



Table 1: Governance					
Program	Schools for All Program	Program Director	Jacinta Evans	Executive Sponsor	Joanne Garrison
Overall % Complete	Variance Status	Program Comments			
The Program incorporates 50 recommendations. The Education Directorate has completed 2 and Catholic Education has completed 0		<p>Education Directorate</p> <p>The focus from January 2016 to March 2016 has been on initial program implementation activities:</p> <p><i>Governance</i></p> <ul style="list-style-type: none"> - Finalisation of all program documentation. - Initial briefings of Oversight Group (17 Feb) and Program Board (11 Feb) held. - Consultation with CE and AIS ACT to share program documentation and discuss implementation status (28 Jan, 1 March). - Briefing of CORPEX (25 Feb). - Briefing of Better Services Taskforce (1 March). <p><i>Program Implementation Meetings</i></p> <ul style="list-style-type: none"> - Initial Briefing meeting with Project Integration Managers (11 Feb), and Working Group Meeting (24 Feb). Working Group meetings have been scheduled monthly. - Briefing of Education Strategy Division (23 Feb). - Briefing of Disability Education Reference Group (1 March) and additional stakeholders. <p><i>Project Integration Managers</i></p> <ul style="list-style-type: none"> - Project plan scoping and development. - February Project Status Report have been provided to Program Implementation Team (part of first quarter report). - Monthly written and verbal status reports will be provided at the Working Group Meetings. <p>Catholic Education</p> <p>The focus from January 2016 to March 2016 has been on initial program implementation activities:</p> <p><i>Student Centred Learning</i></p> <ul style="list-style-type: none"> - Development of the Archdiocesan Wellbeing Framework for students and staff which will provide the platform to implement the recommendations - Conceptualisation of the Student Centred Model aligned with the Archdiocesan Principles of Pedagogy - Formalisation of the documentation to support the Model, Student Centred Learning- Wellbeing and Diversity and School/ Student Engagement - Development of the Archdiocesan Wellbeing Framework - Finalisation of all program documentation. 			

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Overall % Complete	Variance Status	Program Comments			
		<p><i>Program Implementation Meetings</i></p> <ul style="list-style-type: none"> - Consultation with Service Areas within Catholic Education (3 meetings), all Archdiocesan Principals, cross sectoral collaboration– AIS and Directorate (3 meetings). - Wellbeing and Diversity Team Meetings (6 meetings) <p><i>Project Managers</i></p> <ul style="list-style-type: none"> - Project plan scoping and development. - February Project Status Report have been provided to wellbeing and Diversity Team (part of first quarter report), Heads of Service and the Director - Monthly written and verbal status reports will be provided at the weekly Wellbeing and Diversity Meetings. <p>Association of Independent Schools ACT</p> <p>The focus from January 2016 to March 2016 has been on initial program implementation activities.</p> <p><i>Student Centred Learning</i></p> <ul style="list-style-type: none"> - AISACT will run a professional learning event in May under the title <i>Managing Complex Behaviour in Schools</i>. This professional learning event will provide two staff from each of the eighteen Member Schools with the opportunity to explore best practice options for schools to imbed in whole school approaches. - AISACT has contacted an external provider to provide formal counselling services to schools. Not all schools are in a position to provide regular counselling services, and the provision of this service will greatly assist school communities. The provision of counselling services to AISACT Member Schools directly supports a number of the recommendations from the Expert Panel report. 			

Table 2: Program Objectives
<p>The objectives of the Schools for All Program are to:</p> <ul style="list-style-type: none"> • Progress the implementation of the fifty recommendations of the <i>Schools for All Children and Young People – Report of the Expert Panel on Students with Complex Needs</i> by 16 December 2016; • reinforce a student-centred vision that gives priority to each student’s needs in education policy and practice, particularly those with complex needs and challenging behaviours; • implement systemic cultural change, including major policy and program reform necessary to ensure that all recommendations can be sustained in the long term to support all students, particularly those with complex needs and challenging behaviours.

Table 3: Indicators of Broader System Cultural Change
<ul style="list-style-type: none"> • Collaboration with Catholic Education and Association of Independent Schools ACT resulting in increased information sharing to the benefit of students. • Linkages being established between the ten projects of the Schools for All Program and with other projects/programs across the Directorate that have an impact on or are impacted by the Schools for All Program. This is resulting in stronger collaboration and a streamlined, cohesive approach to delivery.

Table 4: Recommendations Closed to Date		
Recommendation	Date of closure	Rationale and Evidence
<p>15.2: 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.</p>	2 March 2016	<p>Education Directorate</p> <ul style="list-style-type: none"> The Reporting Student Achievement (K-12) policy was released to schools on 23 February 2016 and uploaded to the ED website. Report templates for years K-10 were provided to all ACT public schools via the Schools Bulletin on 01 March 2016 for implementation in Semester 1 reporting cycle. The new template is aligned with the Australian Curriculum Personal and Social Capabilities to support reporting on these domains. Copies of the policy and templates were provided to Catholic Education and Association of Independent Schools ACT on 2 March 2016.
<p>15.6: Minister for Education and Training establish an advisory group to consider progress reports from ETD, CE and AIS on their response to, and implementation of, the recommendations of the Expert Panel Report.</p>	February 2016	<p>Education Directorate</p> <ul style="list-style-type: none"> Oversight Group developed and all processes for reporting are in place and have been endorsed. Meetings are scheduled for 2016 with the final report to the Minister for Education due December 2016. The <i>Schools for All Program</i> Implementation team will report to the Oversight Group quarterly. The Oversight Group will then provide a report to the Minister for Education on progress to date against each recommendation.

Table 5: Project Achievements	
Project	Key Achievements
<p>Project 1: Appropriate use of Restrictive Practices and Withdrawal Spaces Project</p>	<p>Education Directorate</p> <p>Work is almost complete on the <i>Safe and Supportive Schools</i> Policy. The policy has been used as the basis for requiring schools to report the use of restrictive practices. Guideline B of the Policy provides guidance to schools regarding the use of restrictive practices, including guidance on how to reduce the need for the use of those practices.</p> <p>Work has commenced on drafting the processes which support decision making with regard to the use of restrictive practices. A working group has been identified to progress this work.</p> <p>Community Services Directorate has established the <i>Restrictive Practices Oversight Steering Committee (RPOSC)</i> to progress work against recommendation 11.3. The Education Directorate will present its restrictive practices policies and related documents at the next meeting of the RPOSC.</p> <p>Catholic Education</p> <p>Development of a survey for schools to investigate current practices for the use safe, calming/ sensory spaces in Catholic schools.</p> <p>School visits have commenced to review the calming/ sensory spaces currently being used in schools where students with higher levels of complex needs and challenging behaviours are enrolled.</p> <p>Heads of Service from Catholic Education have met and consulted and discussed the need for future school design briefs to include the components of this recommendation.</p> <p>Personalised Plans are providing a platform for the collection of data with regards to the use of restrictive practices.</p> <p>CE is engaged in conversations with CEC NSW re the inclusion of a field in student PPs alerting that restrictive practices are a part of a student's PP.</p>
<p>Project 2:</p>	<p>Education Directorate</p>

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Project	Key Achievements
<p>Suspensions and Alternative School Setting Project</p>	<p>A <i>Quick Reference Guide</i> has been drafted to support schools in understanding the <i>Education Participation (Enrolment and Attendance) Policy</i> and all related procedures including the <i>Exemption Certificate Procedure</i> and is going through an internal consultation process.</p> <p>A procurement process has commenced for a consultant to develop a Continuum of Educational Support model for students who are at risk or who have disengaged from education.</p> <p>Catholic Education</p> <p>The School Services and Human Resources Service areas have begun a consultative process to review current policies and practices with regards to alternatives for out-of-school suspensions.</p>
<p>Project 3: Allied Health and Specialist Support Project</p>	<p>Education Directorate</p> <p>Initial planning has commenced for the establishment of occupational therapy and speech pathology positions in NSET teams. ED and CSD have commenced discussions regarding transfer of excess officers from Therapy ACT prior to arranging further recruitment processes.</p> <p>The Network Student Engagement Team referral process has been changed and a referral form developed and advertised to schools. Schools are able to refer to NSET through a quick-link on the intranet. The new referral process includes response times.</p> <p>The referral system also allows for statistics to be kept about referral numbers, referral types and referral outcomes. This information is being used to determine management of NSET resources and to develop professional learning for NSET staff members.</p> <p>A review of professional learning needs for NSET staff has commenced and will inform the professional learning plan for this year.</p> <p>An additional Disability Education Partner has been provided to each NSET team to provide support to schools for students with disability (under the Disability Discrimination Act definition) including students with learning difficulties. One of those DEPs has been established as the lead Learning Difficulties Partner and this position will be further established and promoted to schools in Term 1 2016.</p> <p>The existing 'FAQ – Managing Externally Funded Service Providers as Visitors in ACT Public Schools' and 'Checklist – Managing an Externally Funded Service Provider in an ACT Public School' have been updated and re-advertised to schools along with related policies and procedures.</p> <p>Catholic Education</p> <p>Catholic Education's Religious Education and Curriculum Services area has restructured its Behaviour and Wellbeing team and Inclusive Practices team to form a single Wellbeing and Diversity team who is focusing on Student-Centred Learning across the Archdiocese.</p> <p>The Wellbeing and Diversity Team provides support at both school and individual student levels through a case-management approach.</p> <p>A new on-line referral process is now in operation ensuring school referrals are received and acted upon in a timely manner.</p> <p>The Wellbeing and Diversity Team appoint a Student/School Engagement Team (SSET) to respond to the referral. This involves the appointment of a Religious Education and Curriculum Services officer as the SSET case-managers, and access to specialist consultants, when required, who work with the student, their parents/carers and school based staff to meet student need.</p>
<p>Project 4: Policies,</p>	<p>Education Directorate</p> <p>Further scoping and planning of the project will follow the Student Pathways Mapping exercise which will be undertaken in March. This will provide further information about the data</p>

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<p>Procedures and Data Project</p>	<p>currently available to the Directorate, changes required to capture any additional relevant data and ensure that all relevant policies and guidelines are captured as part of the <i>Schools for All</i> Program.</p> <p>The Directorate is currently implementing a new Policy Development Framework over 2016. The updated policy development process aims to improve consistency and quality of documents, support a more integrated approach across the Directorate, facilitate accessibility and support schools in an authorising environment. It also aims to facilitate ease of access to policies for parents and the community. A meeting was held with Governance and Legal Liaison to discuss the policies/procedures impacted by the Schools for All Program. All policies and procedures relating to students with complex needs and challenging behaviours will be reviewed in accordance with the processes outlined in the Policy Development Framework. Schools for All Program Managers will work closely with Governance and Legal Liaison to maintain oversight of all policy development and review tasks.</p> <p>Catholic Education</p> <p>Catholic Education has commenced an audit of current policies and procedures with respect to their capacity to provide meaningful advice and direction to school staff. This audit is identifying policies and procedures that are due for review as well as areas where Catholic Education needs to develop new policies.</p>
<p>Project 5: Professional Learning and Support for Staff Project</p>	<p>Education Directorate</p> <p>The School Assistant Review has conducted a rigorous analysis of SA 2, 3 and 4 in ACT Schools. People and Performance had initial discussions regarding development of a Cert IV for school assistants to meet targeted need. Student Engagement will join this working group.</p> <p>\$100,000 of funds has been earmarked for supporting teachers to undertake qualifications relating to students with CNCB. This will commence for cohort 23 (applications closing 4 March 2016), and in to the future as per the ACT Government commitment.</p> <p>A key issue is that the Directorate’s Moodle platform with CIT for online learning modules has been decommissioned and will not exist after 30 June 2016.</p> <p>Catholic Education</p> <p>Catholic Education is currently undertaking an audit of the levels of training currently held by Learning Support Assistants.</p> <p>Officers from across Catholic Education are working closely with school leadership teams to ensure that all staff have completed the Disability Standards for Education (DSE) modules, developed by University of Canberra.</p> <p>Where identified through the School/Student e-Form referral process, officers from the Wellbeing and Diversity Team are delivering whole school professional learning around a school’s responsibilities in these areas.</p> <p>Human Resources Services in consultation with officers from Religious Education and Curriculum Services has taken responsibility for liaising with ACU and UC re the current levels of content to build the knowledge and capacity of teachers for addressing the complex needs and challenging behaviours of students. This is currently being addressed through the formation of the Student Engagement in Inclusive Learning (SEIL) project.</p> <p>School Services have invited Religious Education and curriculum Services to deliver specific workshops on addressing the wellbeing and learning of students with complex needs and challenging behaviours as part of their 2016 Early Career Teachers Days.</p>
<p>Project 6 : Student Centred Appraisal of</p>	<p>Education Directorate</p> <p>SRA timeframes will see the introduction of a new loading metric, methodology and supporting policy and guidance ready for the 2018 school year.</p>

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Project	Key Achievements
Need Project	
<p>Project 7: Universal School-Based Interventions Project</p>	<p>Education Directorate</p> <p>4 schools are starting to implement Positive Behaviour for Learning (School-Wide Positive Behavioural Support) and have visited western Sydney public schools who have implemented PBL.</p> <p>KidsMatter and MindMatters programs are currently utilised in 61 out of 87 public schools.</p> <p>Catholic Education</p> <p>CE identified KidsMatter, MindMatters, School Wide Positive Behaviour Support implementation in the strategic priorities documentation and this has been disseminated to all schools in October 2015.</p> <p>CE introduced opportunities for schools to take up KidsMatter, MindMatters, SWPBS through offering grants for Wellbeing projects, finalised in December 2015.</p> <p>Training of CE Staff in KidsMatter, MindMatters, SWPBS Programs is ongoing throughout 2016.</p> <p>Principal professional learning on the Archdiocesan Wellbeing Framework which highlights KidsMatter, MindMatters, SWPBS as key implementation priorities (March 2016).</p>
<p>Project 8: Student Voice Project</p>	<p>Education Directorate</p> <p><i>New School Improvement Planning Guidelines</i> articulate ‘the ultimate goal of school improvement is to improve outcomes for students, including levels of achievement and wellbeing, i.e. the student at the centre, this is linked with the school’s vision, and will provide the guidance for the priority/ies.’</p> <p>A Student Forum will be held in Youth Week 2016, the <i>Minister Student Congress</i>. Students will be involved in a process to develop tools that can assist schools to meaningfully and regularly consult with them.</p> <p>Catholic Education</p> <p>Students will be provided with a voice on the newly formed Archdiocesan Student-Centred Learning Advisory Group.</p> <p>The Archdiocese has developed a suite of documentation to support the implementation of a student centred vision. This will be launched in March 2016.</p> <p>Professional learning with Principals, Assistant Principals, Religious Education Coordinators, newly appointed staff have had a focus on the student-centred principles of pedagogy and consultation regarding the Archdiocesan Framework particularly Principle 7- A focus on student wellbeing and student ownership i.e. provision of a range of opportunities for student ownership and decision making, student voice and peer teaching.</p>
<p>Project 9: Children, Young People and Families Project</p>	<p>Education Directorate</p> <p>The Improving Educational Outcome for Students in out of Home Care Committee has commenced preparing an MOU. Community Services Directorate is leading the Committee. CEO and AIS have been invited to join the Committee to strengthen the system response.</p> <p>Catholic Education</p> <p>A Communication strategy has been established through CE and consultation processes agreed between stakeholders. Parent meetings have been scheduled.</p> <p>Early Learning Initiative has a focus on Parental engagement – Eight early learning parent</p>

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	<p>sessions held across the Archdiocese in Term 1 2016.</p> <p>Enhanced parent website through the Catholic Council of School Parents site with a focus on behaviour and wellbeing issues.</p> <p>Incorporation of parent engagement in the Wellbeing and Diversity Model.</p>
Project 10: Learning and Teaching Project	<p>Education Directorate</p> <p>The Reporting Student Achievement (K-12) policy was released to schools on 23 February 2016 and uploaded to the ED website.</p> <p>Report templates for years K-10 will be provided to all ACT public schools via the Schools Bulletin on 1 March 2016 for implementation in Semester 1 reporting cycle.</p> <p>The new template is aligned with the Australian Curriculum Personal and Social Capabilities to support reporting on these domains.</p> <p>Copies of the policy and templates will be provided to Catholic Education and Association of Independent Schools ACT on 2 March 2016.</p> <p>The Australian Research Alliance for Children and Youth (ARACY) has been engaged to progress parental engagement in the ACT. As at March 2016, the Directorate has been negotiating the scope of this work with ARACY which will include reviewing resources available to parents in other jurisdictions and the drafting of resources for schools to support effective engagement with parents/carers of students with complex needs and challenging behaviours.</p> <p>Catholic Education</p> <p>Regular meeting of the Catholic Council of Parents.</p> <p>Enhanced parent website through the Catholic Council of School Parents site with a focus on behaviour and wellbeing issues.</p> <p>Developing links with ARACY to access resources developed under the Progressing Parental Engagement program.</p> <p>Current reporting system is under review. Met with service areas regarding the need to include social and emotional goals in revised reporting templates.</p>

Table 6: Program Dependencies		
Program Dependencies	Impact on Program	Status
School Resource Allocation (SRA) - ED Business Improvement	Allied Health and Specialist Support Project (Recommendation 7.2 and 7.3). SRA timeframes will see the introduction of a new loading metric, methodology and supporting policy and guidance ready for 2018 school year.	Initial planning stages.
Functional Brief for the Construction of ACT Public Schools - ED Infrastructure & Capital Works	Project 1 – Appropriate use of Restricted Practices and Withdrawal Spaces Project (Recommendation 8.2).	A design brief for withdrawal spaces in new schools has been drafted and will be finalised as part of the <i>Functional Brief for the Construction of ACT Public Schools 2015</i> .
School Administration System (SAS) - ED Information Knowledge Services	Interdependencies to be scoped.	
Business Systems Portal - ED Planning & Performance	Interdependencies to be scoped.	

Program Dependencies	Impact on Program	Status
Health Access in Schools (HAAS) - ED People & Performance	Interdependencies to be scoped.	
Schools Performance and Accountability Framework - ED School Leadership	Interdependencies to be scoped.	
School Leadership Framework - ED School Leadership	Interdependencies to be scoped.	
Cultural Change - Schools for All (Schools) - ED Student Engagement	Cultural change is critical to ensure the implementation of the 50 recommendations is embedded and sustainable.	A dedicated change project for schools is in initial stages of scoping. Feedback will be sought through existing forums (AEU, DERG, ACTP&C), schools through feedback link on Intranet and families through quarterly parent forums and Internet. This will be monitored through Program Working Group Meetings.
Cultural Change - Schools for All (Central Office) - ED Student Engagement	Cultural change is critical to ensure the implementation of the 50 recommendations is embedded and sustainable.	A dedicated change project for Central Office is in initial stages of scoping. This will be monitored through Program Working Group Meetings and feedback from staff at central office meetings.
Safe and Supportive Schools Policy Review - ED Student Engagement	Project 1 – Appropriate use of Restricted Practices and Withdrawal Spaces Project (Recommendation 11.1)	Work is almost complete on the <i>Safe and Supportive Schools</i> Policy. The policy has been used as the basis for requiring schools to report the use of restrictive practices. Guideline B of the Policy provides guidance to schools regarding the use of restrictive practices, including guidance on how to reduce the need for the use of those practices. Work has commenced on drafting the processes which support decision making with regard to the use of restrictive practices. A working group has been identified to progress this work.
Respectful Schools, Respectful Behaviour Resource - ED Student Engagement	Interdependencies to be scoped.	
Wellbeing and Inclusion Team - Catholic Education (CE)	Project 3 Allied Health and Specialist Support Project & Project 5: Professional Learning and Support for Staff Project	The success of the program is dependent on the effectiveness and utilisation of the allied health professionals and the quality of the professional learning offered through Project 5.
Better Services - Strengthening Families Initiative (Human Services Blueprint) - CSD	Interdependencies to be scoped.	
Human Services Gateway (Human Services Blueprint) - CSD	Interdependencies to be scoped.	
West Belconnen Local Services Network (Human Services Blueprint) - CSD	Interdependencies to be scoped.	The ACT Government has also established an innovative trial fostering collaboration in West Belconnen under the Better Services initiative. Local schools, businesses and community services providers are working together to meet the needs of their community and a pooled funding arrangements is a feature of this model. The West Belconnen trial will be evaluated and an assessment of broader application made in

Program Dependencies	Impact on Program	Status
		2016.
Step Up for our Kids Program for Children in Care - CSD	Interdependencies to be scoped.	The ACT Government has recently invested \$16 million into the development of strategic and client centred services for children in out of home care through a Step Up For Our Kids Program, and additional programs to assist children to remain with their parents through the Strengthening High Risk Families domain.
Schools as Communities (former project) - CSD	Interdependencies to be scoped.	
KidsMatter Program – PAI MindMatters Program - PAI	Project 7 – Universal School Based Interventions Project (Recommendation 6.1)	KidsMatter and MindMatters programs are being utilised by Public, Catholic and Independent Schools in the ACT. In total there are 73 primary schools in the ACT implementing KidsMatter and 28 high schools implementing MindMatters. 227 educational leaders across 51 government and non-government schools are registered for KidsMatter and MindMatters professional learning events in 2016. The Education Directorate together with the Health Directorate and the PAI ACT team, is encouraging participation by providing staged grants (\$15,000 in total) for schools to assist action leadership teams to train, implement and embed the frameworks and wellbeing cultures in all ACT schools. Schools are required to provide evidence of successful implementation.
Parental Engagement - ARACY	Project 10 – Learning and Teaching Project (Recommendation 6.3)	Underway with Australian Research Alliance for Children and Youth (ARACY) engaged to progress parental engagement in the ACT. As at March 2016, the Directorate has been negotiating the scope of this work with ARACY which will include reviewing resources available to parents in other jurisdictions and the drafting of resources for schools to support effective engagement with parents/carers of students with complex needs and challenging behaviours.
Primary School Early Mental Health - CAMHS	Interdependencies to be scoped.	CAMHS Primary School Aged Early Mental Health Program targets 5-12 year old children with emerging mental illness. CAMHS works in partnership with ED and Child and Family Centres.
Nationally Consistent Collection of Data on School Students with Disability - Australian Govt DET	Interdependencies to be scoped.	






Table 7: Program Management Issues			
Issue	Impact	Avoidance and Mitigation	Status
<p>ED Primary Issue</p> <p>Program has not got the 'buy in' necessary to enable Program Implementation Team to have oversight over Project/Program dependencies across Directorate. Program Implementation Team has had some difficulty engaging with some areas across the Directorate and has found that program timeframes can be disregarded in favour of line area priorities.</p> <p>CE Collaboration has not been maintained between service areas to ensure clear expectation regarding deliverables are met and each area is taking full carriage of their specific projects.</p>	4	<p>Program Director and Sponsor to brief monthly at CORPEX meetings and impress upon all Directors the need for themselves or their chosen delegate to attend all Program Working Group Meetings.</p> <p>CE Heads of Service adhere to weekly meetings regarding projects.</p>	●
<p>ED Project Capture Templates have not been finalised. Lack of project management expertise of the Project Integration Managers has resulted in inability to accurately scope the projects and timeframes.</p> <p>CE Scoping of projects has been inaccurate and non-specific.</p>	4	<p>ED Program Managers to work alongside Project Integration Managers to develop a project scope and schedule. This has been unachievable due to capacity (time). Alternatively the external consultant could be engaged for a two day training for Project Integration Managers to guide them in scoping their project.</p> <p>CE Two day consultation process to be undertaken 10/11 March to scope the projects more realistically and with greater accuracy with the assistance of a consultant.</p>	●
<p>ED Original timeframes for Program Schedule (completed with consultant) are not realistic e.g. all projects are due to be completed by 30 June but policy development will take longer. Project Capture Sheets reflect more accurate timeframes.</p> <p>CE Timeframes too difficult to meet to deliver quality results.</p>	3	<p>ED Program Schedule will be revised to reflect timelines in Project Capture Sheets. This will still enable the program delivery date to be Dec 2016.</p> <p>CE Two day consultation process to be undertaken 10/11 March to scope the projects more realistically and with greater accuracy, with the assistance of a consultant.</p>	●
<p>ED Student pathway mapping requires input from officers outside Student Engagement Branch. Delay in sign off of Communications strategy and briefing of CORPEX have delayed this exercise.</p>	3	<p>A student pathways mapping meeting has been scheduled for Tuesday 8 March.</p>	●
<p>ED Actions are coming out of the weekly MINSET meetings that are not being formally trimmed through MCR. This is resulting in double handling of information and unclear processes.</p>	4	<p>Ensure MINSET actions are trimmed formally through MCR.</p>	●
<p>CE Weekly Wellbeing and Diversity Minutes not circulated to the other service areas.</p>	3	<p>The Wellbeing and Diversity Team allow access to the W&DT Minutes to Schools Services and Human Resource Services through the portal or email.</p>	●

Table 8: Program Implementation Risks			
Risk Description	Risk Category	Avoidance and Mitigation	Residual Risk Rating
ED Decisions are not obtained in accordance with established timelines. This is significant.	4	ED Establish direct line of approval. Agree on timeframes for various approvals. Book time in advance to obtain approvals. Maintain issues register and note clearance timeline issues.	2
ED A similar incident happening again, resulting in a reputational risk that undermines the entire Program.	3	ED Schools for All Program implementation and evaluation. Maintain Program Schedule to ensure that key deliverables are achieved on time. Regular project reporting. Program Evaluation will identify that change is sustainable and embedded.	2
ED Project Integration Managers release components without authorisation of the Program Managers. This is significant as some key Project Integration Managers have not attended Program Working Group Meetings.	4	ED Project Implementation Team has briefed current Project Integration Managers as a collective on program plan, revised governance arrangements and communication strategy. Brief highlighted the release strategy of components and information about projects. Project Integration Managers will be engaged to co-develop release strategy.	1
ED Project Integration Managers do not meet their planned timelines. This is significant. Some Project Implementation Managers did not meet their reporting timeframe. CE Project Managers do not meet their planned timelines.	4	ED Program Implementation Team to continue to monitor project progress by liaising weekly with Project Integration Managers. Monthly written project status reports written by Project Integration Managers, cleared by Directors and provided to Program Implementation Team. Project register will be updated with key timeframes (once project capture sheets finalised) and Implementation team will seek project managers' collective endorsement of timelines. Develop escalation pathways for projects not tracking to agreed timeline. Adjust release schedule to compensate. CE Fortnightly updates provided by Project Manager to Head of Service on key deliverables. Heads of Service ensure that their weekly meeting is held or rescheduled if one member is not available so that report from the three main service areas- Human Resources, Schools Services and RE&CS communicate achievements against the plan. Head of Service report to the Director in weekly update on progress.	2
ED Project Integration Managers' plans are in an inconsistent format which makes it difficult to determine the scope of each project and map the work being performed. Significant as varying levels of project management expertise amongst project integration managers.	4	ED Establish project management methodology with all project integration managers. Develop project capture templates and support Project Integration Managers to scope each project. Maintain project register and undertake weekly liaison with Project Integration Managers. Recommended two day training with consultant for project integration managers (where required), as Program Managers have not had capacity to do this	3
CE AIM Project Management methodology System endorsed but not embedded across service areas.	4	CE Project Management Committee to meet regularly with Project Managers with the aim of creating greater consistency across the project plans. Find alignment between ED project management approach and AIM methodology used by CE.	2

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Risk Description	Risk Category	Avoidance and Mitigation	Residual Risk Rating
ED & CE Various stakeholder groups feel they are not being engaged satisfactorily.	4	<p>ED A detailed communication strategy and 2016 schedule has been developed, targeting various stakeholder groups that incorporates feedback mechanisms. Program Director will attend and brief existing forums (AEU, DERG, ACTP&C). A media and communications officer is part of the Program Working Group. Establish website (Intranet/Internet) as central communications tool. Establish a feedback mechanism on the Directorate's Internet page. Allow time for informal discussion prior to and at conclusion at various forums to determine level of engagement and satisfaction.</p> <p>CE Increase the frequency of the Student Centred Learning Advisory Group to ensure key stakeholders are being represented and communication is effective. Regular updates made by Project Managers to Service Area Leadership Team (SALT) Report provided on a monthly basis to catholic education Commission on progress. Wellbeing and Diversity web presence to be promoted as a vehicle for engagement in the issues through the utilisation of the forum.</p>	1
ED & CE Opportunity for cultural change within schools is not realised during the life of the program (3 years).	4	<p>ED Establish dedicated change project for schools which could include various staff development sessions throughout the year. Monitor through Program Working Group Meetings. Seek feedback through existing forums (AEU, DERG, ACTP&C), schools through feedback link on Intranet and families through quarterly parent forums and Internet. Program Evaluation.</p> <p>CE Evaluation to occur from the commencement of the project. Seek feedback through existing committees i.e. Archdiocesan Primary Principals Association, Archdiocesan Catholic Education Commission, Archdiocesan Principals Executive, Council of Catholic Parents, Learning and Teaching Facilitators Network, Assistant Principals Network and newly formed Student Centred Learning Advisory Group which includes student representatives.</p>	2
ED & CE Opportunity for cultural change within central office is not realised during the life of the program.	4	<p>ED Establish dedicated change project for central office staff which could include various staff development sessions throughout the year. Monitor through Program Working Group Meetings and feedback from staff at central office meetings. Program evaluation.</p> <p>CE Continual reinforcement and connection to vision, Archdiocesan Wellbeing Framework and Principles of Pedagogy to build the connection between programs.</p>	2
ED Priority of the program is changed as a result of leadership change.	2	ED Present program plan and current issues to relevant leaders. Have DG issue endorsed priority and authority for the program. Ensure consistent messaging across all forums by respective DGs.	1

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<p>ED Program Implementation Team is unable to meet timeframes due to broad scope of the Program and Program Implementation Managers also being Project Integration Managers.</p> <p>CE Wellbeing and Diversity Team not able to adhere to timeframe.</p>	3	<p>ED Additional resourcing (FTE) achieved. Maintain Program Schedule to ensure that key deliverables are achieved on time.</p> <p>CE Prioritisation of programs within the Wellbeing and Diversity Team to ensure compliance with timeframe for deliverables.</p>	1
<p>ED & CE Unanticipated constraints make implementation 'unlikely, unnecessary or inappropriate'.</p>	2	<p>ED and CE Monitor constraints.</p>	1
<p>ED & CE Budget not adequate to address recommendations.</p>	3	<p>ED Close monitoring of budget bids. Monitoring through Strategic Finance.</p> <p>CE Monthly analysis of Budget Control Statements.</p>	2
<p>ED Association of Independent Schools and Catholic Education do not implement the program and reputation of the Education Directorate is damaged.</p>	2	<p>AIS and CE members of program board. Regular meetings occur between Program Director and Program Sponsor and the CE and AIS. Program documentation is shared with CE and AIS. CE and AIS contributing to individual project working groups. Monitoring through engagement with CE and AIS via Program Board, Executive catch ups and project working groups.</p>	1
<p>CE Schools are not fully aware of the extent of the workload in relation to the implementation of the recommendations.</p>	4	<p>CE Provide overview of how the system will support them in addressing the recommendations. Promote the July Lead Conference as a vehicle to up skill teachers in the necessary programs that require implementation.</p>	2

Issue/Risk Rating	
1	Low
2	Medium
3	High
4	Very High
5	Extreme

Status Legend	
	Action is complete.
	<5% Variance from Program Schedule – action has commenced and is on target to meet completion date.
	5 to 10% Variance from Program Schedule – action is in progress but has been delayed.
	>10% Variance from Program Schedule – action has commenced but is significantly delayed.
	Work not commenced on the action yet.

Program Director sign off
Program Sponsor sign off

Jacinta Evans
Joanne Garrisson

March 2016
March 2016