






Schools for All


2nd Quarterly Report - June 2016


(Actions reported to 31 May 2016)



	Expert Panel Report Recommendation and ACT Government response	Original Due Date	Approved Due Date ¹	Status Flag	Key Outcomes Achieved	Dependencies
1. Appropriate use of Restrictive Practices and Withdrawal Spaces Project	<p>3.1: Agreed 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.</p> <p>ACT Government response: The Law Reform Advisory Council provided its final report to the Attorney-General in March 2015. The Attorney-General has been considering the 68 recommendations and is expected to release the report by end of 2015. The Government will consider issues of consistency with discrimination law in other jurisdictions, including the Commonwealth, when developing its response to LRAC's report. In particular, the Government will consider the context of education services as recommended by the Expert Panel</p>	2016-17	COMPLETED	 June 2016	<p>The ACT Government has acted on recommendation 3.1 in consideration of the Law Reform Advisory Council (LRAC) recommendations and commenced changes to the <i>Discrimination Act 1991 (ACT)</i>. These changes are summarised in the Discrimination Amendment Bill 2016 to be debated in the Legislative Assembly in August 2016.</p> <p>To date, the main change impacting education is a change to the definition of protected attributes including a broadening of the definition of disability to match the social model definition in the Disability Discrimination Act 1992 (Cwth). In practice, the Directorate uses the DDA definition of disability as the Directorate is governed by the <i>Disability Discrimination Act (DDA) Education Standards (2005)</i> (the Standards). The Directorate currently has mandatory training for all staff in the Standards to support staff in understanding their obligations under this law.</p>	Legislative processes – passing of the Discrimination Amendment Bill 2016.



Original due dates were identified prior to detailed project mapping. Following further project scoping Oversight Group has endorsed some amended due dates as 'Approved Due Dates'



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	<p>8.1: Agreed 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.</p> <p>ACT Government response: The ACT Government requires all schools to have infrastructure suitable to the provision of inclusive educational programs. ACT public schools will be provided with further guidance to ensure that designated calming/sensory spaces are in line with the Directorate's Safe and Supportive Schools policy.</p>	Oct 2016	<p>June 2017</p> <p>Key M'Stone:</p> <p>Aug 16 - sensory space project proposals from schools to ICW</p>		<p>A site audit of all specialist schools and units within ACT public schools was conducted by Education Directorate (EDU) in July 2015. A further audit of all other schools was undertaken in November 2015. All schools have spaces which can be used for safe, independent withdrawal and time away from the classroom, including rooms adjacent to classrooms, soft furnishings at the back of classrooms and tents in classrooms.</p> <p>In addition to undertaking this baseline audit, the Government has committed to supporting schools to upgrade withdrawal spaces to ensure that all schools have a range of appropriate, modern sensory and withdrawal spaces which meet new guidelines (outlined in the Functional Design Brief for new schools). In June, EDU finalised the plan for allocating \$3million to enhance these spaces during the 2016-2017 financial year. The process will be advertised to schools in week 10 of Term 2. Schools will be able to apply for match-funding of up to \$150,000 (depending on enrolments) to enhance or develop indoor or outdoor spaces to support all students, particularly those with complex needs and challenging behaviour. Schools must consult with appropriate staff (such as Occupational Therapists) in the Network Student Engagement Team in the development of their proposal, to ensure these will meet the needs of a range of students.</p> <p>The date for finalisation of this recommendation has been revised to align with the financial year and allow completion of all works.</p>	
	<p>8.2: Agreed 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.</p>	June 2016			<p>The Functional Design brief for new schools has been endorsed by the Sustainable Delivery of Public School Facilities Working Group and Executive Steering Committee. The Functional Brief and Technical Specifications will be presented to the Chief Minister and the Minister for Education in July.</p>	



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	<p>These may include flexible classroom areas with adjacent small group learning spaces, and inclusive playgrounds, as well as safe, calming/sensory spaces.</p> <p>ACT Government response: ETD, CE and AIS accept the recommendation. The ACT Education and Training Directorate Functional Brief for the construction of ACT Public Schools 2015 is based on the principles of universal design. This functional brief will be finalised prior to the release of the tender for the design and construction of the Preschool-Year 6 school in North Gungahlin in early-mid 2016. ETD will share elements of universal design with CE and AIS.</p>				<p>The Functional Brief includes principles of universal design and guidelines for flexible classrooms including small group learning spaces and links to outdoor areas.</p> <p>The Functional Brief includes principles of universal design and guidelines for flexible classrooms including small group learning spaces and links to outdoor areas. It provides guidance about how to develop and use school environments to enhance learning outcomes for all students, including those with disability and/or complex needs and challenging behaviour. The Functional Brief and Technical Specifications will be shared with AIS and CEO for their information and use as appropriate.</p>	
	<p>11.1: Agreed That ETD, CE and each Independent School develop practical guidelines on the appropriate use of voluntary withdrawal spaces.</p> <p>ACT Government response: ETD has developed Safe and Supportive Schools Policy and guidelines, which will be updated in light of this recommendation. The policy will include an outline of responsibilities regarding the use of withdrawal spaces and restrictive practices such as seclusion and physical restraint.</p> <p>Comprehensive guidance on strategies to meet student needs and prevent escalating behaviour is currently provided in the ETD 'Safe and Supportive Schools: Behaviour Support Guide'. The 'Respectful Behaviour, Respectful Schools' resource will provide schools with comprehensive guidance for supporting the development of positive behaviour in all students. It will also include (but not be limited to) specific guidance regarding: the appropriate use of restrictive practices; and the decision making process</p>	Mar 2016	June 2016		<p>Withdrawal space guidelines have been incorporated into the Functional Brief for the design of new schools (links to Rec 8.2).</p> <p>Additionally, the <i>Safe and Supportive Schools Policy</i> has been published and is available on the EDU website. The Directorate recognised the importance of providing immediate advice to schools on the appropriate use of restrictive practices and voluntary withdrawal space. The Directorate continues to consult on the policy and supporting materials to ensure that these materials reflect best practice. Since publication, feedback has been received from CSD and the Human Rights Commission, which is being incorporated into the policy and guidelines. The Directorate is also working with school principals to refine guidance materials including FAQs and behaviour support templates.</p> <p>The Respectful Behaviour, Respectful Schools resource will be available in the latter half of 2016 will provide additional advice and support for schools to facilitate positive</p>	



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	<p>involved in determining the use of restrictive practices such as seclusion and physical restraint.</p> <p>ETD will share these resources with CE and AIS and will collaborate to develop future resources to support all students.</p> <p>ETD notes that in 2015, \$615,000 was allocated to schools to support the implementation of Social Emotional Learning approaches in schools. Many students affected by trauma have complex needs and Social Emotional Learning approaches in schools will support behavioural regulation and should help reduce the incidence of challenging behaviours.</p>				<p>environments for all students and staff..</p> <p>As the ACT Government response noted, in 2016 school staff were provided with trauma training under the TRUST in Schools project. The pilot project was undertaken in collaboration with Australian Child and Adolescent Trauma, Loss and Grief Network, ANU College of Medicine and EDU. It supported schools to become trauma-informed and implement trauma-informed practices across the school. The results of the project will be communicated in a final report following evaluation of outcomes.</p>	
	<p>11.2: Agreed 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> <p>ACT Government response: ETD has developed Safe and Supportive Schools Policy and guidelines, which will be updated in light of this recommendation. The policy requires schools to submit to the School Network Leader any behaviour support plan proposing the use of restrictive practices for an individual student. Schools will also be required to report each occasion of the use of restrictive</p>	Apr 2016	Aug 2016		<p>The Safe and Supportive Schools Policy and Guidelines require schools to report each occasion of the use of restrictive practice to School Network Leaders.</p> <p>As noted at Rec 11.1 the Directorate continues to work with school leaders to review the practical application of the policy and guidelines. Although the policy was finalised before April 2016, continued consultation with key stakeholders may result in early review and changes to the policy. This has been accounted for in a change to the due date.</p>	

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	<p>practices. The Director of Regulation and Compliance will have a role in monitoring and identifying trends.</p> <p>Guideline B of the Interim Safe and Supportive Schools Policy provides broad guidance to schools regarding the decision making process surrounding the use of restrictive practices. Further guidance will be provided to schools in the 'Respectful Behaviour, Respectful Schools' resource currently being developed by ETD.</p>					
	<p>11.3: Agreed 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.</p> <p>ACT Government response: The ACT Government will implement a whole-of government approach and legislative framework for restrictive practices in all ACT schools and other relevant settings. The Directors-General of Community Services and Education and Training Directorates are convening a steering committee to develop a legislative model for restrictive practices oversight in the ACT. The Steering Committee will comprise representatives from relevant Directorates, Disability Services Commissioner and a disability human rights' expert.</p>	Dec 2016			<p>The cross-Directorate Restrictive Practices Oversight Steering Group (RPOSG) continues to meet to progress work towards this recommendation. The RPOSG has drafted overarching principles and agreed definitions relating to restrictive practices to guide development of any legislation and oversights in all sectors in the ACT.</p> <p>The next phase of work being lead by this group will include consultation with the disability sector on proposed oversight models for the ACT.</p>	
	<p>15.6: Agreed 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 the first reports to be provided in November</p>	Feb 2016	COMPLETED	 March 2016	<p>The Oversight Group was established in February 2016 and all processes for reporting are in place and have been endorsed. Meetings are scheduled quarterly over 2016 (March, June, September and December).</p> <p>Quarterly reports are provided to the Minister in April, July, October and December 2016.</p>	

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	<p>2016.</p> <p>ACT Government response: The Minister for Education will provide the Report and the Government Response to the Standing Committee on Education, Training and Youth Affairs. The Minister will also appoint an oversight group to provide quarterly reports on implementation until December 2016. The Minister will review the need for the oversight group to have an ongoing role at this time.</p>					
2. Suspensions and Alternative School Setting Project	<p>7.4: Agreed 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.</p> <p>ACT Government response: ETD will publish information about support and education options for all students on the Directorate website and provide this information to Access Canberra. ETD will also work with parents and citizens peak bodies and other key stakeholders to ensure that information they provide to the community and schools on alternative education programs is updated to include location of programs, operational philosophy, curriculum offered, criteria for enrolment, and referral process.</p>	Jul 2016	Oct 2016		<p>A baseline map of the current system pathways for accessing student services and interventions has been completed. The information from this mapping is informing the development of an enhanced intranet hub and external website. This will result in clear and transparent information on referral and support processes, to schools and school communities.</p> <p>The Quick Reference Guide for the Education Participation (Enrolment and Attendance) policy has been published to provide direction to schools in responding to students with attendance issues.</p>	
	<p>7.5: Agreed 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</p>	Jul 2016	Nov 2016		<p>A Statement of Requirements has been developed for the engagement of a consultant to work with the Directorate to develop a <i>Continuum of Educational Support</i> (secondary students). The procurement process will commence in mid June 2016.</p> <p>The <i>Continuum of Educational Support</i> model will detail</p>	



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	<p>Achievement Centres and Connect10 programs.</p> <p>ACT Government response: ETD recognises the importance of having an explicit strategy for students at risk of disengagement from secondary school and has revised the existing strategy for provision of alternative education programs in particular Achievement Centres and Connect 10 settings. ETD has already planned consultations with stakeholders in Term 4 2015 to update its approach.</p>				<p>alternative education programs for students at risk of disengaging. It will consider the value of current programs, including Achievement Centres and Connect10.</p> <p>Dates have been revised to accommodate delays in the procurement process and expected completion of the consultation..</p>	
	<p>11.4: Agreed 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.</p> <p>ACT Government response: Exemption Certificates are only granted for a maximum of six months to facilitate regularly review. Applications for Exemption Certificates are assessed to ensure the best interests of the student are taken into account and professional support for the exemption is verified. ETD will analyse this data, including noting the proportion of students with disability and other identified cohorts. The Director of Regulation and Compliance will have a role in monitoring this data.</p>	Oct 2016			<p>A mechanism and process exist, with all exemption certificates managed by Student Engagement and recorded in a central database accessible to managers in Student Engagement and reviewed every six months.</p> <p>A field on the database is being added to denote whether the student is accessing disability education support, or has a Culturally and Linguistically Diverse (CALD), Aboriginal and Torres Strait Islander, or out of home care background. The requirement for this information has also been communicated to the team responsible for developing the new Student Administration System to ensure it will record this information as part of the student's integrated record.</p> <p>The Exemption Certificate procedures have been amended to state that:</p> <ul style="list-style-type: none"> • a review of the exemption is to occur every 6 months. • out of home care status applications must be signed by the Director General CSD/delegate as guardian. 	
	<p>11.5: Agreed 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>				<p>An initial policy review is underway across all policies, procedures and guidelines related to students with complex needs and challenging behaviours.</p>	

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	<p>ACT Government response: ETD note that public schools use a range of strategies to support students, including alternative arrangements for suspension. The positive outcomes of these strategies are supported by a decrease of almost 30 per cent in the number of students in out of school suspension over the past three years.</p>	Dec 2016			<p>The current <i>Suspension, Exclusion and Transfer Guidelines</i> will be updated to include advice to schools about alternatives to out of school suspensions.</p> <p>A baseline map of the current system for student services and interventions has been undertaken and in conjunction with the Continuum of Educational Support (secondary students) will result in availability of advice and support for schools to consider alternatives to out of school suspension.</p>	
	<p>11.6: Agreed in principle 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> <p>ACT Government response: ETD notes the challenge of reporting on relatively small numbers of students without identifying individuals, particularly from specific groups such as disability or in out of home care. ETD will examine options for high level reporting of proportions of suspensions, transfers and exclusions. This data will be monitored by the Director of Regulation and Compliance.</p>	Dec 2016			EDU executive are considering options for public reporting of suspension data. Considerations include type of suspension data to be included in reporting and methods of publication. A final plan for data sharing is expected in July 2016. Current method of collection is through MAZE.	The School Administrative System (SAS) project will provide a more efficient cohesive, streamlined, student reporting portal.
	<p>11.7: Agreed in principle That the ACT Government seek an amendment to the <i>Education Act 2004</i> (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> <p>ACT Government response: ETD is committed to transparency of reporting and will consult with CE and AIS to determine if this level of reporting can be achieved.</p>	Dec 2016			Student Engagement and Legal and Governance sections have met to commence action against this recommendation. A follow up meeting has been scheduled for July to draft a mechanism to support this recommendation in line with existing EDU, CEO and AIS reporting processes for other data including suspension rates.	


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3. Allied Health & Specialist Support Project	<p>7.2: Agreed 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.</p> <p>ACT Government response: ETD will review the currently available procedures to ensure they include timing, eligibility criteria, and rights of review of placement decisions. ETD will consult with stakeholders to ensure clarity of the documentation and promote to families and staff.</p>	May 2016	Aug 2016		<p>The current Disability Policy is under review. The Schools for All Program Implementation team are meeting with the Student Resource Allocation team in July to develop an interim model for 2017 which will be finalised in August 2016 and implement steps for future model in 2018. Discussion will also include recommendation 7.3 and 14.1 as these are impacted by changes to policy.</p> <p>A key deliverable under the program is an enhanced website that improves access to information on services available to students, including those with disability, complex needs and challenging behaviour. Following baseline mapping of the current system pathways for students, content for the website is being drafted. This will result in clear and transparent information on referral and support processes, to schools and school communities.</p>	The Student Resource Allocation (SRA) Program timeframes for Students with Disability will see the introduction of a new policy, needs-based loading and supporting and guidance material ready for the start of the 2018 school year.
	<p>7.3: Agreed 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.</p> <p>ACT Government response: The Centralised Placement Panel works collaboratively to provide a best fit for each student and, where appropriate, discuss possible placements with schools prior to a final decision. ETD acknowledges the importance of working collaboratively with schools in line with the Directorate's legislative obligations under the Disability Education Standards 2005 and the Privacy Act 1988. Schools must ensure the opportunities and choices for students with disability in relation to admission or enrolment in school or to a</p>	Aug 2016	<p>2018</p> <p>Key M'Stone</p> <p>Aug 16 - Consult with community re central placement and funding</p> <p>Oct 16 - Establish Policy position for central</p>		<p>Further information is being sought around the legal parameters such as the Privacy Act which limit or restrict the provision of information about the profile and needs of prospective students to the relevant ACT Public School Principal.</p> <p>EDU proposes that this recommendation be held over until 2018. Central placement panel has run for the 2017 school year and changes under the SRA will commence prior to the 2018 school year.</p>	The Student Resource Allocation (SRA) Program timeframes for Students with Disability will see the introduction of a new policy, needs-based loading and supporting and guidance material ready for the start of the 2018 school year.



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	particular program are not inadvertently restricted.		placement May 17 – Implement interim model Jul 17 - Design new model			
	<p>10.1: Agreed in principle 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.</p> <p>ACT Government response: ETD has recently increased the ratio of school psychologists to students to a level that compares favourably across all Australian schools. ETD notes the Expert Panel’s advice that ‘rather than simply recruiting psychologists, it may be helpful to complement existing numbers of psychologists with social workers and other allied health professionals’. In 2016 ETD will consider options for strengthening multidisciplinary teams who complement the work of school psychologists.</p>	Jul 2016		●	<p>The ACT Budget 2016-17 includes funding to support the strengthening of the Network Student Engagement Teams (NSET).</p> <p>Allied health recruitment commenced in June 2016 and staff will be in place by July 2016. This will result in the recruitment of 16 allied health staff including: Clinical Leader (NSET), Speech Pathologists, Physiotherapists, Occupational Therapists (NSET) and Allied Health Assistants.</p> <p>In addition, another four Senior Psychologist positions and four Social Work positions have been established in the NSETs.</p> <p>Communication is currently being prepared to ensure that schools and families are aware of the role of NSET/Specialist School allied health staff and the interface of these supports with NDIS-funded allied health supports and the Child Development Service.</p>	


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	<p>10.3: Agreed 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 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> <p>ACT Government response: ETD has commenced a structural change to NSET governance to strengthen the role and outcomes of the teams. In addition, from 2016 ETD will consider the configuration of its multidisciplinary teams, provide further professional learning and facilitate the development of relationships with specialist consultant advisors from both the government and non-government sectors to further strengthen this model.</p> <p>ETD is currently reviewing supporting materials, policies and guidelines which will support the development of expertise in relation to students with challenging behaviours. ETD has appointed a Director for Families and Students to assist families with students with complex needs and challenging behaviours to access further assistance when required.</p>	Jul 2016	Dec 2016	●	<p>The new NSET online referral process is supporting timely responses and providing rich data on the number and types of referrals. This data is being used to inform resourcing and professional learning for NSETs and school staff.</p> <p>As part of the changes to NSET structure and management, NSET is trialling new systems for referral, triage and case coordination to ensure resources are allocated most effectively and response to referrals is timely.</p> <p>Recruitment of additional NSET staff, including allied health professionals and additional senior psychologists and social workers as outlined in 10.1 will ensure NSETs are sufficiently resourced.</p> <p>Ongoing professional learning is provided to all staff. The current focus for NSET professional learning: is establishing and working in multidisciplinary teams; case coordination approaches; effective consultative support. In term 2, NSET staff have undertaken formal training in Functional Behaviour Analysis, Team Teach and NeuEd.</p> <p>Professional Learning organised for July for NSET staff includes <i>How to move from the school psychologist report to development of the Individual Learning Plan for students with intellectual disability and students with learning difficulties.</i></p> <p>Although NSETs have been resourced with new staff by the original due date, the final date for this recommendation has been extended to December accommodate finalisation of processes and procedures required to support NSETs and schools working with this new model.</p>	

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	<p>10.4: Agreed 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.</p> <p>ACT Government response: ETD will establish an identified member of the team as Learning Difficulties Partner who will provide specialised expertise to assist schools in responding to students with learning difficulties, including gifted students who present with one or more specific learning difficulties, to ensure they reach their full academic potential.</p>	Mar 2016	COMPLETED	 June 2016	<p>Each Network Student Engagement Team (NSET) has two dedicated Disability Education Partners, whose roles include providing specialised expertise to assist schools to meet the educational needs and wellbeing of students with disability (which encompasses students with learning difficulties).</p> <p>Professional development has been provided to NSETs 26 April 2016. The focus was on a response to intervention approach to support students with learning difficulties and disability.</p> <p>The Digital Backpack resource includes a range of readings, videos and reading related to supporting students with learning difficulties. All schools and NSET staff have access to this page.</p>	
	<p>10.5: Agreed 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.</p> <p>ACT Government response: ETD is committed to the support of every student and has a comprehensive approach to supporting students and staff when individual challenges arise. NSET staff collaborate to build capacity of school staff through coaching, plan development and skills demonstration in schools. If additional resources are required to support the implementation of individual behaviour support plans there is a mechanism for this to occur. Resources can also be provided for school developed programs in the case that several students need support.</p>	Apr 2016	2018 Key M'Stone Aug – Set 16 – Stakeholder consultation End Oct – Consultation strategy released Dec 16 – Setting direction paper		<p>A process has been developed for students who meet disability criteria that can be used for all students with significant additional needs, however there is not a separate budget allocation for this function.</p> <p>Consideration of the funding and eligibility will be considered within the School Resource Allocation (SRA) project and as such, the delivery date is entirely dependent on the SRA time frames which have not yet been confirmed. This element of work is incorporated in the SRA project plan.</p>	The Student Resource Allocation (SRA) Program timeframes for Students with Disability will see the introduction of a new policy, needs-based loading and supporting and guidance material ready for the start of the 2018 school year.

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			released			
	<p>12.1: Agreed 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>ACT Government response: The ACT Government Human Services Blueprint adopts case management tools to support coordination of complex needs. In addition, ETD recognises the benefits of supporting children and families with complex needs and challenging behaviour through the use of case management framework. ETD is currently running professional learning for schools regarding case management frameworks in education. The course aims to enhance the skills of teachers and school leaders, including providing information on how to coordinate and run case conferences.</p> <p>ETD's existing NSET model provides staff to facilitate case management with students with complex needs and challenging behaviours. ETD is strengthening the capability of the Network Student Engagement Teams through the inclusion of allied health professionals with case management expertise. This will further assist schools to support students with complex needs and challenging behaviours.</p>	Aug 2016	Oct 2016	●	<p>The Education Directorate is working with the Community Services Directorate, through the Strengthening Families Project and the Better Services Taskforce to progress this work. In term 2, NSET also met with managers of programs in which case coordination systems are used, including Community Services Directorate's Melaleuca Place. This will inform the development of case coordination approach in NSETs. The addition of 4 social workers to the NSET teams will strengthen case management capabilities.</p> <p>Following the establishment of allied health in the NSETs, the due date has been revised to ensure the case coordination model accommodates the full multidisciplinary approach.</p>	



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	<p>12.6: Agreed That ETD, CE, and each Independent School, develop guidelines which regulate access to schools by NDIS service providers.</p> <p>ACT Government response: ETD is working with families and schools to consider models of service provision consistent with the principles of NDIS with regard to the impact of service providers on education delivery. The management of NDIS providers accessing school sites fits clearing within ETD's existing Working with Children and Young People – Volunteers and Visitors (Interim) policy, as these providers fit the definition of a 'visitor' under this policy: People from the wider community who provide services directly to students or in support of students for financial gain through a sponsoring or employing organisation, or are self-employed.</p> <p>To supplement the existing policy, ETD has developed additional materials to guide schools in managing requests from NDIS providers to access their sites. These materials were developed in consultation with a representative group of principals and have been shared with CE and AIS.</p> <p>Whether it is a volunteer, an NDIS provider or another type of visitor, schools need to ensure relevant induction and training regarding Directorate policies and procedures including the Code of Conduct for Volunteers and Visitors, Confidentiality Undertaking, Insurance Arrangements for Visitors, Working with Vulnerable People, and relevant school-based processes or policies.</p> <p>ETD notes that the requirement to regulate access to schools is interpreted as manage in this recommendation.</p>	Dec 2016	COMPLETED	 June 2016	<p>This work has been completed with a guideline and FAQs developed and provided to schools.</p> <p>The <i>Frequently Asked Questions: Managing externally funded service providers as visitors in ACT public schools</i> provides schools and school communities with information on definitions, and details the roles and responsibilities of principals, parents/carers, visitors and service providers. This supports consistent and shared understanding on definitions, process, obligations and responsibilities in school settings.</p> <p>This has been shared with CE and AIS to adapt for own context.</p>	



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	<p>12.7: Agreed 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.</p> <p>ACT Government response: The ACT Government recognises the importance of therapy specialist services in supporting schools to meet the needs of students with a range of needs, including those with complex and challenging behaviour. Therapy ACT and ETD will evaluate the results of the pilot project at Black Mountain and Cranleigh schools following the completion of the pilot in November 2015. A summary of the pilot project will be available to the public.</p>	Feb 2016	COMPLETED	 June 2016	<p>The Evaluation Report has been finalised and a summary of the report has been published on the EDU website. Information from the report was used to inform the role description and recruitment of allied health positions for specialist schools. Three of the 16 allied health professional positions established for EDU will be allocated to specialist schools: one each of a speech pathologist, occupational therapist and physiotherapist.</p> <p>The full development of roles, responsibilities and processes will be informed by the report.</p>	
4. Policies, Procedure and Data Project	<p>3.2: Agreed 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.</p> <p>ACT Government response: ETD policies and related documents have been developed with regard to relevant legislative obligations. ETD is currently implementing an improved policy development framework that will enhance and strengthen policies, procedures and supporting documents across a range of areas including curriculum and</p>	Nov 2016			<p>An initial policy and procedure review is underway.</p> <p>A representative from EDUs Governance and Legal Liaison is part of the Schools for All Program Working Group and will work with the program team to ensure work is undertaken according to EDUs Policy Development Framework.</p> <p>A key deliverable under the program is an enhanced website that improves access to information on services, policies and procedures. Initial drafting of content for the website is underway. This will result in clear and transparent information on referral and support processes, to schools and school</p>	


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	<p>student health and well being. As recommended by the Expert Panel, ETD 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>The new framework will include the introduction of a Policy Webpage on the ETD website from Term 1 2016, to reflect contemporary website management and provide a more logical and intuitive grouping of policies. Guidance for staff on the internal website will also be better organised to enable user friendly access. Policies will be structured in a new simplified policy template including reference to core legislation which will be considered in the development or review of policies. This work has a focus on supporting schools as well as facilitating ease of access to policies for parents and the community.</p> <p>ETD will make available policies and guidelines developed for both CE and AIS.</p>				communities.	
	<p>4.1: Agreed 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> <p>ACT Government response: ETD's Safe and Supportive Schools Policy and Guidelines provide broad guidance for schools regarding students with complex needs and challenging behaviour including support for development of further materials at school level. In light of the Expert Panel's recommendations, the policy and guidelines will be reviewed to include the most contemporary advice for</p>	Nov 2016			<p>As noted in Recommendation 3.2, an initial policy and procedure review is underway.</p> <p>This is identifying areas in current policies, procedures and guidelines that require amendment to better support students with complex needs and challenging behaviour and reflect the intent of the Expert Panel report.</p> <p>The program implementation team is working with a senior policy officer in Governance and Legal Liaison team and the policy owners to ensure work is undertaken according to EDUs Policy Development Framework.</p>	

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	<p>schools.</p> <p>The new 'Respectful Behaviours, Respectful Schools' resource, a comprehensive package of guidance and support material for schools regarding behaviour support for all students, including those with complex needs and challenging behaviour will be available in 2016. ETD has sought permission from Tasmanian and Victorian Government Education Directorates to use their resources to support the development of explicit guidance materials for ACT public schools and will share these resources with CE and AIS.</p>				<p>A key deliverable under the program is an enhanced website that improves access to information on services, policies and procedures. Initial drafting of content for the website is underway. This will result in clear and transparent information on referral and support processes, to schools and school communities.</p>	
	<p>10.6: Agreed 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.</p> <p>ACT Government response: ETD has commenced a structural change to NSET governance and is currently reviewing and updating NSET procedures, including the development and implementation of consistent data collection and analysis.</p> <p>This will ensure the information collected is relevant and provides NSET with specific information to guide and evaluate practice. The new Director of Regulation and Compliance will be consulted on the reporting of data gathered by NSET.</p>	Jun 2016	Sep 2016	●	<p>The Directorate has implemented structural changes to NSET governance and is currently reviewing NSET procedures, including the development and implementation of consistent data collection and analysis.</p> <p>An online referral form for NSET has been published. The data collected is providing information on trends and areas of need, which will guide practice and provide an evaluation measure.</p> <p>This recommendation is also being considered as a measure within the evaluation of the Schools for All Program.</p> <p>When the School Administrative System (SAS) is implemented this will provide a more cohesive and streamlined student reporting portal to enhance current systems.</p>	The School Administrative System (SAS) project will provide a cohesive streamlined, student reporting portal.
	<p>15.3: Agreed in principle 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</p>	2016-2018	Dec 2018	●	<p>A Schools for All Program Evaluation Strategy is being developed. This will look at data sources, including a longitudinal study on post-school outcomes for students with</p>	The School Administrative System (SAS)

	Expert Panel Report Recommendation and ACT Government response	Original Due Date	Approved Due Date ¹	Status Flag	Key Outcomes Achieved	Dependencies
	<p>students with complex needs and challenging behaviour.</p> <p>ACT Government response: ETD, CE and AIS are open to an approach to support or facilitate research from tertiary institutions. In 2015, ETD commenced collection of longitudinal data on post school outcomes for students who had left public, Catholic and independent schools and will consider possible partnerships for analysis of this data.</p>		<p>Key M'Stone</p> <p>Jul – Aug 16 – Establish data sources</p> <p>Sept 16 – Finalise Evaluation Framework</p>		<p>complex needs and challenging behaviour.</p> <p>An initial meeting has been held with Planning and Performance to seek feedback and support in finalising the Evaluation Framework and identifying appropriate data sources. Professor Helen Berry, Professor of Health Research, University of Canberra and Adjunct Professor at Australian National University Climate Change Institute, has been engaged in a partnership with the Directorate to support the evaluation of key initiatives, including Schools for All.</p> <p>The revised due date reflects the long-term focus of this recommendation. Establishment of a relationship with tertiary institutes will continue throughout the program but the evaluation itself will be undertaken in the longer term.</p>	<p>project will provide a cohesive streamlined, student reporting portal.</p>
	<p>15.4: Agreed 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> <p>ACT Government response: ETD collects information on employment and study outcomes for school leavers and graduates from 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>	2016-2018	<p>June 2018</p> <p>Key M'Stone</p> <p>Jul – Aug 16 – Establish data sources</p> <p>Sept 16 – Finalise Evaluation Framework</p>	●	<p>This recommendation is being considered as part of the evaluation of the Schools for All Program. This will look at data sources, including indicators and measures such as post-school outcomes for students who graduate from specialist schools.</p>	<p>The School Administrative System (SAS) project will provide a cohesive streamlined, student reporting portal.</p>

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5. Professional Learning and Support for Staff Project	<p>10.7: Agreed in principle That ETD, CE, and each Independent School, commit to the professionalisation of LSAs and ensure that by 2018 (a) all LSAs hold, or are in the process of obtaining, at least a Certificate IV in School Age Education & Care or equivalent; and (b) all LSAs working in a Learning Support Unit or specialist school hold, or are in the process of obtaining, at least a Certificate IV in Education Support or equivalent.</p> <p>ACT Government response: ETD is committed to the continuing professional development of all staff and values the contribution of LSAs in supporting students with complex needs and challenging behaviours. ETD is currently undertaking a review of the school assistant classification where job expectations, complexities and training/qualification requirements are being considered. ETD will encourage maximum participation by staff in a range of professional learning.</p>	2017-18	<p>Dec 2017</p> <p>Key M'Stone</p> <p>31 Jul 16 – SET endorse proposed policy position</p> <p>Aug 16 – develop 'fit for purpose' Cert IV</p>		A policy position on workforce capability in ACT schools with regard to <i>Schools for All</i> recommendations has been drafted in collaboration with People and Performance. This is subject to endorsement of EDU senior executive.	The new ACT PS Administrative and Related Classifications Enterprise Agreement process is due to commence in late 2016.
	<p>13.1: Agreed in principle 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> <p>ACT Government response: The Teacher Quality Institute (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 complex needs and challenging behaviours. 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</p>	2017-18	<p>Sept 2018</p> <p>Key M'Stone</p> <p>31 July 16 – gap analysis of ITE programs – UC and ACU</p> <p>Dec 16 – UC and ACU submit transition plans to TQI</p>		The Teacher Quality Institute, 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 complex needs and challenging behaviours. The first meeting, led by TQI was held on 17 May 2016 with EDU, CE, AIS, UC and ACU to discuss progressing recommendation. Monthly meetings will be held.	



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	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>13.2: Agreed 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> <p>ACT Government response: The Government expends significant resources to support new educators and to induct staff in general. The key elements of induction are integrated into schools' existing practices, as in-school support programs are the most powerful way to induct staff. Acknowledging that induction into schools occurs over three phases, Pre-Commencement, Laying Foundations and Sustained Professional Growth, an on-line training module will be developed for all teachers prior to commencing with the Directorate in 2016 recruitment. This module will join a suite of key training materials which is revisited each year with all members of staff and made available to CE and AIS.</p> <p>This work can be supported by the TQI induction to the profession of all new ACT teachers which commences during initial teacher education programs.</p>	Nov 2016			<p>The endorsed policy position relating to workforce capability development with regard to <i>Schools for All</i> recommendations will outline a budget allocation to develop online learning module for induction. This would be an additional module to the existing suite of online induction learning modules. The current suite includes:</p> <ul style="list-style-type: none"> - Understanding Autism Spectrum Disorders - Understanding dyslexia and significant difficulties in reading - Understanding and managing behaviour - Understanding motor coordination difficulties - Inclusion of students with speech, language and communication needs - Understanding hearing loss - Personalised learning (will be available in Term 2, 2016). 	
	<p>13.3: Agreed 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</p>	Apr 2016	Aug 2016		<p>The endorsed policy position relating to workforce capability development with regard to Schools for All Recommendations will outline budget allocation required to carry out qualification review of staff.</p> <p>Discussions have commenced with the Victorian Department</p>	


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	<p>students and their personal professional needs.</p> <p>ACT Government response: ETD believes that workforce capability is best developed through the engagement of relevant professional learning opportunities. In ETD professional learning is a key component of the core work of teachers, with every school integrating high quality professional opportunities, related to evidence-based effective teaching and learning strategies.</p> <p>ETD will consult with staff representatives to conduct an audit of qualifications and professional learning needs of all staff working in LSUs, LSCs and LSUAs to ensure professional learning programs are planned, purposeful and well delivered during normal hours of attendance. TQI can provide qualification data and completed professional learning data to support the ETD audit.</p> <p>Professional learning programs for staff in these settings will provide a mixture of off-site courses, site based learning, and individual supervision and mentoring. It is important to note that professional learning programs offered in ACT public schools are designed to be suitable for accreditation, and teacher identified professional learning is suitable for TQI teacher registration purposes.</p>				<p>of Education focussed on the inclusive Education Learning Needs Analysis Survey undertaken by the Victorian Department of Education and their partnership with the Melbourne University. These discussions will be ongoing with a view to the ACT adopting a similar approach to understanding learning needs of all staff working in Learning Support Units and Centres.</p>	
	<p>13.4: Agreed 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</p>	<p>Jun 2016</p>			<p>Teachers and Learning Support Assistants continue to access the six OLT modules, with Personalised Learning module available by end of Term 2, 2016.</p> <p>EDU continue to be connected to the Australian National User Group to network with other states and the NT.</p> <p>Disability Education Partners in the Network Student Engagement Teams are being trained as additional OLT tutors</p>	



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	<p>assistance, workshops and coaching components.</p> <p>ACT Government response: 2016 ETD will continue to resource all of the seven TQI accredited OLT and associated coaching components. This learning will be delivered through NSET as both as individual and school based programs. ETD will make the resources available to all government and non-government schools.</p>				to provide follow-up support including face to face assistance, workshops and coaching components.	
	<p>13.5: Agreed 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.</p> <p>ACT Government response: The ETD, CE and AIS will develop a suite of professional learning programs for staff in schools, which will explicitly address teaching students with complex needs and challenging behaviours. Programs will be flexible enough to cater to teachers at various career stages. The package of professional learning will provide a mixture of off-site courses, site based learning, and individual supervision and mentoring.</p> <p>The TQI through its regulatory and quality assurance role will work collaboratively with teacher employers and professional learning providers to accredit relevant professional learning, developed to the required standard. TQI will provide data on program participation and evaluation feedback to employers and recognised providers.</p>	June 2016	Sep 2016	●	On 17 May 2016, TQI led a working group meeting in relation to recommendation 13.1, which also included discussion around this recommendation. The working group includes EDU, CE, AIS, UC and ACU. It identified TQI accredited professional learning programs relevant to teaching students with complex needs and challenging behaviours that have previously and/or are currently offered for ACT in-service teachers to provide baseline data and for a gap analysis to be conducted. An investigation of approaches taken in other jurisdictions was also proposed.	


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	<p>13.6: Agreed 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.</p> <p>ACT Government response: ETD believes that all staff benefit from professional supervision and support and acknowledges that staff working with students demonstrating challenging behaviour and/or complex needs may need additional support. This is an ongoing part of the current procedures in the school, conducted by school leadership teams. In addition, ETD has introduced Executive Teacher Professional Practice positions who are experts in contemporary teaching and learning practice. Mentoring and supervisor is a core component of this role. Additional support for staff in public schools can be accessed through the NSET.</p> <p>Allied health professionals are required to meet professional registration requirements through clinical supervision. Individual staff are responsible for meeting these requirements, which are supported by ETD as a mechanism for ensuring currency of practice and expertise.</p>	2016-17	Sept 2018 Key M'Stone Aug 16 – discussion at Program Board Oct 16 – Stakeholder consultation	●	Discussions are underway through the cross sectoral Program Board to define 'professional supervision', i.e. an allied health model of supervision or based on existing frameworks in ACT schools? This will be considered further at the next Program Board meeting.	
	<p>13.7: Agreed 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</p>	June 2016		●	10 Teacher Scholarships were offered in May 2016, totalling \$40,000. A brief regarding priority areas for the next round of scholarships is currently with the Senior Executive Team for noting. It is anticipated that applications will be open in term 3, 2016. Strengthening of the Teacher Scholarship application and reimbursement process for future scholarships continues. This strengthening includes:	

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	<p>become mentors and facilitators within networks, sectors, and schools.</p> <p>ACT Government response: Within the existing scholarship program ETD will prioritise opportunities for formal study in supporting students with complex needs and challenging behaviours. The introduction of the school-based Disability Education Coordinator role and establishment of Professional Learning Communities through the ACT Government’s participation in the More Support for Students with Disability National Partnership has provided an effective mechanism for teachers to share knowledge, expertise and resources to support students with disability. ETD will build on these initiatives by creating broader opportunities for school leaders and teachers to become mentors and facilitators and for school visits to see best practice in action. ETD will also work with the TQI to target support for students with complex needs and challenging behaviours through the Institute’s cross-sectoral face to face and online networks, Master Class programs and professional learning register that will continue in 2016.</p>				<ul style="list-style-type: none"> • define expectation that scholarship recipient will share their knowledge and practice within their school and across the system; • 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. 	



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6. Student Centred Appraisal of Need Project	<p>14.1: Agreed 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.</p> <p>ACT Government response: Work has already commenced in relation to future school staffing models under the National Education Reform Agreement, to which the ACT is a signatory. This work will continue in 2016, including a review of funding related to disability. The Directorate will continue its work with other jurisdictions on improvement through activity associated with the Nationally Consistent Collection of Data on School Students with Disability and through collaboration on professional learning strategies and tools.</p>	Dec 2016 (tentative)	2017-2018 Key M'Stone Aug – Set 16 – Stakeholder consultation End Oct – Consultation strategy released Dec 16 – Setting direction paper released		This work is being considered in conjunction with the Student Resource Allocation (SRA) Program. Consultation will occur over 2016-17.	SRA timeframes for Students with Disability will see the introduction of a new policy, needs-based loading and guidance material ready for the start of the 2018 school year.
7. Universal School-Based Interventions Project	<p>6.1: Agreed 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.</p> <p>ACT Government response: Work has already commenced in relation to future school funding models under the National Education Reform Agreement, to which the ACT is a signatory. This work will continue in 2016, including a review of funding related to disability.</p> <p>The Directorate will continue its work with other</p>	Mar 2016	Dec 2016		<p>As at June 2016, 78 out of 118 ACT primary schools are participating in KidsMatter. 30 out of 54 ACT high schools are participating in MindMatters.</p> <p>The Australian Government has provided a response to the <i>Report of the National Mental Health Services and Program Review</i> that includes a proposed integrated end-to-end school based program building on the success of KidsMatter and MindMatters. Further announcements will be made by the government following the election.</p> <p>Promotion of KidsMatter and Mindmatters is ongoing. The</p>	The Australian Government has provided a response to the Report of the National Mental Health Program Review that includes a proposed integrated end-to-end school based program building


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	jurisdictions on improvement through activity associated with the Nationally Consistent Collection of Data on School Students with Disability and through collaboration on professional learning strategies and tools.				revised date aligns with the current funding period to December 2016.	on the success of KidsMatter and MindMatters. Further announcements are expected following the Federal Election.
	<p>9.1: Agreed 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.</p> <p>ACT Government response: ETD has negotiated with NSW to implement the Positive Behaviour Support in Schools program in 2016. The program will be evaluated and reported on following the first year of implementation. ETD will share the proposed program and outcomes with CE and AIS.</p>	June 2016	<p>Dec 2018</p> <p>Key M'Stone</p> <p>31 Jul - 2 additional PBL coaches start</p> <p>Aug 16 – Training for PBL coaches by NSW dept of Ed</p> <p>Sep 16 - EOI for more schools for implementation</p>		<p>15 schools are currently implementing Positive Behaviour for Learning (PBL).</p> <p>Two PBL coaches are working with schools to implement PBL. A recruitment process is underway to engage 2 additional officers.</p> <p>Tier 1 Universal training commenced on 20 June 2016. Work in 2016 is focussing on implementation and building the foundations for full implementation in to 2017.</p> <p>The due date reflects the time required to train and implement the program in its entirety.</p>	

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8. Student Voice Project	<p>6.2: Agreed 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>ACT Government response: ETD, CE and AIS acknowledge that student satisfaction is an important indicator of student engagement, leading to positive learning outcomes. ETD provides multiple avenues to express their satisfaction with their educational experience. A number of schools also promote and have active Student Parliaments, Representative Councils and Forums which provide a mechanism for students to participate in decision-making and initiating positive actions within their school. In high schools and colleges, students are often members of the School Board. ETD promotes the Engaging Schools Framework which emphasises student voice and participation across schools.</p> <p>In addition to the Student Congress, the Minister for Education and Training will facilitate a cross-sectoral student forum in Youth Week 2016 with a focus on student voice in school decision making.</p>	Sep 2016			<p>The Directorate was involved in preparations for the Minister's Student Congress, which was held on Friday 10 June 2016 with the theme of the congress "How do we create positive student teacher relationships?" The information gathered from students on this day will be used to create tools to support student voice.</p> <p>A cross sectoral (EDU, AIS, CE) Youth Forum will be held Thursday 28 July 2016 with a focus on student voice in schools. The Minister will be attending.</p>	
	<p>15.1: Agreed That ETD and CE, and each Independent School, make clear in their strategic plans a) how their student-centred vision and principles are operationalised with respect to priorities, targets and indicators; and b) how the various components, services and programs that they provide contribute to the implementation of their student-centred vision.</p> <p>ACT Government response: The Directorate will integrate</p>	June 2016	COMPLETED	 June 2016	<p>The new <i>School Improvement Framework</i> was announced by the Minister for Education on 1 April 2016.</p> <p>New <i>School Improvement Planning Guidelines</i> articulate the ultimate goal of school improvement is to improve outcomes for students, including levels of achievement and wellbeing. Each ACT Public School is required to have a School Strategic Plan, a public document that provides a strategic overview of the school's directions to guide improvement of the five year school review cycle. The School Strategic Plan will be directly</p>	



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	this recommendation into the School Improvement approach for public schools in 2016.				<p>linked to the school context and reflect the key drivers of the Directorate's Strategic Plan.</p> <p>External reviews will be conducted to provide an avenue for schools to demonstrate to the public the effectiveness of their planning and management of school resources to improve student outcomes.</p> <p>The Directorate's Strategic Plan 2014-17 <i>Education Capital: Leading the Nation</i> has at its core: Every child in the ACT deserves the opportunities provided through an excellent education irrespective of where they live, their circumstances or the school they attend. Targets and indicators of success relate to improving the outcomes for students, including vulnerable and disadvantaged children.</p>	
9. Children, Young People and Families Project	<p>6.4: Agreed 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> <p>ACT Government response: Community Services Directorate (CSD) will lead the development of the partnership agreement with ETD, CE and AIS. 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. CE and AIS acknowledge that the partnership could be strengthened in</p>	June 2016	Aug 2016		<p>The Improving Educational Outcome for Students in out of home care Committee are developing a Memorandum of Understanding between Out of Home Care providers, EDU, CEO and AIS. This was further refined by the Improving Educational Outcomes for Students in Out of Home Care Committee on 7 June 2016.</p> <p>The Committee meets quarterly meeting with the next meeting scheduled for 7 September 2016.</p>	Step Up For Our Kids Program (CSD)


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	this area and welcome the recommendation.					
	<p>7.1: Agreed 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 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> <p>ACT Government response: The ACT Government is committed to whole-of-government approaches which enhance educational and developmental outcomes for children. There are currently a number of evidence-based programs being jointly delivered by CSD, Health and ETD in primary schools including neuropsychological approaches to behaviour and therapeutic supports to enhance educational outcomes for all students. For example, in September 2012 the ACT Government committed \$3.05 million over four years to establish Melaleuca Place to support children recovering from abuse and neglect. The focus of Melaleuca Place is to provide high quality trauma-informed therapeutic services to children aged 0-12 years who are current clients of the statutory services.</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</p>	Nov 2016		●	<p>An initial meeting was held on 17 June 2016 with FamiliesACT, Youth Coalition, Principals and central office staff to consider parameters for action research projects that would explore options to support primary school students with challenging behaviours.</p> <p>The project officer has commenced developing a plan and guidelines for schools to apply for funding to research options.</p>	

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	receive appropriate education in mainstream schools. Another example is a new initiative being established known as Primary school aged early mental health. This CAMHS led program targets 5-12 year old children with emerging mental illness/disorders. It will work in partnership with ETD and the Child and Family Centres.					
	<p>12.2: Agreed 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.</p> <p>ACT Government response: ETD and CSD continue to work in partnership through the Strengthening Families Program to support families with complex needs engaged with multiple support agencies. ETD recognises the importance of this model in supporting coordinated service provision.</p> <p>The Strengthening Families Program, which currently has the capacity to support 50 families at a time, has an existing referral process which is outlined in the 'Better Services – Request for Support' form. ETD NSET are aware of the referral process and engage with Strengthening Families as needed. ETD will promote the Strengthening Families Program to school principals and develop procedures for schools to identify families that would benefit from the program and make referrals through the NSET.</p>	Apr 2016	COMPLETED	 June 2016	EDU and CSD have an established process in place for referrals. EDU has built on this through a shared commitment statement to support the Strengthening Families Project and embed the Strengthening Families approach within the Schools for All program of system reform.	Strengthening Families and Better Services (CSD)
	<p>12.3: Agreed 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</p>	Nov 2016	Dec 2018		ETD, CSD and ACT Health continue to work collaboratively through the Better Services taskforce and other forums to ensure that service provision with respect to children and young people with complex needs and challenging behaviours, and their families, is offered in a strategic and client focussed	Better Services (CSD)






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	<p>strategic and client focused manner and demonstrates effective communication among all parties.</p> <p>ACT Government response: ETD, 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 complex needs and challenging behaviour, and their families, is offered in a strategic and client focused manner. 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, including additional programs to assist children to remain with their parents through the Strengthening High Risk Families domain.</p>		<p>Key M'Stone</p> <p>30 Nov 16 – Finalise continuum of Ed Support</p>		<p>manner.</p> <p>The Directorate acknowledges this is a cornerstone recommendation that captures the cultural change inherent in the Expert Panel report, and is dependent on the activities underway across a number of the recommendations. The longer-term evaluation of the program will identify the achievement of this recommendation.</p>	
	<p>12.5: Agreed 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>ACT Government response: The ACT Government agrees to investigate the feasibility of schools 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 offerings.</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</p>	2016-17	Dec 2017		<p>The Directorate and community sector partners met on 16 June 2016 to discuss future opportunities to establish schools as a hub projects in areas of disadvantage. It was agreed to work together to develop some 'grass roots' approaches to supporting families and communities through schools. This work will continue in the next quarter.</p>	<p>Evaluation of the West Belconnen Local Services Network (Human Services Blueprint) will occur during 2016 and learnings will be applied to future policy direction.</p>

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	<p>between Child and Family Centres and local schools. 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. ETD and CSD will collaborate to determine the feasibility of a cross-directorate model of service.</p> <p>The ETD website provides information on the range of facilities available for community use.</p>					
	<p>15.5: Agreed in principle 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>ACT Government response: 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 service providers are working together to meet the needs of their community and a pooled funding arrangement is a feature of this model. The West Belconnen trial will be evaluated and an assessment of broader application made in</p>	Nov 2016		●	<p>Recommendation 7.1 outlines a strategy to engage schools in action research with funding to innovate and evaluate, to benefit students with complex needs and challenging behaviours.</p> <p>Future funding options for innovation are currently being explored.</p>	

	Expert Panel Report Recommendation and ACT Government response	Original Due Date	Approved Due Date ¹	Status Flag	Key Outcomes Achieved	Dependencies
	2016.					
10. Learning and Teaching Project	<p>6.3: Agreed 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>ACT Government response: In 2015 ETD appointed a Director for Families and Students as a key contact for parents, students and the community to raise concerns in regards to the needs of individual students. Improving parent and carer engagement in students' learning is an ongoing priority for ETD, CE and independent schools.</p> <p>The ACT Government has invested approximately \$293,900 from 2013/14 – 2015/16 to partner with the Australian Research Alliance for Children and Youth (ARACY) for a cross-sectoral project titled Progressing Parental Engagement in the ACT. The project has seen the creation of a suite of resources for use by families, schools and communities across all sectors of schooling in the ACT – public, Catholic and independent. The resources support a shared understanding of what parental engagement is, why it matters, how it works, and how best to foster it. Additional resources as part of the project will be released in November 2015 and January 2016. The Directorate will investigate the potential to expand the resources for parental engagement to include the development of advice for parents/carers of students with complex needs and challenging behaviours.</p>	Dec 2016			<p>An establishment meeting was held with the Australian Research Alliance for Children and Youth project managers, the qualitative researchers and EDU. ARACY has been engaged to develop resources for parents and carers based on best practice in parental engagement for students with complex needs and challenging behaviour.</p> <p>Stage one work has commenced with the engagement of a subject matter expert, Dr Tim Moore, and establishment of a stakeholder reference group with representatives from CE, AIS and EDU as well as key stakeholders including Child Health Development Service, Association of Parents and Friends ACT and the ACT Council of P&C Associations.</p>	
	<p>12.4: Agreed That ETD publicly release the report on the evaluation of the Early Childhood Schools and Koori</p>	Dec 2016			On track to meet the target timeline.	

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	<p>Pre-schools once completed.</p> <p>ACT Government response: The evaluation of Early Childhood Schools commenced in April 2015 following changes to the original scope brought about by the transfer of early intervention services to the National Disability Insurance Scheme (NDIS) at the end of 2014. The review is currently scheduled for completion by the end of January 2016. ETD will publicly release the report on the evaluation of the Early Childhood Schools and Koori Preschool Programs along with the ETD response to the report.</p>					
	<p>15.2: Agreed 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> <p>ACT Government response: ETD is currently finalising the revised Reporting Student Achievement (Preschool to Year 12) Policy. The policy includes the introduction of a common reporting template for all schools for end of semester written reports, which will be implemented in all ACT public schools in 2016 for students in Kindergarten to Year 10. In addition to academic achievement, the policy and common templates require schools to report on student engagement with learning areas, work habits, personal and social capabilities, strengths, areas for development, suggested strategies for improving student learning and where applicable, the level of additional support provided for students to access the learning program. The reporting policy and associated templates will be available to CE and independent schools to support their response to this</p>	Feb 2016	Dec 2016		<p>The Directorate's K-10 reporting template format is not yet finalised although 38 schools have elected to implement the latest draft with some flexibilities for Semester One 2016 reporting processes.</p> <p>This recommendation was initially closed in the first quarter, following release of the report format to schools. On receipt of initial feedback from schools, further consultation on common reporting templates is progressing.</p> <p>The recommendation, therefore remains open and a revised due date has been assigned to accommodate ongoing consultation on the template.</p>	

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	recommendation.					

Status Legend	
	Oversight Group has endorsed the closure of this recommendation.
	<5% Variance from Program Schedule – action has commenced and is on target to meet completion date. Note where a recommendation has a revised date, traffic light reporting is against the revised 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:
Jacinta Evans

Date: June 2016

Program Sponsor sign of:
Deb Efthymiades

Date: June 2016

¹Original due dates were identified prior to detailed project mapping. Following further project scoping Oversight Group has endorsed some amended due dates as 'Approved Due Dates'

ATTACHMENT A: EDUCATION DIRECTORATE CASE STUDIES

ACT P-10 SCHOOL	Related Projects
<p>At the heart of this ACT P-10 school is a shared philosophy and values of Inclusion, Respect, Teamwork, Endeavour, Resilience and Integrity. This is evident in the language used in interactions, in the social and emotional skills that are explicitly taught, and in the values that are prominently displayed in every classroom around the school. As the principal states; “Inclusion underpins everything we do. We teach children explicitly what it means to be a community member. This means how you try your very best with your learning, how you are impacted by others and how you impact other people”.</p> <p>X P-10 School inducts their teachers very carefully into the inclusive philosophy of the school; that everyone belongs and the richness of the school comes from the diversity within it. The school works very hard to ensure that teachers new to the school understand that the school is a place of learning, sometimes that learning involves learning behaviours, sometimes it is learning academically and other times it is learning about values. The principal is up front with teachers visiting the school to ensure that their philosophy of inclusion aligns with the philosophy of the school.</p> <p>The school ensures teachers are supported to develop an inclusive vision and inclusive practice through universal practices. All staff train in Team Teach and in differentiation and personalised learning approaches. The school funds specialist teachers including a Student Engagement Coach and a Teaching and Learning coach to work alongside teachers in the classroom. The school has developed a strong partnership with the University of Canberra for Occupational Therapy students to work with teachers in classrooms to support the needs of students. The school does not advocate for a withdrawal model and specialist teachers work within the mainstream classrooms.</p> <p>Learning support units are co-located in the learning pods and inclusion into the mainstream classrooms is maximised depending on learning and social needs. Learning Support Assistants belong to a class, not a student and their role is to support the teacher to meet the needs of all students.</p> <p>The principal is very open with prospective parents that the school is an inclusive school. They acculturate parents into our school values right from pre-school, discussing values and vision and outlining the supports that the school provides to make this successful.</p> <p>Regular student support meetings are held, involving all staff working with a child to collaboratively discuss the most effective learning plan to meet the child’s needs. This involves teachers, learning support assistants, the school psychologist, executive teacher and deputy principal. The Directorate’s Network Student Engagement Team (NSET), a multidisciplinary support team is engaged by the school to assist them in this process. The students are also involved in developing their Individual Learning Plan (ILP) so they have ownership over their learning goals. The principal emphasises “Strong communication and collaboration is key to an inclusive school”.</p>	<p>Project 3</p> <p>Project 5</p> <p>Project 7</p> <p>Project 8</p> <p>Project 9</p>

ACT COLLEGE	Related Projects
<p>This ACT College uses a Response to Intervention (RTI) approach to support student wellbeing, a multi-tier approach to the early identification and support of students with learning and behaviour needs. The RTI process begins with high quality instruction and universal screening of all children in the general education classroom and moves to targeted support as required. This approach is supported by the Student Services Team.</p> <p>The Student Services Team consists of a School Leader who oversees the team and programs; four Year Coordinators who support student academic, social and emotional wellbeing; School Psychologist; Moving Forward Officer; Assessment Certification Officer (School Leader C) and administration staff who manage attendance, files and case notes. The team is responsible for working with teachers and support staff to build capacity and implementing whole school programs such as the Mind Matters mental health framework.</p> <p>A second team, the Foundations Team manages two Learning Support Units (LSUs), a Learning Support Centre (LSC) and the mainstream Inclusion Support Program (ISP). A SLC for the Foundations Program oversees the teachers, Learning Support Assistants (LSAs) and the programs.</p> <p>Both the Student Services Team and Foundations Team work collaboratively together using a case management approach to ensure that students with additional needs are identified, and supported through the Student Centred Appraisal of Need (SCAN) and Individual Learning Plan (ILP) process. They also build the capacity of teachers and Learning Support Assistants to meet the academic, social and emotional needs of students. The team has developed a strong relationship with the Directorate’s Student Engagement Branch to access programs and specialist support through the Network Student Engagement Team (NSET).</p> <p>The school has developed a Refugee Bridging Program to meet the specific needs of refugee students. They have developed a partnership with Companion House to support a number of students who have experienced significant trauma. The school has also employed a social worker to work with these students and their families.</p>	<p>Project 3</p> <p>Project 5</p> <p>Project 7</p> <p>Project 8</p> <p>Project 9</p>

ACT SPECIALIST SCHOOL	Related Projects
<p>This ACT Specialist School believes that a focus on the wellbeing of their families and their staff is critical to supporting the wellbeing of their students. The school has employed a Family Support Worker to engage with families to strengthen the home school partnerships. A key role of the Family Support Worker is to support families in understanding the NDIS and linking families to agencies. As a result there has been 100% engagement with the NDIS.</p> <p>The school has implemented the Playing and Learning to Socialise (PALS) social emotional curriculum and the Executive Teacher of Professional Practice mentors staff to implement this program. The school was one of the first trauma friendly schools in the ACT, having implemented the Trauma Understanding and Sensitive Teaching (TRUST) in Schools Project and are now sharing practice with other ACT schools. The TRUST in Schools project is an innovative pilot project developed as collaboration between Australian Child and Adolescent Trauma, Loss and Grief Network (ACATLGN), ANU College of Medicine, Biology and Environment and the Directorate. The TRUST in Schools project is a whole of school approach to assist schools to become trauma sensitive, that is to become trauma informed and to implement trauma informed practices within the school.</p> <p>They have implemented the Team Teach Program, a holistic approach with an emphasis on calm communication and de-escalation skills that are sometimes necessary for specific students requiring some additional positive behaviour support.</p> <p>The school has developed partnerships with the Child and Family Centre and Child At Risk Health Unit (CARHU). The school adopts a case management approach to meet the needs of students with complex needs and challenging behaviour. The school is currently off-lining classroom teachers fortnightly to work with the School Psychologist, Child and Family Centre, CAHRU, Barnardo’s case worker and carer to develop a child’s management plan. The school believes strongly in giving time to teachers to validate and sustain this case management approach.</p> <p>The school places a strong focus on wellbeing of staff so they can be resilient enough to meet the needs of the children. They do this through specific health and wellbeing programs, formalised debriefing sessions and opportunities for fun and relaxation.</p>	<p>Project 3</p> <p>Project 5</p> <p>Project 7</p> <p>Project 8</p> <p>Project 9</p>

ACT PRIMARY SCHOOL	Related Projects
<p>This ACT primary school’s philosophy is that quality teaching, quality curriculum and quality relationships are at the heart of a successful behaviour support system. The school has a Special Needs Committee and Student Wellbeing Committee of which the Deputy Principal has oversight. The School Psychologist is part of both of these teams. The School Psychologist works with all teachers at the beginning of each year to identify students requiring additional support and to coach teachers in learning strategies to support their academic and social and emotional needs. A student wellbeing case management meeting is held monthly at the school with the Tuggeranong Community Centre, Gateway, Smith Family, Care and Protection and Marymead.</p> <p>The school focuses on building a positive school culture, building self-esteem and empowering students to self regulate their own behaviour. They foster social and emotional learning skills through the Bounce Back program, and the Mindfulness: MindUP™ program which teaches social, emotional learning and self-regulatory strategies and skills that link cognitive neuroscience, positive psychology and mindfulness awareness training. They also implement the KidsMatter program, an Australian mental health and well-being initiative.</p> <p>The school uses a cooperative learning approach to develop a positive class climate, high levels of student engagement and positive peer connections. They use daily community circles and regular class meetings and a restorative practices approach which gives a voice to both the victim and the wrongdoer, in situations where harm has been done. A strong Student Representative Council (SRC) is designed to develop strong student voice. The Protective Behaviours program is implemented for all students which develops the skills required to deal effectively with situations where they feel uncomfortable or unsafe.</p> <p>Building the capacity of teachers to work with students with complex needs and challenging behaviours is a key priority. All teachers have been trained in Team Teach, a holistic approach with an emphasis on calm communication and de-escalation skills that are sometimes necessary for specific students requiring some additional positive behaviour support. All teachers have been trained in the Essential Skills for Classroom Teachers program which focuses on classroom management skills with an emphasis on maintaining positive, productive and supportive relationships between teachers and students.</p> <p>The school is a Trauma Informed and Trauma Sensitive School. All staff have trained in the Trauma Understanding and Sensitive Teaching (TRUST) in Schools. This promotes teacher understanding of stress and trauma, and the impact these have on student relationships, behaviour and learning.</p> <p>The school adopts a Response to Intervention approach to identify and support students with learning difficulties. All students are screened for basic early literacy skills and universal (whole class), selected (small group) and targeted (individual/specialist) interventions and approaches are used. The school is also conducting a longitudinal study on the impact of boys early literacy skills on their behaviour.</p>	<p>Project 3</p> <p>Project 5</p> <p>Project 7</p> <p>Project 8</p> <p>Project 9</p>