ACT Government
Education

Student Resource Allocation Program
Students with Disability

Draft for consultation

Discussion paper

November 2016

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1 Introduction

On 15 April 2010, the Australian Government initiated a review of funding arrangements for schooling to develop a funding system that is transparent, fair, financially sustainable and effective in promoting excellent educational outcomes for all Australian students.

Chaired by Mr David Gonski, the review panel presented its findings to the Government - *Review of Funding for Schooling Final Report* (known as the 'Gonski report') in November 2011. The Government released the report, along with its initial response, in February 2012.

Based on the recommendations of the Gonski report, the ACT Government signed the National Education Reform Agreement (NERA) on 30 June 2013 and commenced design development in 2014. The NERA is designed to drive long-term improvements in ACT schools and develop a fairer approach to funding based on the needs of all students.

The Student Resource Allocation Program (SRA) is a comprehensive program to support the broad reform agenda set out in the Gonski report. The principle of student needs-based school funding is to more effectively respond to need, drive broader school reform, obtain value for money and ensure greater outcomes-based accountability. It is also to ensure transparency and clarity of funding across schools and for school communities.

The SRA Program provides for:

- learning environments that best meet student needs through innovative work practices, delegation, decision making, staff development and performance management, and special classroom assistance
- updated and improved policy settings to guide school and system decision-making
- strengthening how resources are used to enrich and enhance the school experience of all students
- a fairer allocation of funding to schools based on student need
- improved data about student and school performance, and
- improved administrative and management systems such as the Schools Administration System (replacing MAZE), Casual Relief System (CRS) and Financial Monitoring System.

The SRA funding model is structured around:

- Core funding – made up of Base Funding, Per-Student Funding and adjustments for Stages of Schooling, and
- Needs-based funding – to address student needs of key equity groups which will be implemented through a staged approach. These include:
  - students from low socioeconomic backgrounds (2016)
  - students with English as an Additional Language or Dialect (2017)
  - Aboriginal and Torres Strait Islander students (2018), and
  - students with disability (2018).

In line with the ACT Government's commitments under the NERA, a new funding approach for students with disability is being developed. It is anticipated that this new model will be ready for staged implementation by the beginning of the 2018 school year (note: actual implementation dates will be settled following development of the policy framework and new funding model). As part of the development of the new model, the ACT Education Directorate (the Directorate) is opening consultation with students, staff, parents and other key stakeholders which will feed into the development of a new policy framework and resourcing arrangements for students with disability.

The new policy framework and resourcing arrangements will be based on contemporary research, evidence-based practice and feedback from stakeholders. There has been significant change in recent years in how education systems respond to the diverse needs of students, including through the implementation of the Australian Curriculum, investment in new technology in schools, broader cultural change in response to the national Disability Standards for Education, the National Disability Insurance Scheme (NDIS), and other policies designed to promote inclusion. The Directorate will look at policy changes that have led to positive outcomes in other jurisdictions and consider how they could be adapted for students with disability in ACT public schools.

More information on the SRA Program is available from
http://www.education.act.gov.au/school_education/sra-program

Which current practices and programs in ACT public schools most strongly support students with disability to reach their full potential?

2 Guiding principles

The Guiding Principles of the SRA Program direct the policy's development and implementation. The seven guiding principles anchor the ACT public schools reform directions and provide a summary of the key objectives of the SRA Program, including the SRA school funding model.

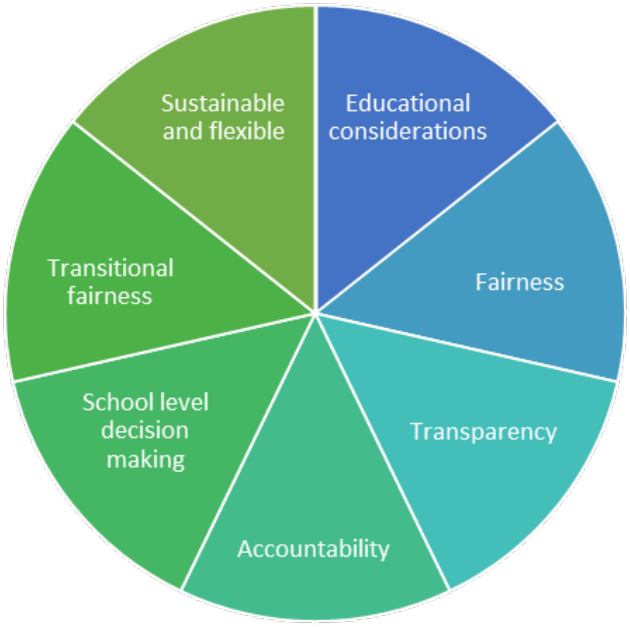


Diagram 1: Student Resource Allocation Guiding Principles

Educational Considerations - Educational considerations, based on the best evidence available, will drive the data sets, weightings, and parameters used in the design and implementation of new arrangements.

Fairness - Fairness will result when schools with a similar mix of learning needs receive similar funding.

Transparency - Transparency will ensure funding is visible and directed to support the needs of students and schools.

Accountability - Accountability for the resources schools receive, including articulation of the responsibilities of schools to support, and report on, student learning.

School Level Decision Making - School level decision making will be enabled through clear understanding of what resources will be provided to schools and when it will be provided.

Transitional Fairness - Transitional fairness will drive progressive implementation over several years so schools, where necessary, can adjust as the ACT moves from the old system to the new model.

Sustainable and Flexible - Sustainable and flexible design allows for new policy priorities and changing school and student populations over time.

3 Purpose of this paper

The Directorate recognises the contribution of education to the development of all students into skilled and successful participants in the workplace and community.

In formulating policy to strengthen public schooling and achieve this outcome, the Directorate values public consultation and stakeholder insights. The Directorate is undertaking a consultation process with the aim of engaging with stakeholders with an interest in improving the educational experiences and outcomes of students with disability.

The purpose of this document is to provide background and stimulus questions on issues affecting students with disability, information on current services available and to more broadly seek stakeholder views about what policy-makers should be considering when developing the new policy framework and funding model. The paper provides an overview of the legal and human rights frameworks around students with disability and provides information on other ACT and Australian Government policies and programs applying to students with disability in the ACT.

Feedback is invited from all interested stakeholders on the range of questions posed in the paper and any other views that can contribute to shaping the future direction for public schools to support students with disability. The Directorate is working with former Australian Disability Discrimination Commissioner and leading human rights practitioner, Mr Graeme Innes AM, to lead face-to-face consultation with peak bodies, leading practitioners and other groups with an interest in school education for students with disability.

In addition, the Directorate has engaged the Centre for International Research on Education Systems at Victoria University to assist in providing advice on best-practice approaches to supporting students with disability in the ACT context, as well as developing a survey to provide an additional avenue for stakeholders to contribute to the consultation process.

Through these conversations, we will explore issues around quality education, inclusion, and engagement between families, the community and schools. The Directorate will use this feedback as the basis for further consultation. A summary of the stimulus questions in this paper is at **Appendix A**.

4 Other disability-related consultation processes

The Directorate is currently responding to feedback and recommendations from a range of sources, most recently the 2015 *Schools for All* report (see **Appendix B** for a list of *Schools for All* recommendations that overlap with the SRA Program).

The *Schools for All* report identifies a focus on culture, in particular the need for schools to focus on being places for *all* students, and to adopt a 'whatever it takes' vision for meeting the personal and academic needs of students. The work under the SRA Program aims to enhance how the system and public schools can meet that vision, refresh disability policy settings and develop a new approach to resource allocation.

Our challenge is to bring the legal, educational and financial directions together in a way that will improve outcomes and support schools. In doing this, we are guided by the following:

- The United Nations General Comment on Article 24: Right to Inclusive Education provides a definition of "inclusive education"
- The Disability Discrimination Act 1992 (DDA) provides a definition of disability
- The Disability Standards for Education 2005 (Education Standards) identifies our obligations to meet the educational needs of all students, and
- The Nationally Consistent Collection of Data (NCCD) identifies the number of students with disability in our schools nationally.

Under the SRA Program, public schools will make reasonable adjustments for students with disability to access and participate in schooling, through the Program's new approach to providing schools with a global budget to provide for the full diversity of student need.

5 Overarching government policy commitments

A range of legislation and policies impact services for students with disability in the ACT, driving and supporting ongoing reform of public schooling. The extent to which the policy goals are being realised is the subject of continuing review by governments.

The legal and human rights frameworks which guide how governments, education authorities and schools support students with disability have been explored in detail in other ACT documents – most recently in the *Schools for All* report.

5.1 International obligations

The United Nations Convention on the Rights of Persons with Disabilities (The Convention) is an international human rights treaty intended to protect the rights and dignity of persons with disability. The Convention aims to enhance opportunities for people with disability to participate in all aspects of social and political life, including access to employment, education, health care, information, justice, public transport and the built environment.

Article 24 of the Convention outlines the obligations of governments to provide quality inclusive education for persons with disability. The United Nations Committee on the Rights of Persons with Disabilities recently adopted General Comments in relation to Article 24 that highlighted the importance of recognising the differences between exclusion, segregation, integration and inclusion:

> "*Exclusion occurs when students are directly or indirectly prevented from or denied access to education in any form. Segregation occurs when the education of students with disabilities is provided in separate environments designed or used to respond to a particular or various impairments, in isolation from students without disabilities. Integration is a process of placing persons with disabilities in existing mainstream educational institutions, as long as the former can adjust to the standardized requirements of such institutions. Inclusion involves a process of systemic reform embodying changes and modifications in content, teaching methods, approaches, structures and strategies in education to overcome barriers with a vision serving to provide all students of the relevant age range with an equitable and participatory learning experience and environment that best corresponds to their requirements and preferences"* (UN General Comment: Rights to Inclusive Education).

The core features of inclusive education, as detailed in the General Comments, are:

- whole systems approach
- whole educational environment
- whole person approach
- supported teachers
- respect for and value of diversity
- learning-friendly environment
- effective transitions
- recognition of partnerships, and
- monitoring.

The United Nation's description of the scope of inclusive education will be used as a point of reference for stakeholder discussions.

How can the Directorate best meet expectations around inclusion?

5.2 National context - education policy framework

The *National Declaration on Educational Goals for Young Australians* (*Melbourne Declaration)* 2008 commits Australia to two goals for education:

- That all young Australians become: successful learners; confident and creative individuals, and active and informed citizens.
- That Australian schooling promotes equity and excellence, including providing "*all students with access to high-quality schooling that is free from discrimination based on … disability…*".(page 7)

The ACT made significant contributions to the development of the *Melbourne Declaration*, and is committed to these goals further embedding in school policy and practice.

5.2.1 National Disability Strategy

The National Disability Strategy 2010-2020 (the Strategy) sets out a ten year national plan for improving life for Australians with disability, their families and carers. It draws on the findings of extensive consultation conducted in 2008-09 by the National People with Disabilities and Carer Council and reported in *Shut Out: The Experience of People with Disabilities and their Families in Australia* 2009. Inclusion is a central theme of the Strategy. For schooling, inclusion is important for the social as well as the academic development for all students.

The Strategy outlines a vision for Australia that informs our work. It makes important observations regarding the present and preferred future:

> *"A community that only sees deficits when it sees a person with disability is a community that creates barriers to participation and entrenches dependencies on formal support systems."*
>
> *"Australia should be a country where it is not unusual to see people with disability as participants, organisers and leaders in all parts of civic life including cultural, religious, recreational, political, professional and sporting spheres*" (Council of Australian Governments, 2011 p. 17)

The Strategy outlines six areas of policy action, with 'Learning and skills' identified as one of those six areas. This element of the Strategy is particularly relevant to public schools and seeks to ensure people with disability:

> "*achieve their full potential through their participation in an inclusive high quality education system that is responsive to their needs. People with disability [should] have opportunities to continue learning throughout their lives*" (Council of Australian Governments, 2011 p. 49).

5.2.2 National Disability Insurance Scheme (NDIS)

The NDIS provides new ways of supporting Australians with disability, their families, and carers. It replaces the old system of 'block' funding for disability providers with an individualised funding model designed to provide reasonable and necessary supports for an individual to live an ordinary life.

The NDIS supports people with disability to build skills and capability so they can participate in the community and employment, and access mainstream services and supports. The NDIS will fund personalised supports related to a person's needs, unless those needs are the responsibility of another service system. Australian governments have agreed on the need to improve the interface between the school services and those provided under the NDIS.

More information on the NDIS is available from https://www.ndis.gov.au/

5.2.3 Nationally Consistent Collection of Data on School Students with Disability

Using the broad definition of disability under the DDA as a measure, the NCCD provides schools and education providers with information about the number of students with disability in schools, where they are located and adjustments they receive. Funding is not tied to NCCD in the ACT.

As a national data collection initiative, the NCCD is based on a national framework and is being developed cooperatively by all jurisdictions and education sectors. The collection is designed to count students with disability who receive an adjustment from their school to enable access and participation in education. Adjustments made for students are measured across four levels: from those made through quality differentiated teaching practice through to supplementary, substantial and extensive adjustments.

The data collection process and associated professional learning for teachers and other school staff reinforce the obligations of schools towards students with disability under the DDA and the Education Standards. The NCCD relies on teachers' professional judgment and their understanding of the students in their classes to count the number of students supported under these obligations.

The NCCD is still in its infancy, but it is being implemented nationally and each jurisdiction and school sector is working towards increased consistency within their system and across systems.

Not all students who are included in the NCCD meet the ACT Disability Criteria. Under the Education Standards, all schools make reasonable adjustments to ensure students access and participate in education on the same basis as their peers.

5.2.4 The Disability Standards for Education

The Education Standards set out how the obligations of the DDA operate in education. The Education Standards require that all schools make reasonable adjustments to ensure that students with disability can access and participate in education on the same basis as other students.

This fundamental requirement has subsequently been reflected in national and jurisdictional education policy, including the national curriculum standards for schooling and national standards for the teaching profession.

The ACT Government's adoption of the Standards for Education, its commitment to inclusive education and its current approach to schooling for students with disability are articulated in *Students with a Disability: Meeting their Educational Needs* 2008. The current consultation process and subsequent policy development builds on this platform.

5.2.5 Australian Curriculum - diversity

The Australian Curriculum has been developed by the Australian Curriculum and Assessment Authority (ACARA) and has been adopted as the curriculum for all ACT public schools. Teachers use the Australian Curriculum to develop teaching and learning programs that build on students' interests, strengths, goals and learning needs, and address the cognitive, physical, social and aesthetic needs of all students.

All students are entitled to rigorous, relevant and engaging learning programs drawn from a challenging curriculum that addresses their individual learning needs. This entitlement applies equally to students with disability.

ACARA provides advice to teachers and school leaders on meeting their obligations under the Education Standards to ensure students with disability can access and participate in the curriculum. This advice builds on the general student diversity advice developed by ACARA and applies to all educational settings and contexts, including specialist schools and support classes.

5.2.6 Student outcomes data and accountability

The SRA Program includes consideration of what data is required to best understand student and school performance to personalised student learning, evaluate programs and strengthen accountability. Improvement in this area would in turn inform school decisions on the provision of supportive learning environments and the effective use of local funds.

The collection and use of data on student learning and wellbeing outcomes is particularly important for students with disability, given the need to make reasonable adjustments to support academic and social outcomes for these students and the need for schools to develop and identify successful programs for this purpose.

How could the ACT education system best share how learning is being personalised and outcomes being achieved for students with disability?

5.3 ACT Government policies

5.3.1 Disability service provision

The ACT Government currently articulates its commitment to inclusive education and its approach to school education for students with disability in the Directorate policy *Students with a Disability: Meeting their Educational Needs*.

> "*ACT public schools are required to make reasonable adjustments for students with a disability at the time of enrolment and during the course of their education, ensuring they have the support they need to successfully access and participate in the school curriculum, programs and activities in the company of their same-age peers*" (Page 1)

To support this policy, the Directorate commits resources to a range of disability services. These services include direct supports for students through the provision of specialist settings and programs, specialist equipment and resources, and additional supports to increase the capacity and capability of teachers and schools to meet student need, including

professional learning and access to the Network Student Engagement Teams. Section 6 provides data on students with disability in ACT public schools.

5.3.2 Specialist settings for students with disability

The ACT offers six different disability programs for students meeting the ACT Disability Criteria (see section 5.3.5 for information about the criteria).

- There are four **specialist schools** in the ACT within the ACT public school system. These include two primary schools and two secondary/college schools. The specialist schools program is available to students who meet the ACT disability criteria for intellectual disability and/or autism. Families complete direct enrolment to the school through the Directorate's online enrolment form.

- **Learning Support Units (LSUs)** are offered in the primary, secondary and college settings. Schools, based on the needs of their students, run small classes with the option of inclusion in mainstream. This program is available to students who meet the ACT disability criteria for Intellectual Disability and/or Autism. Where possible, families will be offered their closest LSU setting, often in their priority enrolment school. Families can indicate their school of preference if it is outside their priority enrolment area, but cannot be guaranteed a placement.

- **Learning Support Units Autism (LSUAs)** are offered in the primary and secondary settings. Schools, based on the needs of their students, run small classes with the option of inclusion in mainstream. This program is available to students who meet the ACT disability criteria for Autism. Where possible, families will be offered their closest LSU-A setting, often in their priority enrolment school. Families can indicate their school of preference if it is outside their priority enrolment area, but cannot be guaranteed a placement.

- **Learning Support Centres (LSCs)** are offered in the primary, secondary and college settings. Schools, based on the needs of their students, run small classes with the option of inclusion in mainstream. This program is available to students who meet the ACT disability criteria for Intellectual Disability and/or Autism and/or significant learning disability. Where possible families will be offered their closest setting, often in their priority enrolment school.

- **Inclusion Support Program** provides additional funding support generated through the Student Centred Appraisal of Need (Appraisal) process. This supports the school to provide the reasonable and necessary adjustments for the student to be able access and participate in education. This program is provided for students who meet the ACT disability criteria for Intellectual Disability, Autism, Physical Disability, Language Disorder, Mental Health and/or Chronic Medical. Families complete direct enrolment to the school through the Directorate's online enrolment form.

- **Hearing and Vision** support is offered to schools to support them in meeting the needs of students with hearing and/or vision impairment. This program is available to students who meet the ACT disability criteria for Hearing and/or Vision impairment. Families

complete direct enrolment to the school through the Directorate's on line enrolment form.

5.3.3 Network Student Engagement Team (NSET)

The Directorate has four NSETs: one per school network. The purpose of each NSET is to work with schools and their staff to build their capability to engage every student every day in meaningful relevant learning, enabling them to fulfil their potential. NSETs aim to complement other supports available to schools including: support staff in schools (e.g. school psychologists, youth support workers), community and government agencies and online and face-to face professional learning opportunities.

Each NSET team consists of a deputy principal, three senior psychologists, two behaviour support partners, two disability education partners, two social workers, one engagement officer, a speech pathologist and an occupational therapist. Schools can refer to NSET for advice, support in building the capacity of their school, professional learning, request for review of resourcing for a student with disability and/or targeted support for individual students.

5.3.4 ACT Disability Criteria

All ACT public schools are resourced to meet the needs of their students. In addition to this resourcing, the Directorate identifies students who may require additional resourcing to meet their individual needs. The targeted group is identified using the ACT Disability Criteria located on the Directorate's web page. The criteria identify eight different categories of disability: Intellectual Disability, Autism, Physical Disability, Hearing Impairment, Vision Impairment Language Disorder, Mental Health and Chronic Medical Condition. More information is available from http://www.education.act.gov.au/__data/assets/pdf_file/0009/17829/Interim-Disability-Criteria-2015.pdf

5.3.5 Student Centred Appraisal of Need (Appraisal)

Families and schools of students identified by the ACT Disability Criteria participate in an Appraisal meeting to identify the level of support required to support the student accessing education on the same basis as their peers. Appraisal aims to provide a consistent approach to determining the educational needs of individual students so that additional resources to support students with a disability are allocated to schools on an equitable basis. The meeting is run by a moderator who steps the school and family through a serious of questions as outlined in the Appraisal booklet. More information is available from http://www.det.act.gov.au/__data/assets/pdf_file/0012/20127/Student_Centred_Appraisal_of_Need_-_Appraisal_booklet_for_Parents_Carers_and_Staff.pdf

5.3.6 Disability funding

For students in specialist schools or mainstream settings supported by the inclusion support program, the quantum of funding provided to the school is determined by the Appraisal process. For students in LSUs, LSUAs and LSCs the system provides for smaller class sizes to ensure adjustments are made for each student. In all these settings the schools have the

flexibility to use disability resources based on what works best in their schools to optimise the educational experience and outcomes for all students at the school.

The funding for hearing and vision support services is currently retained within the Education Support Office.

How should student need be determined? And, how could resources be best allocated?

5.3.7 Professional learning

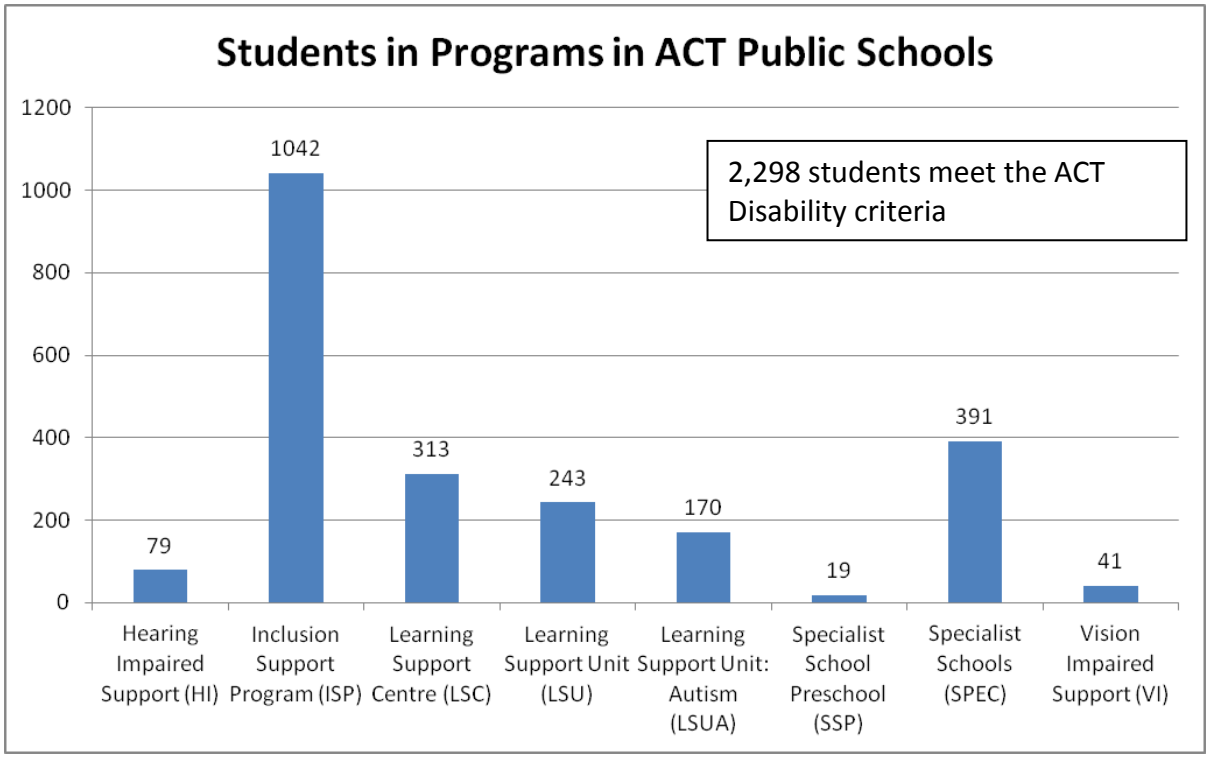
ACT public school staff access a wide variety of quality professional learning in the area of disability education. All staff are required to complete the online Disability Standards for Education course to outline the key roles and responsibilities of schools to students with disability. The Directorate also has a wide range of online resources to support staff professional development including, Autism Spectrum Disorder, Dyslexia and Significant Reading Difficulties, Understanding Hearing Loss, Motor Coordination Difficulties, Speech, Language and Communication Needs, Understanding and Managing Behaviours, as well as face to face training, Individual Learning Plans (ILPs), Learning Difficulties and Team-Teach.

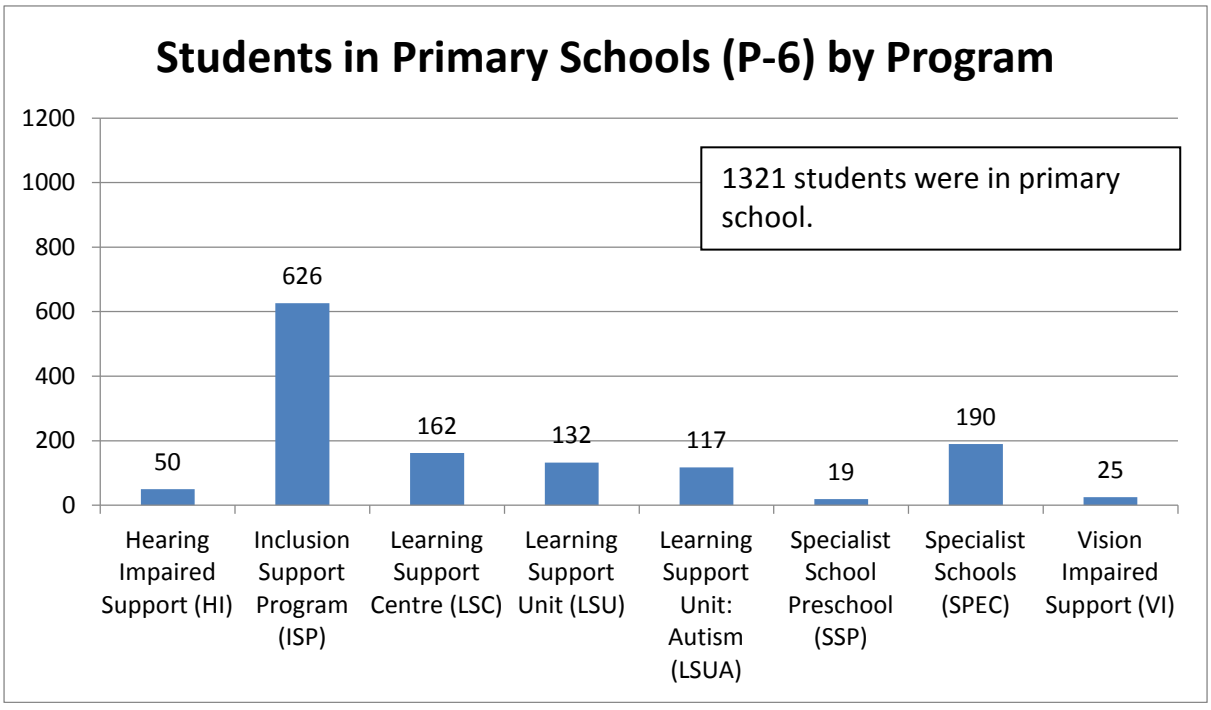
5.3.8 Progressing parental engagement in the ACT project

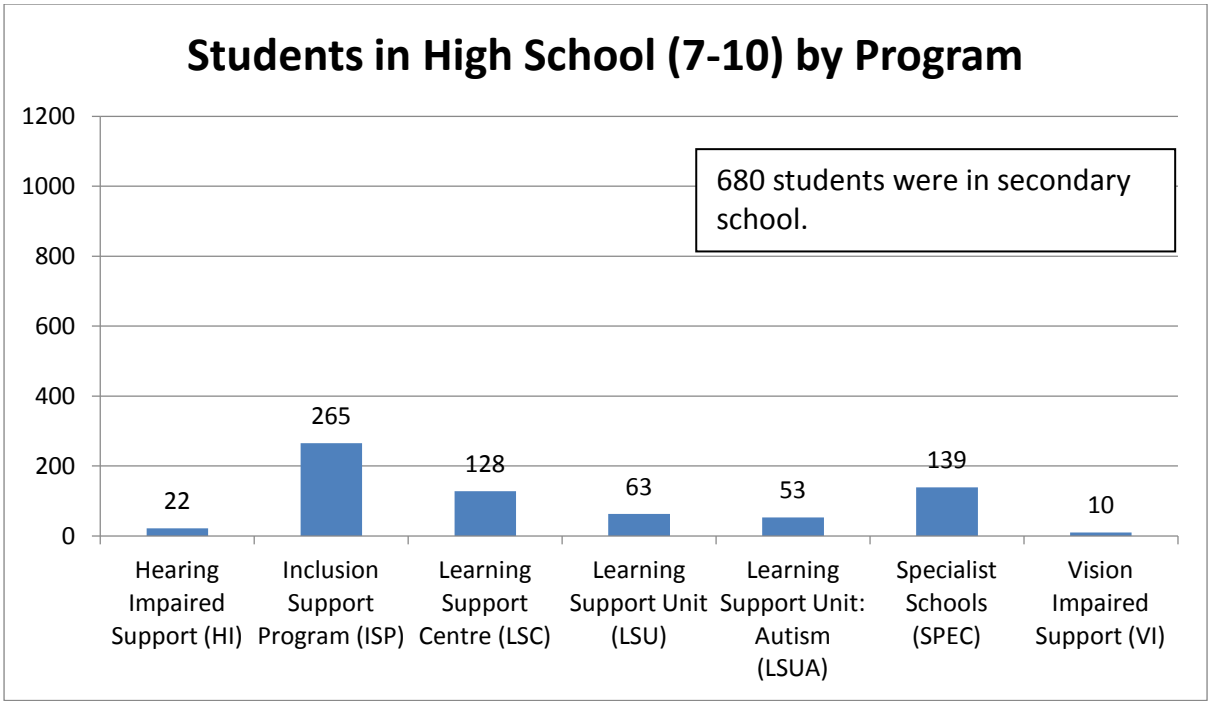
The Progressing Parental Engagement in the ACT project underpins the ACT Government's commitment to delivering the best schools and the best education for children and young people. (http://www.education.act.gov.au/teaching_and_learning/parental-engagement/progressing-parental-engagement)

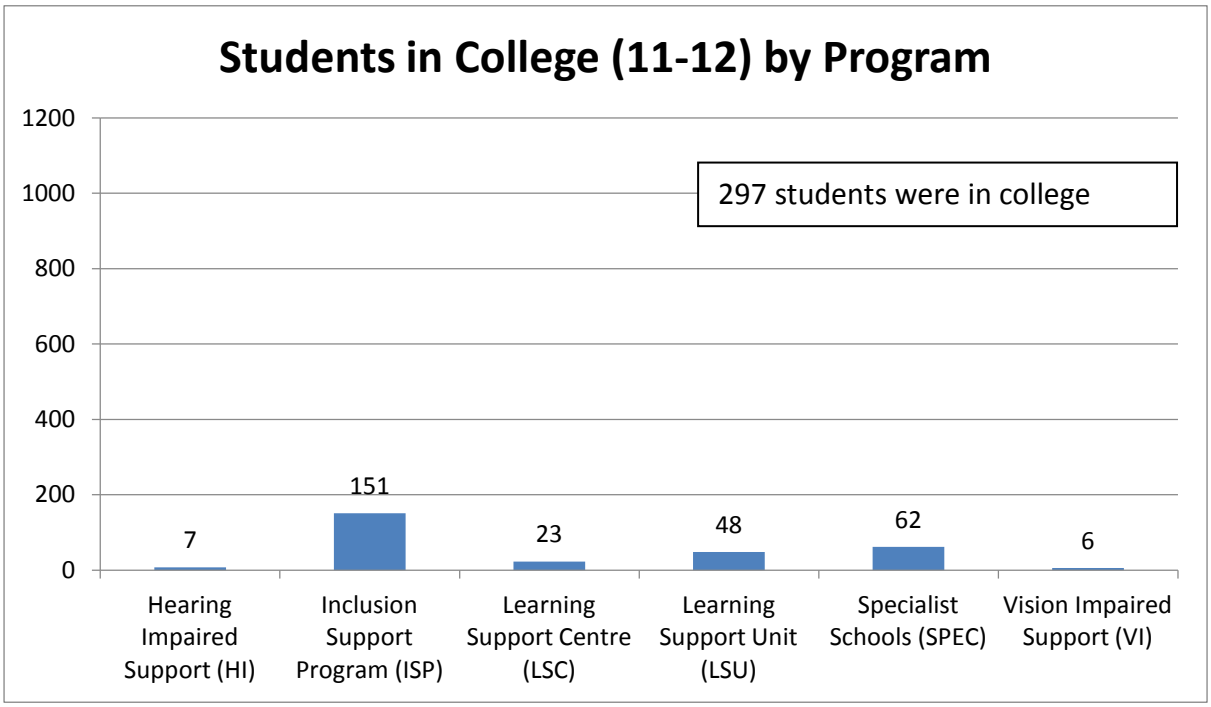
In what further ways can public schools and families more effectively engage to support students with disability and promote inclusion?

6 The Current State (based on August 2016 census)






Students in High School (7-10) by Program
1200
1000
800
600
400
200
0
680 students were in secondary school.
22
265
128
63
53
139
10
Hearing Impaired Support (HI)
Inclusion Support Program (ISP)
Learning Support Centre (LSC)
Learning Support Unit (LSU)
Learning Support Unit: Autism (LSUA)
Specialist Schools (SPEC)
Vision Impaired Support (VI)


Students in College (11-12) by Program
1200
1000
800
600
400
200
0
297 students were in college
7
151
23
48
62
6
Hearing Impaired Support (HI)
Inclusion Support Program (ISP)
Learning Support Centre (LSC)
Learning Support Unit (LSU)
Specialist Schools (SPEC)
Vision Impaired Support (VI)

7 Schools for All

The *Schools for All* report identified the need for schools to continue their focus on being places for all students, and to adopt a 'whatever it takes' vision for meeting the personal needs of students and their academic needs. This focus is consistent with objectives of the Directorate's *ACT Engaging Schools Framework* and *Great Teaching by Design*. The potential for inter-agency collaboration was also highlighted.

A key message … "is the responsibility and challenge for school leaders to demonstrate creativity, flexibility, innovation and resourcefulness in designing and implementing their school's strategy to provide for all students" (p 19). Crossover policy objectives with the SRA program are summarised at **Appendix B.**

Stakeholder feedback and insights obtained in the consultations already undertaken for the Schools for All report will be a key input into forward policy for students with disability.

8 Structures, settings and future directions

Over time, opinions about appropriate settings, systems and supports for students with disability have changed. In 2016, there is ongoing discussion about how best to respond to the diversity of need and aspirations of students and their families.

As noted earlier, the *Schools for All* report builds on a number of previous reviews on the operation of disability education programs in ACT public schools, capturing earlier feedback and contemporary thinking from stakeholders and researchers. In past reviews, many stakeholders have expressed concerns that existing resource arrangements may not meet the diverse needs of students with disability and complex needs, which is compounded by the growth in the number of students with disability. Students with disability have the same legal rights as other students to receive a high quality and inclusive education. All students, including those with disability, are entitled to a safe and supportive learning environment where positive relationships are fostered and families and schools work in partnership to maximise educational and wellbeing outcomes.

Where do you see opportunities for improvement?

What could the arrangements look like in ten years time? What would be desirable in 20 years?

9 Additional comments

While this paper stimulates discussion on key matters to be considered in forward policy for students with disability, the Directorate is equally keen to hear views of any other matters you consider important in formulating these policies.

How should ACT public schooling be further developed to become fully inclusive of students with disability and reflective of the type of society we aspire to?

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Appendix A: Summary of questions

1. Which current practices and programs in ACT public schools most strongly support students with disability to reach their full potential?
2. How can the Directorate best meet expectations around inclusion?
3. How could the ACT education system best share how learning is being personalised and outcomes being achieved for students with disability?
4. How should student need be determined? And, how could resources be best allocated?
5. In what further ways can public schools and families more effectively engage to support students with disability and promote inclusion?
6. Where do you see opportunities for improvement?
7. What could the arrangements look like in ten years time? What would be desirable in 20 years?
8. How should ACT public schooling be further developed to become fully inclusive of students with disability and reflective of the type of society we aspire to?

Appendix B: Overlaps between the Schools for All report and the SRA Program

The *Schools for All* report also identified the need for schools to continue their focus on being places for all students, and to adopt a 'whatever it takes' vision for meeting the personal needs of students and their academic needs. The work under the SRA Program aims to enhance how the system and schools can meet that vision through refreshed disability policy settings and a new approach to resource allocation.

In particular, the following recommendations will be a focus for the SRA Program and the Directorate's implementation of the SRA Program will go at least some way to implementing the ACT Government's response to the recommendations.

There are 14 recommendations in the report that have a link with the SRA Program and ACT Education disability policy. The work of the SRA Program will enable the successful implementation, or parts thereof, of the ACT Government response to those recommendations. It is also important to note that each is at different stages of implementation.

Rec	Description
14.1	That ETD (a) undertake an urgent review of the Student Centred Appraisal of Need (SCAN) model, with particular attention to the: appropriateness of the current eligibility criteria for SCAN funding; adequacy of funding; the effectiveness of the appraisal process, and its impact on parents, carers and students; and (b) in undertaking this review, consult with school leaders, teachers, parents, carers and students, as well as the Disability Education Reference Group, CE and AIS.
7.2	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.
7.3	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.
10.3	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.
10.4	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.
10.5	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.

Rec	Description
12.7	That ETD evaluate the Pilot Projects currently being undertaken at Black Mountain and Cranleigh Schools, and, if suitable, consider developing an ongoing program of therapy specialists at key school sites across the ACT.
10.7	That ETD, CE, and each Independent School, commit to the professionalisation of LSAs and ensure that by 2018 (a) all LSAs hold, or are in the process of obtaining, at least a Certificate IV in School Age Education & Care or equivalent; and (b) all LSAs working in a Learning Support Unit or specialist school hold, or are in the process of obtaining, at least a Certificate IV in Education Support or equivalent.
13.1	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.
13.3	That ETD Immediately review the qualifications, experience and professional learning needs of all staff working in Learning Support Units and Centres, and ensure that these staff have access to appropriate and ongoing professional learning, further study and networking opportunities that are most relevant to their settings, their students and their personal professional needs.
13.4	That ETD, CE, and AIS, cooperate to (a) make available to all member schools existing online learning modules in: autism spectrum disorder; dyslexia and significant reading difficulties; motor coordination difficulties; speech, language and communication needs; understanding and managing behaviour; understanding hearing loss; and/or other courses as identified by member schools; and (b) ensure that these learning modules are complemented by follow-up support including face to face assistance, workshops and coaching components.
13.5	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.
13.6	That ETD and CE develop and implement a formal program of professional supervision to support staff working with students with complex needs and challenging behaviour, with priority for those staff who work in Learning Support Units and Centres.
6.3	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.