






# Schools for All

## Quarterly Report to Oversight Group





	Recommendation	Original Due Date	Revised Due Date	Status Flag	Outcomes Achieved	Issues Noted Blockers/ Interdependencies
<b>1. Appropriate use of Restrictive Practices and Withdrawal Spaces Project</b>	<b>3.1:</b> That the ACT Government, when responding to the recommendations of the Law Reform Advisory Council's review of the Discrimination Act 1991, considers issues of consistency between Commonwealth and ACT discrimination law when applied in the context of education services.	2016-2017		●	<p><b>February 2016</b></p> <p><b>Education Directorate (ED)</b></p> <p>JaCS is seeking Government's approval to amend the Discrimination Act to improve its scope, coverage and operation including the issues of consistency between Commonwealth and ACT discrimination law when applied in context of education services.</p>	
	<b>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.	Oct 2016 (ED)	April 2016 (CE)	●	<p><b>February 2016</b></p> <p><b>ED</b></p> <p>Finalised planning for this work package to include completion of the second phase audit of schools and undertaking a grants process to support schools in undertaking work for safe sensory spaces.</p> <p><b>Catholic Education (CE)</b></p> <p>CE has developed a survey for schools to investigate current practices for the use of safe, calming/sensory spaces in catholic schools. Survey to be completed by schools in March. 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 (March/April).</p> <p>Conversations have commenced with individual schools around a review of current spaces in order that they address student needs.</p>	<p><b>CE</b></p> <p>Current schools practices and the available spaces in schools.</p> <p>As schools are committed to ensuring that these spaces are well supervised they are often located in areas of the schools frequented by executive staff. This results in a potential</p>





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						perception that these spaces are more focused on supervision than a place to have sensory needs met and the provision of opportunities to engage in calming behaviours.
	<b>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.	March 2016 (ED)	2017 (CE)	 	<b>February 2016</b> <b>ED</b> A design brief for withdrawal spaces in new schools has been drafted and will be finalised as part of the Functional Brief for the Construction of ACT Public Schools 2015.  <b>CE</b> CE Heads of Service have consulted and discussed the need for future design briefs to include the components of this recommendation. Officers from Resource Management and Strategy have engaged in consultation with Religious Education and Curriculum Services around the development of future projects.	
	<b>11.1:</b> That ETD, CE and each Independent School develop practical guidelines on the appropriate use of voluntary withdrawal spaces	March 2016 (ED)			<b>February 2016</b> <b>ED</b> <i>Safe and Supportive Schools Policy</i> has been updated and revised to reflect the management of complex needs and challenging behaviours.  <i>Restrictive Practices Guidelines</i> and <i>Withdrawal Spaces Guidelines</i> have been developed in conjunction with the <i>Safe and Supportive Schools Policy</i> .	<b>February 2016</b> <b>ED</b> The policy and guidelines are awaiting final clearance and will be published on the Directorate Intranet and Internet.

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			CE 2017	●	<p><b>CE</b></p> <p>CE has developed and commenced a survey and consultative process to seek information around current practices. This is informing the development of guidelines around the use of voluntary withdrawal spaces in Catholic Schools.</p> <p>CE is researching best practice in the uses of voluntary withdrawal spaces in schools. This research will inform the development of guidelines, information for parents and associated professional learning.</p>	<p><b>CE</b></p> <p>It is noted that schools currently engage in a variety of practices around student withdrawal and as such the release of guidelines will need to be supported by a program of professional learning opportunities for school leadership teams.</p>
	<p><b>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. That each Independent School establish procedures that enable any behaviour support plans that propose the use of restrictive practices to be approved by the school leadership or management.</p>	March 2016 (ED)	CE 2017	●  ●	<p><b>February 2016</b></p> <p><b>ED</b></p> <p>The <i>Safe and Supportive Schools Policy</i> requires that schools report each occasion of the use of restrictive practices to the School Network Leader within 24 hours of the incident. The policy requires that all behaviour support plans proposing the use of restrictive practices are presented to the School Network Leader for approval.</p> <p>Further work will be undertaken to strengthen decision-making processes, including the use of a panel such as the one used by Disability ACT while the cross-directorate response is being finalised.</p> <p><b>CE</b></p> <p>CE has establish a Wellbeing and Diversity team made up of officers with a broad range of expertise in areas of addressing the behavioural support needs of schools.</p> <p>Student /Schools Engagement Teams (SSET) have been established who use a case-management approach to monitor behaviour management strategies. Managers of these teams document in their case-notes occasions where restrictive practices are being used/proposed by schools.</p>	<p><b>CE</b></p> <p>CE needs to work closely with CEC NSW to bring about a change in the current format of the Personalised Plans for students.</p>

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					<p>A Student-Centred Learning team meet weekly to review the case-notes from the SSETs. Any references to restrictive practices are discussed and contact is made with relevant schools.</p> <p>CE Senior Officer Wellbeing and Diversity has been nominated as a reference point for schools when considering restrictive practices as part of a student's Personalised Plan. Personalised Plans are providing a platform for the collection of data with regards to the use of restrictive practices.</p>	Officers from Religious Education and Curriculum Services will require joint processes for responding to schools who propose the use of restrictive practices.
	<b>11.3:</b> That the ACT Government implement a whole-of-government approach, and develop a legislative framework, to regulate the use and independent oversight of restrictive practices in all ACT schools, and other relevant settings.	Dec 2016		●	<p><b>February 2016</b></p> <p><b>ED</b></p> <p>The Community Services and Education Directorates have established a whole-of-government <i>Restrictive Practices Oversight Steering Committee</i>.</p> <p>The Committee is exploring a principles-based policy approach to restrictive practices across service systems, including schools. The Committee has agreed to provide advice and direction on particular service areas, including education and specialist disability services.</p> <p>Education will present its current policies to the Steering Committee in March for consideration.</p> <p><b>CE</b></p> <p>CE has acknowledged support for such a process.</p>	
	<b>15.6:</b> That the Minister for Education and Training establish an appropriately constituted advisory group to consider progress reports from ETD CE and AIS on their response to and implementation of the recommendations of this Expert Panel report. ETD, CE and AIS should provide progress reports annually to the advisory group for three years, with	Feb 2016	COMPLETE	😊	<p><b>February 2016</b></p> <p><b>ED</b></p> <p>Oversight Group has been established 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.</p>	

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	the first reports to be provided in November 2016.				<b>CE</b> CE has acknowledged support for the formation of and participation in such an advisory group.	
<b>2. Suspensions and Alternative School Setting Project</b>	<b>7.4:</b> That ETD publish information about support and education options for students at risk in the ACT Public School system, including the location of programs, operational philosophy, curriculum offered, criteria for enrolment, and referral process.	30 July 2016		●	<b>February 2016</b> <b>ED</b> Student Engagement proposes to develop a model of a continuum of support for students at risk. Initial scoping has been undertaken and further work will be undertaken in March and April.	
	<b>7.5:</b> That ETD develop and implement a coherent strategy for the provision of alternative education programs and/or other flexible learning options, for students at risk of disengaging from secondary school. This strategy should ensure that, if required, such students have access to an appropriate alternative education program throughout their secondary schooling, building on the positive features of the Achievement Centres and Connect10 programs.	30 July 2016		●	<b>February 2016</b> <b>ED</b> Student Engagement proposes to develop a model of a continuum of support for students at risk. A Statement of Requirements is being developed to start a procurement process for a consultant to develop the model.	
	<b>11.4:</b> That ETD (a) amend the Exemption Certificate policy and procedures to require all Exemption Certificates to be subject to regular review (for example, every six months) to ensure that the exemption remains necessary; and (b) monitor the basis for the exemption of students, and the proportion of students subject to exemption who have a disability.	Oct 2016		●	<b>February 2016</b> <b>ED</b> A Quick Reference Guide has been drafted to support schools in understanding the Education Participation (Enrolment and Attendance) Policy and all related procedures including the Exemption Certificate Procedure and is going through an internal consultation process.  All exemption certificates are managed by Student Engagement and are recorded in a central database. They are now reviewed by Student Engagement every six months. Out of home care status applications must be signed by the Director General CSD as guardian. A disability status field will	<b>ED</b> Project 4 – Policies, Procedures and Data Project  Planned Policy Review Cycle



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					<p>be added to the application form.</p> <p>This will be documented following review of policy and procedures.</p>	
	<p><b>11.5:</b> That ETD, CE, and each Independent School, provide alternative options to out-of-school suspension where appropriate and possible, including in-school suspensions with temporary additional staffing or support.</p>	Dec 2016		<p></p> <p><b>ED</b> The current Suspension, Exclusion and Transfer Guidelines will be updated to include advice to schools about alternatives to out of school suspensions.</p> <p></p> <p><b>CE</b> The CE 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><b>February 2016</b></p>	
	<p><b>11.6:</b> That ETD monitor and publicly report the proportion of suspensions, transfers and exclusions that are applied to students with a disability and to students in out of home care.</p>	Dec 2016		<p></p> <p><b>ED</b> Options for the type of suspension data and publication platform have been presented for consideration by senior executive and further work will be progressed following feedback.</p>	<p><b>February 2016</b></p>	
	<p><b>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, including the proportion of students with a disability and students in out of home care, to the Registrar of Non-Government Schools.</p>	TBC		<p></p>	<p><b>February 2016</b></p> <p>This element of work requires full scoping and planning.</p>	

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<b>3. Allied Health &amp; Specialist Support Project</b>	<b>7.2:</b> That ETD consult stakeholders and develop and publish a policy and procedure regarding the placement of students in Learning Support Units and Centres, covering issues including: timing, eligibility criteria, and rights of review of placement decisions.	May 2016			February 2016 <b>ED</b> Initial planning and review of current document commenced.	<b>ED</b> Student Resource Allocation Project  Project 6 - Student Centred Appraisal of Need Project (recommendation 14.1)
	<b>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.	Aug 2016			February 2016 <b>ED</b> Initial planning and review of current document commenced.	<b>ED</b> Student Resource Allocation Project  Project 6 - Student Centred Appraisal of Need Project (recommendation 14.1)
	<b>10.1:</b> That ETD increase the number of psychologists/school counsellors (or other professionals with complementary expertise) within schools to meet the ratio of 1:500 students recommended by the Australian Psychologists and Counsellors in Schools Association.	July 2016			February 2016 <b>ED</b> Initial planning based on NSET referrals from schools. Information has been used to identify required allied health positions. An additional 4 FTE school psychologists were added following agreement of the Teacher Enterprise Bargaining Agreement.  Education Directorate has commenced initial recruitment processes to engage additional allied health professionals to support and strengthen multidisciplinary teams in schools.	
	<b>10.3:</b> That ETD ensure that the NSETs are sufficiently resourced and supported to allow them to (a) provide ongoing coaching to teachers within the classroom setting to assist with the support of students with very challenging	July 2016			February 2016 <b>ED</b> New referral process which is supporting timely response and providing clear data on number and types of referrals.	




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	behaviours; (b) respond proactively and in a timely way to meet identified needs; and (c) develop a high level of expertise in relation to the support and management of students with very challenging behaviours, and obtain specialist consultant advice where required.				<p>Review of NSET staff training has commenced and will inform plan for ongoing professional learning for these staff.</p> <p>TQI-registered training on supporting students with complex needs and challenging behaviour has been identified.</p> <p>Education Directorate will nominate key staff to participate in this training in April. Training is also being provided to AIS staff.</p>	
	<b>10.4:</b> That ETD resource and establish within each NSET a Learning Difficulties Partner position with specialised expertise in assessing and responding to students with learning difficulties.	March 2016		●	<p><b>February 2016</b></p> <p><b>ED</b></p> <p>An additional Disability Education Partner has been provided to each NSET team. The team provides support for students who meet the broader Disability Discrimination Act definition of disability, including students with learning difficulties.</p> <p>A member of NSET 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>	
	<b>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 SCAN funding, to obtain funding for additional staffing or other services assessed by the NSET as necessary to adequately support that student.	April 2016		●	<p><b>February 2016</b></p> <p><b>ED</b></p> <p>This mechanism exists and will be formalised using the 'request for review' process currently used for students with disability.</p> <p>The 'request for review' process in which schools ask for more funding to support a student with disability, has also been strengthened to ensure NSET teams review the needs of student and provide a range of supports in addition to, or instead of additional funding (as required).</p> <p>Changes to 'request for review' have been implemented for the beginning of Term 1 2016.</p>	<p>Student Resource Allocation Project</p> <p>Project 6 - Student Centred Appraisal of Need Project (recommendation 14.1)</p>





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	<p><b>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.</p>	<p>Aug 2016 (ED)</p> <p>Dec 2015 (CE)</p>		<p>●</p> <p>●</p>	<p><b>February 2016</b></p> <p><b>ED</b> Scoping and development of an appropriate case management model for NSET will be undertaken Semester 1.</p> <p><b>CE</b> CE's Religious Education and Curriculum Services has restructured its Behaviour and Wellbeing and Inclusive Practices teams to form a Wellbeing and Diversity team. This team provides supports at both school and individual student levels through a case-management approach. A new on-line referral process is now in operation ensuring school referrals are received and acted upon in a timely manner. Referrals are triaged with high needs cases being responded to the same day. The SSET team appoints case-managers and consultants, who along with school based staff form the Student/School Engagement Team.</p>	
	<p><b>12.6:</b> That ETD, CE, and each Independent School, develop guidelines which regulate access to schools by NDIS service providers.</p>	<p>Dec 2016</p>		<p>●</p> <p>●</p>	<p><b>February 2016</b></p> <p><b>ED</b> The Visitors in Schools policy supports schools to manage interaction with external service providers. A procedure has been developed along with guidelines and FAQs to support the interaction with NDIS service providers. This has been provided to schools through Schools Bulletin and is available on the intranet.  Although schools are supported with existing policy, procedures and guidelines, the policy will be reviewed as part of the policy review cycle this year.</p> <p><b>CE</b> CE has ensured that the NDIS guidelines are available to all schools through a direct link via the CE intranet.</p>	

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					<p>Where schools have notified CE that NDIS providers are seeking access to schools, CE staff speak with individual principals to ensure that the services being delivered by NDIS providers have a direct link to the NDIS Plan, as well as to relevant areas of the student's school based Personalised Plan.</p> <p>CE has commenced conversations with ED to ensure guidelines have consistency across all sectors in the ACT. The purpose of this action is to reduce confusion for students, and parents/carers who may move from one sector to another.</p>	
	12.7: That ETD evaluate the Pilot Projects currently being undertaken at Black Mountain and Cranleigh Schools, and, if suitable, consider developing an ongoing program of therapy specialists at key school sites across the ACT.	Feb 2016			<p>February 2016</p> <p>ED</p> <p>A draft evaluation report has been developed and will be finalised in March 2016 and published on the Directorate website. The report will be considered in line with the strengthening of multidisciplinary teams.</p>	
4. Policies, Procedure and Data Project	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.	30 Nov 2016			<p>February 2016</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.</p> <p>The revised framework model includes:</p> <ul style="list-style-type: none"> <li>The introduction of a <i>Policy Webpage</i> to reflect contemporary website management and provide a more logical and intuitive grouping of policies. This will be in place for term 1, 2016.</li> <li>An updated <i>Policy Development Guide</i> (replacing the former Policy Management Manual).The <i>Policy</i></li> </ul>	

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					<p><i>Development Guide</i> is a 'Draft in Operation'.</p> <ul style="list-style-type: none"> <li>Restructured Policy and Procedures templates including reference to core legislation which will be considered in the development or review of policies.</li> <li>A cross directorate Policy and Procedures Taskforce to support the implementation of the new Policy Development Framework.</li> </ul> <p>ED considers that policy development and review work under the new Policy Framework will reflect the practical and readily accessible guidance needed for schools and staff including addressing relevant legislative obligations.</p> <p><b>CE</b> CE continues to work closely with school leadership teams to ensure that all staff have completed the UC DSE modules.</p> <p>Where identified through the School/Student e-Form referral, officers from the Wellbeing and Diversity Team deliver whole school professional learning around a school's responsibilities in these areas.</p>	<p><b>CE</b> CE will need to consult closely with principals to ensure that these guidelines are seen as a tool to support effective pedagogy rather than being only compliance focused.</p>
	4.1: That ETD, CE, and each Independent School, review their policies and procedures with respect to students with complex needs and challenging behaviour to ensure that all schools have a comprehensive suite of relevant policies and procedures.				<p><b>February 2016</b></p> <p><b>ED</b> Initial discussions undertaken with Governance and Legal Liaison to discuss the policies/procedures impacted by the Schools for All Program. Full scoping and planning is required. As part of the Schools for All Program, pathways for students with complex needs and challenging behaviour will be mapped in early March.</p> <p>The exercise will include identification of relevant policies, procedures and guidelines and will identify the need for changes, updates or new documentation.</p>	<p><b>ED</b> Project 1 – Appropriate use of Restrictive Practices and Withdrawal Spaces</p> <p>NDIS School Leavers</p>

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					<p>This will inform the full scope of required policy review and will be considered in line with the Directorate’s planned policy review cycle.</p> <p><b>CE</b> CE have commenced an audit of current policies and procedures with respect to all students with complex needs and challenging behaviours. This audit is identifying policies and procedures that are due for review as well as areas where CE needs to develop new policies.</p>	<b>CE</b> CE needs to work across Service Areas to ensure that the review and development of policies meet both System and industrial requirements.
	<b>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.	30 June 2016			<p><b>February 2016</b></p> <p><b>ED</b> Education Directorate has implemented structural changes to NSET governance and is currently reviewing and updating NSET procedures, including the development and implementation of consistent data collection and analysis.</p> <p>An online referral form for NSET has been published. This data collection will provide NSET information about trends and areas of need to guide and evaluate practice.</p> <p>The March student pathway mapping exercise will identify all relevant sources of data for students with complex needs and challenging behavior. This will inform further planning and evaluation.</p>	Project 3 – Allied Health and Specialist Support
	<b>15.3:</b> That ETD, CE, and AIS co-fund a tertiary institution, or other relevant research institute, to undertake a longitudinal study on post-school outcomes for students with complex needs and challenging behaviour.				<p><b>February 2016</b></p> <p><b>ED</b> In 2015, the Directorate commenced collection of longitudinal data on post school outcomes for students who had left public, catholic and independent schools and will look at partnerships for analysis of this data.</p>	



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				●	<p>The National Disability insurance Agency will be approached as potential partners in this process.</p> <p><b>CE</b> Schools Services and School and Resource Management and Strategy have agreed to investigate options in this area. Data currently being collected through the case-management model by SSET managers is being collated to inform future research.</p>	
	<p><b>15.4:</b> That ETD undertake an evaluation of the post school outcomes of graduates of the two senior specialist schools, and special units in mainstream high-schools and colleges, by following up recent graduates, their parents/carers and others where appropriate, and consider any implications for program development at these schools.</p>	TBC		●	<p><b>February 2016</b></p> <p><b>ED</b> Work not commenced on this action. The March student pathway mapping exercise will inform further planning for this recommendation.</p> <p>The Directorate collects information on employment and study outcomes for school leavers and graduates for both ACT public and non-government schools, including students with a disability. The School Leaver Survey data is collected to improve strategies at schools to ensure that students progress to meaningful outcomes after leaving school. The Directorate will work with the two senior Specialist Schools to consider implications for program development.</p>	



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5. Professional Learning and Support for Staff Project	<p><b>10.7:</b> 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 &amp; 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.</p>	2017-18		<p></p> <p></p>	<p><b>February 2016</b></p> <p><b>ED</b> School Assistant Review has conducted a rigorous analysis of SA 2, 3 and 4 in ACT Schools. While outcomes of the review are being approved by Senior Executive, upon agreement by the parties, statements about Cert IV may be possible as part of a new employment structure for school support staff.</p> <p>People and Performance have had initial discussions with CIT to develop a course that will meet targeted need as course too generic. Student Engagement will join this working group.</p> <p><b>CE</b> CE is currently undertaking an audit of the levels of training currently held by Learning Support Assistants. Opportunities have previously been provided to Learning Support Assistants (LSAs) to complete Certificate IV level training. In School Support. Several of these LSAs have gone on to complete diploma level studies.</p> <p>CE's Human Resources Services in consultation with officers from Religious Education and Curriculum Services is currently investigating training options with a variety of organisations including, ACU, UC and external providers.</p>	


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	<p><b>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.</p>	2017-18		<p>●</p> <p>●</p>	<p><b>February 2016</b></p> <p><b>ED</b> TQI, as the ACT accrediting authority for teacher education will lead the recommended review of teacher education units in relation to the teaching of students with CNCB. For initial teacher education programs, the Institute will seek to include the review, with any recommended program improvements, in the annual reporting which TQI requires of universities for accreditation of initial teacher education programs. The first review will be conducted at the end of 2016 with the report provided to the Minister in early 2017.</p> <p>Universities now applying for program accreditation with regulatory authority (TQI).</p> <p>Project is in initial stages of scoping and will include Consortium with ED, CE, AIS, UC and ACU to review teacher education units relating to students with CNCB. Project scope includes liaison with special schools to explore practicum models.</p> <p><b>CE</b> CE's Human Resources Services in consultation with Officers from Religious Education and Curriculum Services has taken responsibility for liaising with ACU and UC.</p> <p>This is being addressed through the formation of the Student Engagement in Inclusive Learning (SEIL) project.</p>	
	<p><b>13.2:</b> That ETD, CE, and each Independent School, ensure that the program of induction for all permanent and temporary teachers includes components on the teaching of students with complex needs and challenging behaviour.</p>	2016		●	<p><b>February 2016</b></p> <p><b>ED</b> Project has been scoped to include Tender/Procurement for content development and construction of additional on-line modules as required e.g. for Induction.</p>	



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				●	<p><b>CE</b></p> <p>CE through School Services have included specific workshops on addressing the wellbeing and learning of students with complex needs and behaviours as part of their 2016 Early career Teachers Days.</p> <p>Principals are ensuring that all staff appointed in 2016 have completed their on-line DSE modules.</p> <p>The Wellbeing and Diversity Team's intranet page provides resources and advice to teachers around the teaching of students with complex needs and challenging behaviours.</p> <p>As part of induction programs teachers are advised of the e-form referral process that can be accessed to get direct support and advice from specialist staff from CE.</p>	
	<b>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.	30 April 2016		●	<p><b>February 2016</b></p> <p><b>ED</b></p> <p>An external consultant will be engaged for the Baseline Scan.</p>	
	<b>13.4:</b> That ETD, CE, and AIS, cooperate to (a) make available to all member schools existing online learning modules in: autism spectrum disorder; dyslexia and significant reading difficulties; motor coordination difficulties; speech, language and communication needs; understanding and managing behaviour; understanding hearing loss; and/or other courses as identified by member schools; and (b) ensure that these learning modules are complemented by follow-up support including face to face assistance, workshops and coaching	30 June 2016		●	<p><b>February 2016</b></p> <p><b>ED</b></p> <p>Project has been scoped to include:</p> <p>Environmental scan – baseline data of who accessing current online learning modules.</p> <p>The baseline scan of qualifications, experience and PL needs of all staff working in LSU/LSCs will inform PL required (13.3).</p>	




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	components.				<p>Determine content and delivery methodology for face-to-face workshops during stand down (build on existing ones developed).</p> <p>Negotiate ICT platform with Information, Knowledge Services and embed this within a policy position. This is critical as after 2016 our existing moodle platform with CIT will not exist.</p> <p>Clear expectations from the Director-General of the 4 priority professional learning needs across the system, one of which is teaching students with CNCB.</p> <p><b>CE</b> CE offers OLT modules in the areas of autism spectrum disorder; motor coordination difficulties; speech, language and communication needs; understanding and managing behaviour; understanding hearing loss.</p> <p>To ensure that teachers are supported through this training CE has contracted an external coach who delivers the courses through a face-to-face workshop day and then two online sessions. The coach also provides ongoing support to all participants through online communication and additional individual face-to-face if required.</p>	
	<b>13.5:</b> That ETD, CE and AIS, (a) develop, and liaise with the Teacher Quality Institute to accredit, a suite of professional learning options relevant to teaching students with complex needs and challenging behaviour. This would include, but not be limited to, modules on: de-escalation and safe use of restraint; trauma; autism spectrum disorder; mental health; attention deficit hyperactivity disorder; and/or learning difficulties; and (b) establish mechanisms to monitor staff and school participation in these programs.	30 June 2016		<p> <b>February 2016</b></p> <p><b>ED</b> Project has been scoped to include:</p> <ul style="list-style-type: none"> <li>• Accredit all face-to-face and online courses with TQI.</li> <li>• Data collection and analysis report to monitor school and staff participation in PL options relevant to teaching students with CNCB.</li> </ul> <p> <b>CE</b> CE has identified Senior Officers from School Services to liaise</p>		

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					with ED, the AIS and the Teacher Quality Institute around the development of the professional learning, and the establishment of processes to monitor school participation and progress in these areas.	
	<b>13.6:</b> 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 who work in Learning Support Units and Centres.	2016-17			<p><b>February 2016</b></p> <p><b>ED</b> Nil</p> <p><b>CE</b> While CE has always had Learning Support Teacher (LST) appointed to each school (based on student enrolment levels) to support and monitor provisions made on behalf of students with complex needs and challenging behaviours, in 2016 a 25% increase in FTE was provided to each school. The provision is allowing LSTs to have greater presence in classrooms.</p> <p>In 2016 CE also resourced the appointment of Teaching &amp; Learning Facilitators in all ACT primary schools. The TLFs will support the LSTs in ensuring teachers understand their responsibilities.</p>	
	<b>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.				<p><b>February 2016</b></p> <p><b>ED</b> (a) \$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>(b &amp; c) The Teacher Scholarship application and reimbursement process has been strengthened for Cohort 24 onwards (to be advertised semester 2, 2016) to:</p> <ul style="list-style-type: none"> <li>define expectation that scholarship recipient will share their knowledge and practice within their</li> </ul>	

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					<p>school and across the system.</p> <ul style="list-style-type: none"> <li>on request of payment at the completion of studies the recipient will identify evidence of professional learning. This could happen through a community of practice, delivering system professional learning, presenting at conferences, writing a journal article, mentoring or coaching others.</li> </ul> <p>A Record of Teacher Scholarships is being maintained. Consultation with the ACT Government Solicitor in relation to privacy issues concerning the distribution of names and details of study to internal stakeholders will commence shortly.</p> <p>The Teacher Scholarship application and reimbursement process has been strengthened for Cohort 24 onwards (to be advertised Semester 2, 2016).</p> <p><b>CE</b></p> <p>Through the OLT online learning Coach training CE has provided opportunities for six staff to become mentors and facilitators to support teachers build their knowledge and skills around meeting the needs of all students.</p> <p>Through the provision of additional staffing for LSTs, CE is fostering the LST as a mentor, working alongside classroom teachers to build knowledge and capacity.</p> <p>Through the provision of Literacy, Numeracy and Challenge resources to schools in 2016, CE is providing school leaders with opportunities to release staff to visit other teachers and/or schools with a reputation for creative and resourceful approaches to teaching students with complex needs and challenging behaviours.</p>	

	Recommendation	Original Due Date	Revised Due Date	Status Flag	Outcomes Achieved	Issues Noted Blockers/ Interdependencies
6. Student Centred Appraisal of Need Project	14.1: That ETD (a) undertake an urgent review of the Student Centred Appraisal of Need (SCAN) model, with particular attention to the: appropriateness of the current eligibility criteria for SCAN funding; adequacy of funding; the effectiveness of the appraisal process, and its impact on parents, carers and students; and (b) in undertaking this review, consult with school leaders, teachers, parents, carers and students, as well as the Disability Education Reference Group, CE and AIS.	Tentative Dec 2016			February 2016 Initial planning stages.	Student Resource Allocation Project  Project 3 – Allied Health and Specialist Support
					SRA timeframes will see the introduction of a new loading metric, methodology and supporting policy and guidance ready for 2018 school year.	
7. Universal School-Based Interventions Project	6.1: That ETD, CE, and each Independent School, encourage all school leaders to implement KidsMatter (for primary schools) and MindMatters (for high schools) as part of their overall strategy to support positive school culture, student wellbeing, and behaviour.	March 2016 (ED)  Dec 2018			February 2016 <b>ED</b> KidsMatter and MindMatters programs are being utilised by Public, Catholic and Independent Schools in the ACT. In total there are now 73 ACT schools implementing the MindMatters program and 28 primary schools using KidsMatter.	
					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.  The Minister for Education attended a partner school to see MindMatters in practice and provide the school with a cheque for an interim payment of \$5,000 for successful	

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		(CE)		●	<p>implementation of phase 1.</p> <p><b>CE</b> CE undertook a Wellbeing Evaluation across the Archdiocese which highlighted the need to place the implementation of KidsMatter, MindMatters as a priority. CE identified KidsMatter, MindMatters implementation in the strategic priorities documentation and has recruited suitably qualified people to support the implementation and sustainability of KidsMatter, MindMatters.</p> <p>CE introduced opportunities for schools to take up KidsMatter, MindMatters through offering grants for Wellbeing projects. Training for staff in KidsMatter, MindMatters Programs are ongoing for 2016.</p>	<p><b>CE</b> By December 2018 all schools across the Archdiocese will have a sustained KidsMatter/ MindMatters program embedded in school culture Many schools have KidsMatter, MindMatters in place but the programs need reinvigoration</p> <p>Issue around the collection of accurate information on the status of KidsMatter, MindMatters in schools</p>
	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.	June 2016 (ED)		●	<p><b>February 2016</b> <b>ED</b> Development of the Positive Behaviours for Learning project plan. Engagement of 4 schools in starting the PBL implementation process. Four schools have visited western Sydney public schools to talk with principals and see the implementation of PBL. Two temporary officers have been engaged to start the project. A recruitment process is underway to recruit 4 officers for a period of 4 years to support schools to implement the program.</p>	
		Dec 2018 (CE)		●	<p><b>CE</b> CE undertook a Wellbeing Evaluation across the Archdiocese which highlighted the need to place the implementation of School Wide Positive Behaviour Support (SWPBS) as a priority. CE identified SWPBS implementation in the strategic priorities</p>	<p><b>CE</b> Other programs outside of SWPBS already established in some schools Blocker- Schools have well defined school plans that identified other priorities</p>


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					<p>documentation and has endorsed SWBSP as the preferred system wellbeing program. CE has identified Wellbeing staff to support schools in the implementation and sustainability of SWPBS.</p> <p>CE has introduced opportunities for schools to take up SWPBS through offering grants for Wellbeing projects. Training of CE Staff in SWPBS Programs is ongoing throughout 2016.</p> <p>Principal professional learning on the Archdiocesan wellbeing Framework which highlights SWPBS as key implementation priorities will be undertaken in March 2016.</p>	<p>for 2016</p> <p>The Archdiocesan Wellbeing Framework will be introduced in June 2016 which will provide the impetus to implement SWPBS.</p>
<b>8. Student Voice Project</b>	<p><b>6.2:</b> That ETD, CE, and each Independent School, develop and promote tools to assist all schools to meaningfully and regularly consult with all students about (a) their experiences at school; (b) decisions that affect them at school; and (c) the operation of the school.</p>	<p>30 Sept 2016 (ED)</p>		<p> <b>February 2016</b> <b>ED</b></p> <p>Initial scoping and planning undertaken.</p> <p>The Student Forum in Youth Week 2016 will be used to ask students about:</p> <ul style="list-style-type: none"> <li>(a) their experiences at school;</li> <li>(b) decisions that affect them at school;</li> <li>(c) the operation of the school.</li> </ul> <p>The result of this forum will be used to develop and promote appropriate tools.</p> <p>The new External Review process includes panel members talking with the student body to gain their views on a school's improvement journey. This, along with evidence gathered from staff, parents and the school's summative evaluation report will inform the panel's commendations and recommendations.</p>		






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					<p>The Archdiocese has developed the following documentation to support the implementation of a student centred vision.</p> <ul style="list-style-type: none"> <li>• The Principles of Pedagogy</li> <li>• The Early Learning Initiative</li> <li>• Collaborating on Student Achievement</li> <li>• Student Centred Learning-Wellbeing and Diversity</li> <li>• Initiatives to Support the implementation of the Principles of Pedagogy</li> </ul>	Student Centred Vision and documentation will require constant reinforcement.
9. Children, Young People and Families Project	<p><b>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'.</p>	30 June 2016		<p>●</p> <p>●</p>	<p><b>February 2016</b></p> <p><b>ED</b></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>This agreement will build on the existing work between ETD and CSD to improve educational outcomes for students living in out of home care, including having a cross Directorate Steering Committee and working groups to support educational outcomes for students in out of home care.</p> <p><b>CE</b></p> <p>Consultation with ED regarding the involvement by CE in this committee. The nomination of CE Wellbeing Officer to the Out of Home Care Committee. Attendance by a CE Officer at the initial Meeting. Acceptance and commitment to be an active participant of in the committee.</p>	Step up for our kids – out of home care strategy.
	<p><b>7.1:</b> That the ACT Government, in consultation with ETD, the Community Services Directorate, and ACT Health, develop and implement a range of options to ensure that primary</p>	30 Nov 2016		●	<p><b>February 2016</b></p> <p>A Project Officer has been appointed to develop guidelines for schools to progress and evaluate a range of pilot projects.</p>	<b>ED</b> Project 2 - Suspensions and Alternative School








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	school students with very challenging behaviours are able to access an appropriate educational setting (or combination of settings), that provides them with appropriate behavioural support and therapeutic intervention.				<p>There are currently a number of evidence-based programs being jointly delivered by CSD, Health and ED in primary schools including neuropsychological approaches to behaviour and therapeutic supports to enhance educational outcomes for all students e.g. Melaleuca Place.</p> <p>Programs from Child and Adolescent Mental Health Services (CAMHS), Child and Family Centres, therapy services and health supports are all delivered collaboratively in schools to ensure students with a range of complex needs are able to receive appropriate education in mainstream schools. For example the 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.</p>	Settings
	<b>12.2:</b> That ETD and the Community Services Directorate develop a protocol to allow for the timely referral of students with complex needs and challenging behaviour, and their families, to the Strengthening Families Program.	30 April 2016		●	<p><b>February 2016</b> Met with CSD.</p> <p>New online referral process for NSET developed.</p>	<p><b>ED</b> Strengthening families Project 3 – Allied Health and Specialist Support Project NSET Review</p>
	<b>12.3:</b> That ETD, CE, AIS, the Community Services Directorate, and ACT Health, collaboratively develop mechanisms to ensure that service provision with respect to children and young people with complex needs and challenging behaviour, and their families, is offered in a strategic and client focused manner and demonstrates effective communication among all parties.	30 Nov 2016		●	<p><b>February 2016</b> <b>ED</b> ED, CSD and ACT Health work collaboratively within the Human Services Blueprint and other collaborations to ensure that service provision with respect to children and young people with CNCB, and their families, is offered in a strategic and client focussed manner.</p> <p>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</p>	

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					<p>Program, and additional programs to assist children to remain with their parents through the Strengthening High Risk Families domain.</p> <p><b>CE</b>            Communication strategy established through CE and consultation processes established between stakeholders. Regular meetings have been undertaken and scheduled between stakeholders. Parent meetings have been scheduled. Archdiocesan Wellbeing Framework based on the National Safe School Framework provides consistency in approach.</p>	
	<p><b>12.5:</b> That ETD investigate the feasibility of a 'Schools as a Hub' project to assist schools in key areas of social disadvantage to develop multiagency outreach services on site, and consider establishing pilot sites using existing P-10 schools.</p>	<p>2016-2017</p>		<p></p>	<p><b>February 2016</b>            The ACT Government agrees to investigate the feasibility of 'Schools as a Hub' as part of the community project in key areas of social disadvantage. A hub model of services with schools as the centre is compatible with the Engaging Schools Framework which outlines the importance of enriching connections with communities to support engagement with all students and the Better Services approach to collaborative service options.</p> <p>The CSD business case for this is complete and budget bid has gone through budget processes. This will be a 3 year process, and delivery date dependent on budget bid outcome.</p> <p>Many ACT Public Schools already work in collaboration with government and non-government service providers to support their communities and strong relationships exist between Child and Family Centres and local schools.</p> <p>Programs and services provided in schools include early intervention and disability service providers; community services parenting programs run in schools; and breakfast programs run by community service providers.</p>	<p>Better Services Initiative</p>

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	<p><b>15.5:</b> That ETD support innovation in ACT schools through the establishment of a 'Challenge Funding' program to provide tangible support for cross-sector collaborations involving students, parents/carers and/or others to stimulate, evaluate and share innovative and hopeful approaches for students with complex needs and challenging behaviour in all ACT schools.</p>			●	<p><b>February 2016</b></p> <p>The ACT Government supports innovation in ACT Public schools particularly through the move to school empowerment. This model encourages schools to respond to the needs of their students and provides flexible funding arrangements for principals and school boards to engage in new collaborations or innovative approaches.</p> <p>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 2016.</p>	
<b>10. Learning and Teaching Project</b>	<p><b>6.3:</b> That ETD, CE, and each Independent School, develop and promote practical resources to assist all schools to effectively engage with parents/carers of students with complex needs and challenging behaviour.</p>	<p>31 Dec 2016 (ED)</p> <p>Dec 2018 (CE)</p>		●	<p><b>February 2016</b></p> <p><b>ED</b> Australian Research Alliance for Children and Youth (ARACY) has been engaged to provide advice and resources on parental engagement.</p> <p><b>CE</b> Early Learning Initiative has a focus on Parental engagement – Eight e learning parent sessions held across the Archdiocese in Term 1 2016.</p> <p>Regular meeting of the Catholic Council of Parents. 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</p>	<p><b>CE</b> The engagement of parents dependent on successful attendance at parent forums throughout the year.</p> <p>An effective communication strategy</p>

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					<p>Diversity Model. Involvement be parents/carers in the case management process for students with complex needs and challenging behaviours. Expression of interest for parents in the Student Centred Learning Advisory Group.</p> <p>Developing links with ARACY to access resources developed under the Progressing Parental Engagement program.</p>	is essential to make parents/carers aware of the resources to assist them in understanding the needs of students with complex needs and challenging behaviours.
	<b>12.4:</b> That ETD publicly release the report on the evaluation of the Early Childhood Schools and Koori Pre-schools once completed.	29 Feb 2016	31 Dec 2016		<p><b>February 2016</b></p> <p><b>ED</b></p> <p>The report is scheduled for completion in April 2016 and for release in Semester 2, 2016.</p>	Additional data analysis delayed the completion of the draft report.
	<b>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.	Feb 2016	2 March 2016		<p><b>February 2016</b></p> <p><b>ED</b></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. Copies of the policy and templates provided to CE and AIS ACT on 2 March 2016</p>	<p><b>CE</b></p> <p>Reporting is a strategic Priority for 2016 so the recommendation will be dependent on the work that sits outside the Schools For All Program.</p>
		Dec 2018 (CE)		<p><b>CE</b></p> <p>Current reporting system is under review. Research on evidence based practice is currently being collated. Investigation in the use of COMPASS to supersede On Track reporting system. Met with service areas regarding the need to include social and emotional goals in revised reporting templates.</p>		

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						<p>Therefore the achievement of the inclusion of the social emotional goals will rely on the timeframes developed by the reporting project team.</p> <p>An audit needs to be undertaken to ascertain the quality of the social emotional goals listed in school's vision statement and strategic plans before progress can be made towards this deliverable.</p>

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.