



SCHOOLS FOR ALL

Quarterly Report – August 2016

At the commencement of this report Catholic Education wishes to articulate the parameters it will use to ratify the recommendations of the *Schools For All Report*.

These include:

- Catholic Education has clearly established processes to support the recommendation
- Evidence that the recommendation has been adopted and is sustainable at a school level
- Professional learning has been delivered where required

Catholic Education will therefore see a marked increase in the ratification of recommendations in the second and third year of the process. We are committed to the sustainability of all actions taken and need sufficient time to implement and ensure change is taking place before sign-off.'

Governance					
Program	Schools for All Program	Program Director	Patrick Kelly	Executive Sponsor	Maree Williams
<p>Catholic Education Archdiocese of Canberra & Goulburn (CEACG) has continued to ensure that governance structures are in place to support the key principles of the <i>Schools for All Report</i> (2015). While during this reporting period designated Wellbeing and Diversity Officers have continued to take responsibility for all areas identified, these roles have shifted significantly from roles of investigation and development to those of implementation and monitoring. Key changes in governance practices are identified below:</p> <ul style="list-style-type: none"> • Delivery of staff training in the implementation 'Calming' spaces and the creation of these spaces in schools • Officers have delivered training to Principals and Assistant Principals around student voice • Appointment of a Wellbeing & Diversity Officer with experience in the operational processes of the National Disability Insurance Scheme • The CEACG Wellbeing & Diversity Advisory group has met and a CEACG Officer has been appointed to work with student panel members to ensure they have an authentic voice in the group • Updating the Director Catholic Education and Catholic Education Heads of Service on a regular basis • Broadening of the base of those responsible for implementing the recommendations of <i>Schools For All Report</i> by involving Principals. This has included that every Principal has a copy of the <i>Schools For All Report</i> and highlighting the importance of Chapter 5 at the Term 3 Principals Network Meeting 					

Program Objectives
<p>Catholic Education continues to utilise the <i>Schools For All Report</i>, along with the CEACG Principals of Pedagogy & Wellbeing and Diversity Framework to address the needs of all students including those with complex needs and challenging behaviours. While there has been a clear focus on addressing the fundamental ideas and foundational principles at the heart of a genuine student-centred vision, Catholic Education has also linked its response to the <i>Schools For All Report</i> to the broader work of the Religious Education & Curriculum Team. Through its work with school leaders Catholic Education is acknowledging the role of the <i>Instructional Leader</i>, in creating school cultures where beliefs, relationships and attitudes are supportive and reflective of the needs of all within the community.</p>

The objectives for the period continue to include:

- Building the capacity of school staff to respond appropriately to the needs of students
- Ensuring that the best interests of students is a part of all decisions being made
- Building the capacity of Learning Support Teachers while at the same time respecting the commitment they are making
- Continuing to implement system based support structures for schools to better address the complex needs and challenging behaviours of students
- Continued collaboration within schools and with external agencies
- Explicitly drawing links between wellbeing and pedagogy in all aspects of Catholic Education's response to *Schools For All*
- Review of current processes to ensure response times are timely and prompt

Critical Success factors for this period

- Increased awareness of the critical messages from the *Schools For All Report* amongst Principals
- Release of the Wellbeing & Diversity Framework
- Professional learning developed and offered to all schools around Calming Spaces
- Involvement of Catholic Education staff and students in the cross-sectoral Youth Forum
- Finalisation of the Terms of Reference for the Wellbeing & Diversity Advisory Group
- Delivery of professional learning to Learning Support Teachers around their role in addressing the recommendations of the *Schools For All Report*
- Additional work conducted with schools on the use of personalised plans as tools for responding to student need
- Shift in focus of the Nationally Consistent collection of Data from one of compliance to one of responding to student needs
- Stage 2 of up skilling of Learning Support Teachers around key aspects of the *Schools for All Report*
- Continued representation on cross-sectoral *Schools for All* committees
- Continued response to Wellbeing & Diversity referrals
- Building capacity of teachers around elements of learning environments and student wellbeing
- Build capacity of targeted schools around de-escalation strategies for students with complex behaviours
- Commence second cohort of LSA with regards to completing a Certificate IV in School Support
- Reducing wait times for psychometric assessments through a partnership with Catholic Care

Current Initiatives for Responding to the Schools for All Report

The broader processes adopted for system cultural change during reporting period

Catholic Education has continued to use existing System processes to respond to the *Schools For All Report*. As such, only a brief overview of these has been included in this quarterly report.

Principles of Pedagogy

Catholic Education has used the language and intention of the seven *Principles of Pedagogy* to respond to the *Schools For All Report*

Collaboration on Student Achievement Model (COSA+)

Officers have continued to work alongside Principals and teachers to draw together key aspects of wellbeing and pedagogy in responding to student needs. The focus of the officers has continued to be the utilisation of an inquiry approach in classrooms.

Student/School Engagement Teams (case management approach)

During this reporting period Student/School Engagement Teams have responded to in excess of 120 referrals from schools. These referrals have included requests for a range of assessments to support planning processes as well as advice on ways to respond to student needs. Support has been provided to teachers in a variety of areas with the most common requests being made around trauma, behaviour, and student engagement.

Professional Learning Opportunities:

Online Learning (OLT)

Catholic Education has delivered additional Managing Student Behaviours, Autism Spectrum Disorder and Speech,

Language and Communication Difficulties courses.

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

While Learning Support Teachers have participated in an additional training opportunity during this reporting period, the real benefits that are emerging relate to the professional community they have formed to support each other. Several of those involved in the program have visited each-others schools as well as visiting schools with experienced practitioners.

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

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

Early Learning Initiative (ELI)

Early Learning Initiative has continued to focus on developing the capacity of teachers to improve literacy and numeracy in K-2 and educate parents/carers in effective ways to assist their children at home with literacy and numeracy. Additional Early Learning Initiative teachers have been appointed in this quarter. This initiative responds to the key elements of student centred learning as identified in Chapter 5 of *Schools for All*. Twenty-three of our schools are currently involved in this initiative with another cohort being trained next semester.

Wellbeing and Diversity Agenda:

Wellbeing Projects

Schools have continued to roll out the Wellbeing projects and anecdotal evidence indicates that these projects are having a positive influence on the wellbeing of staff and students.

Key areas for the projects continue to address:

- Whole school professional learning (KidsMatter, MindMatters and SWPBS)
- Student, staff and family wellbeing
- Allocations to allow additional time for staff to respond to the wellbeing of students.
- Supporting parent engagement

Archdiocesan Wellbeing & Diversity Framework

The Archdiocesan Wellbeing and Diversity Framework was released to schools in this reporting period. Key functions of the Framework include that it:

- Supports whole school communities to build respectful schools
- Respect on the Gospel values that underpin Catholic Education
- Provides of a platform to continue to enhance current wellbeing and pedagogical practices in schools
- Connects wellbeing & pedagogical practices
- Provides of a resource linked to the National Schools Framework
- Is a resource that provides a whole school approach
- Provides of a comprehensive range of evidence informed practices

Stakeholder Management

- Catholic Education Officers continue to liaise with a range of external agencies
- The Wellbeing & Diversity Advisory Group met on September 1
- During this reporting period Catholic Education has continued to expand its relationships with external agencies by working more closely with Catholic Care in order to provide additional assessment services to schools

Risk Management			
Risk description	Perceived Risk Level (as below)	Avoidance and Mitigation	Resultant risk level (as below)
an unauthorised use of restrictive practice	High	<ul style="list-style-type: none"> Review of CE policies around the use of restrictive practices. Ensure processes for reporting the use of restrictive practices are clear and adhered to. Conversations with School Services to ensure that CE staff working with principals raise this issue with each principal. Religious Education & curriculum Officers to have conversations with Learning support teachers around the use of restrictive practices. Offer all schools who have the potential to require the use of restrictive practices access to the Managing Aggression or Potential Aggression course. 	Medium
Potential barriers in communicating <i>Schools for All</i> initiatives to all Catholic Education staff and parents	Low	<p>Pre-existing strategies</p> <ul style="list-style-type: none"> Develop links with Archdiocesan parent committee Offer parent workshops <p><i>(This area no longer has a perceived high risk as most of the Avoidance and Mitigation strategies recommended in the last report were implemented successfully)</i></p>	Low
Capacity of Catholic Education officers to meet the demands of <i>Schools for All</i> recommendations while continuing with current areas of responsibility	Medium	<p>Pre-existing strategies</p> <ul style="list-style-type: none"> Support for officers to manage case-loads Building officer capacity through cross-sector involvement <p>Additional strategies from current reporting period</p> <ul style="list-style-type: none"> Provide clearer guidelines to officers around case management Utilise videoconferencing facilities when attendance is not critical Review the place of subsidiarity within the model <p><i>(While most of the Avoidance and Mitigation strategies recommended in the last report were implemented successfully, the risk level in this area remains at medium due to the increased volume of referrals that are coming through the case management process. Additional avoidance and mitigation strategies have been added)</i></p>	Low
Resourcing of the initiatives beyond 2016	Very High	<p>Pre-existing strategies</p> <ul style="list-style-type: none"> Seek additional resourcing to support initiatives Develop clear processes for allocating additional resources <p>Additional strategies from current reporting period</p> <ul style="list-style-type: none"> Preparation of budget proposals for 2017 Review the processes used to distribute resources 	Medium
Level of parent/ carer involvement	Med	<ul style="list-style-type: none"> Parent meetings to be arranged Senior Officer Wellbeing & Diversity to be first point of contact for key parental issues Where applicable, Wellbeing & Diversity officers to support the enrolment process of students with complex needs and challenging behaviours <p><i>(While some of the Avoidance and Mitigation strategies recommended in the last report were implemented successfully,</i></p>	Low

		<i>the risk level in this area remains at medium due to a need to further address some of the Avoidance & mitigation strategies))</i>	
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Resource Management

Budget Resources

While additional resources were allocated by Catholic Education to support specific aspects of the Schools For All Report, resources allocated within the 2016 budget process have continued to be used to support the case-management model of support as well as additional professional learning opportunities for school based staff.

The budget process for 2017 has commenced during this reporting period and proposals to support the continued roll-out of *Schools For All* are currently under consideration.

Human Resources

Key changes to human resources within this reporting period include:

- Expansion of staff available to support schools with School Wide Positive Behaviour Support
- Additional staff trained as trainers in Management of Actual or Potential Aggression
- Accessing additional Psychologists through Catholic Care
- Working with Catholic Care re the provision of support for 'Non-Attendance'
- Change in personnel responsible for supporting students with complex behaviours (resulting in staff member with greater understanding of NDIS)

Information Resources

During this reporting period the following processes have continued.

All documents created as part of Catholic Education's response to *Schools for All* are managed in accordance with relevant privacy and confidentiality requirements. All key documents are approved by both the Senior Officer Wellbeing & Inclusion as well as by the Service Area Heads responsible for particular recommendations. All such documents are stored electronically on the Catholic Education electronic portal (TRIM). Head of Service for Religious Education & Curriculum Services provides an update to the Director of Catholic Education on a weekly basis. Principals are provided with progress updates.

Additional copies of *Schools for All* publication were printed for circulation to all principals.

Documentation collected during this period included:

- Surveys on Learning Support Assistant hours of work
- Classroom environment audits
- Assessment reports from external consultants
- Additional data on participants completing various training (DSE)
- Continued reviews of Personalised Plan as part of the case-management process
- Collection of data for the NCCD

Documents created/reviewed/ finalised in this period:

- Archdiocesan Wellbeing & Diversity Framework (Finalised and circulated)
- Supportive, Safe and Respectful Schools Policy (Finalised)
- Students with Disabilities – Identification & Support Policy (In final draft)
- Calming Spaces training package
- Fostering Student Voice

Legal advice sought on the following during this period:

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

Project Dependencies	Impact on Program	Status at present
Availability of Catholic Education Officers	Increase in officers required to respond to case-management referrals	Additional use of external consultants is addressing the increased need for case-managers Working with Catholic Education is providing access to additional assessment opportunities
Cross-sectoral meetings	Allows for the coordination of responses in areas impacting on all sectors in the ACT	Catholic Education continues to have representation on a range of cross-sectoral meetings. Some of these have been cancelled and rescheduled when Catholic Education staff are unavailable
Financial Resources	LSA Certificate IV courses have commenced Schools are currently implementing Calming Spaces initiative Purchase of Schools For all report for all principals	Resources continue to be provided for these projects
Professional Learning for Catholic Education Officers	Some elements of the response to <i>Schools for All</i> have required training at system and school level	Training provided in this period included: <ul style="list-style-type: none"> • Managing Trauma • Non Violent Crisis Intervention • Meeting the needs of students with specific disabilities • LSTs new to the role
Broader Community Involvement	To ensure Catholic Education response to <i>Schools for All</i> is aligned to current student/school/family needs, consultation has continued with the broader community	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	REMAINS A FOCUS FROM PREVIOUS REPORTING PERIOD A key priority for all actions taken in this period is the sustainability beyond the initial response period. Subsidiarity a key consideration, as actions taken by Catholic Education will need to be adopted and sustained at a school level.	REMAINS A FOCUS FROM PREVIOUS REPORTING PERIOD The Key Initiatives undertaken by Catholic Education including the Case Management model, the <i>Principles of Pedagogy</i> and the <i>Archdiocesan Wellbeing & Diversity Framework</i> continue to ensure that there is a common language and purpose. This common language and purpose transcends the recommendations themselves, to create cultural change.

PROJECTS

Each of the Principles of Pedagogy and the Elements of the Catholic Education Wellbeing & Diversity Framework apply across all elements of the *Schools for All Report*, some of the principles are more closely linked to particular areas identified in Chapter 5. As such these will be indicated at appropriate points in this document.

Catholic Education Principles of Pedagogy

Principle 1: Everyone can Learn

Principle 2: Assessment informs teaching & learning

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

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

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

Principle 6: Positive Educational environments empower learning

Principle 7: Learning is inspired and celebrated in community

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 & procedures

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

Element 7: Student engagement & student support

Element 8: Early Intervention & targeted support

Element 9: Partnerships with Parish, families and community

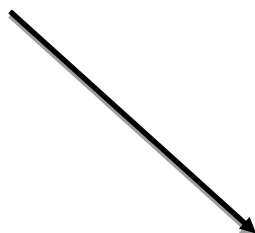
Element 10: Active wellbeing

Performance against Principles of Pedagogy and Sections 5.2 & 5.3 of Schools for All 9 the elements of the Wellbeing & Diversity Framework

Strengthening the emphasis on student-centred schools

Through a variety of initiatives Catholic Education has continued to focus on addressing student /school and/or family needs in a timely and targeted manner. In responding to each referral officers from the Wellbeing & Diversity Team have not only considered information provided directly from the online referral process, but have also reviewed each students personalised plan. The primary reasoning for this is that the team acknowledges the link between wellbeing and pedagogy. In responding to student centred learning Catholic Education acknowledges the links between belonging, engagement and achievement. When we address these through effective pedagogies, student wellbeing is at the heart of what we do.

STUDENT & STAFF WELLBEING



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

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

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

- Element 1: Leadership and commitment to wellbeing

Performance against outputs

Officers within the Wellbeing & Diversity Team have responded to 120 case-management referrals made by teachers and Principals in this quarter alone. These referrals are classified in two distinct categories 1) requests for assessment and 2) request for advice. Currently data is showing an increase in the number of referrals and this has been attributed to two key areas 1) staff anxiety around getting things right, and staff stress. This has resulted in additional work with school based Learning Support Teachers working more closely with staff when lodging referrals as well as a review of the referral process itself. Currently an Officer from Catholic education is analysing the data that has been collected from referrals to inform future processes. Catholic education will be interested in seeing what the data shows around teacher understanding of disability and behaviour as well as teacher perceived levels of self-efficacy when working with students with complex needs and challenging behaviours.

Apart from the increase rate of referrals, one of the most distinct changes that has taken place in this period has been the increased need for Student/Student Engagement Teams (SSET) to support struggling parents. While the SSETs have worked with the schools and parents to support student belonging, engagement and achievement at school, several parents / carers have received support connecting with external agencies.

To support the increase in referrals Catholic Education accessed additional support from specialist consultants. These consultants were involved in both case-management and coaching of Catholic Education Staff.

Parents now have an opportunity to access a psychologist based at Catholic Care if they either wish to reduce the wait time for an assessment or request a different assessor.

The Catholic Education Supportive and Respectful Schools has been released

The Students with Disabilities – Identification & Support Policy continues to be finalised as Catholic education is seeking to have one policy for its ACT and NSW schools.

The Wellbeing and Diversity team continue to meet weekly to discuss referrals and discuss progress of students with complex needs and challenging behaviours. During this reporting period external consultants have attended these meetings to provide specialist advice to



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

Pursuing a student-centred vision through identifying individual needs

Catholic Education continues to implement a range of strategies to ensure that individual student needs are addressed. The current case-management model is the prime way officers from Catholic Education will engage with schools and families. Case-managers will work with other members of Student/School Engagement Teams to ensure that all planning processes respond to the individual needs of particular students. This continues to be achieved through the implementation of a variety of processes including:

- Identifying student strengths
- Reviewing personalised plans
- Seeking additional assessments where required
- Reviewing NDIS Plan
- Seeking additional information from students, families and schools

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 & 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 & procedures
- Element 7: Student engagement & student support
- Element 8: Early Intervention & targeted support
- Element 9: Partnerships with Parish, families and community
- Element 10: Active wellbeing

Schools for All recommendations addressed through pursuing a student-centred vision through identifying individual needs

Performance against outputs

Phase 2 of an audit has been completed to identify staff in the Archdiocese who have completed all 8 Disability Standards for Education modules. Principals have been advised of staff who are yet to complete particular DSE modules.

Staff identified through the audit are being provided opportunities to complete the modules. Staff new to the System as well as early career teachers have received support in completing the modules.

In the last quarter an additional 30 teachers have completed OLT on-line courses from the UK with an additional 12 teachers well underway with their course components.

Officers who have completed the Non-Violent Crisis Intervention Course have supported targeted schools who have been addressing complex behavioural needs of students

Planning has commenced for all other officers on the Wellbeing & Diversity Team to participate in the Managing Actual & Potential Aggression course


All referrals/cases regarding students with complex needs continue to be reviewed and actioned on a weekly basis


Additional consultants are being accessed by Catholic education to ensure advice given to schools is best practice

A review of the advice given to parents after diagnostic assessments will result in a change in documentation provided to families

A review of the way personalised plans are used to identify and address the individual needs of a student is underway. Where appropriate, the process will ensure that there is greater links between goals set within NDIS plans and school based plans. The review is also analysing the degree to which 'student voice' is represented in the goal setting process



<p>Pursuing a student-centred vision through the provision of safe and orderly environments</p>	<p>Performance against Principles of Pedagogy and Sections 5.2 & 5.3 of Schools for All</p> <p><i>Pursuing a student-centred vision through the provision of safe and orderly environments</i></p> <p>There has been extensive collaboration with schools in the creation of positive environments that are required to sustain the student wellbeing. Key work in this area has involved working directly with schools around the creation of such environments.</p> <p>Key Principles of Pedagogy central to providing safe, orderly environments</p> <p>Principle 1: Everyone can Learn Principle 4: Positive Relationships are at the heart of effective teaching Principle 6: Positive educational environments empower learning</p> <p>Elements of Wellbeing & Diversity Framework used to strengthen the emphasis on student-centred schools</p> <p>Element 1: Leadership and commitment to wellbeing Element 2: A supportive and connected school culture Element 3: Policies, structures & procedures Element 10: Active wellbeing</p> <p>Schools for All recommendations linked to these actions</p> <p>Recommendation: 7.1 Recommendation: 8.1 Recommendations: 11.1, 11.5</p>	<p>Performance against outputs</p> <p>Audits on current development and usage of calming spaces at a school level have been completed</p> <p>Professional learning has been delivered to Principals and school leaders around effective use of calming spaces in creating <i>Positive Educational Environments</i></p> <p>Positive Educational environments have a designated tab on Catholic Education’s Wellbeing & Diversity intranet page.</p> <p>Professional readings around the effective use of Calming Spaces have been provided to schools</p> <p>A range of support documents and templates have been provided to schools, including:</p> <ul style="list-style-type: none"> • Classroom report/audit template • Principal’s school report template • Principle 6 Audit checklist • Overview of Calming Spaces roll out process <p>After following the Calming Spaces roll out process, schools have commenced accessing resources provided by Catholic Education to support the implementation of calming spaces in classroom across the Archdiocese</p> <p>Workshop held with all Principals on the development of Calming Sensory Places in Schools</p>	
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Pursuing a student-centred vision giving priority to relationships	<p>Performance against Principles of Pedagogy and Sections 5.2 & 5.3 of Schools for All</p> <p>Pursuing a student-centred vision giving priority to relationships</p> <p>In this the third quarter of the Schools for All Catholic Education has continued to ensure that the development of effective relationships both within the classroom and between families and schools remains a priority. One key priority for this quarter has been to support improved relationships in the home, as these impact on students’ sense of belonging, achievement and engagement at school.</p> <p>Key Principles of Pedagogy central to giving priority to relationships</p> <p>Principle 4: Positive Relationships are at the heart of effective teaching</p> <p>Principle 7: Learning is inspired and celebrated in community</p> <p>Elements of Wellbeing & Diversity Framework used to strengthen the emphasis on student-centred schools</p> <p>Element 2: A supportive and connected school culture</p> <p>Element 5: Positive behaviour approaches</p> <p>Element 6: Engaging school learning & teaching</p> <p>Element 7: Student engagement & student support</p> <p>Element 9: Partnerships with Parish, families and community</p> <p>Element 10: Active wellbeing</p> <p>Schools for All recommendations linked to these actions</p> <p>Recommendation: 4.1</p> <p>Recommendations: 6.3, 6.4</p> <p>Recommendation: 12.6</p>	<p>Performance against outputs</p> <p>Catholic Education continues to work with external providers including National Disability Insurance Scheme provider to ensure students have access to the services they require</p> <p>In this period a new partnership has been established with Catholic Care to further reduce waiting times for psychometric assessments</p> <p>The Wellbeing and Diversity Advisory group met for the first time in this reporting period. This group is providing a platform for Catholic Education to problem solve with other school and community partners, utilising the expertise, to resolve service issues. Key functions of the group have included:</p> <ul style="list-style-type: none"> • Reviewing service recommendations for addressing the Wellbeing and Diversity needs of students, schools and families across the Archdiocese. • Ensuring the key elements of the Principles of Pedagogy and the Wellbeing & Diversity Framework are a part of decision making processes • Identifying gaps in current System practices and communicate them to Religious Education & Curriculum Services. <p>Over 200 case-management responses continue to provide opportunities for officers to support and develop relationships between students, teachers, parents, external agencies and the wider school community.</p> <p>Guidelines are being implemented to ensure effective relationships exist between schools, families and National Disability Insurance Scheme providers.</p> <p>Video conferencing is currently being explored as a way of responding in a timelier manner to teacher requests.</p>	
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Performance against Principles of Pedagogy and Sections 5.2 & 5.3 of Schools for All

Pursuing a student-centred vision through fostering wellbeing

A communication and engagement strategy has been developed that clearly outlines Catholic Education’s priorities for embedding the Framework over the next twelve months. Key messages include:

- There is a dynamic and essential relationship between wellbeing & pedagogy
- There are 10 key elements that support school communities in their wellbeing work
- The Wellbeing & Diversity Framework is a platform to help schools build on their current approaches wellbeing & pedagogy for all
- The Wellbeing & Diversity Framework adopts evidence based approaches to guide schools with the implementation of wellbeing & diversity practices
- Everyone has responsibility to build safe, supportive and respectful schools

Key Principles of Pedagogy central to fostering wellbeing

- Principle 1: Everyone can Learn
- Principle 2: Assessment informs teaching & learning
- Principle 3: A deep understanding of curriculum provides content and context for learning
- Principle 4: Positive Relationships are at the heart of effective teaching
- Principle 5: Holding high expectations of learners is a commitment to justice
- Principle 6: Positive educational environments empower learning
- Principle 7: Learning is inspired and celebrated in community

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 & procedures
- 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
- Element 7: Student engagement & student support
- Element 8: Early Intervention & targeted support
- Element 9: Partnerships with Parish, families and community
- Element 10: Active wellbeing

Performance against outputs

The Archdiocesan Wellbeing and Diversity Framework has been published and circulated to all schools

The Framework has been delivered to all schools

Professional learning around the Framework has commenced, with an initial focus on orientating principals to the document

A professional learning opportunity has been developed for Learning Support Teachers (LST) and will be delivered at the LST Schools For All Network day on September 20

25 schools in the ACT continue to address whole school wellbeing through the Catholic Education Wellbeing Projects Grants.

Additional external consultant has been contracted to support schools with SWPBS program implementation

Additional workshops held in targeted schools to address the impact trauma has had on students in the classroom.

Access to additional psychological services is now in place.

Several schools have commenced working with catholic care around the development of group based therapy for school non-attenders

Catholic Education have shared the resources and professional learning they developed around the appropriate use of calming with the Education & Training Directorate.

A Psychologist from Catholic Education has met with Psychologists from two independent schools around the use of iPads as a means of reducing student anxiety during assessments.

Participation on Out of Home Care Working Group continues



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

Pursuing a student-centred vision through personalised learning

Catholic education continues to be committed to supporting schools in providing personalised learning opportunities for all of its students. Catholic education is working closely with schools through a focus on inquiry learning to tailor student learning needs and to support the development of their personal passions and interests.

Personalised learning is about rigorous structures with high learning expectations supported by high levels of monitoring and intervention within a range of flexible learning environments.

Key Principles of Pedagogy central to personalising learning

- Principle 1: Everyone can Learn
- Principle 2: Assessment informs teaching & learning
- Principle 3: A deep understanding of curriculum provides content and context for learning
- Principle 4: Positive Relationships are at the heart of effective teaching
- Principle 5: Holding high expectations of learners is a commitment to justice
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Elements of Wellbeing & Diversity Framework used to strengthen the emphasis on student-centred schools

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- Element 10: Active wellbeing

Schools for All recommendations linked to these actions

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

Performance against outputs

Professional learning opportunities have continued to be offered to classroom teachers, learning support teachers and Learning Support Assistants

Officers have worked closely with schools on classroom layouts to support the flexible use of the classroom space

Classroom learning resources are being organised across the school to allow students immediate access to the learning materials that they need.

Quality literature that addresses the needs of all students is in all classrooms

Significant work has commenced to ensure students are heard through classroom meetings, individual conferences and Student Forums.

COSA+ Officers are working alongside school staff to develop an understanding of the learning process and how connections to the 'real world' are powerful outcomes for a student who has had the opportunity to make sense of their learning, achieve success and be optimistic about their future as a learner.

Our work in personalising learning is to achieve the learning outcomes through an inquiry approach so that all students have deep conceptual understandings

15 schools participated in the Youth Forum.

Continuation of case-management model in response to individual student referrals





Pursuing a student-centred vision through using distinct pedagogies when students need them

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

Pursuing a student-centred vision through using distinct pedagogies when students need them

Classroom teachers continue to be best placed to engage in effective pedagogical practice. When they select and use high quality resources and/or approaches to address the needs of all students including those with complex needs and challenging behaviours, students are more likely to experience success.

Catholic Education acknowledges that effective Principals must set high expectations across the school that effective teaching strategies will be used, and will act as instructional leaders in communicating, promoting and modelling evidence-based approaches.

Teachers must set high expectations for every student’s progress and ambitious targets for improving classroom performances. They must also implement teaching methods that have been shown to be effective in promoting successful learning for all.

Teachers must also work to build students’ beliefs in their own capacities to learn successfully and their understandings of the relationship between effort and success. This may be achieved through regular and timely feedback to students in forms that make it clear what actions students can take to make further learning progress.

Key Principles of Pedagogy central using distinct pedagogies when students need them

- Principle 1: Everyone can Learn
- Principle 2: Assessment informs teaching & learning
- Principle 3: A deep understanding of curriculum provides content and context for learning
- Principle 4: Positive Relationships are at the heart of effective teaching
- Principle 5: Holding high expectations of learners is a commitment to justice
- Principle 7: Learning is inspired and celebrated in community

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

Element 7: Student engagement & student support

Performance against outputs

The case management model continues to ensure that the teachers, parents and external agencies have engaged in conversations around the most appropriate pedagogies required to support the needs of additional students that have been referred to the Wellbeing & Diversity team

External consultants have worked with in excess of twenty teachers, Learning Support Assistants and school executives to build capacity in identifying and implementing pedagogies that are appropriate to students’ specific needs

On-line learning courses continue to be delivered in the areas of students with: challenging behaviours; speech, language and communication difficulties; sensory hearing loss; motor difficulties; and Autism Spectrum Disorder. In this quarter fifty teachers and ten Learning Support Assistants have completed courses.

Certificate IV courses in School Support have commenced for LSAs

Catholic Education is working closely with the Independent Education Union re supporting LSAs engaging with Certificate IV courses

Proposed scholarships for teachers with interests in studies around addressing the complex needs and challenging behaviours of students have been included in 2017 budget proposals

Communications continue with University of Canberra and Australian Catholic University around teacher training

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 critical part of improving developmental and educational results for students with complex needs and challenging behaviours continues to be the use of effective early intervention and pro-active approaches.

With the National Disability Insurance Scheme gaining more momentum schools are developing increasing partnerships with external agencies.

Catholic Education continues to respond to the changing needs of students, schools and families by researching other approaches to the implementation of proactive responses to continuing and emerging needs.

Key Principles of Pedagogy central to focusing on prevention and proactive approaches

- Principle 1: Everyone can Learn
- Principle 2: Assessment informs teaching & learning
- Principle 3: A deep understanding of curriculum provides content and context for learning
- Principle 4: Positive Relationships are at the heart of effective teaching
- Principle 5: Holding high expectations of learners is a commitment to justice
- Principle 6: Positive educational environments empower learning
- Principle 7: Learning is inspired and celebrated in community

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
- Element 7: Student engagement & student support
- Element 8: Early Intervention & targeted support
- Element 9: Partnerships with Parish, families and community

Schools for All recommendations linked to these 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

*Again in this period many of the performance outputs for this section have previously been mentioned although it is important to identify them to illustrate the inter-connectedness of the **Principles of Pedagogy, the wellbeing & diversity Framework and the Schools for All Report***

- COSA+
- Case Management Model
- Teacher and Learning Support Assistant training (now commenced)
- Implementation of the Principles of Pedagogy
- Changes to Personalised Plans
- Implementation of KidsMatter, MindMatters and School Wide Positive Behaviour Support in schools
- Allocation of additional staff to Wellbeing & Diversity team

Additional performance outputs met in this period:

- Publication and circulation of the wellbeing & Diversity framework
- Additional consultants contracted to aid in the identification of student needs
- Consulting with Catholic care for additional counselling support services
- Catholic Education has registered staff for training in the Crisis Prevention Institute’s Management of Aggressive or Potential Aggression course





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

Through a variety of *Schools For All* initiatives, student voice is increasingly being recognised as an important component of shared decision-making in primary and secondary schools. The Catholic Education response to *Schools For All* officers from Catholic Education are calling on classroom teachers and school leaders to reach out to the students, inviting them to participate on formal committees and tapping their opinions in an effort to shape educational policies and practices.

Initial findings are reiterating the notion that students are a valuable resource for improving school climate and academic quality. Through increasing student voice schools have an opportunity to respond to the notion that when distributed leadership recognises the opinions of students, they see themselves as capable and valued members of a school community who can help initiate and implement educational change.

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 & learning
- Principle 4: Positive Relationships are at the heart of effective teaching
- Principle 5: Holding high expectations of learners is a commitment to justice
- Principle 6: Positive educational environments empower learning

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

- Element 1: Leadership and commitment to wellbeing
- Element 2: A supportive and connected school culture
- Element 7: Student engagement & student support
- Element 10: Active wellbeing

Schools for All recommendations linked to these actions

Recommendation: 6.2

Performance against outputs

Students and teachers from Catholic Education schools participated in the cross-sectoral Youth Forum

A mentor has been appointed to support students who are participating as part of the Catholic Education Wellbeing & Diversity Advisory Group

Students from several of the schools who attended the Youth Forum have met with members of school executives to talk about what occurred on the day including ways to increase opportunities to seek and respond to student voice.

Students have been consulted around the creation of calming spaces in their schools

Results from a system wide school satisfaction survey tool are currently being collated. This survey included a significant opportunity seek student input

A workshop was developed and presented to all principals around the key elements and importance of student voice.



Pursuing a student-centred vision through collaboration at all levels

Pursuing a student-centred vision through collaboration at all levels

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

Collaboration around addressing the behavioural needs and complex behaviours does not occur naturally; it has the potential to run against prevailing norms of teacher isolation and the busyness of teachers.

Catholic education continues to support schools and individual teachers with processes and practices that support collaborative practices. Catholic Education is providing opportunities for teachers to build their collaboration skills. With little time and competing agendas in schools, Catholic Education is ensuring that the right person is always available to support the collaborative processes being undertaken.

Key Principles of Pedagogy central collaboration at all levels

- Principle 1: Everyone can Learn
- Principle 4: Positive Relationships are at the heart of effective teaching
- Principle 7: Learning is inspired and celebrated in community

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

- Element 2: A supportive and connected school culture
- Element 8: Early Intervention & targeted support
- Element 9: Partnerships with Parish, families and

Schools for All recommendations linked to these actions

- Recommendations: 4.1
- Recommendations: 6.1
- Recommendations: 15.2

Performance against outputs

Case-Management of student via the Wellbeing & Diversity referral process continues to be the primary support structure for home/ school collaboration.






A full review of reporting on student progress is currently underway, with a view of implementing a reporting format in 2017 (continuing action)

Training has been provided to learning support teachers to incorporate behaviour and safety plans within the current personalised plan (continuing action)





Collaboration continues with the following people, organisations and associations:

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

Summary of status against individual recommendations	
Recommendation 3.2: That Education Directorate, Catholic Education, and each Independent School, develop practical and readily accessible guidelines to enable school leaders and staff to understand and comply with their core legal obligations with respect to human rights, discrimination, work health and safety, and privacy; including how to reconcile potentially competing obligations.	
Recommendation 4.1: That Education Directorate, Catholic Education, and each Independent School, review their policies and procedures with respect to students with complex needs and challenging behaviour to ensure that all schools have a comprehensive suite of relevant policies and procedures	<input checked="" type="checkbox"/>
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.	<input checked="" type="checkbox"/>
Recommendation 6.2: That Education Directorate, Catholic Education, and each Independent School, develop and promote tools to assist all schools to meaningfully and regularly consult with all students about (a) their experiences at school; (b) decisions that affect them at school; and (c) the operation of the school.	
Recommendation 6.3: That Education Directorate, Catholic Education, and each Independent School, develop and promote practical resources to assist all schools to effectively engage with parents/carers of students with complex needs and challenging behaviour	
Recommendation 6.4: That Education Directorate, Catholic Education, and Association of Independent Schools ACT, negotiate a partnership agreement or Memorandum of Understanding with the Community Services Directorate to better meet the needs of students who live in out of home care, drawing on models such as the Victorian 'Out of Home Care Education Commitment'.	
Recommendation 8.1: That Education Directorate, Catholic Education and each Independent School, ensure that all existing schools have safe, calming/sensory spaces that are appropriate to meet the needs of students with complex needs and challenging behaviour.	
Recommendation 8.2: That Education Directorate, Catholic Education and each Independent School, ensure that the design briefs for all new schools follow principles of universal design, and include an appropriate range of learning areas and facilities to meet the needs of students with complex needs and challenging behaviour. These may include flexible classroom areas with adjacent small group learning spaces, and inclusive playgrounds, as well as safe, calming/sensory spaces	
Recommendation 9.1: That Education Directorate, Catholic Education, and each Independent School, (a) endorse School-Wide Positive Behavioural Support; (b) resource and support schools to implement the program for a minimum of three years; and (c) evaluate the success of the program.	
Recommendation 10.2: That Catholic Education monitor and evaluate the outcomes of the Wellbeing and Inclusion Team Program currently being introduced in Catholic School	
Recommendation 10.7: That Education Directorate, Catholic Education, and each Independent School, commit to the professionalisation of Learning Support Assistants and ensure that by 2018 (a) all Learning Support Assistants hold, or are in the process of obtaining, at least a Certificate IV in School Age Education & Care or equivalent; and (b) all Learning Support Assistants working in a Learning Support Unit or specialist school hold, or are in the process of obtaining, at least a Certificate IV in Education Support or equivalent.	
Recommendation 11.1: That Education Directorate, Catholic Education, and each Independent School, develop practical guidelines on the appropriate use of voluntary withdrawal spaces, seclusion, and physical restraint.	<input checked="" type="checkbox"/>
Recommendation 11.2: That Education Directorate and Catholic Education establish procedures that (a) enable Education Directorate and Catholic Education to approve and monitor any behaviour support plans that propose the use of restrictive practices for an individual student; (b) require member schools to report each occasion of the use of restrictive practices to a nominated officer within Education Directorate or Catholic Education; and (c) monitor the use of restrictive practices and identify trends in order to inform service improvement.	
Recommendation 11.5: That Education Directorate, Catholic Education, and each Independent School, provide alternative options to out-of-school suspension where appropriate and possible, including in-school suspensions with temporary additional staffing or support	
Recommendation 12.1: That Education Directorate, Catholic Education, and each Independent School (a) develop and implement a case management framework for students with complex needs and challenging behaviour; and (b) support all schools to identify or recruit suitably qualified staff to act as case managers, including, for example, social workers, welfare officers, and/or community development workers.	<input checked="" type="checkbox"/>
Recommendation 12.3: That Education Directorate, Catholic Education, Association of Independent Schools ACT, the Community Services Directorate, and ACT Health, collaboratively develop mechanisms to ensure that service provision with respect to children and young people with complex needs and challenging behaviour, and their families, is offered in a strategic and client focused manner and demonstrates effective communication among all parties.	
Recommendation 12.6: That Education Directorate, Catholic Education, and each Independent School, develop guidelines which regulate access to schools by National Disability Insurance Scheme service providers.	
Recommendation 13.1: That Education Directorate, Catholic Education, and Association of Independent Schools ACT, liaise with the Australian Catholic University (Canberra Campus) and the University of Canberra to review and improve the theoretical and practical relevance of teacher education units with respect to teaching students with complex needs and challenging behaviour.	
Recommendation 13.2 That Education Directorate, Catholic Education, and each Independent School, ensure that the program of induction for all permanent and temporary teachers includes components on the teaching of students with complex needs and challenging behaviour.	<input checked="" type="checkbox"/>

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.	<input checked="" type="checkbox"/>
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	<input checked="" type="checkbox"/>
Recommendation 13.6: That Education Directorate and Catholic Education develop and implement a formal program of professional supervision to support staff working with students with complex needs and challenging behaviour, with priority for those staff who work in Learning Support Units and Centres.	
Recommendation 13.7: That Education Directorate, Catholic Education, and each Independent School, (a) prioritise scholarships and sabbaticals for school leaders and teachers to undertake formal study in relation to students with complex needs and challenging behaviour; (b) create opportunities for school leaders and teachers to visit and see in action practices in schools with a reputation for creative and resourceful approaches to teaching students with complex needs and challenging behaviour; and (c) create opportunities for these school leaders and teachers to become mentors and facilitators within networks, sectors, and schools.	
Recommendation 15.1: That Education Directorate and Catholic Education, and each Independent School, make clear in their strategic plans a) how their student-centred vision and principles are operationalised with respect to priorities, targets and indicators; and b) how the various components, services and programs that they provide contribute to the implementation of their student-centred vision.	
Recommendation: 15.2: That Education Directorate, Catholic Education, and each Independent School, complement the reporting of students' academic performance with reports on student progress towards the personal and social-emotional goals listed in school's vision statements and strategic plans.	
Recommendation 15.3: That Education Directorate, Catholic Education, and Association of Independent Schools ACT co-fund a tertiary institution, or other relevant research institute, to undertake a longitudinal study on post-school outcomes for students with complex needs and challenging behaviour.	

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

Status Legend	
<input checked="" type="checkbox"/>	Oversight Group has endorsed closure of this recommendation
	<5% Variance from Program Schedule – action has commenced and is on target to meet completion date.
	5 to 10% Variance from Program Schedule – action is in progress but has been delayed.
	>10% Variance from Program Schedule – action has commenced but is significantly delayed.
	Work not commenced on the action yet.

Key areas for consideration in the next quarter
Recommendation 8.2 Design briefs for new schools
Recommendation 11.2 Monitoring behaviour support plans
Recommendation 15.3 Longitudinal Study into post-school outcomes

Program Director sign off

SCHOOLS FOR ALL

Case Study – Positive Educational Environments (Calming Spaces in CE primary schools)

Principle of Pedagogy 6 – Positive educational environments empower learning

The classroom environment is an indication of what is valued when it comes to teaching and learning. The placement of the class library, the location of the teacher's desk, the arrangement of the learning space, a designated space for the class to gather, and the wall displays are all pedagogical statements.

The environment is described as the 'third teacher'. Student choice and inquiring lead to engaging learning spaces.

Physical aspects of the classroom that need to be considered are:

- The location of resources, equipment and furniture
- Provision of contemporary teaching tools
- Lighting, sound, warmth, colour
- How the classroom reflects the culture and community of its learners

What is displayed in classrooms is a statement about what is valued. Wall displays, along with the physical arrangement and organisation of classrooms can be a support for learners.

Process for the roll out of calming spaces in Catholic primary schools

To ensure that students are supported in positive educational environments Catholic Education embarked on a process that would not only ensure the sustainability of any work undertaken in this area but that the actions taken were evidence based. To achieve this Catholic Education allocated responsibility for researching potential action to one of the Wellbeing & Diversity Officers. The terms of reference for this officer included:

- Working with other sectors to identify leading practice
- Research into calming spaces to ensure and decisions made were research based
- Support for schools in conducting a review of current practices as they may or may not align to research
- Development of guidelines for schools with regards to findings of the research
- Establishment of a school as a case study for the creation of calming spaces, to enable Catholic education to identify any potential barriers in the roll out process
- Creation of documentation to support school leadership teams in the implementation of recommendations made by Catholic Education
- Creation of a professional learning package for school executives to deliver to staff
- Development of a presence on the Wellbeing and Diversity intranet page as a depository of additional, ideas, readings, shared stories and Ted Talks to inform school decision making processes
- Provision of practical support to schools with the implementation of their calming spaces

Process undertaken by schools during the roll out of calming spaces

Calming Spaces for Primary Schools:

1. Schools accessed the workshop via the *Wellbeing and Diversity* tab on the intranet. Documentation will be included:
 - a. A PowerPoint
 - b. Calming Spaces in Archdiocese Schools guidelines
 - c. Principle 6 - Classroom audit checklist
 - d. Classroom report template
 - e. Principal report template
2. Schools facilitated the workshop using the *PowerPoint* during a staff meeting
3. Teachers completed the *classroom audit checklist* for their classroom. The checklist identified:
 - a. What was currently in place in the classroom
 - b. Areas for change according to Principles of Pedagogy 6
4. Teachers completed the *Classroom audit report* outlining:
 - a. The changes that had been made to their classroom as a result of the audit
 - b. Plan for a calming space
5. Teachers submitted the *classroom audit report* to their Principal
6. Once all staff had completed the requirements, the Principal completed the *Principal report* and emailed it to Patrick Kelly, Senior Officer – Wellbeing and Diversity, at Patrick.kelly@cg.catholic.edu.au
7. Resources were then allocated to the school for staff to set up calming spaces in their classroom
8. **WDT CE Officers were and remain available to visit schools and support the implementation process.**

Summary of support documents provided to schools

Calming Spaces - Guidelines for Schools
Calming Spaces - Roll out of Calming Spaces in CE Primary schools
Calming Spaces - Principle 6 Classroom Audit Checklist
Calming Spaces - Classroom Report
Calming Spaces - Principal Report