



CORPUS CHRISTI
COLLEGE



2023

Education Support Handbook

Welcome

The purpose of the Education Support Handbook is to provide a basic resource of practical information to support prospective and current parents. The Education Support Centre facilitates a holistic approach to inclusion that encompasses access, participation, engagement and inclusion of students with disabilities and special educational needs at Corpus Christi College.

The Education Support Centre (ESC) operates as part of the College, incorporating the same values, staffing, Year level programs and pastoral care activities. The inclusive model means that all students belong to the College and are encouraged to participate with peers with the appropriate supports.

The ESC is guided by a number of policies and legal frameworks, including the federal Disability Discrimination Act 1992 and the Disability Standards for Education 2005. These frameworks intend to give students with a disability the same rights as other students, including the right to education and training, and ensuring that they are able to participate in the Australian Curriculum on the same basis as their peers through meaningful and dignified learning programs.

Upon considering an application for enrolment to the ESC, there needs to be an in-depth consultative process between parents and College personnel in planning for a reasonable adjustment. An 'adjustment' is reasonable if it achieves curriculum access, while taking into account the student's learning needs and balancing the interests of all parties affected, including those of the student with the disability, the school, staff and other students.

Corpus Christi College has a purpose-built Centre catering for up to 30 students with disabilities from Years 7 to 12, each following an individualised education or transition plan. Students requiring significant curriculum adjustments to the mainstream program, and those with a diagnosed disability, will undertake classes primarily in the Centre.

The philosophy of teaching and learning in the Centre is to support each student achieve their personal best within their individualised learning plans. Specialised teaching staff, with the support of Teaching Assistants, deliver individualised and small group curriculum and learning programs, utilising current educational approaches which cover the academic, emotional, physical, social and pastoral development of students as lifelong learners.

The aim of the Centre is to equip students with skills to lead a more independent life beyond secondary schooling, ensuring they have the skills to function in an appropriate workplace environment and the wider community.

The ESC has four designated flexible learning spaces which can be modified and altered according to the needs of the students. All classrooms are equipped with projectors, apple TV, educational visual aids and supports, display space and sensory equipment such as wobble chairs, bean bags and standing desks. Included in the building is a sensory room, equipped with soft furnishings, lights and equipment to support students. A fully equipped kitchen, is the heart of the Centre, where students can learn functional cooking and life skills.

The Centre has two automated doorways for ease of access for all, one leading out to the main College and the other to an alfresco space and the designated parking are including bays for holders of ACROD. Students have access to a spacious bathroom with laundry facilities, which meets the needs of students who require specific personal hygiene management.

Enrolment

Students eligible for application to the ESC are those diagnosed with a disability under categories outlined in the DSM-V. All applications for submission must have an accompanying diagnostic report from a qualified Paediatrician or Medical Practitioner.

Enrolment Process Diagram



Program Placement

Students with disabilities are automatically attached to the Education Support Centre in order to provide specialised support within the College. They may engage in a program that runs primarily in mainstream or in a combination placement that may include the Education Support Centre program. The final placement or the program outlined in each student's timetable is at the discretion of the Director of Learning Support who oversees the educational programs of all students who have special learning needs.

Transition into Corpus Christi College

The transition to any new educational environment may be challenging for students with disabilities. Prior to commencing Middle School at Corpus Christi College, a transition program from primary to secondary school is recommended.

The process starts with a "Transition Meeting" in Term Three of Year Six. A "Transition Plan" is created outlining dates and times for transition visits. These include days or part thereof for students to visit the ESC and engage in activities.

Transition Meetings will include discussion of:

- Student profile, e.g. disability information, strengths, challenges
- Curriculum access, including literacy and numeracy, pastoral, social, medical and physical accommodations that may be required
- Priority goals of the parents and stakeholders (both short and long term)
- Staff professional learning required
- Education Support Centre Program process, including explaining the IEP/ITP development
- School management considerations including behavioural management plans, risk management plans, toilet and hygiene management plans and social competency plans
- Extra curricula activities and strengths to nurture

Education Support Centre Curriculum

Each year, ESC class structures are reviewed to reflect the needs of the students. All programs are developed by ESC staff to follow the Australian Curriculum. The focus of each program is based on the general capabilities of Literacy, Numeracy, Personal and Social Capability, in particular, students with disabilities can access teaching and learning programs drawn from age-equivalent learning area content that is relevant to their individual learning needs.

Curriculum Offered in the Education Support Centre

Year 7-8

Mathematics
English
Science
Humanities

Year 9-10

Mathematics
English
Science
Humanities

Year 11-12

Preliminary Religious
Education
Preliminary Mathematics
Preliminary English
Workplace Learning

Middle School

Middle School students are timetabled to ensure classes of English, Mathematics, Humanities and Science are provided in line with the Australian Curriculum. Students will attend a minimum of classes that include mainstream Homeroom, Physical Education and Religious Education classes with support staff, as required. The specific timetable is created by the Director of Learning Support in consultation with parents as it relates to the student's individual needs.

Year 11, 12

The Senior School ESC students have specifically designed Individual Transition Plans (ITP) to provide them with skills to transition past graduation. In Years 11 and 12, the focus is on a transition curriculum which is aimed at preparing students with skills and competencies to support a life of independence, contribution and fulfilment post school. The emphasis is on the whole person, developing numeracy, literacy, intra and inter-personal skills, and communication skills.

Religious Education

Students in Years 7 to 10 participate in mainstream Religious Education lessons as the first Learning Area of their IEP/ITP. Mainstream lessons are modified to each student's level.

In Years 11 and 12, our students follow the Preliminary Religious Education Course. Some students may (under the direction of the Director of Learning Support) be enrolled in the accredited course in Year 11 and 12.

Specialist Programs

Work Experience/Job Sampling

All Year 10, 11 and 12 students attached to the ESC have the opportunity to participate in a work experience program tailored to their individual needs. The experience will start after an Individual Transition Plan (ITP) has been discussed and decided that the student is ready to participate. In Year 10, the program usually starts with Job Sampling which enables us, in liaison with all stakeholders, to determine a future career pathway.

Examples of Job Sampling are:

- Working in the College Cafeteria
- Working on the school grounds with the Grounds Staff

Examples of Work Experience placements include:

OPEN EMPLOYMENT	STRUCTURED WORKPLACES
Woolworths	Workpower
McDonalds Australia	ACTIV
Spotlight	Good Samaritans Industries
Child Care Centres	Westcare
IGA	Proudly Productive
Animal Care	
Pets and Gardens	

Depending on ability and independence, some students will be destined to follow an Alternative to Employment pathway (ATE) which ensures that all students are given a meaningful pathway when they leave Corpus Christi College. ATE organisations include ACTIV, Interchange, Rocky Bay, DAADA, Workpower.

Bushrangers

Bush Rangers WA is a youth-based conservation and community development program. It supports young Western Australians to take an active role in the conservation of the natural environment and better understand the mechanisms for its management. It offers young people opportunities to undertake personal development training while developing their conservation skills and knowledge through involvement in practical nature conservation projects.

Excursions

Students participate in various excursions throughout the year. An online system of emailing parents for permission is used for each outing.

Inclusive Practice Fitness Program with Notre Dame University Physical Education students

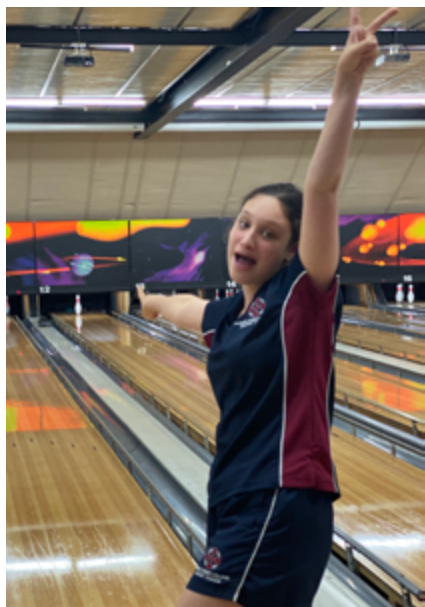
In Term 3 students attend the Adaptive and Inclusive Practice unit in Physical Education at Notre Dame University. The program is designed for students to receive personalised physical education and sporting activities that are best suited to their needs. The program also presents as a basis to ensure that educators are better prepared to work with students with challenges in the future.

ACC (Associated and Catholic Colleges) Inclusive Carnivals

Students participate in up to three ACC inclusive sports programs a term and include Bowling, Soccer, Fun Run, Sport Days, Swimming and Athletics.

Keeping Safe

The Keeping Safe: Child protection Curriculum aims to help young people to learn to recognize and report abuse and develop ways of protecting themselves from abuse. Its wider focus covers the rights, responsibilities, relationships, bullying, cyber bullying and ethical behavior. The framework adopts a whole school approach to safety and wellbeing.



Individualised Plans

All adjustments to the Australian Curriculum and general capabilities are documented for planning, implementation and assessment and reporting. The College ensures each of the four levels of adjustments required by the students to access the school are clearly outlined in plans such as:

- Individual Education Plan
- Individual Transition Plan
- Individual Adjustment Plan
- Health Care Plan (Medical or Toilet and Hygiene Management)
- Individual Behaviour Management/Support Plan
- Other

Individual Education Plans and Individual Transition Plans

An Individualised Plan is a way of establishing educational goals which recognise that a student has highly individual teaching and learning needs. It outlines a continuing and collaborative plan of strategies towards becoming a lifelong learner in the College.

An Individual Education Plan (Years 7- 10) or an Individual Transition Plan (Years 11 -12) is created for the students to access the curriculum. The IEP/ITP is developed in by the case manager (teacher responsible) in collaboration and consultation with Director of Learning Support, parents, teachers and other stakeholders. Meetings are conducted at the beginning of each semester to discuss the goals and outcomes of the IEP/ITP. The IEP/ITP is a working document and can be updated throughout the semester by all stakeholders. It is then reported on in comment form at the end of each Semester, in addition to the College report. Parents are then encouraged to book a review meeting for the discussion of the following Semester IEP/ITP.



IEP/ ITP Process:

1. Gather Information/Set Direction

Parents and case manager meet to set and prioritise long and short-term goals. Case Manager reviews specialist reports, previous IEPs, for incoming students speaks with primary school teacher.

2. Develop the IEP/ ITP

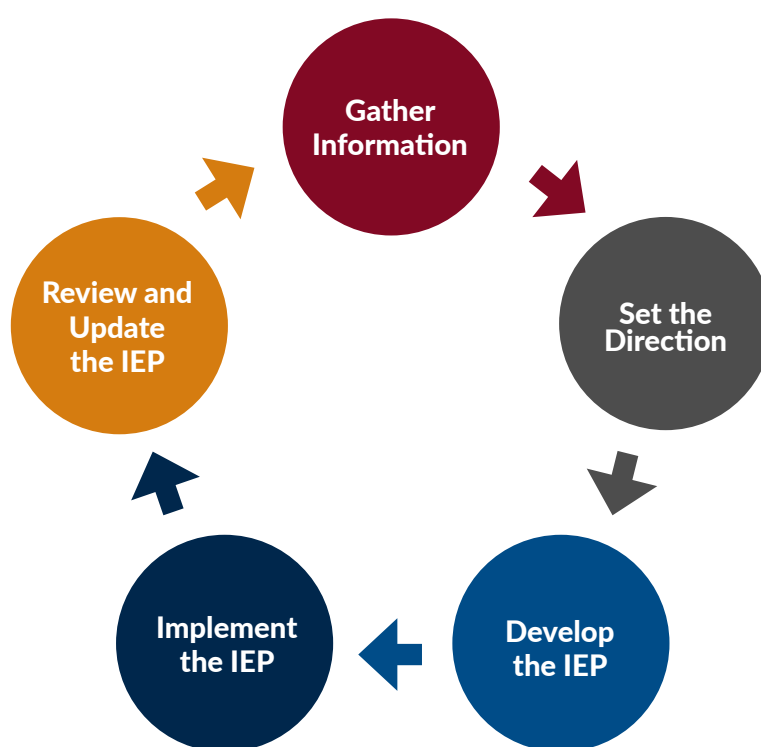
Case Manager develops IEP/ ITP document in consultation with all teachers and relevant stakeholders

3. Implement the IEP

IEP/ ITP is available to all College staff via SEQTA and strategies, and resources are provided to assist in students achieving goals. IEP/ ITP is forwarded to parents for review and a signed copy returned to the College to be stored on file.

4. Review and Update

IEP/ ITP reviewed and reported on at the end of each semester.



Importance is placed on liaising with all stakeholders to support the IEP/ ITP goals, ensuring collaboration on setting goals, strategies and assistive technology programs to maintain a consistent approach.

When your child is seen by a Service Provider (Speech Therapist, Occupational Therapist, Physical Therapist, etc.), they may document each session and provide notes on discussions held. This is referred to as a Service Log or Service Notes. The College may ask for a copy of these logs to assist in determining if further steps need to be implemented during school hours, which will enable staff working with the student be aware of the common strategies used so they can support generalisation of skill development.

The IEP Meeting Process

Parent input and participation is a critical process of the planning and reporting stages. Parents are encouraged to attend all IEP/ ITP meetings and book meetings throughout the year to formally set, revise goals.

An IEP/ ITP that has been developed collaboratively results in: a more holistic view of the student, the inclusion of those affected by the decisions, coordinated support, and wider access to a range of resources and strategies.

The College reports to parents by: communication in student diaries, emails, telephone calls, IEP/ ITP review meetings, and other meetings at the parents' request to review work sample files, review targets and strategies or to work together in a positive and collaborative approach.

Parent Involvement

The ESC is proud to instil a very strong 'parent as partners' philosophy, whereby communication is positive and rich towards the development of spiritual and academic outcomes for each student. Participation and attendance at Corpus Christi College events, parent information evenings, parent teacher meetings, IEP/ITP meetings and other relevant review meetings, are an integral part of committing to the Corpus community.

Parents are asked to submit all information and provide updated communication for their child's need, for example updated health plans for Epilepsy, Anaphylaxis, allergies, medical pumps and/or toileting needs.

The class teacher is first point of call for communication by the parent, followed by the Case Manager, Education Support Centre Co-ordinator or Director of Learning Support. This may be carried out in a phone call, daily communication through communication student diary, email or Direct Message on the school's SEQTA system. – Parent Code of Conduct - [Link to Code of Conduct](#)

It is appropriate to arrange a meeting time for review or concerns with your child's Case Manager. Whilst the ESC encourages parents to book such appointments, the College guidelines should be adhered to with regards to signing in and out at Front Reception. This is a security and safety requirement.

Corpus Christi Graduation

For students to receive Corpus Christi College Graduation they must take part in the Year 12 end of year mass, assembly and breakfast. Students will receive a College Reference upon graduation.

Western Australian Statement of Student Achievement (WAASA)

The WAASA is issued to all students and formally records achievement in Courses, qualifications and programs studied in Year 11 and 12.

Western Australian Certificate of Education

The WACE is awarded to students who successfully meet the required criteria of Senior Secondary Schooling in Western Australia. For students to achieve the WACE they complete a minimum of 20 units (or equivalent) over 2 years, as follows:

- Complete 4 ATAR Courses or a Certificate II (or higher)
- Vocational Education and Training qualification
- One pair of course units (excluding preliminary courses) completed from list A (Arts, Languages, Social Science) and List B (Mathematics, Science, Technology)
- Complete 2 Year 11 English units and a pair of Year 12 English units
- Achieve 14 C grades or higher over Years 11 and 12
- Achieve 6 C grades or higher in Year 12
- Certificate II courses provide 4 C's (2 in Year 11 and 2 in Year 12) upon successful completion

Students must demonstrate a minimum standard for literacy and numeracy through achieving

- Band 8 or higher in Year 9 NAPLAN, or;
- Category 3 in all components of the On-line Literacy and Numeracy Assessment (OLNA) – students have 6 opportunities over Years 10, 11 and 12.

Study towards WACE can take place over a lifetime.

Post-school Transition Planning

To assist in planning for the future, the following is a guideline of suggested activities and actions that young people, parents/carers may wish to consider in consultation with the College.

The College invites parents to consider involving external providers in the Transition meetings and may include:

- Department of Communities
- National Disability Coordination Office (NDCO)
- Therapists
- ATE service providers
- Disability Open Employment Agencies or Business Services

Parents/carers and students may increase awareness of post-school options, services and supports by:

- Visiting and participating in possible future environments, such as education/training, recreation and leisure opportunities
- Participating in information events such as Career Expos, Alternatives to Employment (ATE) Expos, TAFE/ University Open Days
- Gathering information about possible education providers, courses and programs offered – visit their website or obtain a copy of their handbook and
- Talking to people such as the Department of Communities, National Disability Coordination Office (NDCO), personnel from Disability Open Employment Agencies or Business Services, Centrelink personnel.

It is suggested that students apply for services. For example:

- Disability Support Pension by contacting Centrelink staff
- Employment assistance by contacting Centrelink staff or Disability Employment Services.

The link below will direct you to a list of service organisations that provide services on behalf of the Disability Services Commission.

<https://www.communities.wa.gov.au/services/disability-services/>



Transition Planning

Prior to the first transition meeting, students and parents will be asked to answer the following set of questions to assist in setting goals when planning for the student's future.

Vision: What would you like to see your child doing in five years from now?
School to Adult Life: What is most important to you about your child's transition from school to adult life?
Vocational: What type of work do you see your child doing in the future?
If your child has had work experience, what was the most positive outcome?
Living: Where do you see your child living in 5-10 years' time?
Social/Recreational: What social or recreational activities is your child involved with? What would you like to see your child involved in?

Transition Planning (cont.)

Life-long learning and study: What further education and training do you see your child undertaking in the future? Where do you see this happening?
Other Factors
Health: Are there any health or safety issues you feel should be considered in planning for the future?
Transport: Are there any transportation issues that you feel need to be addressed?
Finances/Income – including Centrelink: Does your child receive any financial support such as Disability Support Pension, Mobility Allowance, Pension Supplement?
Department of Community Services: Is your child a client of Disability Services? Are you receiving NDIS funding?

Positive Behaviour Support

The ESC implements a Positive Behaviour Support system in order to encourage students to

- Be Safe
- Be Respectful
- Be Responsible
- Be a Learner

Positive Behaviour Support (PBS) is a research based approach for teaching which reinforces expected social and behavioural skills so the focus can be on teaching and learning. Positive PBS is a proactive, team-based framework for creating and sustaining safe and effective schools.

Emphasis is placed on prevention of problem behaviour, development of pro-social skills, and the use of data-based problem solving for addressing existing behaviour concerns. The system is designed to promote positive behaviours in all students in the school and increasingly individualise support for some students who may need additional specialised support.

- Reinforcing appropriate behaviours: our primary goal is to reinforce appropriate behaviour through direct feedback and acknowledgement.
- Verbal acknowledgement: staff notice and tell students what they are doing right
- Raffle tickets: students earn raffle tickets when staff notice them demonstrating positive behaviours, linked to the Corpus Christi Learner Profile. Raffle tickets make students eligible to win prizes.
- Certificates: students are recognised for their achievements through awards and certificates.
- Affirmations: parents may receive an affirmation via SEQTA informing them when their son or daughter has made an outstanding effort to demonstrate our expectations.



Positive Behaviour Support (cont.)

	WHOLE SCHOOL	CLASSROOM	PLAYGROUND	TOILETS	TRANSITION/ LINING UP	BUS/EXCURSION
BE SAFE	<ul style="list-style-type: none"> Walk in school building. Keep hands, feet, body and objects to self Seek help from a teacher if you are feeling unsafe. Be where you are meant to be Respect personal space Be Sun Smart 	<ul style="list-style-type: none"> Move safely – walk Keep hands and feet to yourself Seek help from a teacher if you are feeling unsafe Stay in your classroom Use polite language 	<ul style="list-style-type: none"> Use equipment appropriately Seek help from a teacher if you are feeling unsafe Ignore bad choices of others and walk away Stay in the school grounds 	<ul style="list-style-type: none"> Use toilet appropriately and wash hands Seek help from a teacher if you are feeling unsafe 	<ul style="list-style-type: none"> Wait your turn Walk at all times Calm bodies Walk to destination 	<ul style="list-style-type: none"> Use a quiet voice Wear a seatbelt where fitted Head and arms inside the bus Stay seated Listen to supervisors and drivers Food and drink not allowed Boys and girls sit separately
BE RESPECTFUL	<ul style="list-style-type: none"> Use your manners Share and take turns Take care of our school Treat others as you would like to be treated Listen to each other Follow instructions of all staff Use polite language Celebrate achievements of others Be friendly Wear uniform 	<ul style="list-style-type: none"> Let other people learn Calm bodies Quiet voices Be a learner One person speaks at a time Respect others right to learn 	<ul style="list-style-type: none"> Be friendly Help each other Share school equipment 	<ul style="list-style-type: none"> Flush the toilet Use the waste bins Respect privacy of others Share school equipment 	<ul style="list-style-type: none"> Wait quietly in line Respect personal space 	<ul style="list-style-type: none"> Take care of the bus Quiet voices Use headphones if listening to music Represent the school in a positive manner
BE RESPONSIBLE	<ul style="list-style-type: none"> Keep the school clean Take care of your property Be on time Try your best Be responsible for your actions Look after school property Be truthful about your actions Be honest 	<ul style="list-style-type: none"> Clean up after yourself Play safely Follow instructions Use appropriate area for activity Be a positive role model Put equipment away when finished Play fairly 	<ul style="list-style-type: none"> Put your rubbish in the bin Play safely Follow instructions Use appropriate area for activity Be a positive role model Put equipment away when finished. Play fairly 	<ul style="list-style-type: none"> Turn off the tap Keep area clean and report mess 	<ul style="list-style-type: none"> Be prompt Start making transition when you hear the music 	<ul style="list-style-type: none"> Keep the bus tidy Sit in your designated seat Use a quiet voice when speaking
BE A LEARNER	<ul style="list-style-type: none"> Respect the rights of others to learn Have a go Be tolerant Listen to others Cooperate with others Be at school Actively participate 	<ul style="list-style-type: none"> Everyone is a learner Try your best Ask for help if you need it Persist at activities 	<ul style="list-style-type: none"> Play cooperatively with others. Seek help from a teacher if you are feeling unsafe 	<ul style="list-style-type: none"> Be aware of hygiene and health 	<ul style="list-style-type: none"> Co-operate with others Be patient Be respectful 	<ul style="list-style-type: none"> Co-operate with others Use quiet voices Behave in a manner suitable for the setting/venue/ environment Stay with the group

Conclusion

The College encourages every student to fully participate in a quality educational program. The ESC follows an inclusive philosophy, whereby all students are part of every aspect of College life. Individualised programs are facilitated and implemented, by accommodating for needs such as specialised equipment, medication and developmental learning styles.

Parents and students are required to adhere to College Policies including, the Code of Conduct, Uniform Policy, Information Communication and Technology Policy, as well as the term timetable and end of year dates.

The ESC prides itself on the high level of research-based learning programs and consideration of special arrangements to embrace the child within a holistic learning environment. Our high level of staff expertise is reflected in positive outcomes when students exit the Year 12 ESC program. Offering our students these many opportunities undoubtedly broadens their horizons and helps their integration into the wider community, whilst allowing an enjoyable, practical and beneficial learning experience at the College. Students, parents and stakeholders are made to feel welcome to our inclusive community.

The ESC strives to find its source and authenticity in the life of Jesus Christ by emulating our Mission.

Parents who wish to know more about the learning programs offered or supported by the Education Support Centre are encouraged to contact the Director of Learning Support, Ms Amanda Fernihough, at the College on (08) 6332 2500.

For more information about the College, visit our website www.corpus.wa.edu.au



Planning Timeline for Parents: Students with Disabilities

YEAR 4/5	<ul style="list-style-type: none"> • Visit selected secondary colleges • Check model of inclusion and support • Discuss child's needs • Make application to College of your choice
SECOND SEMESTER YEAR 4/YEAR 5	<ul style="list-style-type: none"> • College interviews for Year 7 intake • Attend interview with documentation as per request • Discuss educational goals for your child
YEAR 6	<ul style="list-style-type: none"> • Attend planning meetings for transition from primary to high school (Term 3) • Attend transition program days (Term 4) • Attend parent information meetings • Use visuals, photos of new school to reduce anxiety of changing environment (Term 4, holidays) • Read College ESC Handbook
YEAR 7	<ul style="list-style-type: none"> • Attend IEP meetings and parent information evenings
YEAR 8/ 9	<ul style="list-style-type: none"> • Attend IEP meetings and parent information evenings. • Consider subject selections for Year 9/10 based on student strengths and interests. (Term 3)
YEAR 10	<ul style="list-style-type: none"> • Attend IEP meetings and parent information evenings. • Investigate senior school options for Year 11/ 12 (Term 3) • Apply for Disability Support Pension (three months prior to student turning 16) • Confirm registration with Department of Communities for NDIS funding • Attend Abilities expo, Skills expo, TAFE open days
YEAR 11	<ul style="list-style-type: none"> • Attend ITP meetings – discuss post school pathway • Guide and support child in achieving ITP goals • Attend parent information evenings • Investigate/ visit appropriate post school option service providers • Attend Abilities expo, Skills expo, TAFE open days
YEAR 12	<ul style="list-style-type: none"> • Attend ITP meetings • Guide and support child in achieving ITP goals • Attend parent information evenings • Investigate/ visit appropriate post school option service providers • Attend Abilities expo, Skills expo, TAFE open days • Apply/ register child with TAFE (applications close early September – check with TAFE for date) • Attend TAFE interviews (previously held in November) • Liaise with College and service providers for transition • Provide school with information relating to post school destination



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