



SCHOOLS FOR ALL

Progress Report – May 2017

In 2017 Catholic Education schools, along the other educational sectors in the ACT, continue to face increasing demand for educational services that respond to complex needs and challenging behaviours of all students. Schools within Catholic Education are experiencing a growing incidence of chronic and complex needs and behaviours. This continues to highlight the importance of Catholic Education's imperative that each recommendation from the *Schools For All* Report is not only implemented but embedded in practice. This focus on entrenched responses to each of the recommendations has also come from higher expectations by parents/carers and students as they seek fair and equitable school placements and learning opportunities for their children across the Australian Capital Territory.

Since commencing, the response to the *Schools For All* recommendation has been an increasing recognition amongst all sectors that 'building partnerships' is key to addressing the challenges being experienced. As such, Catholic Education has continued to question the concept and is prioritising the formation of multidimensional partnerships, focused on student belonging, learning and wellbeing. New partnerships are now continuously being established as part of Catholic Education's response to each of the *Schools For All* recommendations.

The actions undertaken by Catholic Education and their partners continue to focus on improving outcomes for all students, including those with complex needs and challenging behaviours. As such, Catholic Education continues to ensure that all actions undertaken in response to the *Schools For All* Report are aligned to *Principles of Pedagogy*. Further implementation of the Daniel Kim's Levels of Perspective has enabled Catholic Education to use key questions to look at a particular area of the *Schools For All Report* from varying perspectives, allowing schools and the Office to discriminate between diagnosis of the current situation and proposed solutions for the future (see appendix A).

The following priorities have continued to underpin the planning and implementation of the *Schools For All* recommendations in 2017 at both a regional and local school level:

- 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 continued focus on previously closed recommendations through ongoing professional learning and monitoring
- Supporting subsidiarity of response at the local school settings
- Building the capacity of schools to sustain their response to *Schools For All*

Over and above this, all engagement with the *Schools For All* Report by and on behalf of Catholic schools has occurred in alignment with the Catholic Education Vision

Jesus Christ, our greatest teacher,
calls us to share and witness to our faith,
build inclusive communities and deliver
contemporary quality learning opportunities
for every person.

Catholic Education thanks all students, staff, families and external consultants who have supported Catholic Education on this journey so far.

| Governance | | | | | |
|--|-------------------------|-------------------------|---------------|--------------------------|----------------|
| Program | Schools for All Program | Program Director | Patrick Kelly | Executive Sponsor | Maree Williams |
| <p>Since the commencement of Catholic Education’s response to <i>Schools For All</i>, effective governance has remained a priority. Through adherence to an established response structure that clearly outlines each project’s sponsorship, ownership, accountability and communication, Catholic Education has been able to support enhanced consistency in the execution, and delivery of its response.</p> <p>Governance of Catholic Education’s response to the recommendations has involved a set of relationships between project managers, sponsors and other stakeholders. This has in turn provided the structure through which the objectives of each project were set, and a means of monitoring performance.</p> <p>A clear focus on context and execution has enabled Catholic Education to successfully address two main components: (i) establishing the right infrastructure for responses so that each project links to Catholic Education’s mission and strategic plan. (ii) making sure there is capability to deliver the projects successfully so that each project was sustainable.</p> <p>The ongoing collection and accumulation of data that supports performance reporting has also formed a critical part of the governance of Catholic Education’s response to the <i>Schools for All Report</i>. It has been critical to keep a regular understanding of decisions, risks, issues and activities that ultimately influence the delivery of initiative.</p> <p>Communication around each project has been and continues to be the vehicle that powers the entire governance model. Established structures of communication helped to maintain linkages throughout all levels of governance and assured that Catholic Education’s strategies and desired outcomes align to the Catholic Education vision. As effective communication with schools is key to outstanding governance, Catholic Education has established processes to communicate any consensus reached to all concerned in a transparent and timely way. Communication strategies have included:</p> <ul style="list-style-type: none"> • memos to the Director of Catholic Education • regular meetings between Program Director and Program Sponsor • participation in a range of cross-sectoral committees • weekly meetings of the Catholic Education Wellbeing and Diversity Officers • quarterly meetings of the Wellbeing and Diversity Advisory Group • articles circulated to schools for inclusion in newsletters • letters sent to principals (some for circulation to other staff/ families) • regular update of projects included in Head of Service’s (Religious Education and Curriculum Services) fortnightly updates to principals • updates of progress against key projects provided to Catholic Education’s Project Management Group • Wellbeing and Diversity Officers input at Early Career Teacher Days, New to the Role professional learning days for Classroom Support Teachers, and supporting teacher training at the Canberra campus of the Australian Catholic University | | | | | |

| Program Objectives |
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| <p>Actions taken by Catholic Education in response to the release of the <i>Schools For All Report</i> have, as their focus, the achievement of positive outcomes for students with complex needs and challenging behaviours, such as increased independence, learning opportunities and full integration into the school community. In response all objectives associated with Catholic Education’s response to the <i>Schools For All Report</i> focus on ensuring that the conditions of the every-day lives of students with complex needs and challenging behaviours are the same as, or as close as possible to, norms and patterns which are valued in the Catholic Education vision and the general community. Supports and services have therefore been provided as part of school-based co-ordinated service and have been integrated with consultancy and professional learning services generally available from Catholic Education.</p> |

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, ethnic origin, or Aboriginality
- Raise the level of parent engagement
- Strengthen teacher and school leader 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
- To be accountable to students with disabilities who require services, the parents/ carers of those students and the community generally, for the provision of information from which the quality of their services can be judged
- 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 Canberra and Goulburn (CECG)'s response to *Schools For All* to the vision, *Principles of Pedagogy and mental models* (see Attachment A)
 - 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

Ongoing Factors

- Key elements from the *Schools For All* Report are understood by school leadership teams and disseminated to all school staff
- Principals and school leadership teams are ensuring school staff understand their obligations identified under the *Disability Standards for Education, Disability Discrimination Act, the CECG Principles of Pedagogy* and the *CECG Wellbeing & Diversity Framework*
- School engagement with the *Wellbeing & Diversity Framework*
- Professional learning and supporting documentation promotes a System understanding of the importance of calm classrooms to student learning
- Wellbeing & Diversity Advisory Group established and meeting regularly
- Provision of professional learning to support Classroom Support Teachers in addressing the recommendations of the *Schools For All* Report
- Classroom Support Teachers participate in on-line *School For All* networks in relation to addressing the complex needs and challenging behaviours of students
- Effective use of personalised planning process as a tool to respond to student need in a timely manner and as a way of identifying potentially complex and challenging behaviours
- Use of the Nationally Consistent Collection of Data process to inform ways of responding to student needs
- Gradual reduction in Wellbeing & Diversity referrals
- Learning environments are utilised to link student wellbeing and pedagogy
- Teachers understand and use de-escalation strategies for students with complex behaviours
- External providers deliver psychometric assessment on behalf of Catholic Education
- Schools use diagnostic tools to determine the suitability of a full psychometric assessment, or the need for the family to consult other specialists

Specific targets for this period

- SchoolTV is operating in 90% of ACT Catholic Schools
- 15 Classroom Support Assistants to complete their Certificate IV in School Support
- 30 teachers commence an On-line Learning Training course
- 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

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

The broader processes adopted for system cultural change since commencement

Principles of Pedagogy

At the conclusion of 2016 Catholic Education reported clear evidence that the language and intention of the seven *Principles of Pedagogy* are being 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 represent deeply ingrained assumptions or generalisations that influence how office personnel understand the world of learning and wellbeing, and the actions they take. These deeply held internal images of how Catholic Education operates have been developed overtime through and interaction with others. The function of mental models for Catholic Education staff is to critique intended actions against the overall purpose (mission).

Catholic Education has spent time in this period defining their mental models in relation to the way they support schools. The mental models did not evolve from a disability specific mindset; rather, they arose from a communal belief that every learner (students and teachers) deserves to have the appropriate opportunities available that will allow them to find success in their learning and state of wellbeing.

2017 Yearn to Learn Conference

The purpose of the conference was to explore with Principals, teachers, and support staff P – 12, the potential and power of the student voice in learning. This was achieved through exploring conventional educational paradigms and the unique perspective of the student voice in learning. Speakers emphasised inquiry pedagogy and wellbeing as intrinsic to student learning, achievement and meaning making. The role of contemporary teaching practice was defined as facilitating and illuminating meaning through collaboration and reflection on experience. Delegates also had opportunity to explore and critique current research and practice in the areas of integrative and inquiry based methodologies, learning and assessment, intrinsic motivation, student voice and capacity building.

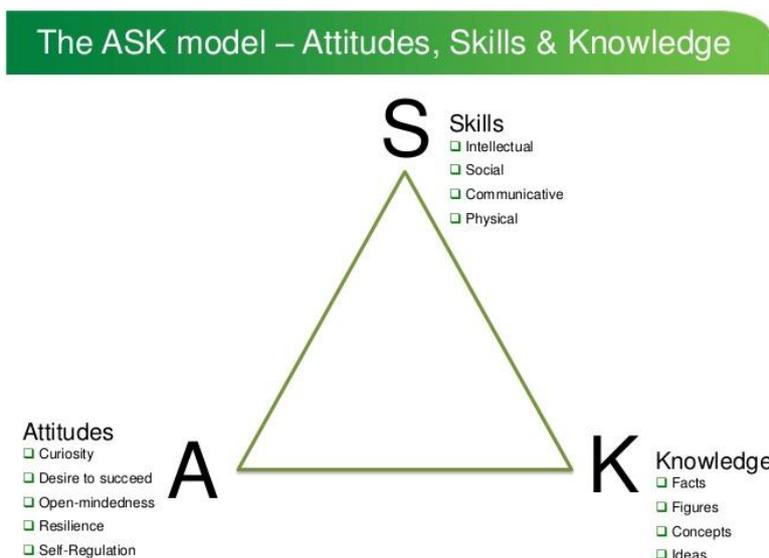
Collaboration on Student Achievement Model (COSA)

As no single assessment tool provides teachers with all they need to know to make well-informed instructional decisions, Catholic Education emphasises the importance of using multiple data sources. Generally, schools collect a wide range of data on students' attendance, behaviour, and performance, as well as administrative data and perceptual data from surveys and focus groups. When it comes to improving instruction and learning, it is how the information is used that counts most. In 2017, Leaders of Learning have continued to contribute to the overall learning and wellbeing of all students (including those with complex needs and challenging behaviours) through the COSA model. Through continuing to work with teachers on the use of an inquiry process and the associated coaching, teachers have received support in collecting data from multiple sources to respond to a range of student learning and wellbeing needs.

Due to the frequency of visits Leaders of Learning make to each school (2 days, twice a term), they are also in a position to help teachers make appropriate referrals for additional support and advice through Wellbeing and Diversity.

Early Learning Initiative (ELI)

In 2017, the Early Learning Initiative has continued to focus on developing the capacity of teachers to improve literacy and numeracy in K-2. Within this period there has been significant work undertaken by Catholic Education in collaboration with external consultants to further build the capacity of the school-based staff appointed as ELI teachers. The ELI teachers have continued to demonstrate a growing ability to build the capacity of Early Career Teachers in engaging with students, families and professionals to develop collaborative working relationships. Success has required ELI teachers to develop content based on James Nottingham's ASK model. Based on the ASK model, the Knowledge accounts for 15% while the Skills and the Attitude together account for 85%. Attitude is more critical than the Skill. The underlying theme of the ASK model is that knowledge and skills can be acquired while the attitude needs to be there internally, or be developed by a coach and/or mentor.



Student/School Engagement Teams (case management approach)

During 2015 and 2016 the number of referrals seeking case-management level support was high, with the bulk of these being requests for further assessment of students' needs. Of concern, was the number of referrals for assessment that indicated students did not necessarily have the level of need initially indicated. The Wellbeing and Diversity Team have continued to work alongside Classroom Support Teachers to build their capacity to identify and respond to Tier 2 and Tier 3 concerns at a school level supported by the Wellbeing and Diversity Officer. Initial indications for 2017 indicate that the referrals for case-management are less with referred cases primarily being Tier 1 cases requiring specialised support.

As at June 2017 there were 64 referrals for assessment and 24 referrals for case-management based support. This overall reduction is attributed to Catholic Education's capacity to respond to critical incidents and prioritise tasks based on effective risk assessment processes.

Professional Learning Opportunities:

Online Learning Training (OLT)

Catholic Education continues to offer opportunities for teaching staff to participate in Online Learning Training. The courses are available to all teaching staff and Catholic Education leadership teams across the Archdiocese with a continued focus on offering as many 'whole' school training opportunities. In 2017 an additional 58 staff have participated in the courses offered.

Courses offered to date during in 2017:

- 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

So far in 2017 a cohort of 16 Classroom Support Teachers who are new to the role, have completed two days

training designed to address their needs through the Skills and Knowledge component of the ASK model (previously outlined).

Everyone Everyday

In 2017 Leaders of Learning from Catholic Education completed the train the trainer courses and delivered the Everyone Everyday course in conjunction with staff from other sectors. The course has been presented to 25 participants from across ACT over a three-week period. Catholic Education sees this course as a tool to change mindsets around inclusion across sectors. All sectors are currently working together to develop a shared language around inclusion.

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

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

Wellbeing Projects

Schools have continued to deliver on the goals of their wellbeing projects. While Catholic Education resource 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. Evidence indicates that having a whole-of-school approach is supporting student and staff mental health and wellbeing. In their own way, each participating school is increasing their awareness of student mental health issues and of curriculum and pedagogical approaches that can support mental wellbeing in the teaching and learning environment. Through the network days and video conferencing sessions, focused on responding to the *Schools For All* Report, schools are currently benefiting from shared insights and strategies for designing curriculum; enhancing learning and creating teaching and learning environments that support students with complex needs and challenging behaviours.

Archdiocesan Wellbeing & Diversity Framework

In the later part of 2016 schools commenced implementing the various school based strategies identified in the Archdiocesan *Wellbeing and Diversity Framework*. Work has continued in 2017 through continuing to acknowledge the ethical responsibility of teachers, leaders and students themselves in promoting balance and responding to all aspects of the student, including their physical, social, emotional, academic and spiritual needs. Response to the recommendations within the Framework have required deliberate expression and action across all curriculum areas, pastoral care, strategic priorities and teaching practices. To maximise the role that schools have in promoting and responding to student wellbeing, the Daniel Kim's model has been utilised to ensure a high level of school-wide coordination and cohesion.

SchoolTV

In 2016 Catholic Education provided all schools access to the SchoolTV resource. This initiative is supporting teachers and families alike in understanding the impact of the modern day realities faced by students, schools, and parents/carers. The online resource is a proactive way to help parents and teacher access clear, relevant and fact based information around raising safe, happy and resilient young people.

Stakeholder Management

Throughout 2017, 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

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| 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 |
| AIIS | Education Partnership |
| KeepCarm Consultancy | Professional learning, teacher support, case management |

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| Psychologists (x3) | Psychological Services |
| SWPBS Consultants (x2) | Supporting SWPBS in schools |
| ACT Government ETD | 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 |

| Risk Management at completion of 2017 | | | |
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| Risk description | Perceived Risk Level (as below) | Avoidance and Mitigation | Resultant risk level (as below) |
| Unauthorised use of restrictive practice | Medium - Low | <ul style="list-style-type: none"> Review of Catholic Education policies around the use of restrictive practices (Completed) Ensure processes for reporting the use of restrictive practices are clear and adhered to (Completed) Conversations with School Services to ensure that Catholic Education staff working with principals raise this issue with each principal (Completed) Religious Education & Curriculum Officers to have conversations with Classroom Support Teachers around the use of restrictive practices (Completed) Offer all schools who have the potential to require the use of restrictive practices access to the Managing Aggression or Potential Aggression course (Completed) Arrange to train additional Catholic Education staff in the delivery of Managing Aggression and Potential Aggression (Completed) Delivery of Managing Aggression and Potential Aggression to teachers in their first and second years of teaching (In progress) Development of processes to report and respond to critical incidents across Catholic Education service areas (In progress) Advise schools on additional positive alternatives to restraint and seclusion (In progress) | Low |
| Capacity of Catholic Education Officers to meet the demands of Schools for All recommendations while continuing with current areas of responsibility | Low | <ul style="list-style-type: none"> Support for officers to manage case-loads (Completed) Building officer capacity through cross-sector involvement (Completed) Provide clearer guidelines to officers around case management (Completed) Review the place of subsidiarity within the model (Developing) Address changes in staffing levels (Completed) Utilise video-conferencing when engaging with staff around the complex needs and challenging behaviours of students (Ongoing) Participate in additional professional learning opportunities in 2017 (Ongoing) Officers with Wellbeing and Diversity responsibilities meet on a weekly basis to review case-management referrals (Ongoing) Officers with responsibilities for Wellbeing and Diversity to review professional goals with pod leaders using the ASK model (page 5) to ensure there is a focus on building capacity to respond | Remains Low |
| Level of parent/ carer involvement | Med - Low | <ul style="list-style-type: none"> Parent meetings to be arranged (Ongoing) Senior Officer Wellbeing & Diversity to be first point of contact for key parental issues (Completed) Where applicable, Wellbeing & Diversity Officers to support the enrolment process of students with complex needs and challenging behaviours (Completed) Access online resources to support parents and carers (Completed) 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 | Low |

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| | <ul style="list-style-type: none"> • Develop relationships with a range of parental engagement focused agencies such as the Australian Research Alliance for Children and Youth, Starting Blocks, Education Services • Where applicable promote websites that provide wellbeing and parenting advice students and parents/carers <ul style="list-style-type: none"> ○ Raisingchildren.net.au ○ Studentwellbeinghub.edu.au ○ Aracy.org.au ○ Kidsmatter.edu.au ○ Startingblocks.gov.au ○ youthbeyondblue.com ○ ccsp.catholic.edu.au ○ reachout.gov <p>NB. Dr Debbie Pushor is a Professor of Curriculum Studies at the University of Saskatchewan in Canada</p> | |
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| Resource Management |
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| <p>Budget Resources</p> <p>In 2016, the budget for 2017 was approved and resources were allocated to support a continued response to <i>Schools for All</i> in 2017. This continues to include the allocation of substantial additional resources to support the Certificate IV training of Classroom Support Assistants and allocations made to teachers for post-graduate studies.</p> <p>Human Resources</p> <p>The level of human resources allocated to Catholic Educations response to <i>Schools for All</i> Report has generally remained consistent although additional resources were allocated in 2017 to:</p> <ul style="list-style-type: none"> • Increase access to consultants • Have an increased number of assessments completed by external specialists • Contract a specialist in case-management to review processes <p>There continues to be extensive collaboration across all sectors with each sector willing to work together on a range of committees and working groups.</p> <p>Information Resources</p> <p>The following processes have been sustained in 2017</p> <ul style="list-style-type: none"> • All documents created as part of Catholic Education’s response to <i>Schools for All</i> are developed and managed in accordance with relevant privacy and confidentiality requirements. • The Senior Officer Wellbeing & Inclusion 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 are provided with progress updates as part of the updates provided by Head of Service. • Additional copies of <i>Schools for All</i> publication were printed and provided to all principals and key CECG staff. |

Documentation collected to date in 2017:

The following documentation has continued to be collected and used to inform CCECG'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 case-management 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 | Impact on Program | Status |
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| Availability of Catholic Education Officers | <ul style="list-style-type: none"> • Officers available to case manage referrals • Wellbeing Projects are monitored regularly • All assessments are delivered in a timely manner • Capacity building and professional dialogue amongst CECG staff | <ul style="list-style-type: none"> • External consultants support the case-management model • Officer from Catholic Education has dedicated time to monitor Wellbeing projects • Build additional partnerships to ensure wait times for assessments are minimal • Allocate dedicated times for case-management separately to team update meetings |
| Cross-sectoral meetings | <ul style="list-style-type: none"> • Allows for the coordination of responses in areas impacting all sectors in the ACT | <ul style="list-style-type: none"> • Catholic Education had representation on a range of cross-sectoral meetings. |
| Financial Resources | <ul style="list-style-type: none"> • Certificate IV courses delivered to a minimum of two cohorts of CSAs • Purchase of <i>Schools For All Report</i> purchased for all principals • Financing wellbeing projects • Post graduate studies subsidies | <ul style="list-style-type: none"> • Resources continue to be provided for these projects |
| Professional Learning for Catholic Education Officers | <ul style="list-style-type: none"> • Training at System and school levels respond to the <i>Schools for All</i> recommendations | <p>Training provided during 2017 has included:</p> <ul style="list-style-type: none"> • SoSafe • Parent Engagement (ARACY) • Positive Schools Conference • Managing Trauma • Non Violent Crisis Intervention • Meeting the needs of students with specific disabilities • CSAs new to the role • Everyone Everyday • OLT Courses • AASE Conference for Catholic Education Officers • Ongoing training on Instructional Leadership for Catholic Education Officers • Targeted literacy and numeracy professional learning aimed at ensuring students experience success. |

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| Broader Community Involvement | <ul style="list-style-type: none"> Community and family consultation builds the capacity of CECG to respond to the recommendations of <i>Schools For All</i> | Catholic Education continues to: <ul style="list-style-type: none"> Build partnerships with Canberra Institute of Technology (CIT), Australian Catholic University (ACU) and University of Canberra (UC) Operate a Wellbeing & Diversity Advisory Group Form partnerships with additional external providers and consultants |
| 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"> Currently using the Principles of Pedagogy, Instructional Leadership coaching for principals and COSA to support the development of schools' professional learning communities |

PROJECTS

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

Catholic Education Principles of Pedagogy

Principle 1: Everyone can learn

Principle 2: Assessment informs teaching and learning

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

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

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

Principle 6: Positive educational environments empower learning

Principle 7: Learning is inspired and celebrated in community

Elements from the Catholic Education Wellbeing & Diversity Framework

Element 1: Leadership and commitment to wellbeing

Element 2: A supportive and connected school culture

Element 3: Policies, structures and procedures

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 and the 9 elements of the Wellbeing & Diversity Framework*

Strengthening the emphasis on student centred schools

Catholic Education acknowledges that student-centred schools place the student in the centre of the learning process. Students are active participants in their learning; they learn at their own pace and use a range of strategies; learning is more individualised than standardised, acknowledging that teachers need to provide multiple entry and exit points to the learning. While not responding to the *Schools For All Report* alone, Catholic Education continues to work alongside schools so that all students including those with complex needs and challenging behaviours learn-how-to-learn. This is achieved through the development of skills such as problem solving, cooperative learning, critical thinking, creativity and reflective thinking.

For student centred schools to exist all staff must genuinely believe that they can make a very real and lasting difference to the students. No matter what the background or ability of the student, success can be achieved.

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

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

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

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

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

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

Performance against outputs

Catholic Education recognises that students need to have more input into the design of learning experiences. For meaningful learning to occur, it needs to be challenging. While learning based on complete student choice lies at one end of a continuum with perhaps the traditional classroom experience at the other end, Catholic Education supports schools in realising that somewhere within that continuum is an approach suitable to their local school environment. In response to this Catholic Education, through its Collaboration on Student Achievement and Early Learning Initiatives fosters the development of a range of opportunities for students. These include the following student centred practices:

- Integrated tasks – a significant proportion of student learning.
- The tasks vary in length, vary as individual or group tasks, and the student groupings are often changed.
- Students are able to choose topics/approaches within a range of possibilities that allow for meaning and connectedness with the real world. –
- Tasks are able to vary in complexity.

Currently each school has received a minimum of 0.4 FTE to employ teachers to foster a student centred approach to literacy and numeracy in their schools. In addition, Leaders of Learning from Catholic Education with spend four days a term in schools supporting either Literacy or Numeracy or Religious Education

Catholic schools have had an increasing role to play in facilitating social and wellbeing support for students and families. By providing links to other appropriate community based resources student and their parents have been supported at point of need. This individualised support through the case-management approach is undoubtedly leading to better outcomes for students, families and teachers alike. In 2017 Leaders of Learning – Wellbeing and Diversity have supported fifty-four (54) individual students along with their families and teachers. This is a dramatic reduction in referrals indicating that teachers are more discerning about making referrals and are implementing additional levels of support prior to referring cases. Ten (10) referrals have also been made to request whole school capacity building in particular areas of meeting the supporting students with complex needs and challenging behaviours. Staff have participated in a range of professional learning opportunities outlined in the *Current Initiatives for Responding to the Schools for All Report* and the *Project Dependencies* sections of this Report.

Teachers openly acknowledge relationships are fundamental to the development of student centred schools and as such are actively



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

Pursuing a student-centred vision through identifying individual needs

Teachers are continuously faced with the challenge of reaching the needs of all students, regardless of their academic, social-emotional, and developmental levels, and moving them forward. Any given classroom within the Archdiocese will contain a heterogeneous mix of students with different ability levels, educational needs and state of wellbeing. For this reason, teachers must be masters of differentiating the curriculum to meet the needs of all students, to differentiate instruction, and to provide all students with the opportunity to learn and grow.

Catholic Education is therefore committed to the delivery of a balanced curriculum which provides students with instruction in all areas of the Australian Curriculum. A balanced curriculum is for ALL students – not just those who are performing at a higher level than others or are more advantaged in other ways. All children, including those with complex needs and challenging behaviours or those whose primary language is non-English, are entitled to a full and well-rounded education provided through a balanced curriculum.

In adopting this notion, Catholic Education believes that there will be ample benefits for students, including being able to

- develop a love of learning and become lifelong learners
- find relevance in and connections with what they are learning
- understand themselves and those around them,
- demonstrate talents they bring with them to school and
- develop new and necessary skills and abilities to be successful in school and in life

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

Performance against outputs

To support teachers identifying each students' individual needs Catholic Education has provided a range of supports for schools. This support has been delivered through professional learning and coaching

A great majority of Catholic Education staff have now completed *Disability Standards for Education* training modules. Conversations continue with the Canberra University around the continued access to these courses when licences run out at the end of 2017. Catholic Education is currently investigating that these modules form part of obligatory professional learning undertaken by all Catholic Education staff annually.

During 2017 an additional thirty-one (31) have completed a disability specific OLT on-line courses, with an additional twenty- seven (27) teachers will complete a course by the end of semester 2. These courses continue to support teachers in the identification of individual needs as well as providing continuous access to consistently updated resources.

Managing Actual & Potential Aggression training has been organised for all early career teachers. Key to this training will be building teacher capacity to identify key characteristics of escalations in student behaviour and corresponding de-escalation strategies.

While there has been a significant reduction in referrals/cases in comparison to this point in 2016, the case management process continues to be a primary avenue for identifying the individual needs of students and building staff capacity to support students with complex needs and challenging behaviours.

Catholic Education continues to access the services of a range of specialists and consultants to respond to the individual needs of students, teachers and families. A new addition to the supports offered in 2017 has been giving individual teachers access to a mentor. This is available for early career teachers who would benefit from the expertise of an experienced ex-principal in addressing a range of complex needs and challenging behaviours in the one class.

As identified in the *Current Initiatives for Responding to the Schools for All Report* section of this Report, COSA plays an important part in helping teachers in pursuing a student-centred vision through identifying individual needs. Through regular meetings COSA Officers have demonstrated an increased capacity to support schools to meet the individual needs of all students.



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

Catholic Education has continued to focus attention on the embedding processes and practices that foster safe and orderly learning environments. Consultations with principals about their models of implementation indicate that their educational beliefs, behaviours, and expectations affected the entire school community – teachers, support staff, parents and students. Where principals and their leadership teams were equipped to handle a complex, rapidly changing environment, they were able to implement the reforms that led to sustained improvement the provision of safe and orderly environments.

To foster this capacity to change the culture of schools Catholic Education is focusing on the relationship between the instructional leadership role of the principal in creating safe and orderly learning environments.

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

Schools for All recommendations linked to these actions:

- Recommendation: 7.1
- Recommendation: 8.1
- Recommendation: 8.2
- Recommendations: 11.1, 11.5

Performance against outputs

Catholic Education has worked closely with schools to understand that while the physical environment is crucial to learning, a response a safe and calm learning environments is much more than this. Calm learning environments are influenced by many factors including:

- level of instructional leadership
- the knowledge, skills, and attitudes of staff
- physical environment
- professional learning for staff

As identified on the adjacent column a focus on instructional leadership is supportive of Catholic Educations focus on safe and calm learning environments. To this end, a consultant has been working with all principals in the Archdiocese to build their capacity as instructional leaders. The focus of this work has been for principals to know explicitly what is happening in each classroom and the school as a whole.

Principals are being supported in enhancing their skills and knowledge to help staff change their practice by changing their beliefs. As instructional leaders, principals are encouraged to see staff “as their students” and are now planning support which includes coaching and mentoring. This is occurring through differentiated approaches based on evidence of current teacher performance.

Principals as instructional leaders are working with teachers to focus on what students MAKE, SAY, DO and WRITE; as this is the true accountability for learning. The task that the students are actually engaged in is the prediction for their further and future performance.

Instructional practices currently being explored include:

- Task predicts performance, remembering If you can’t see it, it’s not there
- We learn to do the work by doing the work, not by telling other people to do the work
- Evidence of learning is what students MAKE, SAY, DO and WRITE

Through the focus on instructional leadership, and Collaboration on Student Achievement, teachers are supported in focusing on building each student’ understanding of knowledge, attitudes and skills for learning. All learning is a product of these components and are required to be balanced and explicitly implemented

In 2016, each primary teacher had established his or her classroom as a safe and orderly learning environment. In 2017, teachers and principals are reporting a reduction in undesired behaviours, a reduction in executive staff being called to classrooms and overall calmer classrooms. Specific impacts of a focus on safe and calm learning environments in 2017 have included:

- Schools reflecting on their behaviour management procedures
- Teachers reflecting on their pedagogy
- Staff thinking differently about how to use the physical classroom environment and school spaces
- Resources available to teachers and parents



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

Pursuing a student-centred vision giving priority to relationships.

Ultimately, this priority relates to the complex social environment in which students, teachers, and Officers from Catholic Education converse, share experiences, and participate in activities that, together, make for engaged learning.

Catholic Education is also very aware of how students' perceptions of teachers' interpersonal behaviour are strongly associated with student engagement levels. This is especially true of students with complex needs and challenging behaviours.

Two critical factors influence high engagement of students including the perception by students that

- the teacher has positive authority and influence over the class and
- the teacher trusts, respects, and has positive regard for the students

Understanding that positive parent-school communications benefit parents and carers has provided a motivation for the work Catholic Education has undertaken in 2017. Through projects such as case-management, schools are being supported in seeing how the way they communicate and interact with parents affects the extent and quality of parents' home involvement with their children's learning and wellbeing.

Key Principles of Pedagogy central to giving priority to relationships

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

Principle 7: Learning is inspired and celebrated in community

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

Element 2: A supportive and connected school culture

Element 5: Positive behaviour approaches

Element 6: Engaging school learning and teaching

Element 7: Student engagement and student support

Element 9: Partnerships with parish, families and community

Element 10: Active wellbeing

Schools for All recommendations linked to these actions

Recommendation: 4.1

Recommendations: 6.3, 6.4

Recommendation: 12.6

Performance against outputs

During this period, Catholic Education's focus on parent engagement strategies at a school and system level is showing that parent engagement initiatives benefits students, including raising their academic achievement and wellbeing options. There are other advantages emerging for students when parents become involved — namely, increased motivation for learning, improved behaviour, more regular attendance, and a more positive attitude about school in general.

Also, by having more contact with parents, in general and when working with families as part of case-management, teachers learn more about students' needs and home environment, which is information that can be used to better meet those needs. Parents who are involved tend to have a more positive view of teachers, which results in improved teacher morale.

Ongoing conversations with parents and carers of students with complex needs and challenging behaviours has indicated what parents and teachers are seeking through their partnerships.

These include:

- Schools should make contact soon after a problem has been identified, so a timely solution can be found. Waiting too long can create new problems, possibly through the frustration of those involved.
- Parents and carers indicated that they wanted frequent, ongoing feedback about how their children are performing with homework.
- Parents and teachers each want to see that the other will actually do what they say they will do.
- Parents and teachers should have the information they need to help students, in a form and language that makes sense to them.

Key parent engagement initiatives for 2017

Case-management continues to provide opportunities for officers to support and develop relationships between students, teachers, parents, external agencies and the wider school community. Catholic Education has continued to provide parents/carers with access to School TV in 2017. The take up of the platform has been excellent. Catholic Education has found that schools have been supportive and enthusiastic about the platform. When speaking to the Schools during the setup phase program designers were advised that they were very appreciative of CECG for taking up the initiative and sponsoring SchoolTV. In the two-month period prior to this Report, parents and teachers have visited the site in excess of 5000 times.

Other online support services that have been provided to support parents and carers include:

- Raisingchildren.net.au
- Studentwellbeinghub.edu.au
- Aracy.org.au
- Kidsmatter.edu.au
- Startingblocks.gov.au
- youthbeyondblue.com
- ccsp.catholic.edu.au
- reachout.com.au



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

Pursuing a student-centred vision through fostering wellbeing

The term wellbeing is used to describe a person’s capacity to cope with changes and challenges, and to bounce back during difficult times.

Since research has shown that some young people, in spite of having a number of risk factors, can adapt very well to life’s changes, Catholic Education has endeavoured to provide a variety of supports to enable students, families, and teachers bounce back even under difficult circumstances.

Schools are becoming more interested in learning more about resilience, trying to find out if an understanding of and greater access to protective tools might prevent or reduce the severity of mental health problems experienced by students and/or teachers

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

Schools for All recommendations linked to 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 outputs

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

As part of case-management response, schools continue to work in close association with outside agencies depending on the particular needs of their students.

Schools continue to implement Archdiocesan Wellbeing and Diversity Framework

Twenty-four (24) schools are engaged in wellbeing projects in 2017. The majority of projects in 2017 involve rolling out either KidsMatter, MindMatters, and/or School-Wide Positive Behaviour Support

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

School-Wide Positive Behaviour Support was introduced in 2009 in Catholic schools in the Archdiocese of Canberra. Four (4) additional ACT schools were trained in 2016/17.

Officers continue to support schools involved in the Trauma Sensitive School’ project.

Additional psychological services continue to be accessed so that assessments are carried out externally.

CECG continued to work as part of the Out of Home Care Working Group as well as the Everyone Everyday PL planning group. During 2017 Officers have been trained to support these projects.

The wellbeing team continues to raise the profile of suicide prevention on the Catholic Education agenda, particularly in secondary schools.

Officers have attended a range of conferences in 2017 aimed at building capacity to respond to the learning and wellbeing needs of students.

These included:

- Positive Schools Conference
- The Australian Association of Special Education Conference.
- The ARACY Parent Engagement Conference

Attendance at these conferences has provided officers with additional tools to structure Catholic Education’s response to student needs.

In 2017, Catholic Education allocated additional resources to have Officers trained to deliver a range of proactive courses to support teachers working students with the complex needs and challenging behaviours. Courses attended have included So Safe and Everyone Everyday.



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

Pursuing a student-centred vision through personalised learning

The Australian Curriculum section on Student Diversity clearly outlines that a combination of approaches to curriculum, instruction, and or environment are required to personalise student learning. It also addresses the fact that personalising the teaching and learning program allows teachers to:

- select age-equivalent content that is meaningful and respects students’ individual needs, strengths, language proficiencies and interests
- provide stimulating learning experiences that challenge, extend and develop the gifts and talents of all students
- use their knowledge of students’ individual needs, strengths and interests to ensure access to the teaching and learning program.

<http://www.australiancurriculum.edu.au/studentdiversity/student-diversity-advice-personalised-learning>

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

Schools for All recommendations linked to actions

- Recommendations: 6.1, 6.2, 6.3
- Recommendation: 10.2
- Recommendation: 12.6

Performance against outputs

The focus has been on supporting principals who have the capacity to personalise the knowledge and skills required by their teachers to improve learning outcomes.

The flexible use of classrooms spaces continues to be a priority when personalising learning for students with complex needs and challenging behaviours.

All professional learning offered to teachers and Classroom Support Assistants in 2017 has contained content designed to help teachers support the complex needs and challenging behaviours of students. (All professional learning offered in 2017 can be reviewed in the Current Initiatives for Responding to the Schools for All Report section of this Report).

COSA Officers continue to work alongside school staff to develop an understanding of how to identify and respond to the individual needs of students. This work is also ensuring that the inquiry approach to learning is fostering effective learning outcomes for all students.

The utilisation of Consultants with extensive experience in particular disabilities has been a key element of Catholic Educations response to addressing the personalized learning of students with complex needs and challenging behaviours. In 2017, consultants have used the depth and breadth of their experience to provide support to all students requiring specialized intervention. Results indicate that advice provided to schools by consultants is having a positive impact on student achievement.



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| <p>Pursuing a student-centred vision through using distinct pedagogies when students need them</p> | <p>Performance against <i>Principles of Pedagogy</i> and Sections 5.2 & 5.3 of <i>Schools for All</i></p> <p>Pursuing a student-centred vision through using distinct pedagogies when students need them. Learning is dependent on the pedagogical approaches teachers use in the classroom. A variety of pedagogical approaches is common in schools, but some strategies are more effective and appropriate than others. The effectiveness of pedagogy often depends on the particular subject matter to be taught, on understanding the diverse needs of different learners, and on adapting classroom environment. Generally, teachers believe in the capacity of their students to learn, and carefully utilise an effective pedagogical approaches to ensure learning occurs.</p> <p>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</p> <p>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</p> <p>Schools for All recommendations linked to these actions Recommendation: 10.7 Recommendations: 13.1, 13.2, 13.7 Recommendation: 15.3</p> | <p>Performance against outputs The case management model continues to ensure that students, teachers, and parents discuss and implement the most appropriate pedagogies required for each particular student.</p> <p>Student goal setting is no longer restricted to personalised planning process. Many schools sit with each student and set learning goals. This practice is shifting the way goals are being written for students with complex needs and challenging behaviours. There now tends to be a greater focus on learning goals rather than behavioural goals. This shift indicates a growing understanding amongst teachers, parents, and students themselves that when students are engaged there is a reduction in disruptive behaviours.</p> <p>External consultants continue to support teachers in the design and delivery of effective pedagogical practices that do not necessarily involve the withdrawal of students.</p> <p>As Classroom Support Assistants play an integral role in the delivery of effective pedagogies in the classroom, Catholic Education continues to prioritise learning opportunities for them. Currently forty-five (45) Classroom Support Assistants are enrolled in the Friday classes and approximately twelve (12) in night classes. There is also fifteen (15) ready to graduate at the end of Semester 1</p> <p>Since 2016 Catholic Education has been working closely with staff from the Australian Catholic University to complete a course outline for EDTS617 COMPLEX NEEDS AND CHALLENGING BEHAVIOUR (Course outline attached at Appendix B) Preliminary course dates are 5, 6 August and 16, 17 September.</p> |  |
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Pursuing a student-centred vision through a focus on prevention and proactive approaches

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

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

A classroom designed around good proactive strategies allows teachers to spend much more time teaching and less on dealing with student behaviour. The more a teacher structures all the details of classroom activities, the more students will stay on task.

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
- Element 9: Partnerships with parish, families and community

Schools for All recommendations linked to actions

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

Performance against outputs

Catholic Education has continued to use the following to promote a range of proactive strategies to support students:

- Collaboration on Student Achievement
- Case Management Model
- Professional Learning
- Implementation of the Principles of Pedagogy
- Supporting schools with the implementation of School Wide Positive Behaviour Support
- Supporting principals as instructional leaders
- Provision of access to SchoolTV
- Publication and circulation of the Wellbeing & Diversity Framework
- Additional consultants to support student needs
- Crisis Prevention Institute’s Management of Aggressive or Potential Aggression course for early career teachers

The above mentioned courses provide teachers access to a range of prevention strategies including:

- Provide support with routines
- Announce and post the daily/lesson schedule to give students a sense of security and direction.
- Provide cues
- Modify the classroom environment
- Examine student behaviours and determine the factors that contributed to it and made it appropriate
- Limit directions to 2-3 at a time; gain full attention; issue directions step-by-step
- Well-planned learning experiences that are interesting and within the students’ range of achievement
- Consider the physical environment
- Create walls that teach
- Use lesson warm ups
- Plan lesson introductions
- Avoid doing the work for the learner by providing one suggestion and then moving on.



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

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

In responding to this component, Catholic Education recognises that in a typical school day, the number of meaningful decisions a student has about their role and learning may be limited. Traditionally educational systems and teachers have decided what students need to learn, when and how they will learn it, and how long it will take.

However, as it is Catholic Education’s intention that students become self-motivated and responsible learners, a key strategy would be to give them more voice and choice — more power — in their classrooms and schools. When students believe that what they think and say really matters, it unlocks their commitment to and potential for learning and investing themselves in the school community.

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 actions
Recommendation: 6.2

Performance against outputs

A mentor appointed to support students who are participating as part of the Catholic Education Wellbeing & Diversity Advisory Group commenced working with schools to identify student representatives for 2017

Students have continued to be consulted around the development of calm classrooms. A point worthy of note is that there were several schools where staff had identified what was needed, and ‘student voice’ in those schools meant something different happened. It was exciting to see some teachers rely on student voice for a majority of the changes.

Anecdotal evidence indicated that there was an increase in Principals and Classroom Support Teachers seeking student voice in the development of Personalised Plans for 2017.

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| Pursuing a student-centred vision through collaboration at all levels | <p><i>Pursuing a student-centred vision through collaboration at all levels</i></p> <p><i>Performance against Principles of Pedagogy and Sections 5.2 & 5.3 of Schools for All</i></p> <p>The outputs on the adjacent page acknowledge that the CECG and schools have utilised different forms of collaboration at different times, depending on the needs and developmental stages of the child, the availability of parents and teachers, and personal preferences. CECG stand by the notion that collaboration at all levels can have a direct impact on student success in both the educational and social-emotional arenas.</p> <p>Key Principles of Pedagogy central collaboration at all levels</p> <p>Principle 1: Everyone can learn Principle 4: Positive Relationships are at the heart of effective teaching Principle 7: Learning is inspired and celebrated in community</p> <p>Elements of Wellbeing & Diversity Framework used to strengthen the emphasis on student-centred schools</p> <p>Element 2: A supportive and connected school culture Element 8: Early Intervention and targeted support Element 9: Partnerships with parish, families and</p> <p>Schools for All recommendations linked to actions Recommendations: 4.1 Recommendations: 6.1 Recommendations: 15.2</p> | <p><i>Performance against outputs</i></p> <p>The case-management of students via the Wellbeing & Diversity referral process continues to be the primary support structure for home/ school collaboration.</p> <p>Collaboration was a focus area at the <i>Schools For All</i> network meeting.</p> <p>Through several COSA projects in schools, teachers are being encouraged to support each other plan for the complex needs and challenging behaviours of students.</p> <p>During the reporting period CECG continued to collaborate with the following people, organisations and associations:</p> <ul style="list-style-type: none"> • AsOne Therapy • Association of Independent Schools • Australian Catholic University • Autism consultant • Canberra Institute of Technology • The Crisis Prevention Institute • Education & Training Directorate • Keep Carm Consultancy • National Disability Insurance Agency • National Disability Insurance Scheme Providers • Parents • Positive Partnerships • Shepherd Centre • Schools (Catholic Education and Education Directorate) • Students • Professor Tony Shaddock • Trauma Advisors • University of Canberra |  |
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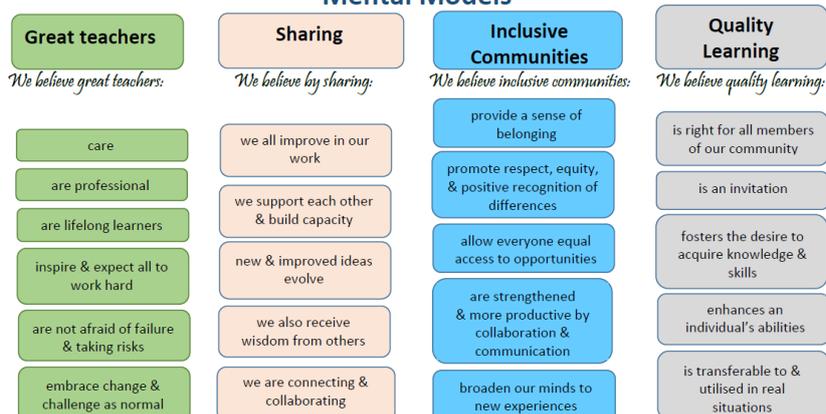
Progress made against recommendations since December 2016

| Summary of status against individual recommendations | | | |
|---|--|----------|--------------------|
| | | Dec 2016 | Expected July 2017 |
| <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>Catholic Education</p> | <ul style="list-style-type: none"> Negotiations have taken place across Catholic Education to embed the DSE modules into the suite of compulsory compliance training undertaken by all Catholic Education employees annually. Classroom Support Teachers have participated in two Schools For All Network Days with the second of these focusing on both the legislative and process requirements for teachers. An audit has been carried out on staff who have completed the DSE modules with Classroom Support Teachers currently working alongside principals to ensure all staff are continuing to build their capacity in this area. | ● | ☑ |
| <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"> Officers from Catholic Education’s Wellbeing & Diversity Team have continued to actively engage staff in developing their knowledge and understanding of relevant policies and practices in respect to addressing the wellbeing and learning of students with complex needs and challenging behaviours. Officers have continued to utilise school visits, the case management process and video conferenced network meetings to build the capacity of staff in this area. Team meetings associated with Catholic Education’s Collaboration on Student Achievement initiative continue to provide opportunities for all officers to discuss the needs of all students and their teachers. Since December 2016 the importance of input from Wellbeing and Diversity Officers when considering the overall needs of a cluster of schools has been recognised as critical to the success of any such program. Work continues to be undertaken to ensure that systems and policies are clearly aligned to Catholic Education’s vision and mental models. This has been achieved through continuing to ensure that as the mental models evolve they are inclusive of the needs of all students including those with complex needs and challenging behaviours. | ☑ | |

Vision

*United in our 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***

Mental Models



| | | | |
|---|---|---|-------------------------------------|
| <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"> The Officer with prime responsibility for KidsMatter and MindMatters has continued to visit schools and work alongside staff to further embed these programs. Since 2016 4 schools have been provided with personalised relevant component training. At the second Schools For All Network Day in May 2017, KidsMatter and Mindmatters were identified as key to develop positive school culture where everyone belongs. This work was aligned to the elements of building effective cultures outlined in section 6 of <i>Schools For All</i>. | <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"> Release of the student forum survey results to participating schools Officers from Wellbeing & Diversity have analysed school based data from the survey results and are using this data to inform content for Schools For All Network Days. At the Term 2 Schools For All Network Day, Classroom Support Teachers were asked to consider the opportunities provided to students with complex needs and challenging in planning for their specific needs. Catholic Education has committed staff to attend the ARACY Parent Engagement Conference to further build capacity in this area of priority. Catholic Education has released the results of the Student Voice Conference to schools and are currently in the process of discussing results with individual principals. |  | <input checked="" type="checkbox"/> |
| <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"> Parents and staff from Catholic Education schools participated in a Parent Forum. The keynote speaker was Dr Michael Carr-Gregg. Parents were also provided an opportunity to attend a range interest based workshops. As a direct outcome of the Parent Conference two parent evening were arranged to focus on the personalised planning process and understanding the wellbeing needs of children. 90% of schools have now provided families access to the School TV resource with a awareness campaign for parents currently underway. |  | <input checked="" type="checkbox"/> |
| <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"> Officers from Catholic Education continue to work alongside the Education Directorate, the Association of Independent Schools ACT and the Community Services Directorate to negotiate and finalise a MOU agreement. This has involved attendance at several planning meetings. Discussions currently being held across service areas at Catholic Education to establish clear processes for ensuring that office staff are aware of and monitoring the needs of students in out of home care. |  | |
| <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"> A final audit of school rollout has been completed Several schools are currently investing additional resources to the development of safe/ calming sensory spaces. Use of safe/ calming sensory spaces is more frequently identified in Personalised Planns as a strategy rather than a consequence. Catholic Education has presented their work in this area at the Australian Association of Special Education National Conference. |  | <input checked="" type="checkbox"/> |

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| <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"> • Catholic Education has ensured that the five architectural firms that work on all Catholic Education schools understand the design brief that responds to the pedagogical and wellbeing needs of all students. • Through a focus on inquiry learning, staff and students in Catholic schools have developed new ways of using the learning spaces in their schools. Students are now being afforded opportunities to access a variety of learning spaces depending on the task they are undertaking. • Officers from Resource Management have committed to investigating an appropriate range of learning areas and facilities when developments are being undertaken in the future. • School pilot program has been completed to ensure that students with complex needs and challenging behaviours have an engaging environment outside. This is being seen as a more inclusive way to address the develop socialisation skills than may have been used in the past. |  | |
| <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"> • Catholic Education's consultants continue to work alongside school staff to build the skills, knowledge and attitudes required to effectively use the SWPBS Framework as a tool to shift the behavioural culture in schools. • Staff from several schools have undertaken SWPBS training in this period with others committed to the training later in the year. |  | <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"> • External psychologist has been contracted to review the processes used to respond to referrals made by schools in relation to students with complex needs and challenging behaviours. • The Head of Service for Religious Education and Curriculum Services along with The Senior Officer Wellbeing & Diversity and the Leader of Learning – Student Wellbeing have met with the Therapeutic Welfare Interventions to discuss the terms of reference for her work with Catholic Education. • Catholic Education is in the process of collating data around the effectiveness of the current process. • Schools have embedded the use of additional diagnostic tools (PsychProfiler and the Kaufman Brief Intelligence Test (K-BIT)) as part of the referral process. Several schools are reporting the benefit of having the additional data to support conversations with schools. • A reduction in low level referrals by teachers has been noted. |  |  |
| <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 & 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"> • Catholic Education has continued to financially support any Classroom Support Assistants who undertake courses of study as part of completing a certificate IV in school support. • Conversations have commenced across service areas in relation to the potential impact of increased pay levels being awarded to Classroom Support Assistants on completion of the Certificate IV. |  | <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"> • Schools continue to implement recommended practices. • Currently examining the work of Kathleen McConnell and Katherine Synatschk on positive alternatives to restraint and seclusion. | <input checked="" type="checkbox"/> | |

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| <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"> • Catholic Education continues to monitor the use of restrictive practice and restraint. • Additional person has been trained to deliver the Managing Aggression and Potential Aggression (MAPA) training course. • 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. • Processes have commenced to identify all Catholic Education staff who have completed either MAPA or Non-Violent Crisis Intervention |  | <input checked="" type="checkbox"/> |
| <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"> • Schools continue to implement recommended practices. • Wellbeing & Diversity referral process continues to be used to seek strategies prior to students being suspended. |  | |
| <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"> • The student referral process is well embedded in practice and since December 2016 there has been a significant reduction in referrals. • Officers continue to meet weekly to discuss referrals • Peer mentoring is being used to build the capacity of school staff as well as officers from Catholic Education. • 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, trauma services. | <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"> • 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. • Catholic Education's Leaders of Learning continue to make connections with a range of external agencies and connecting students and families to these agencies. |  |  |
| <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"> • The new Visitors to Schools policy addresses access to NDIS based service providers in schools is currently under review. |  | <input checked="" type="checkbox"/> |
| <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"> • A unit, EDTS614 Complex Needs and Challenging Behaviour has been accepted. To date the design/development and content for two of the three modules are ready. The course is ready to start in Semester 2. |  | <input checked="" type="checkbox"/> |

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| <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"> • Further developments in this area have included discussions around the following: <ul style="list-style-type: none"> ○ Potential of all new teachers to Catholic Education schools completing the Managing Aggression and Potential Aggression. ○ Where students have been identified in either the Substantial or Extensive category in the National Data Collection for a particular reason, teachers are given priority access to the relevant On-line Training modules from suite of On-Line Training currently on offer. | <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"> • By the completion of Semester 1, 2017 Catholic Education will have delivered 6 OLT courses in the following areas <ul style="list-style-type: none"> ○ Behaviour ○ Autism ○ Speech /Communication • Catholic Education continues to contract a consultant. The consultant provides advice and mentoring to staff who have completed courses over the last three years. • In 2017 Catholic Education reverted back to providing two days face-to face as part of course delivery. | <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"> • Catholic Education continues to develop a cross sectoral response to this recommendation. • The Head of Service for Religious Education and Curriculum services has met individual with TQI to discuss courses currently being offered. • In the interim Catholic Education has been providing schools with access to external providers for professional learning around Trauma. |  | <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"> • Catholic Education has been building the capacity of Classroom Support Teachers to supervise staff working with students with complex needs and challenging behaviours. This is currently being achieved through the following strategies: <ul style="list-style-type: none"> ○ Professional Learning opportunities each term for Classroom Support Teachers new to the role ○ Additional training for all Classroom Support Teachers in using personalised planning conversations to build capacity ○ Case-management support for teachers of high needs students (including classroom observations and mentoring) |  |  |
| <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</p> | <ul style="list-style-type: none"> • Catholic Education has continued conversations with the Australian Catholic University (ACU) around potential courses for staff interested in building their capacity for addressing the complex needs and challenging behaviours of students. • Officers from Catholic Education worked with ACU staff on the development of the recently released EDTS614 Complex Needs |  | <input checked="" type="checkbox"/> |

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| 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. | and Challenging Behaviour course. | | |
| 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"> In addition to previous documents (the Principles of Pedagogy, Wellbeing & Diversity Framework), Catholic Education has made their strategic direction clear through the release of the Religious Education & Curriculum Services 2017 Implementation Plan. Catholic Education has engaged an external consultant to review current practices. Included in this process is a review of wellbeing and diversity practices against strategic intent. | ● | ☑ |
| 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"> Catholic Education currently has a working party developing new ways of reporting. The group has a focus on addressing the components of Recommendation 15.2 | ● | ● |
| 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"> Currently being progressed | ● | ● |

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

| Status Legend | |
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| ☑ | 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. |