

Students with Disability Review

Survey Summary Report: Staff in 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 school staff 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

Staff in Catholic Schools Survey Summary Report

Culture of Inclusion

School staff who responded to the survey overwhelmingly believe that the culture of the school is inclusive to all students, including students with disability. Schools are described as vibrant and inclusive environments that work hard to ensure the inclusion for all students with a broad range of levels of need. At the same time, there is an acknowledgment that services and resources will need to grow to ensure high quality learning experiences for all students.

The majority of staff stated that they were familiar to extremely familiar with the Disability Discrimination Act and Disability Standards for Education, with staff often talking of collaboration and support between teachers, families and health professionals.

The responses also reveal a range of interpretations as to what inclusion means.

Suggestions for improvement:

Many recommendations for improvement were offered, which indicate that staff are keen to improve their knowledge, skills and ability to support all students.

Besides calls for more funding, support and training for teachers, staff are calling for a range of changes from special units, sensory rooms and breakout areas to simply increasing open class areas, and including modern furniture that is easy to move to create additional space and mobility.

Staff would like to see a whole of system approach to inclusive practice including improved use of students and staff from diverse backgrounds, including students with disability portrayed in school and system promotional material.

Although the Disability Discrimination Act and Disability Standards for Education are part of teacher training, the view was expressed that graduating teachers are not receiving enough education in this area. One recommendation being that new teachers should show evidence of their knowledge of the Act in order to be eligible for teacher registration.

There is also a call for ongoing teacher and community training to facilitate an inclusive environment (rather than a one-off session).

Staff expressed the need for more specialist trained teachers, in classrooms and special units, who are able to specifically support increased outcomes for students in literacy and numeracy (or English and Mathematics curriculum).

It is clear that, while staff want better understanding of student need, they are (mostly) calling for an increase in pull out programs and interventions rather than training in specific, evidence-based learning methodology which allow students to be educated within inclusive classrooms.

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.*

Some staff expressed the opinion that this question should be answered by parents, or specialist teachers rather than classroom teachers, inferring that knowledge of this standard and its implementation in their school was not part of their requirements. Others described a process of encouragement, where parents and families come into the school, have a look around learning spaces, ask any questions and get a feel for a very welcoming school.

Staff sincerely believe that more consideration regarding the current and future impact that enrolments of students with disabilities would have on staff was needed.

Staff acknowledge that their school does not currently have information in the school or college prospectus or documentation about disabilities.

Specific concern was expressed at the inability to transition to a secondary school of choice, due to the perception that other non-government schools might offer better support.

Suggestions for improvement include:

- Better information about the disability and individual student needs be given to all teachers.
- Ensuring collaboration and continuity with all of the professionals working with the children with additional needs.
- Improved communication and explicit distinction of roles of key staff and their responsibilities.
- Provision of support and interventions necessary to ensure students with disability reach their potential academically and socially.
- More support from the CEO when we do take on more complex needs.

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.*

It was difficult to determine whether staff believed that they currently met requirements of the Disability Standards under this section.

By looking at general recommendations, one can discern that staff feel there could be improvements in this area, though many suggestions point to requests for more pull out programs, and interventions rather than training in specific, evidence-based learning methodology.

Teachers hope that these programs will provide fairer, safer, more inclusive schools, rather than considering different frameworks for teaching and learning.

The survey responses indicate that teachers continue to see the education of students with disabilities as separate to that of other students.

Suggestions for improvement include:

- More professional development so that a teacher may feel prepared or knowledgeable about the student's circumstances and understand the PPL (personalised plan for learning) in order to best teach or adapt for the benefit of the child. This could include better use of General Capabilities, Early Years Framework and Learning Progressions.
- More understanding about how to work within a VET course with a disability and more opportunities for work pathways within the system.
- Extra education support officer support to allow all students equal access to the curriculum.
- Better access points for students who use walkers and wheelchairs or those who struggle with stairs.
- Enabling all students to participate in more playtime activities and social support to involve left out students who may have particular interests.
- A dedicated sensory room for all the students that need time out from the classroom.

It was felt by some that the subject of education of students with disability, under the banner of inclusion, is still a taboo subject which results in non-disclosure, as students (and their parents) don't want to be labelled.

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.*

Staff believe that school enrolment processes were excellent if a child has NDIS (National Disability Insurance) funding and an allied health support team. However, if a child does not have this, then it was suggested that support might not be possible.

Currently, accessing suitable support services for students with disability in mainstream settings often occurs through family involvement, rather than services coordinated by the school. As a result, some families continue to pay for school-related allied health services. It was reported that external services are difficult to liaise with and many allied health workers are not able to support with classroom assistance.

There was a clear message that Catholic Education could be more inclusive by providing schools, regions and students with more support for students requiring allied health support that is directly related to child learning and classroom needs.

It was suggested that Allied Health professionals could be members of staff in a cluster of schools, in order to provide expert teacher support.

Alternatively, partnerships with therapists such as occupational therapists, speech pathologists and psychologists may assist schools and teachers to gain more access to programs, support and opportunities for workshops and mentoring, but only if allied health professionals had an understanding of school and curriculum requirements.

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.*

Staff reported that they had adopted very clear inclusive practices for all students, integrating acceptance and equity within learning programs including Religious Education, which helps students develop a strong understanding of inclusivity in many areas.

There is an emphasis that all students have the obligation to ensure prevention of harassment, regardless of disability.

Staff reported a strong focus on relationship and well-being, student-parent-teacher partnership, a restorative justice approach, and participation in programs such as Bullying No Way. However there are still situations where bullying is seen to be ignored and restorative practice is used after the event and therefore not as effective.

There was a notable range of recommendations based on varied opinions. These included the need for programs about acceptance of others with a disability; the immediate management of harassment and intolerance; implementing a restorative practice approach; through to the adoption of more harsh and consistent consequences for students who consistently harass others.

School structures

In this section, staff were asked to consider the strengths and limitations of mainstream provision, special units and special schools.

School staff observations about advantages and limitations of mainstream provision

Students who experience a mainstream education are believed to be able to experience more acceptance and understanding of their peers as they grow together as human beings while teachers learn how to cater for children with needs.

Limitations of mainstream inclusion is in terms of difficulties in managing the extra learning/behavioural/wellbeing demands of students as well as give the deserved attention to all students. *“It can take away from the learning of other students and result in more workload for teachers.”*

School staff observations about advantages and limitations of special units, and a combination of special units and mainstream settings

Special units are seen to have the advantage of more specialised teacher training, purpose built environments and processes to support students with needs as well as resulting in less disruption of mainstream classes when students have regulation challenges.

A combination mainstream with special unit was a popular choice in giving a good balance of targeted intervention and inclusion socially and emotionally with all students.

There is the potential for students to feel socially accepted by their non-disabled peers and to also receive the additional support and assistive technologies and programs offered by a special unit

School staff observations about advantages and limitations of special schools

For students with a disability with a higher level of needs, the special school is believed to offer the best environment for a supportive, flexible learning experience, aided by the differences in structure from mainstream school sites, such as facilities, staffing and resources.

There was a perception that staff are more aware of the Disability Discrimination Act and Disability Standards and are more capable of integrating personalised learning across all learning areas.

A limitations of a special school might occur if it contributes to a feeling of isolation. This may result in gatekeeping which can lead to the exclusion of highly capable children with a disability from mainstream education.

Final comments

Key and varied issues expressed by staff are:

The wish to maintain and develop a model of inclusion, while promoting a model of special education, whereby students experience a mix of dedicated special education classes and mainstream classes, and have access to special schools if requested.

The need to increase the availability of education support officers to support teachers as well as students in mainstream and special units.

The provision of opportunities for students which address barriers to learning while not affecting the learning of other students.

The belief that training in specific disability categories and needs is the key to inclusion more so than training to access the same curriculum and syllabus outcomes as peers, in developmentally appropriate ways.

Less so are requests for student-centred education planning, reasonable adjustments to curriculum content and differentiated teaching, learning and assessment activities.

Ms Gerry Gray

Disability Education and Advocacy Consultant

September 2020

Students with Disability Review

School Staff 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 School staff survey with comparisons by:

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

Number of survey responses: 822

This project was carried out in compliance with ISO 20252

Respondent Composition	n=
Primary	454
Secondary	190
R-12	138
Special	25
Metro	721
Regional	86

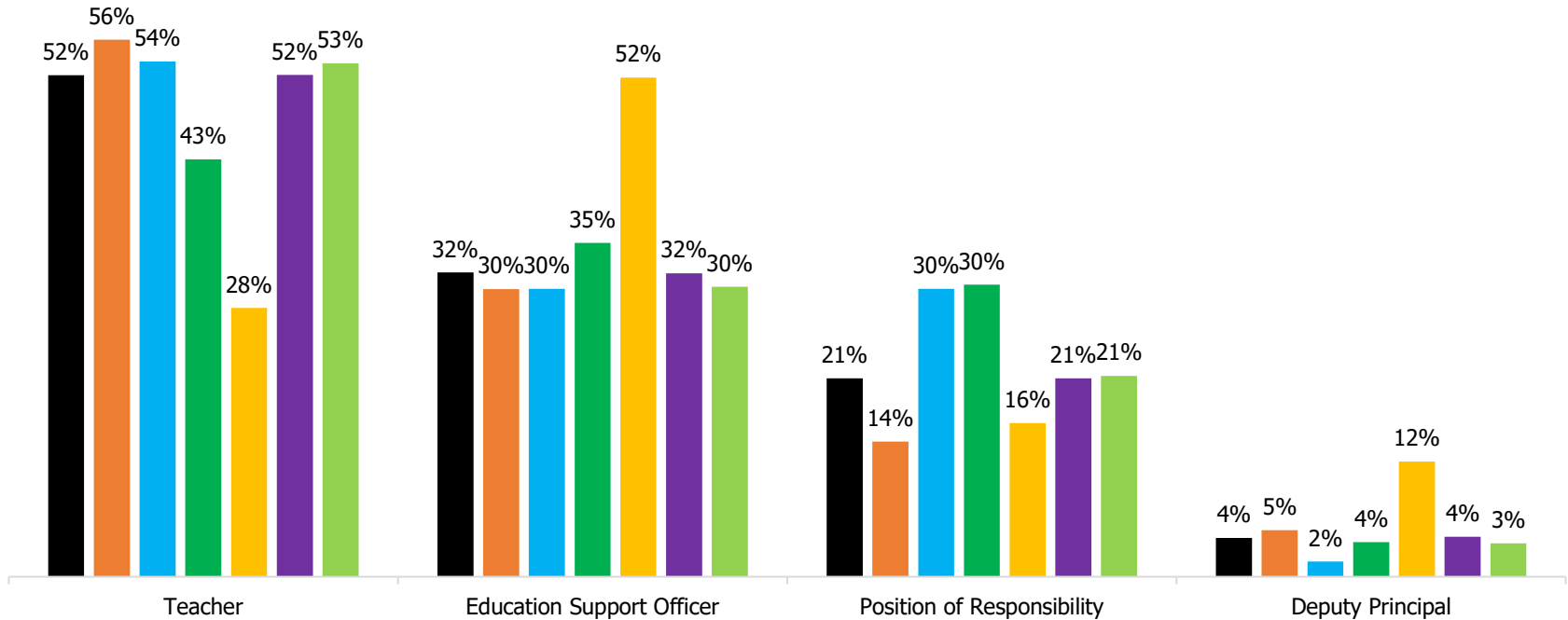
NOTE: some participants did not select a school and therefore were included in the total, but not these breakdowns.

Detailed Findings

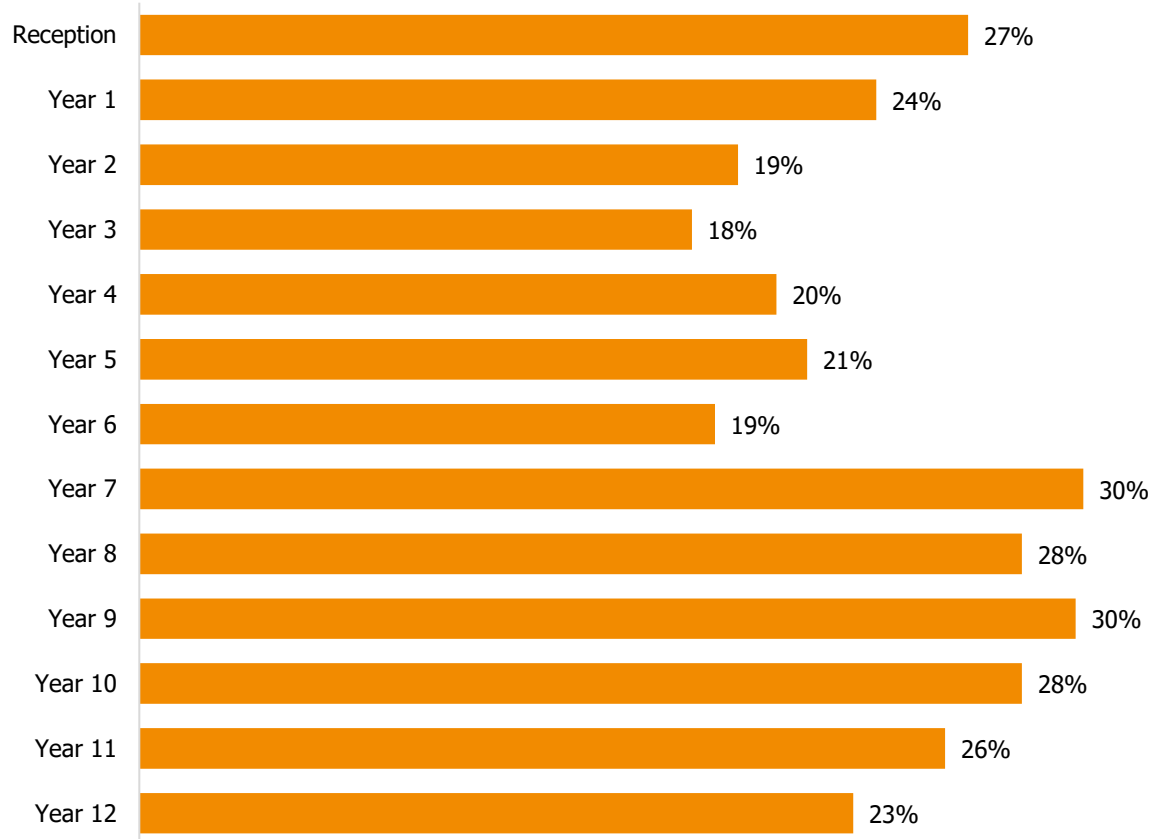
School Staff

Which of the following applies to you

■ Total [n=817] ■ Primary [n=454] ■ Secondary [n=190] ■ R - 12 [n=138] ■ Special [n=25] ■ Metro [n=721] ■ Regional [n=86]

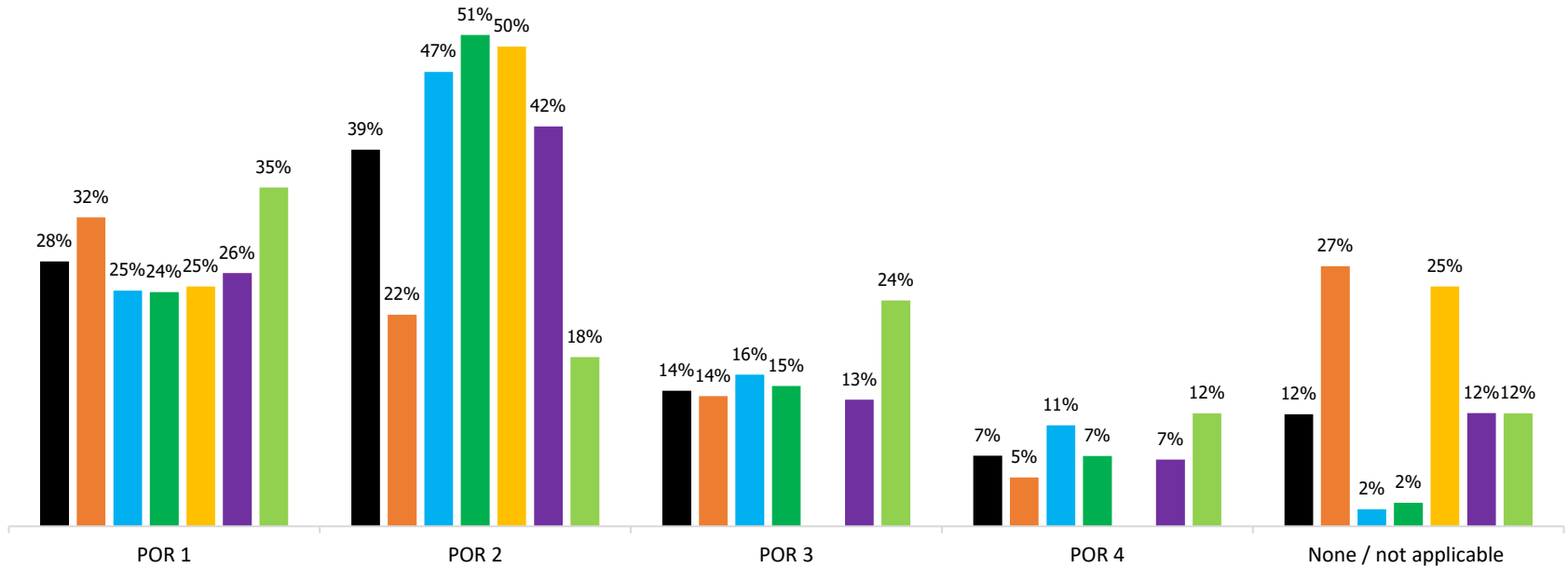


Please indicate the year levels you teach



Positions of Responsibility (PORs)

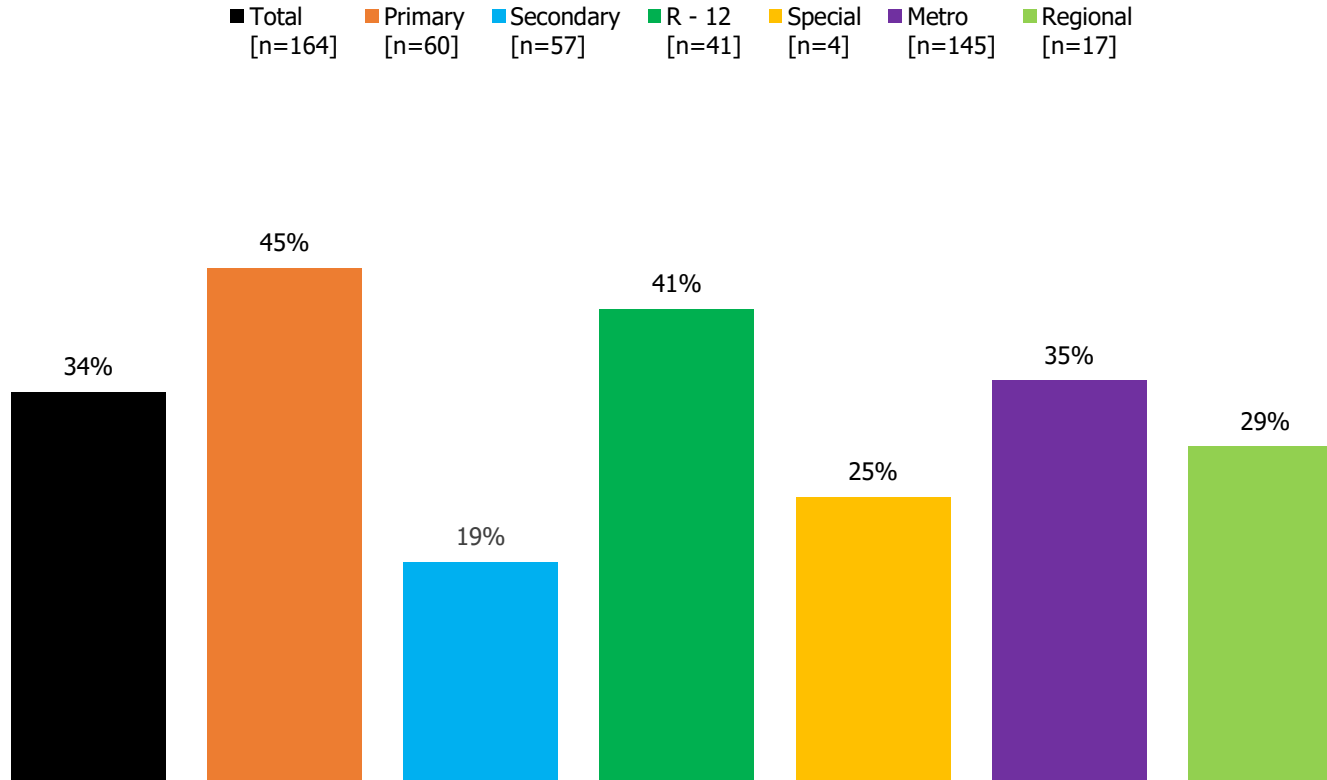
Total [n=163]
 Primary [n=59]
 Secondary [n=57]
 R - 12 [n=41]
 Special [n=4]
 Metro [n=144]
 Regional [n=17]



Do you coordinate your school's inclusion and learning program?

Asked of those with a Position of Responsibility (POR)

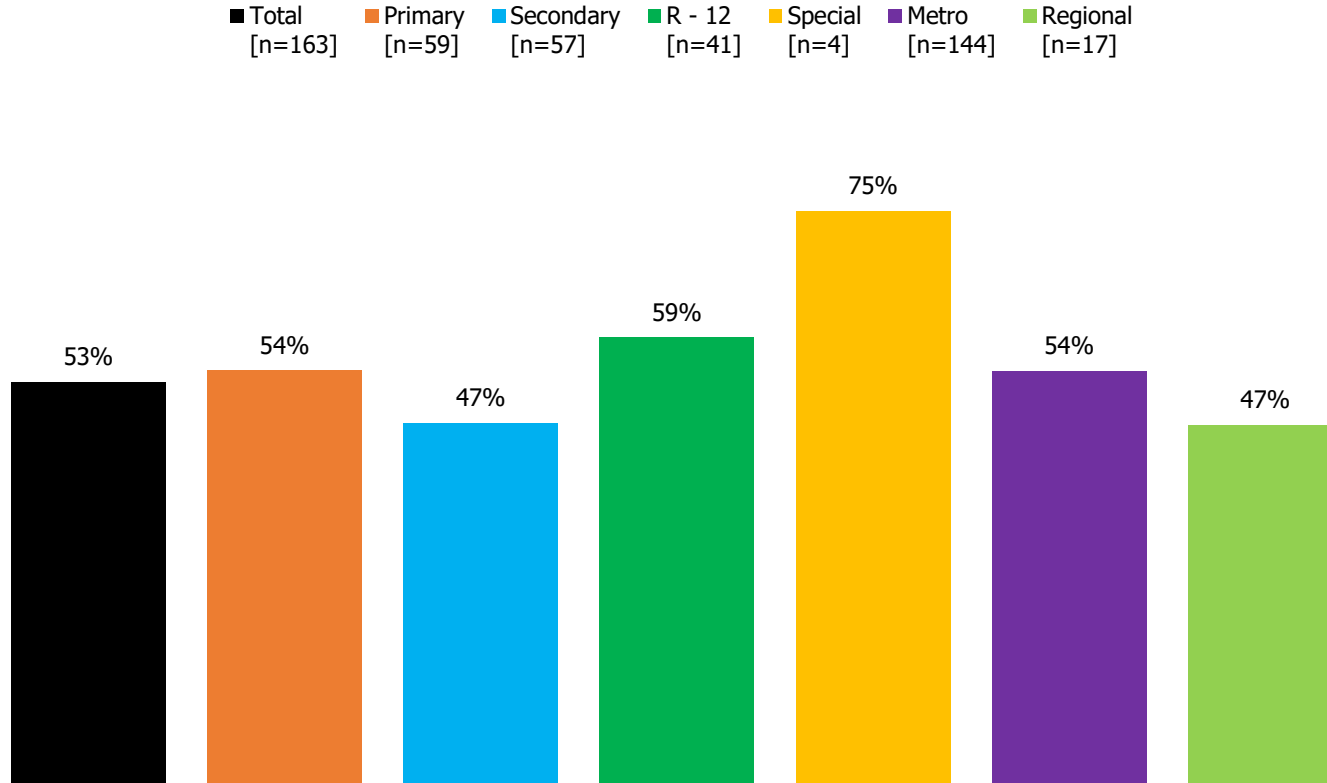
[‘Yes’ responses only]



Are you part of a school inclusion and learning team for students with disability?

Asked of those with a Position of Responsibility (POR)

['Yes' responses only]

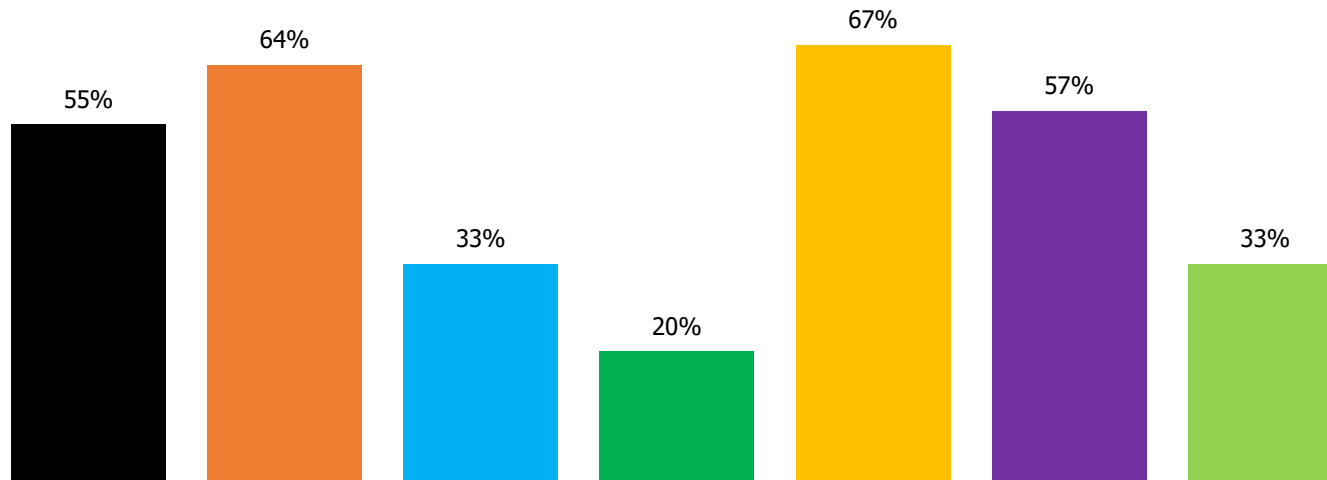


Do you coordinate your school's inclusion and learning program?

Asked of Deputy Principals

['Yes' responses only]

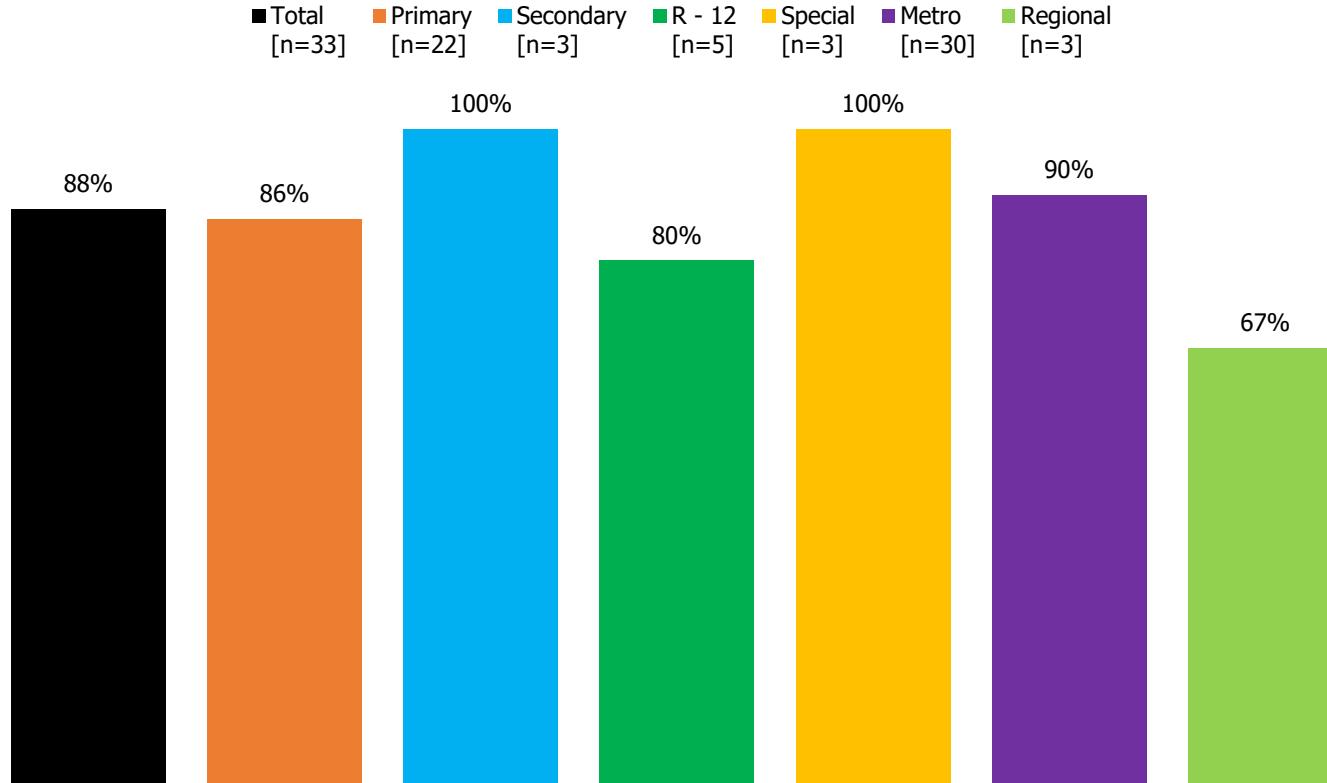
■ Total [n=33] ■ Primary [n=22] ■ Secondary [n=3] ■ R - 12 [n=5] ■ Special [n=3] ■ Metro [n=30] ■ Regional [n=3]



Are you part of a school inclusion and learning team for students with disability?

Asked of Deputy Principals

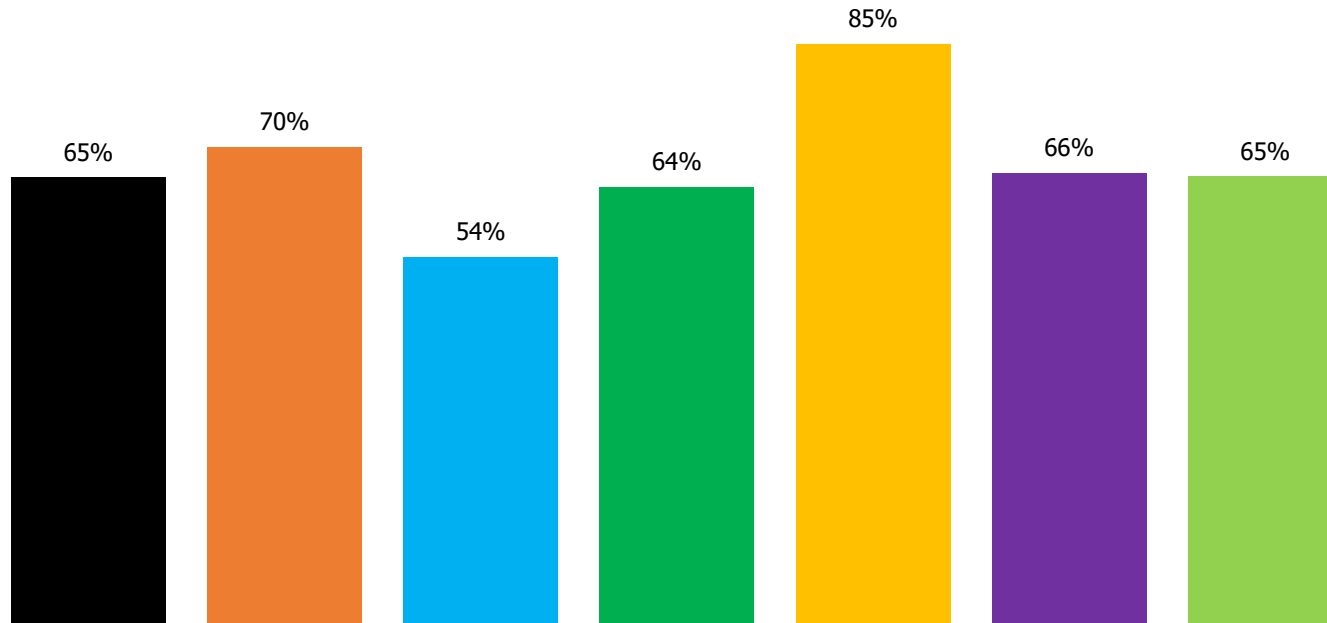
['Yes' responses only]



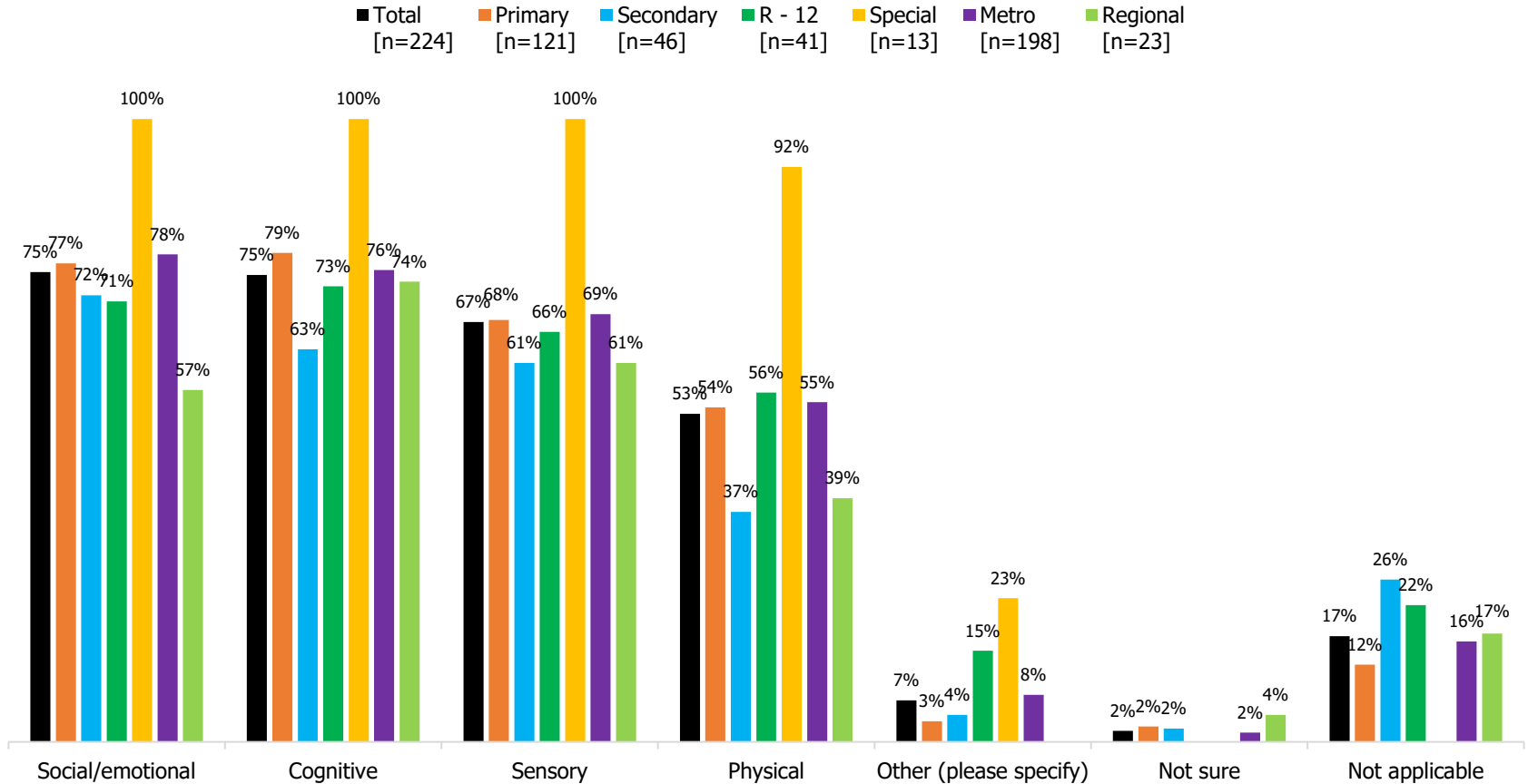
Do you assist your school's inclusion and learning program?

['Yes' responses only]

■ Total [n=250] ■ Primary [n=132] ■ Secondary [n=54] ■ R - 12 [n=47] ■ Special [n=13] ■ Metro [n=220] ■ Regional [n=26]



If you assist students with disability, what are their categories of disability

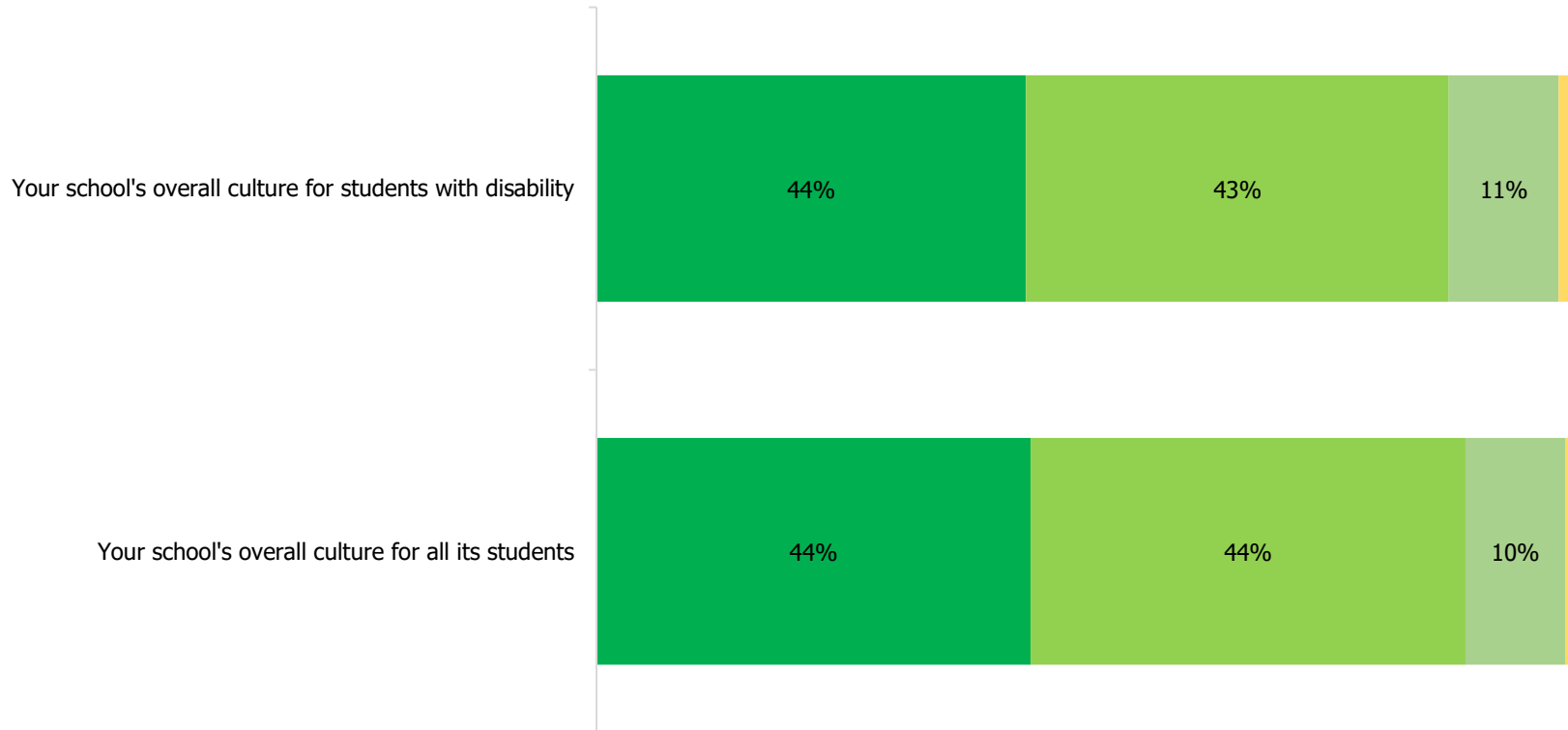


Inclusion

How inclusive do you consider the following to be?

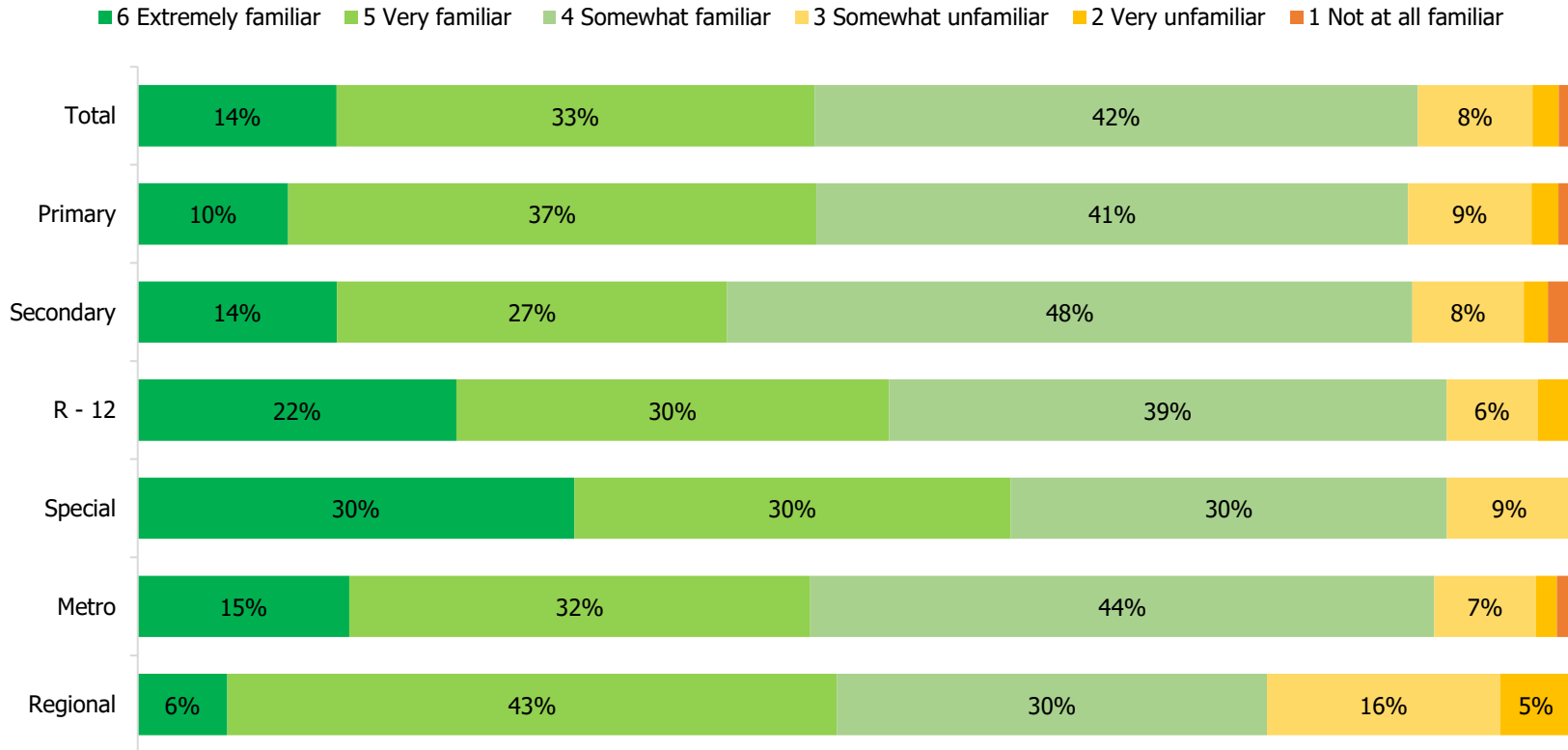
[N/A responses removed]

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



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

[N/A responses removed]



Comments about Inclusion

Staff 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

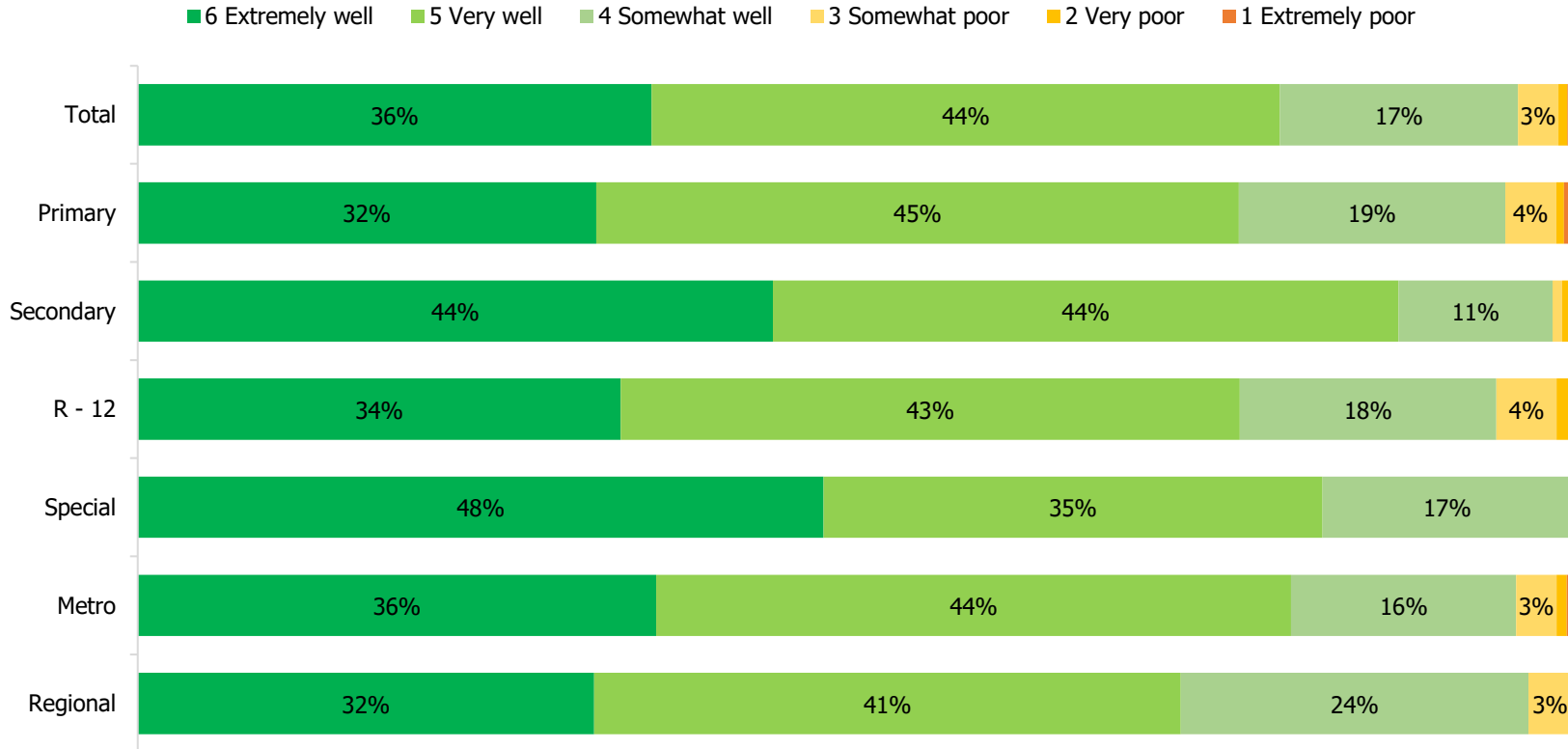
A range of comments were provided. The Square Holes analysis identified the following main emphases in the comments:

- Increasing professional development across all levels of education including education support officers
- To ensure CESA are meeting the needs of all students, smaller classes to allow teachers more time to focus on students with greater needs
- Currently very school based, needs to be more accountable across the whole system
- A cultural shift amongst teachers to be more inclusive of all students
- Greater use of onsite allied health (to allow for better coordination of needs and accessibility for all families)
- Resources based on the number of students with disability within classroom and schools

Enrolment and transition

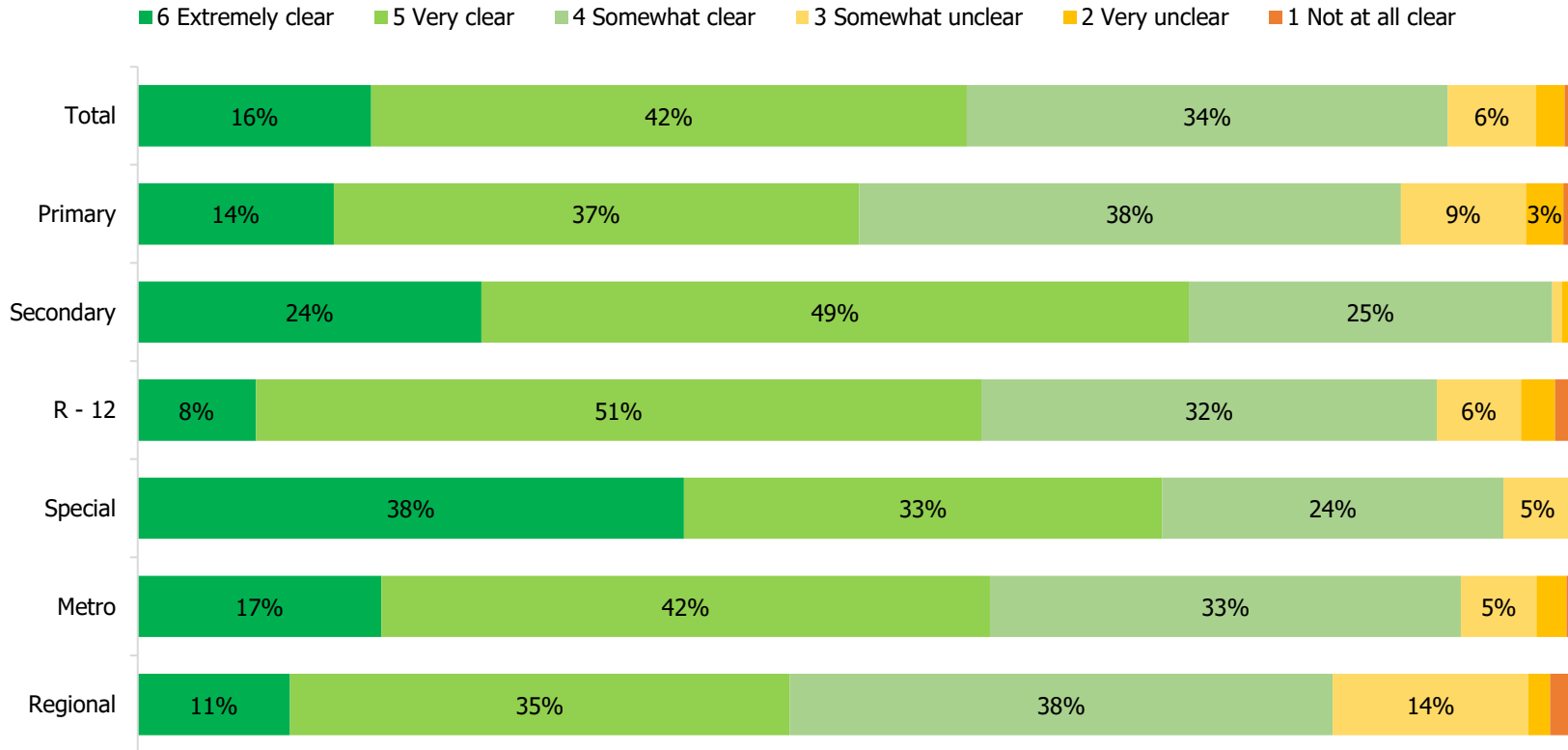
How well does your school's enrolment process recognise the needs of students with disability?

[N/A responses removed]



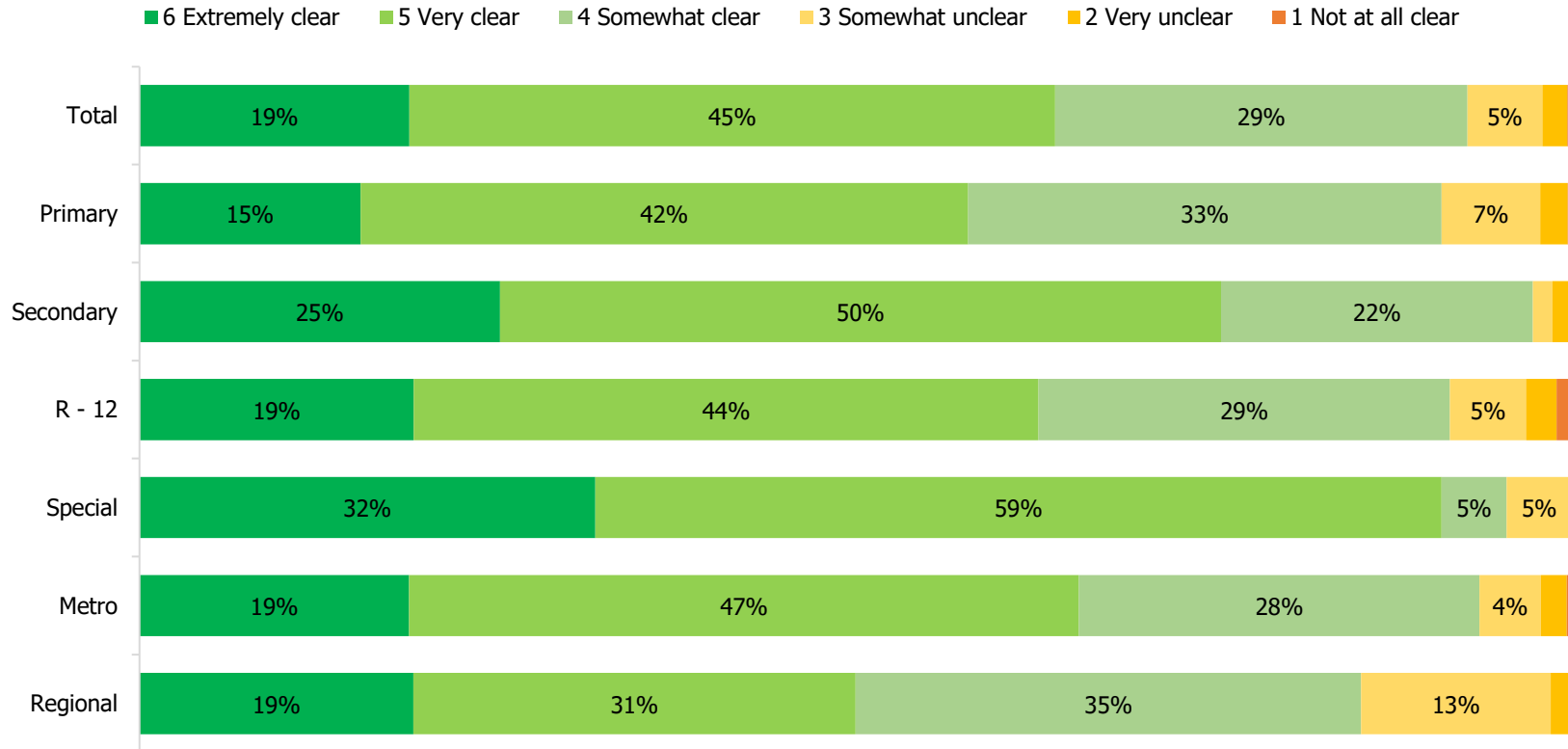
How clearly does information provided by the school explain the choice of courses or programs for students with disability?

[N/A responses removed]



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

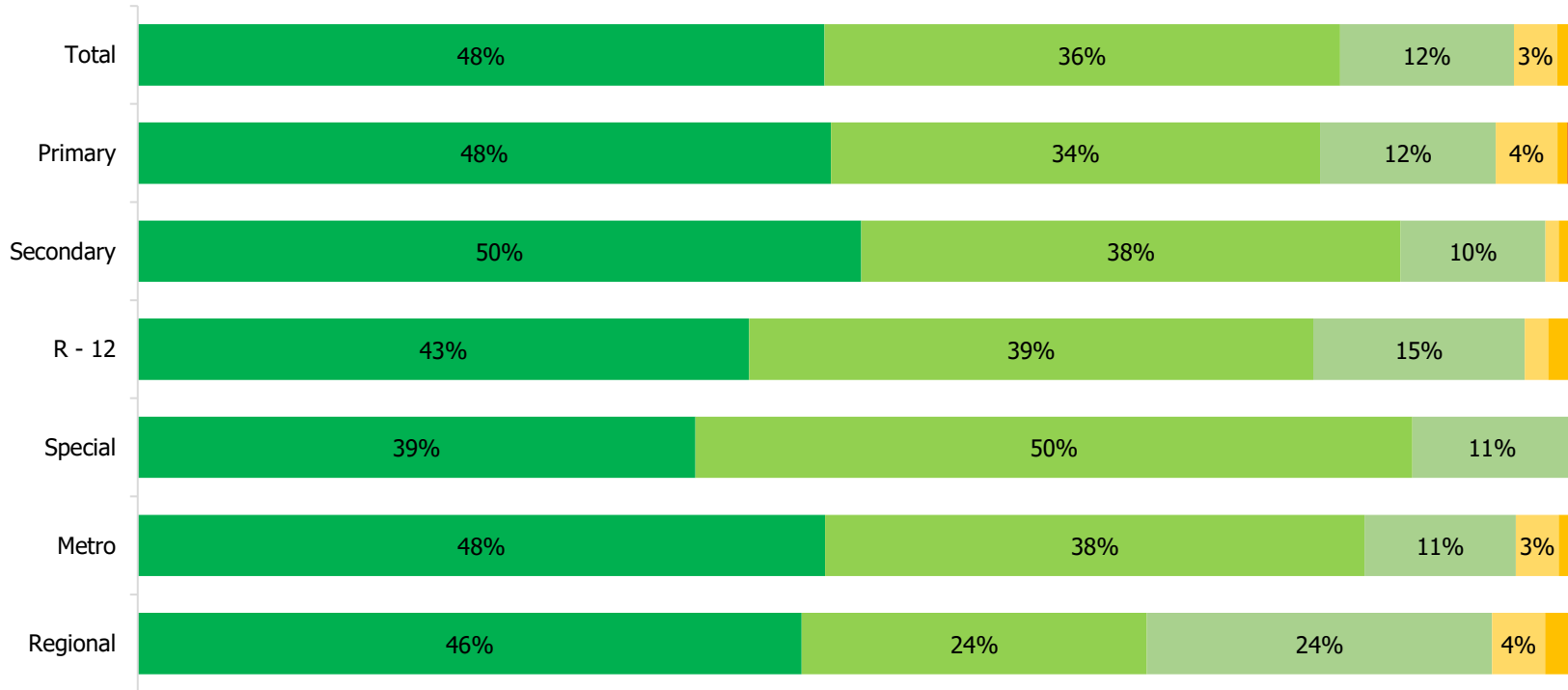
[N/A responses removed]



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

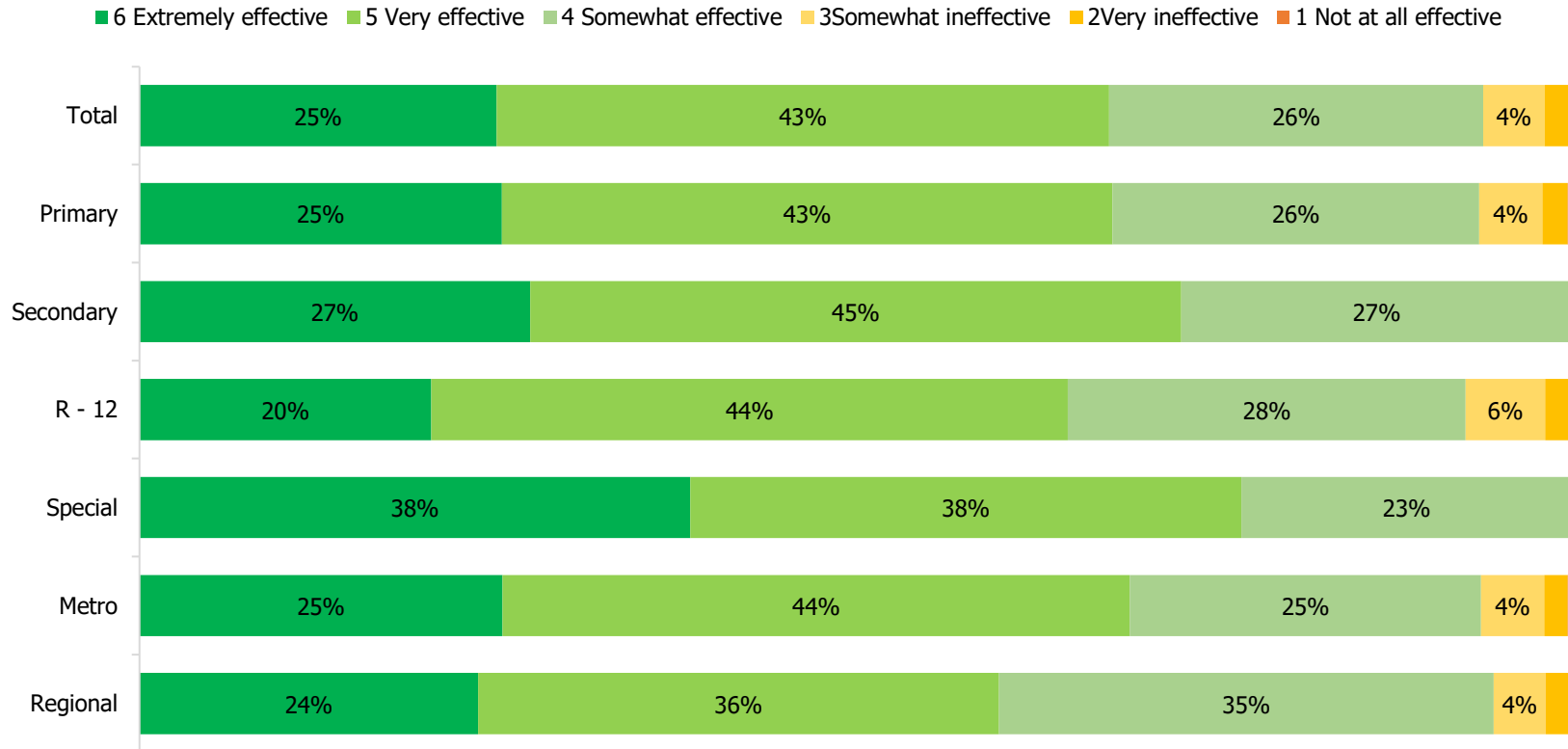
[N/A responses removed]

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



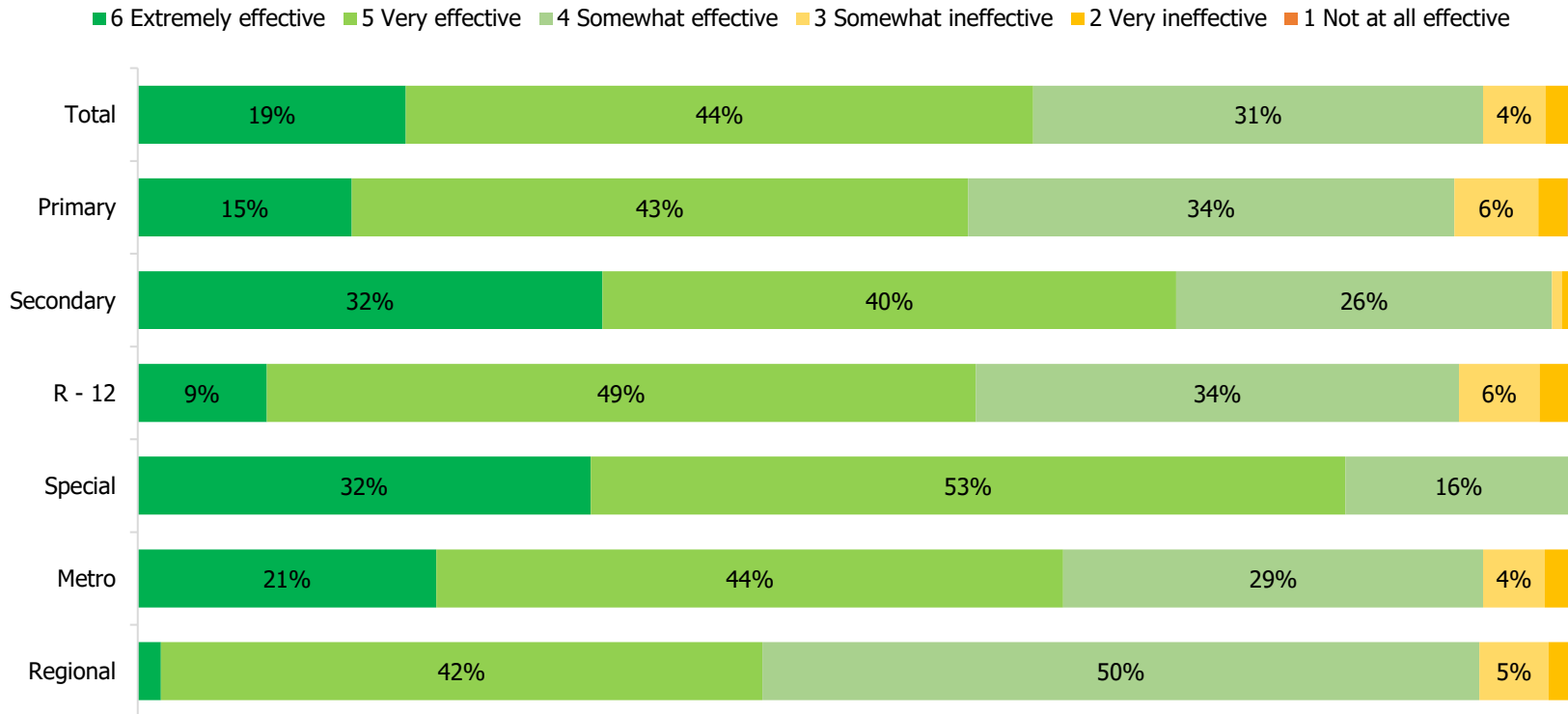
If children with disability first enrol in Reception in your school, how effective is the transition process from their early years setting?

[N/A responses removed]



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)?

[N/A responses removed]



Comments about Enrolment and Transition

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

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:

Most schools report having extra transition days for students with disability, compared to others, reporting individualised transition programs where required. Other key processes include:

- Team collaboration amongst new school, previous, parents, students and allied health
- Open and honest communication to ensure the school is fully informed of the needs of the student
- Individualised transition programs

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:

- Ensure adequate resources for the student prior to enrolment
- Ensure that the school is fully informed of the needs of the child prior to enrolment
- Clear plans in place prior to enrolment

Comments about Enrolment and Transition

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

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

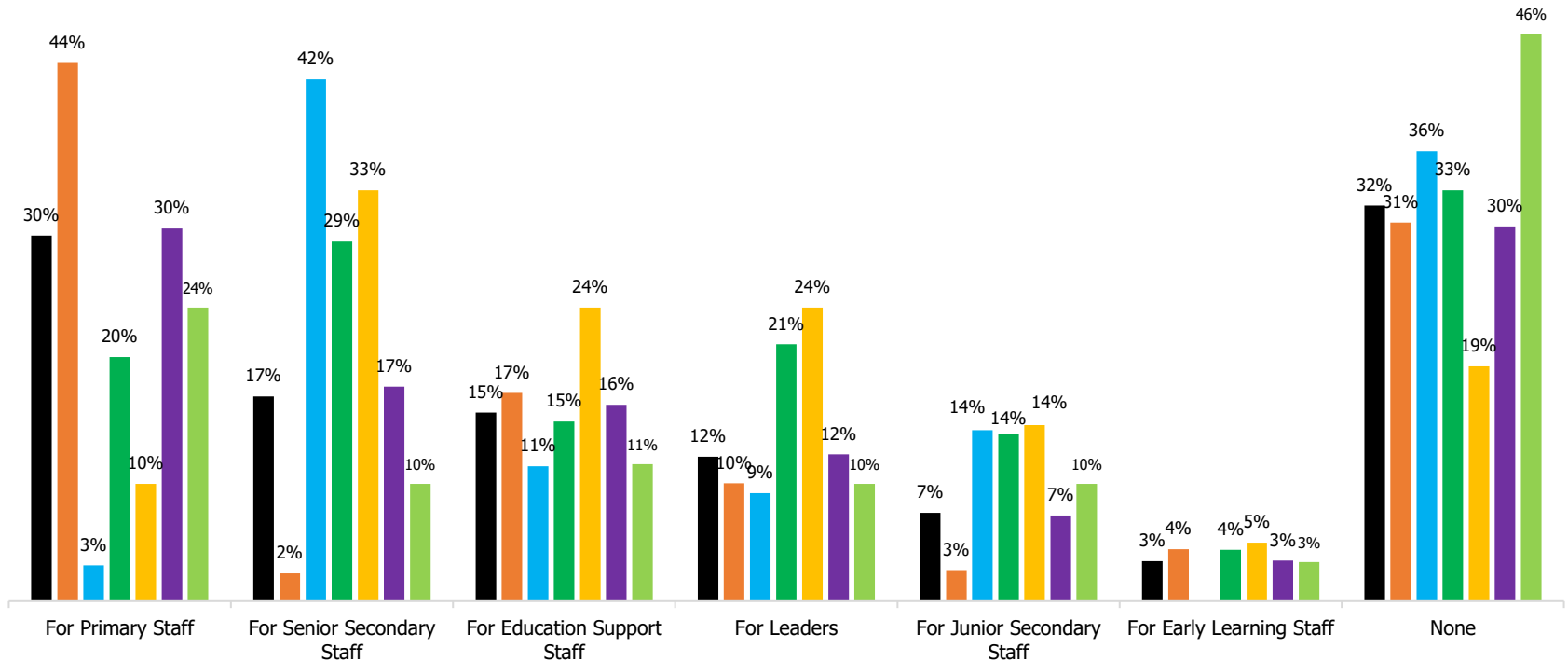
A range of comments were provided. The Square Holes analysis identified the following main emphases in the comments:

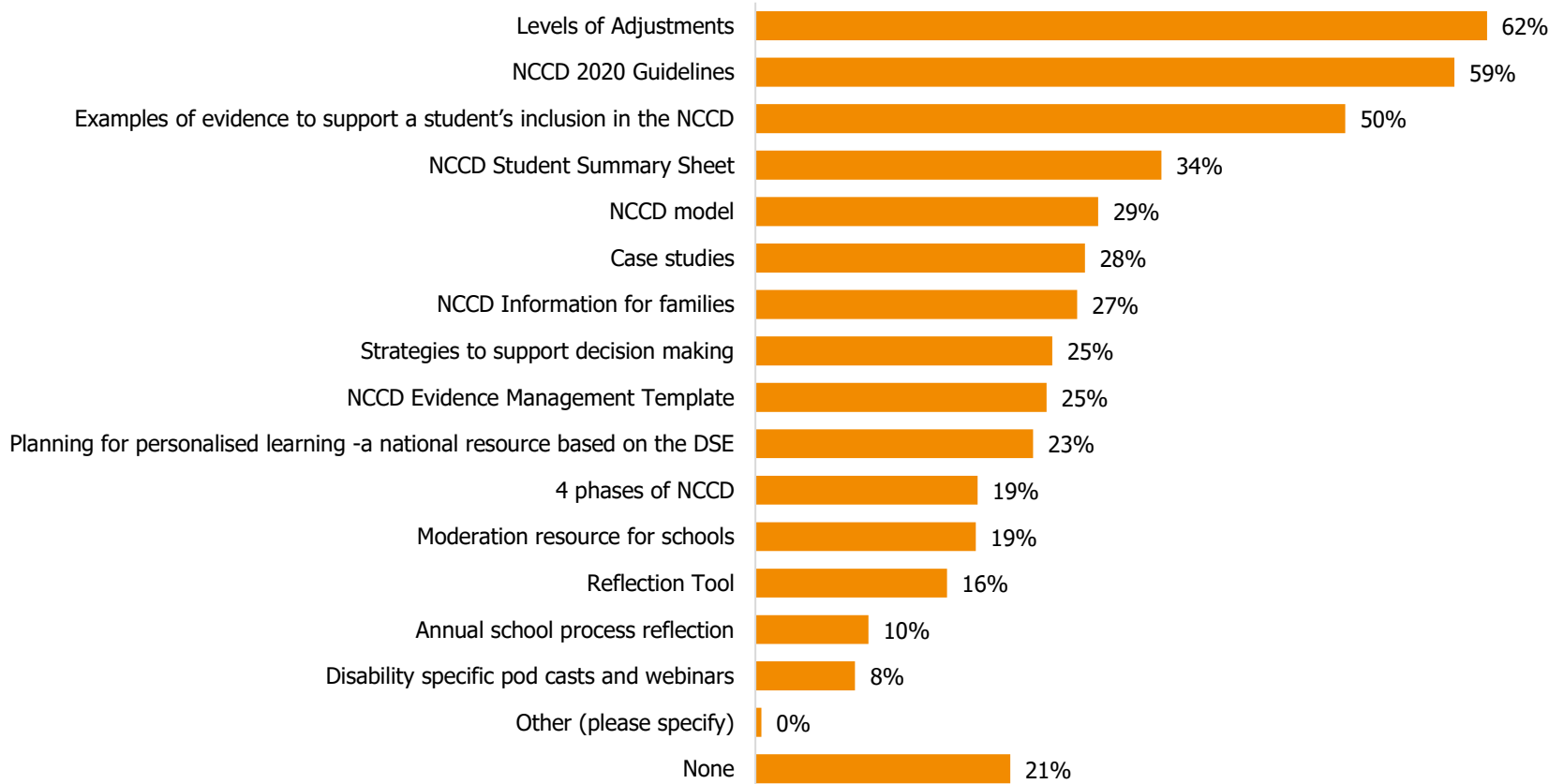
- Ensuring class sizes reflect the needs of the students
- Classroom teachers should be included in enrolment meetings with parents
- Providing adequate time and number of transition visits
- Dedicated teacher to oversee enrolment and transition process
- Improve transition processes for year levels beyond Reception and year 7.

Student participation and learning

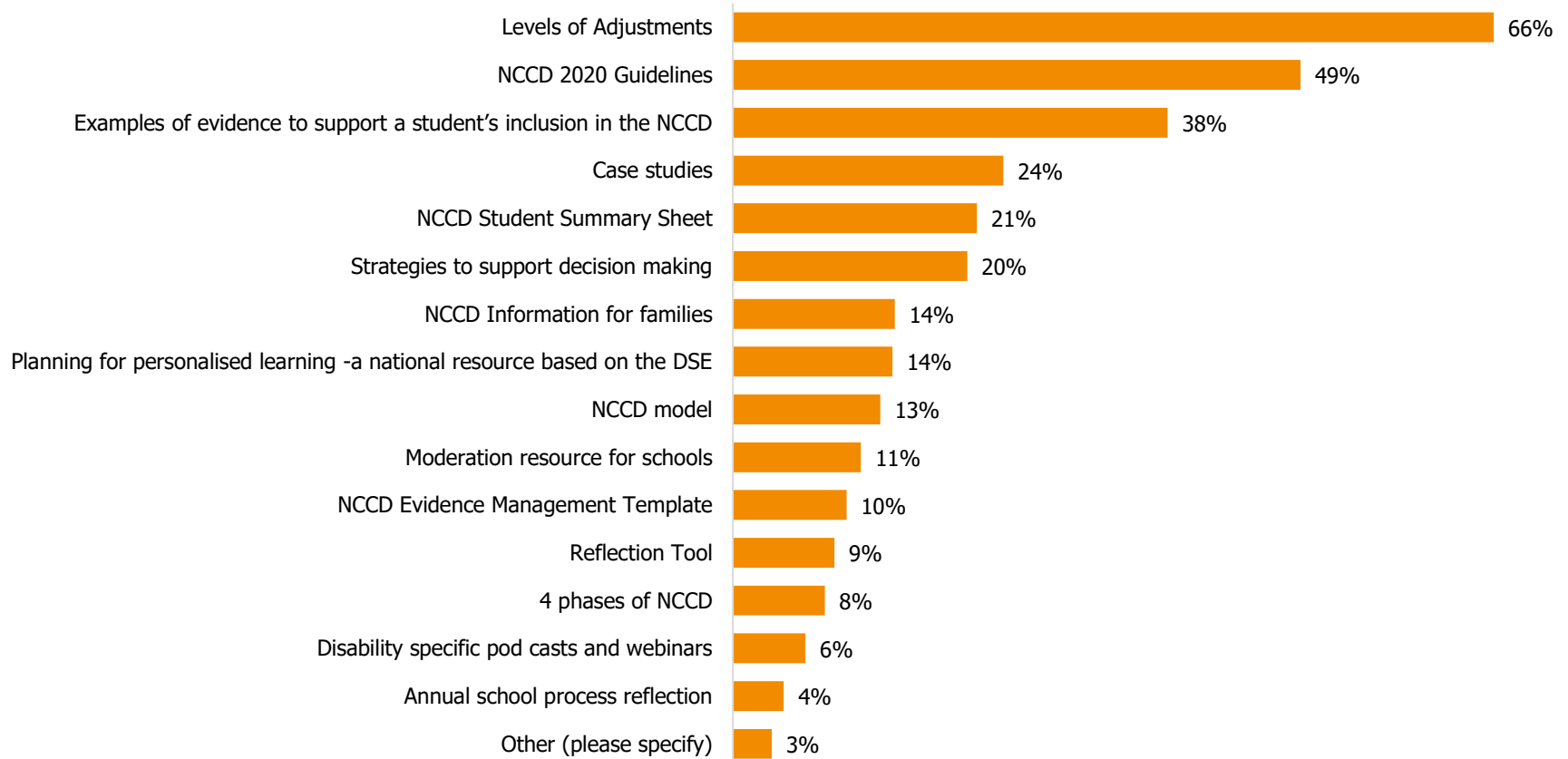
If you have you completed the Disability Standards for Education E-Learning Modules, please indicate which

Total [n=614]
 Primary [n=355]
 Secondary [n=137]
 R - 12 [n=96]
 Special [n=21]
 Metro [n=546]
 Regional [n=63]

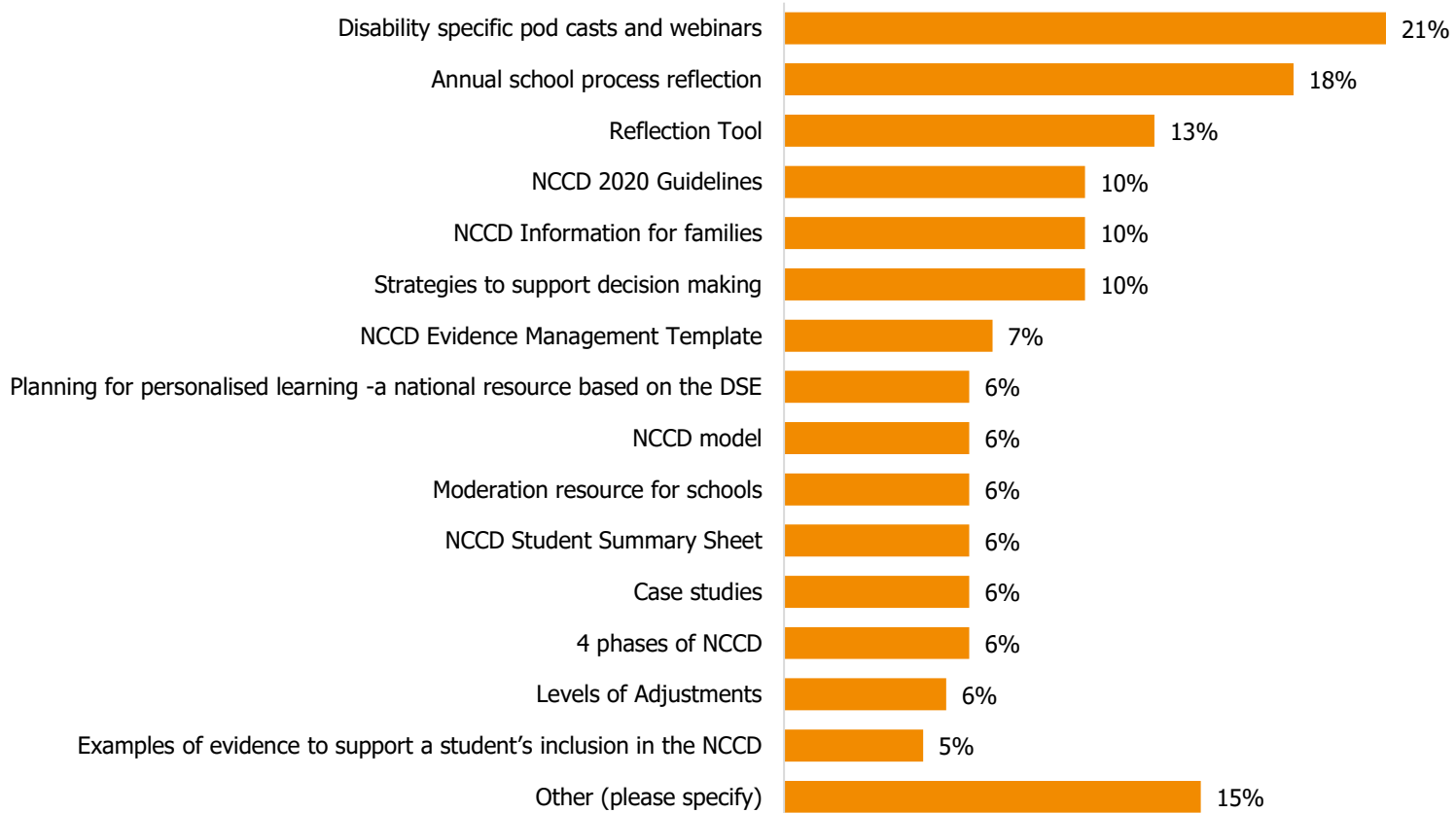


Please indicate which resources on the NCCD website you have used:

	Total	Primary	Secondary	R - 12	Special	Metro	Regional
Levels of Adjustments	62%	65%	55%	64%	40%	62%	61%
NCCD 2020 Guidelines	59%	64%	50%	57%	50%	59%	63%
Examples of evidence to support a student's inclusion in the NCCD	50%	56%	37%	48%	45%	49%	55%
NCCD Student Summary Sheet	34%	42%	19%	33%	20%	33%	42%
NCCD model	29%	32%	22%	26%	35%	28%	34%
Case studies	28%	32%	18%	25%	30%	27%	34%
NCCD Information for families	27%	32%	19%	21%	25%	27%	31%
Strategies to support decision making	25%	29%	19%	24%	10%	24%	34%
NCCD Evidence Management Template	25%	27%	18%	25%	15%	24%	27%
Planning for personalised learning - a national resource based on the DSE	23%	28%	13%	24%	20%	23%	24%
4 phases of NCCD	19%	19%	15%	18%	30%	18%	22%
Moderation resource for schools	19%	22%	11%	17%	25%	18%	24%
Reflection Tool	16%	18%	13%	17%	10%	16%	18%
Annual school process reflection	10%	10%	8%	8%	15%	10%	9%
Disability specific pod casts and webinars	8%	9%	7%	7%	15%	8%	10%
Other (please specify)	0%	0%	1%	1%	0%	1%	0%
None	21%	20%	25%	22%	20%	21%	21%

Please indicate which resources you found most useful:

	Total	Primary	Secondary	R - 12	Special	Metro	Regional
Levels of Adjustments	66%	69%	59%	66%	67%	66%	72%
NCCD 2020 Guidelines	49%	52%	43%	49%	58%	48%	60%
Examples of evidence to support a student's inclusion in the NCCD	38%	44%	24%	36%	17%	36%	54%
Case studies	24%	24%	21%	27%	8%	23%	32%
NCCD Student Summary Sheet	21%	24%	13%	25%	8%	20%	36%
Strategies to support decision making	20%	22%	18%	22%	8%	20%	28%
NCCD Information for families	14%	14%	12%	16%	17%	14%	16%
Planning for personalised learning -a national resource based on the DSE	14%	15%	10%	16%	25%	14%	12%
NCCD model	13%	14%	9%	10%	33%	12%	18%
Moderation resource for schools	11%	11%	10%	13%	8%	11%	14%
NCCD Evidence Management Template	10%	11%	9%	6%	0%	9%	18%
Reflection Tool	9%	8%	13%	8%	0%	8%	14%
4 phases of NCCD	8%	9%	8%	6%	0%	7%	14%
Disability specific pod casts and webinars	6%	6%	8%	5%	0%	6%	8%
Annual school process reflection	4%	5%	2%	5%	8%	4%	8%
Other (please specify)	3%	3%	3%	6%	0%	3%	4%

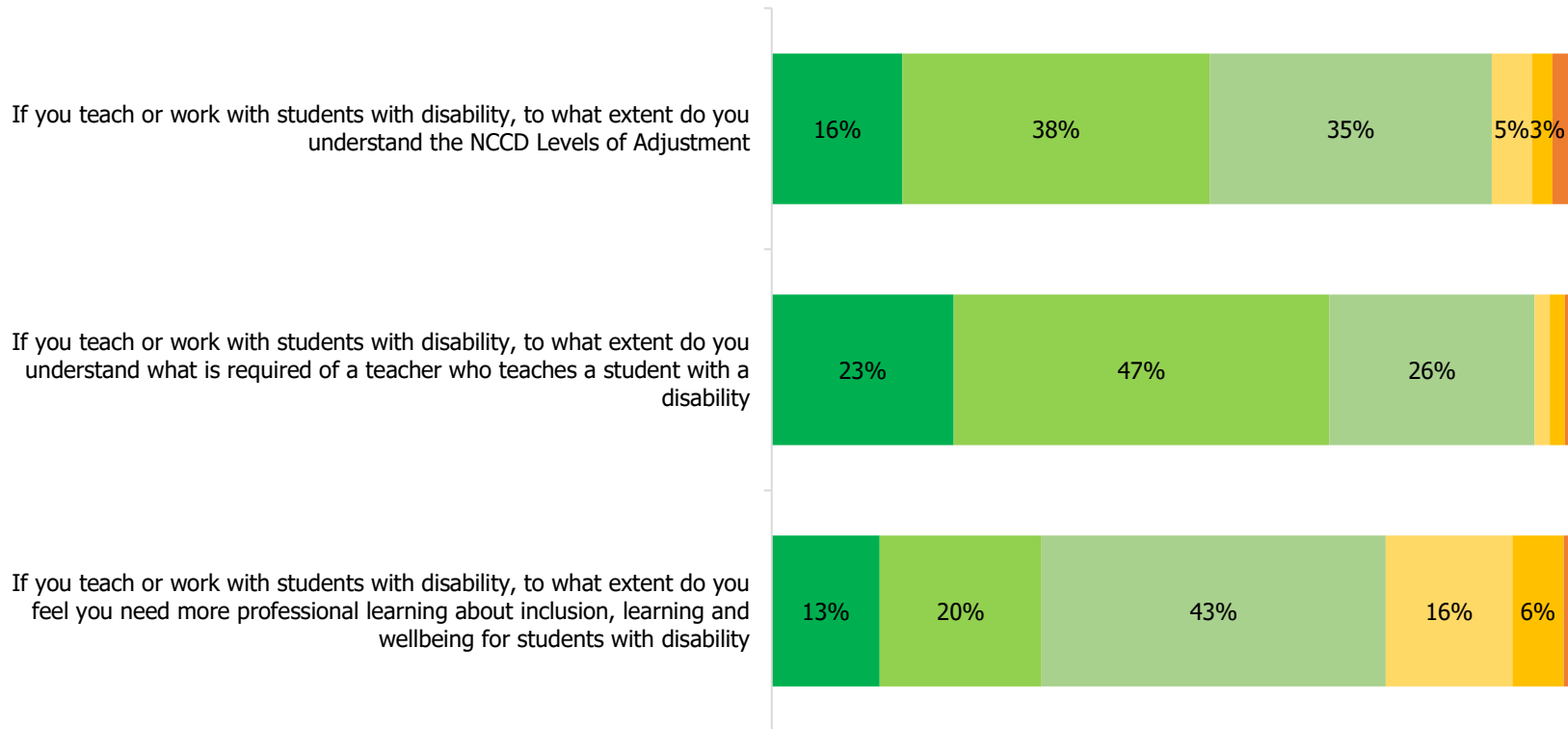
Please indicate which resources you found least useful:

	Total	Primary	Secondary	R - 12	Special	Metro	Regional
Disability specific pod casts and webinars	21%	20%	20%	29%	17%	21%	22%
Annual school process reflection	18%	21%	10%	14%	0%	15%	44%
Reflection Tool	13%	16%	5%	10%	17%	13%	11%
NCCD 2020 Guidelines	10%	11%	20%	5%	0%	12%	0%
NCCD Information for families	10%	9%	10%	10%	33%	11%	11%
Strategies to support decision making	10%	13%	10%	0%	17%	12%	0%
NCCD Evidence Management Template	7%	9%	5%	5%	0%	8%	0%
Planning for personalised learning -a national resource based on the DSE	6%	7%	10%	5%	0%	7%	0%
NCCD model	6%	8%	10%	0%	0%	6%	11%
Moderation resource for schools	6%	3%	5%	10%	17%	4%	11%
NCCD Student Summary Sheet	6%	9%	0%	5%	0%	7%	0%
Case studies	6%	8%	0%	10%	0%	7%	0%
4 phases of NCCD	6%	5%	10%	10%	0%	6%	11%
Levels of Adjustments	6%	8%	0%	5%	0%	6%	0%
Examples of evidence to support a student's inclusion in the NCCD	5%	7%	5%	0%	0%	5%	0%
Other (please specify)	15%	15%	15%	19%	0%	15%	11%

Please select your appropriate response below for each question:

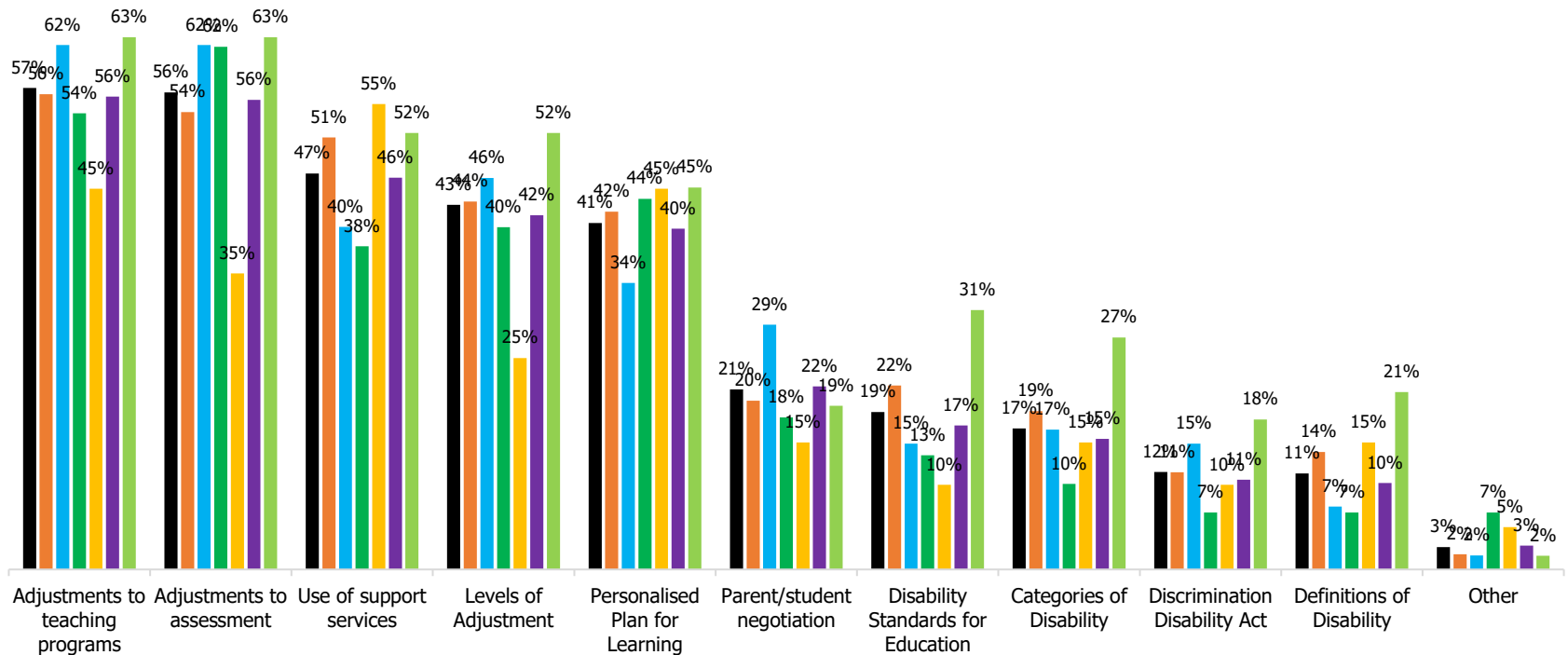
[N/A responses removed]

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



Please indicate the areas where your professional learning about inclusion, learning and wellbeing for students with disability is most needed

Total [n=564]
 Primary [n=331]
 Secondary [n=121]
 R - 12 [n=89]
 Special [n=20]
 Metro [n=499]
 Regional [n=62]



Comments about resources

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

What resources from other sources have you found most useful and effective?

Resources used were very varied from sources specific to particular disorders through to school or CESA resources.

They named:

- Information and clarification from CESA Disability Consultant
- Autism SA
- Conversations with staff from other Catholic schools via the CESA Moderation sessions
- Positive partnership program and online modules

Comments about Participation and Learning

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

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

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

- Modification of programs where necessary
- Professional development opportunities
- Working collaboratively with parents, support staff, specialists and teaching staff

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

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

- Ensure that student abilities are not underestimated
- Staff need to be adequately trained to deal with the disabilities within the school
- Appropriate levels of assistance in each classroom

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

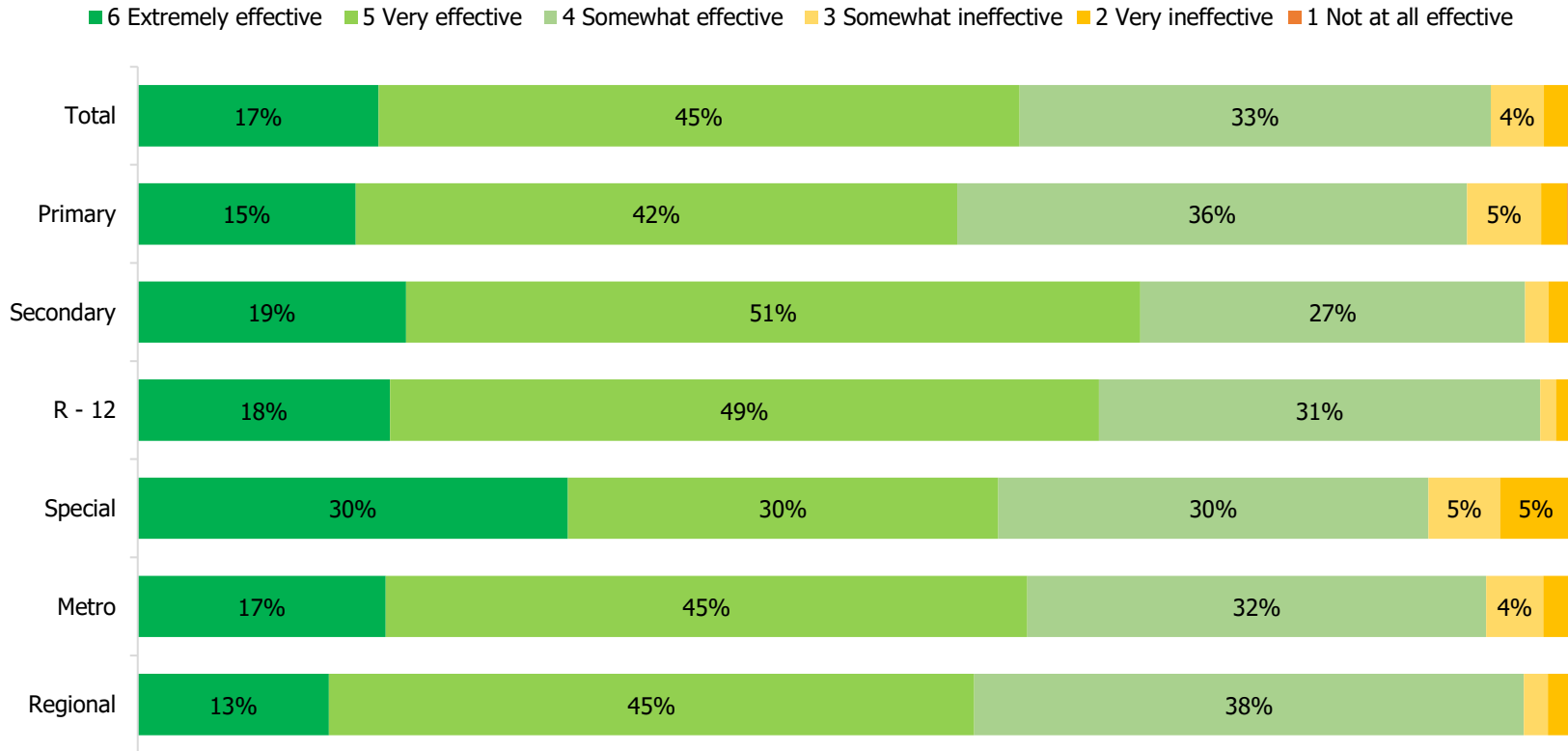
A range of comments were provided. The Square Holes analysis identified the following main emphases in the comments:

- Greater collaboration and team approach to coordination
- Increase resources to allow teachers time to plan and support students
- Professional development

Support services

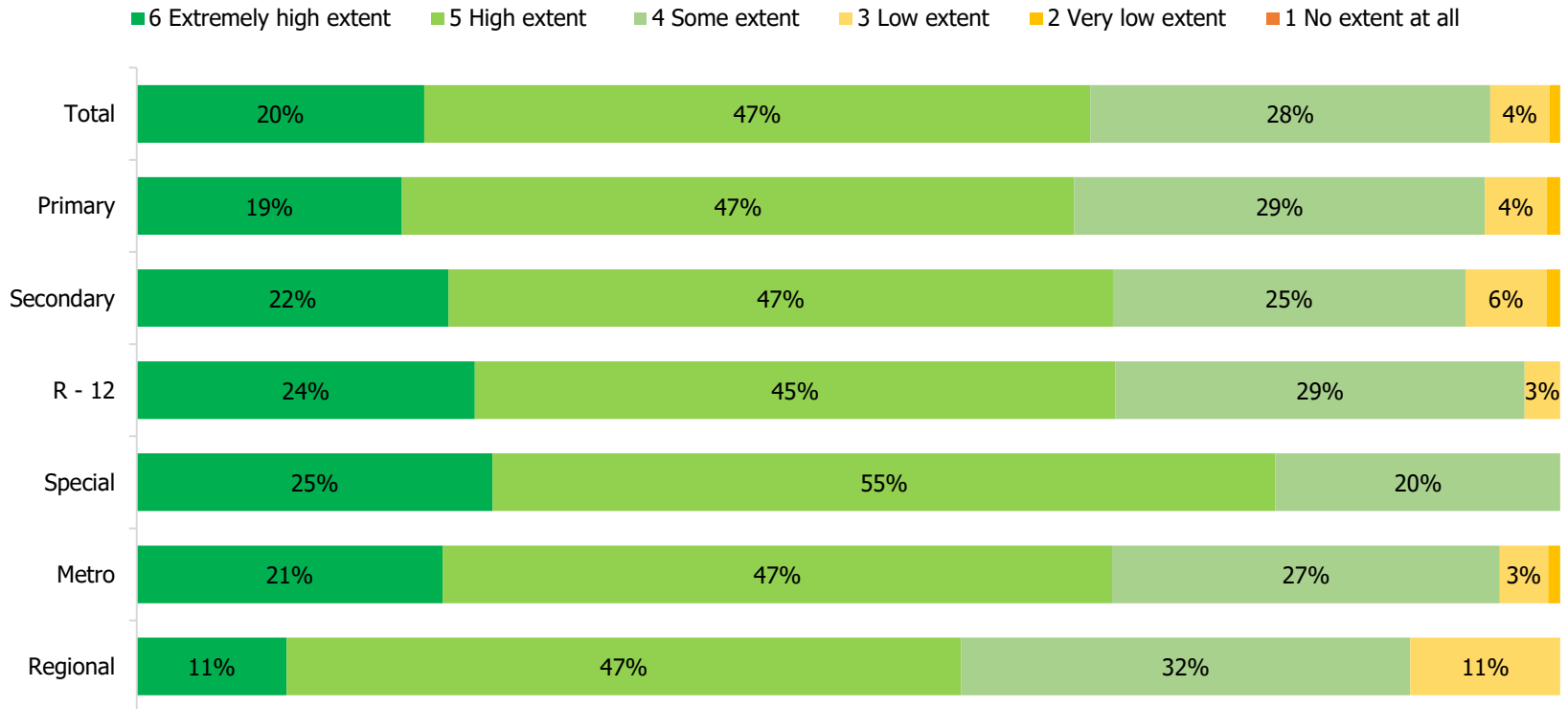
How effective are the internal support services your school uses to assist the learning and wellbeing of students with disability?

[N/A responses removed]



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?

[N/A responses removed]



Comments about Support Services

Staff 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:

- One on one support
- Access to specialist within the school
- Adjustments to learning plans
- Inclusion Education Co-ordinators

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

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

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

- Close working relationships with allied health services
- Good communication between support team, teachers, and families

Comments about Support Services

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

Please indicate what you think Catholic schools should do less of or stop doing in its internal and/or external support services for students with disability

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

- Removing students too often from the classroom for external support impacts learning
- Better use of education support officers
- Build solid relationships with the support team

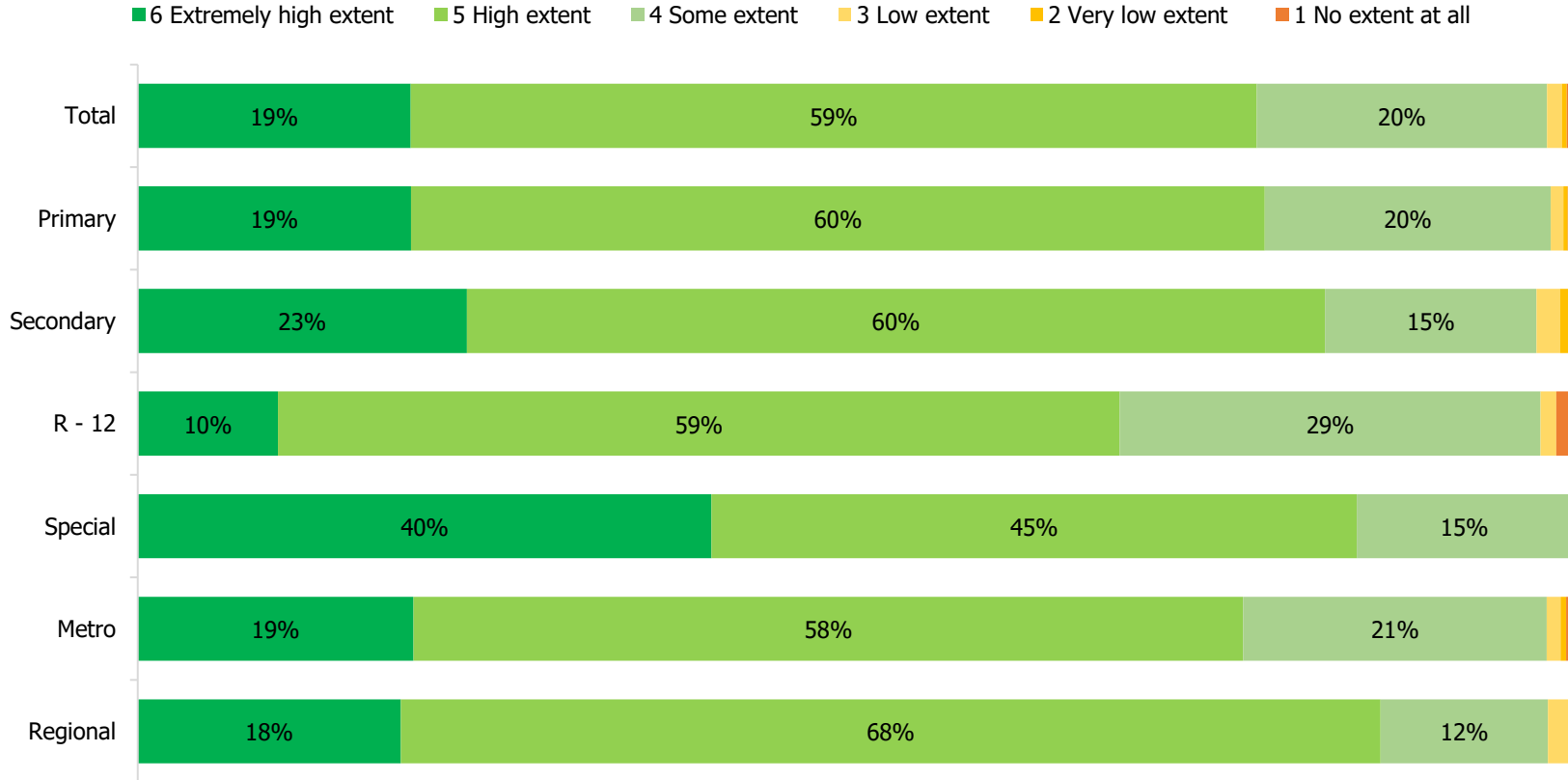
Please indicate how Catholic schools can best improve its internal and/or external support services for students with disability

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

- Provision of accurate information to teachers and other staff regarding the needs of students with disability
- Communication
- Continued professional development

Eliminating harassment

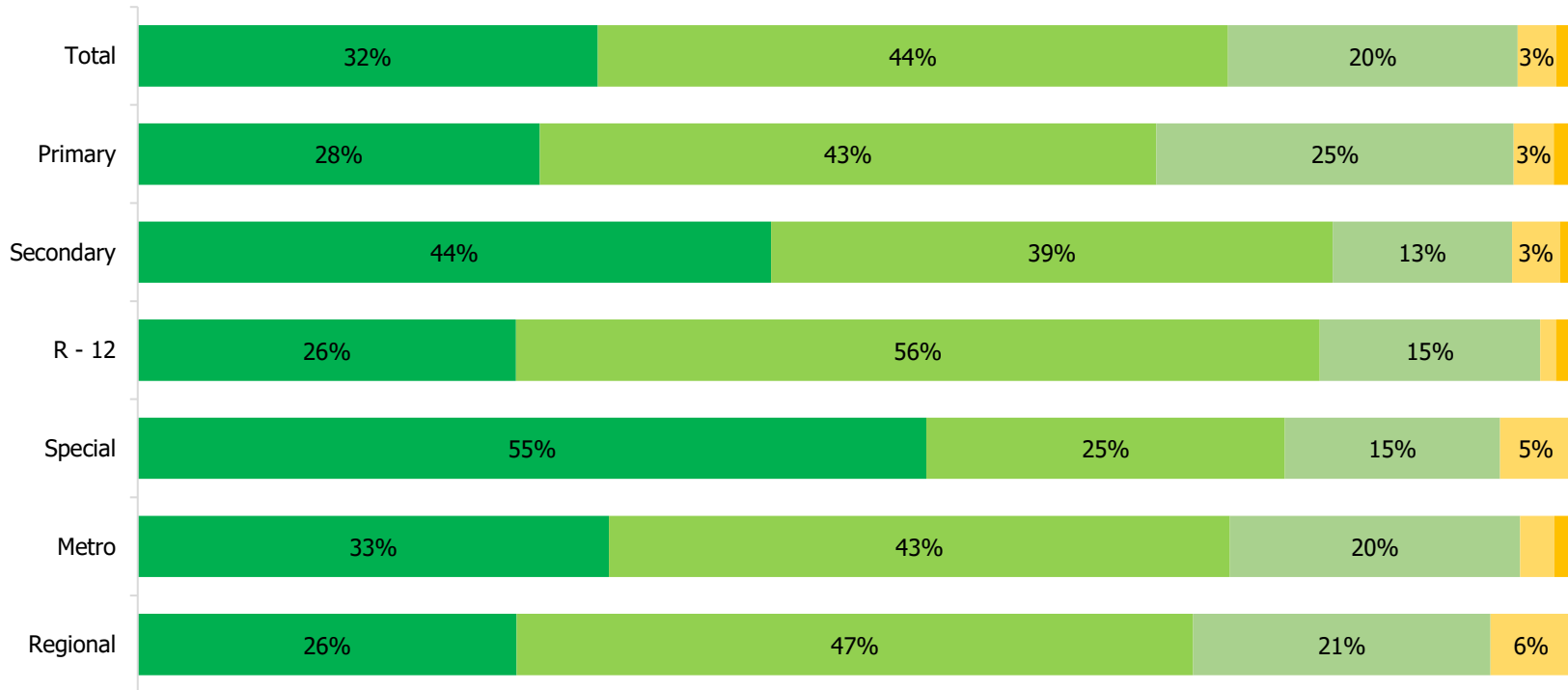
To what extent do you consider your school's strategies and programs are effective in preventing harassment of students with disability?



To what extent do you consider your school's complaint mechanism is effective for a student who is harassed?

[N/A responses removed]

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



Comments about Harassment

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

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:

- Clear policies regarding harassment
- Inclusion and acceptance
- Restorative practices

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:

- Ensuring consistency across teachers
- Have policies in place that will work for all students

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:

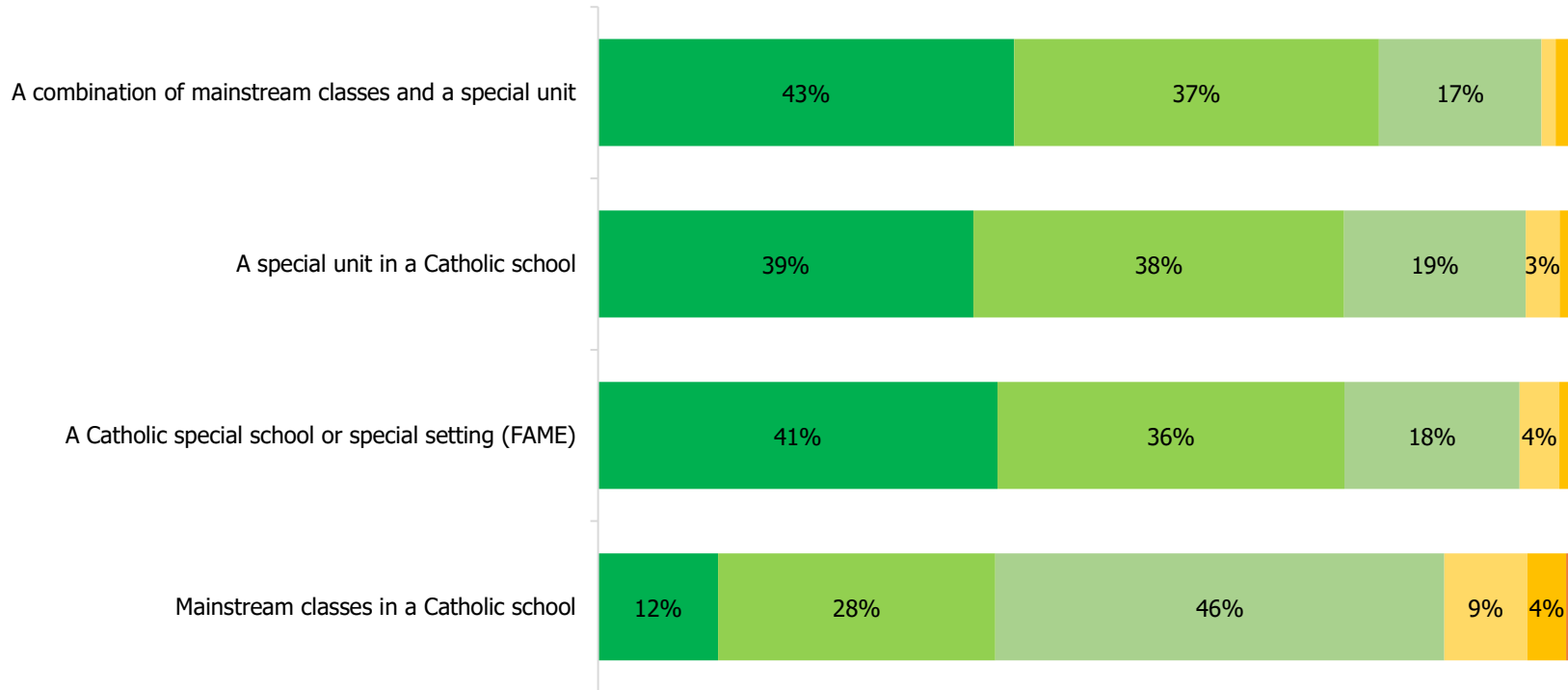
- Modelling by staff/ whole school approach
- Better education to increase understanding of disabilities
- Clear and consistent consequences

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 provision

Staff 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:

- Greater inclusion in the school and wider learning opportunities
- Acceptance of diversity across all students
- Prepares students for the `real world`

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 support within the classroom setting/ class sizes
- May increase feelings of `difference`
- Funding for ESO support

Comments about special units

Staff 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:

- A safe learning environment
- Specialised staff

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:

- Feeling isolated from the rest of the school
- Stigmatisation of the students
- Lowered academic expectations

Comments about a combination of mainstream classes and a special unit

Staff 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:

- Provides opportunity to connect to the whole school with support offered where needed
- Encourages understanding and inclusion throughout the whole school
- Curriculum opportunities

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:

- Requires high levels of support within the mainstream classes
- Funding and resources
- Timetabling logistics

Comments about special schools and special settings

Staff 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:

- Specialised teaching staff and programs
- Good for those with high needs
- Purpose built facilities

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:

- Lack of opportunities
- Funding limitations
- Excluded from 'real life' opportunities

Square Holes

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