



SCHOOLS FOR ALL

Progress Report ~ January – March 2018

As articulated in *Schools For All Children and Young People* (2015 p.22), schools exist for children and young people and therefore policies and practices should always be in each student's best interests. And because schools are for all children and young people, policies and practices must be planned and delivered so that they are inclusive of all students. If these policies and practices are thoroughly understood and rigorously enacted in schools, they allow a pervasive, positive and transformational effect on the school experience and behaviour of students with complex needs and challenging behaviour.

It is without hesitation that CECG states that during this first quarter of 2018, every effort has been made to deliver on a wide array of performance indicators in response to the recommendations of the *Schools For All* Report, and to ensure that schools and teachers approach work with all students in genuinely student centred ways.

This report will provide an overview of key actions taken by Catholic Education during January, February and March, 2018.

The following chart indicates numbers of students with additional needs during the first quarter of 2018.

1 st Quarter January – March 2018	
SWD for February Census (ACT)	586
NCCD Identified Students with Personalised Plans (ACT)	1989
Case Management Referrals	56
Case Management Closures	3
Assessments requested (Cognitive, Speech & Language, Sensory)	52



Governance					
Program	Schools for All Program	Program Director	Christine Wanjura	Executive Sponsor	Tim Elliott
<p>During the 1st Quarter of 2018, Catholic Education has continued to focus on increasing the success rate of all projects associated with its response to the <i>Schools For All</i> report. Officers have provided ongoing support to schools and teaching staff to ensure that the recommendations and intent of the report continue to be consistently implemented and benefits realised.</p> <p>As we move towards the end of <i>Schools For All</i> Program, Catholic Education does so with the confidence that it has a decision making framework that is logical, robust and repeatable to guide the utilisation of monetary and personnel resources to support the complex needs and challenging behaviours of all students. In this way, Catholic Education has a structured approach to conducting both its business as usual activities and cultural change activities.</p>					

Program Objectives
<p>During the 1st Quarter 2018, Catholic Education’s program objectives have served as the basis for creating policy and evaluating performance. These objectives have remained consistent throughout the life of the <i>Schools For All</i> initiatives. The objectives listed below have served as the basis for creating policy and evaluating performance.</p> <ul style="list-style-type: none"> • Deliver on support services that are tailored to meet the individual needs and goals of the students with disabilities and the staff responsible for their wellbeing and learning; • Deliver support services that are designed and administered to meet the needs of students with complex needs and challenging behaviours and who experience a double disadvantage as a result of their trauma, secondary conditions/ disabilities or ethnic origin; • Offer opportunities for parent collaboration at three levels (involvement, engagement and leadership); • Strengthen teacher and school leadership capacity to deliver point of need teaching and track student progress; • Use data to provide on- the-ground support and professional development to teachers and school leaders; • Be accountable to students with disabilities who require services, the parents/ carers of those students and the community; • 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; • Provide scholarship support for teachers in CE schools to complete the Australian Catholic University unit focused on addressing the complex needs and challenging behaviours of students; • Support the Graduation of Classroom Support Assistants participating in the Certificate IV in School Support in 2017 from the Canberra Institute of Technology; • Commence a review of identified projects associated with the recommendations made in the <i>Schools For All</i> Report • Continue to: <ul style="list-style-type: none"> ○ align Catholic Education’s response to <i>Schools For All</i> to the CE vision, Strategic plan, Principles of Pedagogy and mental models ○ ensure that the best interests of students are a part of all decisions and processes undertaken ○ build the capacity of Classroom Support Teachers while at the same time increasing the hours they spend supporting classroom teachers in classrooms ○ embed a shared vision, mental models, systemic structures, patterns of behaviour and events that better address the complex needs and challenging behaviours of students



- collaborate with schools, external agencies and across sectors to ensure closure of the remaining recommendations

Critical Success Factors for this period

Specific targets for this period

- Following the allocation of Wellbeing grants of \$10,000 to each school community, providing school determined choice for expenditure, SchoolTV is operating in 50% of ACT Catholic Schools
- An additional 43 Classroom Support Assistants have completed the Certificate IV in School Support at the end of 2017, with an additional 56 commencing CIT training in Semester 1, 2018
- Deliver Managing Aggression and Potential Aggression to targeted schools and to all Early Career teachers
- Respond to all case referrals through eForm
- Train Six Classroom Support Teachers new to their roles in schools has commenced with support from CE Inclusion Officer
- Facilitate the post graduate course in Complex Needs and Challenging Behaviours was commenced with Australian Catholic University, with 11 teachers enrolling in January 2018, and Higher Education Contribution covered through scholarship with Catholic Education
- Support for Principals and school leadership teams to ensure that all 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*, with information on staff completion rates for online training now able to be monitored by leadership through the CE Intranet 'myPad' platform
- Ongoing CE financial and personnel support for Catholic School Parents Archdiocese of Canberra Goulburn, with resources purchased for schools to support effective parent engagement.

Ongoing Targets

- Key elements from the *Schools For All* are embedded by school leadership teams and school staff;
- Schools continue to use Catholic Education's *Wellbeing & Diversity Framework* to support student wellbeing initiatives;
- Classroom Support Teacher network meetings held with face to face and video conference options;
- A Q&A forum held with community service providers of support for Classroom Support teachers in their work with families and students;
- Continuation of regular on-line *video conference* networks for Classroom Support Teachers in relation to personalised planning and addressing the complex needs and challenging behaviours of students;
- Continued reduction in Wellbeing & Diversity student/whole school referrals due to increased school capacity;
- Proactive approaches to positive behaviour supports in schools, aimed to reduce the need for restrictive practices and out of school suspensions, with de-escalation of student behaviour as a priority over addressing consequences;
- Review of the effectiveness of diagnostic tools and screeners currently being used to determine the suitability of a full psychometric assessment, or the need for the family to consult other specialists;
- Manage case-management referrals process, using ongoing risk management strategies;
- Review of the student personalised planning process and tool;
- Work with teachers and leadership in school communities to ensure personalised planning documentation and allocation of levels of adjustment under the Nationally Consistent Collection of Data for Student with Disability accurately and reliably represent learning, access and participation for diverse learners;
- Liaise with allied health professionals to deliver quality assessments and recommendations for students with additional needs.



Ongoing Initiatives & Frameworks for Responding to the *Schools for All* Report

The broader processes adopted for system cultural change since commencement

Principles of Pedagogy.

Principles of Pedagogy are embedded across the Archdiocese, and 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

Central to Catholic Education's response to *Schools For All* are the beliefs that:

Great teachers:

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

That by sharing witness:

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

Inclusive communities:

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

Quality learning

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



Student/School Engagement Teams (case management approach)

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

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

Professional Learning Opportunities: (With course numbers for this quarter)

Berry St Education Model Professional learning – 2 days (60 staff participants)

Classroom Support Teacher Network Day – 1 day (60 participants)

Classroom Support Teachers (LSTs) New to the Role in 2017 -School visits and meetings (6 new staff participated)

Everyone Everyday (15 staff enrolments)

Classroom Support Teacher video conferences (25 enrolments)

Managing Actual and Potential Aggression (MAPA) training for early career teachers – 50 participants

Elements of the <i>Schools For All</i> Report Section 5.3 Pursuing a Student Centred Vision	Activities and Projects Undertaken 1st Quarter 2018 SFAR = Schools For All Recommendations	Principles of Pedagogy	Wellbeing & Diversity Framework
Provide safe and orderly environments	<ul style="list-style-type: none"> • Ongoing monitoring of the effectiveness of the calm classrooms project. (SFAR 8.1) (SFAR 11.1) • Support continues for schools around the implementation of policies developed to support students with complex needs and challenging behaviours including professional learning opportunities (SFAR 8.1) (SFAR 8.2) (SFAR 11.1) • As part of the CIT Certificate IV in Education Support course, Classroom Support Assistants learn about the importance of the learning environment and their capacity to influence calm classrooms. (SFAR 10.7) • Where applicable, Behaviour Support plans include considerations for environmental requirements and inclusions, with ongoing work with schools to advise on additional positive alternatives to restraint and seclusion. (SFAR 11.2) 	Principle 5	Element 6



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Give priority to relationships	<ul style="list-style-type: none"> Ongoing collaborative work with EDU and with the Archdiocesan Catholic School Parents body around providing resources for schools to work effectively with parents. (SFAR 6.3) Catholic Education continues to work with community partners to ensure that a suite of resources is available to support students in out of home care and that where required, suspensions are recorded and monitored for students in out of home care (SFAR 6.4) (SFAR 11.5) A continued focus through professional learning on building teacher capacity to meet student need based on Professional Standards for Teachers 1 – Know students and how they learn (SFAR 10.2) 	Principle 4	Element 4
Foster wellbeing	<ul style="list-style-type: none"> Continued implementation of KidsMatter and Mind Matters (SFAR 6.1) Ongoing support provided to schools by Catholic Education around the implementation of school-based (Catholic Education resourced) wellbeing projects. (SFAR 6.1) Further training provided to schools around Collaboration on Student Wellbeing (COSWELL) so that school staff and parents understand the multi-tier model, how to apply research based approaches and the use of data to make decisions. (SFAR 6.1) (SFAR 6.3) (SFAR 10.2) (SFAR 12.3) Catholic Education has developed a partnership with Berry Street Education (Melbourne based). Staff from 25 schools have commenced training with the Berry Street Team. (SFAR 6.1) (SFAR 10.2). Content is relevant for teachers working with students who may: <ul style="list-style-type: none"> struggle with self-control, emotional regulation, poor attachment and relationship skills, chronic stress, or deficits in learning have a prior history of school disengagement experience the effects of chronic stress are trauma-affected or exposed to traumatic stressors need to build personal stamina for independent learning require strategies for personal resiliency 	Principle 6	Element 7
Demonstrate in practice the links between wellbeing, learning and behaviour	<ul style="list-style-type: none"> Continued research has been conducted into the use of Positive Education models as an option for meeting the complex need and challenging behaviours of students, adhering to the principles of being developmentally focused, relationally based, trauma informed, ecologically orientated and include family involvement. (SFAR 6.1) (SFAR 10.2) Review of the processes and practices of the Wellbeing and Diversity team have been undertaken to ensure that proactive approaches are in place for all students, particularly those with complex needs. These have included the team processes, Allocation of Resources, Personalised Planning and the online tool used to determine NCCD levels of adjustment (SFAR 10.2) 	Principle 6	Element 5
Personalise learning	<ul style="list-style-type: none"> Catholic Education conducted a desktop audit of Personalised Plans as part of the NCCD moderation process. (SFAR 10.2) (SFAR 11.2) (SFAR 12.3) Ongoing support and opportunities for professional conversation and learning provided to schools by CECG around the development and implementation of students' Personalised Plans. (SFAR 6.2) (SFAR 10.2) (SFAR 12.3) 	Principle 1	Element 3
Teach to engage and support behaviour	<ul style="list-style-type: none"> Continued implementation of School Wide Positive Behaviour Support in schools. (SFAR 9.1) (SFAR 6.1) (SFAR 6.2) (SFAR 10.2) Engagement with the Berry Street Education team to provide PL to support students with complex needs and challenging behaviours, particularly those experiencing immediate or developmental trauma 	Principle 4	Element 6



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<p>Teach social and emotional skills</p>	<ul style="list-style-type: none"> Continued implementation of Kids Matter and Mind Matters in schools. (SFAR 9.1) (SFAR 6.1) (SFAR 6.2) (SFAR 10.2) An implementation plan has been drafted to undertake a review of reporting of student learning. Catholic Education have begun to develop a set of Principles of Reporting that form the basis for the development of an Archdiocesan Framework for Reporting Student Learning. The development of this Framework has so far involved consultation with the key stakeholders in the education of students: students, parents, principals, and teachers. Discussions have also been held with Catholic Education personnel in the Archdiocese and other dioceses, as well as visits to schools in other educational jurisdictions. While the existing student report provides information for parents on personal and social capabilities, reporting to personal and social/emotional goals will be explicitly developed within the new Reporting Framework. (SFAR 15.2) 	<p>Principle 4</p>	<p>Element 7</p>
<p>Use distinct pedagogies when students need them</p>	<ul style="list-style-type: none"> During the 1st Quarter of 2018, additional negotiations were required to finalise the contract between Catholic Education and ACU for the delivery of the unit in ACU's Graduate Certificate in Education (Inclusive Practices) EDTS617 – Complex Needs and Challenging Behaviours. Eleven sponsored teachers commenced the at the beginning of Semester 1, 2018. (SFAR 13.7) (SFAR 6.1) (SFAR 10.2) (SFAR 13.1) A continued focus for Catholic Education teachers has been helping schools to ensure that all students are able to access and participate in the learning provided by the Australian Curriculum. This is achieved by providing advice as to how the three-dimensional design of the Australian Curriculum may be used to address the learning needs of all students including those with complex needs and challenging behaviours as well as providing examples illustrating how students with diverse needs can access and participate in the Australian Curriculum. (SFAR 6.1) (SFAR 10.2) 	<p>Principle 5</p>	<p>Element 6</p>
<p>Focus on prevention and proactive approaches</p>	<ul style="list-style-type: none"> Catholic Education has continued to provide a range of professional learning options for school leaders around instructional leadership, with continued support for leaders in developing a culture of professional practice around meaningful curricula, pedagogy and assessment. (SFAR 6.1) (SFAR 10.2) During the 1st Quarter of 2018, Catholic Education continued to provide coaching for Principals, Literacy and Numeracy Curriculum leaders as well as Classroom Support Teachers. (SFAR 10.2) As part of school visits Officers continue to work with Principals around addressing the complex issues they face. (SFAR 3.2) Catholic Education staff continue to receive support in understanding their legal obligation through completing the UC Modules on the DDA and the DSE, and school based professional learning delivered by both Catholic Education officers and school based Classroom Support Teachers. (SFAR 3.2) Record and consistently monitor through a newly designed Intranet platform all suspensions in Catholic Education schools, including data on students in out of home care, and information relating to re-entry to school following suspension (SFAR 11.5) Catholic Education includes a focus on Student Centred learning in its Strategic Plan. Three strategic priorities and three key enablers will guide direction and focus over the next three years. The second priority articulates the focus on improving student engagement and learning outcomes 	<p>Principle 2</p>	<p>Element 1</p>



	The National School Improvement Tool is a key document that assists schools in achieving the goals of the Strategic Plan. CE has added a tenth domain within the tool to address the Catholic identity of the school. (SFAR 15.1)		
Adopt systems thinking	<ul style="list-style-type: none"> Throughout the 1st Quarter of 2018, Catholic Education has continued to use professional learning opportunities as an instrument to support the dissemination and embedding of system thinking. Catholic Education Officers with cross-curriculum responsibilities have supported initiative by ensuring that all PL delivered supported the needs of all students. The modes of delivery used were multidimensional to increase participation rates (face-to-face, online, coaching, network meetings, whole system, and whole school). (SFAR 10.3) <ul style="list-style-type: none"> Student Wellbeing (SFAR 10.2) Instructional Leadership (SFAR 6.1) Learning Support teacher networks (SFAR 13.2) Learning Support Teachers – new to the role (SFAR 13.2) (SFAR 13.6) Certificate IV in School Support(SFAR 10.7) (SFAR 13.1) Catholic Education has continued to support access SchoolTVas a resource for families and schools through provision of resources for wellbeing. The online resource allows Catholic Education to support wellbeing around a range of topics. Content is clearly aligned to priorities set by Catholic Education. (SFAR 6.3) (SFAR 13.4) New topics in the 1st Quarter of 2018 include: <ul style="list-style-type: none"> 'Physical Activity & Exercise' (SFAR 6.2) 'Diet and Nutrition' (SFAR 6.2) Catholic Education has developed an implementation plan to review the current policy on School Suspensions, with data gathered on current practice and samples from other Catholic Education Offices around Australia. Focus on restorative practices, school re-entry support and data on students in out-of-home care will also be gathered and recorded. Mechanisms to record data on school suspensions are being developed to ensure consistent monitoring across all CE schools (SFAR 11.5) Through monitoring of behaviour support plans, and collaboration with other Catholic Education teams, evidence of restrictive practices is gathered, recorded, centralised and monitored. Risk management strategies are in place and are used to support the understandings of schools where complex needs and challenging behaviour require additional support (SFAR 11.2) 	Principle 2	Element 4
Actively seek, listen, and respond to the views of students	<ul style="list-style-type: none"> Catholic Education has continued to work collaboratively with ED and AIS colleagues towards the distribution of the Student Voice Resource Kit following the Student Voice forum in 2016, the development of the kit in 2017, in preparation for the Student Voice Kit Launch with the ACT Minister for Education in Term 1, 2018. (SFAR 6.2) 	Principle 4	Element 9
Collaborate at all levels	<ul style="list-style-type: none"> Existing partnerships with ETD and AIS have been continued Students continue to have representation on the Catholic Education Wellbeing & Diversity Reference Group (SFAR 6.2) New partnerships formed with The Canberra Hospital School, ACT Community Services, Community Support Services such as OneLink, and the Australian Research Alliance for Children and Youth. (SFAR 12.3) Catholic Education Officers continued to support schools as additional students are confirmed as NDIS clients. Focus is on linking student goals wherever possible to the learning done within the school setting (SFAR 12.6) 	Principle 7	Element 9



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	<ul style="list-style-type: none"> Development of a draft agreement and Principal Checklist to support externally funded NDIS providers to operate successfully and align with the work of teachers and staff within school communities. Consultation with stakeholders will be undertaken in Term 2, 2018 (SFAR 12.6) 		
Implement change by building on current good practices	<ul style="list-style-type: none"> A review of the case management process is underway with staff working closely with other sections in Catholic Education to ensure a genuine student centred approach to all case management processes and outcomes. Positive behaviour supports and risk management processes are in place to support case management. Officers with Wellbeing and Diversity responsibilities continue to meet on a weekly basis to review case-management referrals. (SFAR 10.2) A forum held in Term 1, 2018 with community services partners and services aimed to build Classroom Support Teacher awareness and capacity in accessing additional services for students and families where necessary (SFAR 6.2) (SFAR 6.3) (SFAR 10.2) (SFAR 12.1) Reporting and documentation processes for incidences of required restrictive practices and suspensions for students with complex needs and challenging behaviours in line with Catholic Education's Safe and Supportive Schools policy (SRAR 11.2) (SFAR 11.5) Provision of Managing Actual and Potential Aggression Training for All Early Career teachers and School Leadership teams where necessary (SFAR 11.2) 	Principle 3	Element 5