered</li> <li>Financing wellbeing projects</li> <li>Post graduate studies subsidies</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 this period has included:</p> <ul style="list-style-type: none"> <li>Managing Trauma</li> <li>Non Violent Crisis Intervention</li> <li>CSTs new to the role</li> <li>Everyone Everyday</li> <li>OLT Courses</li> <li>Ongoing training on Instructional Leadership for Catholic Education Officers</li> <li>Targeted literacy and numeracy professional learning aimed at ensuring all 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	A key priority for all actions taken in 2017 continues to be ensuring sustainability beyond the initial response period	<ul style="list-style-type: none"> <li>Currently using the Principles of Pedagogy, Instructional Leadership coaching for principals and COSA to support the development of schools' professional learning communities</li> </ul>

## PROJECTS

Throughout June to September each of the elements identified in the CECG's *Principles of Pedagogy* and the *Wellbeing & Diversity Framework* have informed Catholic Education's response to the *Schools for All 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
- Element 4: Positive relationships are at the heart of effective teaching
- Element 5: Holding high expectations of learners is a commitment to justice
- Element 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**

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

Quality teaching involves the ability to personalise learning to ensure that the content and pedagogical approaches engage and meet students' learning needs. Catholic Education acknowledges that teachers need to have an understanding of the issues facing students today and the associated needs. Having such knowledge allows teachers to build capacity to reflect on their work, in order to improve their practice.

Furthermore, they need to work in collaboration with their colleagues and parents/ carers to ensure the pedagogy focusses on student need. SchoolTV is allowing teachers and parents/carers alike to share an understanding of key issues facing students today.

**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

**Performance against outputs**

**Focusing on electronic media as a tool to give teachers and parents access to knowledge to identify individual needs**

**School TV**

From the start of June until the end of August, there has been over 12,500 parent/carer hits on SchoolTV. Many of these parents attempted one of the quizzes whilst on the site. The questions are multiple choice and aim at helping parents discover how much they know about each topic. In some cases, responses indicated how much they knew about the real issues rather than the common media perception of the topic.

QUIZ	Results
Cyberbullying	94%
Sexting	67%
Suicide and Self Harm	65%
Depression	62%
Drug and Alcohol	41%
Internet Addiction	36%
Anxiety	27%

A very interesting statistic is that Anxiety is the most read topic and seemingly, the least understood with the average score of 27% from parent/carers. Topics such as Cyberbullying are quite well understood by parents scoring 94% in the quiz. Parents/ carers also participated in a recent Poll in SchoolTV which asked the following question:

*Which of the following issues do you believe pose the greatest risk for adolescents?*

Data indicates that by far parents major concerns centre around, drugs, smoking, and alcohol. This has provided Catholic Education with an ongoing direction and focus on supporting students to adopt less harmful ways of responding to depression and anxiety. To date parents from 90% of schools have engaged with the resource.

From here, Catholic Education will continue to remind teachers and parents/ carers that SchoolTV is available to them as a resource. Schools will continue to receive notification when the new edition is available and what the topic is. The introduction of this capability allows principals the autonomy to review topics and only make available to their community appropriate topics. Catholic Education will also explore the option of the psychologist writing a support article for inclusion in their newsletters.

During this period, Catholic Education contributed to a review of the service offered by SchoolTV. This resulted in SchoolTV winning the 2017 iAwards in Victoria under the Community Service Markets category.



	<p><b>Schools for All recommendations addressed through pursuing a student-centred vision through identifying individual needs</b></p> <p>Recommendation: 3.2 Recommendation: 4.1 Recommendation: 10.2 Recommendations: 12.1, 12.2 Recommendation: 15.1</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 through the provision of safe and orderly environments**

The final dimension of student-centred leadership is a focus on a safe and orderly school environment. When students do not feel safe and supported in their school environment they are more likely to disengage from their learning. Positive, trustful teacher-student relationships are more likely to make students feel comfortable at school, and more engaged and motivated to learn.

Key areas that Catholic Schools have focused on in this area have included a focus on:

- Well-resourced classrooms
- Students feeling safe and free from physical harm
- Collegial relationships among staff
- Positive culture and climate
- High expectations on behalf of staff and students
- Expectations and rules that are known by all and enforced
- Student involvement in decision making
- Increases in student achievement and engagement
- Students and teachers being calm
- Teachers taking every opportunity to model kindness and patience
- Students being given opportunities to solve problems
- Giving students a voice and options

**Key Principles of Pedagogy central to providing safe, orderly environments:**

- Principle 1: Everyone can learn
- Principle 4: Positive relationships are at the heart of effective teaching
- Principle 6: Positive educational environments empower learning

**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 10: Active wellbeing

**Performance against outputs**

***Focussing on safe orderly environments to improve student learning.***

Catholic Educations has continued to work with schools to create classroom that are organised and characterised by mutual respect. The use of interactive approaches is proving to be especially successful in creating classrooms where students feel safe asking questions and contributing to discussions.

There are a number of strategies teachers have undertaken to ensure students have access optimal learning environments including:

- ensuring classrooms are clean, orderly, and inviting, classrooms that encourage students to do their best
- Students now identify untidy classrooms as a distraction to their learning
- arranging classrooms so that students have all the resources they need, all the books, and manipulatives – right where they can access them
- organising the physical space of the classroom for movement and interaction
- rearranging classrooms to facilitate collaboration and cooperation, not conformity and standardised learning
- providing a variety of learning spaces and furniture that support student’s levels of engagement
- changing teacher and parent mindsets that engage students in in-depth, relevant learning
- teachers accepting that real student engagement and student learning is most often messy and chaotic
- paying attention to relationships



	<p><b>Schools for All recommendations linked to these actions:</b> Recommendation: 7.1 Recommendation: 8.1 Recommendation: 8.2 Recommendations: 11.1, 11.5</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.**

In this area, Catholic Education has focused on the development of inclusive relationships between homes, schools and communities. Collaboration, teamwork and good communication have long been recognised as important qualities for teachers and a characteristic of high performing schools. When teachers collaborate and solve problems, they develop new knowledge together that can lead to informed responses to the complex needs and challenging behaviours of students. Through a range of Schools For All projects Catholic Education is fostering communities made up of teachers, students, parents, specialist and support staff. Consultants and external agencies are becoming more involved in various ways in the life of the schools and through Catholic Education are providing direct support to the teachers, students and parents. Shared decision making involving members case-management teams is influencing students' lives.

**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**

***Focusing a student centred vision through collaborative relationships.***

**Student and student relationships**

Through the KidsMatter program students in Catholic schools are engaging in a variety of activities to build their knowledge, skills and attitudes in the following areas:

- Coping with conflict and disagreements
- Resilience skills
- Making up when things go wrong
- Building friendship skills and empathy through giving and taking
- Empathy: being able to respond to others' feelings with understanding
- Taking turns
- Including other children's ideas in play
- Being able to understand how others might be feeling based on their behaviour, being able to predict how their behaviour might affect others
- Coping with rejection teasing and aggression

**School and parent/carer relationships**

- A key feature of work undertaken in this area during the period June –August was the input from Professor Debbie Pushor. Debbie Pushor worked with staff with staff from CECG, ETD and the AIS in June. Key messages included:
  - Understanding the three levels of parent engagement: parent/carer involvement, parent carer engagement, followed by parent/ carer leadership in schools. Also addressed was the notion of parent knowledge (of their children), and how this is 'respected'.

The key challenge posed to the group was to have more opportunities for parent engagement and parent/carer leadership.

- Other focus areas for schools in this period were:
  - Communicate often and in various forms with parents/carers  
for example:
    - Personalised planning meetings
    - Transition planning
    - ARACY – Common Approach
  - Letting parents and carers know how they can help
  - Being a broker for resources, including sharing/providing access to sites such as
    - SchoolTV
    - Raising Children.net.au
    - Student Wellbeing Hub
  - Inviting parents to help the school make decisions, achieved through:
    - Wellbeing Projects
    - School Committees
    - Parent/carer morning tea with the Principal

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

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

The enhancement of student wellbeing continues to emerge as an important approach to the development of students’ social, emotional and academic competence and is a significant contribution to the prevention of youth depression, anxiety and antisocial behaviour. Catholic Education has used a range of strategies to identify and reduce the barriers to learning, including those linked to student wellbeing. Pursuing a student-centred vision through fostering wellbeing is helping to maximise the educational and social outcomes for all students.

**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
- Element 4: Positive relationships are at the heart of effective teaching
- Element 5: Holding high expectations of learners is a commitment to justice
- Element 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

**Performance against outputs**

**Focusing on pursuing a student-centred vision through fostering wellbeing**

Catholic Education continues to be committed to the educational outcomes and wellbeing of all students. As such, Catholic Education has created a priority around Collaborating on Student Wellbeing (COSWELL). This initiative has been about changing cultures through the Wellbeing and Diversity Team working with School Teams to increase each schools’ capacity to embed evidence-based practice and to build school communities where everyone belongs. The professional collaboration of this multilevel approach is ensuring that the support provided to schools is comprehensive, targeted and timely. It is based on three key principles:

- Use of a multi-tier model
- Use of research based approaches
- Use of data to make decisions

Catholic Education acknowledges that wellbeing and learning are intimately connected. There is a dynamic and essential relationship between student wellbeing and academic outcomes. COSWELL is embracing change principles to develop positive school climates that are sustainable, accountable and based on research. The body of research is from a multidisciplinary base and includes:

- school wide preventative measures
- positive behaviour support
- trauma informed education
- positive education
- adheres to the following principles of being developmentally focused, relationally based, trauma informed, ecologically orientated and include family involvement (see appendix A for more information and further references)

The Catholic Education’s Strategic Plan, Schools for All report, has informed COSWELL and National Disability Standards for Education and the general capabilities outlined in the Australian Curriculum. Catholic Education’s Principles of Pedagogy underpin the integrated approach adopted by COSWELL. This approach is ensuring alignment across Catholic Education schools of all pedagogical practices, wellbeing initiatives and school improvement plans.

Through the COSWELL model, Wellbeing and Diversity Team (WBT) Officers work alongside School Teams to plan and co-ordinate a consistent response to the wellbeing of students, staff and school communities. COSWELL is supporting school teams in early learning centres, primary, and secondary schools.

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

Recommendation: 4.1

Recommendation: 6.1, 6.4

Recommendation: 8.1

Recommendation: 9.1

Recommendations: 10.1, 10.2

Recommendation: 11.1

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

**Pursuing a student-centred vision through personalised learning**

Through responding to Schools For All teachers from Catholic schools are working to establish policies and practices that enable students to become co-authors of their learning pathway and tailor their learning activities to meet their needs, abilities and interests. Key priorities during June, July and August have included:

- improving learning outcomes and learning experience for students
- effective curricula, pedagogy and assessment
- ensuring that learning serves the moral purpose of meeting the learning requirements of each and every student
- producing educational outcomes that are valuable to the student,
- providing active approaches to student wellbeing and learning in a sustainable and cost effective way.

**Key Principles of Pedagogy central to personalising learning**

- 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 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 & targeted support
- Element 9: Partnerships with parish, families and community
- Element 10: Active wellbeing

**Performance against outputs**

**Focusing on instructional leadership as a way of pursuing the personalised learning agenda**

The work of instructional leaders is to ensure that every day, in every classroom; every student has a powerful learning experience. Catholic Education has acknowledged the potential impact instructional leaders can have in shifting the way we engage students with complex needs and challenging behaviours in a personalised learning process.

Instructional leadership development calls for teams of leaders (including Classroom Support Teachers) to become involved with the principal. For effective instructional leadership to support the personalised learning agenda Catholic Education has worked with school principals to foster and develop a culture of public practice around meaningful curricula, pedagogy and assessment.

Through a focus on instructional leadership, schools have been able to focus on managing individuals and resources effectively. This approach has acknowledged the relationship between student wellbeing and learning.

In providing ongoing and targeted coaching to principals on the practicalities of instructional leadership, Catholic Education has been proactive in supporting Principals to concentrate on building a vision and the capacity to establish active approaches to student wellbeing and learning in a sustainable and cost effective way for their schools.

Principals have been supported in a range of ways including:

- access to Instructional Leadership days
- coaching from a consultant who is recognised as a leader in this field (once a semester)
- video conferencing between coach and Principals
- provision of staff meetings (once a semester)
- support in obtaining and using data collected during ‘walk through’ of classrooms
- techniques to provide ‘point of need support to teachers’
- Coaching around implementing non-negotiables across classrooms

Through these strategies, Principals have become more proficient in noticing teaching and learning practices that may cause barriers to embedding personalized learning practices. Through building their skills as instructional leaders, Principals are far more aware of what is happening in the classrooms and are able to respond to teacher and student needs in a timelier manner.

	<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>	
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## 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.

The introduction of the National Curriculum caused much discussion (some of it angst-ridden) among both academics and practitioners working with students with complex needs, challenging behaviours and learning difficulties. The *Schools For All* report recognises the need for targeted pedagogies to be used for all students. A key learning for many schools has been that inclusive education is a dynamic process requiring distinct pedagogies. As such, *Schools For All* has helped teachers realise that it is not possible for Catholic Education to provide a perfect blueprint with a set of fixed skills and knowledge that all teachers should have in order to be able to teach students with complex needs and challenging behaviours. Key to understanding distinct pedagogies is a positive teacher attitude.

### Key Principles of Pedagogy central to 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

Focusing on teacher knowledge as a catalyst for building teacher skill around using distinct pedagogies

### Scholarships for teachers

During June, July and August staff from Catholic Education have continued to work with staff from the Australian Catholic University to finalise a unit of study to support teachers in developing an understanding of the wellbeing and pedagogical needs of students with complex needs and challenging behaviours.

The new unit in ACU's Graduate Certificate in Education (Inclusive Practices) EDTS617 – Complex Needs and Challenging Behaviours, delivered to the first cohort in Professional Term 8, 2017.

UNIT CODE	EDTS617
UNIT TITLE	COMPLEX NEEDS AND CHALLENGING BEHAVIOUR
CREDIT POINTS	10
DISCIPLINE	EDUCATION
FIELD OF EDUCATION CODE	1911 Teacher Education: Inclusive Education
PREREQUISITES	NIL
UNIT TYPE	ELECTIVE UNIT
UNIT DESCRIPTION	<p>This unit provides educators and allied professionals with opportunities to develop advanced understanding and expert skills within the specialised domain of inclusive education. An educator's ability to cater for students with diverse needs and backgrounds is central to their profession and one of the most challenging areas in inclusive schools and education settings. Working effectively with diverse and young people who have complex needs and challenging behaviours (CNCB) requires an understanding of the theory and practice of inclusive education and the ability to apply this knowledge in practice. This unit provides a comprehensive overview of the current research and practice in this area. It will be investigated and critiqued in order to build practical, meaningful, safe and effective strategies for educators. Educators need to identify students and early indicators of complex needs and behaviours that include diverse and challenging behaviours. This unit focuses on both prevention and direct behaviour strategies to assist educators to build the capacity to make positive relationships, promote a sense of belonging, achievement and engagement in learning for students who have CNCB.</p>
LEARNING OUTCOMES	<p>On successful completion of this unit, students should be able to:</p> <ul style="list-style-type: none"> <li>LO1 demonstrate in-depth knowledge and understanding of theories, principles, legislation, frameworks, codes of ethics, national requirements and policy regarding the needs, interests, strengths and gifts of diverse young people with complex needs and challenging behaviours (CNCB);</li> <li>LO2 analyse student behaviour in an inclusive educational setting that warrants direct intervention, identify and accurately, working towards positive and safe outcomes, including the role of the school or institution in supporting the behaviour (GAS, GAG, GAE, APST 1.1, 1.2, 1.3, 3.2, 3.3, 3.4, 3.5, 4.1, 4.2);</li> <li>LO3 investigate relevant legislative, regulatory, organisational and community agencies (GAS, GAG, GAE, APST 3.1, 4.1, 4.2, 4.3);</li> <li>LO4 apply collaborative team approaches when undertaking and/or responding to the assessment of behaviour and/or mental health concerns (GAS, GAG, APST 1.1, 1.2, 1.3, 3.2, 3.3, 4.3, 4.4);</li> <li>LO5 identify and implement learning strategies to engage students with diverse needs and backgrounds, using positive assessment strategies (GAS, GAG, APST 1.1, 1.2, 1.3, 1.5, 2.2, 2.3, 2.4, 3.1, 4.1, 4.2, 4.3, 4.4).</li> </ul>
ACU GRADUATE ATTRIBUTES	<p>On successful completion of this unit, students should have developed their ability to:</p> <ul style="list-style-type: none"> <li>GAS - bring creativity and imagination;</li> <li>GAG - demonstrate robust, knowledge, skills and abilities appropriate to the discipline and/or profession;</li> <li>GAE - solve problems in a creative, strategic, logical and innovative perspective into action;</li> <li>GAB - locate, organise, analyse, synthesise and evaluate information.</li> </ul>

Course Outline Attached

To date fifteen teachers have expressed interest in accepting the scholarships offered by Catholic Education. Successful participants will have to develop a plan with their Principal to disseminate what they learn with the staff at their school.

Flyer for schools Attached



“The aim of this unit is to provide educators and allied professionals with opportunities to develop advanced understanding and expert skills within the specialised domain of inclusive education. An educator’s ability to cater for students with diverse needs and backgrounds is central to their profession and one of the most challenging areas in inclusive schools and education settings is working effectively

		<p>with children and young people who have complex needs and challenging behaviour (CNCB)”</p> <p><b><i>Australian Catholic University EDTS617 – Complex Needs and Challenging Behaviours course outline</i></b></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 through a focus on prevention and proactive approaches.**

There is little doubt that providing for students with complex needs and challenging behaviours can add complexity to teaching. Students who are unsuccessful in academics can become frustrated and respond by acting out, avoiding, or escaping the classroom whenever they are asked to do schoolwork. Through work in this area, teachers are supported in ways to increase student investment in learning and decrease classroom problem behaviors by making adjustments as needed for students who are struggling academically. Key strategies used to date have included:

- Checking for appropriate instructional matches
- Setting up supportive classroom routines
- Teachers learning more about their students
- Familiarising teachers and school leaders with System services and policies
- Examine and improve the accessibility of course content
- Provide teachers with alternative learning materials

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

**Performance against outputs**

***Focusing on prevention and proactive approaches through access to Wellbeing Project grants.***

During June, July and August school staff and parents /carers have continued to play a significant role in embedding a range of Wellbeing projects that commenced at the start of the year. In a generalised way, the projects have focused on expectations rather than rules, consequences rather than punishments and problem solving rather than conflict. Our discussions with students are characterised by expressions such as getting along, cooperation and respect.

Through these projects, there is measurable evidence that wellbeing as integral to the overall policy framework, structures and processes of Catholic schools. All key operating areas of education – administrative, educational and religious – are clearly articulating and delineating roles and responsibilities in relation to wellbeing.

**Projects have included:**

- The introduction of imaginative play centres in schools – junk from the Green Shed being used as play equipment
- Partnerships with local Men’s Shed to build a chicken coop designed by students
- Students identifying where they are in their learning using the ‘Learning Pit’
- Sensory Gardens linked to reconciliation themes (NAIDOC)
- Building a stage in the playground for students to perform
- Implementing programs such as KidsMatter, MindMatters, SWPBF and Rock and Water
- Embedding Restorative practices
- Staff attending Generation Next Conference
- Effective use of student wellbeing data
- Meals for families experiencing difficult times with their children
- Lunchtime clubs
- Wednesday Walkers Club for mothers
- Students working with Growth Mindset
- Christian meditation across all year levels
- Teachers explicitly modelling wellbeing strategies to students
- Developing ‘Maker spaces’ in the school

Some of the resources recently accessed by schools and parents as part of project implementation:

- SchoolTV
- Second Step Program
- Smiling Minds
- KidsMatter/ MindMatters
- Revved Up

	<p>Element 9: Partnerships with parish, families and community</p> <p><b>Schools for All recommendations linked to these actions</b></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>	<ul style="list-style-type: none"> <li>● Fresh Tastes</li> <li>● The Australian Schools Staff Wellbeing Toolkit</li> <li>● Kids Helpline@ School</li> <li>● Student Wellbeing Hub</li> </ul> <p><b>New texts being used by schools to support programs:</b></p> <ul style="list-style-type: none"> <li>● Relax Kids Series</li> <li>● 5 Steps to Managing Big Emotions</li> </ul>
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**Performance against *Principles of Pedagogy* and Sections 5.2 & 5.3 of *Schools for All***

**Pursuing a student-centred vision through actively seeking, listening and responding to the views of students**

One of the principles guiding the transformational work in Catholic schools is that student achievement and engagement will increase when students have more ownership of their learning. A focus on student voice across a range of the *Schools For All* projects reinforces:

- That what students have to say matters in how learning happens
- Access to students’ untapped expertise and knowledge that can bring renewed relevance and authenticity to classrooms and school reform efforts
- How students benefit from opportunities to practice the problem solving, leadership and creative thinking

**Key Principles of Pedagogy central to actively seeking, listening and responding to the views of students**

- 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

**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 7: Student engagement & student support
- Element 10: Active wellbeing

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

Recommendation: 6.2

**Performance against outputs**

***Using everyday pedagogies to provide opportunities for seeking opportunities for students to be heard***

The importance of the Student Voice and thus of listening to students’ views has been evidenced in a range of the projects undertaken by Catholic Education in responding to schools for all.

Through these projects, Catholic Education has acknowledged that Learners Voice is more than an isolated activity students participate in, or an isolated workshop attended by a few select students. In fact, Learners Voice is about everyday learning. Catholic Education has therefore focused on classroom practices that support Student Voice. Key learnings have included:

1. What students have to say matters in how learning happens?
2. Students have untapped expertise and knowledge that can bring renewed relevance and authenticity to classrooms and school reform efforts
3. Students benefit from opportunities to practice the problem solving, leadership and creative thinking required to participate in a decision-making school community

Key strategies have included:

- 1) Principals monitoring levels of teacher talk in classrooms, then working with teachers to reduce levels if needed
- 2) Providing ample opportunities for students to conference their work with teachers
- 3) Ensuring that students with additional needs are provided opportunities to engage with the learning themselves before Classroom Assistants step in
- 4) Inviting students to contribute to wellbeing projects
- 5) Introducing a ‘no hands up’ rule in classrooms so that all students are provided opportunities to share their ideas
- 6) Introduction of ‘show me boards’ (mini-whiteboards) for students to show their learning in non-threatening ways
- 7) Using a range of ‘cognitive closure’ strategies for students to verbalise their learning each day
- 8) Providing students with a range of learning resources and manipulatives to support their own learning

**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**

Collaboration connects all involved in student learning to the overall vision and values of the school. Everyone needs to understand his or her role in supporting and challenging every learner. Catholic Education has encouraged intentional collaboration as a strategy to hear new ideas from colleagues, students, families and external providers, for use in the classroom, especially in relation to addressing the complex needs and challenging behaviours of students. It is also an opportunity for primary and secondary schools to plan for the effective transition of students.

**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**

**Focusing on collaboration between Classroom Support Assistants, teachers and students through a training partnership with the Canberra Institute of Technology (CIT)**

Catholic Education has established a partnership with the CIT to deliver a program of study to give Classroom Support Assistants the broad skills and knowledge to support a range of students within a mainstream setting. During this period participants have completed additional units resulting in 35 Classroom Support Assistants (CSAs) completing the course in this period and an additional 20 commencing.

Catholic Education continues to cover all costs associated with this training including course fees and wages for the day attended by staff. While in many instances schools have had to find relief staff for the CSAs, everyone is acknowledging the benefit of the training in building the capacity of CSAs to collaborate with teachers and students.

While the *Schools For All* report specifically targeted schools in the ACT this partnership with CIT has had supplementary benefits for Catholic Education. In semester 2, the first cohort of 35 CSAs from NSW have joined an ACT cohort via video conferencing. This collaboration between ACT and NSW schools has added depth to learning conversations and has allowed participants to hear different perspectives around the CSA role.

Other agencies that Catholic Education has collaborated with in this reporting period:

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

## Ongoing actions against recommendations

Summary of status against individual recommendations			
		Closed	Expected Closure
<p>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.</p> <p><b>Catholic Education</b></p>	<ul style="list-style-type: none"> <li>Audit concluded on teacher completion rates</li> <li>Principals reminded to have new staff complete relevant unit</li> <li>Discussions being held with CECNSW and UC for continued access</li> </ul>	<input checked="" type="checkbox"/>	
<p>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</p>	<ul style="list-style-type: none"> <li>Policies continue to be rolled out by Leaders of Learning to ensure schools are aware of implications and relevant actions</li> </ul>	<input checked="" type="checkbox"/>	
<p>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.</p>	<ul style="list-style-type: none"> <li>Schools continue to receive regular from Catholic Education. Each school has received a targeted visit from a Leader of Learning to assess progress and provide support.</li> </ul>	<input checked="" type="checkbox"/>	
<p>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.</p>	<ul style="list-style-type: none"> <li>Catholic Education continues to provide schools with access to SchoolTV to build teacher knowledge before speaking to parents</li> <li>In the case-management process teachers continued to be supported and coached around effectively engaging with parents</li> <li>A twilight workshop has been developed to support teachers understand effective parent engagement. This program will be delivered in Term 4 to support student transitions</li> <li>A similar workshop will also be delivered for parents / carers in Term 4</li> </ul>		December '17 
<p>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</p>	<ul style="list-style-type: none"> <li>Draft document has been circulated to Principals for consultation</li> <li>Catholic Education continues to build partnerships with external providers</li> </ul>		December '17
<p>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'.</p>	<ul style="list-style-type: none"> <li>Building school' levels of understanding</li> <li>Currently implementing strategies to identify students</li> <li>Currently looking at using a consultant to be the link between schools and other services supporting these students</li> </ul>	<input checked="" type="checkbox"/>	

<p>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.</p>	<ul style="list-style-type: none"> <li>Final audit completed</li> <li>Booklet showing cross school practices being developed</li> </ul>	<input checked="" type="checkbox"/>	
<p>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</p>	<ul style="list-style-type: none"> <li>No significant actions taken in this period</li> </ul>	<input checked="" type="checkbox"/>	
<p>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.</p>	<ul style="list-style-type: none"> <li>Continued support has been provided to schools by SWPBS consultants</li> <li>All schools involved has had a visit from the consultants to look at progress</li> <li>Staff meetings have been delivered to all SWPBS schools</li> </ul>	<input checked="" type="checkbox"/>	
<p>Recommendation 10.2: That Catholic Education monitor and evaluate the outcomes of the Wellbeing and Inclusion Team Program currently being introduced in Catholic School</p>	<ul style="list-style-type: none"> <li>Draft Collaboration on Student Achievement has been completed. This document will form the basis of the review to take place in Term 4, 2017</li> </ul>		<p>December '17</p> 
<p>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 &amp; 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.</p>	<ul style="list-style-type: none"> <li>An additional cohort commenced their Certificate IV in School Support</li> <li>The first cohort (CSAs upgrading from a Certificate III) hav completed their training and have now moved up a pay scale</li> <li>A new cohort commenced in Semester 2</li> <li>Workplace visits from CIT staff have commenced for the seconf cohort</li> <li>Catholic Education has remained in contact with CIT to ensure the smooth rumning of the course</li> <li>Courses now being delivered at Tuggeranong and Bruce each Friday</li> </ul>	<input checked="" type="checkbox"/>	
<p>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.</p>	<ul style="list-style-type: none"> <li>Currently being monitored</li> <li>Additional resources have been gathered for circulation to schools</li> </ul>	<input checked="" type="checkbox"/>	
<p>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.</p>	<ul style="list-style-type: none"> <li>Catholic Education continues to monitor the use of restrictive practice and restraint</li> <li>Additional person has been trained to deliver the Managing Aggression and Potential Aggression (MAPA) training course</li> <li>Conversations have begun with Officers from Human Resources to include MAPA training as part of the induction program for all staff employed by Catholic Education</li> <li>Processes have commenced to identify all Catholic Education staff who have completed either MAPA or Non-Violent Crisis Intervention</li> </ul>		<p>December '17</p> 

<p>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</p>	<ul style="list-style-type: none"> <li>Schools continue to implement recommended practices</li> <li>Wellbeing &amp; Diversity referral process continues to be used to seek strategies prior to students being suspended</li> </ul>		<p>October '17</p> 
<p>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.</p>	<ul style="list-style-type: none"> <li>The student referral process is well embedded in practice and since December 2016, there has been a significant reduction in referrals</li> <li>Officers continue to meet weekly to discuss referrals</li> <li>Peer mentoring is used to build the capacity of school staff as well as officers from Catholic Education</li> <li>Catholic Education has continued to access the input of specialists to support the case-management process. In 2017, Catholic Education has accessed the services of psychologists, occupational therapists, hearing consultants, behaviour management specialists, and trauma services</li> </ul>	<input checked="" type="checkbox"/>	
<p>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.</p>	<ul style="list-style-type: none"> <li>Catholic Education continues to work with all agencies to develop effective mechanisms to ensure that appropriate service provisions are accessible to all students with complex needs and challenging behaviours</li> <li>Catholic Education's Leaders of Learning continue to make connections with a range of external agencies and connecting students and families to these agencies</li> </ul>		<p>September '17</p> 
<p>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.</p>	<ul style="list-style-type: none"> <li>The new Visitors to Schools policy addresses access to NDIS based service providers in schools is currently under review</li> </ul>		<p>September '17</p> 
<p>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.</p>	<ul style="list-style-type: none"> <li>An ACU Masters level unit, EDTS614 Complex Needs and Challenging</li> <li>Registration has opened for participants</li> <li>Contract has been prepared between CECG and ACU</li> <li>Sponsorship resources have been allocated</li> <li>EOI has been sent to schools</li> </ul>	<input checked="" type="checkbox"/>	
<p>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.</p>	<ul style="list-style-type: none"> <li>Early Career teachers have attended a full day training opportunity around managing aggression and potential aggression</li> </ul>	<input checked="" type="checkbox"/>	

<p>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.</p>	<ul style="list-style-type: none"> <li>• During June, July and August an additional 6 courses were delivered to teachers</li> <li>• One school completed a course as a whole staff</li> </ul>	<input checked="" type="checkbox"/>	
<p>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.</p>	<ul style="list-style-type: none"> <li>• TQI has delivered advice sessions to officers and Principals from CECG around course design and requirements</li> </ul>	<input checked="" type="checkbox"/>	
<p>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.</p>	<ul style="list-style-type: none"> <li>• Classroom Support teachers continued to be supported in their roles through video conferencing and school visits</li> <li>• During June, July and August Classroom Support Teachers have had access to 6 online coaching/information sessions</li> <li>• Professional supervision during this period has also taken the form of coaching for principals around instructional leadership. This is enabling Principals to work with teachers around the application of appropriate pedagogies for students with complex needs and challenging behaviours</li> </ul>	<input checked="" type="checkbox"/>	
<p>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.</p>	<ul style="list-style-type: none"> <li>• Instructional Leadership coach has visited all ACT schools and provided principals with advice and challenges</li> <li>• Classroom Support teachers have been supported by online information/coaching sessions each term</li> <li>• Several schools across ACT have accepted invitations to observe examples of effective practice in other schools</li> <li>• A teacher coach has been accessed to provide ongoing support for several early career teachers who have students with complex needs and challenging behaviours in their class</li> <li>• Schools are currently preparing for Catholic Education's Collaboration on Student Achievement showcase where teachers will be able to review the student wellbeing projects across all schools</li> </ul>		<p>September '17</p> 

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.	<ul style="list-style-type: none"> <li>Schools currently working on plans for 2018</li> <li>Actions of schools will be informed by a two day Instructional Leadership workshop being held on September 11/12</li> </ul>		October '17 
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.	<ul style="list-style-type: none"> <li>Work in this area continues to be undertaken</li> </ul>		December'17 
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.	<ul style="list-style-type: none"> <li>Scope resource is completed</li> </ul>	<input checked="" type="checkbox"/>	

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.