

Students with Disability Review

Survey Summary Report: Parents/Carers/Guardians

September 2020

Background

The CESA Students with Disability Review commissioned an independent company, Square Holes, to conduct five surveys to gain the perspective of individuals about the inclusion, learning and wellbeing of students with disability.

The surveys invited input from the following groups:

- *parents/carers/guardians of students with disability*
- *members of the community*
- *principals of Catholic schools*
- *staff of Catholic schools: teachers, positions of responsibility, deputy principals and support staff*
- *staff in the Catholic Education Office.*

The first pages in the Report present a synopsis of the responses that parents/carers/guardians of students with disability provided in their survey. It has been prepared by Ms Gerry Gray, a Disability Specialist and Advocate from NSW, whom the Review engaged to assist its independent approach.

The synopsis has been organised around the key sections of the survey that were organised to reflect each of the Disability Standards for Education. The survey synopsis begins with the general questions about inclusion. Where appropriate particular comments are selected to illustrate a feature of the responses.

SYNOPSIS

Parents/Carers/Guardians Survey Summary Report

Culture of Inclusion

Parents want a Catholic Education for their children and this necessity is key to how they responded to the survey.

Many excellent examples of inclusive practice by classroom teachers have been cited and parents expressed deep appreciation of the efforts made by teachers to support their children.

Although the processes and practices of successful inclusion came mostly from parents in primary schools, they could easily be transferred to secondary schools.

Enrolment and transition

The Disability Standards for Education require schools to

- *Take reasonable steps to ensure that the enrolment process is accessible.*
- *Consider students with disability in the same way as students without disability when deciding to offer a place.*
- *Consult with the prospective students or their associates about the effect of the disability on their ability to seek enrolment; and any reasonable adjustments necessary.*

Parents showed informed knowledge of their rights, under the Disability Discrimination Act and its Disability Standards for Education, and most enrolment experiences described were positive, parents stating that they felt welcomed during both the enrolment and transition process.

A few parents expressed the wish to keep their child in the Catholic system but felt that the system had failed them when it came time to seeking enrolment in secondary schools, being told as early as year five that there is no availability at either of the special units and being redirected to special schools.

Parents cited schools that continue to suggest public schooling.

Finally, parents would appreciate school staff to stop being secretive when it comes to funding.

Learning and participation

The Disability Standards for Education require schools to

- *Take reasonable steps to ensure participation.*
- *Consult with the student or their associate about the effect of the disability on their ability to participate.*
- *Make a reasonable adjustment if necessary.*
- *Repeat this process over time as necessary.*
- *Enable students with disability to participate in learning experiences (including assessment and certification).*
- *Consult with the student or their associate.*
- *Take into consideration whether the disability affects the student's ability to participate in the learning experiences.*

There were many suggestions offered under this section – an indicator of how much knowledge may be held by parents that could be hugely beneficial to school leadership when investigated. Not all suggestions may be possible, however the acknowledgement of consideration and unpacking is what parents appreciate.

Suggestions for improvement include:

- Stop seeing the child as less than a whole child and excluding them from the best teaching practices by giving them someone who is not a teacher to teach them. Stop sending students out of the classroom to have reading lessons/support (often from support officers) in outdated, non-evidence based reading programs. Rather, have the support workers come into the classroom and keep the students on task to allow the teacher to have the 1:1 or small group.
- More explicit teaching and authentic tasks that engage students' background knowledge and encourages them to make strong connections (supporting engagement for those students that do not have good recall or literacy skills) instead of working just from text books and assigning grades from summarise tasks only – give students more responsibility for their own learning.
- Use programs such as Minilit and Multilit if they are implemented by qualified staff and offered according to the recommendations of the program.
- Increase education and training for all staff in current educational pedagogy, particularly around explicit teaching practices, appropriate differentiation, use of assistive technology/ ICT and a professionalism integrating critical reasoning and reflective/reflexive approaches to everyday class environments.
- Remove the misunderstanding that (universal- one size fits all) programs will address individual needs of students without an awareness and training by all school educators
- Discontinue the practice of advising parents to keep students back from moving up grades with their peers, without educated and evidence-based information to prove that this action will be beneficial to the student.
- Insistence that an IQ test be completed (and paid for by the parent) is not supported by current best practice or research- schools should have a very well informed reason for requesting an IQ test- it should never be a requirement for enrolment or transition to a (feeder) secondary school. This view is backed by the use of imputed disability within the DDA and the reason imputed disability advice is a strength of the guidelines of the NCCD process.

Support services

The Disability Standards for Education require schools to

- *Ensure that students with disability are able to use general support services.*
- *Ensure that students have access to specialised support services.*
- *Facilitate the provision of specialised support services.*

Approximately seventy percent of parents expressed satisfaction at their school's ability to access appropriate support services to support their child's learning and wellbeing. They also expressed satisfaction at their school staff's ability to liaise and understand allied health personnel and their recommendations.

Most parents acknowledged the efforts of school personnel to consult with them and action reports from therapists when implementing a child's personalised plan for learning (PPL)

Of the thirty percent of parents who were not as satisfied with school efforts to work with support services, the following suggestions which came from their personal experience were offered:

- Rather than sending parents off to external providers to have a child assessed, make it a collaborative process.
- Allow class based observation by a child's therapist in order for them to offer strategies of support.
- Action reports from therapists, rather than relying on iPads with disconnected games to amuse a child.
- When creating a PPL, classroom teachers should consult with parents, the child, and his/her therapists, in a more collaborative approach.

Parents gave examples of therapists who had been able to visit students at school and utilize quiet/break out spaces, observe the student in the classroom environment and support teachers with ideas and suggestions to best support the child.

There are therapists who email parents and teachers with session overviews and future goals. Collaboration and consultation prior to creating a PPL with allied health professionals can be highly useful and beneficial for all parties involved.

Parents would like to see schools build a working alliance and seek support from local community support agencies that work with families and wellbeing. They also suggested that schools liaise with qualified wellbeing leaders/counsellors that are experienced with working with families with complex needs

Harassment

The Disability Standards for Education require schools to

- *Implement strategies to prevent harassment or victimisation.*
- *Take reasonable steps to ensure that staff and students are informed about their obligation not to harass or victimise students with disability.*
- *Take appropriate action if harassment or victimisation occurs.*
- *Ensure complaint mechanisms are available to students.*

Parents generally believed that their school had a positive response to implement strategies which worked towards the elimination of harassment in their school though there were also views that a better policy and follow through for dealing with bullying, swearing and upholding behaviour codes is needed in some schools.

This process was stated clearly by one parent who was pleased that the school didn't tolerate bullying and, if an incident occurred, the school was quick at addressing and defusing the situation so that their son could continue to enjoy his education just like his peers.

Suggestions for improvement include:

- A whole school approach to disability awareness, training, and re-education of staff around discrimination and ableism.
- Training in restorative justice practices in dealing with bullying.
- Do not turn a "blind eye" to bullying and do not blame the student with disability or find inappropriate actions such as reducing the hours at school, due to the needs of the child because you have to then deal with an outburst when the victim can no longer tolerate the behaviour of the bully.

Parents would like to see more education for other parents and students of what is and is not acceptable and more training for educators on how to anticipate, prevent and handle bullying situations.

There is a perception that often students with issues have no consequences to their actions. Schools should be more proactive and listen to students who report being harassed and listen to parents whose children are being harassed without ignoring them.

Finally, the importance of including students in decision making, was noted here. If there is no SRC, class meeting or any house system, how do children have a voice? Rules need to be co-constructed so that there is a sense of community and responsibility to the community.

School structures

In this section, parents were asked to state what they regard to be the strengths and limitations of the different school structures that provide education for students with disability:

Parents observations about advantages and limitations of mainstream provision

All children have a right to attend schools with their siblings.

Teaching children about diversity, compassion and empathy.

Ability to mix with and learn social skills with peers, neurotypical children.

Mainstream sets the bar higher for a child to achieve what he is capable of.

Limitations on inclusion being done properly often come down to leadership not supporting an inclusive culture, staff members resistant to change, staff members without adequate skills, knowledge and training, parents not understanding the benefits of true inclusion.

Parents observations about advantages and limitations of special units

A special unit delivers structured innovative curriculum for students with disabilities.

Units are homes for these students for the time they are at school.

Children get the appropriate support tailored to their disability by trainer educators.

Allows families to keep all siblings together at the same school.

All children deserve the right to have a Catholic education regardless of their learning ability to a beneficial extent to all parties.

Students can become isolated, labelled and feel inferior

School structures (continued)

Parents observations about advantages and limitations of a combination of special units and mainstream settings

A combination allows students to attend lessons of their strength and get assistance in areas where they struggle.

They are also seen as part of the whole school community.

This could be a perfect scenario.

Inclusive, adaptive education with the ability to move into mainstream learning.

Children of all strengths can socialise together.

Children can learn together and also be able to access subjects that are their strengths.

Parents observations about advantages and limitations of special schools

A safe environment for students with multiple disabilities who would not be able to succeed in another setting.

Purpose-built and structured.

Many students can be supported effectively in a mainstream school with additional support.

Students are not given the same, detailed educational experience.

Segregated settings lead to segregated lives and poor outcomes for students with disability.

Final comments

Parents offered their perceptive views as to how Catholic education overall could be more inclusive. These views could be the basis for further in-depth discussion, particularly in the areas of communication and the right to privacy, which are two major issues for parents.

Parents would like Catholic education to acknowledge clearly that access for children with disability is their right and there should not be barriers to equality and to clearly articulate this philosophy in system wide strategic planning.

There is a call for a structured inclusive education program that does not rely on one staff member to coordinate all students and their individual needs. Parents expressed the wish that the principal and senior staff ensure appropriate planning of supports and adjustments are in fact occurring.

Furthermore, *“Give students a voice so they can participate in planning.”*

Parents believe that their school aims to create a culture of inclusion though the end result often unintentionally creates secondary issues such as anxiety, depression, leaving them feeling like university or further study is not an option for them. This is certainly not the intended outcome.

“I chose the Catholic Education system because I felt my children would receive a better education for their needs. The school is small which means there is a community of (supportive) families, children and staff. I feel that my child and I are often heard and responded to with respect.”

Ms Gerry Gray

Disability Education and Advocacy Consultant

September 2020

Students with Disability Review

Parents/Carers/Guardians Report

CESA

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Data Collected:

26 June to 6 August

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Methodology & Approach

Square Holes hosted an online survey on behalf of Catholic Education South Australia for the 2020 Students with Disability Review.

This report provides the results of the Parents/Carers/Guardians survey with comparisons by:

- Primary / Secondary / R-12 / Special schools/settings
- Metro / Regional
- Currently enrolled in Catholic education / Left Catholic education / Enrolled in another school system

Please note some small sample sizes (e.g., special school) where results should be read with caution.

Total survey responses: 343

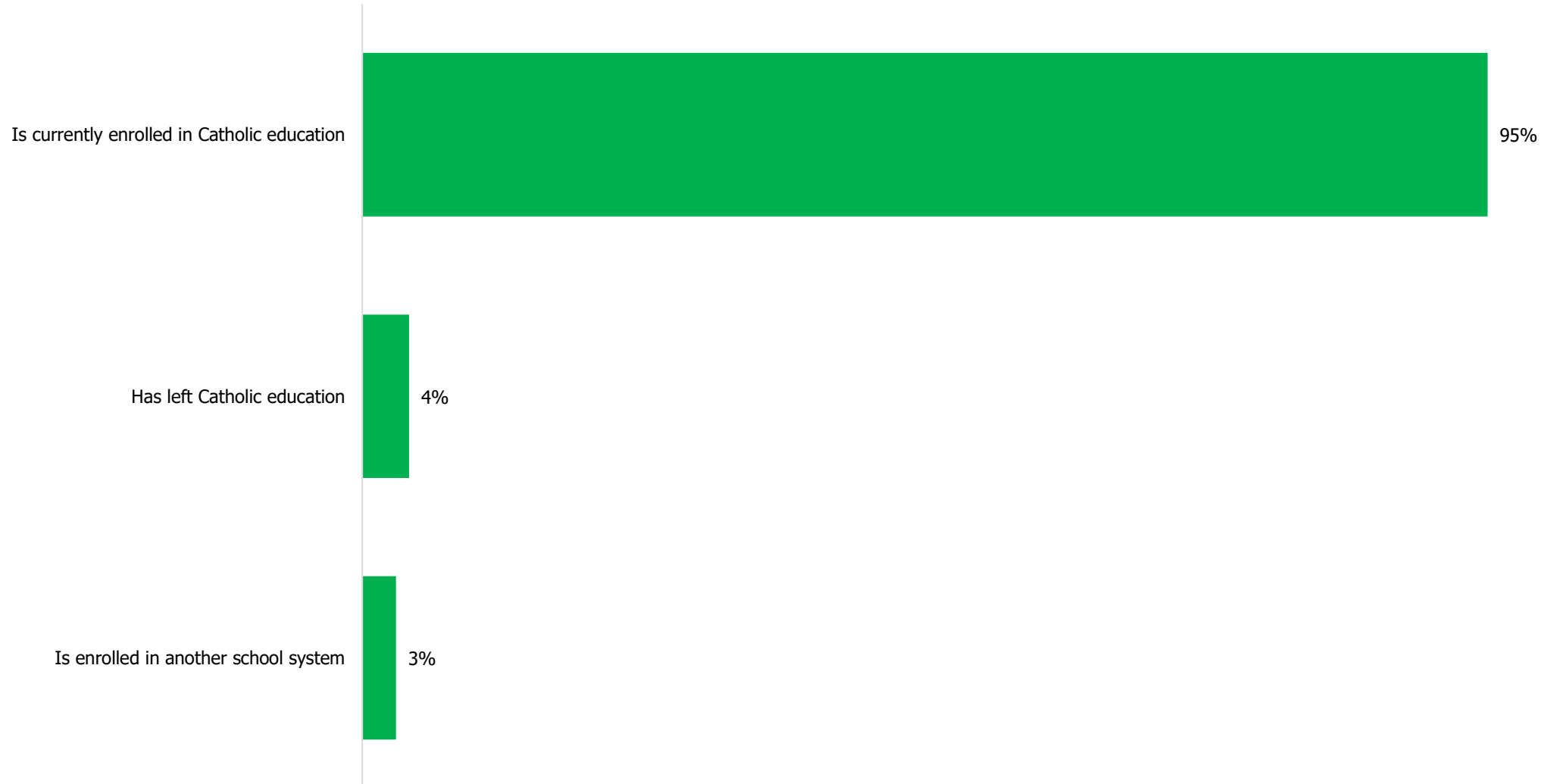
This project was carried out in compliance with ISO 20252.

Respondent Composition	n=
Primary	199
Secondary	43
R-12	58
Special	7
Metro	247
Regional	54

Detailed Findings

Parents

Which of the following best describes your situation? My child/ren ...



Schools – Current attendance

Please indicate the name of the school/s that your child with disability attends

St Mark's College, Port Pirie
St Martin De Porres School, Sheidow Park
Mercedes College, Springfield
Gleeson College, Golden Grove
Nazareth Catholic College, Findon
Samaritan College, Whyalla
McAuley Community School, Hove
St Mary's Memorial School, Glenelg
Cardijn College, Noarlunga Downs
St Augustine's School, Salisbury
St Francis de Sales College, Mount Barker
St Joseph's School, Renmark
St Thomas' School, Goodwood
Prefer not to say
Holy Family School, Parafield Gardens
School of the Nativity, Aberfoyle Park
St Patrick's Special School, Dulwich
Thomas More College, Salisbury
All Saints Primary School, Seaford
Antonio Catholic School, Morphett Vale
Mount Carmel College, Rosewater
Christian Brothers College, Adelaide
Sacred Heart College, Somerton Park
St Francis Xavier's Regional Catholic School, Wynn Vale
St Patrick's School, Mansfield Park
St Joseph's School, Port Lincoln
St Joseph's School, Tranmere

St Anthony's School, Edwardstown
St Brigid's Catholic Primary School, Evanston
St Catherine's School, Stirling
St Joseph's School, Kingswood
Dominican School, Semaphore
Immaculate Heart of Mary School, Brompton
St David's Parish School, Tea Tree Gully
St Ignatius College, Athelstone
St John the Apostle School, Christies Beach
St Joseph's School, Hindmarsh
St Paul's College, Gilles Plains
Cabra Dominican College, Cumberland Park
Kildare College, Holden Hill
Our Lady of Mount Carmel, Pennington
Our Lady of the River School, Berri
Our Lady Queen of Peace, Albert Park
Rostrevor College, Woodforde
St Anthony's Catholic Primary School, Millicent
St Francis of Assisi School, Newton
St John Bosco School, Brooklyn Park
St John the Baptist Catholic School, Plympton
St Patrick's Technical College, Edinburgh North
St Therese's School, Colonel Light Gardens
Star of the Sea School, Henley Beach
Whitefriars School, Woodville
Xavier College, Gawler

Schools – Past attendance

Please indicate the name of the school/s that your child/ren with a disability attended

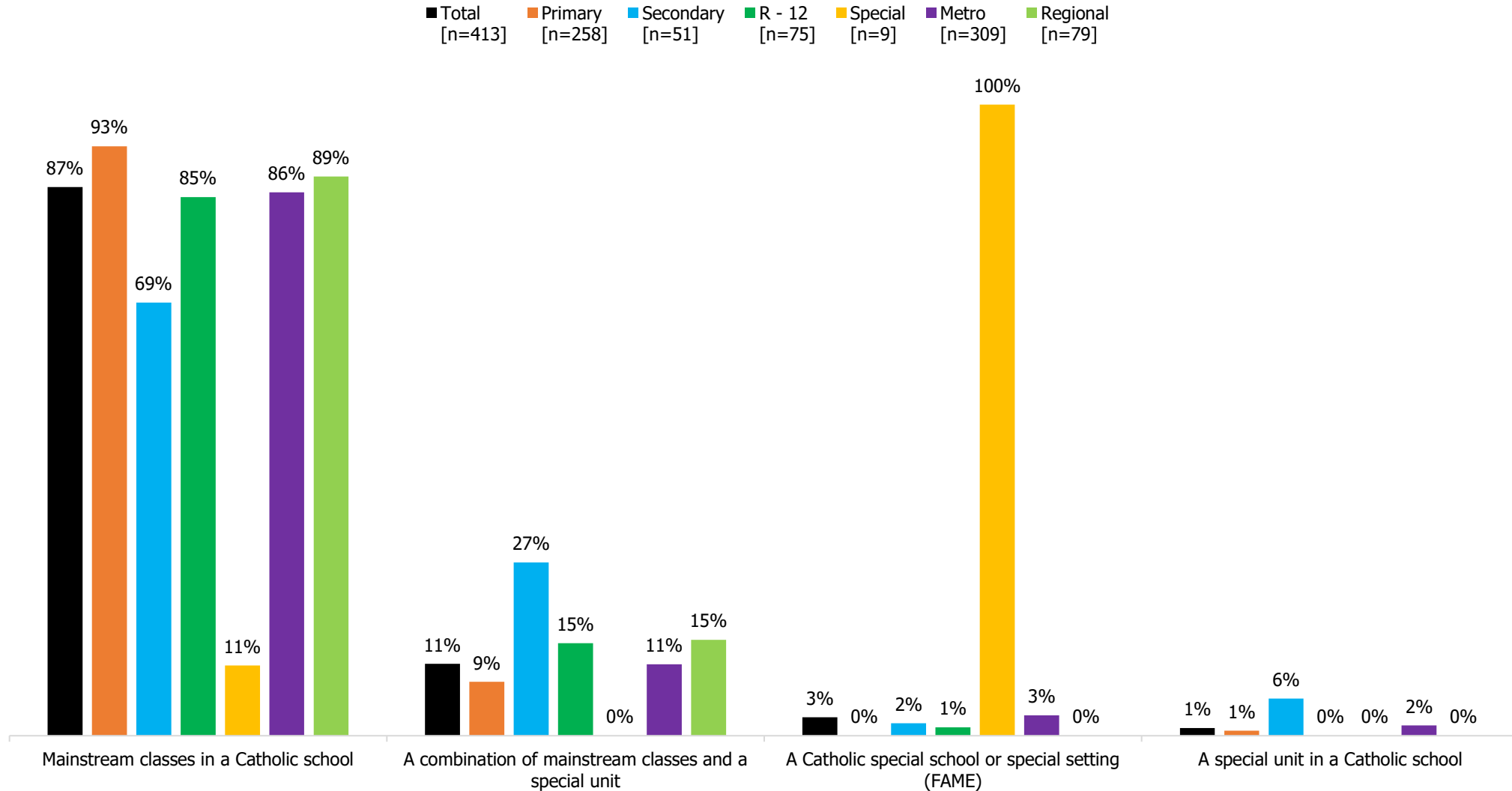
All Saints Primary School, Seaford
Mount Carmel College, Rosewater
St Catherine's School, Stirling
Cabra Dominican College, Cumberland Park
Cardijn College, Noarlunga Downs
Dominican School, Semaphore
Samaritan College, Whyalla
St Barbara's Parish School, Roxby Downs
St Francis Xavier's Regional Catholic School, Wynn Vale
St Joseph's School, Kingswood
St Joseph's School, Tranmere
St Mark's College, Port Pirie
St Mary Magdalene's School, Elizabeth Grove
St Michael's College, Henley Beach
Mary Mackillop College, Kensington
St Michaels College

[Enrolled in another system]

Henley Beach Primary school
Modbury Special School
Dernancourt primary school
Surrey Downs Primary
Calvary Lutheran Primary School

Currently enrolled in Catholic Education

Please indicate which of the following applies to you (you may select 1 or more)



Comments about school selection

Parents were invited to provide comments in response to their selection (displayed in the previous graph):

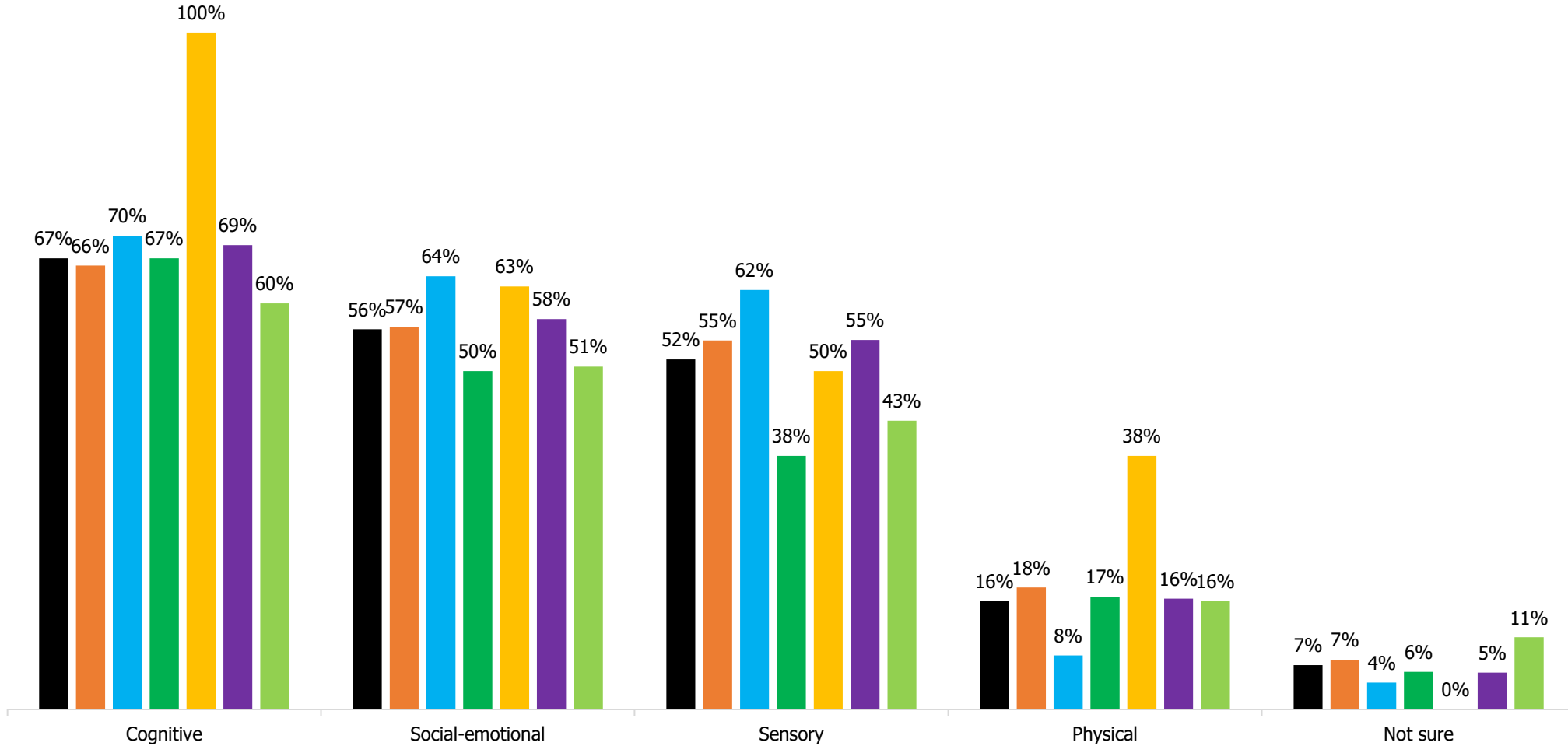
Please indicate the main reasons you chose this option for your child

A range of comments were provided. The Square Holes analysis identified the following main emphases in the comments:

- Size of school [generally smaller, however, for some it was the opportunities offered by a large R to 12 facility]
- To provide a Catholic education
- Inclusive nature of the school / accommodating of different needs
- Special education units with the option of mainstream education opportunities
- Location
- Family history with the school
- Availability of education support officer support

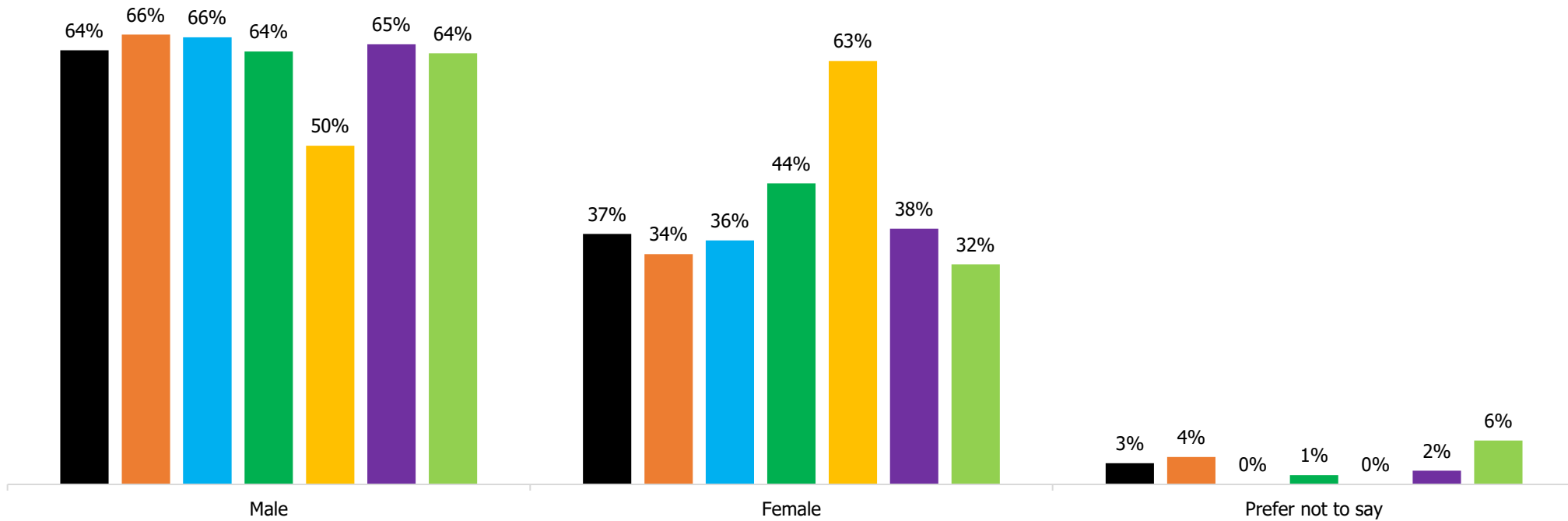
Please indicate the nature of your child's disability

■ Total [n=381] ■ Primary [n=244] ■ Secondary [n=50] ■ R - 12 [n=72] ■ Special [n=8] ■ Metro [n=293] ■ Regional [n=75]



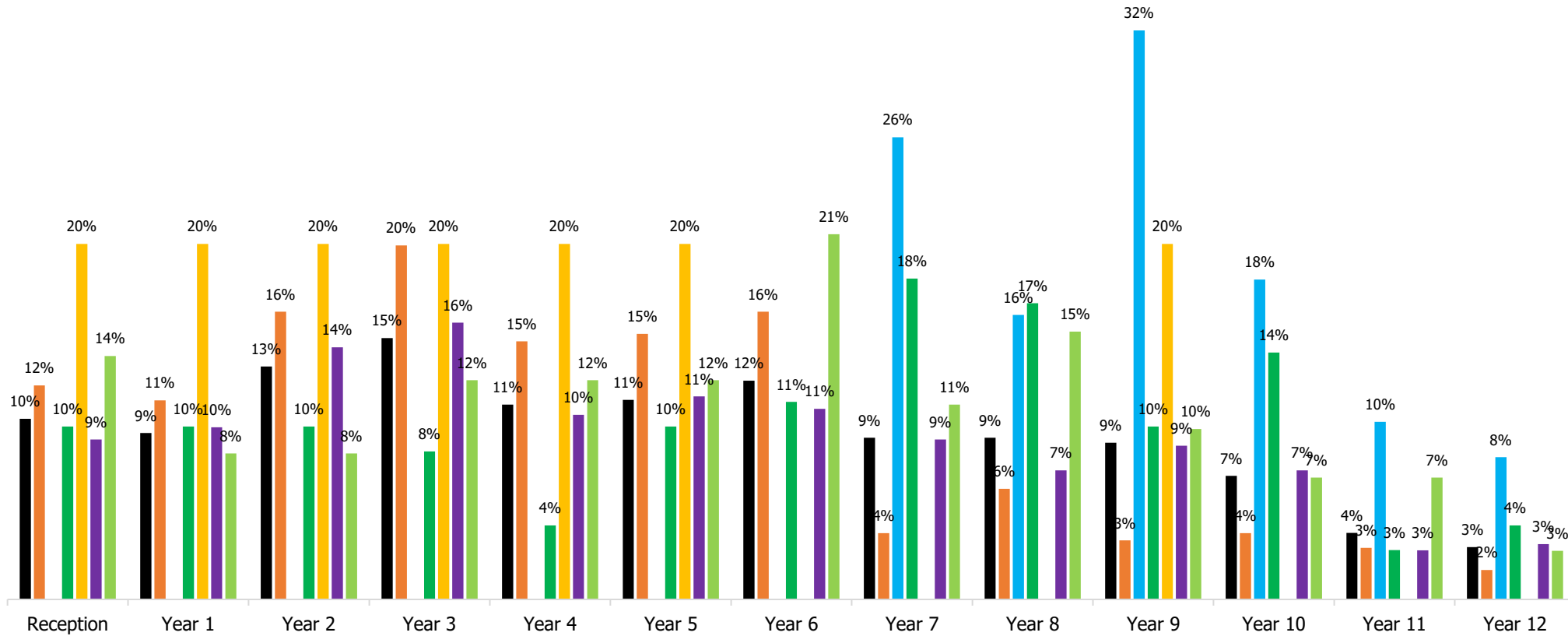
Please indicate the gender of your child/ren

■ Total [n=384]
 ■ Primary [n=247]
 ■ Secondary [n=50]
 ■ R - 12 [n=72]
 ■ Special [n=8]
 ■ Metro [n=294]
 ■ Regional [n=77]



Year level(s) (if applicable)

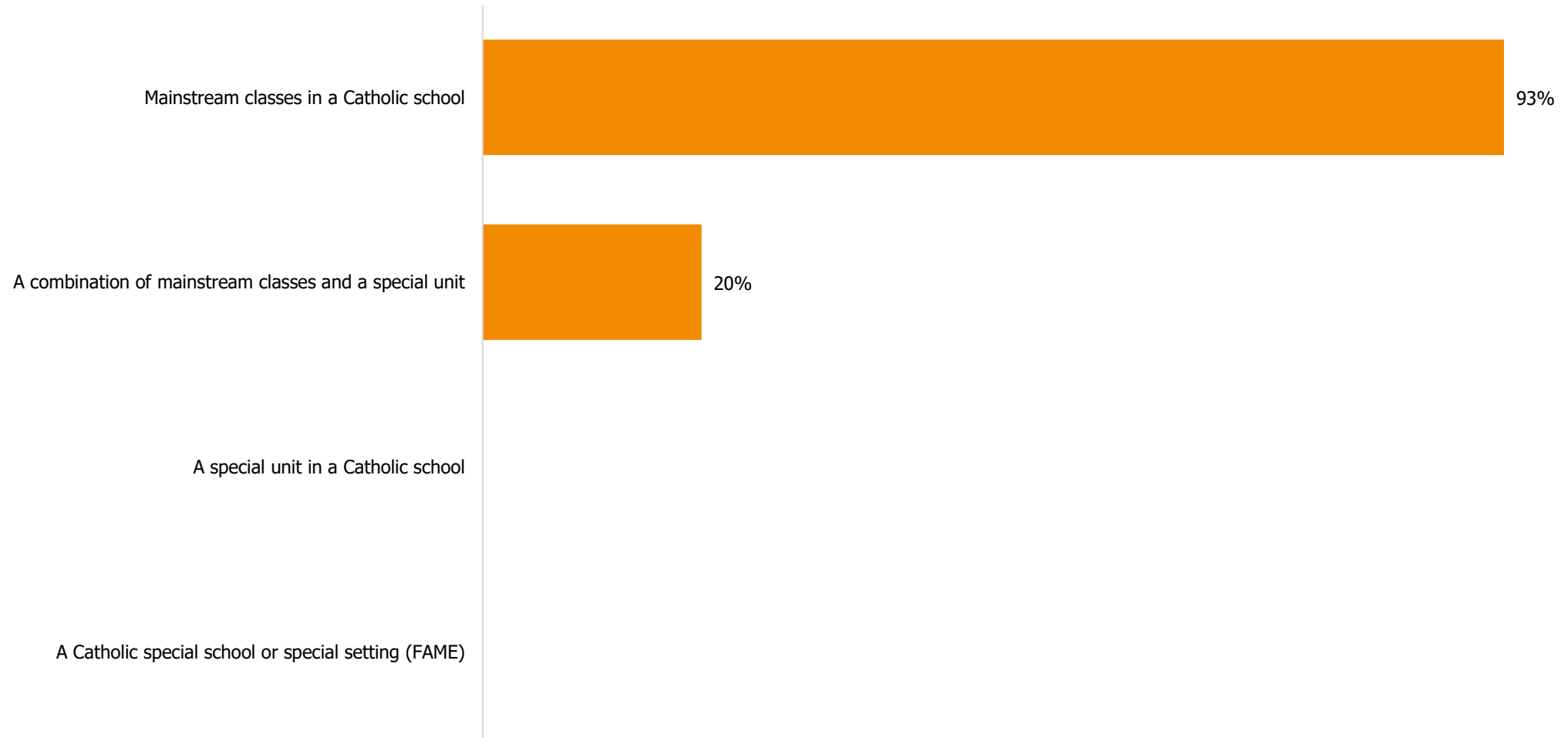
Total [n=374]
 Primary [n=241]
 Secondary [n=50]
 R - 12 [n=72]
 Special [n=5]
 Metro [n=289]
 Regional [n=73]



Left Catholic education

Please indicate which of the following applies to you (you may select 1 or more)

My child/ren is/was enrolled in ...



Comments about school selection

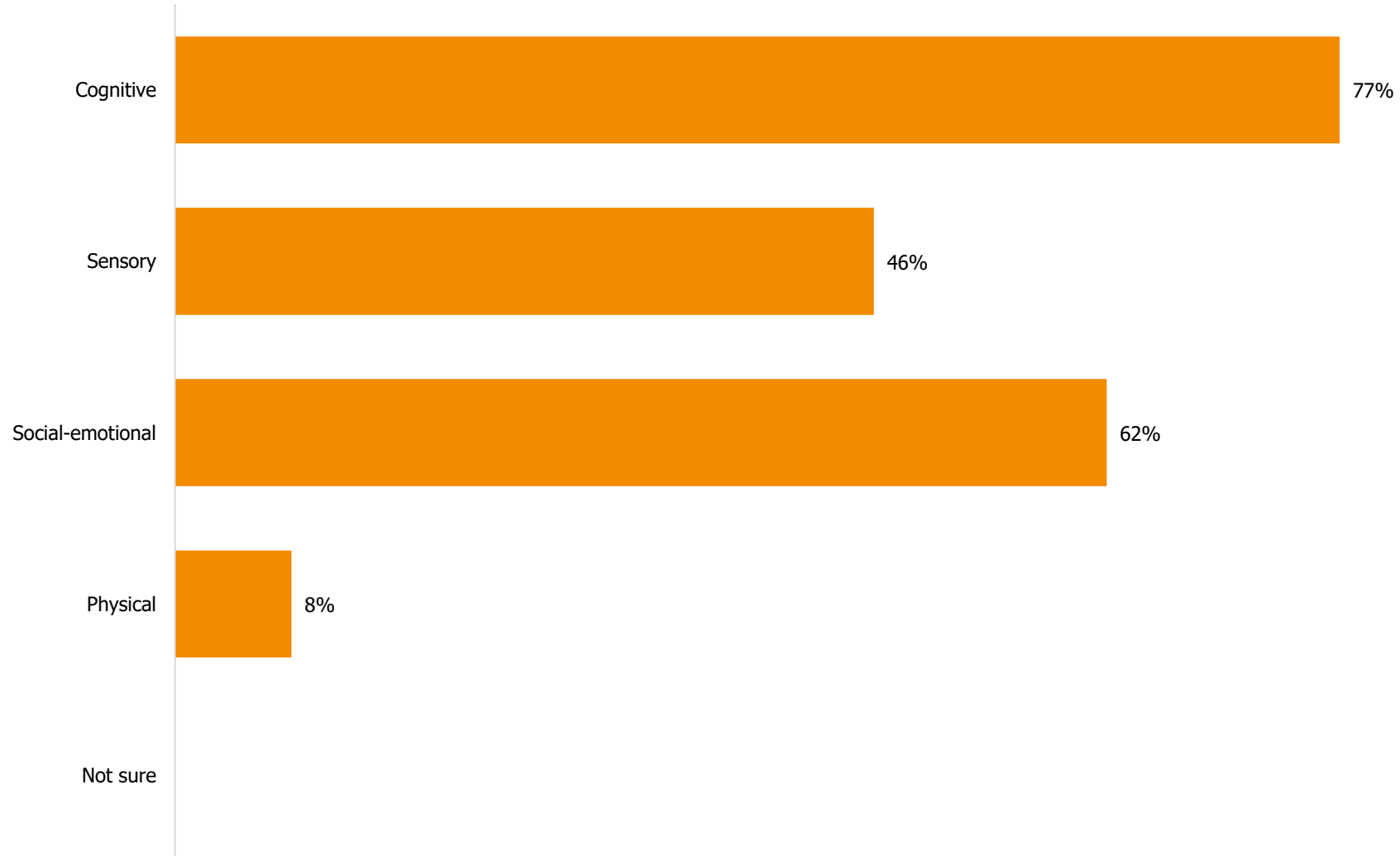
Parents were invited to provide comments in response to their selection (displayed in the previous graph):

Please indicate the main reasons you chose this option for your child and/or withdrew your child from Catholic education:

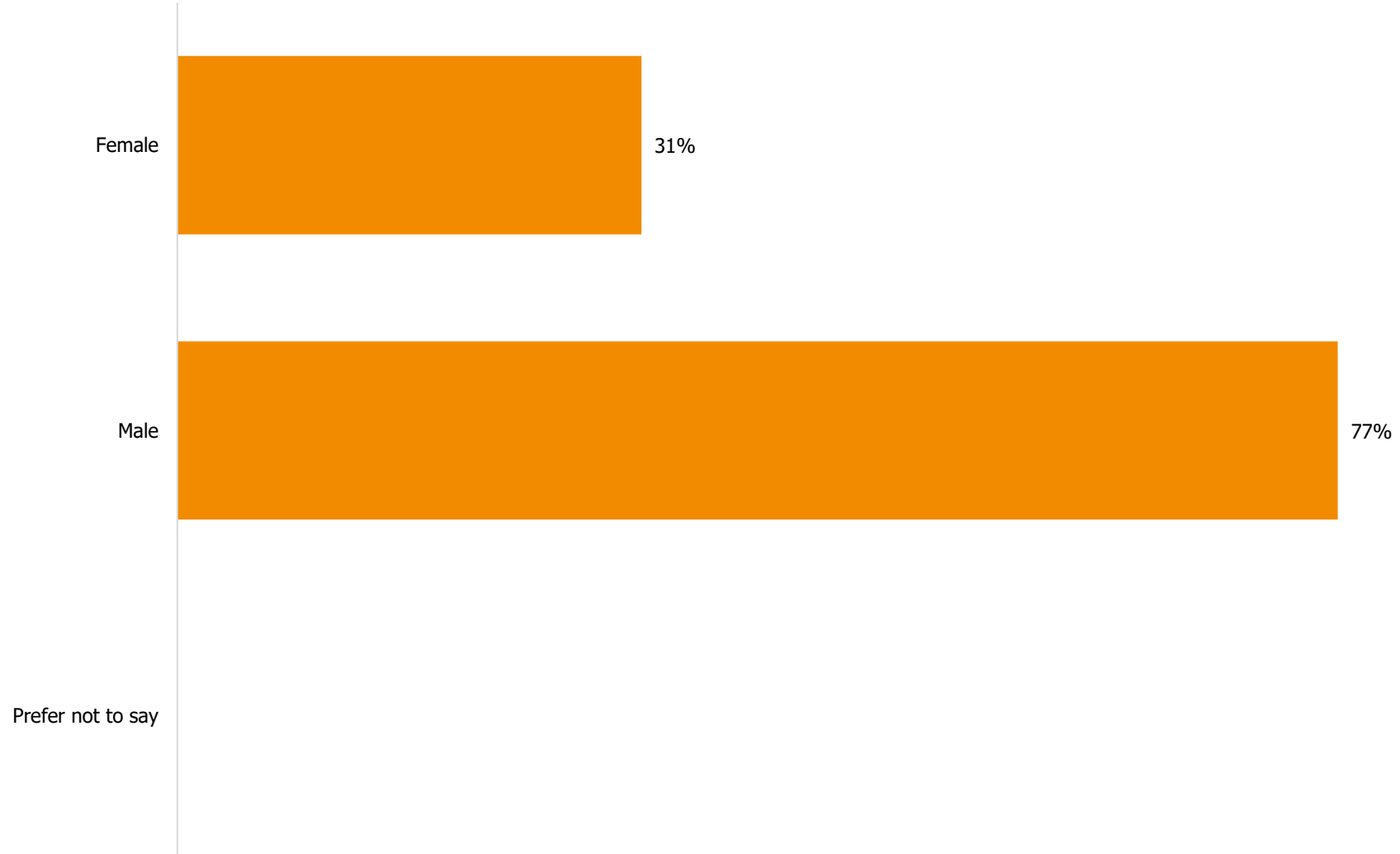
A range of comments were provided. The Square Holes analysis identified the following main emphasis in the comments:

- Lack of support was a key factor in removing the child from the school, however, some continued in the Catholic education system at another school

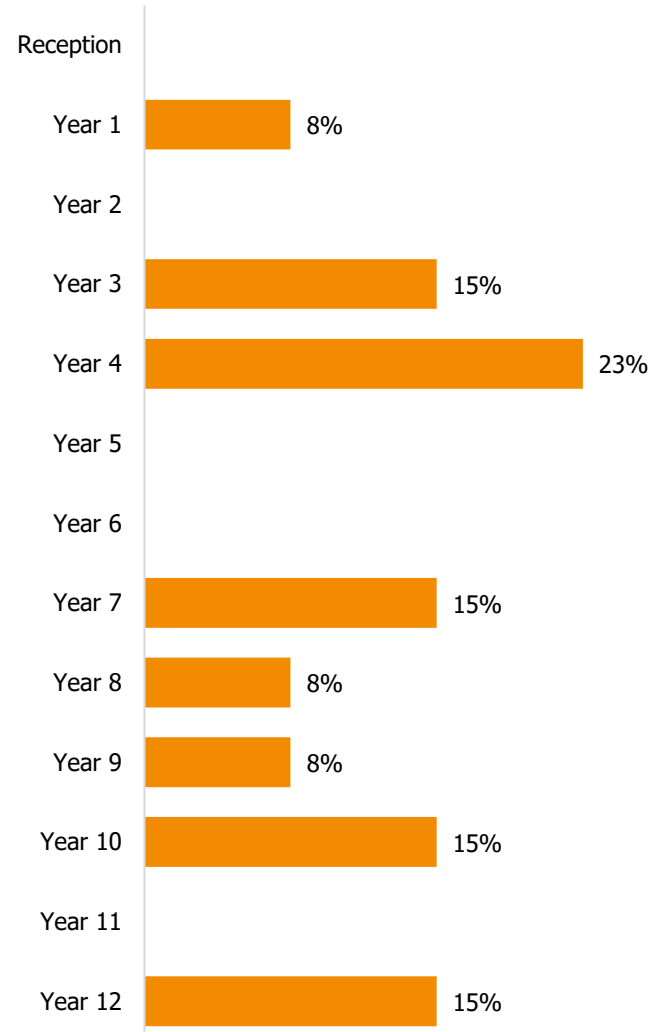
Please indicate the nature of your child's disability



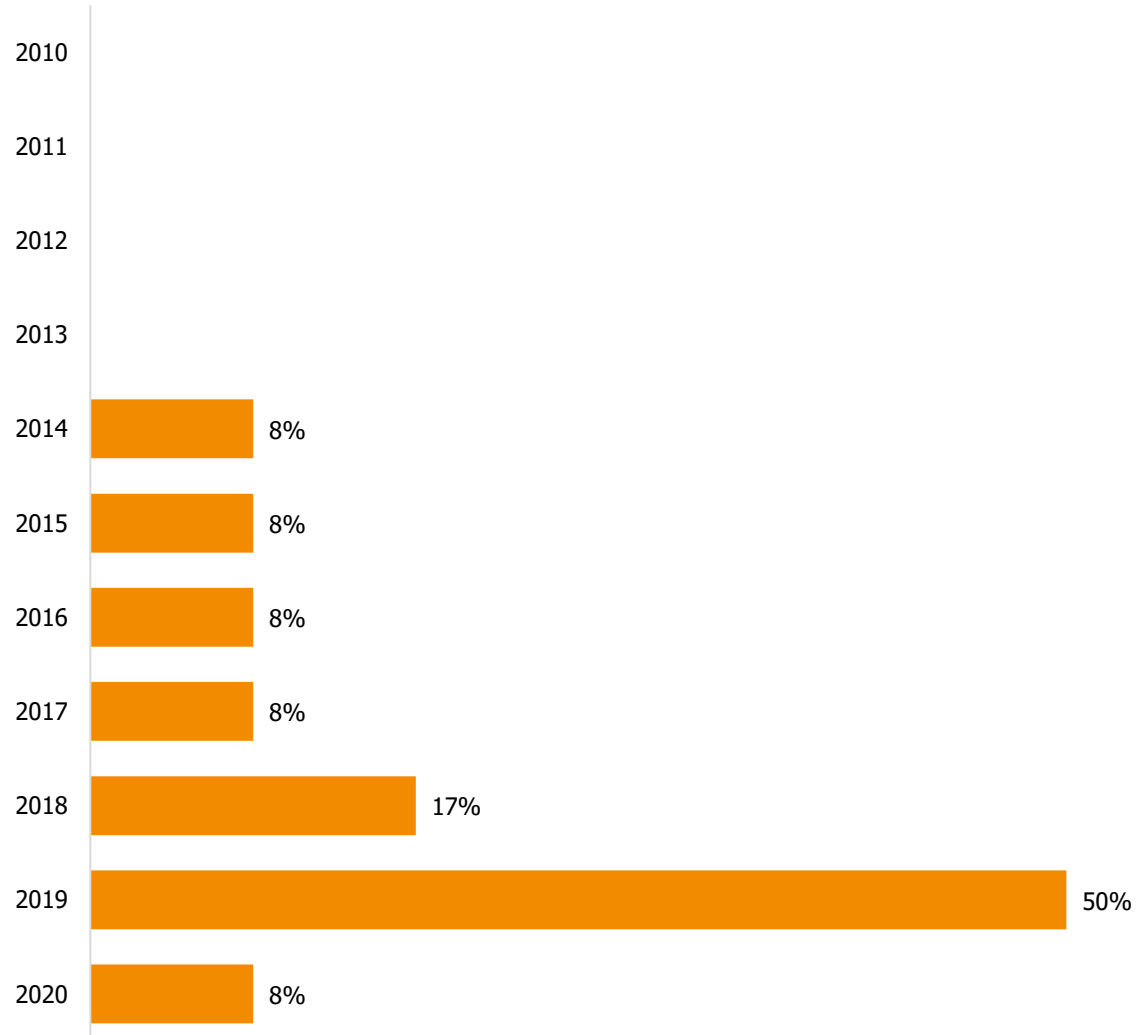
Please indicate the gender of your child/ren



What was your child's final year level when they left



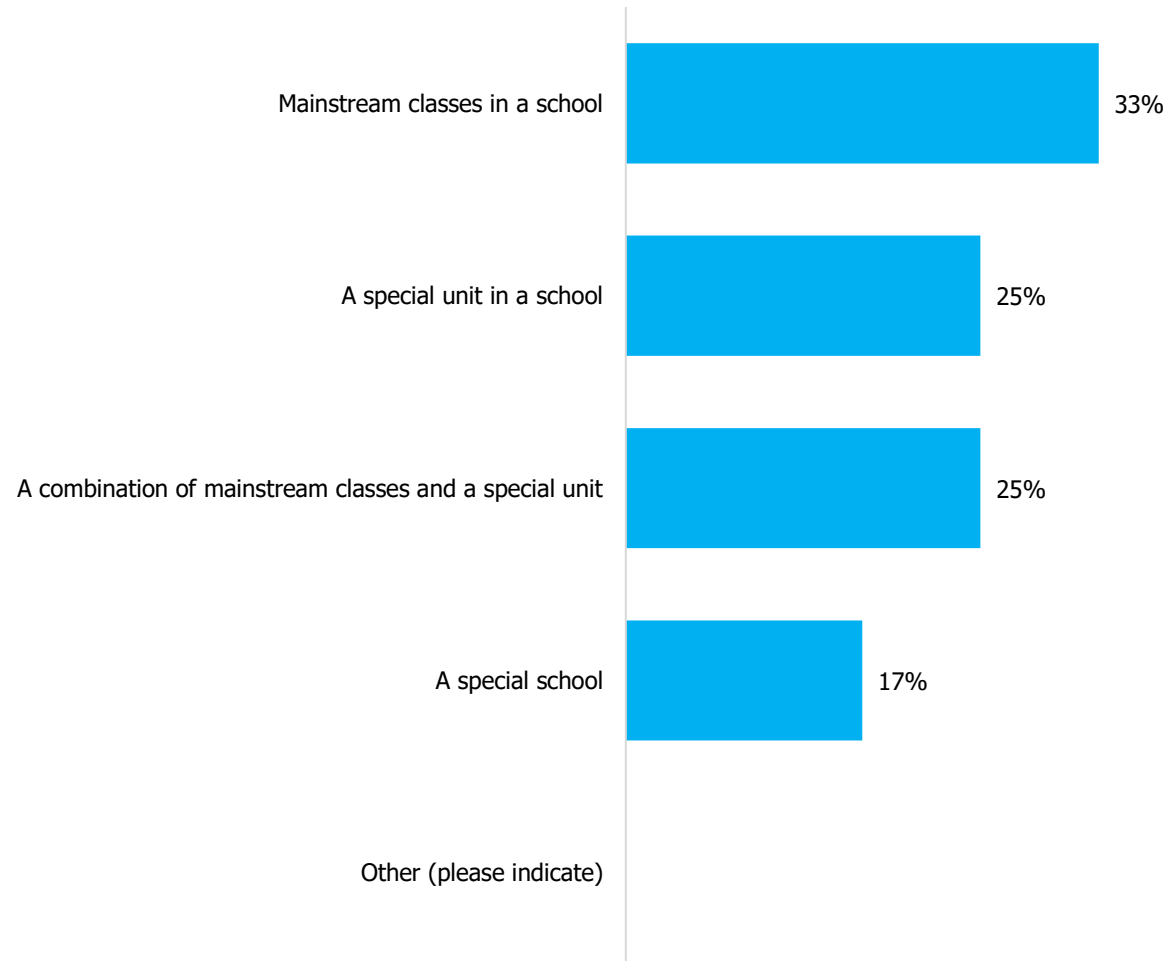
Please indicate the year/s in which they left



**Enrolled in another
school system**

Please indicate which of the following applies to you (you may select 1 or more)

My child/ren is now enrolled in



Comments about school selection

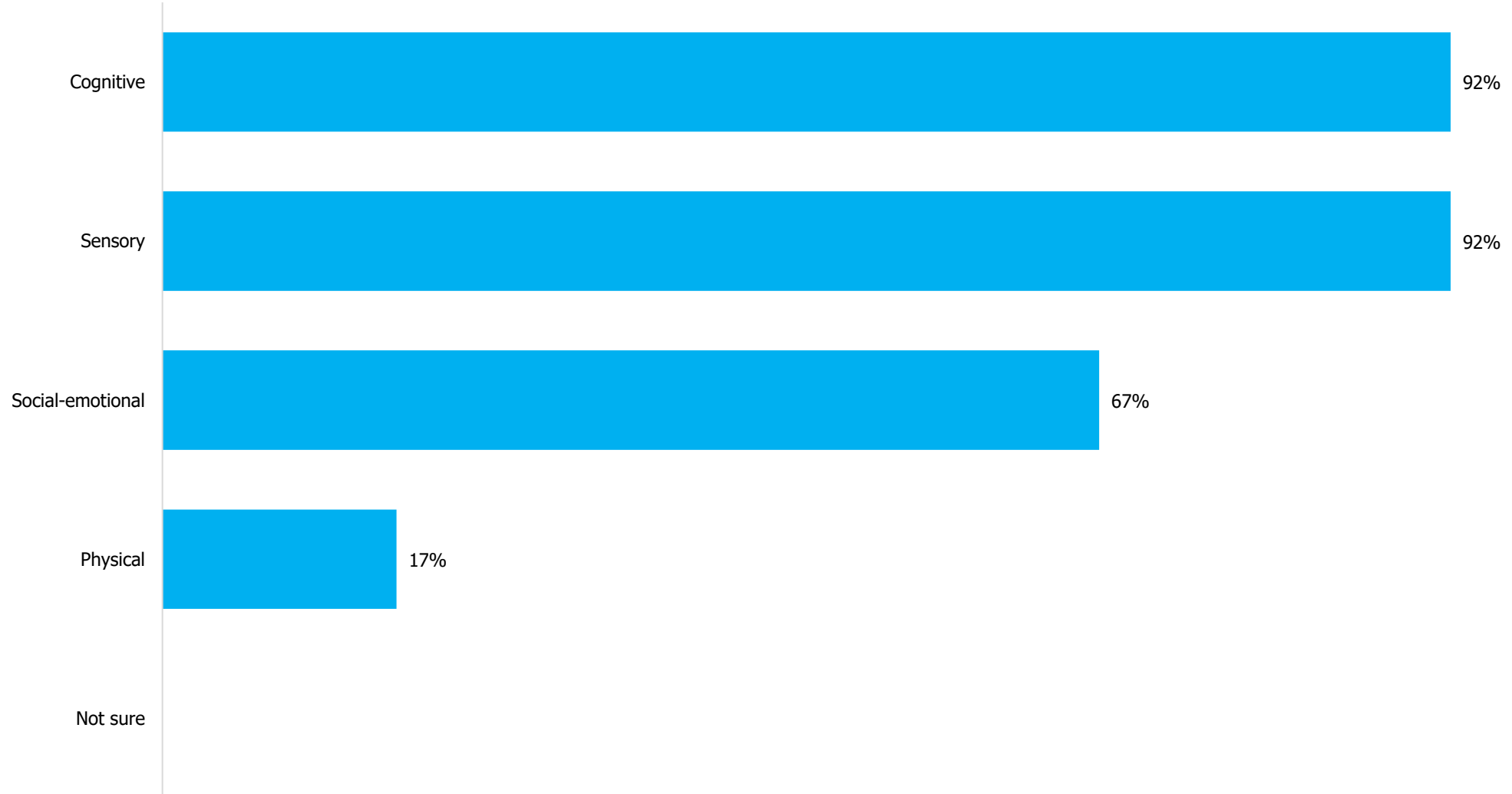
Parents were invited to provide comments in response to their selection (displayed in the previous graph):

Please indicate the main reasons you chose this option for your child:

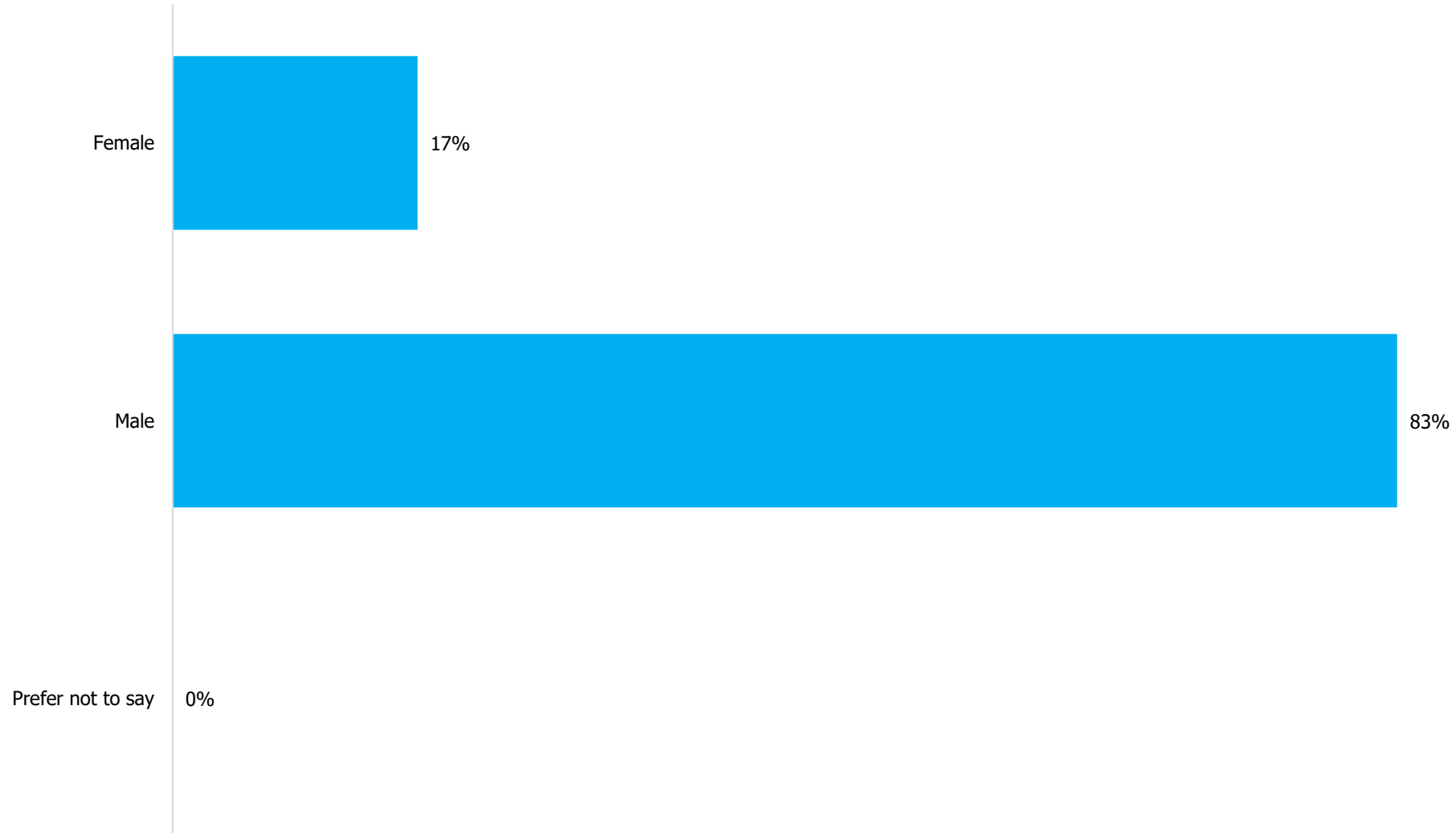
A range of comments were provided. The Square Holes analysis identified the following main emphasis in the comments:

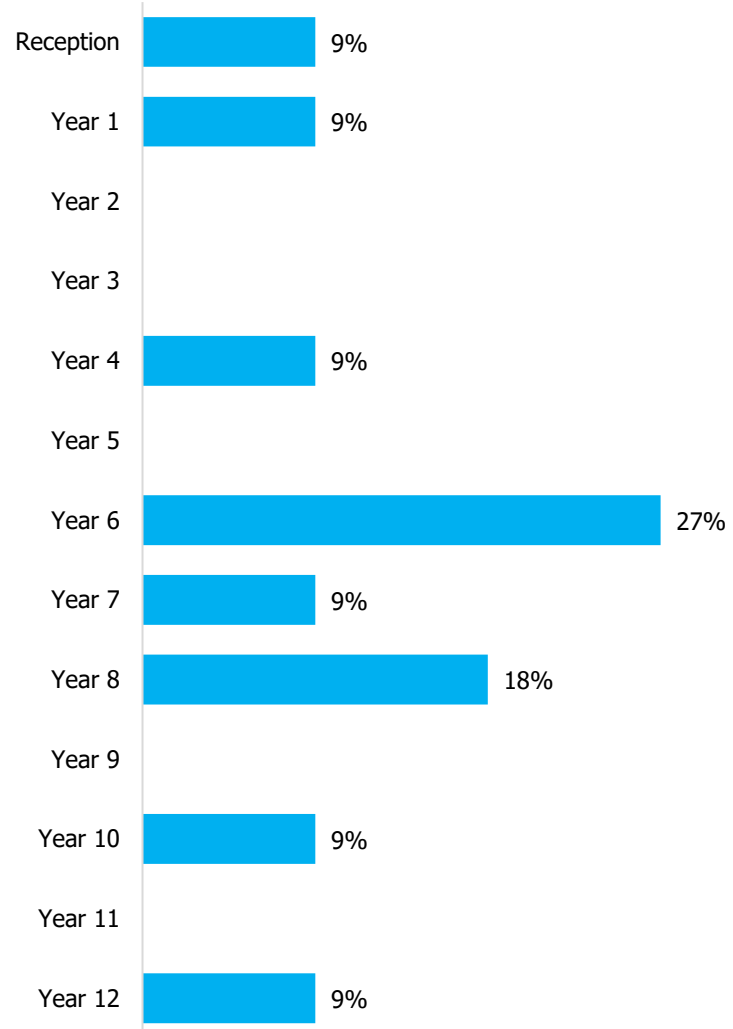
Another school system was the offering that best suited my child.

Please indicate the nature of your child's disability



Please indicate the gender of your child/ren



Please indicate the year level of your child/ren (if applicable)

Inclusion

How satisfied are you with the following?

[N/A responses removed]

■ 6 Extremely satisfied
 ■ 5 Very satisfied
 ■ 4 Somewhat satisfied
 ■ 3 Somewhat dissatisfied
 ■ 2 Very dissatisfied
 ■ 1 Extremely dissatisfied



Comments about Inclusion

Parents were invited to provide comments in response to the following statements:

Please indicate any suggestions you have about how your school could be more inclusive

A range of comments were provided. The Square Holes analysis identified the following main emphases in the comments:

- Increase awareness throughout the school
- Reduce tolerance to bullying
- Greater professional development of teachers and ESO's
- Adaption of playgrounds / lunch clubs / social support and sensory break out rooms
- Many parents are happy with the level of inclusiveness at their school

Please indicate any suggestions you have about how Catholic Education overall could be more inclusive

A range of comments were provided. The Square Holes analysis identified the following main emphases in the comments:

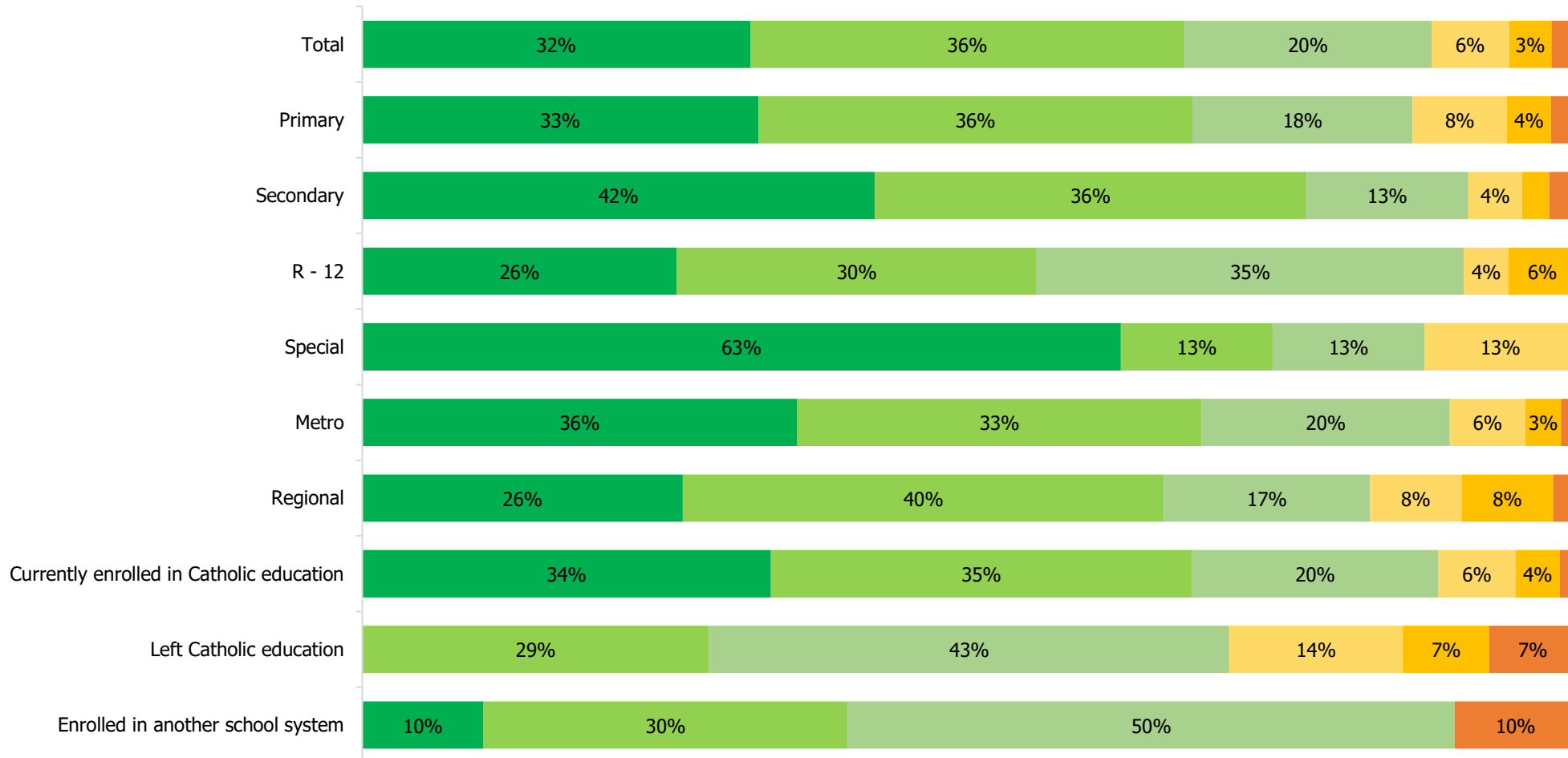
- Increase funding for educator training / assessments / infrastructure
- Modified reporting
- Greater ongoing training for all teachers and staff on inclusiveness and support
- Ensure that all schools have access to adequate training and resources

Enrolment and transition

How well did the school's enrolment process address your child's needs?

[N/A responses removed]

6 Extremely well 5 Very well 4 Somewhat well 3 Somewhat poor 2 Very poor 1 Extremely poor



Comments about Enrolment and Transition

Parents were invited to provide comments in response to the following statement:

Please indicate what you found to be the strengths of your school's enrolment and transition processes

A range of comments were provided. The Square Holes analysis identified the following main emphases in the comments:

- Good communication between all parties / listened to parent concerns
- Transition opportunities [extended over 2 terms or extra days]
- Little Lions was suggested as a great transition into primary school
- However some reported overselling of the school capabilities at enrolment that did not translate to the actual experience

Comments about Enrolment and Transition

Parents were invited to provide comments in response to the following questions:

What do you think your school's enrolment and transition processes should do less of or stop doing?

A range of comments were provided. The Square Holes analysis identified the following main emphases in the comments:

- Need to work closely with families
- Allow parents more of a role in supporting children in the transition to high school
- Don't over promise the level of support available
- Overall many were happy with the enrolment and transition process

How can your school's enrolment and transition processes best improve?

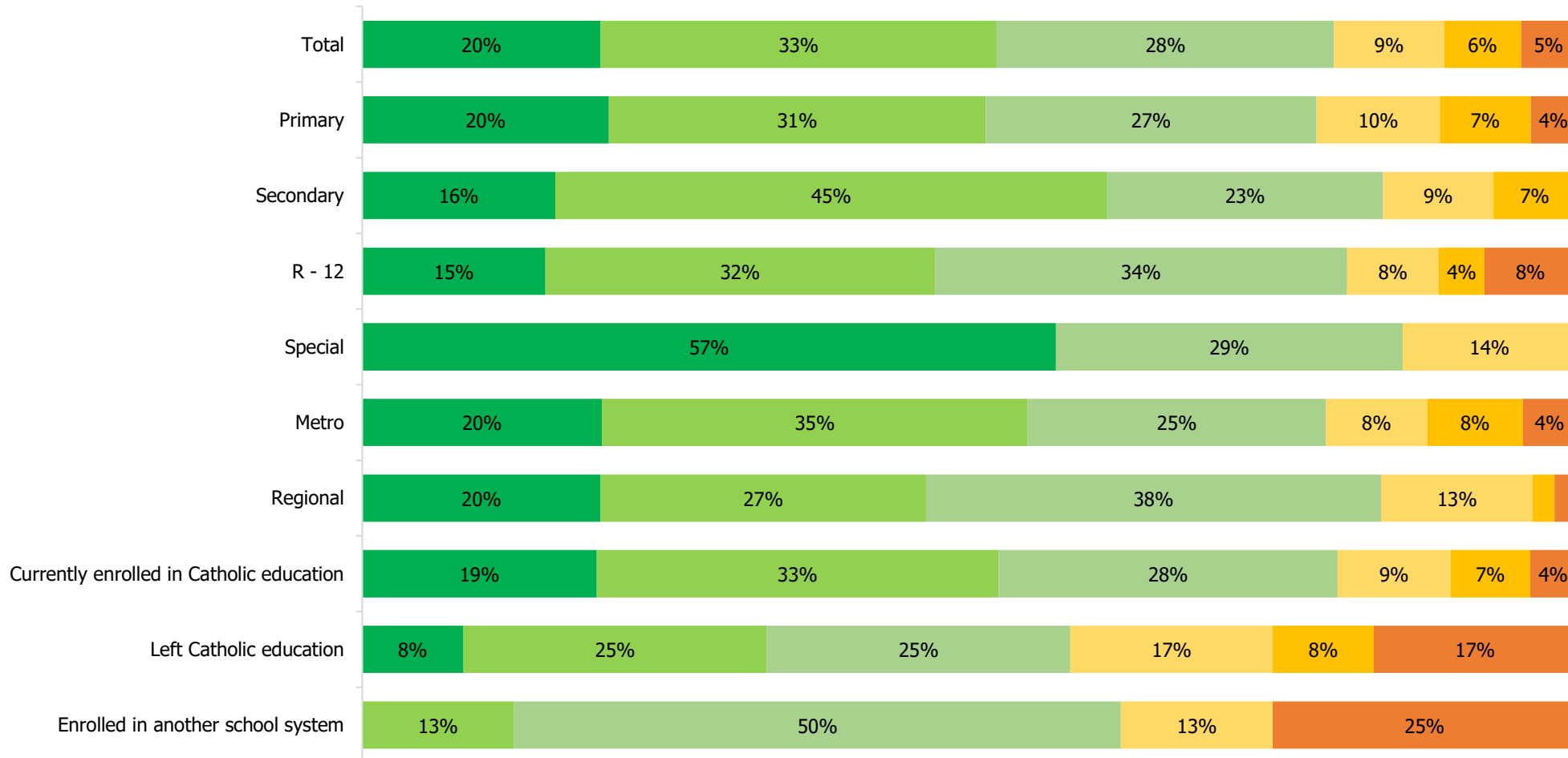
A range of comments were provided. The Square Holes analysis identified the following main emphases in the comments:

- Support for transition to every year level not just when new to the school
- Communication between school, teachers and parents

How clear was the school's information about your child's choice of courses or programs?

[N/A responses removed]

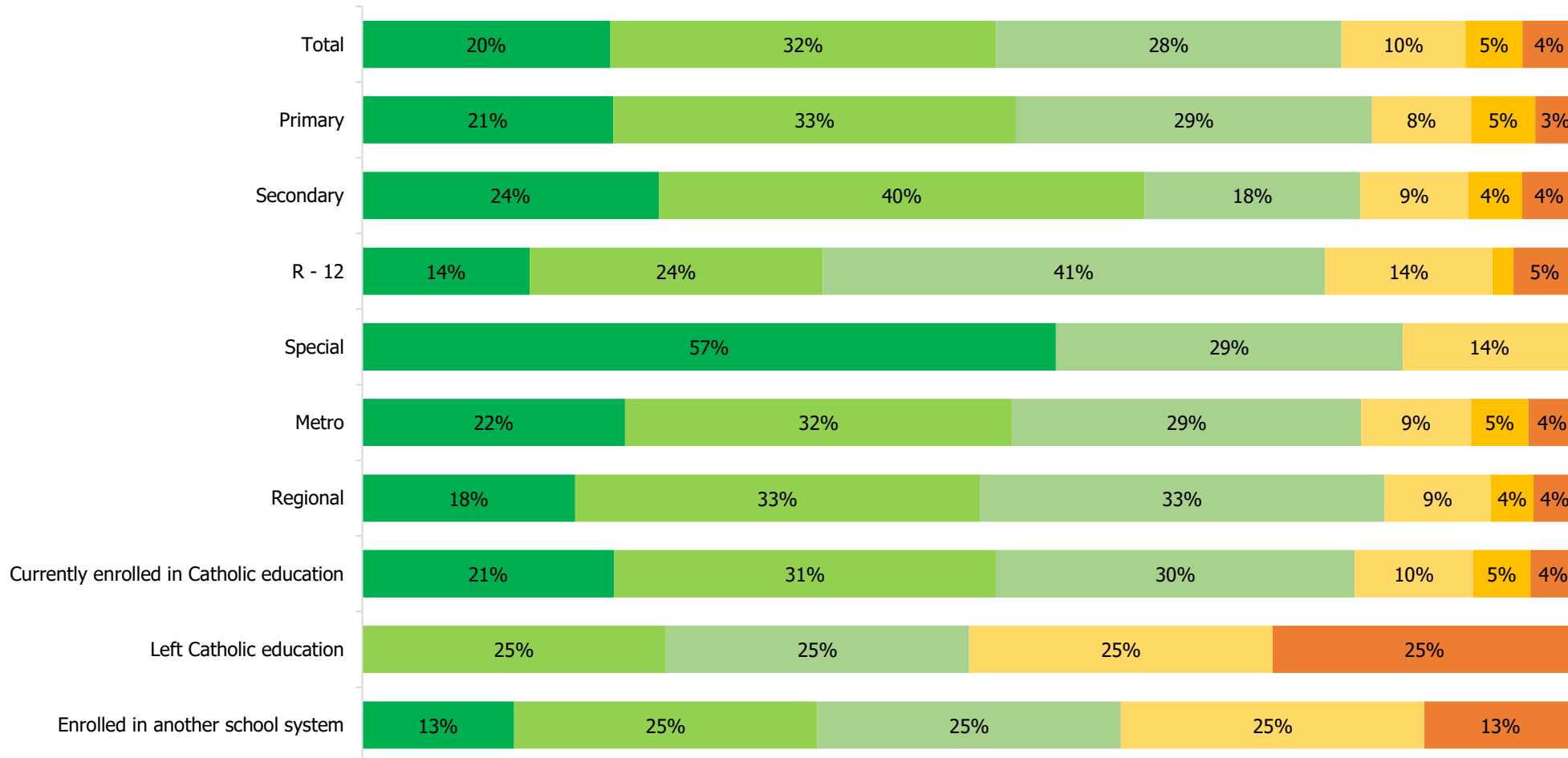
6 Extremely clear 5 Very clear 4 Somewhat clear 3 Somewhat unclear 2 Very unclear 1 Not at all clear



How clear was the information about the settings in which your child could learn?

[N/A responses removed]

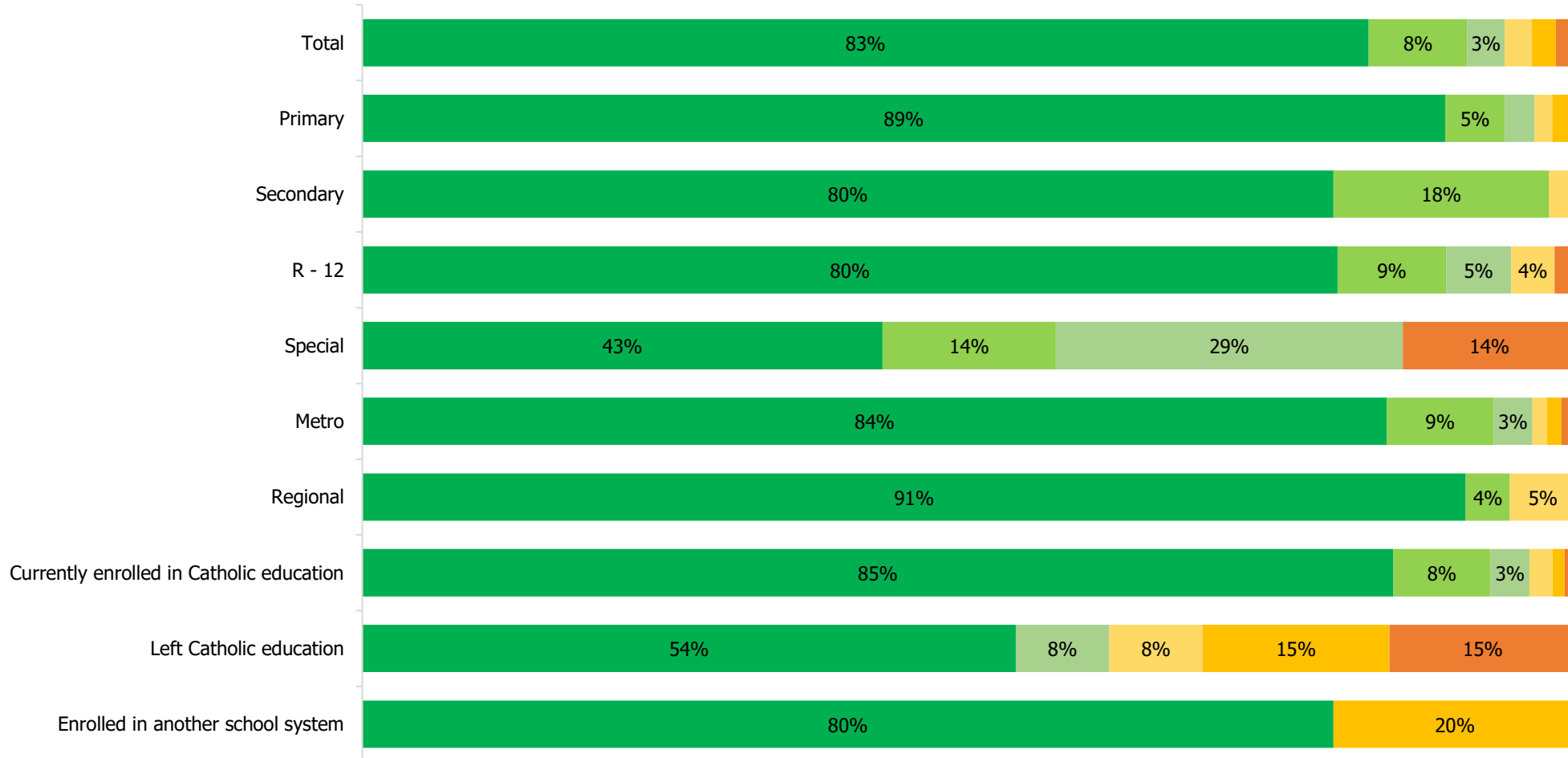
6 Extremely clear 5 Very clear 4 Somewhat clear 3 Somewhat unclear 2 Very unclear 1 Not at all clear



To what extent did you have any difficulties in enrolling your child?

[N/A responses removed]

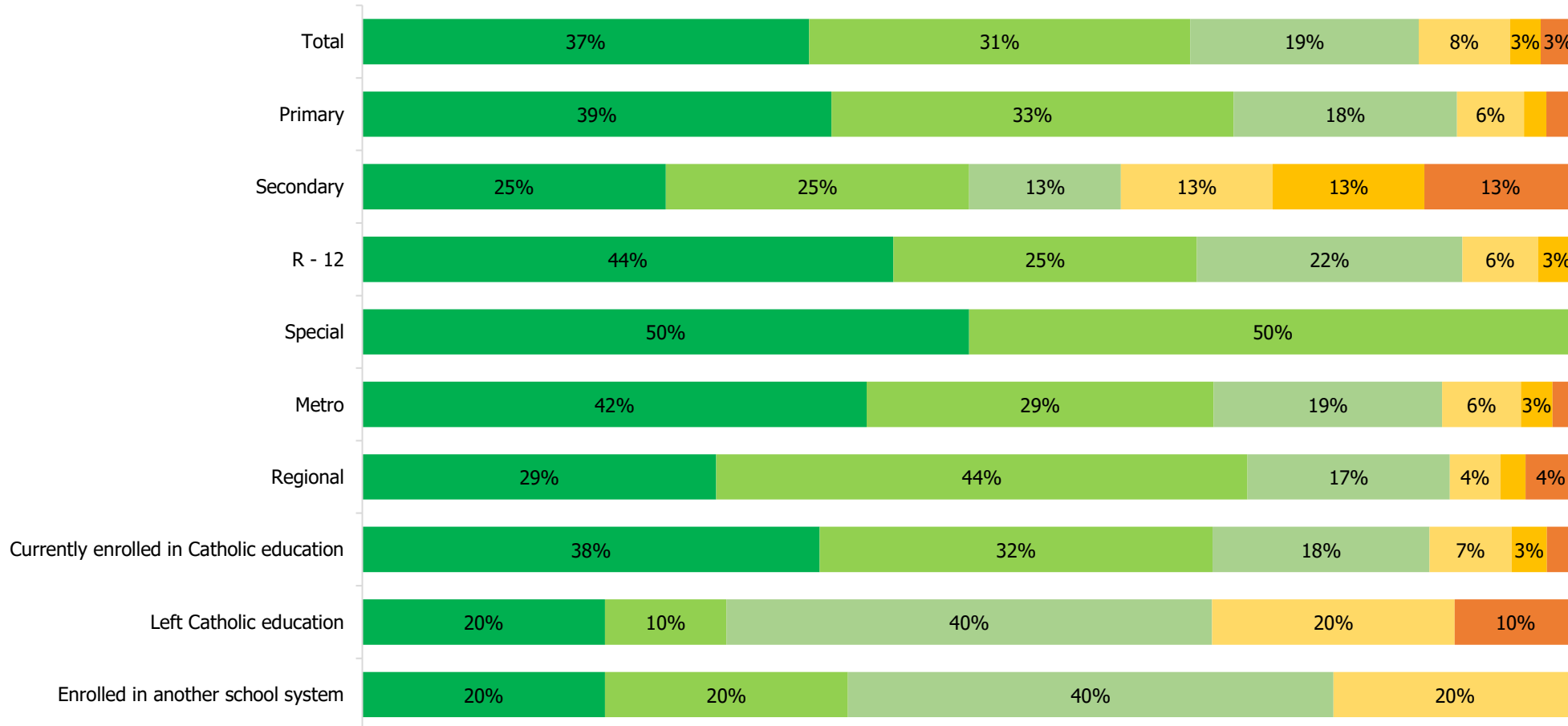
6 No difficulty at all 5 4 3 2 1 Extreme difficulty



If your child's first enrolment was into Reception, how satisfied are you with the transition process from their early years setting?

[N/A responses removed]

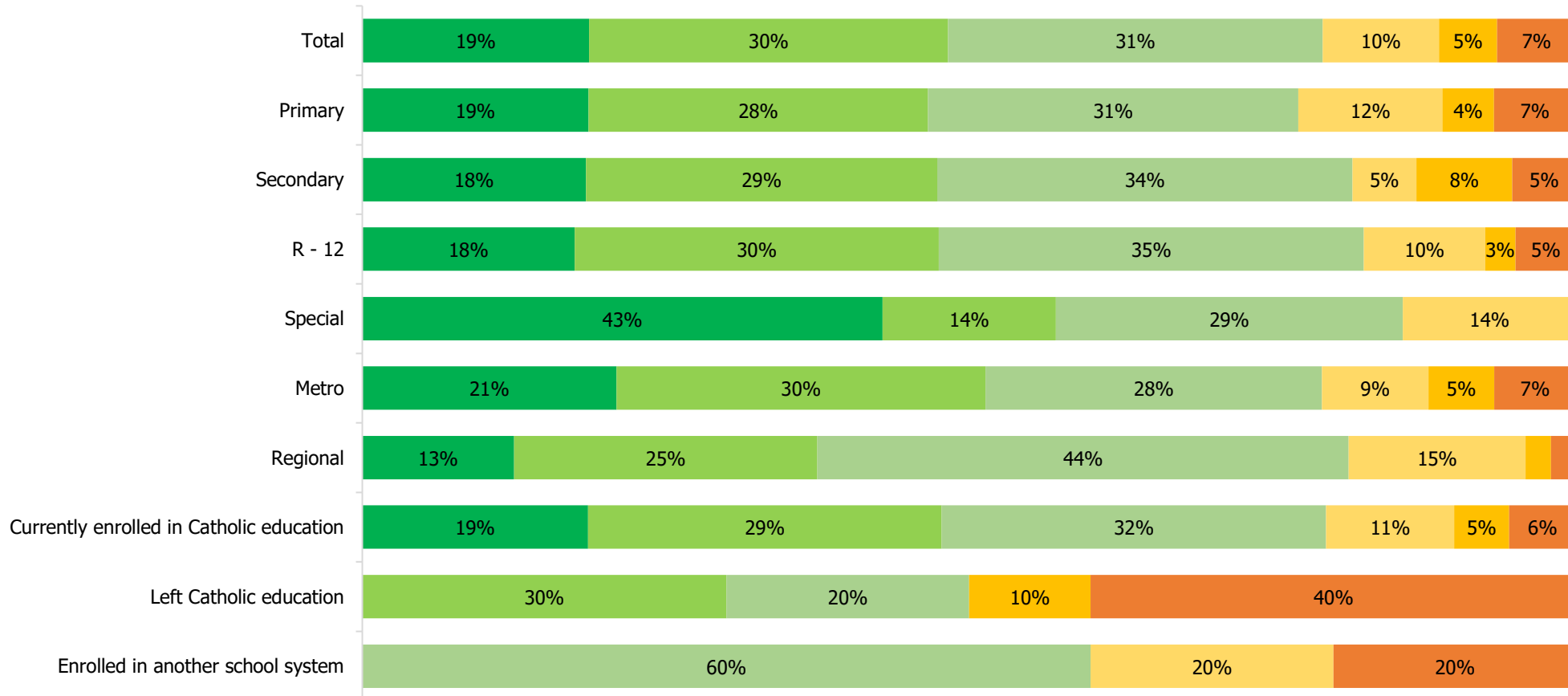
6 Extremely satisfied 5 Very satisfied 4 Somewhat satisfied 3 Somewhat dissatisfied 2 Very dissatisfied 1 Extremely dissatisfied



Following your child's initial school enrolment, how satisfied are you with the transition process into their future pathways (e.g. from primary to secondary, or secondary into post school options)?

[N/A responses removed]

6 Extremely satisfied 5 Very satisfied 4 Somewhat satisfied 3 Somewhat dissatisfied 2 Very dissatisfied 1 Extremely dissatisfied

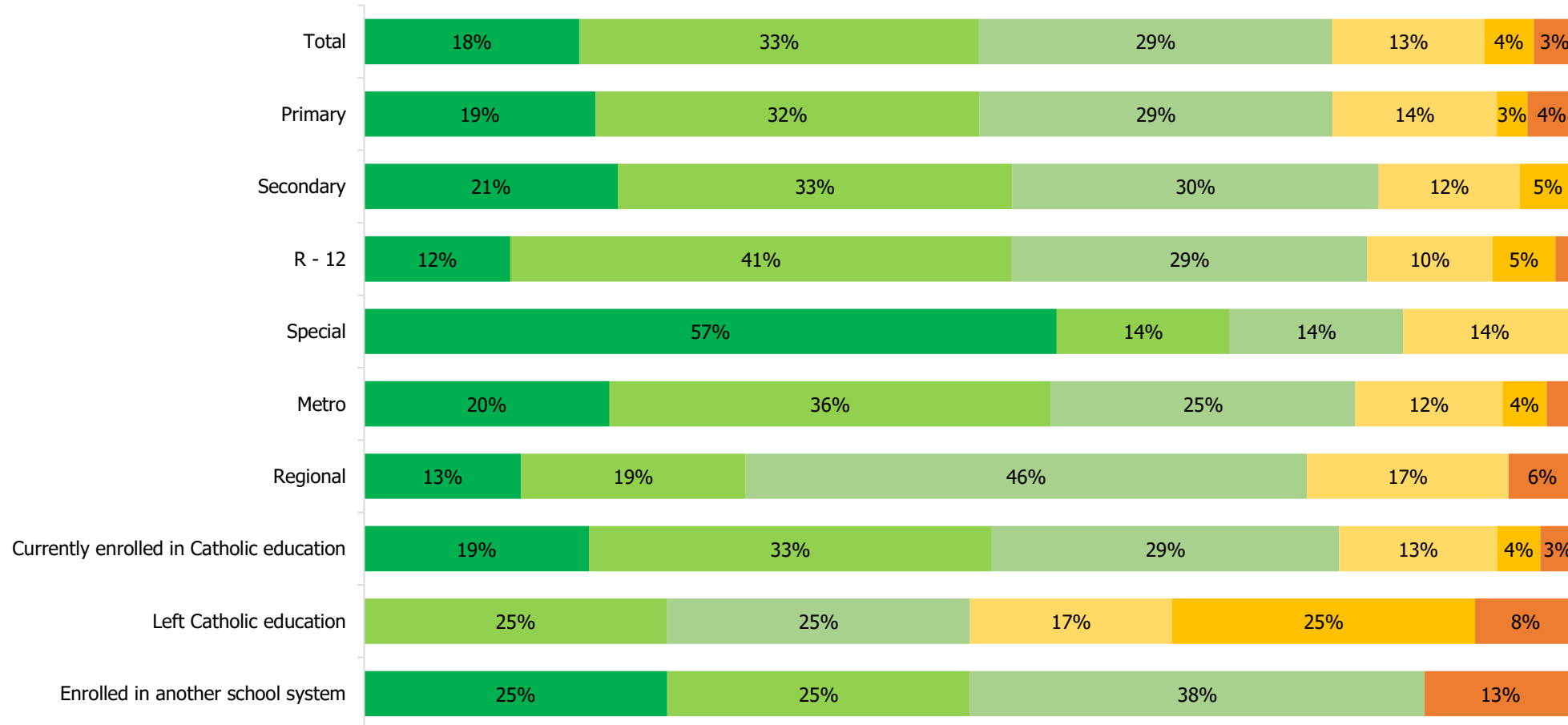


Student participation and learning

To what extent are your school's programs and learning activities flexible enough for your child to be able to participate in them?

[N/A responses removed]

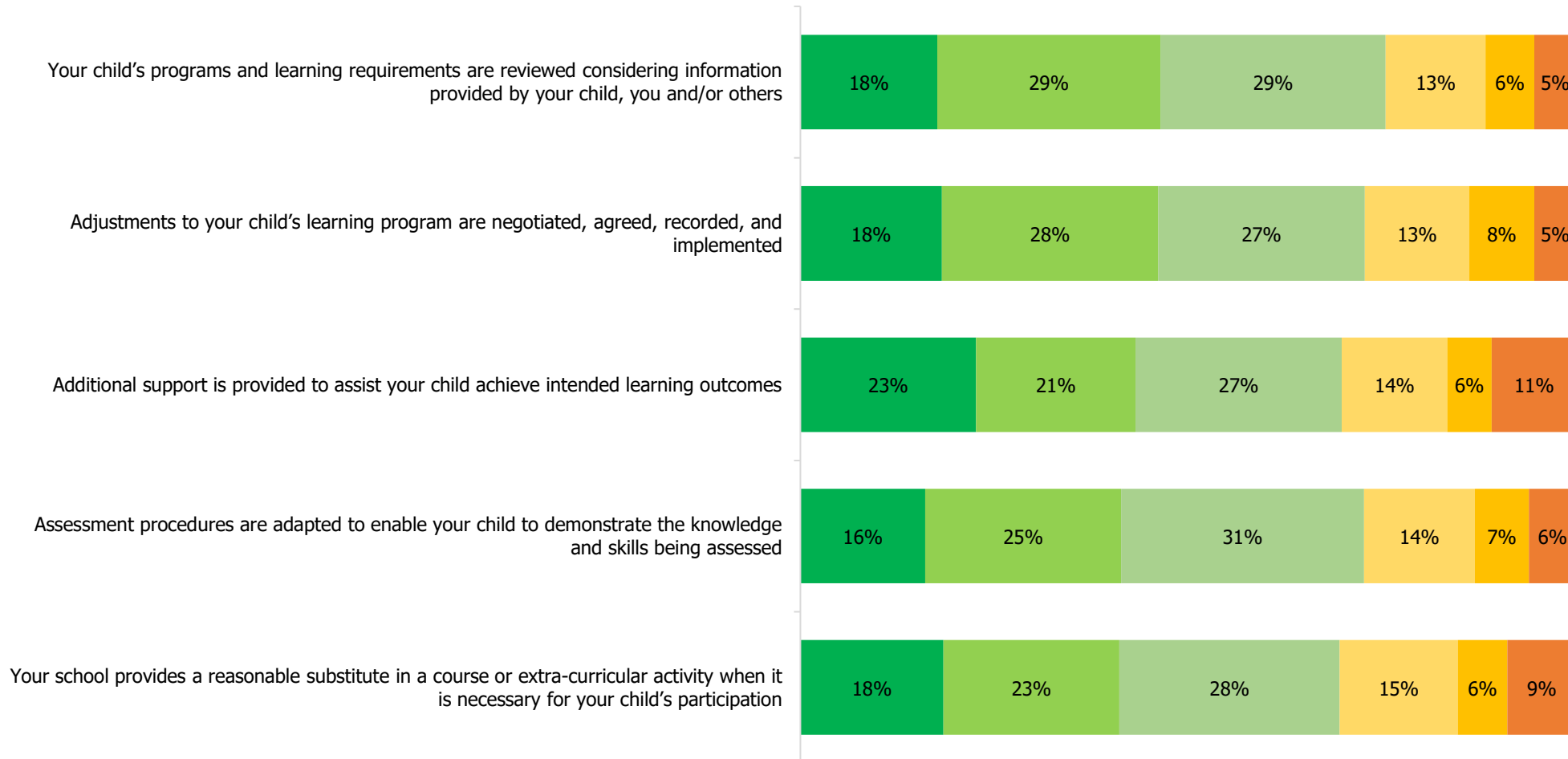
6 Extremely flexible 5 Very flexible 4 Somewhat flexible 3 Somewhat inflexible 2 Very inflexible 1 Not at all flexible



How satisfied are you with the following?

[N/A responses removed]

■ 6 Extremely satisfied
 ■ 5 Very satisfied
 ■ 4 Somewhat satisfied
 ■ 3 Somewhat dissatisfied
 ■ 2 Very dissatisfied
 ■ 1 Extremely dissatisfied



Comments about adjustments

Parents were invited to provide comments in response to the following statement:

Please indicate the strengths of how your school makes adjustments to assist your child's inclusion, learning and wellbeing

A range of comments were provided. The Square Holes analysis identified the following main emphases in the comments:

- Physical adjustments to classrooms / play spaces / or other school settings
- Adjusted curriculum or special literacy or numeracy programs
- Good lines of communication between teachers and parents

Parents were invited to provide comments in response to the following question:

What you think your school should do less of or stop doing to assist your child's inclusion, learning and wellbeing?

A range of comments were provided. The Square Holes analysis identified the following main emphases in the comments:

- Ensuring that the needs of the individual child are considered / one size does not fit all
- Adequate teacher support, not just the use of ESO's
- Modified curriculum to meet the needs of each student [no language / life skills]

Comments about adjustments

Parents were invited to provide comments in response to the following question:

How can the school best improve your child's inclusion, learning and wellbeing?

A range of comments were provided. The Square Holes analysis identified the following main emphases in the comments:

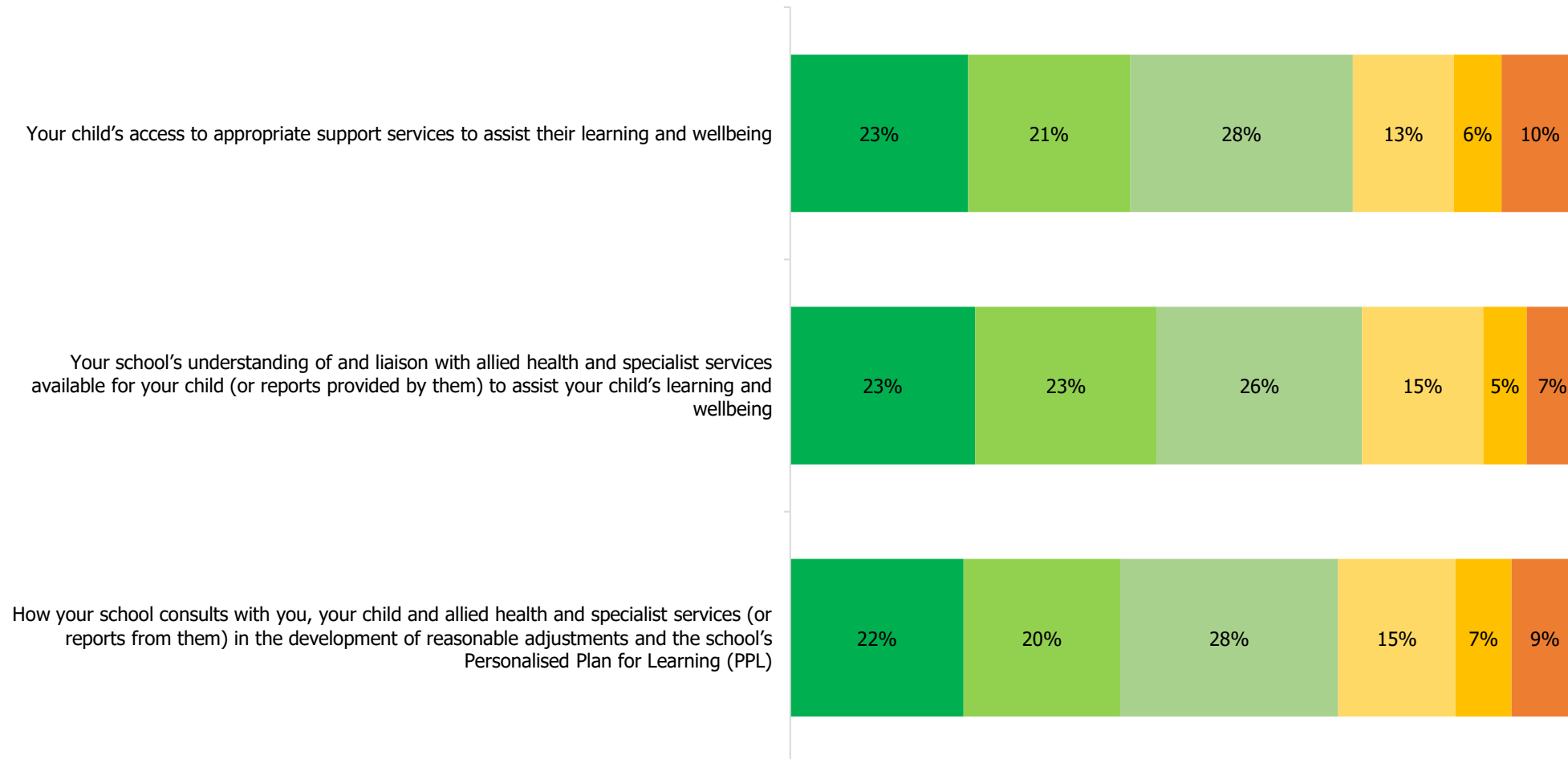
- Proactive support
- Adapted curriculum, however with enough challenge for the students to reach their best
- Adequate qualified support staff
- Social support such as lunch clubs etc to help build social networks and friendships

Support services

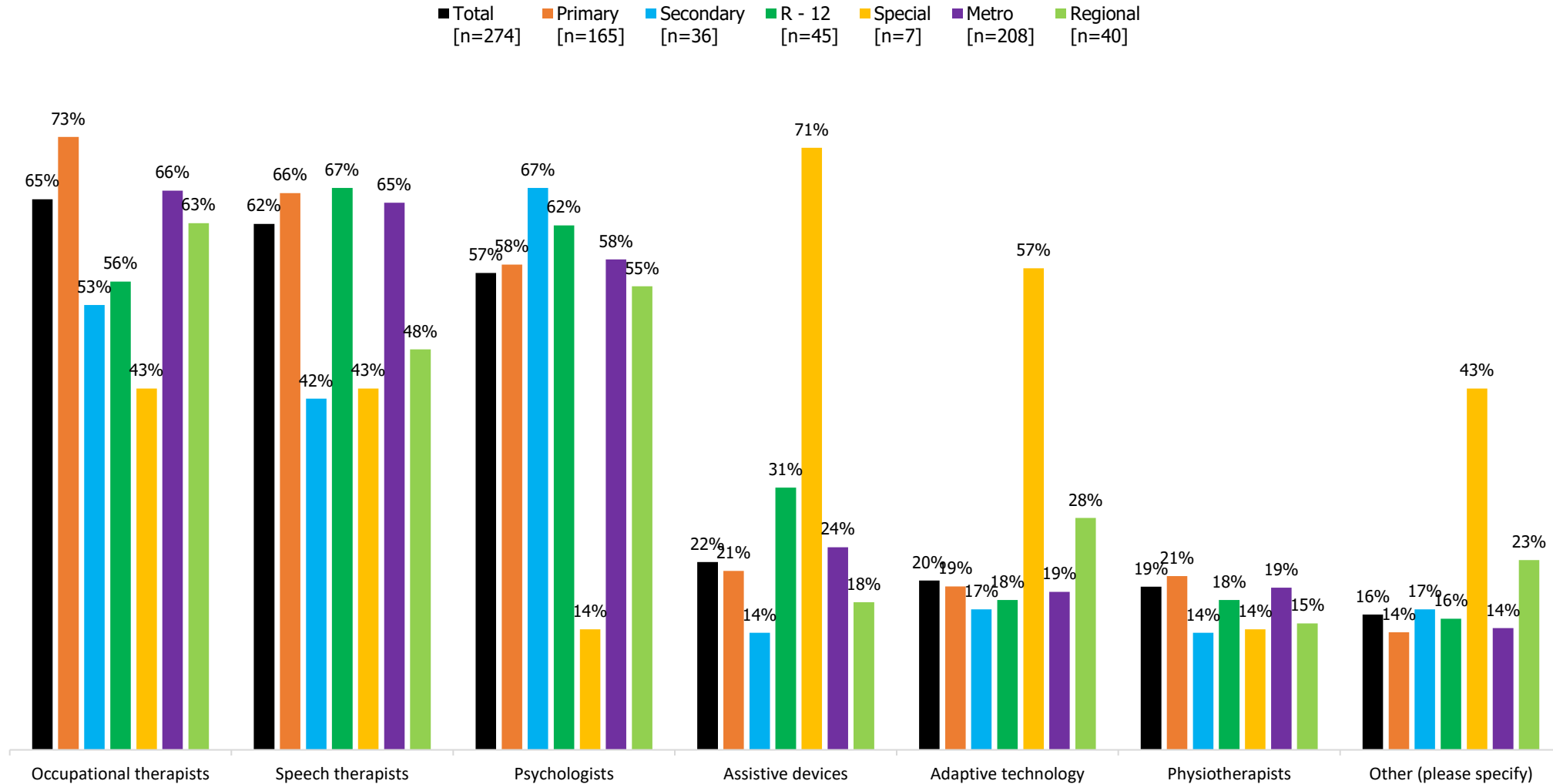
How satisfied are you with...

[N/A responses removed]

■ 6 Extremely satisfied ■ 5 Very satisfied ■ 4 Somewhat satisfied ■ 3 Somewhat dissatisfied ■ 2 Very dissatisfied ■ 1 Extremely dissatisfied



Which are the most useful NDIS and or community based allied health and / or specialist services for your child?



Comments about support services

Parents were invited to provide comments in response to the following statement:

Please indicate the strengths of your school's liaison with or use of the reports provided by allied health and specialist services in providing reasonable learning and care adjustments

A range of comments were provided. The Square Holes analysis identified the following main emphases in the comments:

There were wide differences reported in how individual schools liaised with allied health and specialist services. Some schools are highly supportive and provide spaces for allied health or other services to access within the school, along with follow up reporting to parents. However, other schools work less closely with these services.

Comments about support services

Parents were invited to provide comments in response to the following question:

What do you think your school should do less of or stop doing in liaison with and/or using reports from allied health and specialist services in assisting your child's learning and wellbeing?

A range of comments were provided. The Square Holes analysis identified the following main emphasis in the comments:

Communication amongst specialists, teachers and parents is vital to ensuring adequate support is in place.

Parents were invited to provide comments in response to the following question:

How can the school best improve the use of information from allied health and specialist services in assisting your child's learning and wellbeing?

A range of comments were provided. The Square Holes analysis identified the following main emphasis in the comments:

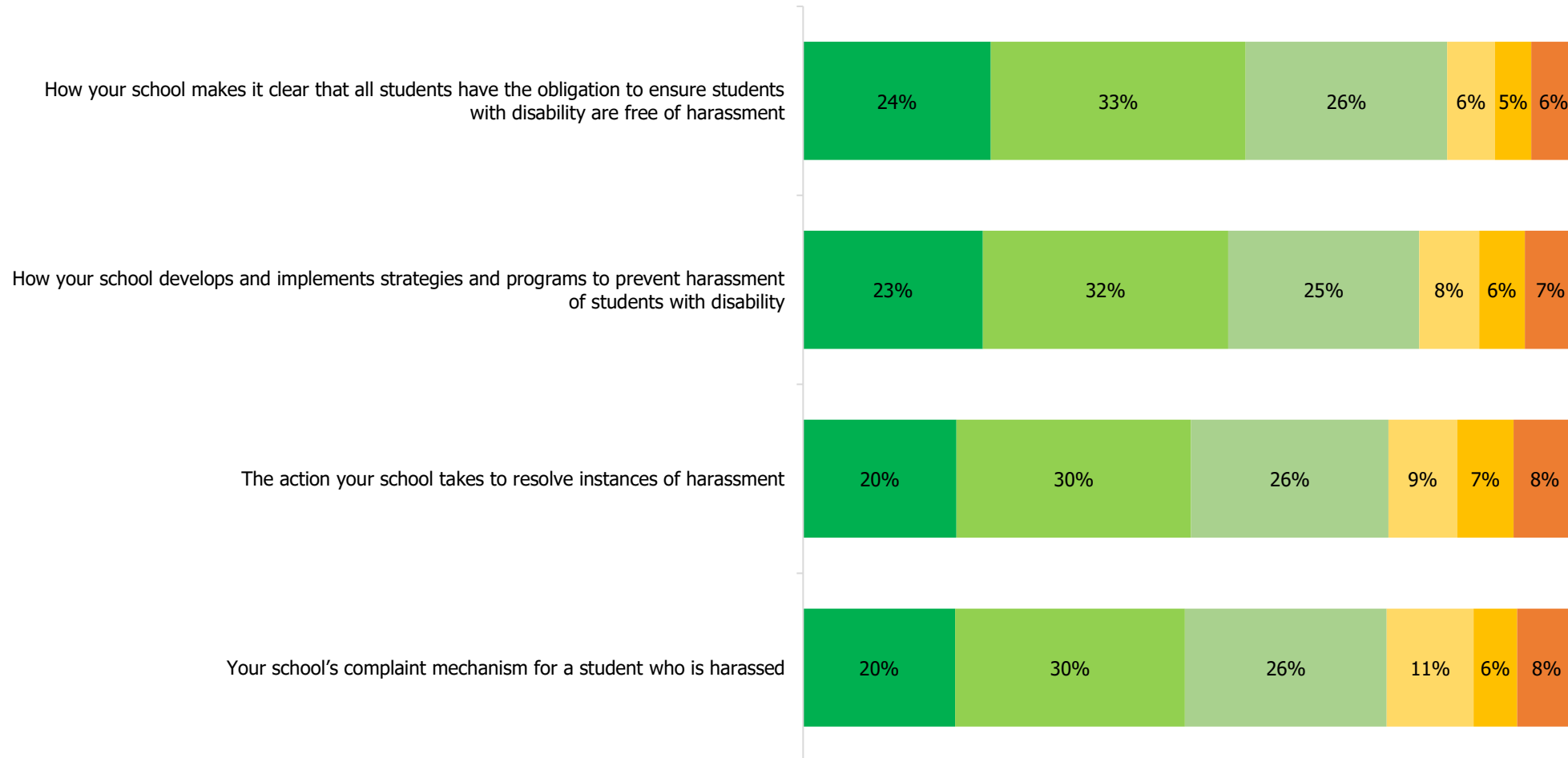
Ensuring the teaching staff can implement requirements from specialist reports provides a strong basis for assisting learning and wellbeing.

Eliminating harassment

How satisfied are you with...

[N/A responses removed]

■ 6 Extremely satisfied
 ■ 5 Very satisfied
 ■ 4 Somewhat satisfied
 ■ 3 Somewhat dissatisfied
 ■ 2 Very dissatisfied
 ■ 1 Extremely dissatisfied



Comments about eliminating harassment

Parents were invited to provide comments in response to the following statement:

Please indicate the strengths of your school's culture and strategies for dealing with harassment of students, including those with disability

A range of comments were provided. The Square Holes analysis identified the following main emphasis in the comments:

Most schools have adequate policies in place for dealing with harassment.

Parents were invited to provide comments in response to the following question:

What do you think your school should do less of or stop doing in its culture and strategies for dealing with harassment of students, including those with disability?

A range of comments were provided. The Square Holes analysis identified the following main emphasis in the comments:

It is important for schools to ensure that all students are treated fairly, with appropriate consequences for harassment.

Comments about eliminating harassment

Parents were invited to provide comments in response to the following question:

How can your school best improve its culture and strategies for dealing with harassment of students, including those with disability?

A range of comments were provided. The Square Holes analysis identified the following main emphases in the comments:

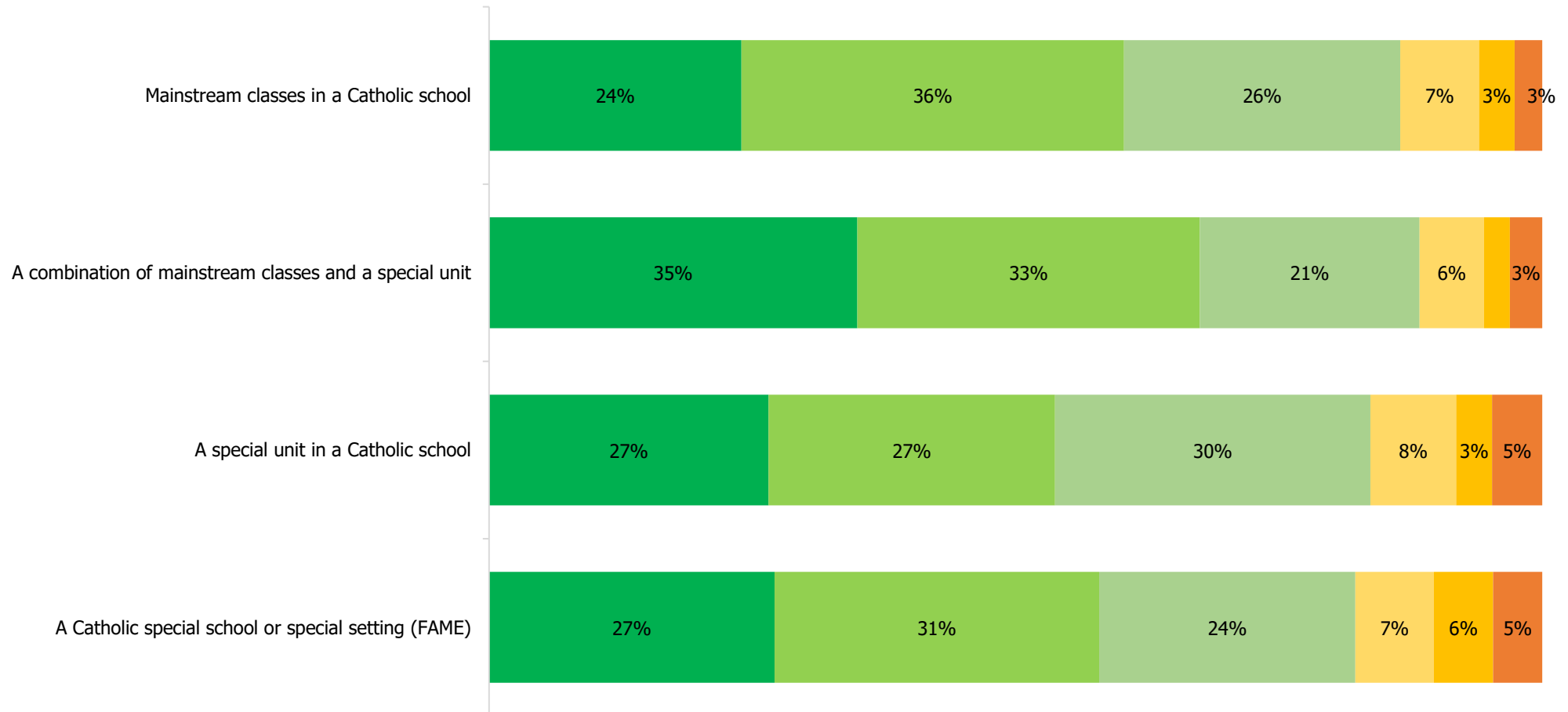
- Proactive
- Taking the time to listen
- Consistency
- Continue to provide education about inclusiveness

School structures

To what extent do you consider these structures (below) as effective in providing inclusion, learning and wellbeing of students with disability?

[Don't know responses removed]

6 Extremely effective 5 Very effective 4 Somewhat effective 3 Somewhat ineffective 2 Very ineffective 1 Not at all effective



Comments about mainstream classes

Parents were invited to provide comments in response to the following statements:

Please indicate the strengths of mainstream classes in a Catholic school

A range of comments were provided. The Square Holes analysis identified the following main emphases in the comments:

- Allows children to learn from each other
- Real life experience
- Less isolation
- Inclusion

Please indicate the limitations of mainstream classes in a Catholic school

A range of comments were provided. The Square Holes analysis identified the following main emphases in the comments:

- Mainstream classes can be overwhelming for some students
- The feeling of being left behind
- Lack of individual support
- Lack of flexibility

Comments about special units

Parents were invited to provide comments in response to the following statements:

Please indicate the strengths of a special unit in a Catholic school

A range of comments were provided. The Square Holes analysis identified the following main emphases in the comments:

- Ability to focus on the individual needs of the child
- Best suited for high needs
- A feeling of safety
- Specialised teachers

Please indicate the limitations of a special unit in a Catholic school

A range of comments were provided. The Square Holes analysis identified the following main emphasis in the comments:

- Students can feel excluded from mainstream [increases feelings of difference]

Comments about a combination of mainstream classes and a special unit

Parents were invited to provide comments in response to the following statements:

Please indicate the strengths of a combination of mainstream classes and a special unit

A range of comments were provided. The Square Holes analysis identified the following main emphases in the comments:

- Encourages integration within the whole school community
- Increases opportunities
- Flexibility

Please indicate the limitations of a combination of mainstream classes and a special unit

A range of comments were provided. The Square Holes analysis identified the following main emphases in the comments:

- A feeling of difference for the student
- Can result in a disjointed education
- Dependent on the type of disability

However, for many this model provided a good mix and opportunities for the student.

Comments about special schools and settings

Parents were invited to provide comments in response to the following statements:

Please indicate the strengths of a Catholic special school or special setting (FAME)

A range of comments were provided. The Square Holes analysis identified the following main emphases in the comments:

- Caters for children with high needs
- Specialised teachers and environment

Please indicate the limitations of a Catholic special school or special setting (FAME)

A range of comments were provided. The Square Holes analysis identified the following main emphases in the comments:

- Exclusion
- Limited learning experience

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