



# WELLBEING

## Student Support Services Consultation Request Guidelines





## Catholic Education Ballarat Inclusive Education Statement

‘As partners in Catholic education and open to God’s presence, we pursue the fullness of life for all.’ (John 10:10)

To meet the rights of all students, Catholic Education Ballarat schools continue to have a strong commitment to respecting and valuing student diversity, inclusion ‘Education for All’, wellbeing and identity formation – spiritually, ethically, and cognitively. This commitment that we all share pertains to ability, culture, race, socio-economic status, ethnicity, religion/no religion, philosophy of life, gender identity and sexual orientation. Our diverse student population enriches the communal life of Catholic schools and the communities in which we live, ‘Based on their identity and experience, others have a contribution to make, and it is desirable that they should articulate their positions for the sake of a more fruitful public debate.’ Pope Francis, Encyclical Fratelli tutti, s.203.

Our learning environments will continue to enable all students to access education that is appropriate, equitable and empowering, such that they can engage with the daily life of the school and curriculum, demonstrate their knowledge and strengths, and maximise participation through quality learning opportunities. We, in Catholic Education Ballarat, have a commitment to creating learning environments where all students are empowered to flourish, both personally and in community.

CEB believes that the principles of inclusion are predicated on the intention to provide an educational environment that promotes the human dignity of each student within a supportive Catholic community.

The principles of inclusion recognise:

- Practice that is informed by the teachings of Jesus Christ, and the Catholic Tradition, legislative requirements, educational philosophy, and societal expectations.
- The uniqueness and the diversity of students as children, created in the image of God.
- The need for belonging within a Christ-oriented community underpinned by respectful relationships.
- A whole school approach to planning, curriculum development and school organisation informed by Enhancing Catholic School Identity (ECSI).
- Access to required differentiated resources and learning opportunities, to enable all students to engage purposefully and to experience learning success.

### Actioning Education for All

As educating for fullness of life for all (Jn 10:10) is the defining feature we strive for with our diocesan Catholic schools, it must include that, ‘We are committed to the rights of people with disability, [in fact] Australia is required under the United Nations Convention on the Rights of Persons with Disabilities (CRPD) to respect, protect and fulfill the human rights of people with disability. The eight general principles of the CRPD include the full and effective inclusion of people with disability in society and respect for the individual autonomy and independence of people with disability. These principles inform the rights and obligations in the CRPD.’ (Royal Commission-Promoting Inclusion paper 2020)

With the whole of this CEB Statement in mind, together with the energy and commitment, CEB will pursue inclusive education in partnership with our diocesan schools in 2021, and beyond.

Tom Sexton

Executive Director, Catholic Education Ballarat

The Catholic Education Team plays a key role in supporting schools to design and implement inclusive approaches to track and monitor the progress of all students in order to accurately identify learning strengths and challenges and consider effective approaches and/or adjustments to support the ongoing and active engagement of every student. The team seeks to work collaboratively with educators to support the professional growth of teachers from novice to lead teacher as outlined in the Australian Professional Standards for Teachers. The team is also aware of the need to develop appropriate strategies or initiatives that can be customised to respond to the identified demographic and cultural profiles of school communities and the priorities of each school to ensure that all students progress optimally. This guide provides schools with further information about the student support services accessible from the Wellbeing team.

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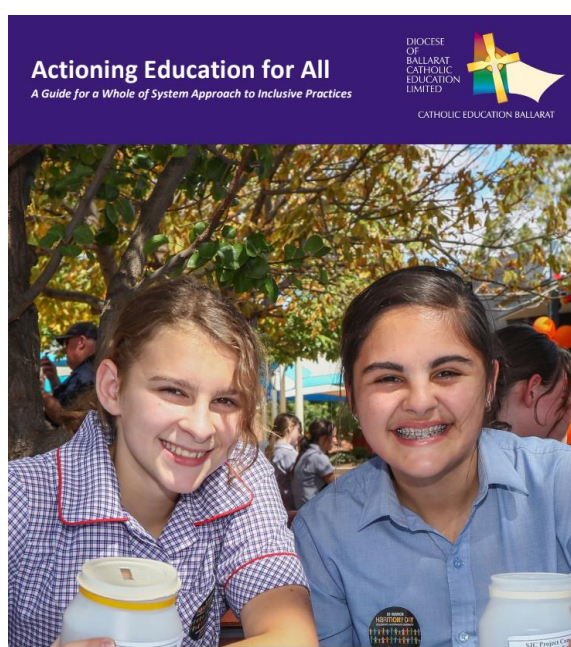
## Introduction

Catholic schools celebrate each student's uniqueness and acknowledge every individual as God's sacred creation. Schools therefore embrace all students as respected and valued members of the learning community.

Catholic Education Ballarat (CEB) supports the delivery of a high-quality curriculum for all, within an inclusive learning and teaching framework. The Diocese of Ballarat promotes the belief that all students in Catholic schools are entitled to student-centred learning programs that are rigorous, relevant, engaging, culturally inclusive and drawn from a challenging curriculum that addresses their individual learning needs. Catholic schools pursue equity and excellence through provision of educational opportunities designed so that every student can flourish.

The Catholic Education Team: Wellbeing and Learning and Teaching, as part of Catholic Education Services, is responsible for supporting educators to identify, understand and provide for the diversity of all learners, Actioning Education for All.

*Figure 1 Actioning Education for All: A guide to a whole of system approach to inclusive practices*



The work of the Catholic Education Team clearly focuses on advancing culturally inclusive practices that recognises the importance of our first nations people, the rich cultural diversity of our communities and the promotion of high-impact strategies as best-practice provision for students who present with varying abilities, including students with disability, and gifted and talented students.

CEB recognises that culture is a fundamental building block, and the development of a strong cultural identity is essential to students' healthy sense of who they are and where they belong. In the spirit of reconciliation, CEB acknowledges the unique status of the Aboriginal and Torres Strait Islander people as the First Australians. A deep understanding of Aboriginal and Torres Strait Islander culture develops a richer appreciation of Australia's cultural heritage and brings us closer to true reconciliation. The Wellbeing Team promotes the voice of the Aboriginal student in the Catholic classroom and assists schools to actively engage and support them to achieve optimal outcomes.

CEB supports refugee and migrant students. The richness of culturally and linguistically diverse communities is celebrated as a significant component of Catholic education and the Wellbeing Team supports curriculum design that embraces all learners and aims to provide them with optimal opportunities for successful learning. The Wellbeing Team provides a transdisciplinary service aimed at enhancing the capacity of Catholic primary and secondary schools in the Diocese of Ballarat to effectively identify and program for students requiring adjustments. This service acknowledges the distinctive nature of learning and teaching in Catholic schools and is informed by *Actioning Education for All*, core principles of inclusion that are predicated on the intention to provide an educational environment that promotes the human dignity of each student within a supportive Catholic community.

Support for students requiring adjustments is responsive to requirements outlined in the *Disability Discrimination Act 1992* (Cth) (DDA) and the associated *Disability Standards for Education* (2005) (Cth). These documents define the legislative requirements broadly and elaborate specific requirements for education providers. Parents and guardians, as the first educators of their children, enter into a partnership with the Catholic school to promote and support their child's education. Catholic schools recognise the need to consult with students and their families about the student's educational needs and any adjustments required. Catholic school communities have a moral, legal, and mission-driven responsibility to create nurturing school environments where children are respected, their voices are heard, and where they are safe and feel safe. Catholic schools exemplify the gospel values of love, forgiveness, justice, and truth.

The [\*Victorian Curriculum F-10\*](#) requires teachers to cater for the needs of diverse learners. The [\*Australian Professional Standards for Teachers\*](#) (Australian Institute for Teaching and School Leadership 2015) requires all teachers to provide inclusive education programs for their students, as well as engage in their own professional learning focused on meeting the wide range of needs of their students. In alignment with the Australian Professional Standards for Teachers, the [\*Victorian Institute of Teaching\*](#) (VIT) registration process requires teachers to undertake professional learning to expand their capacity to provide culturally inclusive classrooms and to support students with disabilities.

This guide, ***Wellbeing Information and Services***, provides Catholic schools in the Diocese of Ballarat with information about access to support services; targeted funding, the process for requesting a student specific consultation, and additional information and resources to support students requiring adjustments.

# Wellbeing Frameworks

## Catholic Education Commission of Victoria (CECV) Intervention Framework

The work of the Wellbeing Team is underpinned by the CECV Intervention Framework. The Framework outlines the principles, structures and practices required to support progress and engagement for all learners.

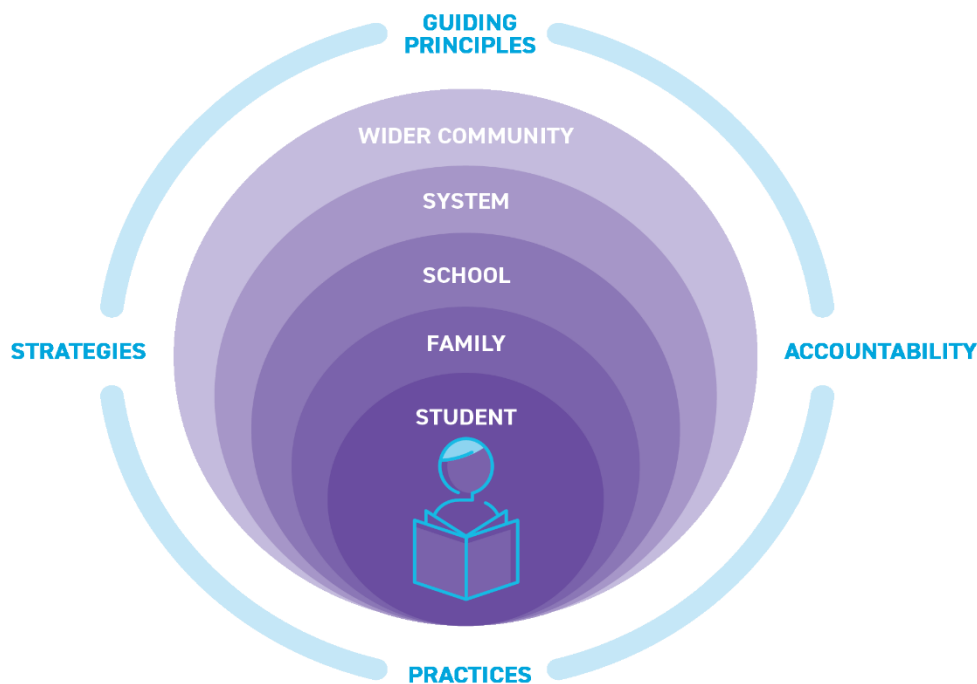


Figure 2 Intervention Framework

The intervention process is underpinned by the internationally recognised [Universal Design for Learning \(UDL\)](#) and [Response to Intervention \(RtI\)](#) approaches to supporting students with diverse needs. Both UDL and RtI support educators to implement evidence-based practices which allow for early identification of those students who require additional adjustments and interventions to optimise school engagement and progress. Schools are supported to provide Multi-Tiered Systems of Support (MTSS) with tier one, whole class instruction including targeted teaching, scaffolds, and multiple practice opportunities for development of concepts and skills. The teacher collects evidence or data through formal and informal assessment to monitor student progress and engagement. Students that are not progressing as evidenced by the data, are provided with additional, supplementary instruction and practice of specific skills at tier two, as part of a small group intervention. Student progress continues to be carefully monitored and if data indicates that the expected rate of progress is not achieved, specialist intervention is considered, typically in small groups or a one-to-one basis. The Wellbeing Team supports schools with all facets of inclusive practice and multi-tiered systems of support. Schools may also seek additional support for individual students with health, communication, mobility, sensory or learning needs by submitting a request for consultation (referral) to the Wellbeing Team.

## CEB Wellbeing Framework

While all educators are focused on the wellbeing of their students, the schools in the Diocese of Ballarat, as with all Catholic schools, have a particular orientation to wellbeing. Illuminated by faith and the words of Jesus who said, 'I have come that you may have life, and have it to the full' (John 10:10). Catholic educators nurture young people's spiritual and religious dimensions to enable them to truly understand what it means to be alive and well as a human person (Catholic Education Melbourne, 2017). And so, as people of faith, as partners in Catholic Education, we carry with us and announce the good news exemplified by Jesus the Christ. We are open to God's presence and pursue fullness of life for all. There is an intentional focus on the social, emotional, and mental wellbeing of all members of the school community, ensuring a culture of child safety. It promotes a sense of meaning and purpose in life that is supported by the spiritual dimension of a Catholic school (Diocese of Ballarat Catholic Education Limited, 2018).

This framework affirms children's rights to education, safety, and wellbeing under the United Nations Convention on the Rights of the Child. It emphasises the importance of students having genuine opportunities to contribute their voices to decision-making over matters that affect them. This framework also aligns with the Australian Student Wellbeing Framework as they are both grounded in evidence that demonstrates the strong association between safety, wellbeing, and learning (Catholic Education Diocese of Rockhampton, 2020).

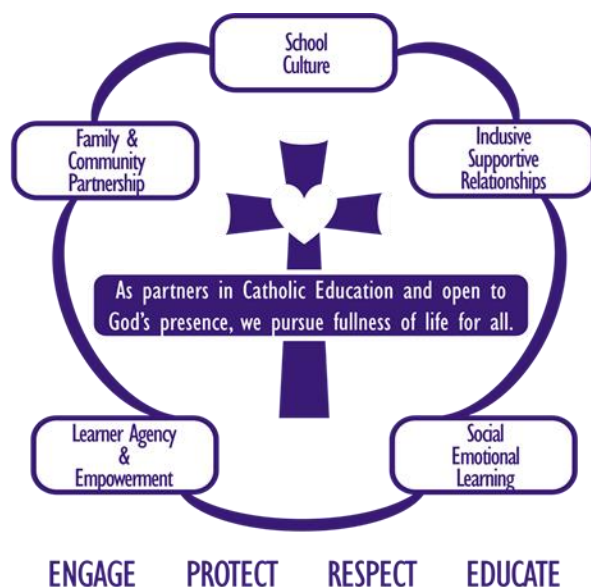


Figure 3 Wellbeing Framework

The Ballarat Diocesan Education vision and mission of 'Fullness of Life for All' implies a growing and expanding sense of wellbeing for all members of the diocese. Our commitment to our students, parents and members of the community is that Catholic schools across the diocese will be teaching and learning environments that enable the development of healthy, happy, successful, and productive individuals. In turn, our students will be expected to contribute to their own wellbeing, the wellbeing of their peers and the collective wellbeing of their communities. In this way schools in partnership with parents and carers will equip children and young people to be active and positive contributors to the society in which they live.



## **School Wide Positive Behaviour Support: (SWPBS)**

School Wide Positive Behaviour Support is based on School-Wide Positive Behaviour Interventions and Supports (SWPBIS). The SWPBIS is an organisational framework for supporting positive behaviour that draws together a compilation of effective research-validated practices founded in the science of human behaviour. This scientific knowledge about behaviour is arranged into a framework which has a focus on systems, data, and practices. The framework provides schools with procedures and practices to guide successful implementation of Positive Behaviour for Learning within the school environment.

Services may include consultations, coaching and support for school leadership teams and teachers including:

- developing school wide structures and processes related to SWPBS
- developing a deep understanding of SWPBS and support for school leadership teams to embed a culture of tier one systems, practices, and data with fidelity prior to implementing tier two and tier three supports
- utilising SIMON to develop and implement effective data-informed approaches to support student behaviours at the school, year, and classroom levels as well as for individual students
- creating inclusive classrooms and environments where the explicit teaching of school wide expected behaviours provides the foundation for learning for all students
- providing targeted professional learning and coaching regarding SWPBS, tailored to meet the needs of individual schools
- designing and implementing tier two small group supports and tier three individualised systems of support

## Funding Support

The [\*Australian Education Act 2013\*](#) (Cwth) (the Act) and its amendments is the principal legislation for the provision of Australian Government funding to government and non-government schools.

The [\*Australian Education Regulation 2013\*](#) (Cwth) (the Regulation) provides details to support the operation of the Act. It outlines the financial accountability and other conditions that approved authorities for schools, such as the Catholic Education Commission of Victoria Ltd (CECV), are required to adhere to, in order to receive funding under the Act.

The CECV, through the Grants Allocation Committee (Primary) (GAC (P)) and the Grants Allocation Committee (Secondary) (GAC (S)), oversees additional support for targeted programs and students. The CECV [Grants Allocation Committee \(Targeted Programs\) \(GAC\(TP\)\) Reference Guide](#) provides details and is published annually on the [CECV website](#).

## Nationally Consistent Collection of Data on School Students with Disability (NCCD)

The [Nationally Consistent Collection of Data on School Students with Disability](#) (NCCD) is an annual data collection that records the number of students with disability and the level of reasonable educational adjustment provided. All Australian schools are mandated to complete the data count on an annual basis. The Australian Government has used this data collection to inform the Students with Disability (SwD) loading since 2018.

Under the NCCD [model](#), teachers use their professional, informed judgment to determine:

- whether students are being provided with a reasonable adjustment to access education because of a disability, consistent with definitions and obligations under the *Disability Discrimination Act 1992* (Cwth) (the DDA) and the [Disability Standards for Education 2005](#)
- the level of adjustment provided to each student with disability
- the broad category of disability

A student must be counted in the national data collection where the student is a citizen of Australia and there is evidence at a school that the student is being provided with reasonable adjustments to meet the ongoing, long-term specific needs associated with disability and that decisions about the adjustments have been made in consultation with the student and/or their parents/carers. The definition of 'long-term' for this purpose is a minimum of 10 weeks (cumulative, not consecutive) of school education, in the 12 months preceding the national data collection reference date. Further information can be located on the [NCCD Portal](#). Schools will provide advice regarding the inclusion of students in the NCCD but are mandated to include students where the criteria is met. School principals should verify and confirm that there is evidence at their school to support the inclusion of a student in the data collection, noting that the count will be subject to census post enumeration government audit processes.

The school is required by the *Federal Australian Education Regulation (2013)* and *Australian Education Act 2013* (Cth) to collect and disclose certain information. The school provides the required information at an individual student level to relevant Catholic Education staff and the CECV, as the

approved authority. Approved authorities must comply with reporting, record-keeping, and data quality assurance obligations under the NCCD guidelines. Student information provided to the federal government for the purpose of the NCCD does not explicitly identify any student, but government auditors may access individual student information as part of the non-government schools census audit.

*Note: Full Fee Paying Overseas Students (FFPOS) are fee liable and not eligible to receive any educational service or support funded by the state or federal government. Overseas students that meet the NCCD inclusion criteria are to be included in the NCCD for information purposes only. Such students **are excluded** for Commonwealth recurrent funding calculation purposes under the operation of the Act. For a full list of visa sub-classes please refer to the [Schedule of Visa Sub-classes and Conditions for Enrolments in Schools of Overseas Students](#), which can be accessed via the CECV website, under Student Support / Cultural Diversity / [New Arrivals & Refugees](#).*

**The enrolling school must collect fees from families to cover all educational needs of FFPOS (fee liable students) and clearly specify the arrangement and collect fees prior to accepting an enrolment.**

## Specialised Therapy and Equipment in schools

Catholic schools in Victoria work in collaboration with specialist providers to support access and participation in education for students with diverse learning needs. Some students will require access to specialised therapy and equipment tailored to meet the requirements of the individual student's educational program. The CECV may engage specialist providers on a contractual basis for the provision of selected services and specialised equipment on behalf of Catholic schools.

Therapy services are available for students who meet the CECV eligibility criteria and who require physiotherapy and/or occupational therapy as an integral component of their submitted educational program. In a small number of cases, speech pathology services are provided for students who require specialised augmentative and/or alternative means of communication (AAC).

The aim of the therapy service is to provide specialist consultancy to schools regarding provision of reasonable adjustments to support access to school facilities and participation in educational programs (including excursions and camps), key curriculum areas, and school community activities. The CECV SwD/NCCD Program Guidelines are published annually and are located on the [CECV website](#), under Publications.

## Aboriginal and Torres Strait Islander Students

CEB provides ongoing educational, pastoral, and cultural support to Aboriginal and Torres Strait Islander students through school-based curriculum initiatives. Schools develop, implement, and evaluate personalised learning and/or cultural plans for Aboriginal and Torres Strait Islander students, as required.

Members of the Wellbeing Team provide consultancy services where these are requested and the Aboriginal and Torres Strait Islander Education Officers provide cultural guidance to Victorian Catholic schools with appropriate consent. The Catholic Education Commission of Victoria Ltd (CECV) provides access to funding support for Aboriginal and Torres Strait Islander students. Specific grants are

accessed through an online application process with funds provided to support the implementation of programs for Aboriginal students with a strong focus on enhancing attendance, literacy and numeracy skills and retention for primary students and school-based tutoring programs for secondary school students. Further information can be accessed from the CECV Grants Allocation Targeted programs (GAC (TP) Reference Guide published annually on the [CECV website](#), under Publications.

To access student ATSI grants, schools should apply via the [CEVN portal](#), online application at or prior to the start of each school year see [cevn/Student Support / Cultural Diversity / Aboriginal and Torres Strait Islander Education \(A&TSI\)](#). During the Program Support Group (PSG) meeting for each Aboriginal and Torres Strait Islander student, schools, in partnership with parent/s/carers, should identify clear, concise and measurable outcomes for inclusion in the Funding Application process.

## **Use of Funding**

This funding must be used to support improved student learning outcomes, increase school attendance/retention, participate in Koorie Education initiatives and/or develop teaching and learning strategies for Aboriginal and Torres Strait Islander students.

## **New Arrivals Program – English as an Additional Language (EAL)**

Students with English as an Additional Language (EAL) come from diverse, often multilingual backgrounds and may include overseas and Australian-born students whose first language is a language other than English and English is not the primary language spoken at home.

Consultancy services and funding support is available to Victorian Catholic schools to assist in meeting the needs of eligible newly arrived students requiring support with learning English as an Additional Language.

The Australian Education Act clearly articulates that government support services and funding can only be provided to students who are Australian citizens or are in Australia on an eligible visa. Please refer to the [Schedule of Visa Sub-classes and Conditions for Enrolments in Schools of Overseas Students](#), which can be accessed via the CEVN website, under *Curriculum & Student Support / Wellbeing – Student Services / English as an Additional Language – New Arrivals / Documents*).

Note that where a visa sub-class is marked ‘**Yes**’ under the column ‘Eligibility for General Recurrent Grants’, the student is eligible for government-funded services and is not required to pay international student tuition fees (Fee Exempt). Eligible students may also apply for New Arrivals Support funding.

Where a visa subclass is marked ‘**No**’ under the ‘Eligibility for General Recurrent Grants’ column, the Full ‘Fee Paying Overseas Student’ (FFPOS) must pay international student tuition fees (Fee Liable). Students on full-fee-paying overseas visas and visitor visas need to be flagged as an FFPOS or Fee Liable student on the Australian Government August Census.

Note that Fee Liable students will not attract any General Recurrent Grants (GRG), or State Recurrent Grants (SRG) provided by the Victorian or Australian governments and are not eligible to receive any student support services or funding. All educational provision supports and adjustments for FFPOS (fee liable students) must be met by the family through the fees charged directly to the student/ family



by the school and agreed to and collected prior to enrolment. **Fee structures should be clearly documented and agreed in writing as a formal enrolment contract prior to enrolment.**

The *CECV GAC (TP) Reference Guide* is published annually and can be accessed via the [CECV website](#), under Publications, provides details and accountabilities associated with funding for New Arrival and Refugee-background students.

To be eligible for the EAL-New Arrivals funding, students (migrants or humanitarian entrants) must:

- be on an [eligible visa sub-class category](#)
- have a first language that is not English
- be entering either:
  - Foundation and have been in Australia for up to 18 months before they start school, OR
  - Years 1–10 within the first six months of arriving in Australia and have not previously attended a language centre or another school in Australia (note maximum age restrictions outlined in the school enrolment policy)

Catholic schools in the Diocese of Ballarat are able to access consultancy, advice and funding to assist with the learning and teaching of students newly arrived in Australia by completing the [New Arrivals Enrolment and Referral Form](#). This document can be accessed via the CEVN website under *Curriculum & Student Support / Wellbeing – Student Services / [English as an Additional Language – New Arrivals / Documents](#)*. It is available in English, Arabic, Simplified Chinese, Tagalog, and Vietnamese.

English as an Additional Language (EAL) – *New Arrivals* funding is provided for an initial period of intensive English language instruction for newly arrived students. This support is provided to enable schools to assist New Arrival students with their educational and social adjustment to schooling in Australia and to welcome and settle these students as quickly as possible into the learning environment and school.

Eligible students on Migrant visas are provided with a grant of \$5,000 (0.1 FTE for six months) to support their English language learning needs for 20 weeks.

Eligible students on Refugee/Humanitarian visas are provided with a grant of \$10,150 (0.1 FTE for 12 months) to support their English language learning needs for 40 weeks. Funding provided is to support the employment of a suitably qualified teacher.

CEB Education Officer – New Arrivals/Refugees may also provide consultancy services and advice to Victorian Catholic schools where students do not meet funding requirements but are requiring support with learning English as an Additional Language. Schools are able to access consultancy support and advice by completing the [Application for Support](#), which can be accessed via the CEVN website, under *Curriculum & Student Support / Wellbeing – Student Services / [English as an Additional Language – New Arrivals / Documents](#)*.

## Accountability

As part of the accountability for funding, schools must complete the [New Arrival English Language Proficiency Record](#) (accessed via the CEVN website under *Curriculum & Student Support / Wellbeing – Student Services / [English as an Additional Language – New Arrivals / Documents](#)*) for eligible students. School principals and Learning Consultants – New Arrivals and Refugees need to sign the Language

Proficiency Record to confirm that there is evidence at their school to verify that allocated funding has been used to support the English language learning needs of the eligible EAL / New Arrival students.

Principals are also required to complete an EAL/NA acquittal form to CECV to account for the expenditure of targeted funding which includes a declaration and statement of expenditure of funds.

## Refugee Students

CECV Refugee Support Strategy funding is available to Catholic schools in Victoria based on annual confirmation of enrolled students of refugee background and validation of school census data. Schools must complete an online [Refugee Strategy Funding](#) application accessed via the CEVN portal under *Data and Surveys/ Refugee Strategy Funding*. Eligible students are included in the funding calculations for three years from the date of enrolment at the school.

To be eligible for funding refugee students must have entered Australia on a visa in one of the following eligible visa sub-classes: 200, 201, 202, 203, 204, 447, 448, 449, 451, 785, 786, 866. The visa sub-class information is updated periodically and published on the [CEVN portal](#).

Please note:

- full-fee paying overseas students, international or asylum seeker students who entered Australia on a visa sub-class 050, or students without a visa living in Community Detention, are **not eligible** for this funding support
- refugee students who are now Australian citizens can be included where the above entry to Australia conditions were met prior to the granting of citizenship. Evidence of an eligible historical visa subclass number must be provided at enrolment.
- Full Fee Paying Overseas Students (FFPOS) are fee liable and must be charged international student tuition fees. Education Acts render it unlawful for any government funding or government funded student support services to be provided to fee liable students.

A schedule of fees for FFPOS can be found on the Victorian Government Schools International Students Program/[School Fees](#) site. The fee structure should be applied by all Victorian Catholic schools enrolling fee liable FFPOS.

## Use of Funding

Victorian Catholic schools may use CECV new arrivals and refugee strategy funding for eligible students to:

- support students through the settlement phase, particularly where students have experienced trauma
- employ specialist teachers to continue to assess the student's English Language Proficiency (ELP) using the EAL F-10 curriculum and EAL reporting tool.
- employ specialist teachers to teach English as an Additional Language (EAL) in a variety of situations, including:
  - intensive and part-time withdrawal instruction
  - parallel and team teaching
  - assistance to regular teachers to enable them to attend more effectively to English language development across the curriculum for EAL learners

- employ advisory staff: interpreters, translators, bilingual welfare officers, Multicultural Support Officers, counsellors and/or school–community liaison workers
- develop curriculum and EAL/D teaching and learning materials.

## Accountability

As part of the accountability for the funding, schools must complete the [Refugee Support Strategy Accountability Statement](#), which can be accessed via the [CEVN](#) portal, under *Student Support / Cultural Diversity / New Arrivals & Refugees* to record the goals and outcomes for eligible students or student cohorts. CECV funding for the following year is contingent on accurate completion of the accountability statement (see the GAC (TP) Reference Guide published annually on the [CECV](#) portal, under Publications).

Schools must also complete an acquittal to CECV to account for their expenditure of refugee funds. The CECV's [Refugee Support Strategy Accountability Statement](#) provides a database for evaluation purposes, as well as informing school-improvement planning. Principals sign this statement to corroborate the evidence at their school, which verifies that the allocated funding has been used to support the English language learning needs of eligible students who are refugees.

The Refugee Strategy Acquittal form provides a statement of expenditure for funds received along with a principal declaration of the statement of expenditure and/or explanation for unexpended funds.

## Translation and Interpreting Services

All schools need to consider their obligation to make important information available to families and to provide access to translation and interpreting services, if required. Information and [guidelines](#) for the use of interpreting and translating services are available to support Victorian Catholic schools to provide this service for families (see the [CEVN website](#), under *Student Support / Cultural Diversity / New Arrivals & Refugees*).

The Catholic Education Commission of Victoria Ltd (CECV) Grants Allocation Committee (Primary) and Grants Allocation Committee (Secondary) provide an annual funding allocation for translating and interpreting services to schools with eligible new arrival students who do not receive Refugee Support Strategy funding. These schools receive a letter annually to inform them of their funding allocation. The funding is based on the data schools provide to the CECV relating to the number of new arrival students currently attending the school who meet the eligibility criteria and did not attract Refugee Support Strategy funding.

## Wellbeing Services

The Wellbeing staff are located across the five CEB offices, Ballarat, Swan Hill, Horsham, Mildura and Warrnambool regional offices. The Wellbeing staff work with schools to guide policy development and associated practices and to build capacity to identify and respond to student learning needs. This work seeks to support the professional growth of teachers from Graduate to Lead teacher proficiency, in alignment with the [Australian Professional Standards for Teachers](#) and the [Australian Teacher Performance and Development Framework](#) (AITSL).

Wellbeing staff also provide consultation services for referred students following submission of an online consultation request via the Record of Student Assessment and Evaluation (ROSAE) portal.

Schools in collaboration with families/carers are able to access consultation and support for:

- school teams implementing the [CECV Intervention Framework](#) and [Guide to Selecting an Intervention](#), to build inclusive school-wide support structures and processes
- school leaders and teachers to create inclusive classroom environments where curriculum, pedagogy and assessment are personalised through appropriate culturally sensitive adjustments. This may include the development and implementation of Personalised Learning Plans (PLPs) and/or Cultural Support Plans.
- advice to support access and participation, mobility, communication, the development of Personalised Learning Plans, Health or Medical Management Plans, attendance maximisation plans, safety plans and risk assessments.
- development of school-wide structures and processes related to positive behaviour support, development of [Behaviour Support Plans](#) (BSP), Risk Assessments and Safety Plans
- implementation of School Wide Positive Behaviour Support (SWPBS)
- designing curriculum adjustments and strategies to differentiate learning for students requiring adjustments including gifted students
- school leaders, Student Learning Teams, and teachers to use student data to identify the specific needs of students, and match these to an intervention or specific strategy or to design appropriate adjustments and interventions which are research-validated or evidence-based
- co-creation and collaboration in the development of professional learning programs that enhance teacher knowledge and practice
- Student Learning Teams to enhanced their pre-referral processes, including support with the analysis of school data to identify students with low growth, implementation of targeted assessments to identify specific needs and determine appropriate evidence-based interventions and/or adjustments
- school leadership teams seeking to review their policy and practices relating to supporting the diverse learning needs of students, including processes for accessing funding, meeting legislative and/or compliance requirements, e.g. Privacy, Health Records, Students with Disability (SWD), Nationally Consistent Collection of Data on School Students with Disability (NCCD), [Disability Standards for Education](#).
- liaising with outside agencies, e.g., SCOPE, the Royal Children's Hospital, Australian Hearing, Guide Dogs Victoria



## Strategic Advice and Support

A broad range of resources and materials are available to support schools to implement culturally inclusive practices. Resource guides and frameworks focus on the implementation of instructional practices that are founded on research and tempered by informed teacher judgment and sound pedagogical and curriculum content knowledge.

Wellbeing staff work collaboratively with school communities and other central and regional teams. The focus of services is to support effective whole-school practices including policy advice, frameworks, tools, resources, and professional learning materials. School teams are supported to implement effective enrolment and transition processes, gather information to profile holistic student needs and use screening, assessment, and research-based practice to identify:

- students who may benefit from educational adjustments, including the design and implementation of a Personalised Learning Plan (PLP), Behaviour Support Plan (BSP), Medical Management Plan (MMP), Student Safety Plan, Attendance Maximisation Plan (AMP).
- appropriate targeted teaching/interventions to meet the identified needs of student cohorts and/or individuals

## Educational Adjustments

Wellbeing staff provide a range of consultancy services to inform the provision of educational adjustments. Student Support Service with specific expertise work closely with school teams, including Wellbeing leaders, to refine school structures and support students in need of adjustments across learning areas and capabilities. Support provided may relate to hearing, vision, physical and chronic health impairments, academic progress, learning disorders, school refusal or poor attendance, social emotional, sensory, or behavioural needs. Support may be focused on access and participation, instructional provision, and programming for the needs of an individual student, cohorts of students or school-wide practices. CEB speech pathologists and psychologists may provide consultancy advice or assessment and programming support. Parental consent is required for student specific consultation, observation and/or assessment.

## Program Support Group Meetings

The Wellbeing Team may also provide professional guidance and advice through their involvement in Program Support Group (PSGs) meetings. This may include assistance with the development of Personalised Learning Plans (PLPs), Medical Management Plans or Behaviour Support Plans (BSPs). This may also include providing feedback about any observations/assessments completed, and/or recommendation of appropriate adjustments in relation to equipment, curriculum, or environmental changes.

**Note** that it is the principal's obligation to ensure appropriate processes are in place for conducting Program Support Group meetings. Principals may delegate their role as Chair to a member of the School Leadership Team (SLT) noting that this person is their proxy at the PSG meeting. The Program Support Group resources, minute taking advice and training videos include the following:

- [Program Support Group Meeting Guidelines](#)
- [Program Support Group Meeting Quick Guide](#)
- [Program Support Group Frequently Asked Questions](#)

- [Program Support Group Meeting Template](#)
- [Program Support Group Meeting Videos](#)
- [Program Support Group Meetings Parent Guide](#)

## Resources

A range of frameworks, resources and services are available to specifically support schools in the development of effective policies and practices to embrace and celebrate student diversity and optimise learning growth for every student. These resources offer a clearly articulated intervention process to guide schools through effective practices in the identification, assessment, intervention, and evaluation of student learning needs across key learning areas and capabilities.

The resources can be accessed via the [CEVN website](#) under *Student Support*

- Actioning Education for All
- The CECV [Intervention Framework](#) 2015 (CECV, 2015)
- A Guide to [Selecting an Intervention](#) (CEM 2016)
- CECV Guidelines for [Program Support Group](#) Meetings (CECV 2020)
- CECV [Positive Behaviour](#) Guidelines
- [Effective Practices](#) Framework for Learning Support Officers (CECV 2012, Updated 2014)
- [Transition](#) for Students with Diverse Needs (CECV 2015)
- [Gifted and Talented](#) Students: A Resource Guide for Teachers in Victorian Catholic Schools
- CECV [NDIS/External Providers-](#) Guidelines for Schools
- CECV Guidelines for the Provision of [Personal Care Support](#) in Schools
- [Safe and Sound](#) Practice Guidelines
- [Wrap Around the Learner \(WATL\)](#)
- [Assessing and Intervening with Impact](#)
- Tier 2 [Literacy Interventions in Australian Schools](#)

## Consultation Process

The CEB consultation process is embedded within the [CECV Intervention Framework 2021](#) and is based on a school's detailed evidence of a student's functional need for adjustments and intervention to access the curriculum on the same basis as their peers.

The CECV Intervention Framework supports schools to meet compliance requirements under the *Disability Discrimination Act 1992* (Cwth) and the associated [Disability Standards for Education 2005](#), and the NCCD student count. The Victorian Government provides funding to assist with the provision of specialist support services.

Schools can submit a request to access support from Wellbeing Staff: to consider the functional impact of a student's needs on their ability to access and participate in education. Informed Parental/ Caregiver consent is required for access to student specific support.

The [Functional Needs Assessment](#) Profile (FNA-P) is part of the online consultation process introduced in 2021. The FNA-P rubric offers schools a tool to document the holistic needs of students across key domains of communication, academic learning, physical health, social emotional learning and

behaviour, hearing loss and/or vision impairment. The FNA-P seeks to strengthen holistic understanding of a student's needs, to inform the provision of relevant supports and adjustments aimed at promoting full and active participation in the social/ emotional, academic, and spiritual programs of the school. It aligns with the Nationally Consistent Collection of Data and Supporting Students with Disability (NCCD) model. Schools are asked to note the degree of impact across a broad range of areas including sound/speech production, communication, mobility, social, emotional, behaviour, vision, hearing, and academic achievement. Schools also provide relevant data and information to support Wellbeing staff to determine the type of support required and the service stream best placed to further inform the educational plan. There is an expectation that all the FNA is completed by the staff who knows the student best.

Students are eligible to access consultancy services where parents have provided written consent and the student is a citizen of Australia or is recorded on the school census as being in Australia on an eligible visa. For a full list of visa subclasses, please refer to the [Schedule of Visa Subclasses and Conditions for Enrolments of Overseas Students](#), which can be accessed via the [CEVN website](#), under *Student Support / Cultural Diversity / New Arrivals & Refugee*.

**Please note:**

- Students on full-fee-paying overseas visas and visitor visas are considered Fee Liable/Full Fee Paying Overseas Students (FFPOS) and are **not eligible** for General Recurrent Grants (GRG) provided by the State or Australian Governments or eligible to receive student support services or funding.

## Steps in the Consultation Process

Schools are encouraged to seek all information relevant to student educational needs at enrolment. Partnerships with parents are established during transition to enable pre-planning and allocation of support across cohorts. Post-enrolment, schools are encouraged to use an internal referral process to support the identification of students with diverse learning needs who require short or longer term provision of adjustments and interventions to support their educational participation.

Where a teacher becomes concerned about a student, an [Internal Referral Form](#) is completed and submitted to the Student Learning team for a case conference. It is recommended that the internal referral form should include all relevant information about the student including tier one and tier two assessment and observational data, anecdotal notes, and an FNA-Profile.

The Student Learning Team, within the school, facilitates a process whereby the educational needs of the student are considered with the most appropriate targeted interventions and adjustments implemented, as per the [WATL guidelines](#).

The student's progress is continually monitored, and interventions adjusted. The Student Learning Team shares the progress and evaluation with the parents/carers via a Program Support Group (PSG) meeting. Schools work collaboratively with the family to fully understand the student's needs, collect additional relevant information, and access specialist support or assessments where this is relevant to educational provision and care. Schools use this information to further implement educational adjustments.

The PSG meeting may determine that a consultation request is to be submitted for further advice, assessment, or support from Catholic Education Wellbeing staff. The [FNA-Profile](#) assists Catholic Education Wellbeing staff to determine the most appropriate response to the consultation request.

Schools seeking to engage with the CEB regarding the specific needs of any student via the referral service have an obligation to carefully explain the entire referral process to parents or carers. Care must be taken to ensure that the parent/carer understands the purpose of the referral and ongoing support services being requested.

This discussion must be recorded in the Program Support Group (PSG) minutes that accompany the consultation request. The PSG minutes and/ or consultation request must also reflect specific written consent for the provision of any health or personal information that will be attached to the referral. Parents will also be required to provide consent for additional reports or health information to be provided to the CEB during the course of the referral service. Once the school is notified that the consultation request has been accepted, they must also inform the parent/carer of the person who will provide the initial service, the service stream (psychology, education officer- learning diversity, speech pathology or visiting teacher) and the date of the initial visit when known. Parents must also be informed that they are able to opt out at any time by notifying the school formally at a PSG, by email or letter. The school is then able to place the documented 'request to discontinue service' in the file and advise the CEB to discharge the service. In this context, parents will need to know that these documents (reports, file notes and assessments) will be placed on file at the CEB.

Caseworkers allocated to support a child's educational program will use these files as reference material should a written request for a CEB referral service be made in the future. They should also be referred to the school's own privacy statement, and that of the CEB, for further information.

Privacy - Collection and Management of Private and Personal Information.

Schools collect large amounts of personal information including highly sensitive information and must carefully consider protocols and practices regarding privacy.

When Wellbeing Staff are required to look at individual student data, parental consent is required. An online consultation request must be submitted via Record of Student Assessment and Evaluation (ROSAE) prior to consultation with Wellbeing staff. The link to [ROSAE](#) can be found via the CEVN website under Student Support / ROSAE.

***It is strongly recommended that schools follow these steps in completing a Consultation Request***

1. *At a Program Support Group (PSG) meeting, explain the identified needs of the student as documented in the FNA-P and the request to access additional, student specific support services. Document this discussion in the PSG minutes including the explanation of each component of the Parent Consent Form.*
2. ***Ensure that the parents understand*** the purpose of the consultation request and the support service(s) that may result from the request. e.g., schools could provide parents with service brochures
3. *Record actions in the ROSAE Program Support Group meeting minutes and complete the ROSAE checklist template for submission with the consultation request.*
4. *Identify all the relevant reports, assessment data and other relevant information that will be shared with CEB caseworker/s. Where the school is referring to CEB to investigate the presence of a specific learning disability, the student would have needed to have*



*completed an intervention relevant to the suspected learning disability and include the provision of pre and post data from the intervention.*

5. *Complete the consultation request via the ROSAE portal on CEVN, create the PDF of all relevant documents, finalise parent consent and submit the consultation request.*

6. *Once the consultation request has been allocated to a caseworker the status will change from **Awaiting** to **Accepted**. The school must inform the parent about: the status, the caseworker who will provide the initial service, the service stream (psychology, learning consultant or speech pathology) and the date of the initial visit when known.*

Following the initial visit to the school the service will have commenced and the status will be changed to ongoing on ROSAE. The service will continue whilst school, parent and student engagement exists and the service status is '**Ongoing**.'

From time to time the caseworker and school may determine that the educational plan will meet the presenting needs of the student and the referral status is updated to **Review on Request**. A school can request a review in the subsequent 12-month period if the presenting needs change substantially.

Where services lapse and no student specific contact with a caseworker is recorded for a 12-month period, the parental consent will have expired for that service stream and the school will be notified that the case is **Discharged**.

In some circumstances a caseworker together with the school and family may agree that an additional service stream is required. In some cases, particularly where the additional stream is psychology, a re-signing of the consent form may be required to ensure that informed consent is provided e.g., for a cognitive assessment. The current caseworker will support the school with this process.

**Schools should seek signed parental consent for any additional reports or health information that is provided to CEB after the consultation has been submitted.**

## Supporting Documentation

Every Consultation Request submitted through ROSAE must have the following two documents uploaded, along with those mandated below:

1. PSG minutes signed by those in attendance
2. Parent Consent Form signed by parent/carer or in some cases the secondary school student
3. Evidence that vision and hearing have been assessed.

A Consultation Request cannot be submitted without these documents and a complete Functional Needs Assessment - FNA-P.

Further information is also required with some documents mandated in ROSAE whilst others are desirable as outlined in the table below:

Mandated document for all referrals: Parent contact details (names, phone number, email address etc.) Teacher contact details (name, email).

| Area of Need                                 | Mandated Documents   |
|--|--|
| Vision                                       | Ophthalmologist/Optometrists report (no more than 12 months before the date of referral)   |
| Hearing                                      | Audiogram/Sound Scouts screener or letter from a cochlear implant centre (no more than 12 months before the date of referral)  |
| Physical/ health                             | Medical specialist report /letter (no more than 12 months before the date of referral)   |
|  | PSG minutes signed by those in attendance  |
|  | Parent Consent Form signed by parent/carer or in some cases the secondary school student   |
|  | Additional documentation to inform consultation request  |
| Student Profile Documentation                | Student Assessment data: Universal and targeted<br>Personalised Learning Plan<br>Student Adjustment Plan<br>Previous cognitive, educational, speech/language assessments<br>Intervention data<br>Ravens<br>K-Bit<br>Celf 5 Screener  |
| Communication                                | School based screeners: e.g., CELF 5 screener<br>Dynamic Assessment Process (DAP)<br>Previous cognitive, educational, language assessments e.g., RAPT, CELF language assessment, CCC2<br>Narrative data<br>Case history information<br>Case history- Speech  |
| Learning (Cognitive)<br>Literacy<br>Numeracy | Student Assessment data: Universal and targeted e.g., YARC, SPAT-R, FELA, Motif, WRAT<br>Personalised Learning Plan<br>Student Adjustment Plan<br>Previous cognitive, educational assessments e.g., SINE, dyscalculia screener, writing samples<br>Intervention data- Pre and post intervention data to evaluate impact of intervention. |

|                                |   |
|--------------------------------|---|
| Social Emotional / Behavioural | Behaviour Support Plan<br>ABC Chart<br>Behaviour data e.g., Social Behaviour Data (SIMON)<br>Safety Plan<br>Screeners/previous assessments<br>ENA<br>Relevant contextual information e.g., trauma history, family context |
| EAL/D                          | DAP<br>Appendix 2: English as an Additional Language / Dialect (EAL/D)  |
| Other                          | Any other information that will inform the consultation request.  |

## School Obligations in the Process

The Program Support Group (PSG) is responsible for a referral to any Catholic Education or external service provider. Where the services are requested from Catholic Education, the school is responsible for ensuring that the family is fully informed of the progress of the request (awaiting, accepted, discharged, review on request) the caseworker providing the services (name and service stream), any consultations to review data, any visit/s to the school and any modifications to the student program. In some cases, the Catholic Education Caseworker may be invited to a PSG meeting to discuss identified student needs, feedback assessment results or discuss educational planning.

From time to time a service may be **outsourced** to expedite a language or cognitive assessment or where a specialist provider is deemed appropriate. The school should ensure that the family is notified of the Outsourced status of the referral and the provider that has been allocated to provide the service and any additional consent processes that may be applicable.

Where the Program Support Group determines that an external service is required e.g., a vision/hearing assessment, paediatric review, medical management plan, the PSG minutes should clearly record the agreed actions, the associated timeframes, and the protocols for sharing of information. In some cases, e.g., where a medical management plan is required, a relevant medical practitioner must sign and date the plan. The school's enrolment agreement will clearly stipulate circumstances where additional information is required. The enrolment agreement should be available on the school website together with the relevant school policies, e.g., enrolment, privacy, standard collection notice, parent code of conduct, student behaviour policy etc.

## Considerations when Requesting Support

In certain circumstances there may be complex factors that will directly impact the nature or the response to a consultation request for assessment. This may apply, but is not limited to students:

- for whom English as an Additional Language or Dialect (EAL/D)
- who have experienced trauma
- with significant social/emotional concerns
- with significant medical concerns

In addition, for students with physical disabilities, their physical impairments may preclude them from completing verbal or non-verbal assessment tasks.

In these circumstances, professional discretion is required in responding to the consultation request. While speech pathologists and psychologists may provide a formal assessment service, a normative assessment may be considered inappropriate and alternative avenues of support may be considered.

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

Schools should consider the following factors when contemplating whether a consultation request to the Wellbeing Team is the most appropriate course of action in the pursuit of support for an EAL/D student. Before any formal assessment is undertaken it is important to consider the student's sociolinguistic background, and the potential implications for the validity of formal assessments. Formal assessment tools used by CEB staff are developed for Western cultures and based on normative data derived from Western populations (usually USA, UK and/or Australia). Employing such instruments to assess students with an EAL/D background may incorrectly identify them as 'under-performing' or presenting with a learning disability when they may be developing appropriately, considering their phase of English language learning.

While EAL/D students may demonstrate basic social competence in English relatively quickly (within six months to two years of arrival and/or exposure to English), research indicates that they may take five years or more to demonstrate academic competence, both orally and in writing, at a level commensurate with their native-speaking peers (Collier 1995). Refugee students may take between seven and ten years to develop the academic English language skills required in a classroom to the level of their English-speaking-background peers, as indicated by Collier and Thomas' study (2009, as cited in Miller & Windle, 2010).

The length of time that students may need to acquire English proficiency varies, depending on a range of factors including:

- previous educational experience and the student's literacy development in their first language
- the degree of competency the student has in their first language and whether there has been continued development of that first language
- the degree of exposure to and use of English
- the similarities or differences between the student's first language(s) or dialect(s) and Standard English
- the student's age, stage of development and point at which they began to learn English
- the student's learning profile, personality and disposition, self-esteem, and attitude towards learning English
- gender, socioeconomic status (which may impact on access to schooling), and the expectations of family in relation to the importance of education
- the level of support for English language development/quality of English language modelling
- the level of support provided by the school/teachers
- factors that may inhibit learning e.g., trauma, anxiety, health conditions.

A Dynamic Assessment Process (DAP) is used to differentiate between an oral language difficulty and EAL/D factors. The DAP involves clarification of a language area of concern, designing and implementing targeted teaching, monitoring, and documenting the progress for the target skill.



For EAL/D students, it is highly recommended that schools plot progress and monitor along the [EAL Developmental Continuum P-10](#) and complete a Dynamic Assessment Process (DAP) and a Socio-Linguistic Profile. All data and evidence that is collated through this process should be attached and included with a consultation request, if support is being sought through the CEB Wellbeing Team.

## Legislative Requirements

### Disability Discrimination Act 1992 (DDA) and Disability Standards for Education 2005 (the Standards)

The [Disability Standards](#) for Education clarify the obligations of education and training providers, and the rights of people with disability, under the Disability Discrimination Act 1992 (DDA). The Standards are subordinate legislation made under the DDA.

A primary objective of the Standards is to make rights and responsibilities in education and training easier to understand. The Standards cover enrolment, participation, curriculum development, accreditation and delivery, student support services and elimination of harassment and victimisation. The Standards seek to ensure that students with disability can access and participate in education on the same basis as other students.

*On the same basis* means that a student with disability has opportunities and choices which are comparable with those offered to students without disability. This applies to:

- admission or enrolment in an institution
- participation in courses or programs
- use of facilities and services

### Collection and Management of Private and Personal Information

Schools collect large amounts of information, including personal and highly sensitive information, and must carefully consider protocols and practices regarding privacy. Privacy must be taken into consideration where parents provide health information pertaining to their child.

The [Australian Privacy Principles](#) require schools to:

- take steps to ensure compliance, including developing and maintaining privacy policy and collection statements
- manage personal and health information in an open and transparent way, ensuring the confidentiality of all documents and information
- ensure that the information collected about students is relevant to their education and that the information is used only for the primary purpose for which it was collected
- ensure that written consent is gained prior to providing the information to a third party, i.e., anyone beyond the current school and family.

The school must also provide information for parents regarding processes for access and correction of personal information and publish their [Privacy Policy](#) and Standard Collection notice on the school website.

Further advice and privacy templates are provided on the cevn portal (CEVN/Compliance/Privacy) and are updated from time to time to reflect changed practice.

Schools should also refer to the [Privacy Compliance Manual](#) of the National Catholic Education Commission and the National Council of Independent Schools' Associations for additional information, which can be accessed via the CEVN website under *Finance, Legal, Operations / Privacy*.

## Health Records Act

The Health Records Act 2001 (Vic) ("Act") is a scheme to regulate the collection, use and disclosure of health information by both the public and private sectors in Victoria. It requires health information to be managed in accordance with eleven Health Privacy Principles (or HPPs). While individuals already have a right of access to their health records held by the Victorian public sector (through the Freedom of Information Act 1982 (Vic) ("FOI Act")), the Act now gives individuals rights to access health records held by the private sector health providers.

The Act seeks to balance the public interest in protecting the privacy of health information (in accordance with the wishes of consumers) with the public interest in the legitimate use of that information (in order to promote safe and effective health service delivery).

## Child Information Sharing Scheme (CISS)

The Victorian Government introduced three interrelated reforms through legislation designed to remove barriers to information sharing and enable services and organisations to work together more effectively to support the wellbeing and safety of children and reduce family violence.

Commencing in Term 2 2021 (19 April 2021), the Child Information Sharing Scheme (CISS), the Family Violence Information Sharing Scheme (FVISS) and the Family Violence Multi-Agency Risk Assessment and Management Framework (MARAM) will expand to include a range of Victorian education workforces.

Schools and early childhood education services are required to respond to information sharing requests, make requests and proactively share information.

The schemes have expanded legal permissions for professionals to share and request information from other professionals. This ensures that professionals working with children can gain a complete view of the children and young people they work with, making it easier to identify wellbeing or safety needs earlier, and to act on them sooner.

Further information is available on the [CEVN](#) portal, Student Support/Child Information Sharing and Family Violence Reforms.

## Wellbeing Staff

| Student Support Services  |                           |                                 |
|---------------------------|---------------------------|---------------------------------|
| Role                      | Area(s) of Responsibility | Name                            |
| Leader                    | Wellbeing                 | <a href="#">Tony Perkins</a>    |
| Senior Education Officers | Learning Diversity        | <a href="#">Susan Rampling</a>  |
|                           | Speech Pathology          | <a href="#">Robyn Cranage</a>   |
|                           | Psychology                | <a href="#">Allan Hutchison</a> |
|                           | Student Wellbeing         | <a href="#">Liz McIntyre</a>    |

| Wellbeing Student Support Services Staff: Regional Offices |   |
|--|---|
| Role   | Regional Offices  |
| Learning Diversity   | <b>Kate Sadler:</b> South<br><b>Monique Ryan:</b> North<br><b>Maria Richards:</b> North Central<br><b>Lisa Templar, Jacqui Pierce &amp; Nicole Jenkins:</b> Central   |
| Learning Diversity- Sensory Impairments                    | <b>Cheryl O'Dwyer:</b> South<br><b>Kelly Pails:</b> Central<br><b>Leonie Walsh:</b> North/North Central<br><b>Wendy Morley:</b> Central/ North  |
| Psychologists  | <b>Danielle Buzaglo:</b> South<br><b>Janette Trento:</b> Central<br><b>Tegan Bell:</b> Central<br><b>Patrice Rickard:</b> North Central<br><b>Carmel Jewell:</b> North  |
| Speech Pathologists  | <b>Robyn Cranage:</b> Central<br><b>Rebecca Free:</b> South<br><b>Miranda Pearse:</b> Central<br><b>Ashleigh Freckleton:</b> North Central<br><b>Sally Anderson:</b> North Central<br><b>Chelsea Harris:</b> North<br><b>Sarah Macdonald:</b> North Central |

| CEB Wellbeing: Student Support Diocesan |               |
|---|---------------|
| Role                                    | Area          |
| Student Wellbeing Education Officer     | Brooke Nester |
| Education Officer: SWPBS                | Anne Ruddell  |

|  |               |
|--|---------------|
| <b>Education Officer: New Arrivals / Refugees Diocesan</b> | Meagan Becker |
|--|---------------|

## Acronyms

|                |   |
|----------------|---|
| <b>AAC</b>     | <b>Augmentative and/or alternative means of communication</b>               |
| <b>AITSL</b>   | <b>Australian Teacher Performance and Development Framework</b>             |
| <b>AMP</b>     | <b>Attendance Maximisation Plan</b>   |
| <b>ATSI</b>    | <b>Aboriginal and Torres Strait Islander</b>                                |
| <b>BSP</b>     | <b>DAP Dynamic Assessment Process</b>                                       |
| <b>DDA</b>     | <b>Disability Discrimination Act 1992 (Cth)</b>                             |
| <b>EAL</b>     | <b>English as an Additional Language</b>                                    |
| <b>EAL/D</b>   | <b>English as an Additional Language or Dialect</b>                         |
| <b>ELP</b>     | <b>English Language Proficiency</b>   |
| <b>FFPOS</b>   | <b>Full Fee Paying Overseas Students</b>                                    |
| <b>FNA-P</b>   | <b>Functional Needs Assessment Profile</b>                                  |
| <b>GAC(P)</b>  | <b>Grants Allocation Committee (Primary)</b>                                |
| <b>GAC (S)</b> | <b>Grants Allocation Committee (Secondary)</b>                              |
| <b>GAC(TP)</b> | <b>Grants Allocation Committee (Targeted Program)</b>                       |
| <b>GRG</b>     | <b>General Recurrent Grants</b>   |
| <b>MMP</b>     | <b>Medical Management Plan</b>  |
| <b>NCCD</b>    | <b>Nationally Consistent Collection of Data on Students with Disability</b> |
| <b>PBL</b>     | <b>Positive Behaviour for Learning</b>                                      |
| <b>PLPs</b>    | <b>Personalised Learning Plans</b>  |
| <b>PSG</b>     | <b>Program Support Group</b>  |
| <b>ROSAE</b>   | <b>Record of Student Assessment and Evaluation</b>                          |
| <b>Rtl</b>     | <b>Response to Intervention</b>   |
| <b>SLT</b>     | <b>Senior Leadership Team</b>   |
| <b>SRG</b>     | <b>State Recurrent Grants</b>   |
| <b>SSSS</b>    | <b>Specialist Student Support Services</b>                                  |



|               |  |
|---------------|--|
| <b>SWID</b>   | <b>School Wide Information System</b>                            |
| <b>SWPBIS</b> | <b>School-Wide Positive Behaviour Interventions and Supports</b> |
| <b>UDL</b>    | <b>Universal Design for Learning</b>                             |
| <b>VTI</b>    | <b>Victorian Institute of Training</b>                           |