CATHOLIC EDUCATION
Archdiocese of Canberra & Goulburn

SCHOOLS FOR ALL
Progress Report: December 2017

Governance			
Program Director	Patrick Kelly	**Executive Sponsor**	Maree Williams

In Chapter 2 of *Schools For All Children and Young People: Report of the Expert Panel on Students with Complex Needs and Challenging Behaviour* (the Report), the Report writers provided clear examples of the nature and extent of student behaviours that were affecting student engagement and participation levels. The Report identified that these behaviours were affecting both the performance of students presenting with these behaviours as well other students in their classes. The Report further indicated that ACT school leaders believed that there was an increasing proportion of students with complex needs and challenging behaviour enrolling in their schools. These findings also reflected that these beliefs varied little across all sectors.

From the 2017 first quarterly report to date, Catholic Education's response has continued to answer the question at the forefront of all initiatives within *Schools for All*. The question being...if so many of our students have complex needs and challenging behaviour, what are the implications for the ways in which we currently 'do school' for these students, and for all students in the ACT? It is without hesitation that Catholic Education confirms that during the 2017 4th Quarter of *Schools for All* that every effort has been made to deliver on a wide array of performance indicators.

The numbers of students with complex needs enrolled in the Catholic Education Canberra Goulburn Archdiocese are included in both the Students with Disabilities (SWD) census data and the Nationally Consistent Collection of Data (NCCD). The following chart indicates changes in student numbers during the four quarters of 2017. Students with complex needs are supported on a system level through the provision of case management and cognitive and therapy assessments. The chart below also indicates the number of students supported through these processes.

	1st Quarter '17	2nd Quarter '17	3rd Quarter '17	4th Quarter '17	TOTAL
SwDs for Census	554	-	593	-	593
NCCD Students	-	-	-	1923	1923
Case Referrals	19	18	14	13	64
Assessments requested	15	21	27	10	73

During the 2017 4th Quarter, Catholic Education has continued to focus on increasing the success rate of all projects associated with its response to the *Schools for All* report. Senior Officers have exercised effective oversight and ensured that all strategies are implemented and their benefits realised. Catholic Education has reached the end of this quarter, with the confidence that it has a decision making framework that is logical, robust and repeatable to guide the utilisation of monetary and personnel resources to support students with complex needs and challenging behaviours. Catholic Education now has a structured approach to conducting both its business-as-usual activities and cultural-change activities.

Program Objectives

This quarter, Catholic Education's program objectives have served as the basis for creating policy and evaluating performance. These objectives have remained consistent throughout the life of the *Schools for All* initiatives. The objectives listed below have underpinned all planning and strategic activities.

- Deliver 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.
- Collaborate with the Australian Catholic University to develop a unit of work focused on addressing the complex needs and challenging behaviours of students.
- Facilitate 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 in response to 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 with schools, external agencies and across sectors to ensure closure of particular recommendations.

Critical Success factors for this period

Specific targets for this period

- 100% of ACT Catholic schools utilise SchoolTV.
- 30 additional teachers complete an Online Learning Training course.
- 37 wellbeing projects are finalised.
- 40 additional Classroom Support Assistants have completed the Certificate IV in School Support.
- 80% of Classroom Support Assistants have either completed or commenced a Certificate IV or equivalent training.
- 100% of classrooms have a visible response to calm classrooms.
- 4 targeted schools staff attend Managing Aggression and Potential Aggression professional learning.
- 100% response to case referrals.
- 15 Classroom Support Teachers new to their roles have completed training.
- 100% principals and school leadership teams have ensured that school staff understand their obligations identified under the *Disability Standards for Education*, *Disability Discrimination Act*, the *Catholic Education Principles of Pedagogy* and the Catholic Education *Wellbeing & Diversity Framework.*
- Completion of cross sectoral Resource Kit to support student voice: *Ask Us… Student Voice in the ACT.*
- Completion of resources to support schools to engage effectively with families.
- Contract is finalised with ACU for the delivery of postgraduate unit *Complex Needs and Challenging Behaviours.*
- New psychologist employed.

Ongoing Targets

- Embed key elements from the *Schools for All* through school leadership teams and school staff.
- Use the *Wellbeing & Diversity Framework* to support student wellbeing initiatives.
- Re-establish Classroom Support Teacher networks.
- Continue twilight sessions focussing on supporting students with complex needs and challenging behaviours.
- Continue regular on-line video conference networks for Classroom Support Teachers in relation to addressing the complex needs and challenging behaviours of students.
- Review the student personalised planning process.
- Continue reduction in Wellbeing & Diversity student/whole school referrals due to increased school capacity.
- Increase the use of positive behaviour supports.
- Review the effectiveness of diagnostic tools and screeners currently being used 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.
- Continue to review case-management referrals triage process, using risk management strategies.

Principles of Pedagogy

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

Central to Catholic Education's response to *Schools For All* is our vision statement:

United in the belief that Jesus Christ is our greatest teacher,
we are called to share and witness our faith,
build inclusive communities and
deliver contemporary quality learning opportunities for every person.

Inherent in this statement are the beliefs that:

Great teachers:	o lead with a sense of service as modelled by Jesus
	o care
	o work hard
	o expect students to work hard
	o are not afraid of failure and taking risks
	o embrace change and challenge as normal

By sharing witness:	o knowledge and understandings are acquired to become more fully human
	o we all improve in our work
	o new and improved ideas evolve
	o we also receive wisdom from others
	o we are connecting

Inclusive communities:	o uphold the dignity of the human person, created in the image and likeness of God
	o promote a climate in which wellbeing, respect, equity, and positive recognition of differences are cultivated
	o allow everyone equal access to opportunities
	o give our lives meaning and support
	o broaden our minds to new experiences

Quality learning:	o empowers others to reach their God given talents
	o is an invitation
	o fosters the desire to acquire knowledge and skills
	o enhances an individual's abilities
	o is transferable to and utilised in real situations
	o promotes student wellbeing

Collaboration on Student Achievement Model (COSA)

During 2017, schools continued to be supported in improving student outcomes through a systematic and organised change process. Leaders of Learning from Catholic Education in collaboration with schools' leadership teams and staff continued to implement school based action research projects. In each case the strategies were implemented to address the learning needs of all students, including those with complex needs and challenging behaviours.

Early Learning Initiative (ELI)

The ELI process continues to focus 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.

Case management

Catholic Education is committed to the achievement of educational outcomes and wellbeing of all students. The aims of the *Collaborating on Student Wellbeing* initiative are changing cultures through the Wellbeing and Diversity Team working collaboratively with school teams to increase each schools' capacity to embed evidence based practice and t o build school communities where everyone belongs. The professional collaboration of this multilevel approach will ensure that the support provided to schools is comprehensive, targeted and timely. It is based on three key principles:

1) Use of a multi-tier model
2) Use of research based approaches
3) Use of data to make decisions.

In 2017, 64 ACT students, their families and the staff who work with them were supported through this model.

Professional Learning Opportunities: (2017 4ᵗʰ Quarter)

Classroom Support Teachers (LSTs) New to the Role in 2017 (8 ACT staff participants)

Everyone Everyday (15 staff participants)

SchoolTV (approximately 6000 website hits across year)

Wellbeing and Diversity Twilight Staff Meetings (3pm – 6pm) (72 staff participants)

Classroom Support Teacher video conferences (15 participants)

Talks by Tom Brunzell- Berry Street Education Model (200 staff participants)

Early Learning Initiative PL Days (Numeracy and Literacy Support) (100 participants)

Stakeholder Management

Coordination of services with external agencies and providers has remained a priority for Catholic Education during this period. Officers from Catholic Education, as well as school-based staff have worked with a number of external agencies and/or specialists to seek advice and support to ensure that the needs of all children are understood and met. Key undertakings of this period have included:

- Determining who Catholic Education's local support agencies/ personnel are and their potential to support schools
- Building the understanding of providers around the policies, laws and regulations that relate to their involvement in schools, including school visit protocols
- Documenting the forms and processes to be used before or during case management to ensure activities and participants, etc. are captured for case review
- Participating with local community groups to build relationships and gain a better knowledge of community based supports
- Determine requirements to access and participate local services not previously accessed by Catholic Education (i.e. the hospital school, Belconnen Community Services).

External partners, agencies and organisations	Services accessed
The Canberra Hospital School	Liaising with schools to address the needs of students currently in hospital or returning to school after some time away
Belconnen Community Services	Referring families for family support services
Australian Research Alliance for Children and Youth	Helping schools to identify 'what works' as well as where the gaps in the evidence base may be/ linking families with relevant agencies
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
Association Independent Schools	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/ beyondblue	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	Trauma informed Schools
Standby Response Service and HeadSpace	Suicide prevention and postvention

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*	• The Managing Aggression and Potential Aggression (MAPA) course has been delivered to teachers in their first or second year of teaching as well as to several targeted schools • Development of processes to report and respond to critical incidents across Catholic Education service areas • Catholic Education restructure will create greater opportunities for timely responses • Schools have and will continue to be advised on alternatives for restraint	*Low*
Capacity of Catholic Education Officers to meet the demands of Schools for All recommendations while continuing with current areas of responsibility	*Low*	• Video-conferencing is being used to engage staff in a timely manner around the complex needs and challenging behaviours of students • High levels of enrolment in professional learning opportunities in 2017 indicates Catholic Education is responding to teachers' needs • Wellbeing and Diversity Officers continue to meet weekly to discuss students' needs and meet with their team leader regularly to discuss individual needs	*Remains Low*
Level of parent/ arer involvement	*Med - Low*	• Dr Debbie Pushor visited Canberra to speak to Catholic Education staff about ways to support schools to engage parents of students with complex needs and challenging behaviours, visits were also made to a small group of schools • Relationships are being developed with a range of parental engagement agencies • Resources have been developed to support teachers when working with parents/carers • Websites that provide wellbeing and parenting advice are recommended to parents/ carers at case meetings • Access to SchoolTV continues to be provided to families	*Low*
Dissonance that may occur as part of the Catholic Education Canberra Goulburn's restructure	*Med*	• Current team members have met with the new team leader to share the strengths and weaknesses within current practices. • Principals were advised of changes and the importance of building the skills and knowledge base of their schools • Additional professional learning has been offered to school staff • Increased use of electronic media will be a priority	*Low*

Resource Management

To ensure that resources were managed in a way that would ultimately support the learning and wellbeing outcomes of students, the following principles were adopted:

1. **Coordination and provision of a clear system of case management (COSWELL)**
   Knowing what the team is doing, who they are doing it with and why they are doing it has been crucial to the progress being made.

2. **Use effective evidenced based interventions**
   Catholic Education has adopted interventions that have a track record of success based on evidence and outcomes.

3. **Development of on-site expertise**
   With the arrival of NDIS came a reduction in access to services available. While there was initial dependency on external specialists Catholic Education identified the need to build skilled practitioners on-site, and where necessary pool resources and skills across schools. Through offering a range of professional learning options in this quarter Catholic Education recognises the importance of not relying on external consultants. Most of the answers to establishing outstanding practice already sit within the system. However, we all need to get better at sharing information on what works. It is how resources are targeted and implemented not the volume of resources offered that makes the difference to outcomes. The demand from teachers to participate in the '*Students with Complex Needs and Challenging Behaviours'* postgraduate unit being offered by the Australian Catholic University in 2018, is a demonstration of Catholic Education's commitment to cultural change.

4. **Interventions being carefully matched to the needs of the individual student**
   The aim is to improve and develop teacher skills and knowledge to reduce the number of students who need help with their learning or behaviour. Where students' needs required increased support, highly personalised programmes were developed.

5. **Rigorous assessment used to precisely identify needs and match interventions to individual needs**
   A range of assessments need to be used and analysed to assess student needs. There has been a distinct move away from schools using "off the shelf" interventions, to adopting an individualised approach.

6. **Tracking and monitoring the students' progress across different subjects**
   Looking for patterns of progress across curriculum has informed strategic decisions regarding student specific interventions.

7. **Evaluating the impact of interventions and adjust provision accordingly**
   Use multiple data sources including academic data, improved attendance, behaviour and student engagement data to measure effectiveness of current interventions.

8. **Working with students and parents**
   There has been an increased priority for students to have a voice and invest in their own development.

9. **Ensure strong teaching and learning**
   Through programs such as the Early Learning Initiative in Literacy and Numeracy and Essential Skills in Literacy and Numeracy programs Catholic Education has demonstrated the high priority given to quality teaching as the foundation for progress for all students. When students are not making expected progress, the first action is making sure that a relevant and flexible curriculum is being offered.

10. **Prioritise leadership of Wellbeing & Diversity**
    Principals play a critical role in supporting students, establishing the ethos and approach to student wellbeing and diversity within the school and ensuring that it has a high profile. Therefore, Principals and their leadership teams along with Classroom Support Teachers have taken on a renewed responsibility of promoting high expectations and ambition for all students.

The effective use of resources both financial and personnel in meeting the complex needs and challenging behaviours of students should be measured by their impact on each student's attainment. Student wellbeing, happiness, attendance, and low exclusion rates, are of course, all important measures, but we must continue to place emphasis on attainment levels also. We have to start aspiring for each and every one of our students.

Documentation/data 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
- Data collected as part of the review into the resourcing of students with additional needs
- Complaints and compliments

Positive Education Approach

Catholic Education acknowledges that wellbeing and learning are intrinsically connected. In today's changing and complex world, many primary and secondary school students are encountering daily adversity including chronic and traumatic stressors, lack of environmental supports, and other barriers to their own school success. There is a dynamic and essential relationship between student wellbeing and academic outcomes. The Positive Education approach is being applied through a range of Catholic Education's *Schools for All* initiatives including case management. Case management embraces change principles to develop positive school climates, which 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; and
• adheres to the following principles of being developmentally focused, relationally based, trauma informed, ecologically orientated and include family involvement.

The projects/ strategies currently being implemented or continued in schools in the 4th Quarter to support this cultural shift include:

• The Berry Street Education Model, a model designed to improve a school's capacity to address school engagement of vulnerable or disadvantaged children and young people so that they can achieve their personal and social potential through educational achievement. It is believed that Catholic Education will see successes through Berry Street's intensive professional learning provided for whole school staff.

• KidsMatter is a mental health and wellbeing framework for primary schools, students, and their families that utilises a promotion, prevention and early intervention approach. Schools are indicating that students are more engaged, with demonstrated increase in positive attitudes and behaviours.

• MindMatters is a mental health and wellbeing framework for secondary schools, that focuses on fostering a positive school community, developing student's skills for resilience, working closely with parents and families, and connecting schools to external support agencies. School successes are currently being seen through a wide uptake in a range of social and emotional programs throughout years 7-12.

• Schoolwide Positive Behaviour Support (SWPBS) is a primary and secondary framework that helps schools to maximise the academic achievement and behavioural competence of students. Where schools are implementing SWPBS, they are typically finding decreases in inappropriate behaviours (as measured by decreases in discipline referrals, and suspensions).

Professional Learning for teachers

Maximising professional learning for individual teachers and whole-school staff has been an important strategy throughout 2017. Catholic Education believes that teachers are the key to strengthening the emphasis on student centred schools. As such, Catholic Education has continued to offer a range of professional learning options to its staff. Below are the options offered to staff in the 4th Quarter.

Classroom Support Teachers (LSTs) New to the Role in 2017 (8 ACT staff participants)
Everyone Everyday (15 staff participants)
SchoolTV (approximately 6000 website hits across year)
Wellbeing and Diversity Twilight Staff Meetings (3pm – 6pm) (72 staff participants)
Classroom Support Teacher video conferences (15 participants)
Berry Street Education Model -Talks by Tom Brunzell (200 staff participants)
Early Learning Initiative PL Days (Numeracy and Literacy Support) (100 participants)
Positive Partnerships (10 participants)

Classroom Environments

The classroom environment includes the physical setting, the psychological environment created through social contexts, and numerous instructional components related to teacher characteristics and behaviours. At the start of its response to the *Schools for All* Report, Catholic Education provided additional resources to schools to enhance classroom environments. While the initial actions undertaken by schools addressed the physical setting as a priority, the focus in the 4th Quarter is more on the other aspects. Recent signs from schools indicate that classrooms showed a more relaxed, focused and interactive learning environment where teachers and students collaborate in planning for maximising learning. Students' needs, views and passions are welcomed, and enacted upon. Teachers are seeing that when supported, students with complex needs and challenging behaviours are able to lead aspects of their own learning experiences. Classroom walls feature children's work, not commercially produced materials. Students are now accessing literacy and numeracy supports/ manipulatives when they need them, rather than when distributed by teachers.

Case Management

The aim of the case management initiative has been to build inclusive cultures in schools and wider communities. During 2017, this has been achieved through the Wellbeing and Diversity Team working collaboratively with school staff, families and other specialists to increase each schools' capability to embed evidence based practice for addressing the needs of students, staff and families. The professional collaboration of this multi-level approach has and will continue to ensure that the support provided to schools is comprehensive, targeted and timely.

Case management relies on continuous monitoring to ensure that the learning, wellbeing and safety of each student is improving. To date, a Catholic Education officer assigned to each case has ensured that any barriers to achieving the personalised plan goals are identified early. This has meant that new strategies have been introduced, or existing strategies modified to overcome the barriers. It has also helped to ascertain whether the students' needs have changed over time.

Wellbeing Projects

The Catholic Education 2017 Wellbeing Projects initiative involved providing direct funding to schools in the form of grants ranging between $5000 and $20,000 to implement wellbeing initiatives that addressed the following:

1. A whole school approach to wellbeing was integrated into a multidimensional set of actions linked to curriculum, the community and the culture within the school context. The focus of the whole school approach was to develop shared values and understandings of school community wellbeing.

2. The provision of safe learning environments ensured that the emotional environment in Catholic schools is one of positivity where healthy lifestyle choices are promoted.

3. Social and Emotional Learning (SEL) where an exploration and practice of the explicit skills allowed students to improve their self-awareness, self-management, social awareness, relationship skills and responsible decision making.

4. Students engaged in their learning at three distinct levels: social, institutional and intellectual. Socially, students engaged in their school through positive relationships i.e. participation in clubs etc. Institutionally, students responded to the formal requirements of school i.e. attendance, positive behaviour and homework. Intellectually, student engagement fostered emotional and psychological investment in school i.e. their interest, effort and motivation.

Towards the end of 2016, all Catholic Education schools applied for 2017 Wellbeing Project grants. Applications related to School Wide Positive Behaviour Support (SWPBS) and KidsMatter or MindMatters were given priority. Applicants needed to align the project with the elements of Catholic Education's *Wellbeing and Diversity Framework* and their 2017 *School Improvement Plan*. Thirteen schools indicated a renewed or new focus on SWPBS, twenty-one schools indicated an investment in KidsMatter/MindMatters and the remaining schools invested in school specific SEL resources and strategies including Rock and Water, Peer Support, Sexual Assault Prevention Program for Secondary Schools (SAPPSS), Circle Time, Restorative Practice, Second Step, sensory gardens, playground spaces, MPower Girls, Sensibility, Bounce Back, Fresh Tastes, Growth Mindset and others.

Regularly throughout 2017, a Catholic Education Wellbeing and Diversity officer would make contact with the school to ensure that they were supported towards a successful outcome. The officer was also able to assist the school personnel with skills and knowledge around SEL resources, wellbeing practices and links to external agencies. A support network of twenty-seven wellbeing contact personnel was also established. During Terms 3 and 4, the Wellbeing and Diversity officer visited each school that had received the wellbeing project grant funding to assess its effectiveness within the school community. Anecdotal evidence in line with the Catholic Education Wellbeing and Diversity Framework and the school annual improvement plan was collected and analysed.

RESPONSE TO SECTION 5.3 of
SCHOOLS FOR ALL CHILDREN & YOUNG PEOPLE
"Pursuing a student centred vision"

Chapter 3 of the *Schools for All* Report highlighted the right of children to receive a high quality education. However, it also acknowledges that each student starts their school day with varying levels of ability to participate, behave and learn. A student centred vision takes into account each child's specific needs in relation to their family, peer and community context.

Throughout the 4th Quarter, each of the elements identified in the Catholic Education'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 commitment to wellbeing
Element 2: A supportive and connected school culture
Element 3: Policies, structures and procedures
Element 4: Professional Learning
Element 5: Positive Behaviour Approaches
Element 6: Engaging school learning and teaching
Element 7: Student wellbeing and student engagement
Element 8: Early Intervention and targeted support
Element 9: Partnerships with parish, families and community
Element 10: Active wellbeing

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Activities and Projects Undertaken in the 4ᵗʰ Quarter			
Elements of Schools For All Section 5.3	**Activities and Projects** **SFAR = Schools For All Recommendations**	**Principles of Pedagogy**	**Wellbeing & Diversity Framework**
Provide safe and orderly environments	• Monitoring the effectiveness of the calm classrooms project. **(SFAR 8.1) (SFAR 11.1)** • Developing and implementing policies to support students with complex needs and challenging behaviours **(SFAR 8.1) (SFAR 8.2) (SFAR 11.1)** • Upskilling Classroom Support Assistants **(SFAR 10.7).** As part of the CIT Certificate IV in Education Support course, Classroom Support Assistants learn about the importance of the learning environment and their capacity to influence calm classrooms. • Improving Behaviour Support Plans **(SFAR 11.2)** Where applicable, Behaviour Support plans include considerations for environmental requirements and inclusions. • Building teacher capacity to meet student need based on Professional Standards for Teachers, Standard 1 – Know students and how they learn **(SFAR 10.2)**	Principle 5	Element 6
Give priority to relationships	• Working collaboratively with EDU around providing resources for schools to work effectively with parents. **(SFAR 6.3)** • Forming and building partnership (see page 6 of this report) **(SFAR 10.2)** • Working with partners e.g. CYPS, AIS, EDU to ensure that a suite of resources is available to support students in out of home care. **(SFAR 6.4)**	Principle 4	Element 4
Foster wellbeing	• Continuing the implementation of KidsMatter and Mind Matters **(SFAR 6.1)** • Ongoing support provided to schools by Catholic Education to implement school-based wellbeing projects **(SFAR 6.1)** • Providing further training to schools around case management in order that school staff and parents understand the multi-tier model, how to apply research based approaches and the use of data to make decisions **(SFAR 6.1) (SFAR 6.3) (SFAR 10.2) (SFAR 12.3)** • Developing a partnership with Berry Street Education (Melbourne based). Staff from several schools will commence training around the Berry Street Education Model. **(SFAR 6.1)**	Principles 4, 6 & 7	Elements 1, 2, 7

	(SFAR 10.2). Content is relevant for teachers working with students who may:
	  o Have difficulty with self-control, emotional regulation, poor attachment and relationship skills, chronic stress, or deficits in learning
	  o have a prior history of school disengagement
	  o experience the effects of chronic stress
	  o are trauma-affected or exposed to traumatic stressors
	  o need to build personal stamina for independent learning
	  o require strategies for personal resiliency		

Demonstrate in practice the links between wellbeing, learning and behaviour	• Continuing research into Positive Education as an option for meeting the complex needs and challenging behaviours of students, ensuring strategies are developmentally appropriate, trauma informed, ecologically orientated and include family involvement. **(SFAR 6.1) (SFAR 10.2)**	Principles 3, 4 & 7	Elements 6 & 7
Personalise learning	• Supporting schools around the development and implementation of students' Personalised Plans. **(SFAR 6.2) (SFAR 10.2) (SFAR 12.3)** • Conducting a desktop audit of Personalised Plans as part of the NCCD moderation process. **(SFAR 11.2) (SFAR 12.3)**	Principles 1 & 5	Elements 2 & 6
Teach to engage and support behaviour	• Continued implementation of School Wide Positive Behaviour Support in schools. **(SFAR 9.1) (SFAR 6.2) (SFAR 10.2)**	Principles 2 & 3	Elements 2,5,6 & 7
Teach social and emotional skills	• Continued implementation of KidsMatter and Mind Matters **(SFAR 6.1)**	Principles 4 & 6	Elements 2 & 5
Use distinct pedagogies when students need them	• Ensuring students with complex needs and challenging behaviours received additional support to facilitate fair and equitable access to the Australian Curriculum. **(SFAR 6.2)** • Finalising the contract between Catholic Education and ACU for the delivery of the unit in ACU's Graduate Certificate in Education (Inclusive Practices) EDTS617 – Complex Needs and Challenging Behaviours. Twenty sponsored teachers will commence the course early in 2018 **(SFAR 10.2) (SFAR 13.1)**	Principles 3 & 5	Elements 6 & 8
Focus on prevention and proactive approaches	• Continuing to provide a range of professional learning options for school leaders around instructional leadership, developing a culture of public practice around meaningful curricula, pedagogy and assessment **(SFAR 10.2)**	Principles 2, 3 & 5	Elements 1,2,3 & 5

	• Continuing to provide coaching for Principals, Literacy and Numeracy leaders as well as Classroom Support Teachers. **(SFAR 10.2)** • Continuing to work with Principals around addressing the complex issues they face. **(SFAR 3.2)** • Upskilling Catholic Education staff in understanding their legal obligations through completing the UC Modules on the Disability Standards for Education and school based professional learning. **(SFAR 3.2)**		

Adopt systems thinking	• Using professional learning opportunities as an instrument to support the dissemination and embedding of system thinking. Catholic Education officers with cross-curriculum responsibilities have supported initiative by ensuring that all PL delivered supported the needs of all students. The modes of delivery used were multidimensional to increase participation rates (face-to-face, online, coaching, network meetings, whole system, and whole school) **(SFAR 10.3).**
	Areas included:
	• Autism **(SFAR 10.2) (SFAR 13.4)**
	• Student Behaviour **(SFAR 10.2)**
	• Student Wellbeing **(SFAR 10.2)**
	• Instructional Leadership **(SFAR 6.1)**
	• Learning Support Teachers – new to the role **(SFAR 13.2) (SFAR 13.6)**
	• Certificate IV in School Support **(SFAR 10.7) (SFAR 13.1)**
	• Trauma Informed Schools **(SFAR 6.1)**
	
	• SchoolTV - a resource for families and schools. The online resource provides a common message around a range of topics. **(SFAR 6.3) (SFAR 13.4)**
	New topics in the 4th Quarter included:
	    o Surviving Year 12, and **(SFAR 6.2)**
	    o Transitions **(SFAR 6.2)**
		Principle 7	Elements 1, 3 & 9

Actively seek, listen, and respond to the views of students	• Continuing to work collaboratively with EDU and AIS colleagues to finalise the Student Voice Resource Kit following the Student Voice forum in 2016, and prepare for the Student Voice Kit Launch in Term 1, 2018. **(SFAR 6.2)**	Principles 4 & 6	Elements 2, 6 & 7
Collaborate at all levels	• Maintaining partnerships with EDU and AIS • Fostering students' representation on the Wellbeing & Diversity Reference Group **(SFAR 6.2)**	Principles 4 & 7	Elements 1, 4, 9

	• Forming new partnerships with The Canberra Hospital School, Belconnen Community Services, and the Australian Research Alliance for Children and Youth. **(SFAR 12.3)** • Continuing to support schools as additional students were confirmed as NDIS clients. Focus was on linking student goals wherever possible. **(SFAR 12.6)**		
Implement change by building on current good practices	• Continuing Case Management **(SFAR 6.2) (SFAR 6.3) (SFAR 10.2) (SFAR 12.1)**	Principles 2, 3, 4 & 5	Elements 1,2,3,4,5,6