



# SCHOOLS FOR ALL

## 4th Quarter Executive Summary

### February 2017

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This Executive Summary provides an overview of key progress made across the ACT education sectors to implement the recommendations of the *Schools for All Children and Young People – Report of the Expert Panel on Students with Complex Needs* (Expert Panel Report). The Schools for All Program is a three-year program of system reform which aims to ensure that Canberra schools are safe, inclusive learning environments for every student.

Detailed achievements are provided in individual 4<sup>th</sup> quarter reports of the Association of Independent Schools of the ACT (AISACT), Catholic Education Archdiocese of Canberra & Goulburn and the Education Directorate (CE).

#### Highlights of Progress

The 4<sup>th</sup> quarter reports show strong progress continues to be made towards implementing the recommendations of the Expert Panel report. Importantly, there is continued commitment across the ACT education system to support schools to meet the diverse needs of all children and young people, particularly students with complex needs and challenging behaviour. Additionally, the ACT education system is building on its existing partnerships and collaborations with the broader human services sector including with the ACT Government's Community Services Directorate (CSD) and non-government community services organisations.

Key achievements for the fourth quarter include:

#### **Education Directorate**

- Collaboration with principals, community sector partners and other key stakeholders with the Griffith University to develop a model of support for students at risk of disengagement from high school.
- Expansion of the Positive Behaviour for Learning (PBL) project, employing two additional PBL coaches and commenced implementation in 25 schools.
- Strengthened the Network Student Engagement Teams by employing an additional 26 staff, including social workers, who will work with schools to better support students with complex needs and challenging behaviours.
- Development of a Collaborative Agreement across community sector, government, CE and AISACT to promote communication and better support for students in Out of Home Care.
- Continued upgrades of internal and external areas of 35 schools, with an investment of up to \$2.25 million to support schools to have safe, calming/sensory spaces.

#### **Catholic Education**

- Continued to work with school staff, parents and the broader educational community to bring to fruition the key messages of the Schools for All report in Systemic Catholic Schools across Canberra.
- Negotiated for all school communities to have access to SchoolTVme (<http://schooltv.me/>). This is a resource that can be accessed by all staff and parents to support their potential responses to the complex needs and challenging behaviours of students. The online resource provides advice on a range of everyday realities faced by schools and parents, such as online threats, anxiety, depression, self harm and substance abuse.

- Delivered professional learning to principals and CE staff on instructional leadership.

### **Association of Independent Schools of the ACT**

- The Association and Member Schools have embraced KidsMatter and MindMatters as programs for student wellbeing. 13 Member Schools have implemented either/or both programs, with many of these and others taking aspects of the programs to fit their school culture and existing pastoral care program.
- Continued to work with the Galilee School to provide its Trauma Informed Positive Behaviour Support Model to other Member Schools.
- AISACT is looking to work closely with Paul Hede, Architect, Fellow of the Australian Institute of Architects and multiple award winner for his designs of educational facilities. Paul's architect firm, Hede Architects specialises in the design of buildings and interior spaces for people with disabilities and educational settings.

The reports show further progress in implementing the fifty recommendations over the last quarter, with the independent Oversight Group's endorsing 21 for closure on 22 February 2017. Closure of recommendations is accepted on the basis that the intent of the recommendation has been met, and is likely to be sustainable through identified steps to embed it in ongoing business as usual.

As at February 2017, 32 (EDU) 14 (CE) recommendations are closed and 17 (EDU) 12 (CE) remain active for program management and monitoring:

Rec.	Education Directorate		Catholic Education		Rec.	Education Directorate		Catholic Education	
	Closed	Open	Closed	Open		Closed	Open	Closed	Open
Rec 3.1	<input checked="" type="checkbox"/>		N/A		Rec 11.4	<input checked="" type="checkbox"/>		N/A	
Rec 3.2	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>		Rec 11.5		<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>
Rec 4.1		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		Rec 11.6	<input checked="" type="checkbox"/>		N/A	
Rec 6.1	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>		Rec 11.7	<input checked="" type="checkbox"/>		N/A	
Rec 6.2		<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	Rec 12.1	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	
Rec 6.3		<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	Rec 12.2	<input checked="" type="checkbox"/>		N/A	
Rec 6.4	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>		Rec 12.3		<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>
Rec 7.1		<input checked="" type="checkbox"/>	N/A		Rec 12.4		<input checked="" type="checkbox"/>	N/A	
Rec 7.2		<input checked="" type="checkbox"/>	N/A		Rec 12.5		<input checked="" type="checkbox"/>	N/A	
Rec 7.3	<input checked="" type="checkbox"/>		N/A		Rec 12.6	<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>
Rec 7.4		<input checked="" type="checkbox"/>	N/A		Rec 12.7	<input checked="" type="checkbox"/>		N/A	
Rec 7.5		<input checked="" type="checkbox"/>	N/A		Rec 13.1	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	
Rec 8.1	<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>	Rec 13.2	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	
Rec 8.2	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>		Rec 13.3	<input checked="" type="checkbox"/>		N/A	
Rec 9.1	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>		Rec 13.4	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	
Rec 10.1	<input checked="" type="checkbox"/>		N/A		Rec 13.5	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	
Rec 10.2	N/A			<input checked="" type="checkbox"/>	Rec 13.6	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	
Rec 10.3	<input checked="" type="checkbox"/>		N/A		Rec 13.7	<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>
Rec 10.4	<input checked="" type="checkbox"/>		N/A		Rec 14.1		<input checked="" type="checkbox"/>	N/A	
Rec 10.5	<input checked="" type="checkbox"/>		N/A		Rec 15.1	<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>
Rec 10.6	<input checked="" type="checkbox"/>		N/A		Rec 15.2	<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>
Rec 10.7		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		Rec 15.3		<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>
Rec 11.1	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>		Rec 15.4		<input checked="" type="checkbox"/>	N/A	
Rec 11.2	<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>	Rec 15.5		<input checked="" type="checkbox"/>	N/A	
Rec 11.3		<input checked="" type="checkbox"/>	N/A		Rec 15.6	<input checked="" type="checkbox"/>		N/A	

The following table lists the recommendations that were closed during the 4th quarter.

Recommendations closed this quarter
<b>Education Directorate</b>
<b>Recommendation 3.2:</b> That ETD, CE, and each Independent School, develop practical and readily accessible guidelines to enable school leaders and staff to understand and comply with their core legal obligations with respect to human rights, discrimination, work health and safety, and privacy; including how to reconcile potentially competing obligations.
<b>Recommendation 7.3:</b> That the Centralised Placement Panel provide information about the profile and needs of prospective students to the relevant ACT Public School Principal, and consult with schools before reaching a decision to place a student in a Learning Support Unit.
<b>Recommendation 8.1:</b> That ETD, CE and each Independent School, ensure that all existing schools have safe, calming/sensory spaces that are appropriate to meet the needs of students with complex needs and challenging behaviour.
<b>Recommendation 8.2:</b> That ETD, CE and each Independent School, ensure that the design briefs for all new schools follow principles of universal design, and include an appropriate range of learning areas and facilities to meet the needs of students with complex needs and challenging behaviour. These may include flexible classroom areas with adjacent small group learning spaces, and inclusive playgrounds, as well as safe, calming/sensory spaces.
<b>Recommendation 9.1:</b> That ETD, CE, and each Independent School, (a) endorse School-Wide Positive Behavioural Support; (b) resource and support schools to implement the program for a minimum of three years; and (c) evaluate the success of the program.
<b>Recommendation 10.5:</b> That ETD develop a mechanism to allow each NSET, in circumstances where a student with complex needs and challenging behaviour does not meet criteria for Student Centred Appraisal of Need (SCAN) funding, to obtain funding for additional staffing or other services assessed by the NSET as necessary to adequately support that student.
<b>Recommendation 10.6:</b> That ETD collect and analyse data on student outcomes, and school, student and parent/carer satisfaction, with respect to the NSET program, and that this data be used to monitor and improve the effectiveness of ETD's overall strategy with respect to students with complex needs and challenging behaviours.
<b>Recommendation 11.1:</b> That ETD, CE, and each Independent School, develop practical guidelines on the appropriate use of voluntary withdrawal spaces, seclusion, and physical restraint.
<b>Recommendation 11.2:</b> That ETD and CE establish procedures that (a) enable ETD and CE to approve and monitor any behaviour support plans that propose the use of restrictive practices for an individual student; (b) require member schools to report each occasion of the use of restrictive practices to a nominated officer within ETD or CE; and (c) monitor the use of restrictive practices and identify trends in order to inform service improvement.
<b>Recommendation 11.6:</b> That ETD monitor and public report the proportion of suspensions, transfers and exclusions that are applied to students with disability and to students in out of home care.
<b>Recommendation 11.7:</b> That the ACT Government seek an amendment to the Education Act 2004 (ACT) to require Catholic and Independent Schools to report data of suspensions and exclusions of students
<b>Recommendation 12.1:</b> That ETD, CE, and each Independent School (a) develop and implement a case management framework for students with complex needs and challenging behaviour; and (b) support all schools to identify or recruit suitably qualified staff to act as case managers, including, for example, social workers, welfare officers, and/or community development workers.
<b>Recommendation 13.3:</b> That ETD immediately review the qualifications, experience and professional learning needs of all staff working in Learning Support Units and Centres, and ensure that these staff have access to appropriate and ongoing professional learning, further study and networking opportunities that are most relevant to their settings, their students and their personal professional needs.
<b>Recommendation 13.7:</b> That ETD, CE, and each Independent School, (a) prioritise scholarships and sabbaticals for school leaders and teachers to undertake formal study in relation to students with complex needs and challenging behaviour; (b) create opportunities for school leaders and teachers to visit and see in action practices in schools with a reputation for creative and resourceful approaches to teaching students with complex needs and challenging behaviour; and (c) create opportunities for these school leaders and teachers to become mentors and facilitators within networks, sectors, and schools.
<b>Recommendation 15.2:</b> That ETD, CE, and each Independent School, complement the reporting of students' academic performance with reports on student progress towards the personal and social-emotional goals listed in school's vision statements and strategic plans.
<b>Catholic Education and Education Directorate</b>
<b>Recommendation 6.4:</b> That ETD, CE, and AIS, negotiate a partnership agreement or Memorandum of Understanding with the Community Services Directorate to better meet the needs of students who live in out of home care, drawing on models such as the Victorian 'Out of Home Care Education Commitment'.
<b>Recommendation 13.1:</b> That ETD, CE, and AIS, liaise with the Australian Catholic University (Canberra Campus) and

the University of Canberra to review and improve the theoretical and practical relevance of teacher education units with respect to teaching students with complex needs and challenging behaviour.

**Recommendation 13.6:** That ETD and CE develop and implement a formal program of professional supervision to support staff working with students with complex needs and challenging behaviour, with priority for those staff in Learning Support Units and Centres.

#### **Catholic Education**

**Recommendation 3.2:** That ETD, CE, and each Independent School, develop practical and readily accessible guidelines to enable school leaders and staff to understand and comply with their core legal obligations with respect to human rights, discrimination, work health and safety, and privacy; including how to reconcile potentially competing obligations.

**Recommendation 9.1:** That ETD, CE, and each Independent School, (a) endorse School-Wide Positive Behavioural Support; (b) resource and support schools to implement the program for a minimum of three years; and (c) evaluate the success of the program

**Recommendation 10.7:** That ETD, CE, and each Independent School, commit to the professionalisation of LSAs and ensure that by 2018 (a) all LSAs hold, or are in the process of obtaining, at least a Certificate IV in School Age Education & Care or equivalent; and (b) all LSAs working in a Learning Support Unit or specialist school hold, or are in the process of obtaining, at least a Certificate IV in Education Support or equivalent.

## **Future Focus**

Over 2017 and beyond, the focus for the Directorate, AISACT, and CE, in collaboration with the broader human services, will be to progress the implementation of the remaining recommendations. The program will also concentrate on supporting further cultural change across the education system, so that the program's vision and goals are sustainable over the longer term. This will also include:

### ***Evaluation of the Schools for All Program***

The Directorate will be engaging an independent consultant to evaluate the Schools for All Program. The evaluators will conduct an evaluation across three focus areas:

- **Baseline:** What are the present state conditions?  
Assess the present context and essential elements for the Program across strategic, tactical and operational levels, as a base from which change and improvements can be measured during and after the program.
- **Outcome:** Are we making a difference?  
Assess the extent to which the Program is producing anticipated results and showing early signs of progress to achieve system-wide change towards the Program vision.
- **Recommendations:** How can we improve? Make recommendations for improvements to support:
  - (1) embedding of the Program vision across the ACT education system; and
  - (2) future data collection and measurements of change.

### ***Change Management***

A set of resources is being developed with a focus on building capabilities and encouraging behaviours that will serve as a catalyst for cultural change to embed the intent that schools are for all children and young people.

Supporting both the Evaluation and Change Management are several principles for inclusive education systems that were synthesised from the Expert Panel Report through a workshop held during 2016, with a range of stakeholders:

1. *Being informed:* Providing **clear, consistent, accessible information, laws and policies**
2. *Collaborating:* Building **strong partnerships** with all stakeholders
3. *Being effective and efficient:* Using evidence to **improve practice**
4. *Promoting student-centred outcomes:* Ensuring the **whole system works for students**
5. *Building capability:* **Looking after all staff** and supporting **educators to keep learning.**

### ***Building partnerships across the human services***

Meeting the wellbeing needs of children and young people is the responsibility of the whole human services system. The ACT education system is committed to improving partnerships across ACT government and with community organisations and advocacy groups, so that schools, students and their families can access the services they need, when they need them from across the human services system. The Schools for All program will continue to develop partnerships, programs and strategies, particularly through Project 9: Children, Young People and Families.

#### **Sign-off:**

Program Director sign off (EDU) Jacinta Evans	Feb 2017
Program Sponsor sign off (EDU) Deb Efthymiades	Feb 2017
Director-General sign off (EDU) Natalie Howson	Feb 2017
Executive Director sign off (AIS ACT) Andrew Wrigley	Feb 2017
Head of Religious Education and Curriculum Services (CE) Maree Williams	Feb 2017