

Students with Disability Review

Survey Summary Report: Principals of Catholic Schools

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 principals 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

Principals of Catholic Schools Survey Summary Report

Culture of Inclusion

Principal responses conveyed a core belief in the inclusion of all students, as an integral part of their Catholic belief. They talk of their passion in ensuring that each child is treated with the greatest respect, and how their students are acknowledged for their support of students with disability and the blessings that are experienced between children.

The inclusion of students with a disability in the school community enables all children and teachers to see these children as children first, even though they may be different in their looks, behaviour or ability to communicate in the same way. Restorative practices are used to enable open discussion and clear commitment to treating all people with dignity and respect and above all kindness.

Students are taught about the need for respect and inclusion within the school wellbeing programme, and harassment is dealt with in an immediate fashion.

Mechanisms, reported by principals, that allow inclusion to work include:

- Specialist staff who work closely with teachers in understanding the required adjustments and reviewing their effectiveness. They involve families, and in most instances, the child in this process.
- Staff professional development is directed towards personalised planning, new assistive technologies, shared best practice in inclusion, and whole school approaches to developing social and emotional competencies.
- Support staff are well trained and work collaboratively with teachers in implementing adjustments and building wonderful connections and relationships.

In completing the surveys, principals were open and honest in facing the issue of trying to be all things to all families and their children.

Many acknowledged the need for greater service supports, and financial and physical supports for schools and families to promote inclusion without compromising teaching and learning within the classroom setting, suggesting parent and community education could be developed such as flyers, webinars and sessions that might be run by Catholic education's parent organisation.

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.*

Principals generally believe that their processes of enrolment are inclusive and meet the Disability Standards for Education. However, a small number expressed their surprise in discussions with their professional colleagues, who believe that some schools do not enrol particular students and that cost and ability to fund adequate support is used as a genuine reason for not enrolling students.

One principal recommended that a flyer should be included within the school enrolment pack in order to acknowledge inclusion and how the system can support a child and their family.

Principals felt that they had a reasonable enrolment process which often included the enrolment officer working closely with the support coordinator. Visits to kindergartens, meetings with Allied Health personnel, and meetings with families all undertaken prior to confirming the enrolment so that the family is aware of what can be provided and what the pathway looks like.

It is noted that principals are not always involved in the enrolment process and that enrolment processes are not always the same for students with disability as for all other students.

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.*

Principals were honest in their summation of the success of their current programs. They regularly affirmed their commitment to promoting inclusion however often referred to the restrictions they experience when their access to resources means they cannot cater for every child's needs.

Some principals would like to develop a greater understanding of pedagogical approaches that support and enhance inclusion and are questioning past practices in the area of students with disability. One principal noted that in an attempt to be more inclusive, the school was exploring ways to improve Quality Differentiated Teaching Practice, rather than relying on substantial/supplementary intensive support programs.

Others pointed to the value of having different units or spaces in their schools to support students with learning needs, staffed by qualified specialist teachers in disability. The school's strategy in these instances is to focus on an integrated model with individual students integrated into the mainstream on the basis of their readiness and capacity to learn with additional support through a range of programs delivered in the specialised areas.

As stated above, many principals, especially in the city, and more so in secondary schools, included targeted units as the answer to being more inclusive in very general terms. They commented that in their view Catholic education should provide units as a clear pathway and a place in a Catholic secondary special needs unit guaranteed if required.

There was an honesty in responses that acknowledged that some teachers still defer responsibility, if given the opportunity, to the learning support team.

They referred to the challenges that exist when talking with parents who don't want a student in a class who disrupts their own child's learning.

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.*

Responses in this section centred on access to NDIS therapists indicating a need to have improved communication particularly with providers who prefer to work 1:1. The need for more opportunity to unpack reports with families after assessments are completed was also noted.

There was a general request for greater access to occupational therapists, speech therapists and psychologists in schools outside NDIS and for professional development for staff. Many called for speech and occupational therapists employed to work across regions or clusters.

Whilst many called for professional development for educational support officers, there were some calls for whole staff professional development to assist understanding of advice offered by therapists.

Finally, principals also indicated a need for their own better understanding of NDIS protocols in order to gain a better knowledge of their rights and opportunities in working with therapists.

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.*

Responses included intuitive and informed suggestions for improvement in handling harassment from primary schools, although fewer suggestions from secondary schools.

There is a general interest in whole school training in restorative practice however it was also noted that this strategy is often used after an event.

Only a small number showed an interest in whole school processes such as Positive Behaviour support, which has a solid evidence base for whole school strategic work and have been implemented by education sectors in other states of Australia.

Small schools commented that if harassment were to occur, students would feel comfortable to mention this to their teacher. Furthermore leadership teams, who have a good relationship with students and their parents, ensure that if there was harassment, parents are able to notify the leadership team. Many schools also follow a grievance policy, which is made known to parents.

Some principals equated harassment with behaviour issues of students (with disability), stating that when behaviour from a student with disability impacts upon other children in the learning area some parents are supportive, though others still have a different view of inclusion. Principals reported some parents choose to influence other parents who want a child to not remain in the learning space. This was acknowledged as a situation that requires the action of the principal with those involved as well as the staff.

In terms of supporting students with disability, principals commented that more opportunities for discussions should be available for those students with a disability on how to handle harassment in and out of school, and that this would ensure they are equipped for their future.

School structures

In this section, principals 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:

It is noted there was more principal support for students with disability to be in mainstream classes in primary schools than in secondary schools.

Principal observations about advantages of mainstream provision

Reasons for support centred on the belief that children with a disability are given the same access to school life and learning as other children and that learning from other children is going to be more life enhancing.

At the same time it was noted that children who do not have a disability learn from their student with disability counterparts about inclusion, tolerance and about the special gifts that these children possess. They develop an understanding of others and the key underpinnings of Catholic faith - dignity, respect for others, sense of justice and equity.

For school staff, principals consider this extends teaching skills and develops new skills. They increase their knowledge base and adapt to a range of strategies to assist with the learning of all students.

Benefits for families may mean all children attend the same school, transport is easier, and it enables the student to be known in their local community.

Meeting the needs of students with disability is dependent on a range of many factors: the student, the parents, the school leadership and their experience and understanding of disability.

Principal observations about limitations of mainstream provision

From the student perspective: some of the typical structures of a mainstream school are difficult for some students e.g. class size, noise, visual stimulation and movement in room, lack of flexibility in terms of timetable, isolation (no one else is like me), lack of friends.

From family perspective: not enough support, funding, training of staff, access to speech therapists/occupational therapists/psychologists, very dependent on the attitude of the school leader and teacher, don't have flexibility, their child can be overwhelmed and as gaps in learning become more significant can become more anxious and task and learning avoidant.

From other students' perspective: disruption of learning where the student with a disability has challenging behaviour, sometimes other students become anxious and fearful.

From staff/admin/leadership- level of funding may not match student needs, providing the environment that meets the students' needs - adjusting where very significant adjustments are required in all aspects of the curriculum. Impact upon teachers attempting to cater for an extensive diversity of learners - significant adjustments for one child that impacts upon all children, including access to excursions and campsites.

Generally, the principal comments conveyed their view that more information is needed before they can be convinced that they are actually talking about a modern paradigm of social inclusion which means ensuring all students can be engaged, grow, develop and achieve in a mainstream school.

School structures (continued)

Principal observations about advantages of special units, and a combination of special units and mainstream settings

A number of principals stated that a special unit should be an absolute priority in order to work (almost) 1:1 with students, and to form effective, positive and productive working relationships.

A special unit provides a unique environment for a student with a disability. The unit can provide specialist programmes that support the student with a disability with the skills and knowledge to be successful in their learning environment.

There are unique opportunities where the students with a disability can share their talents with other students in the school environment. Students with a disability can participate in programmes where they have particular skills and/or interest, e.g. music programme, ICT, Art, home economics.

Where a unit is within a Catholic school, it is an advantage that as much as possible the students are included in mainstream classes as well as the unit. This arrangement provides opportunities for specialised teaching in a unit and inclusion in mainstream classes.

It enables the student to attend the same school as siblings but with additional, more tailored support.

It enables a blended curriculum, with specialised staff to support students and assist other teachers in including the student, with case management by the unit coordinator.

It gives way to opportunities for unit and mainstream staff to work together thus strengthening inclusion across the school

Combining mainstream and special units in a school environment provides the student with a disability a safe environment where they are supported to be successful in their learning and developing knowledge and skills that can be utilised in other areas of the school e.g. barista or working in a cafe training programme.

One suggestion was that the lines between the unit and mainstream classes could be more blurred thus the unit could support a wide range of needs rather than having a capped number of students. In an ideal school the unit would be a hub for specialised teaching which a range of student access rather than a place for a specific set of designated students.

Principals saw strong advantages in the model where students with disabilities were taught in a combination of special unit and mainstream settings.

Principal observations about limitations of special units, and a combination of special units and mainstream settings

Responses reflected the perception that students who learn in special units can feel separated and stigmatised.

Further, learning in only special units reduces opportunities for students with disabilities to interact with peers in mainstream settings.

The cost of running a unit, the capped numbers of students allocated to a unit, and the enrolment principles were also seen as key issues.

A possible limitation could be that children from the unit would be given token access to mainstream and teachers might view these children as 'from the special unit' and not genuine members of the class. Possible labelling could extend to peers and the broader school community.

School structures (continued)

Principal observations about advantages of a special school

A special school offers intensive and individualised training. There are more specialised services and staff offered daily for students with disabilities.

Curriculum is wrapped around the student, not the student fitted into curriculum.

A special school provides smaller class sizes and flexibility in terms of meeting student needs in timetable, curriculum, and school structures.

A special school provides access to occupational therapists, speech pathology expertise for teachers, specific training for all staff, intensive interaction for unconventional communicators, regular swimming program, environment e.g. fencing, access to transport to and from schools.

The dignity of the child is maintained and families know their child is safe.

Principal observations about limitations of a special school

A special school isolates a student with disability from wider social interaction and community engagement.

A special school can be confronting for parents because of limited access to peer role models for their child.

Some children may not thrive in a special school environment. Pathways from a special school into mainstream classes can be difficult to achieve.

Final Comments

A number of system-level priorities were offered for consideration:

- A CESA strategy that provides for several options and is appropriately funded, with a focus on recruiting more specialist teachers with qualifications in primary and secondary schools.
- A focus on supporting teachers in schools to assist with learning, explicit instruction and assessment adjustments, and for this professional development to be done through developing expertise in clusters, with the knowledge that the result will be improved outcomes for ALL students.

The following excerpt from one principal's survey captures the views expressed by many colleagues:

“Our Church has its roots grounded within a strong social justice culture. It is important that we genuinely reflect this in our structures and processes.

If we establish facilities to enable inclusion, it is critical that we provide the necessary resources to undertake this responsibility to a high standard.

The changing nature of education, but more importantly our society, means that schools are currently trying to address an increased number of behaviours that we haven't had to contend with in the past.

It is noticeable that our staff are under pressure to achieve high quality inclusion, particularly with an increased level of demandingness from families.

I trust we are able to acknowledge the strengths of our system and further enhance what we offer to our children, staff and families.”

Ms Gerry Gray

Disability Education and Advocacy Consultant

September 2020

Students with Disability Review

Principals 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 Principal's survey with comparisons by:

- Primary / Secondary / R-12 / Special schools/settings
- Metro / Regional

This project was carried out in compliance with ISO 20252.

Respondent Composition	n=
Primary	68
Secondary	9
R-12	17
Special schools/settings	4
Metro	80
Regional	18

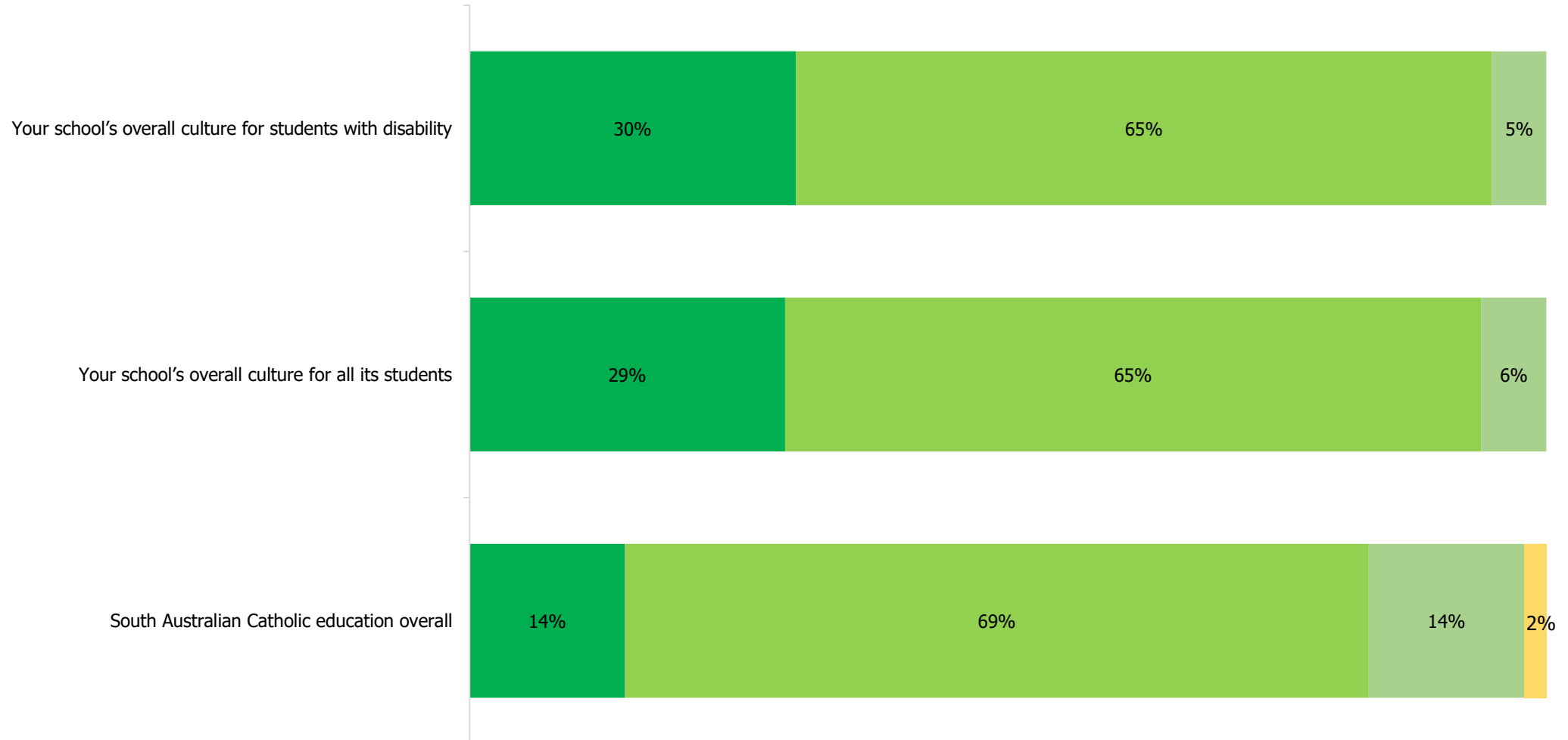
Detailed Findings

Principals

Inclusion

How inclusive do you consider the following to be?

■ 6 Extremely inclusive
 ■ 5 Very inclusive
 ■ 4 Somewhat inclusive
 ■ 3 Somewhat not inclusive
 ■ 2 Not very inclusive
 ■ 1 Not at all inclusive

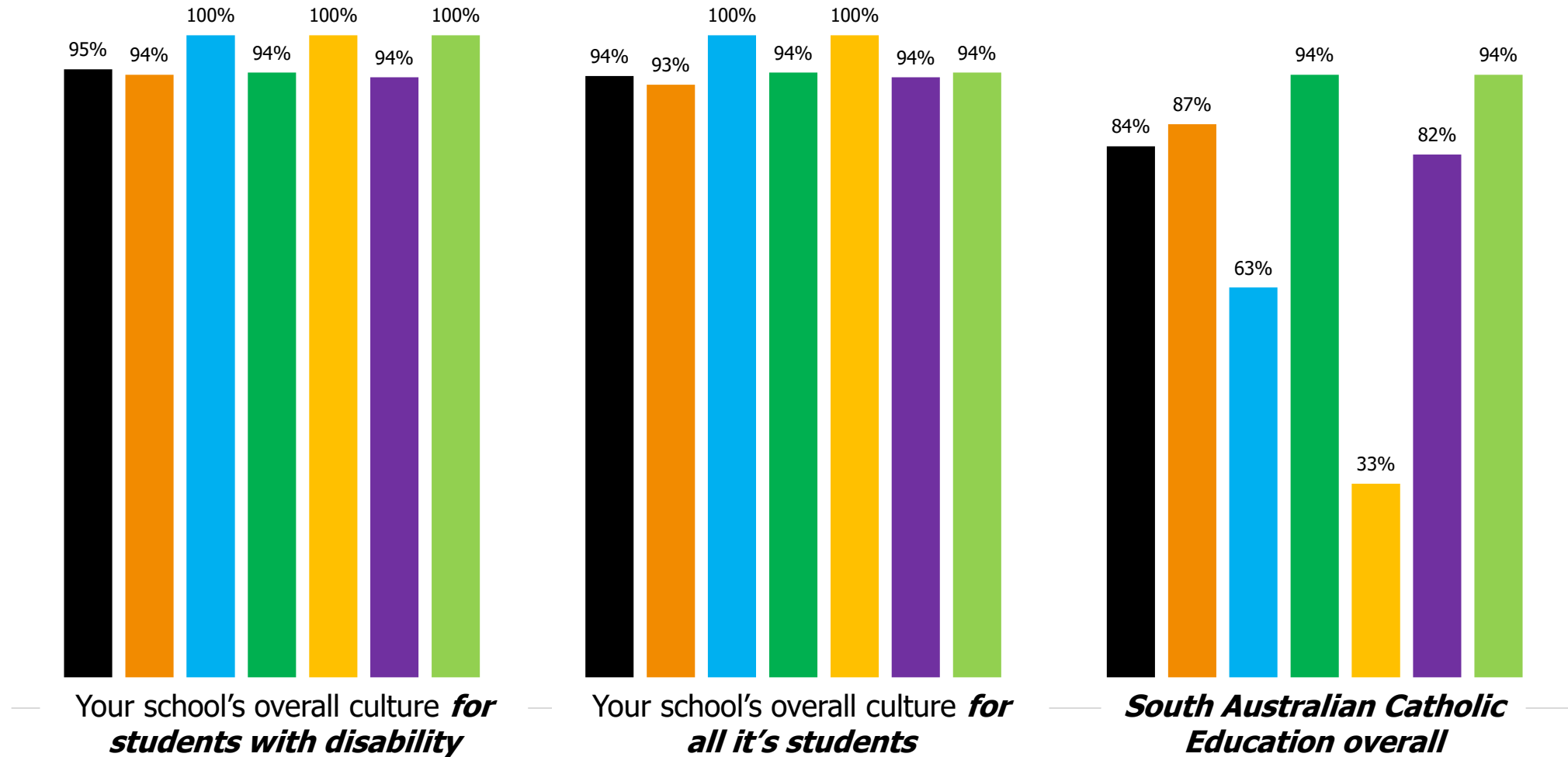


Inclusion – top 2 box comparisons

How inclusive do you consider the following to be?

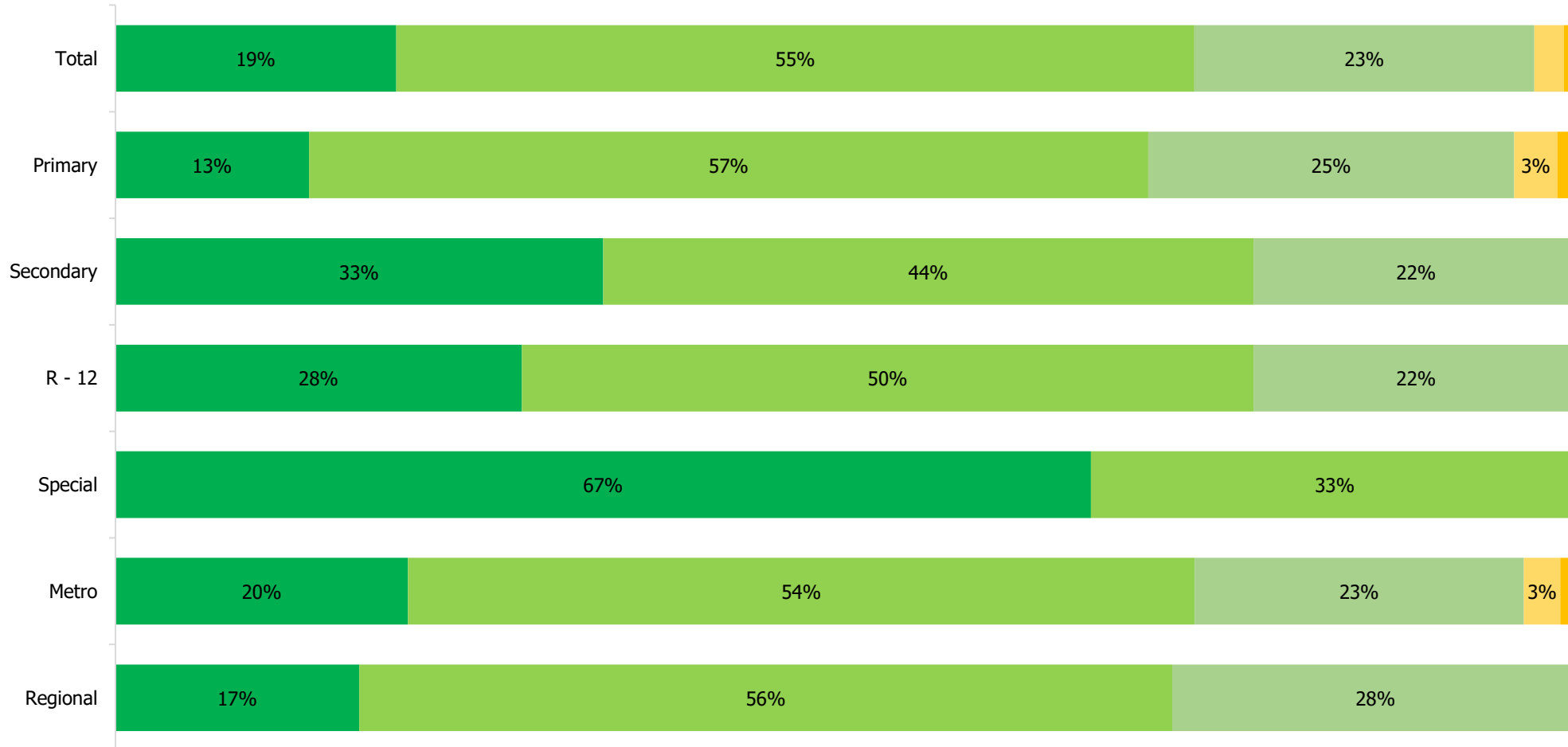
[Those who stated 'extremely inclusive' or 'very inclusive']

■ Total ■ Primary ■ Secondary ■ R - 12 ■ Special ■ Metro ■ Regional



To what extent are you familiar with the Disability Discrimination Act and the Disability Standards for Education?

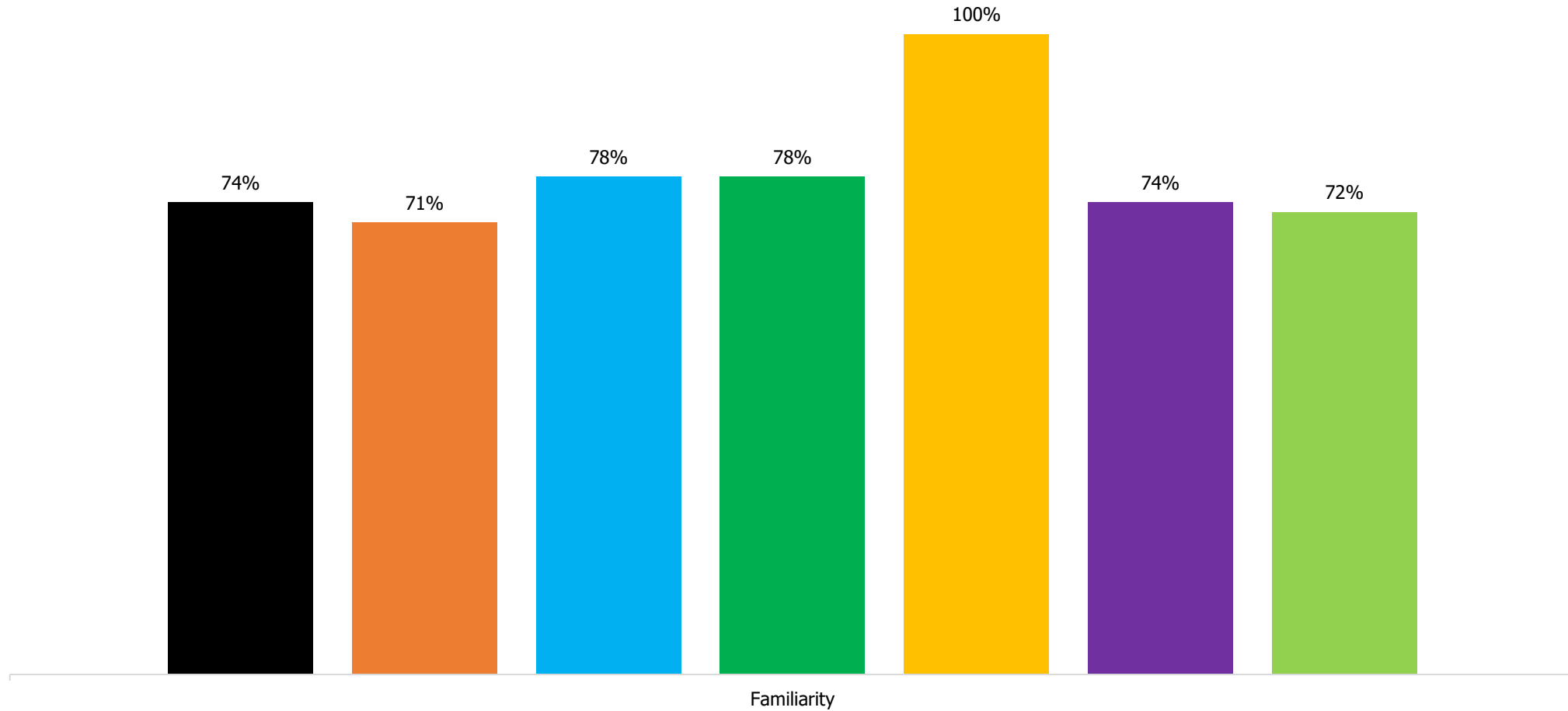
6 Extremely familiar 5 Very familiar 4 Somewhat familiar 3 Somewhat unfamiliar 2 Very unfamiliar 1 Not at all familiar



To what extent are you familiar with the Disability Discrimination Act and the Disability Standards for Education?

[Those who stated 'extremely familiar' or 'very familiar']

■ Total ■ Primary ■ Secondary ■ R - 12 ■ Special ■ Metro ■ Regional



Comments about Inclusion

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

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

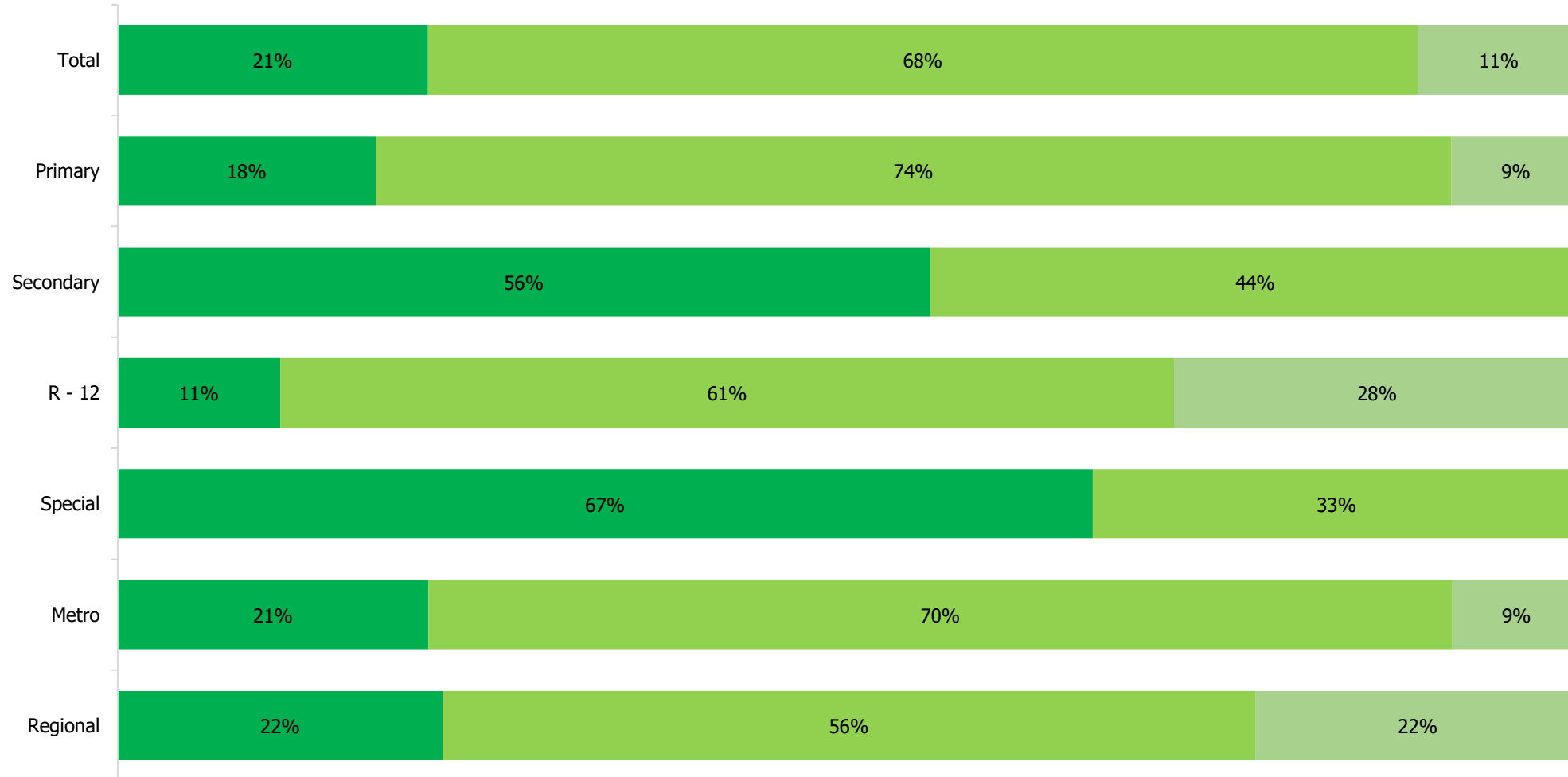
A range of comments were provided. The Square Holes analysis identified the following main emphases in the comments:

- Inclusion needs to be supported in mainstream schools with funding and professional development for teachers and education support officers (ESOs)
- Partnerships with Allied Health
- More special education units in primary schools
- Agility in accommodating students with diverse needs
- Whole of system policies rather than individual schools

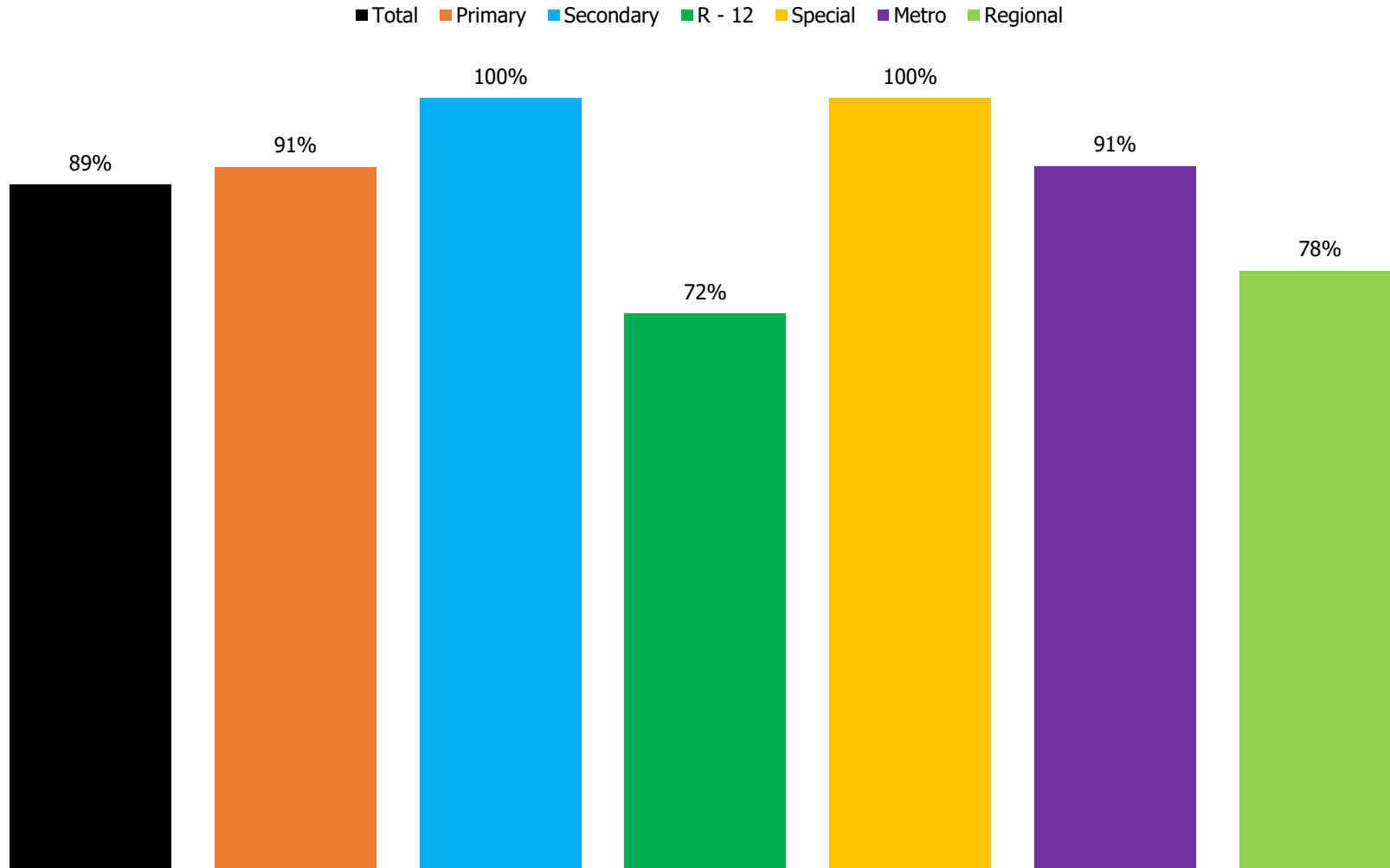
Enrolment and transition

How well does your school's enrolment process recognise the needs of students with disability?

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

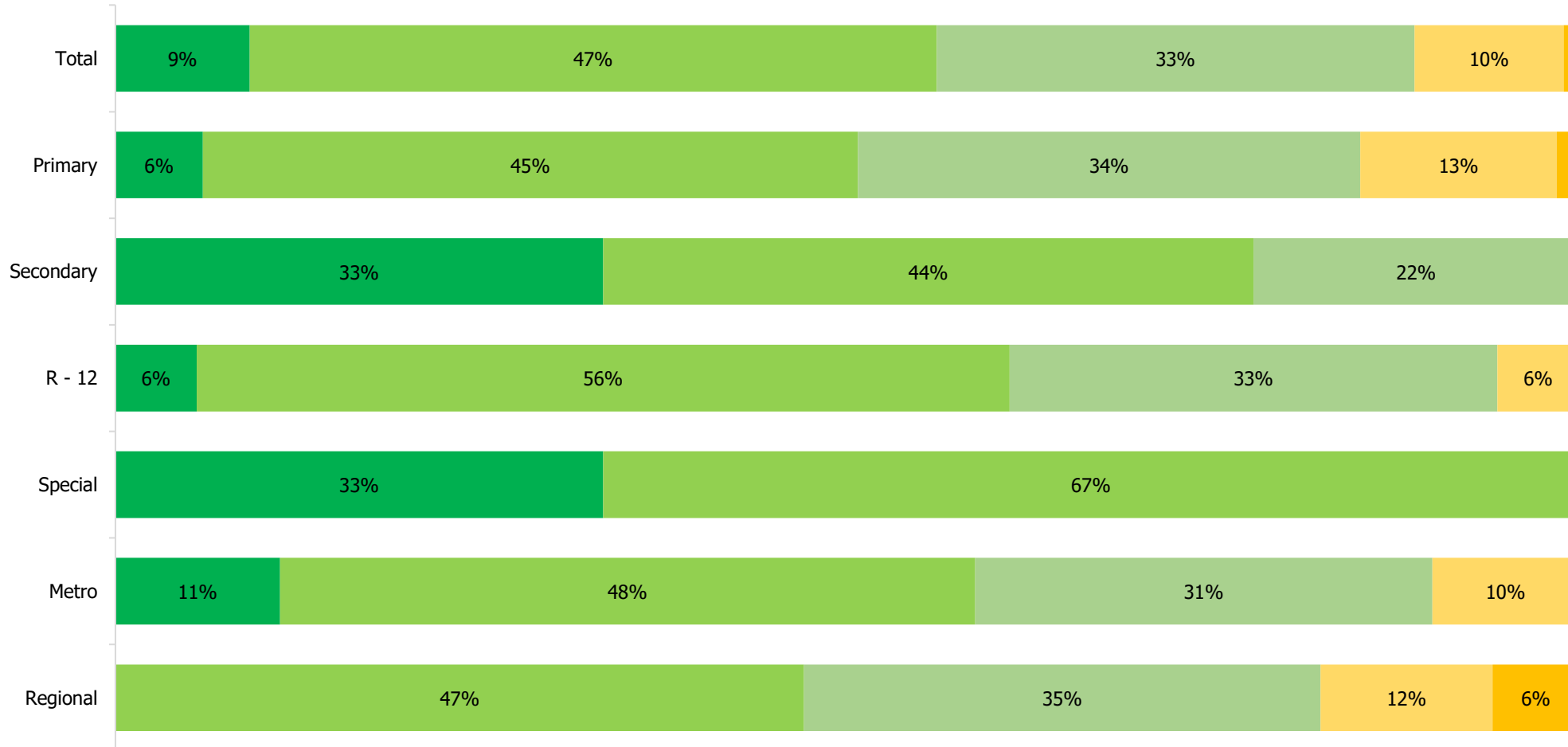


How well does your school's enrolment process recognise the needs of students with disability?
[Those who stated 'extremely well' or 'very well']



How clearly does information provided by the school explain the choice of courses or programs for students with disability?

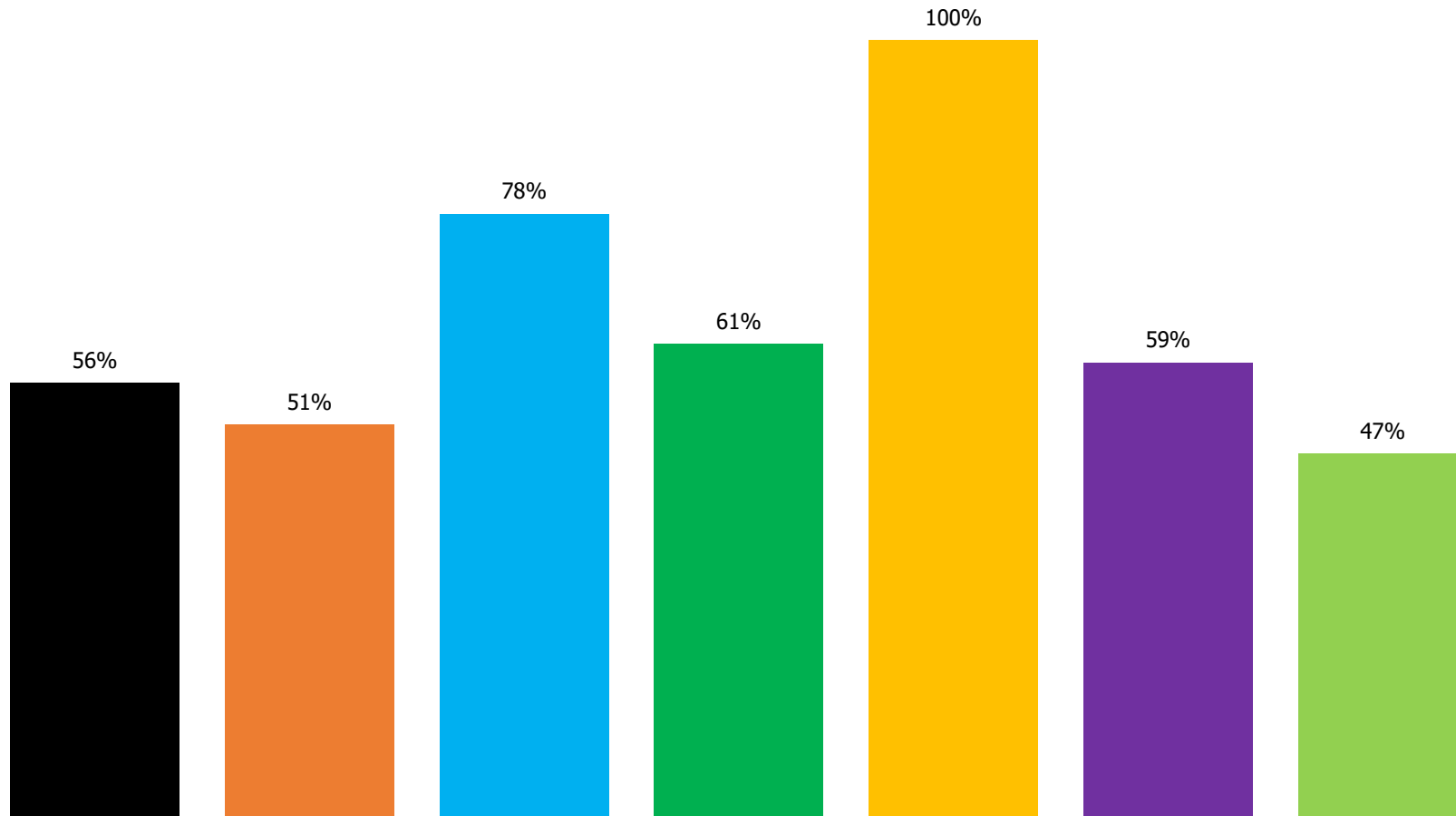
6 Extremely clear 5 Very clear 4 Somewhat clear 3 Somewhat unclear 2 Very unclear 1 Not at all clear



How clearly does information provided by the school explain the choice of courses or programs for students with disability?

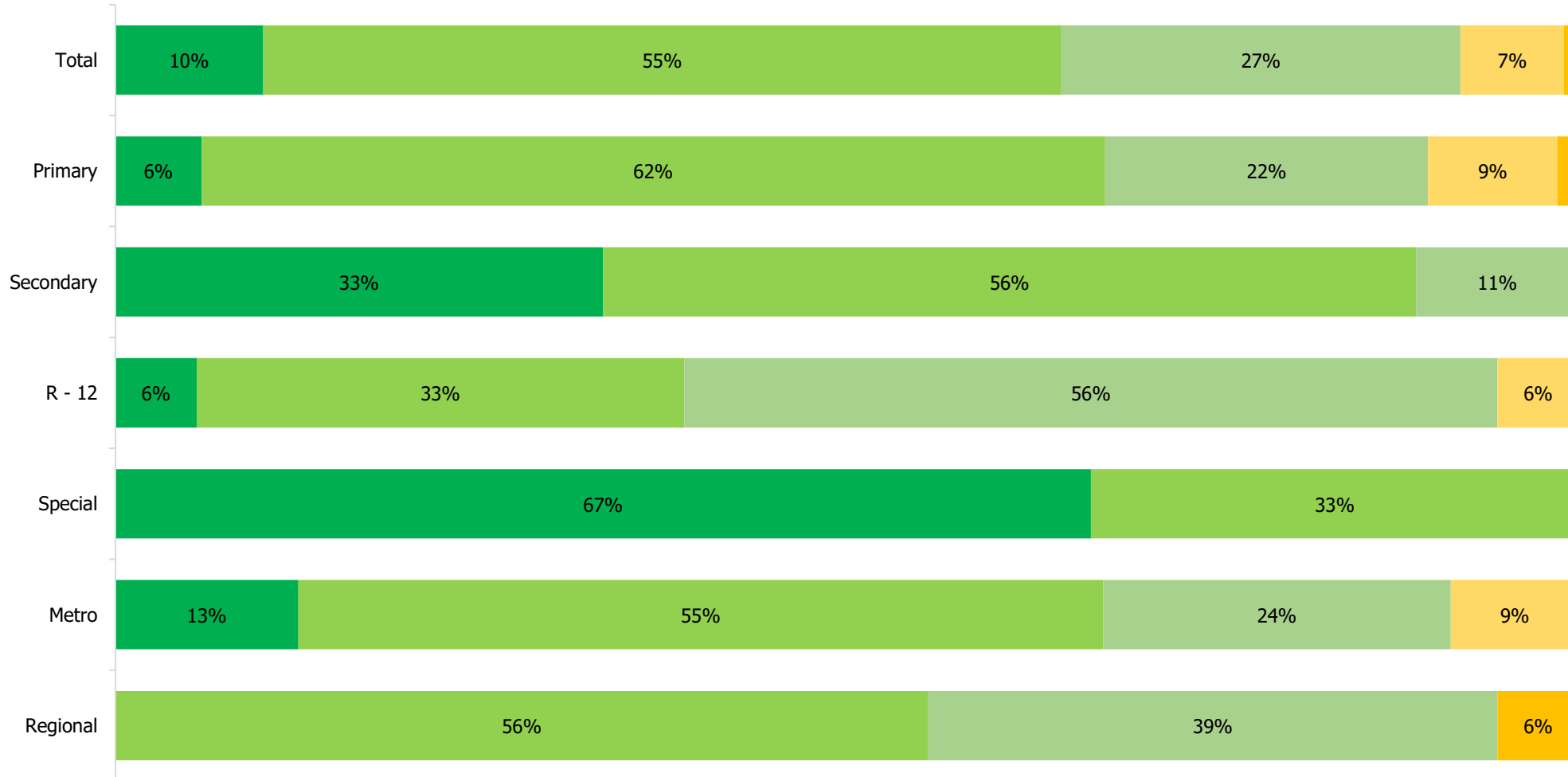
[Those who stated 'extremely clear' or 'very clear']

■ Total ■ Primary ■ Secondary ■ R - 12 ■ Special ■ Metro ■ Regional



How clear is the information about the settings in which students with disability can learn?

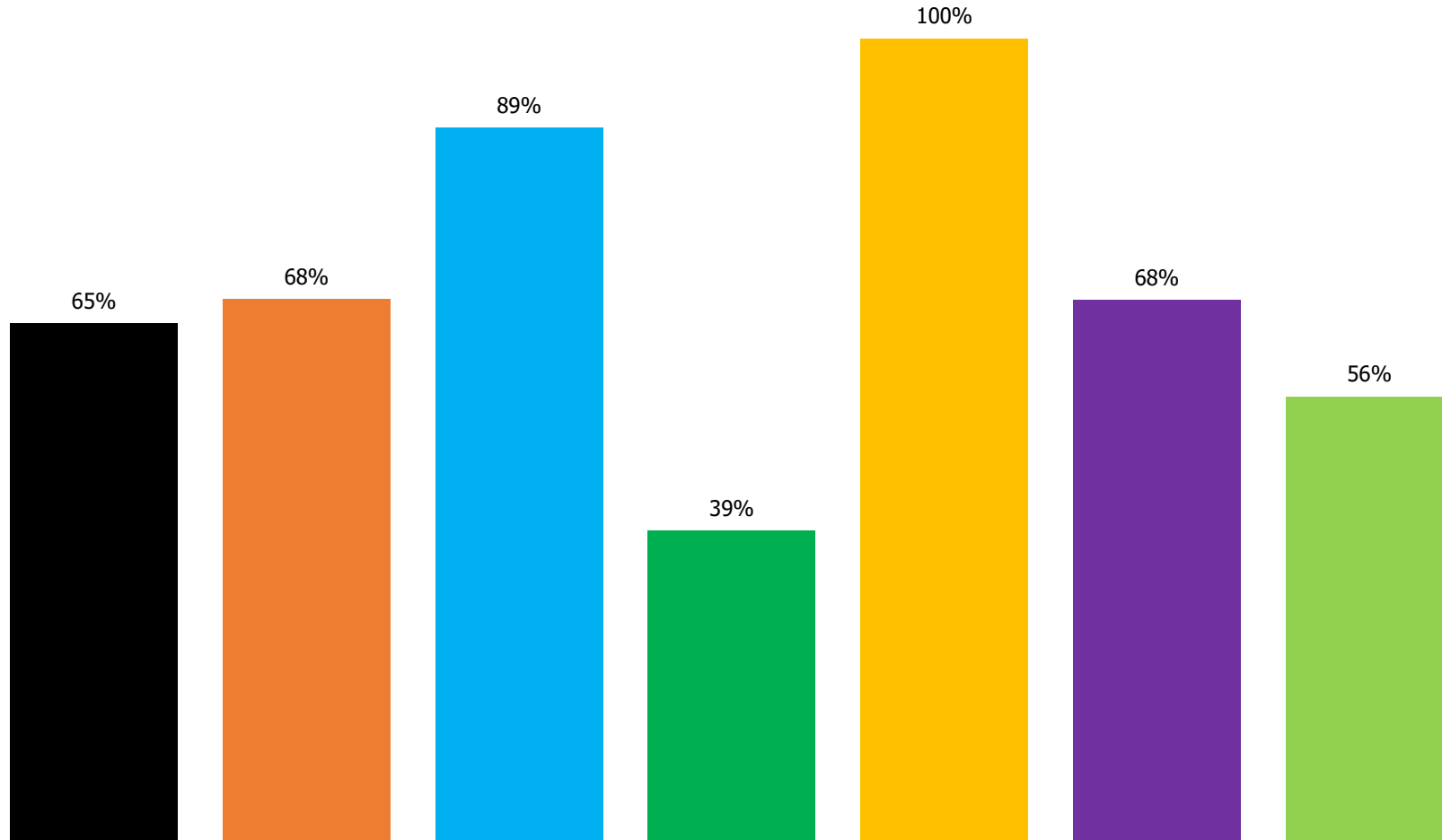
6 Extremely clear 5 Very clear 4 Somewhat clear 3 Somewhat unclear 2 Very unclear 1 Not at all clear



How clear is the information about the settings in which students with disability can learn?

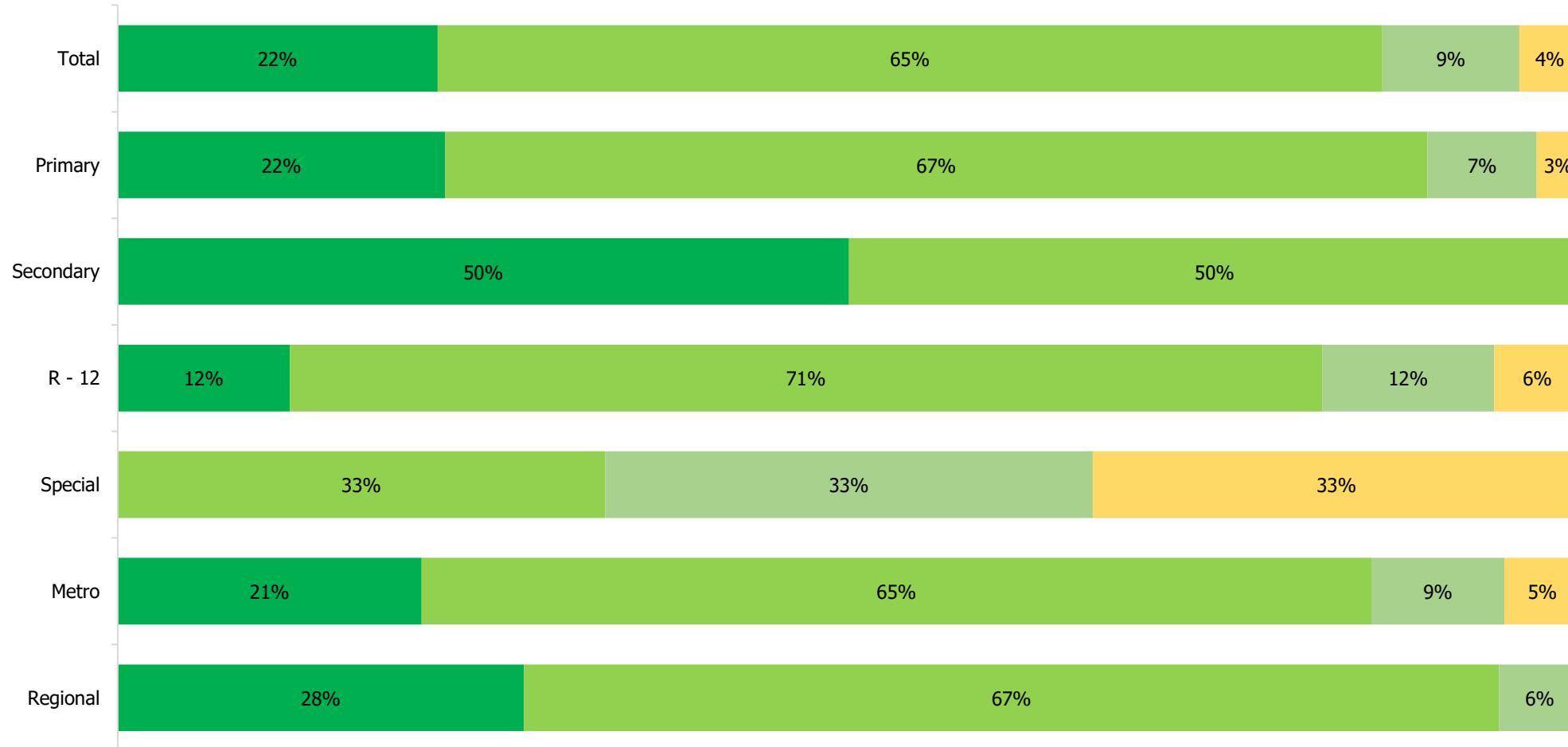
[Those who stated 'extremely clear' or 'very clear']

■ Total ■ Primary ■ Secondary ■ R - 12 ■ Special ■ Metro ■ Regional



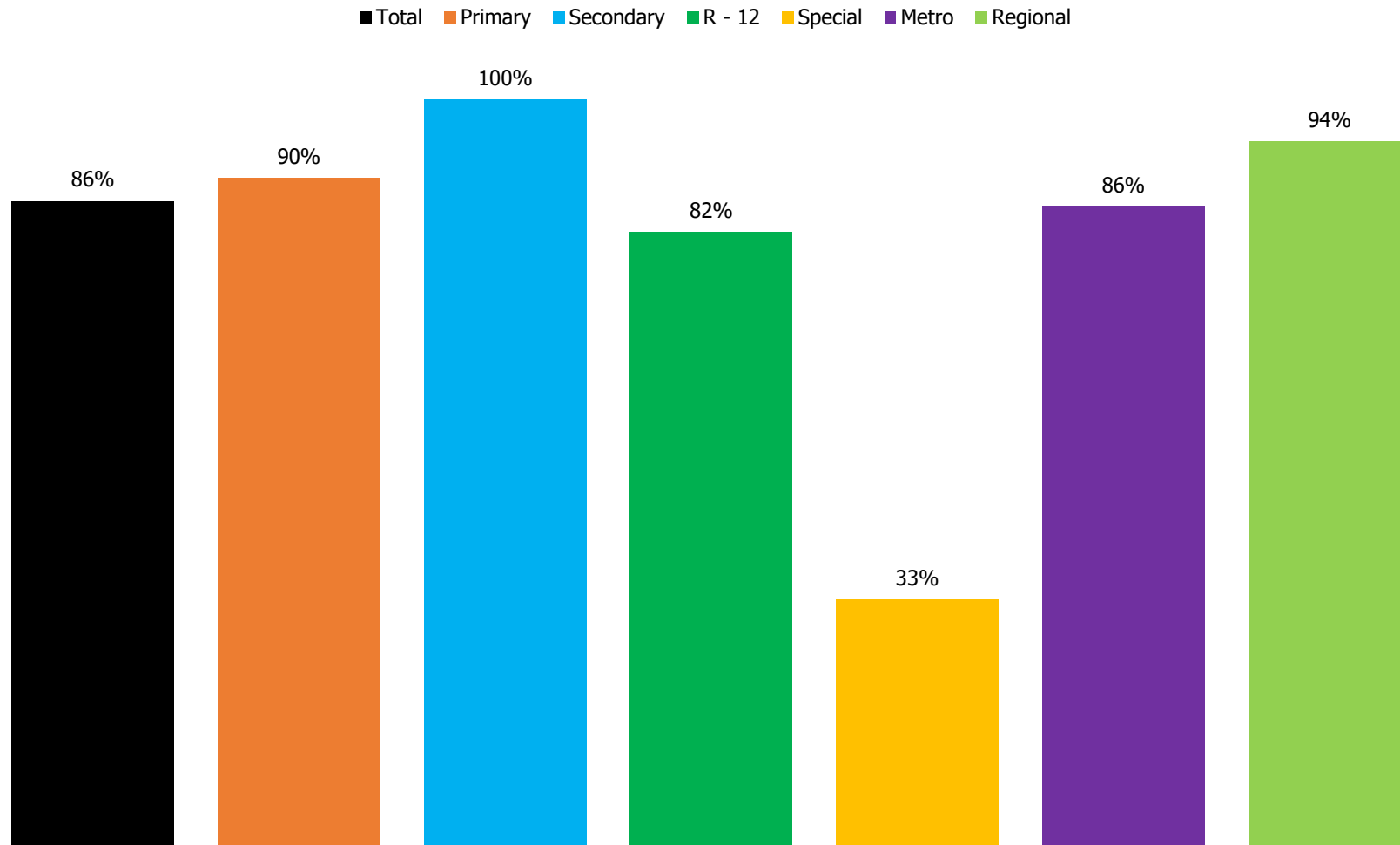
To what extent do parents/carers/guardians of students with disability find difficulties when enrolling in your school?

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

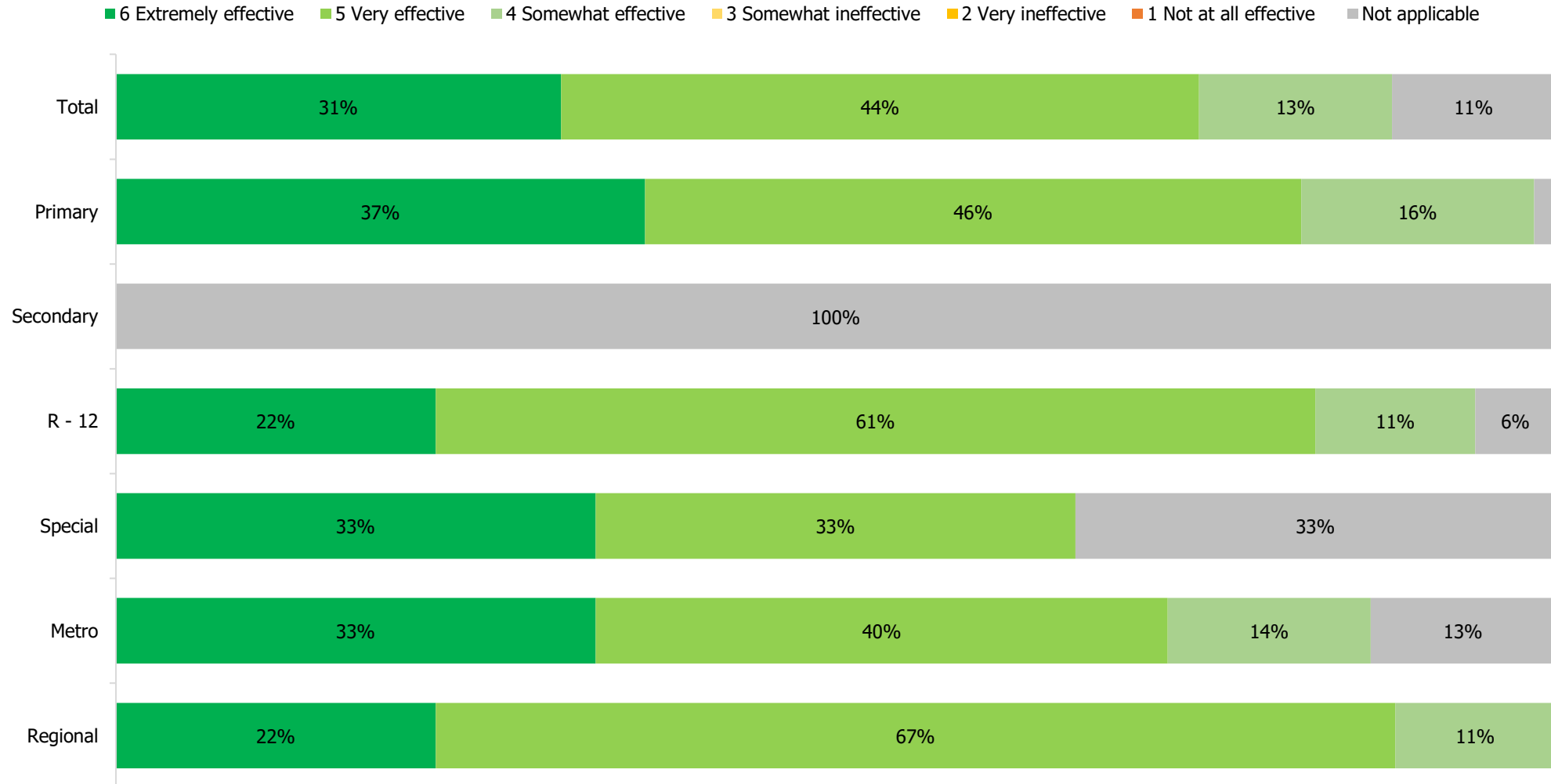


To what extent do parents/carers/guardians of students with disability find difficulties when enrolling in your school?

[Those who stated 'no difficulty at all' or '5']



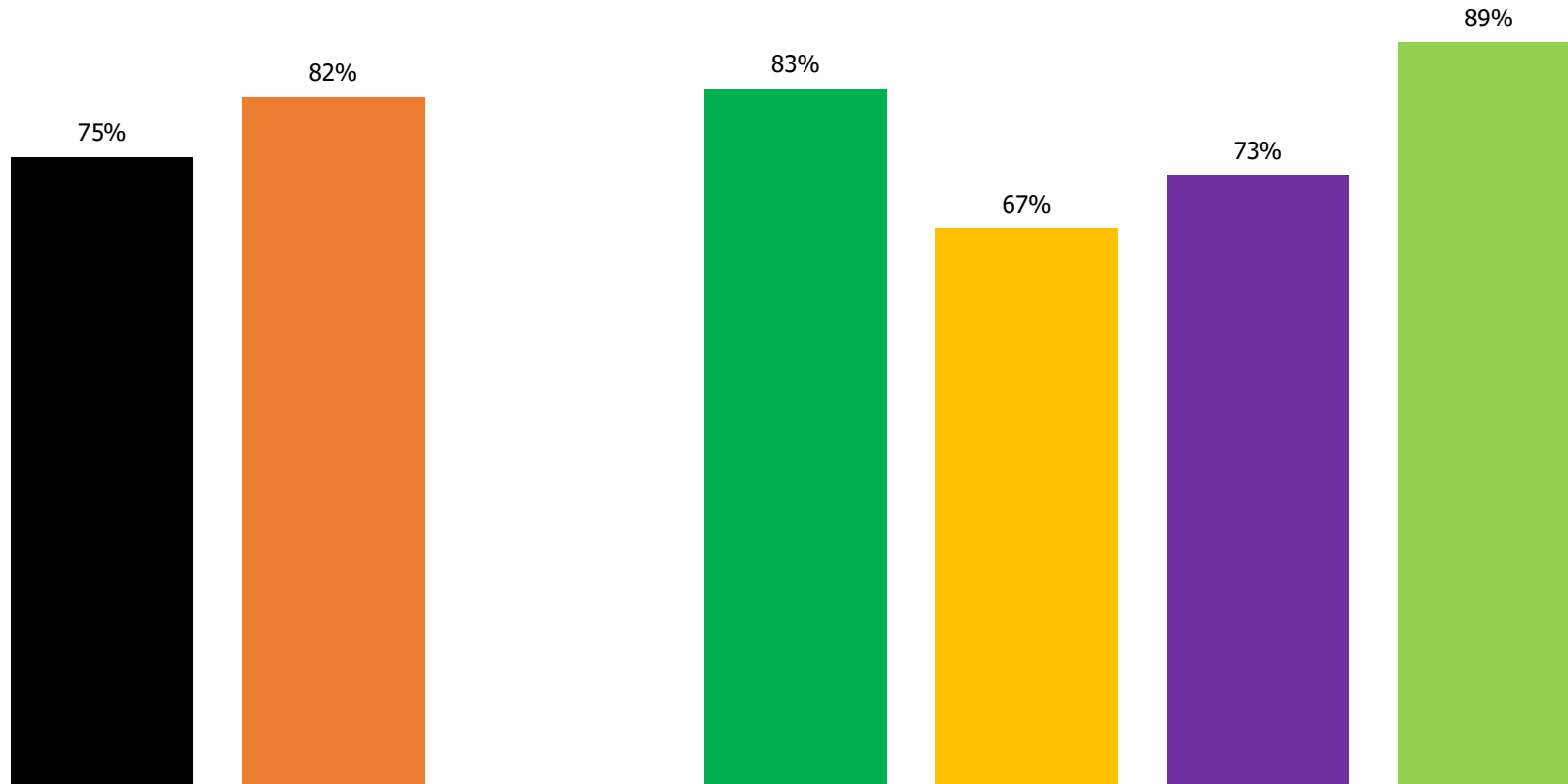
If children with disability first enrol in Reception in your school, how effective is the transition process from their early years setting?



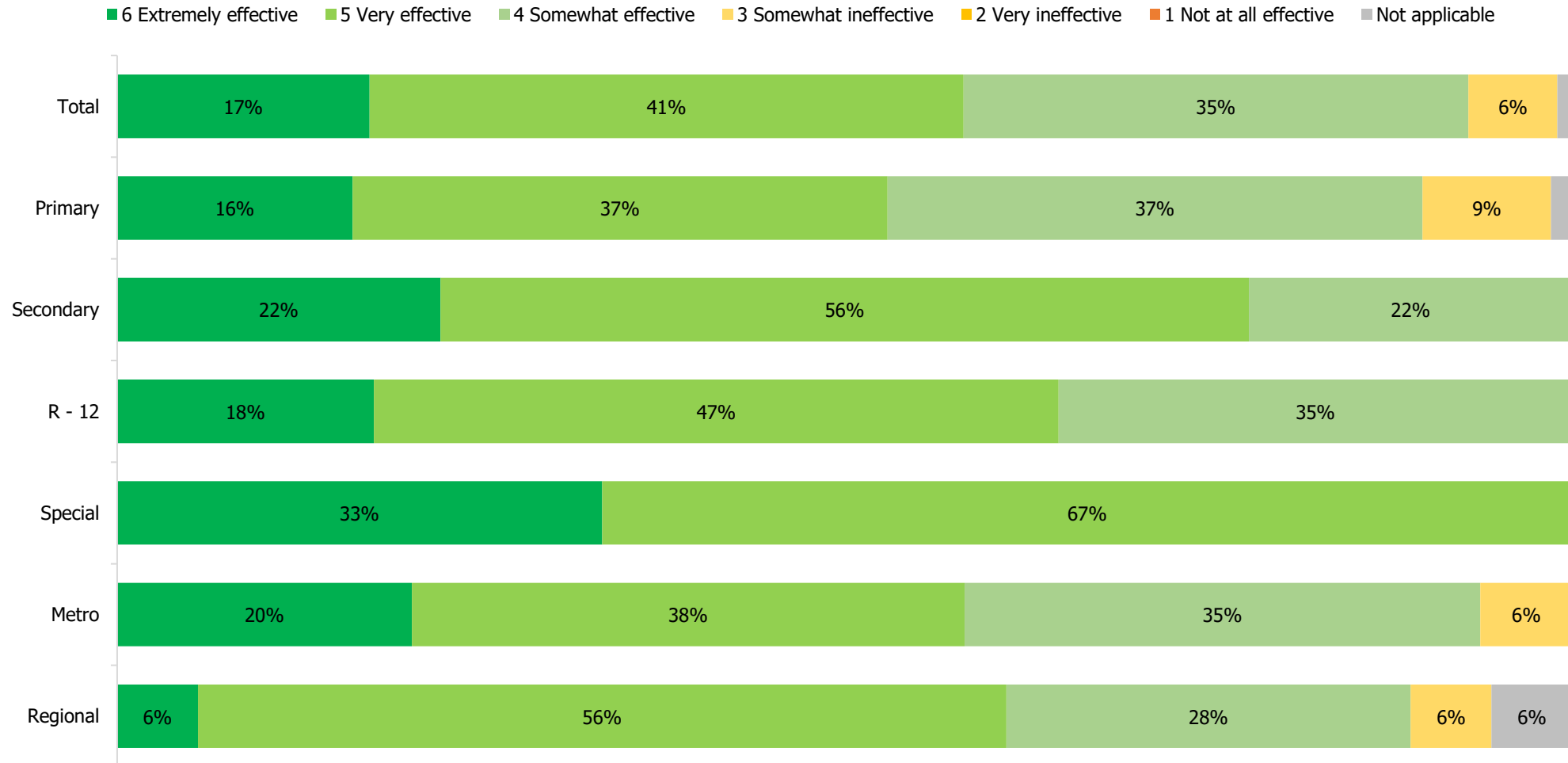
If children with disability first enrol in Reception in your school, how effective is the transition process from their early years setting?

[Those who stated 'extremely effective' or 'very effective']

■ Total ■ Primary ■ Secondary ■ R - 12 ■ Special ■ Metro ■ Regional

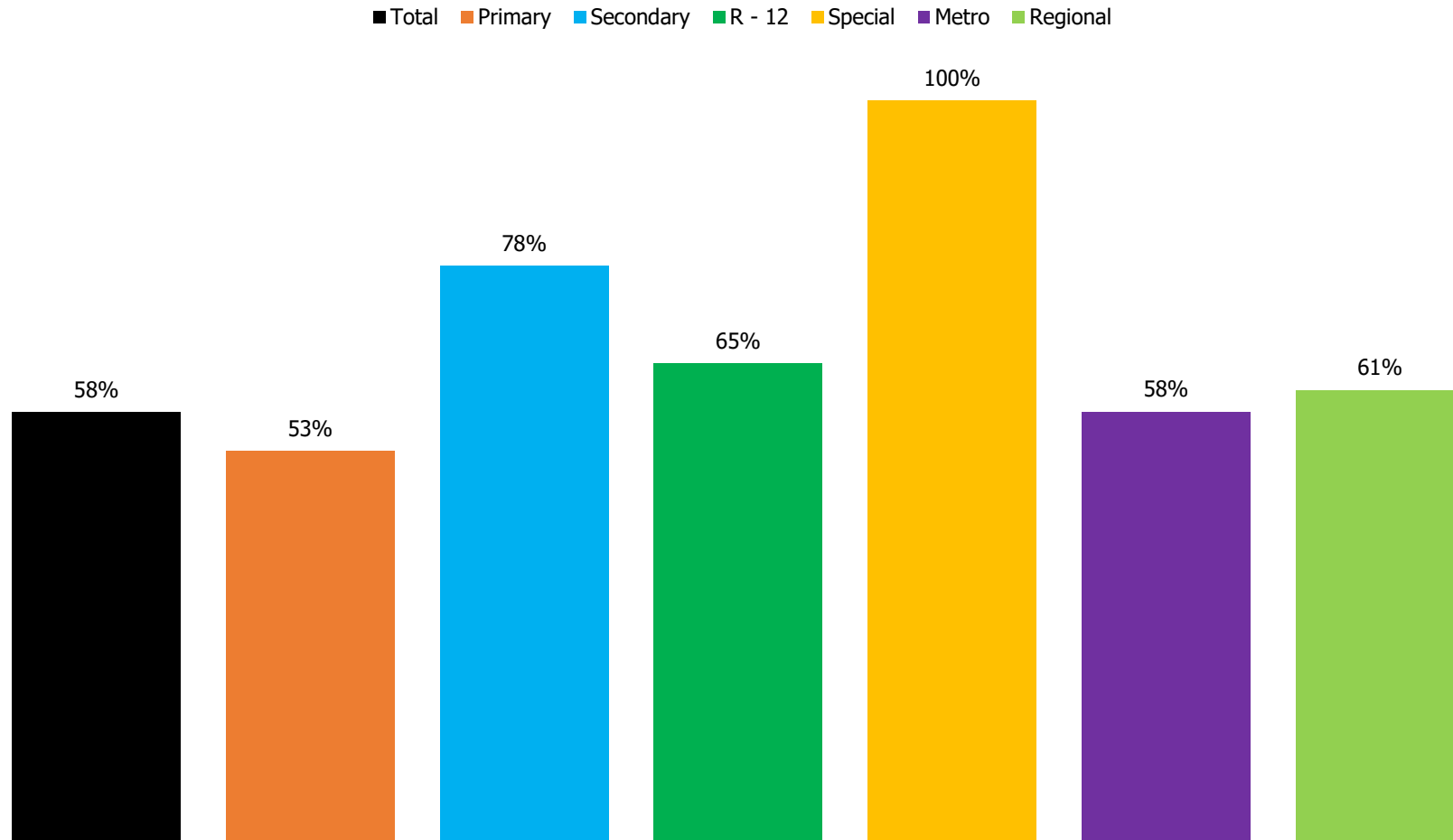


Following the initial school enrolment of students with disability in your school, how effective is the transition process for their future pathway (e.g. from primary to secondary, or secondary into post school options)?



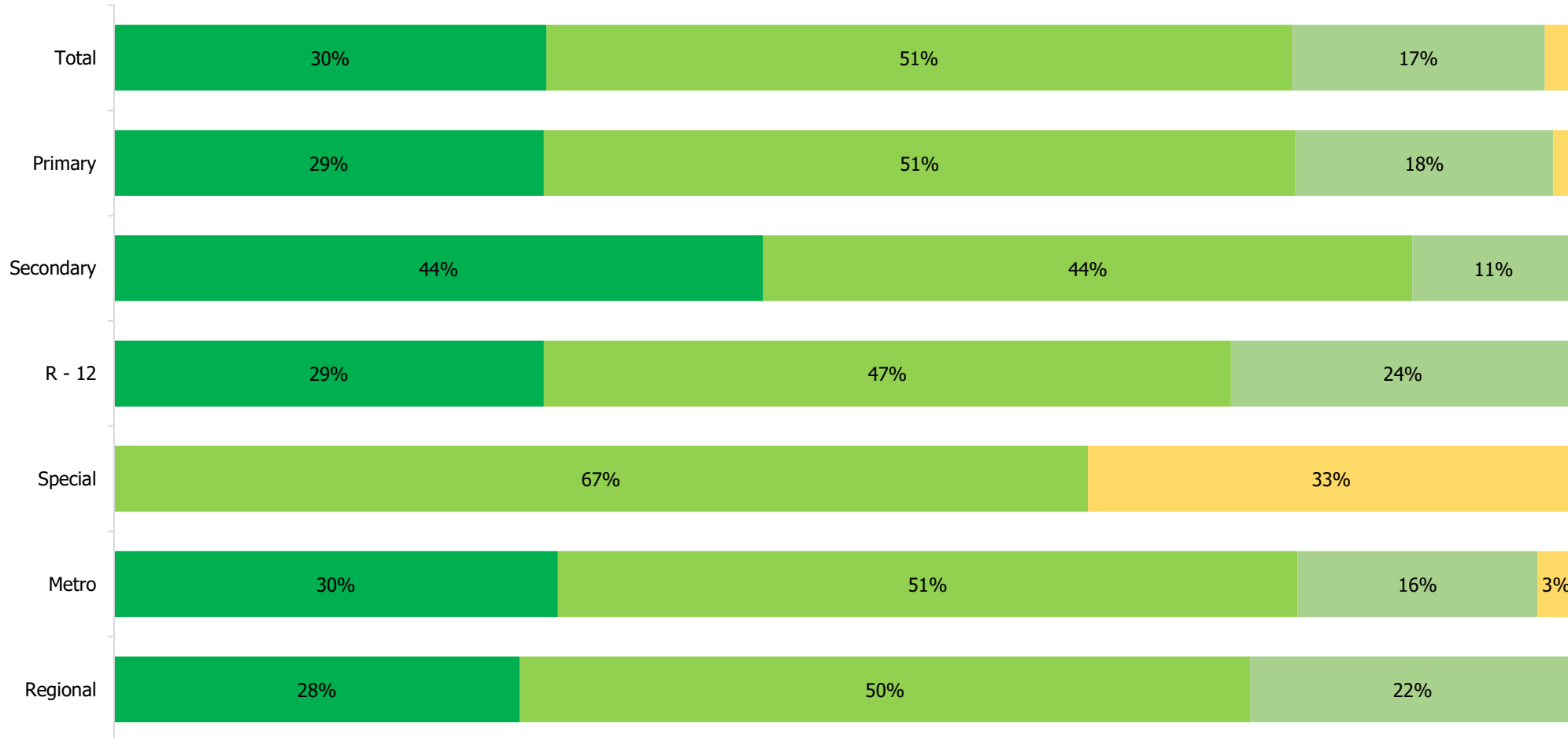
Following the initial school enrolment of students with disability in your school, how effective is the transition process for their future pathway (e.g. from primary to secondary, or secondary into post school options)?

[Those who stated 'extremely effect



To what extent should the CESA Disability Policy provide direction and guidance about the enrolment of students with disability?

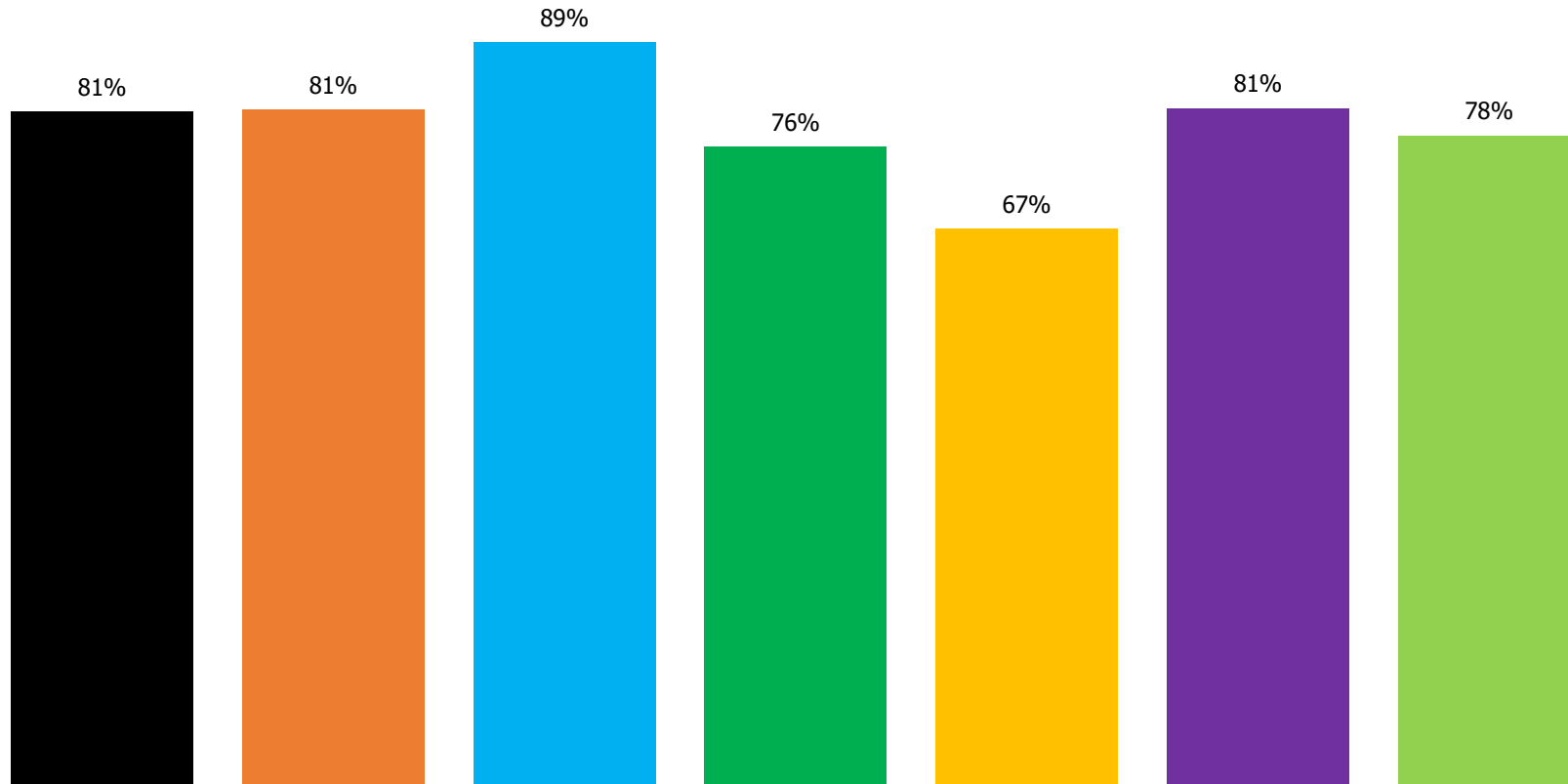
6 Extremely high extent 5 High extent 4 Some extent 3 Low extent 2 Very low extent 1 No extent at all



To what extent should the CESA Disability Policy provide direction and guidance about the enrolment of students with disability?

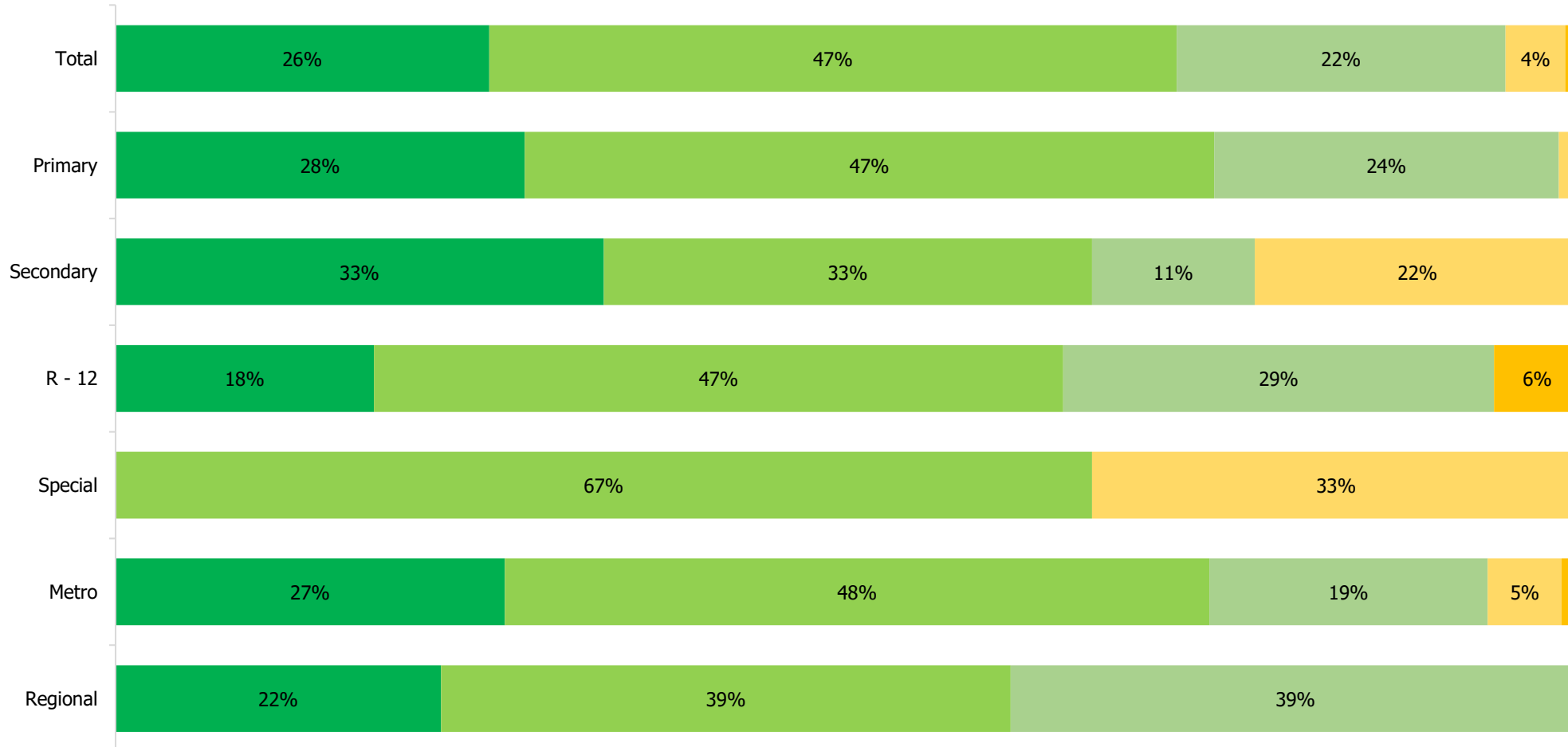
[Those who stated 'extremely high extent' or 'high extent']

■ Total ■ Primary ■ Secondary ■ R - 12 ■ Special ■ Metro ■ Regional



To what extent should the CESA Enrolment Policy provide direction and guidance about the enrolment of students with additional needs, including students with disability?

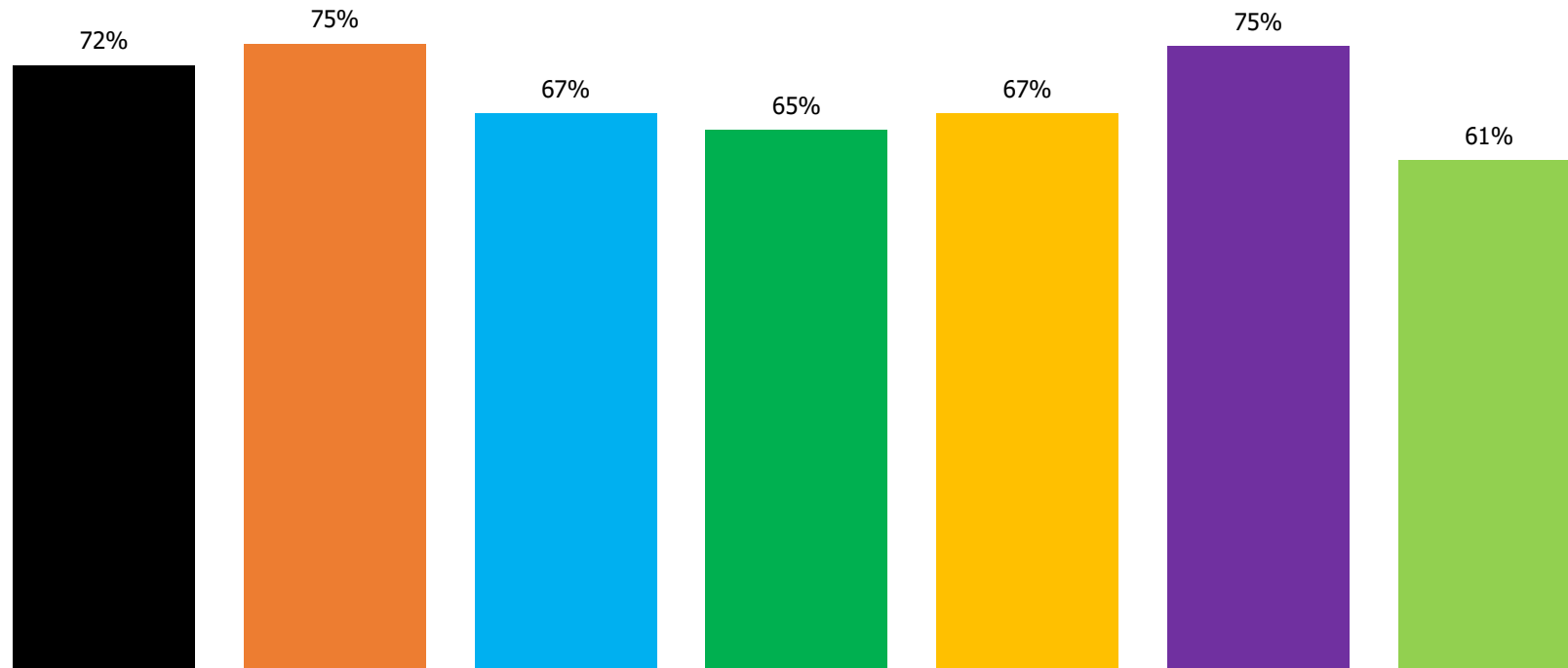
6 Extremely high extent 5 High extent 4 Some extent 3 Low extent 2 Very low extent 1 No extent at all



To what extent should the CESA Enrolment Policy provide direction and guidance about the enrolment of students with additional needs, including students with disability?

[Those who stated 'extremely high extent' or 'high extent']

■ Total ■ Primary ■ Secondary ■ R - 12 ■ Special ■ Metro ■ Regional



Comments about enrolment and transition

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

Please indicate what you think are the strengths of your school's enrolment and transition processes for students with disability

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

- Working in partnership with parents, previous school and professionals
- Clear communications and processes
- Extended transition where needed

Comments about enrolment and transition

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

Please indicate what you think your school's enrolment and transition processes for students with disability 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:

- Not to make assumptions about required support prior to meeting students and families
- Not over-promising or under-promising

Comments about enrolment and transition

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

Please indicate how your school's enrolment and transition processes for students with disability can best improve

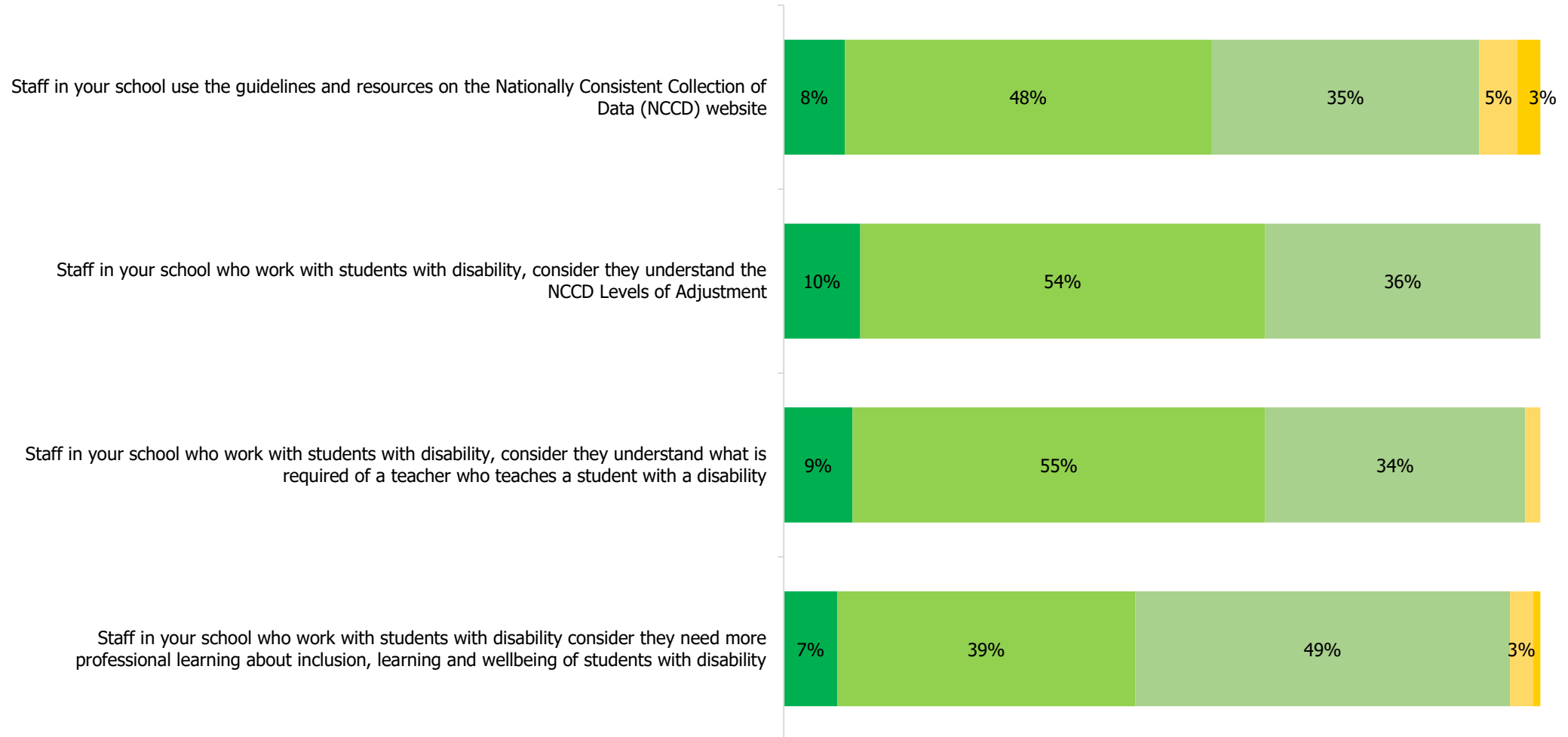
A range of comments were provided. The Square Holes analysis identified the following main emphases in the comments:

- Established processes for enrolment
- Strong communication with support professionals and families [communicate the need for full disclose to ensure adequate resources]
- More time spent with families and the transition process
- Identify pathways for the student

Student participation and learning

To what extent do...

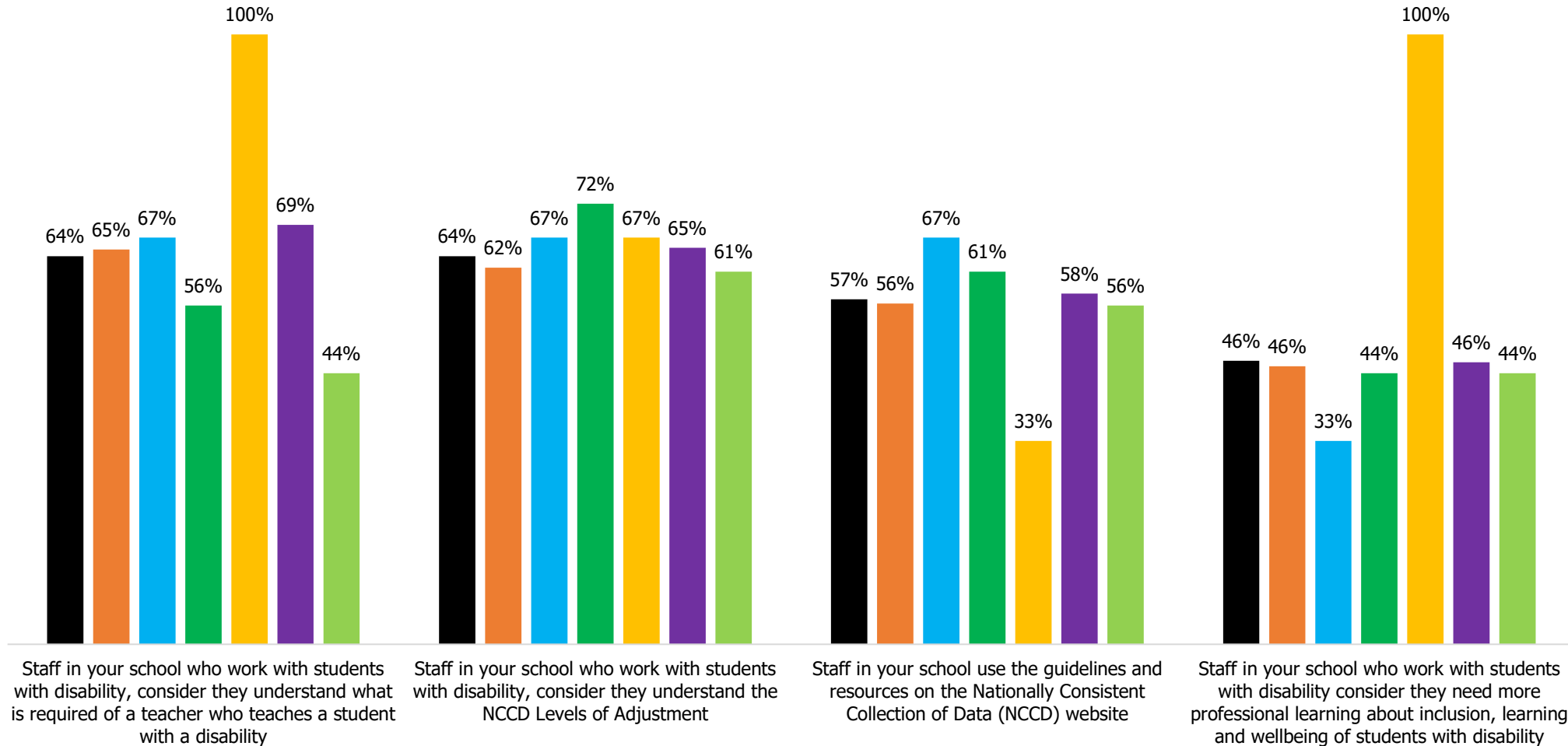
6 Extremely high extent 5 High extent 4 Some extent 3 Low extent 2 Very low extent 1 No extent at all



To what extent do...

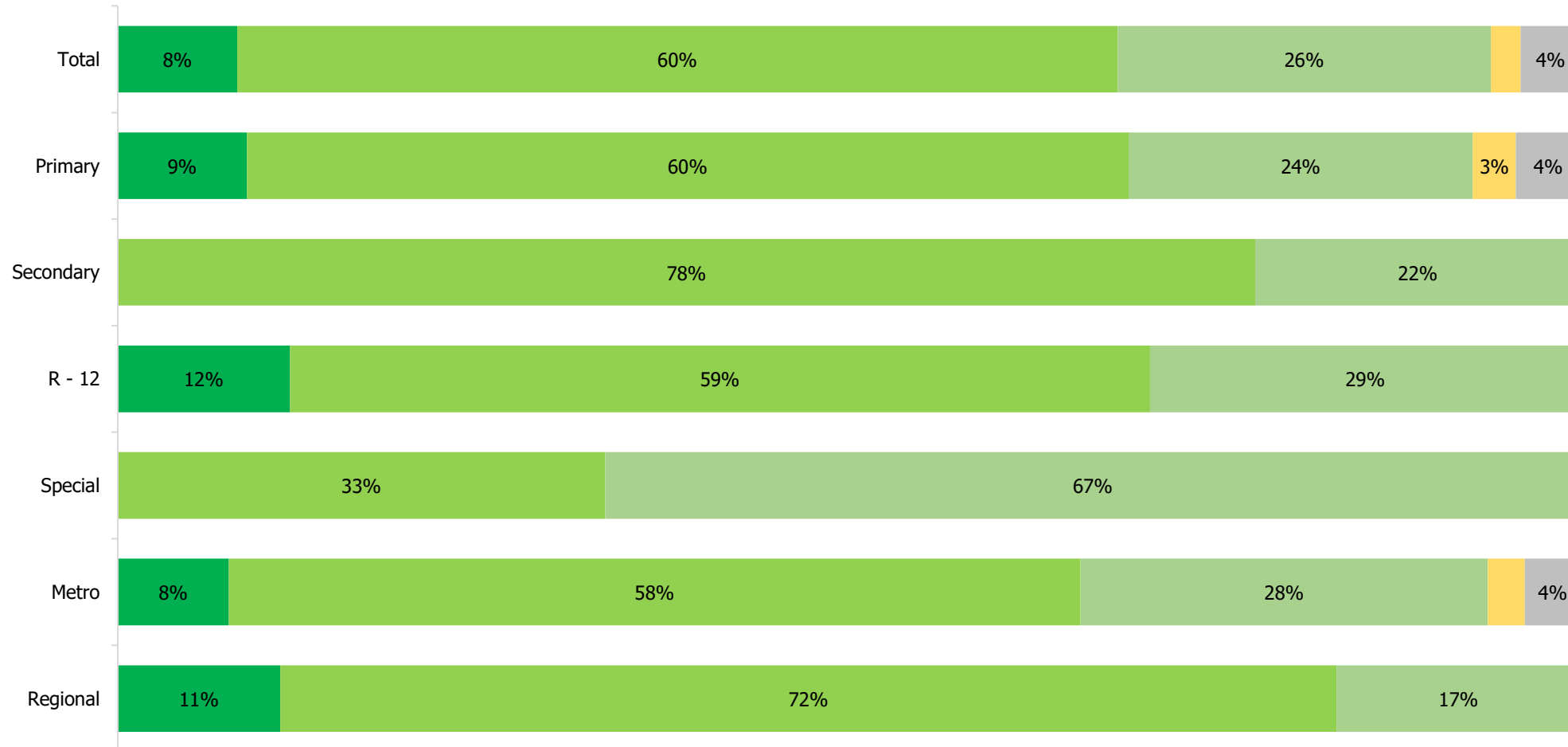
[Those who stated 'extremely high extent' or 'high extent']

■ Total ■ Primary ■ Secondary ■ R - 12 ■ Special ■ Metro ■ Regional



If staff in your school use the NCCD website, how effective do you consider they find the guidelines and resources provided?

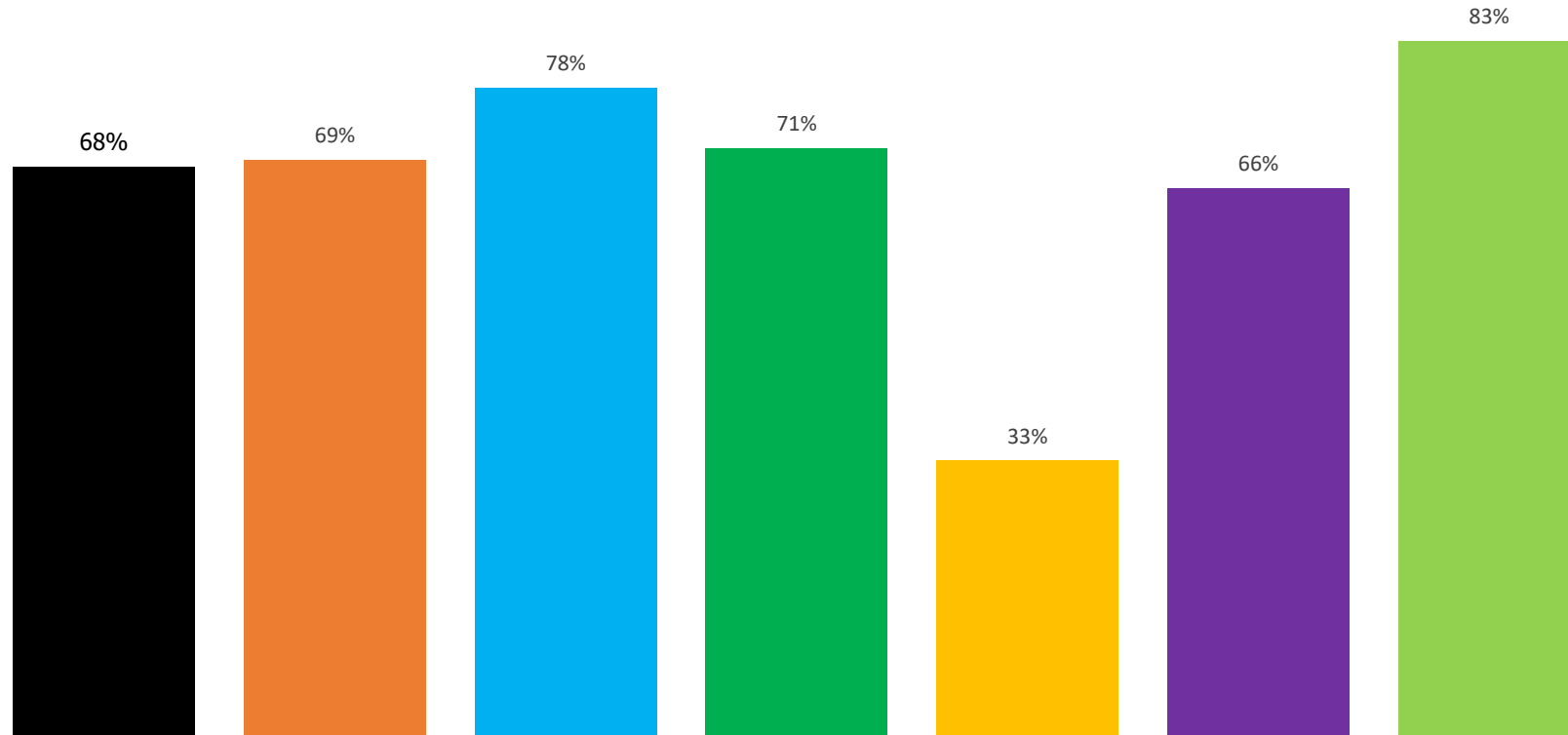
6 Extremely effective 5 Very effective 4 Somewhat effective 3 Somewhat ineffective 2 Very ineffective 1 Not at all effective Not applicable



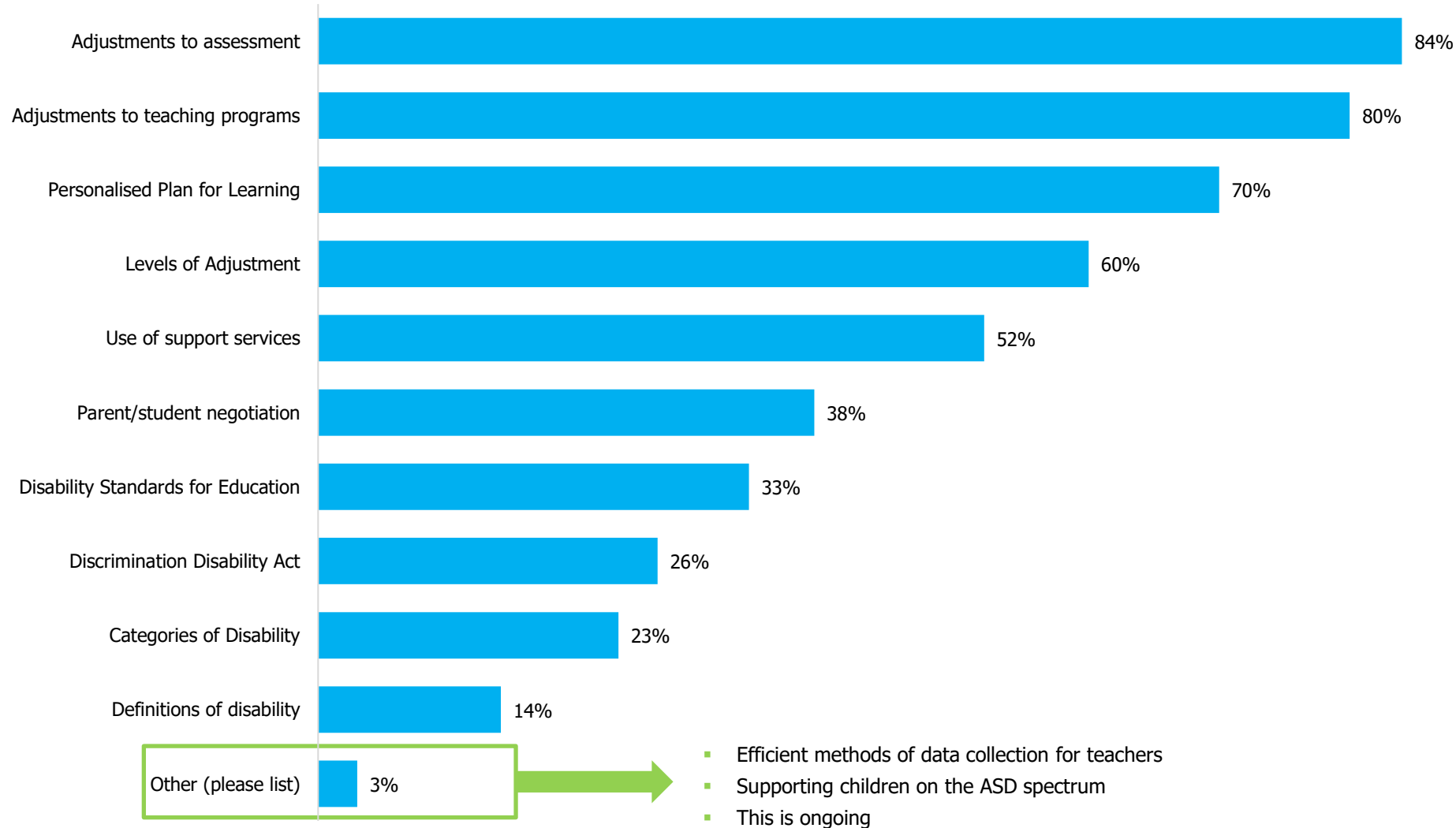
If staff in your school use the NCCD website, how effective do you consider they find the guidelines and resources provided?

[Those who stated 'extremely effective' or 'very effective']

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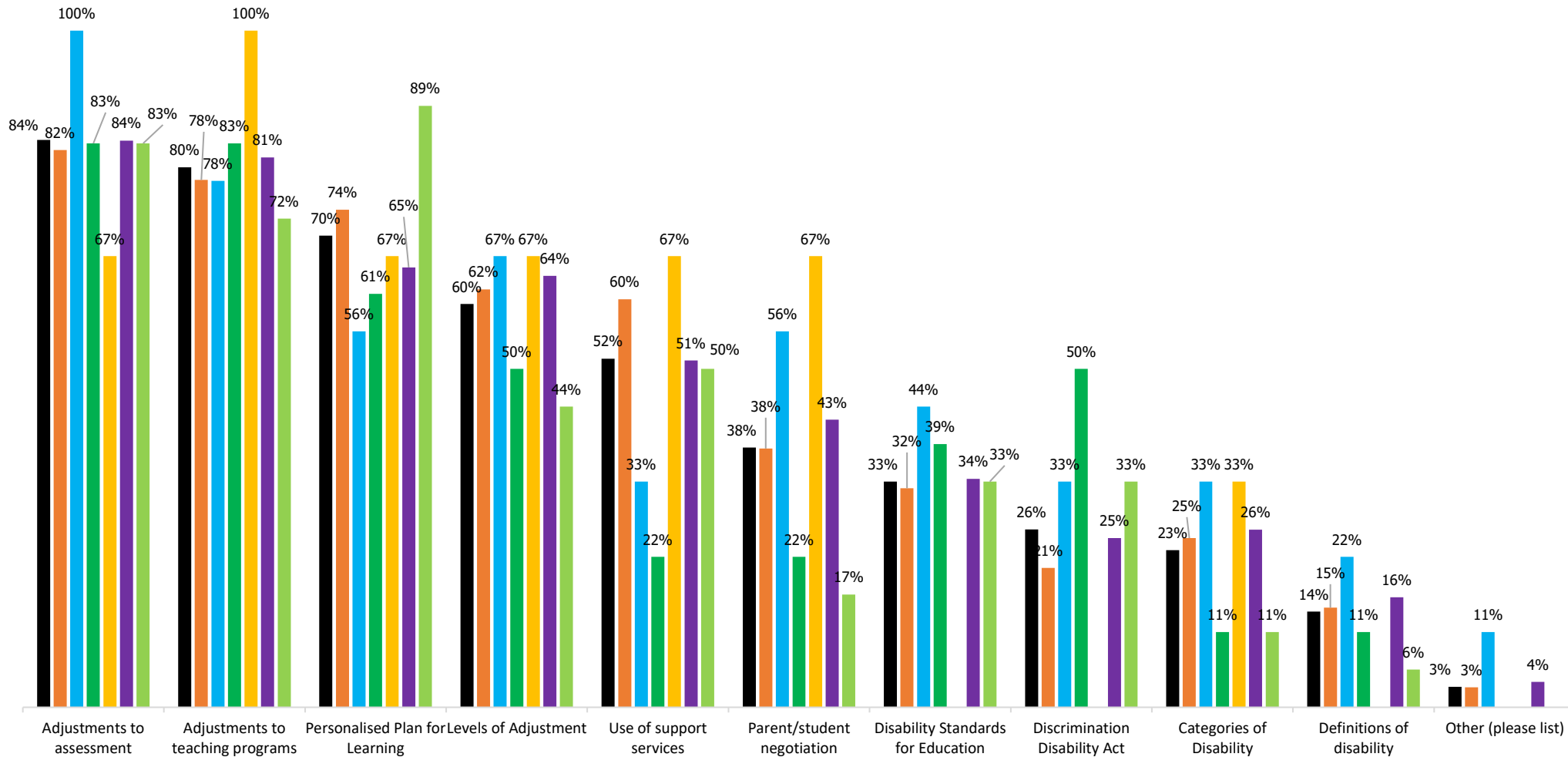


Please indicate the areas where professional learning about disability education is most needed



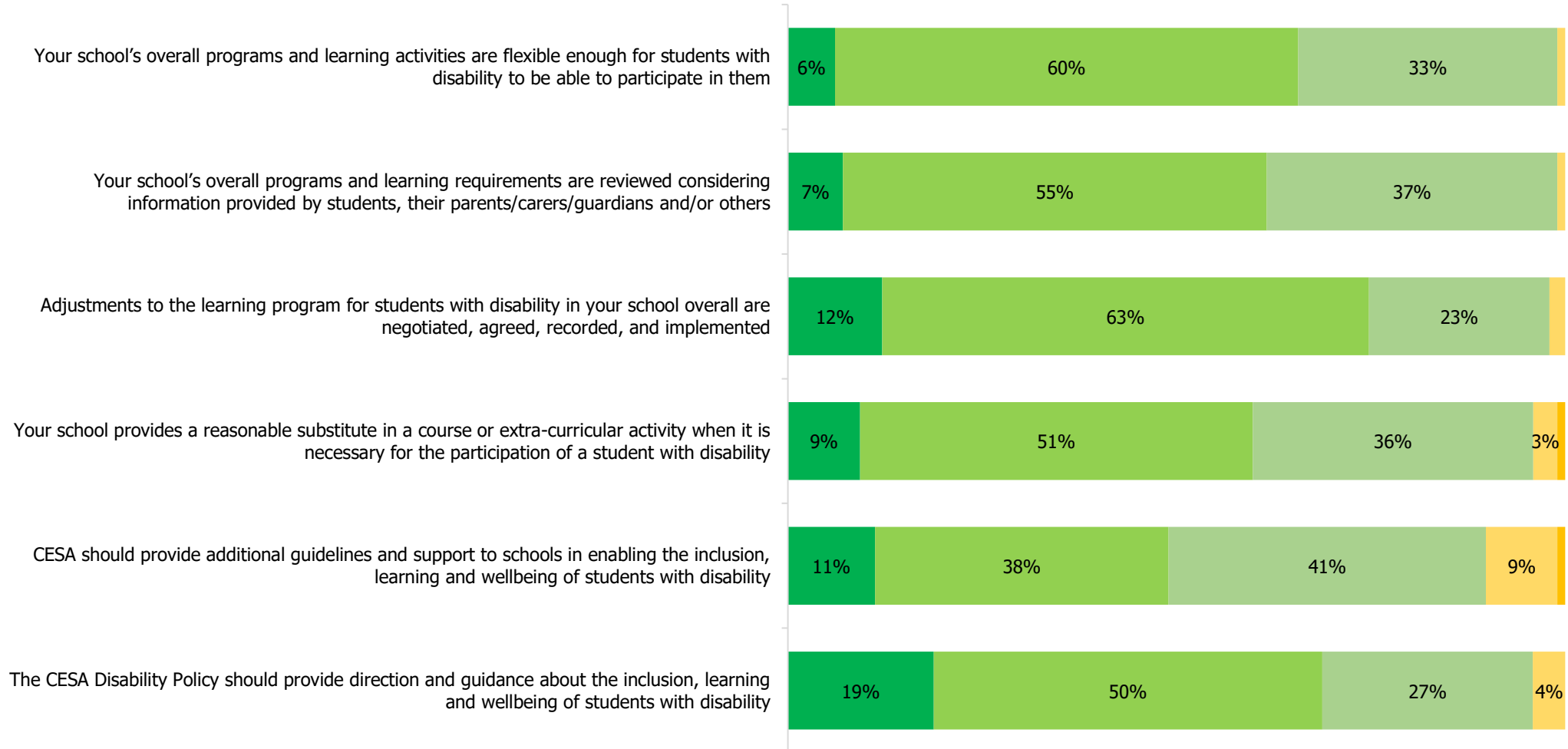
Please indicate the areas where professional learning about disability education is most needed

■ Total ■ Primary ■ Secondary ■ R - 12 ■ Special ■ Metro ■ Regional



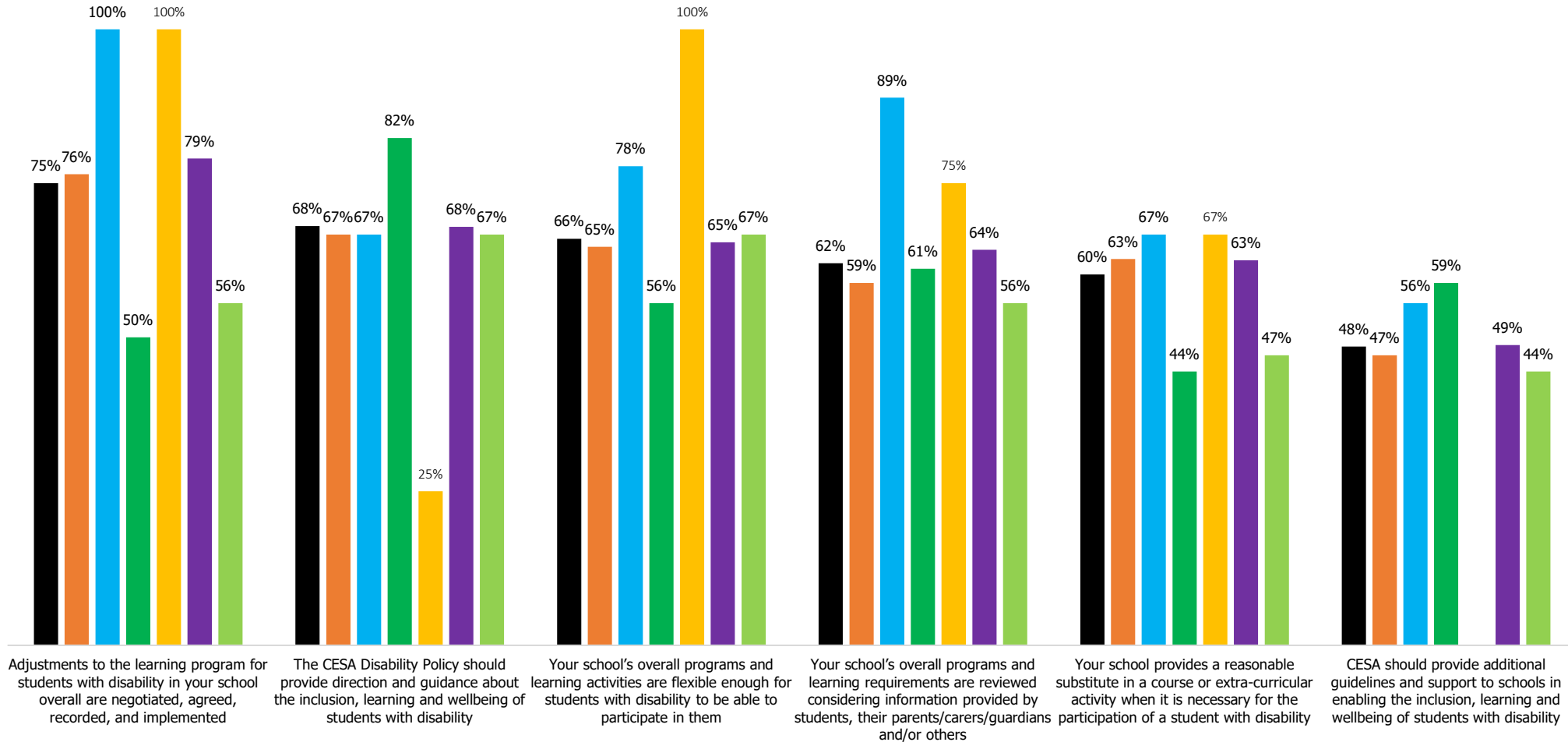
To what extent do you consider...

6 Extremely high extent 5 High extent 4 Some extent 3 Low extent 2 Very low extent 1 No extent at all



To what extent do you consider..
 [Those who stated 'extremely high extent' or 'high extent']

■ Total ■ Primary ■ Secondary ■ R - 12 ■ Special ■ Metro ■ Regional



Comments about student participation and learning

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

Please indicate the strengths of how your school assists the inclusion, learning and wellbeing of students with disability

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

- Modification of curriculum
- Training for staff and education for other students
- Efficient use of ESOs

Comments about student participation and learning

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

Please indicate what you think your school should do less of or stop doing to assist the inclusion, learning and wellbeing of students with disability

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

- Stop the over reliance on ESOs
- Ensuring that programs and curriculum are adapted but also maintain high expectations

Comments about student participation and learning

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

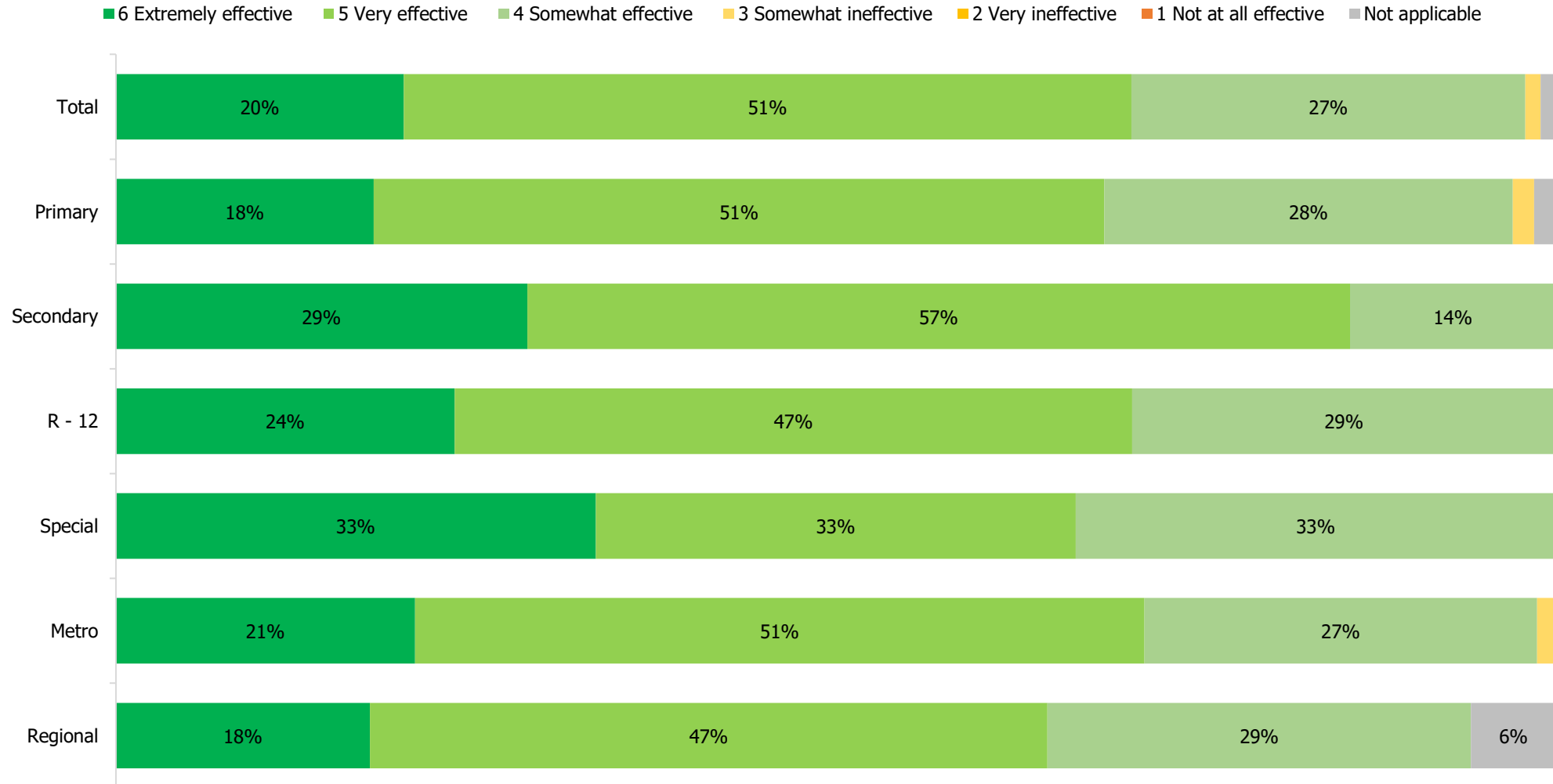
Please indicate how the school can best improve the inclusion, learning and wellbeing of students with disability

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

- Celebrate difference across the school
- More professional development and planning time allocated

Support services

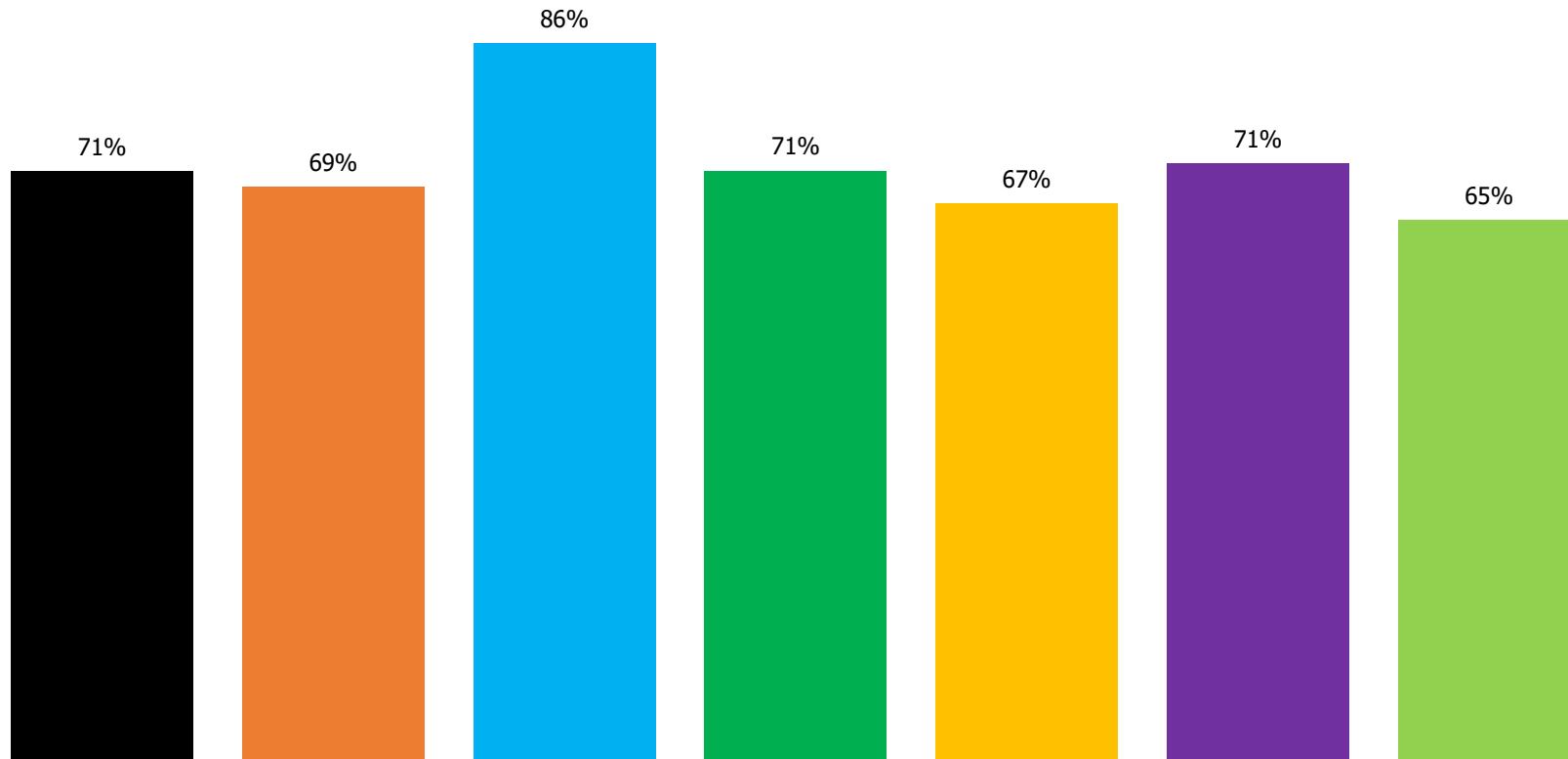
How effective are the internal support services your school uses to assist the learning and wellbeing of students with disability?



How effective are the internal support services your school uses to assist the learning and wellbeing of students with disability?

[Those who stated 'extremely effective' or 'very effective']

■ Total ■ Primary ■ Secondary ■ R - 12 ■ Special ■ Metro ■ Regional



Comments about support services

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

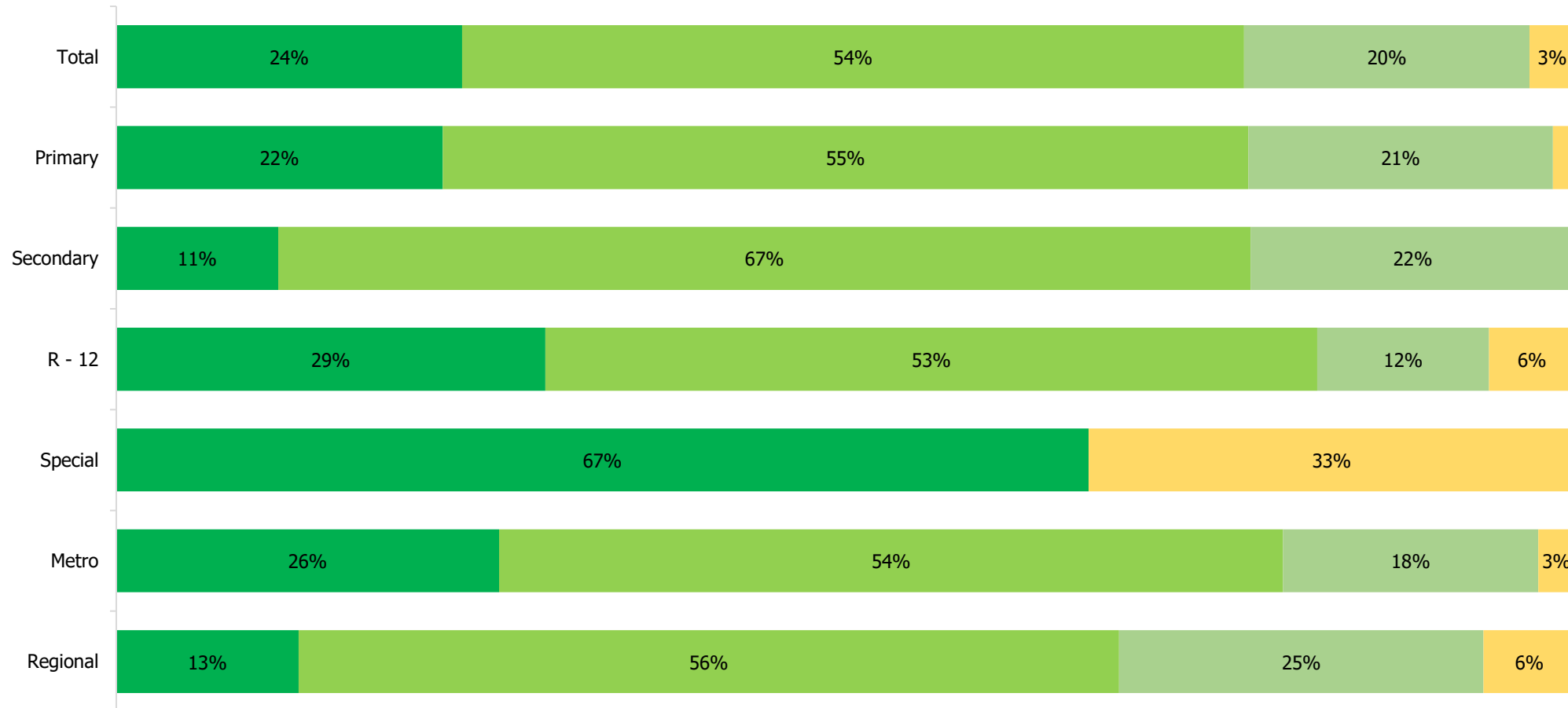
What are the most effective internal support services your school uses to assist the learning and wellbeing of students with disability?

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

- Collaborative approach between students, families, staff, and schools, supported by the Catholic Education Office (CEO)
- Programs driven by key personnel for consistency and adequate levels of support staff such as ESOs
- Planning and consultation
- Consistent training for staff
- Counsellor / Chaplaincy program
- Holistic program of learning / curriculum planning and wellbeing
- Assistance from external allied health consultant

To what extent does your school have an understanding of and liaison with allied health and specialist services (or reports provided by them) to assist the learning and wellbeing of students with disability?

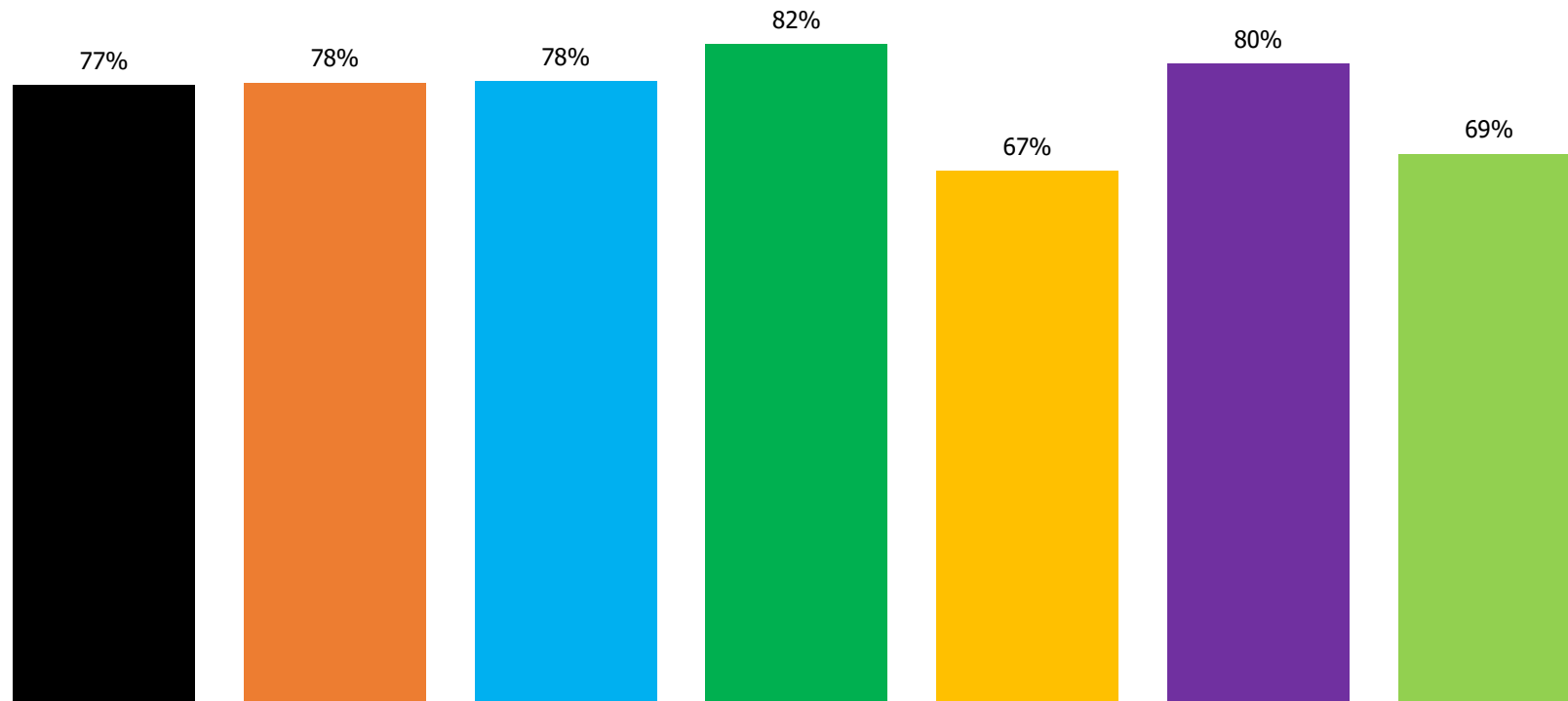
6 Extremely high extent 5 High extent 4 Some extent 3 Low extent 2 Very low extent 1 No extent at all Not applicable



To what extent does your school have an understanding of and liaison with allied health and specialist services (or reports provided by them) to assist the learning and wellbeing of students with disability?

[Those who stated 'extremely high extent' or 'hi

■ Total ■ Primary ■ Secondary ■ R - 12 ■ Special ■ Metro ■ Regional



Comments about support services

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

Please indicate the strengths of your school's internal and/or external student support services

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

- Designated space within school for use of external consultants
- Solid understanding (amongst staff) of the partnerships with external consultants
- Collaboration and communication with high quality consultants – a team approach
- Consistent communication between all parties

Comments about support services

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

Please indicate what you think your school should do less of or stop doing in its internal and /or external student support services

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

- High or unrealistic demands on teachers from allied services
- Realistic expectations of what ESOs can provide
- Less withdrawal of students from classrooms

Comments about support services

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

Please indicate how the school can best improve its internal and/or external student support services

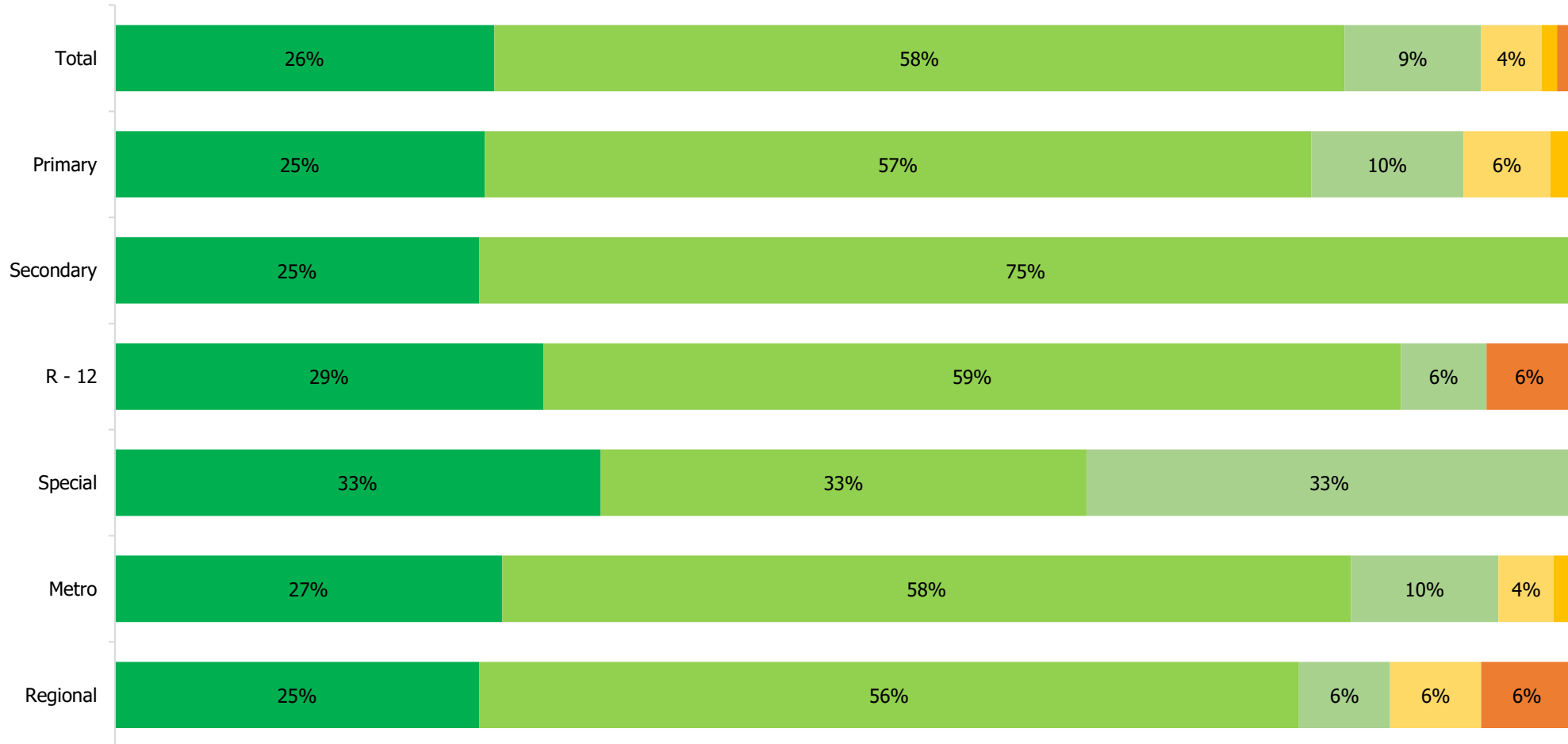
A range of comments were provided. The Square Holes analysis identified the following main emphases in the comments:

- Continue to strengthen collaboration and partnerships with service providers
- Ensure staff have a strong understanding of the relationships with external providers and expectations / Professional development
- Provide adequate space/areas, conducive to learning and wellbeing for external support
- Greatest possible access to required services
- Continue to work collaboratively for the best student outcome

Eliminating harassment

To what extent does your school develop and implement strategies and programs to prevent harassment of students with disability?

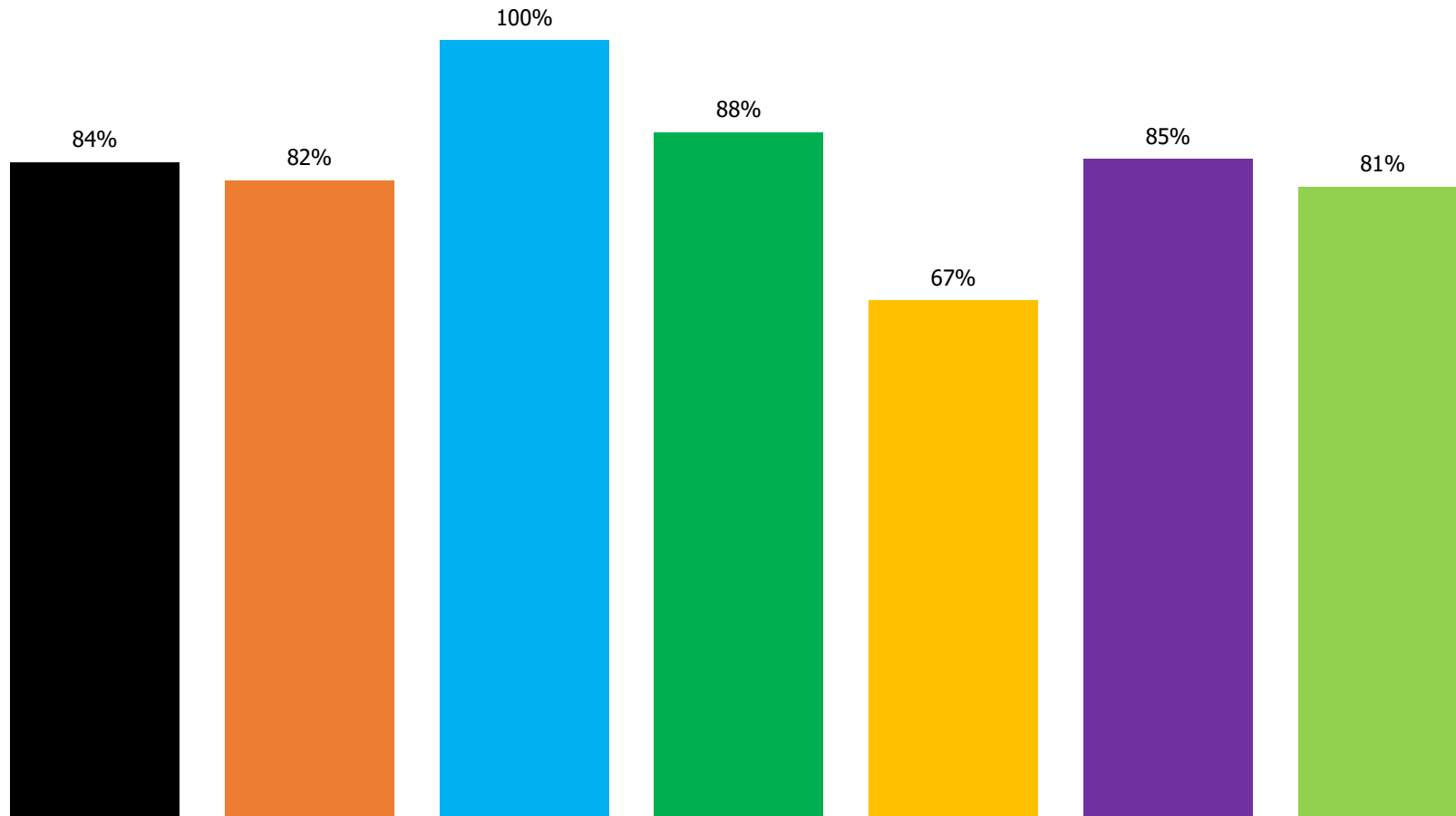
6 Extremely high extent 5 High extent 4 Some extent 3 Low extent 2 Very low extent 1 No extent at all



To what extent does your school develop and implement strategies and programs to prevent harassment of students with disability?

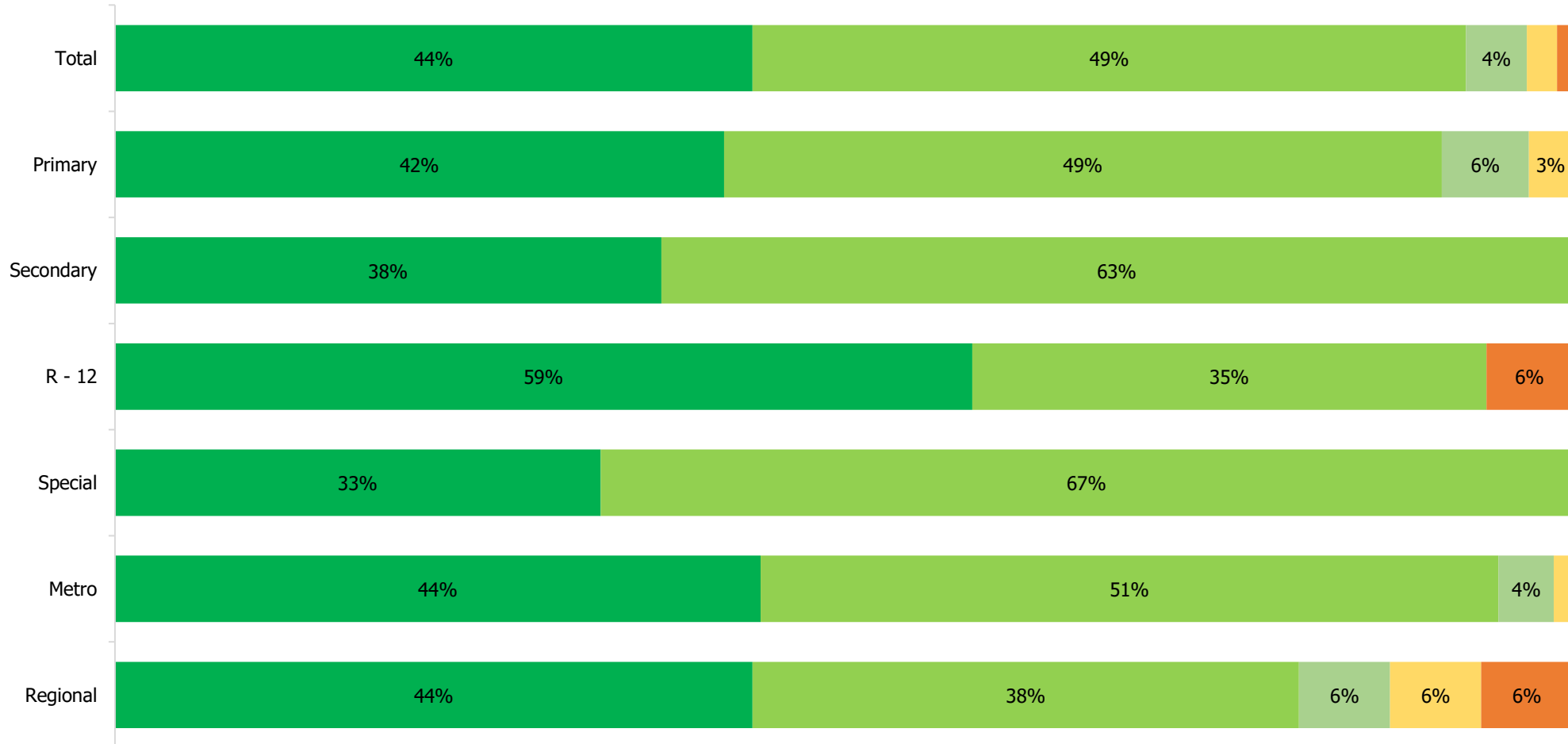
[Those who stated 'extremely high extent' or 'high extent']

■ Total ■ Primary ■ Secondary ■ R - 12 ■ Special ■ Metro ■ Regional



To what extent does your school make it clear that all students have the obligation to ensure students with disability are free of harassment?

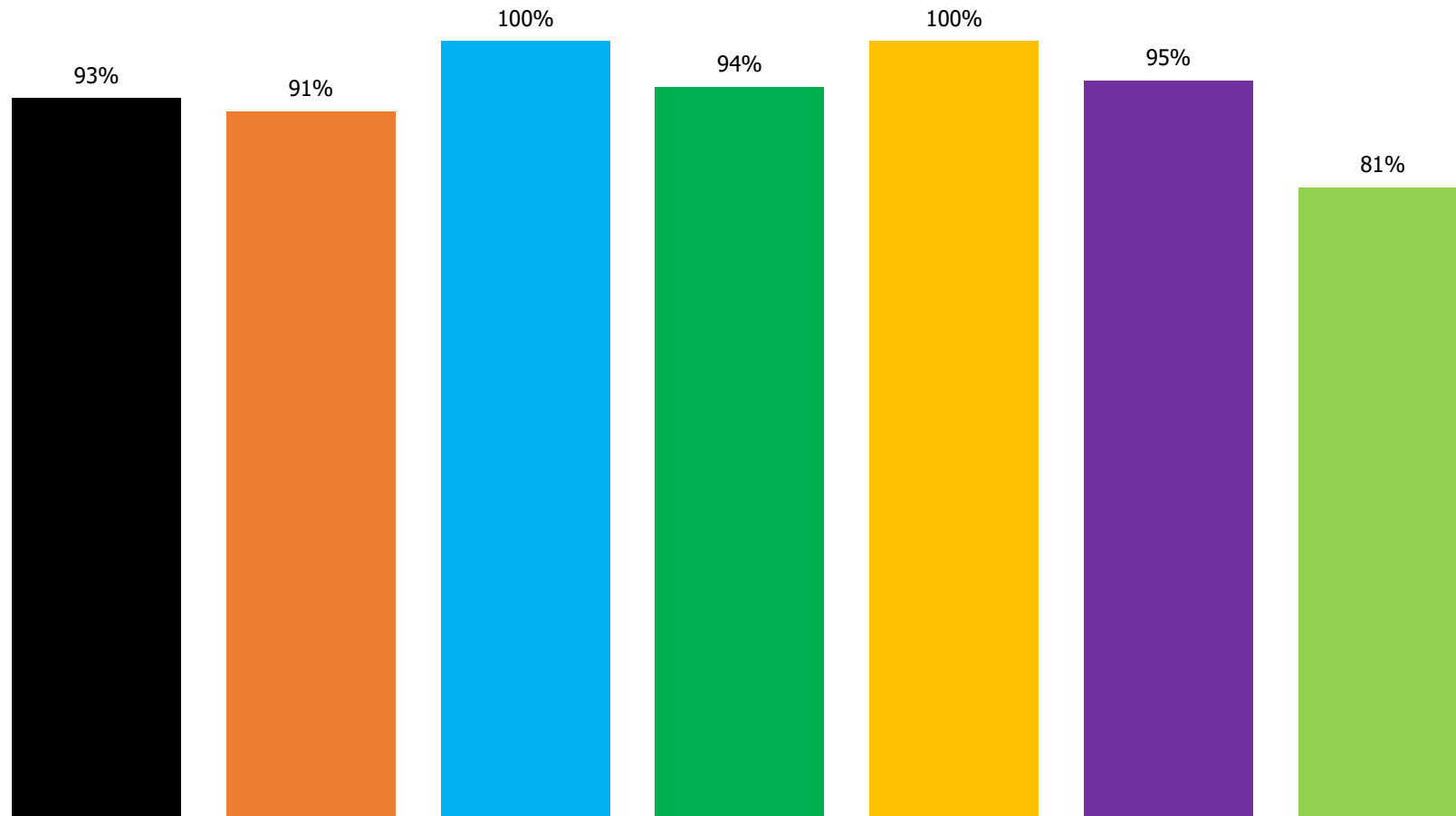
6 Extremely high extent 5 High extent 4 Some extent 3 Low extent 2 Very low extent 1 No extent at all



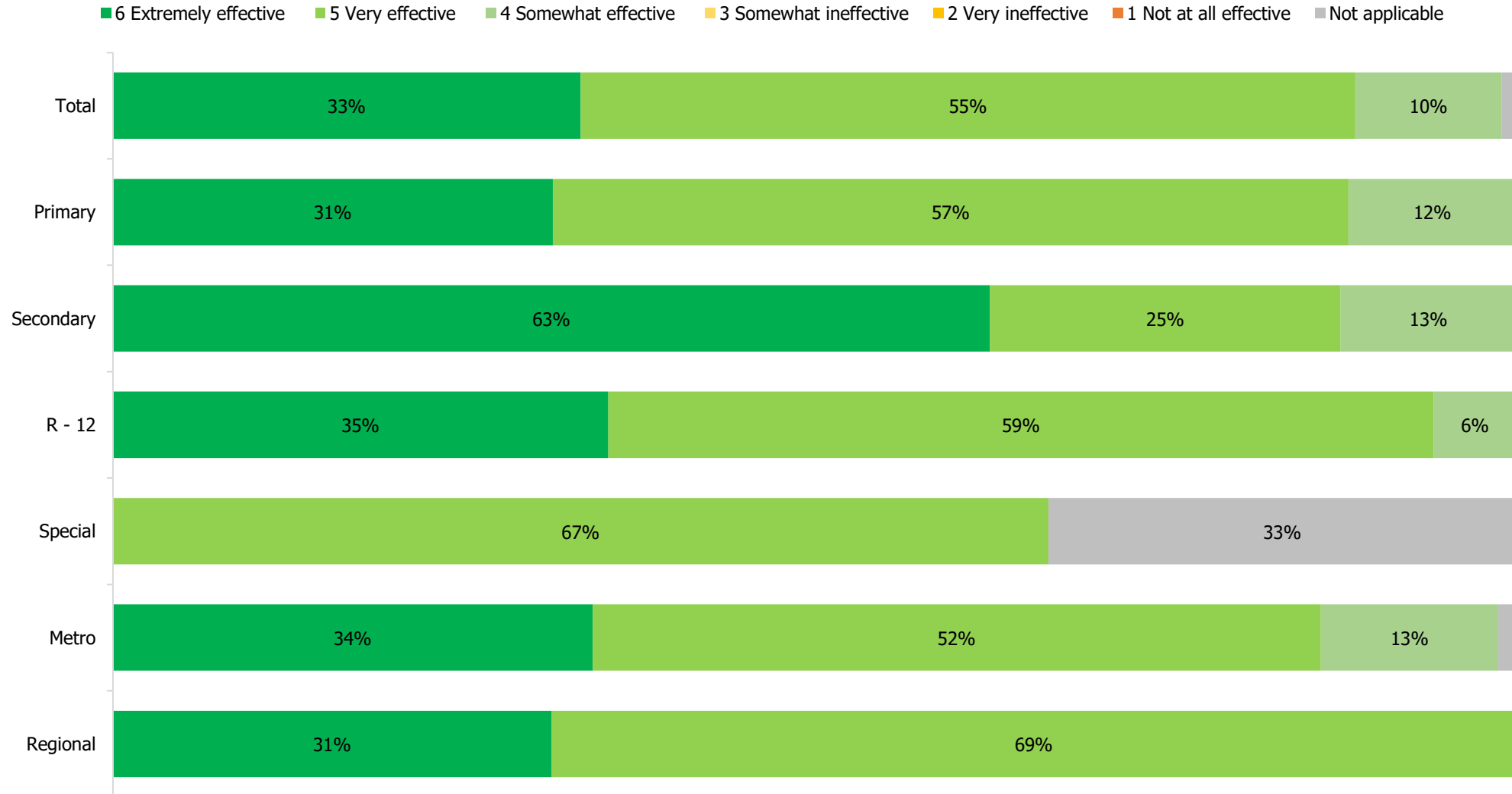
To what extent does your school make it clear that all students have the obligation to ensure students with disability are free of harassment?

[Those who stated 'extremely high extent' or 'high extent']

■ Total ■ Primary ■ Secondary ■ R - 12 ■ Special ■ Metro ■ Regional



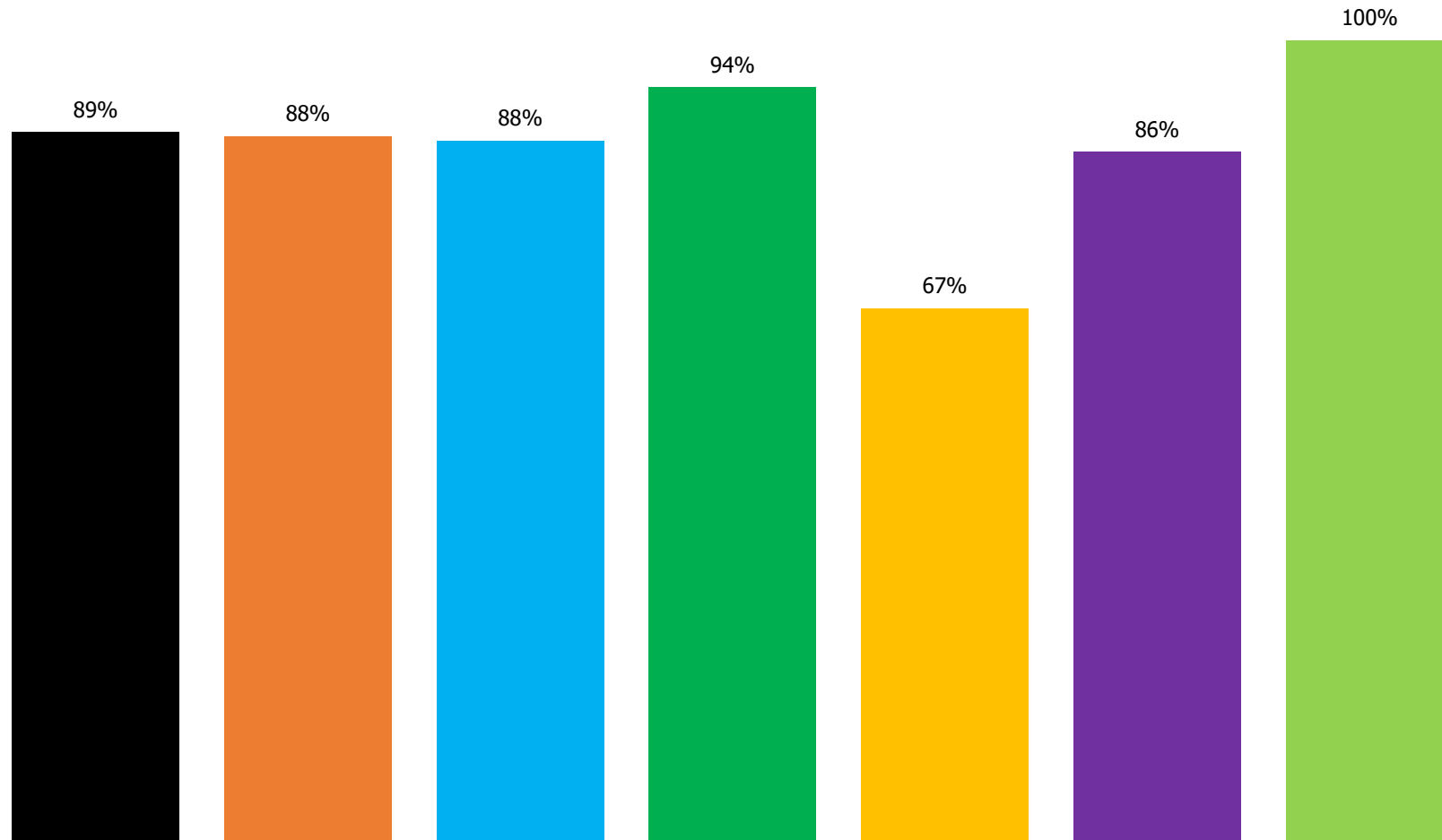
How effective are the complaint mechanisms for a student who is harassed?



How effective are the complaint mechanisms for a student who is harassed?

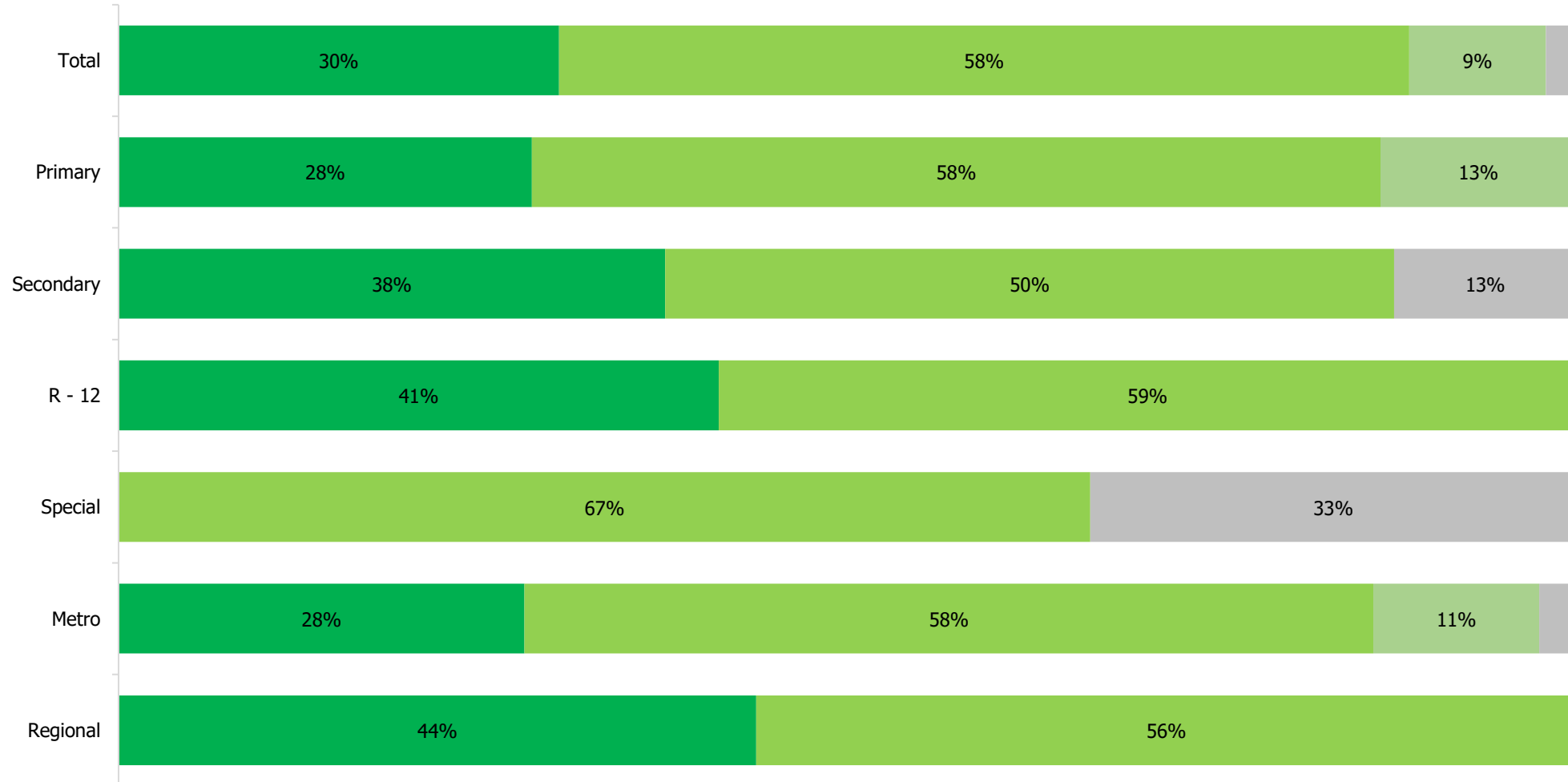
[Those who stated 'extremely effective' or 'very effective']

■ Total ■ Primary ■ Secondary ■ R - 12 ■ Special ■ Metro ■ Regional



How effective is the action your school takes to resolve instances of harassment?

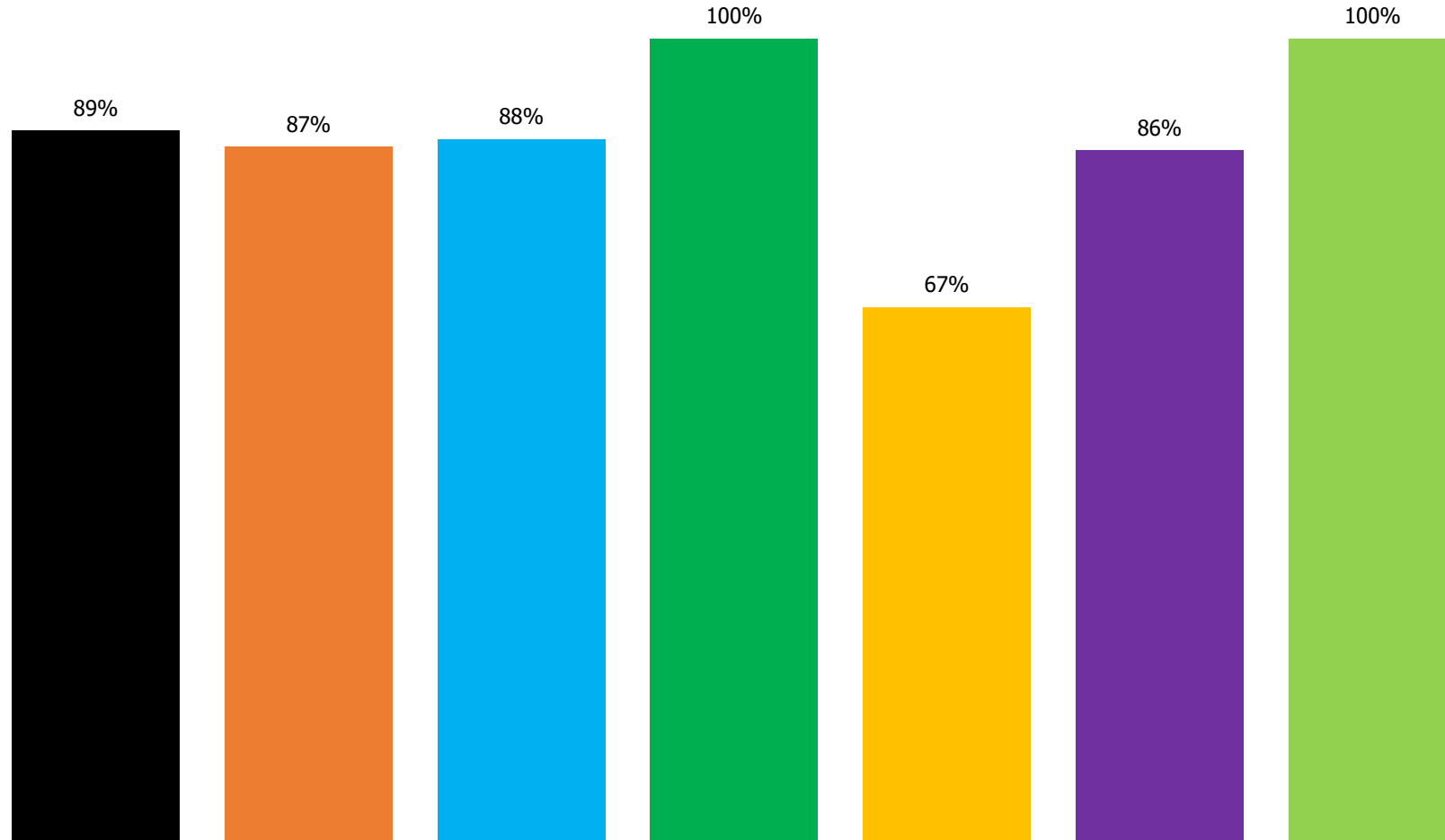
6 Extremely effective 5 Very effective 4 Somewhat effective 3 Somewhat ineffective 2 Very ineffective 1 Not at all effective Not applicable



How effective is the action your school takes to resolve instances of harassment?

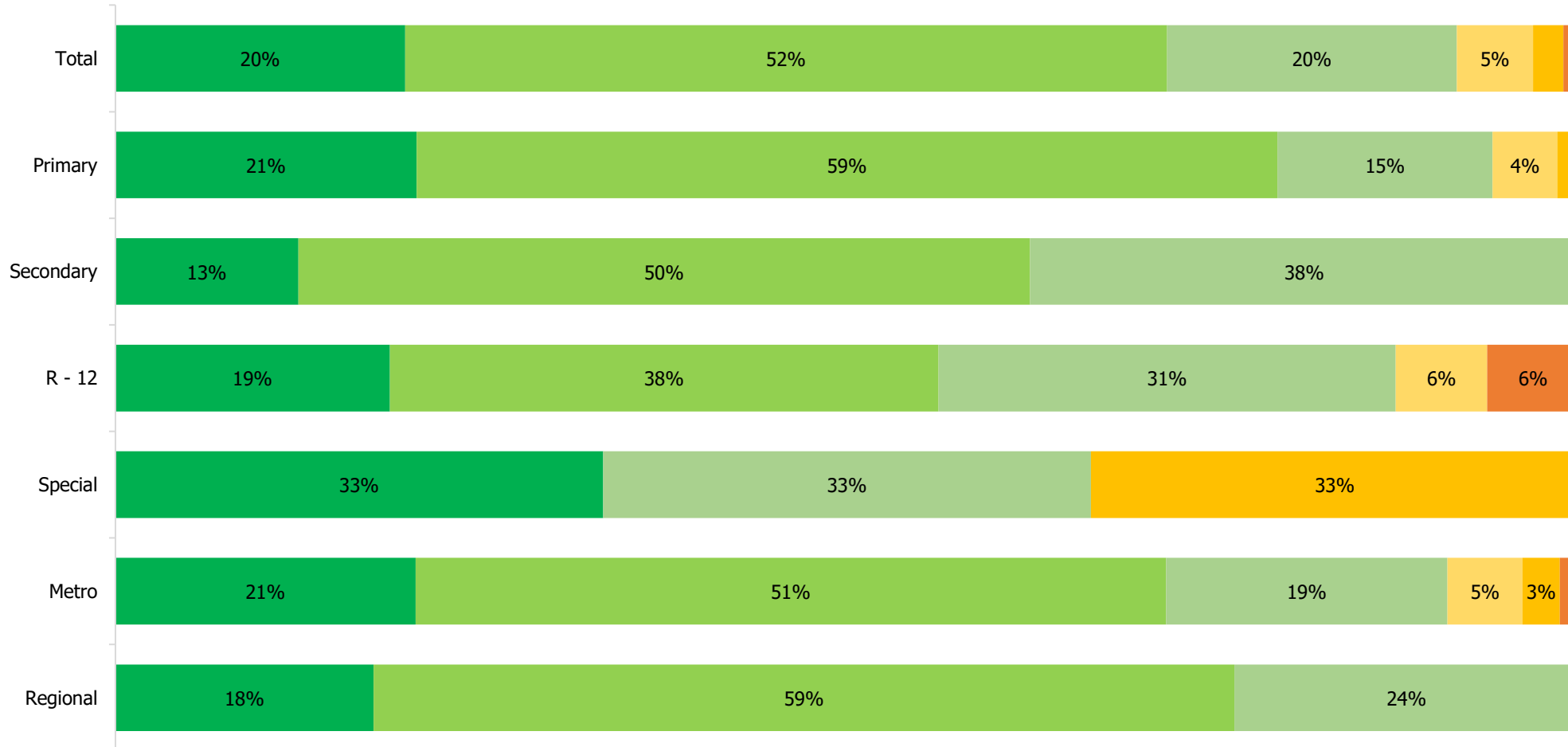
[Those who stated 'extremely effective' or 'very effective']

■ Total ■ Primary ■ Secondary ■ R - 12 ■ Special ■ Metro ■ Regional



To what extent should the CESA Disability Policy provide direction and guidance about the elimination of harassment for students with disability?

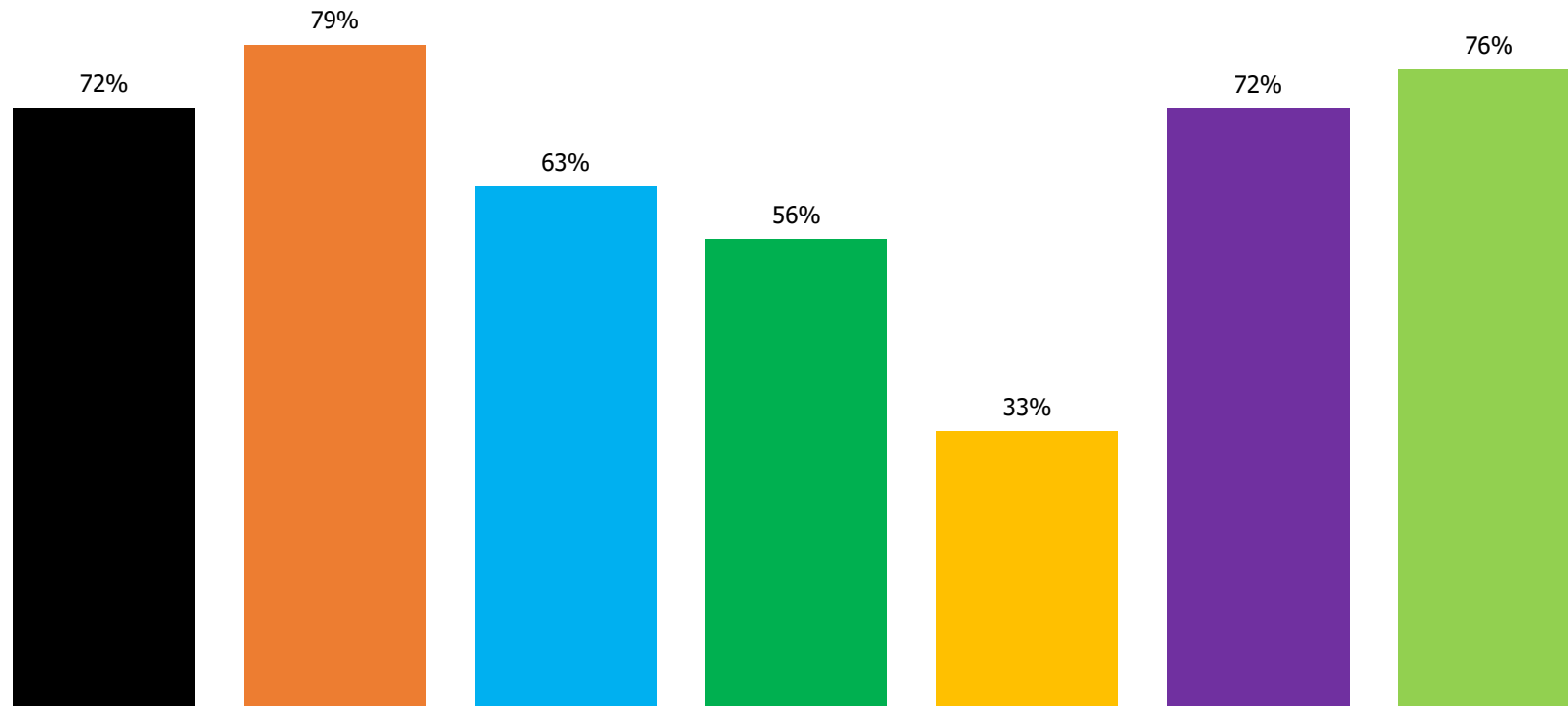
6 Extremely high extent 5 High extent 4 Some extent 3 Low extent 2 Very low extent 1 No extent at all



To what extent should the CESA Disability Policy provide direction and guidance about the elimination of harassment for students with disability?

[Those who stated 'extremely high extent' or 'high extent']

■ Total ■ Primary ■ Secondary ■ R - 12 ■ Special ■ Metro ■ Regional



Comments about eliminating harassment

Principals 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 the 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:

- Culture of inclusivity, care and support for all
- Education and awareness
- Open communication and dialogue with students and parents
- Issues of harassment are dealt with swiftly and seriously, with programs, policies and processes in place should any harassment of a students arise

Comments about eliminating harassment

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

Please indicate what you think your school should do less of or stop doing in its culture and strategies for dealing with the 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:

Most were not able to indicate areas that should be limited or stopped, whilst other responses were quite varied.

Comments about eliminating harassment

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

Please indicate how your school can best improve its culture and strategies for dealing with the harassment of students, including those with disability

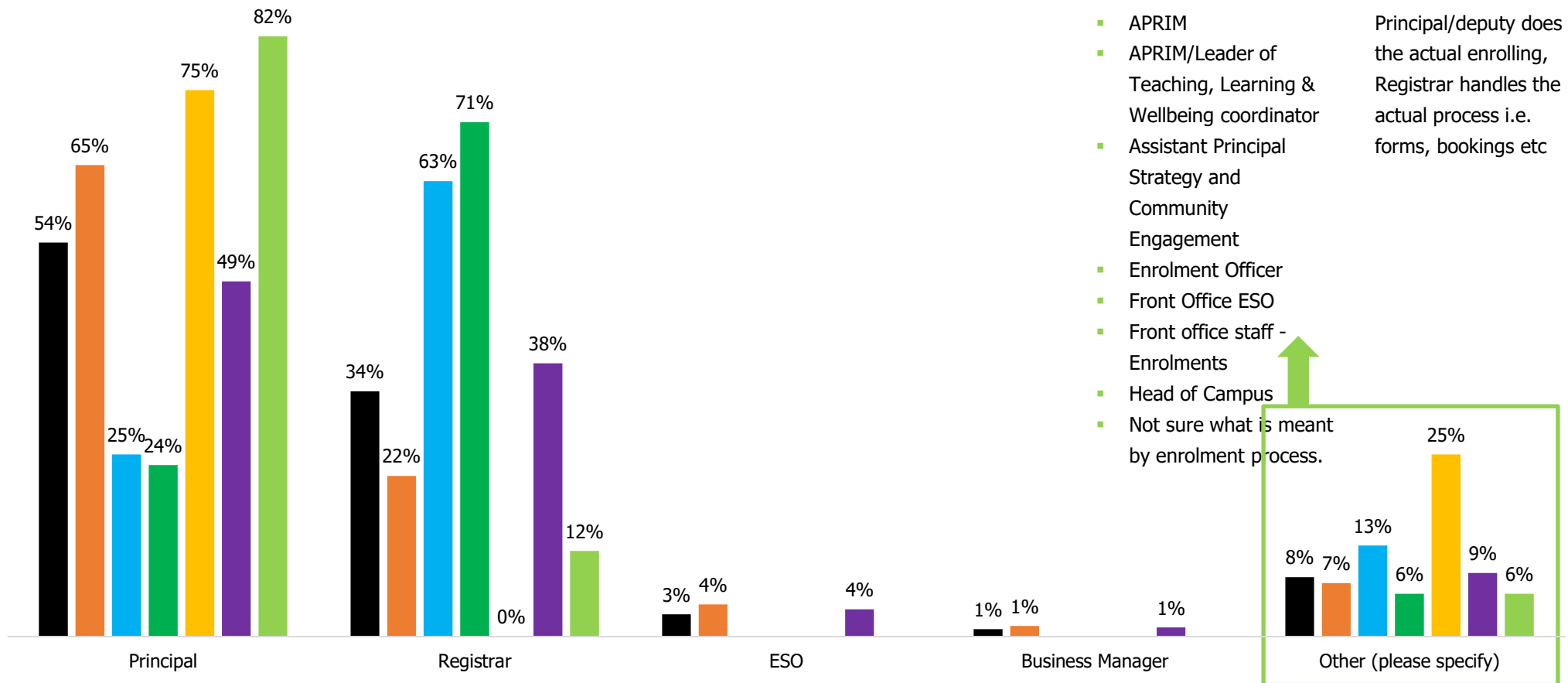
A range of comments were provided. The Square Holes analysis identified the following main emphases in the comments:

- Training, education and continuous professional development
- Ongoing evolution of policy, plans and programs to greater embed a sense of inclusion (often suggested to refer to those with a disability more explicitly)
- Sharing of policy and values to garner better community understanding
- Clearer pathways and instilling confidence in students to report harassment

School management arrangements

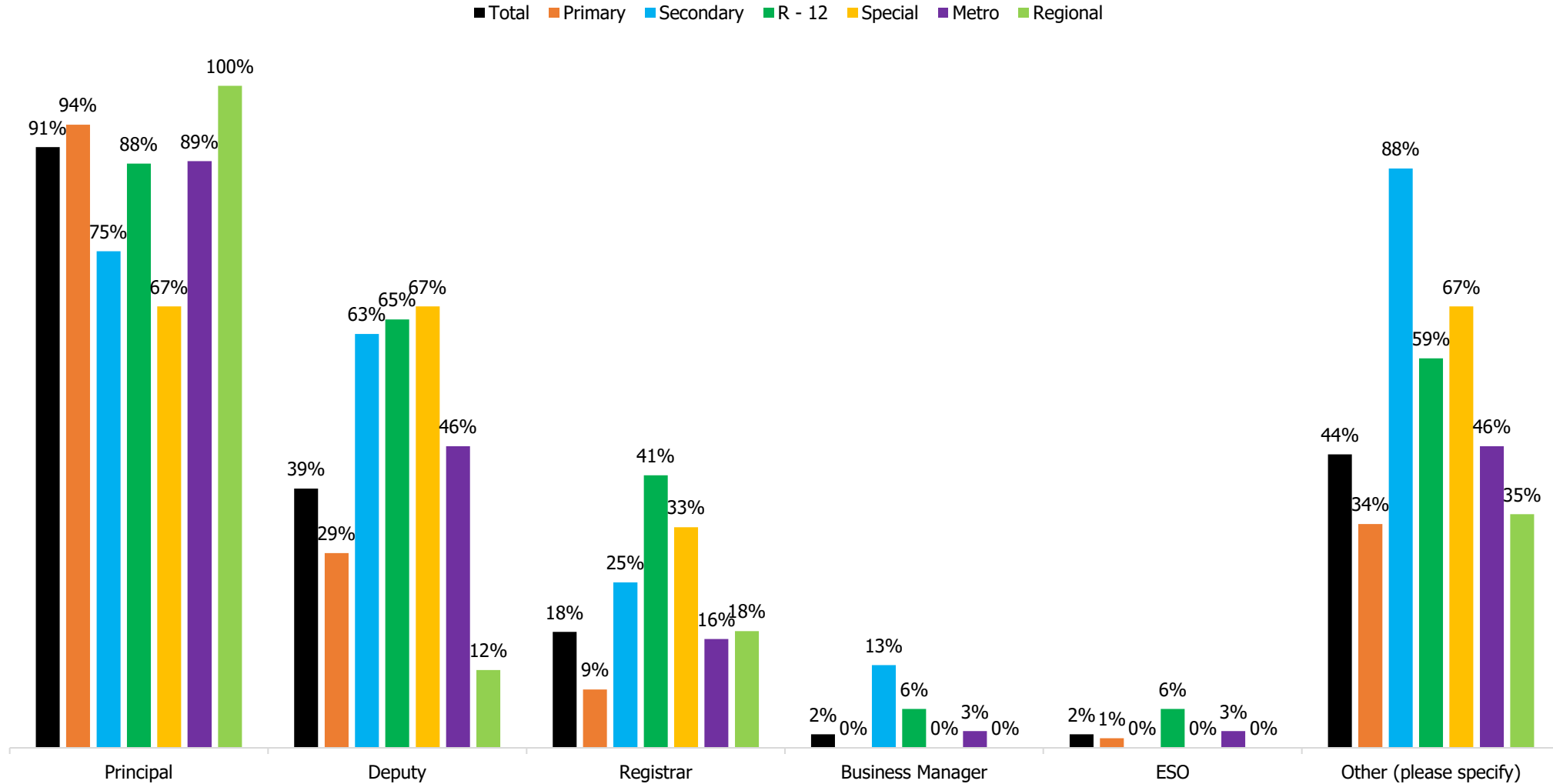
Please indicate the school's staffing position that directly manages your school's enrolment process:

■ Total ■ Primary ■ Secondary ■ R - 12 ■ Special ■ Metro ■ Regional



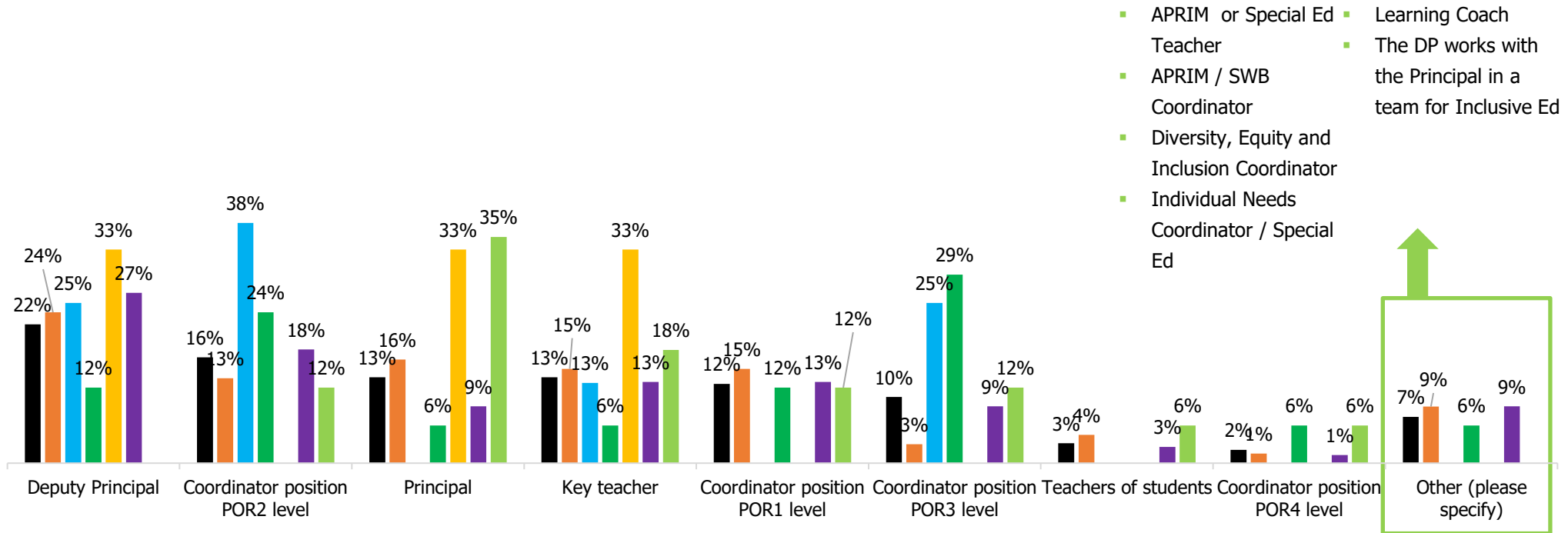
- APRIM
 - APRIM/Leader of Teaching, Learning & Wellbeing coordinator
 - Assistant Principal Strategy and Community Engagement
 - Enrolment Officer
 - Front Office ESO
 - Front office staff - Enrolments
 - Head of Campus
 - Not sure what is meant by enrolment process.
- Principal/deputy does the actual enrolling, Registrar handles the actual process i.e. forms, bookings etc

Please indicate the school's staffing position(s) that meet with parents/carers/guardians of students with disability when enrolling their child:



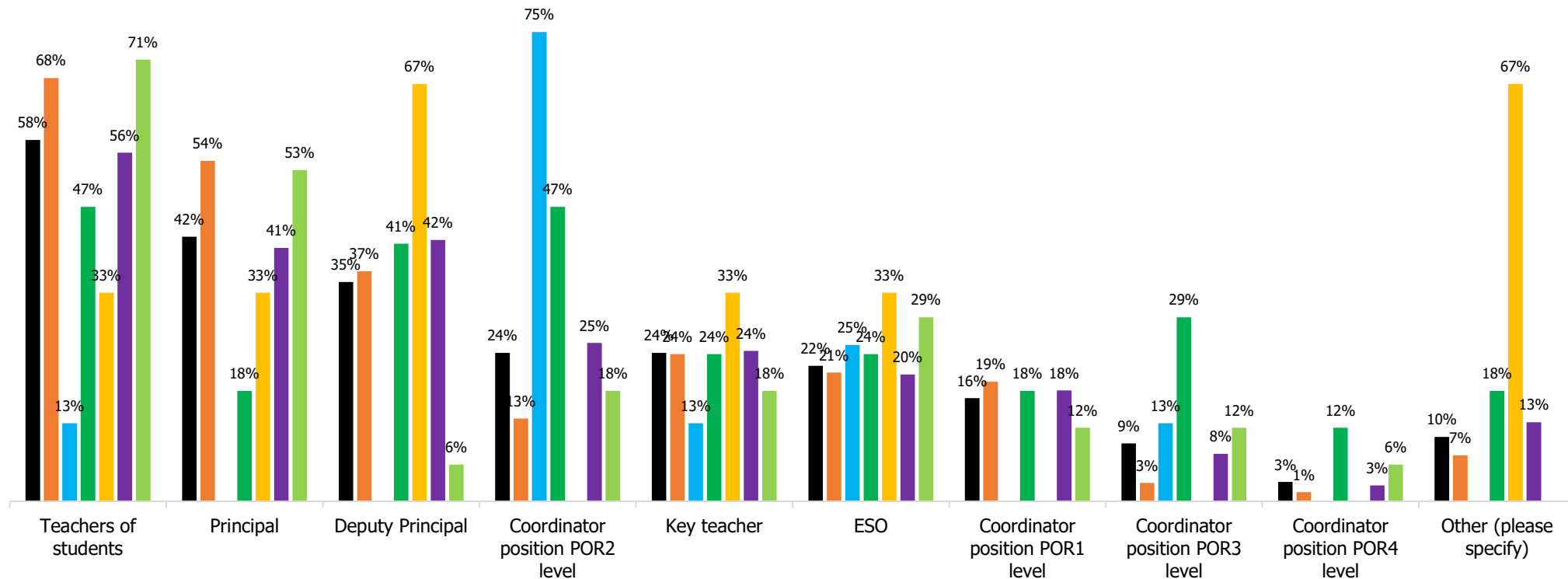
Please indicate the school's staffing position that has the main responsibility for managing your school's Inclusion and Learning program for students with disability

■ Total ■ Primary ■ Secondary ■ R - 12 ■ Special ■ Metro ■ Regional



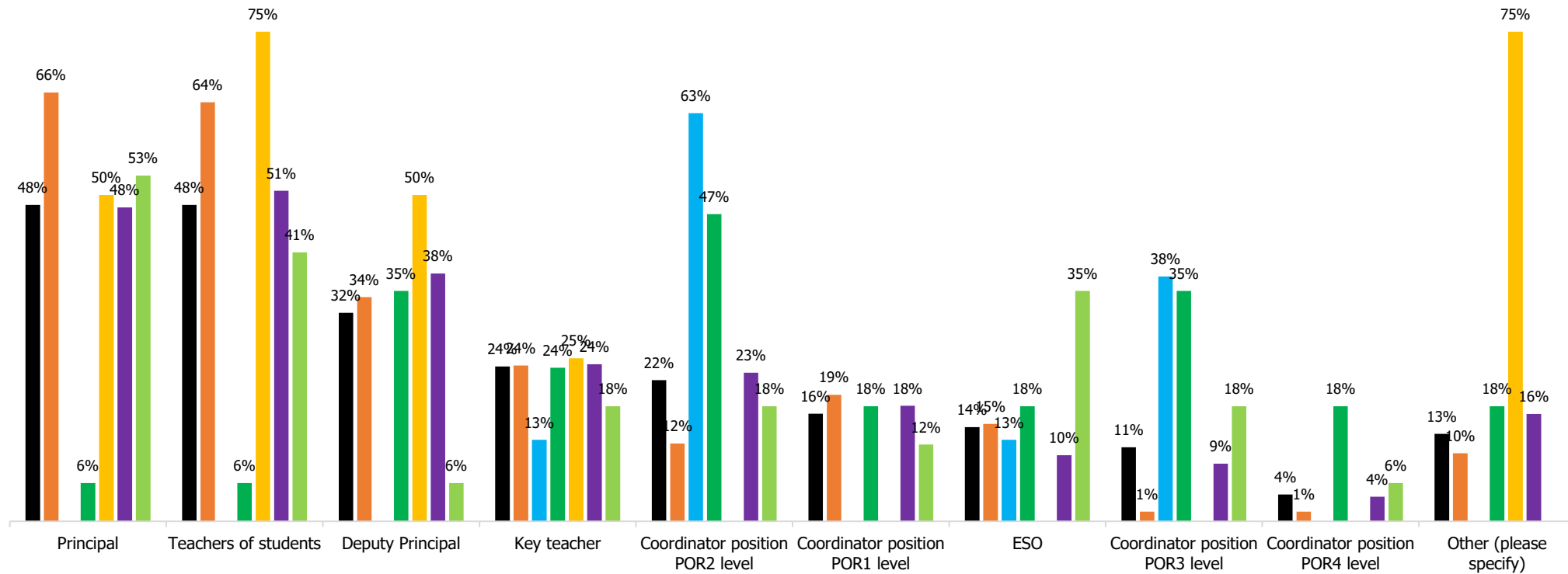
Please indicate the school's staffing position(s) that meet with parents of students with disability in the development of their child's Personalised Plan for Learning (PPL)

■ Total ■ Primary ■ Secondary ■ R - 12 ■ Special ■ Metro ■ Regional

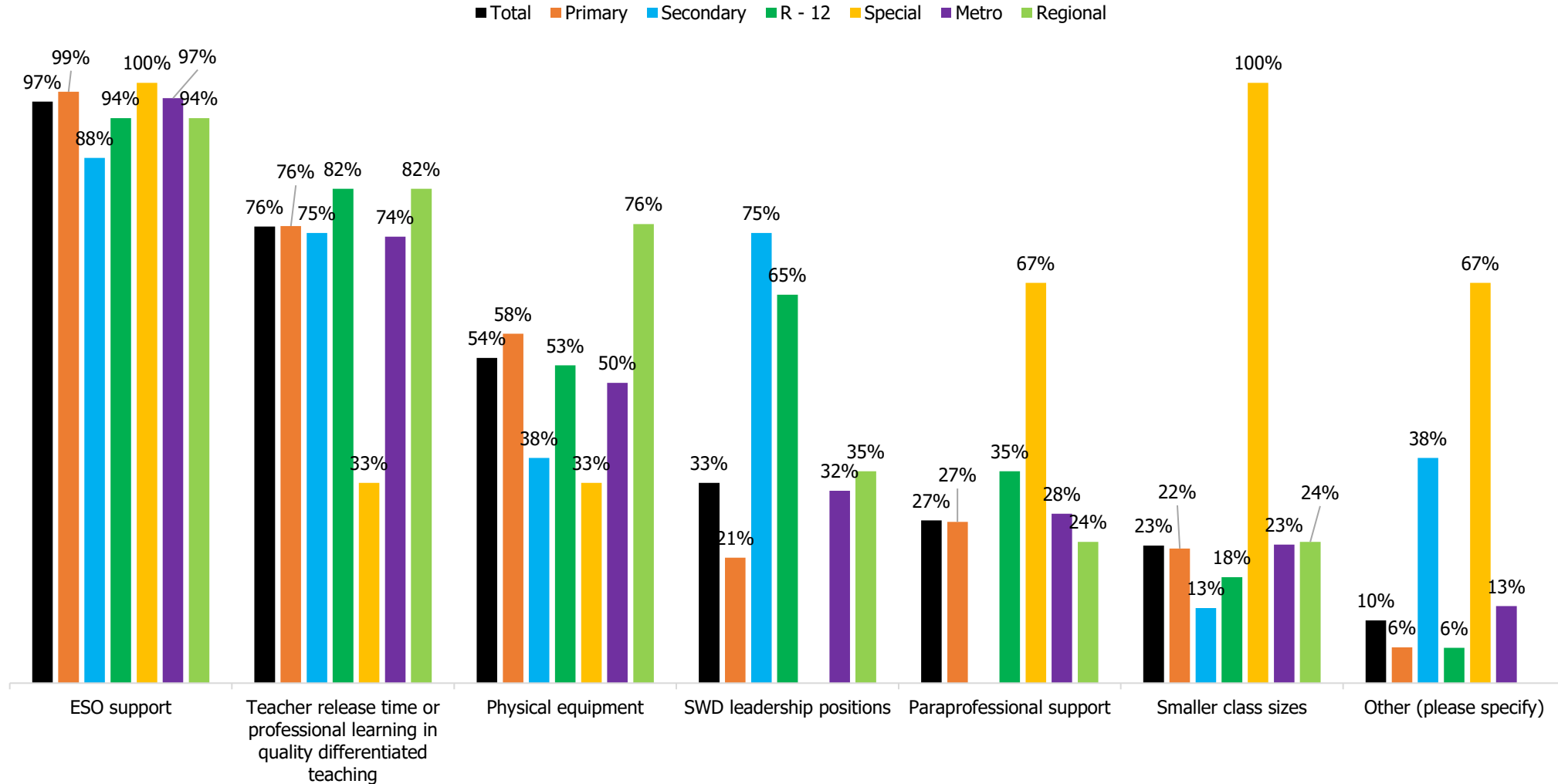


Please indicate the school's staffing position(s) that manage the transition program for students with disability into their next stage of their schooling or post school options

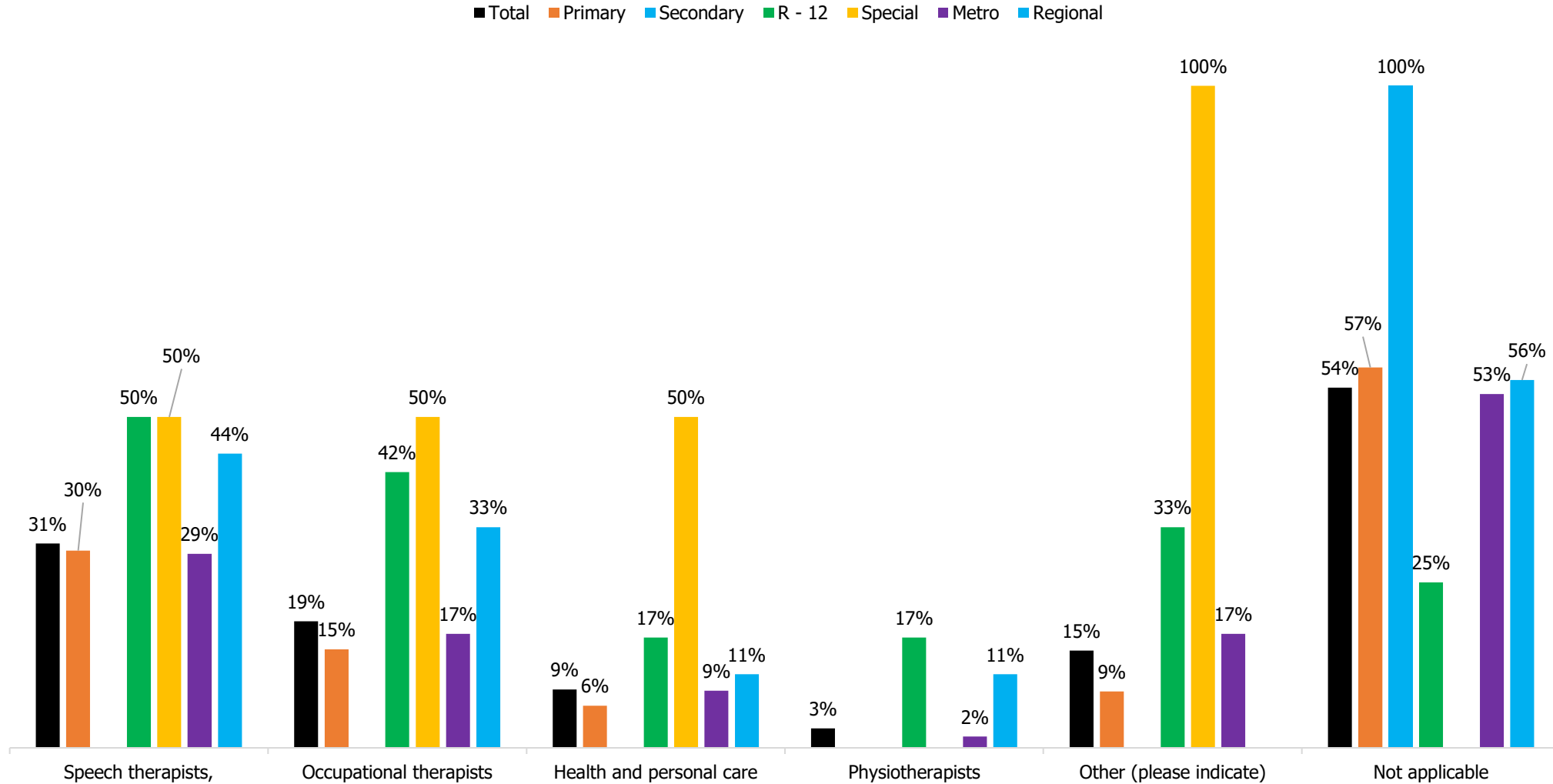
■ Total ■ Primary ■ Secondary ■ R - 12 ■ Special ■ Metro ■ Regional



Please indicate how your school uses its funding through the Funding Mechanism to assist students with disability

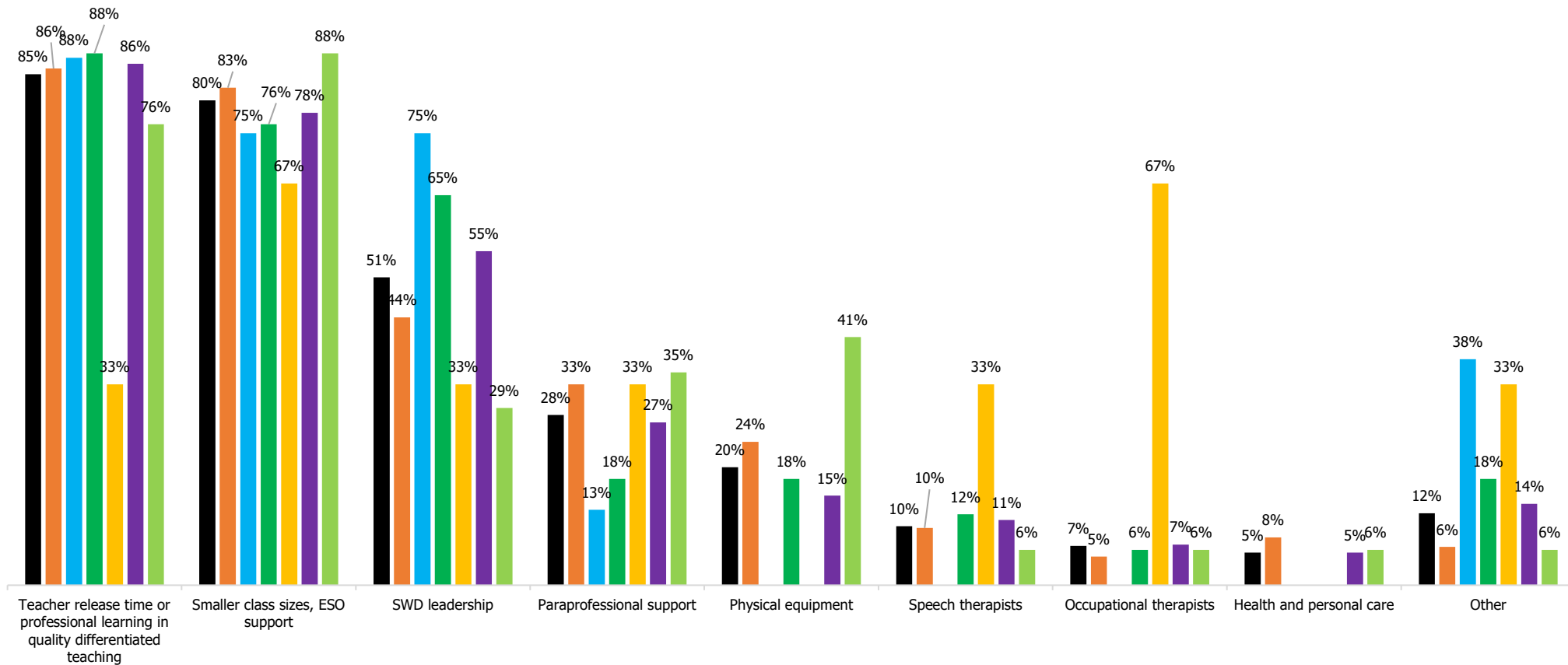


If your school uses its funding to pay for paraprofessional assistance for students with disability, please indicate the type of assistance provided



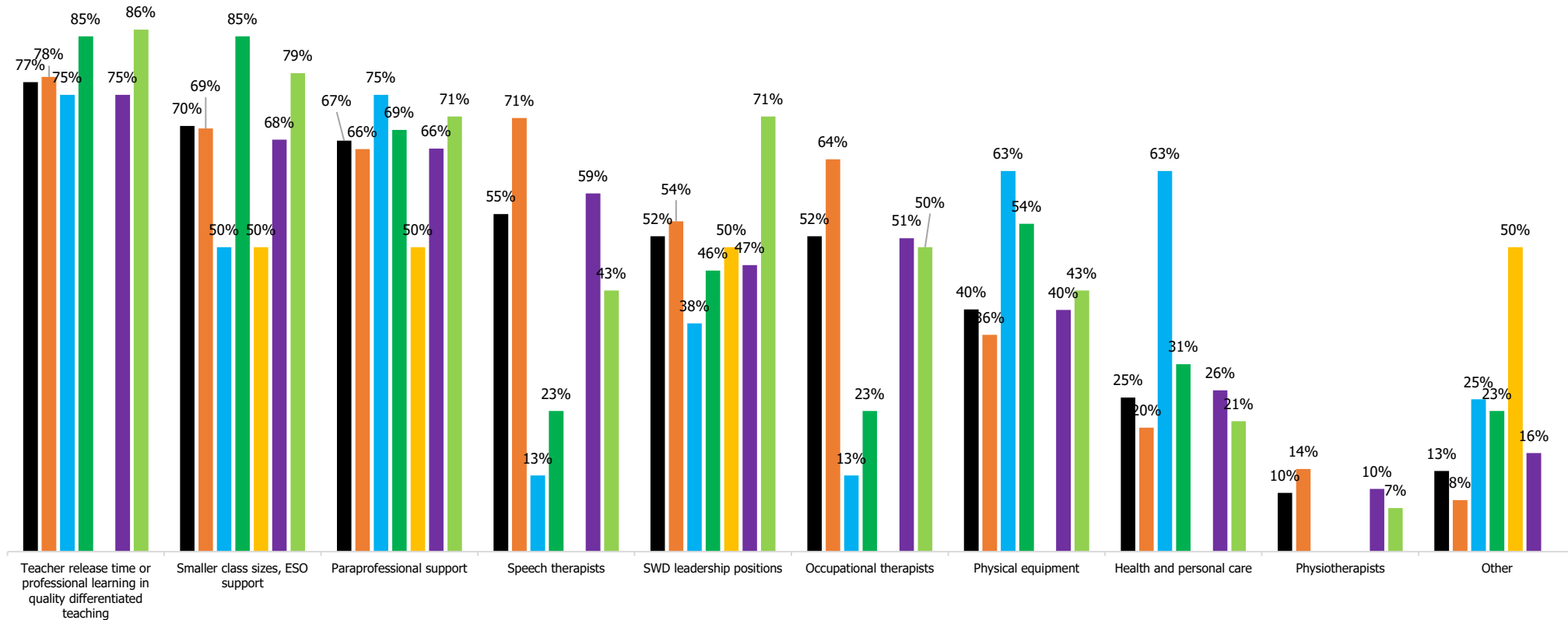
Please indicate what you consider are the three highest priorities (from 3 (highest), 2, 1) for the use of funding to assist students with disability
 [% of those who selected]

■ Total ■ Primary ■ Secondary ■ R - 12 ■ Special ■ Metro ■ Regional



If there are services for students with disability that would assist their participation and learning but for which your school does not receive sufficient funding, please indicate the five highest priorities (from 5 (highest), 2, 1) for how your school...

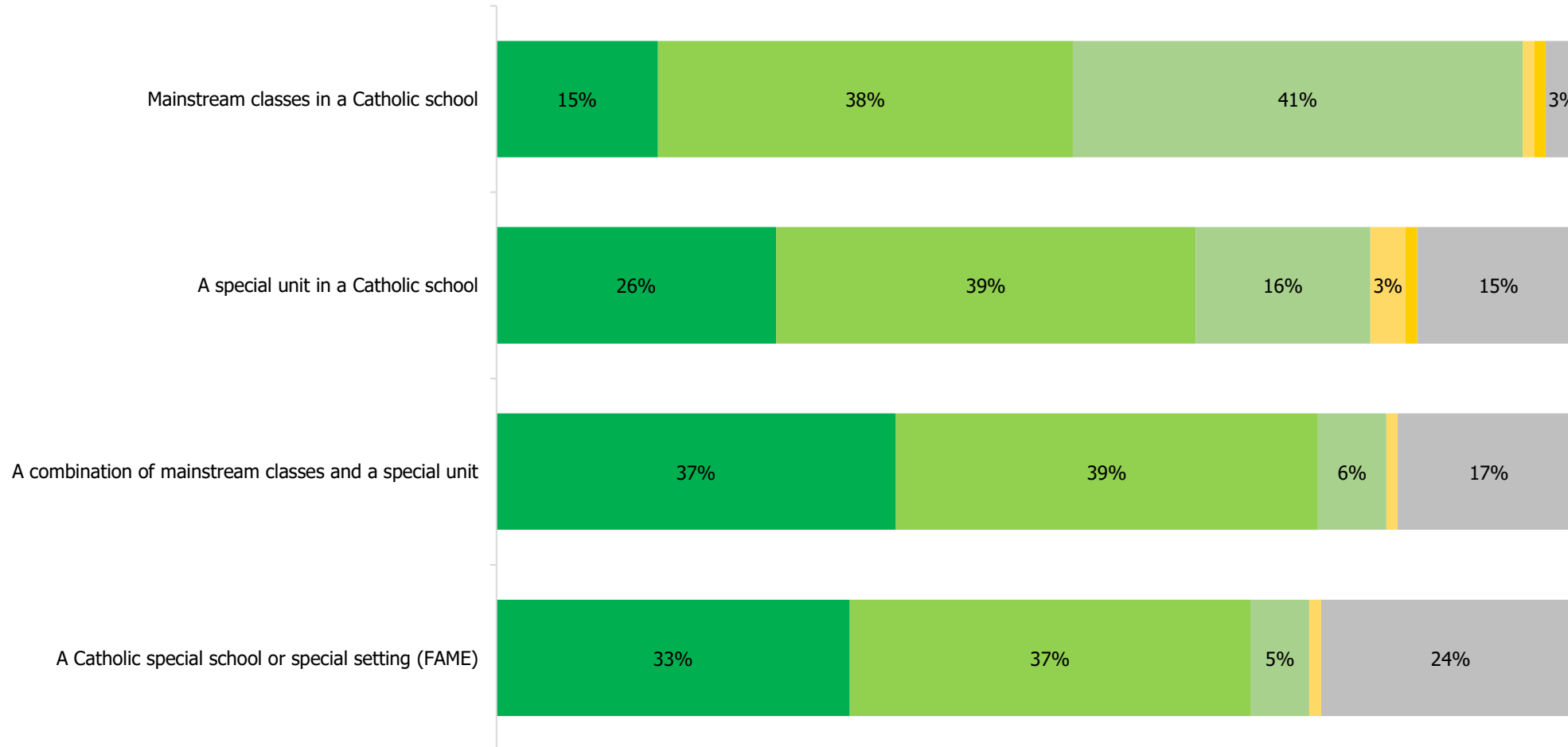
■ Total ■ Primary ■ Secondary ■ R - 12 ■ Special ■ Metro ■ Regional



School structures

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

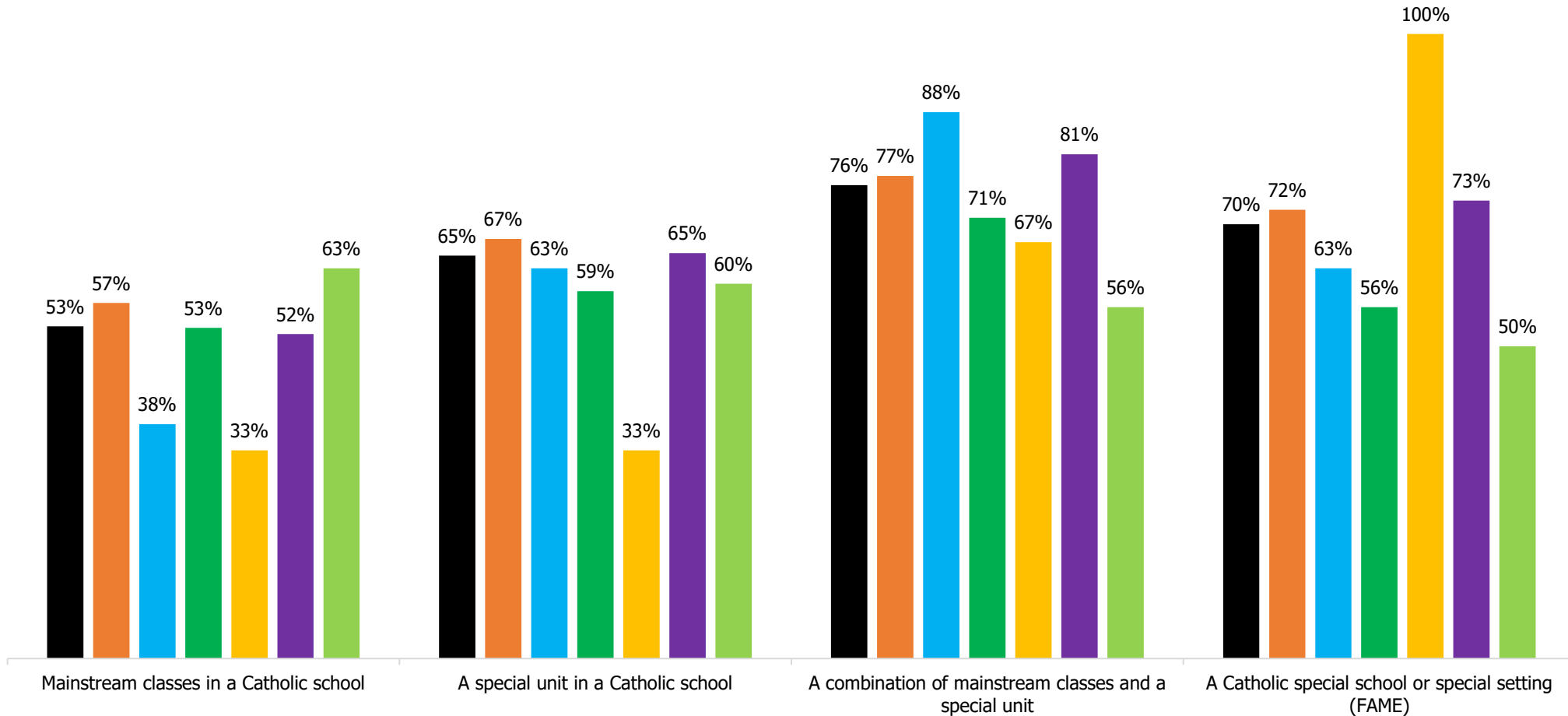
6 Extremely effective 5 Very effective 4 Somewhat effective 3 Somewhat ineffective 2 Very ineffective 1 Not at all effective Don't know



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

[Those who stated 'extremely effective' or 'very effective']

■ Total ■ Primary ■ Secondary ■ R - 12 ■ Special ■ Metro ■ Regional



Comments about school structures

Principals 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:

- Inclusive approach/ part of the community
- Access to more opportunities

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:

- Lack of resources to support class teachers
- Lack of specialised teachers
- Class sizes
- May not meet the needs of the student

Comments about school structures

Principals 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:

- Specialised learning environment and staff
- Supported space

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 emphases in the comments:

- Lack of inclusion and integration
- Funding issues

Comments about school structures

Principals 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 in a Catholic school

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

- Provides the best of both settings
- Encourages inclusion

Please indicate the limitations of a combination of mainstream classes and 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:

- Staffing
- Access

Comments about school structures

Principals 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:

- Individualised education
- Better equipped staff (training, ratio, skills etc.)
- Targeted and tailored support
- Inclusive and safe 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:

- Funding and costs associated
- No mainstream interactions

Square Holes

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