Schools for All June - September 2017 Report

	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	**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.	2016-17	COMPLETE	✔ June 2016	This recommendation was closed in June 2016.	
	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.	Oct 2016	COMPLETE	✔ Feb 2017	This recommendation was closed in February 2017.	
	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. These may include flexible classroom areas with adjacent small group learning spaces, and inclusive playgrounds, as well as safe, calming/sensory spaces.	June 2016	COMPLETE	✔ Feb 2017	This recommendation was closed in February 2017.	
	11.1: Agreed That ETD, CE and each Independent School develop practical guidelines on the appropriate use of	Mar 2016	Dec 2016	✔ Feb 2017	This recommendation was closed in February 2017.	

Status Legend		
✔		Oversight Group has endorsed the closure of this recommendation.
G		<5% Variance from Program Schedule – action has commenced and is on target to meet completion date.
A		5% to 10% Variance from Program Schedule – action is in progress but has been delayed.
R		>10% Variance from Program Schedule – action has commenced but is significantly delayed.
N		Work not commenced on the action yet.

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	voluntary withdrawal spaces.					
	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.	Apr 2016	COMPLETE	✓ Feb 2017	This recommendation was closed in February 2017.	
	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.	Dec 2016	June 2017	✓ May 2017	This recommendation was closed in May 2017.	
	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 2016.	Feb 2016	COMPLETE	✓ June 2016	This recommendation was closed in June 2016.	
and Alternative School Setting	**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.	Jul 2016	Sept 2017	✓ Sept 2017	A key deliverable of the Schools for All Program is to improve accountability and open communication for schools and parents through the development of an Inclusion and Wellbeing staff intranet and an external internet site for parents and the wider public.	Continuum of Education Support Model Disability Education Central Placement

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					The EDU intranet site was launched in March 2017. The internet site content is tailored for our students, their families and the broader education community. The design of the site has information under three key categories • Students and families. This section explores what inclusion and wellbeing means in the school environment and who a student or their family can talk too if they are worried or need help. • School and community. Teachers, schools and the community all play a part in supporting children and young people to get the most out of their education. This section provides information on how to support children, families, teachers and staff with links to our policies, procedures and factsheets. • Resources and Community supports. This section provides information on our key community partners, programs and initiatives to support learning and wellbeing outcomes for our students and supports for their families. The dependencies with the Continuum of Education Support Model, Central Placement Panel and Student Resource Allocation project has delayed some information being available until September 2017. The website is scheduled to go live by the end of October 2017. The Program Board agreed to close this recommendation on 26 September 2017.	Panel Student Resource Allocation Program
	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	Jul 2016	Dec 2017	G	Implementation of the CES Project commenced in early 2017 and significant progress has already been achieved against a number of the work streams:	

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ensure that, if required, such students have access to an appropriate alternative education program throughout their secondary schooling, building on the positive features of the Achievement Centres and Connect10 programs.				1. Implementation support for schools 2. Funding model 3. Off campus component 4. Closure and transition of existing programs 5. Evaluation Planning is also underway to re-scope the Closure and transition of existing programs work stream as suitable transitional arrangements for 2018 are currently being considered. An external consultant has facilitated a workshop with the implementation team to progress scoping of approach to design of the off campus alternative education component that involves community service agencies. This will build on initial research and analysis for the off campus options. The current emphasis is on Education Support Office (ESO) provision of robust, shoulder to shoulder support for schools to implement all components of the CES model from the beginning of term four. This includes development of a CES coaching model, with suitably qualified and experienced coaches working with schools in a targeted approach to help them develop and strengthen aspects of the continuum. The CES Project Steering Group met for the first time on 8 September 2017 and will meet monthly for the remainder of the year to provide strategic guidance for the project. The CES project was presented to the Program Board on 26 September and the Board requested an approved project plan for the off campus component as part of the evidence for closure by December 2017. This recommendation remains open.	

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	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.	Oct 2016	COMPLETE	✓ Sept 2016	This recommendation was closed in September 2016	
	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.	Dec 2016	Dec 2017	**G**	The *Suspension, Exclusion or Transfer of Students in ACT Public Schools* policy has been rewritten to include reference to an early intervention and prevention approach as well as in-school suspensions options. This aligns with the *Safe and Supportive Schools* policy and Continuum of Educational Supports for high school, with consideration of the current occupational violence work. The Policy Review Advisory Group and Working Group have both provided feedback on draft versions of the policy, procedures and guidelines prior to circulation for community consultation. Advice was sought from the Government Solicitors Office (GSO) regarding the requirements that must be met prior to enforcing a student's exclusion or transfer to an alternate education setting under s36(2) (c) of the Education Act 2004. The advice is to ensure the Directorate's policy position meets its obligations to a student's right to education under s27A of the Human Rights Act 2004. The draft policy and procedure are being reviewed by the Senior Advisor, Work Health and Safety Continuous Improvement to ensure they are congruent with the EDU Occupational Violence Management Plan. Written feedback was received from the Australian Education Union (AEU) and Human Rights Commission	*Safe and Supportive Schools* policy Continuum of Educational Supports for high school EDU Occupational Violence Management Plan

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					(HRC) and where appropriate it was integrated into the draft policy, procedure and guideline. The formal community consultation process will commence in Week 1 of Term 4 so it does not co-inside with ACT Education stand-down period. Key stakeholders will be written to, to ensure they have the opportunity to respond. A presentation to ACT Principal's Association is planned during this time to ensure they have ample opportunity to provide feedback. This recommendation remains open.	
	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.	Dec 2016	COMPLETE	✓ Feb 2017	This recommendation was closed in February 2017.	
	11.7: Agreed in principle That the ACT Government seek an amendment to the *Education Act 2004* (ACT) to require Catholic and Independent Schools to report data of suspensions and exclusions of students, including the proportion of students with a disability and students in out of home care, to the Registrar of Non-Government Schools.	Dec 2016	COMPLETE	✓ Feb 2017	This recommendation was closed in February 2017.	
3. Allied Health & Specialist Support Project	**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.	May 2016	Dec 2017	**G**	This project is dependent on Student Resource Allocation (SRA), and School Administration System (SAS). These interdependencies have impacted the timeline. The funding and placement of students in disability programs was part of the SRA consultation process undertaken by the Victoria University Centre for International Research on Education Systems. The project was dependent on the outcome of the consultation, as it will influence the policy decision for eligibility criteria and future process including Central Placement Panel.	Student Resource Allocation (SRA), and School Administration System (SAS).

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					Following the outcome of the consultation the Student Engagement branch decided to investigate online enrolment for Students with Disability. Although a change to the current online system would be achievable at possibly little to no cost, it was determined utilising the current system would be more onerous for parents and carers with no administrative benefit for schools or Disability Education. The recommendation is to wait and change the process with the introduction of SAS. The implementation of SAS provides an opportunity to review the current Enrolment business process and associated data sets. SAS project team will establish a working group with a Disability Education representative to ensure a child or young person with disability may enrol on the same basis as their peers. During 2018 the business process for enrolling Students with Disability will be reviewed and developed in line with: • the needs of a child • the needs of their school • the capabilities of SAS and • the data capture requirements of the Directorate. With the implementation of enrolments into SAS scheduled to go live in 2019 Disability Education has considered alternatives to meet the intent of this recommendation for the interim period noting it will still be influenced by the SAS and SRA outcomes. Disability Education will review and prepare webpage content to include programs for 2018 and an overview of the process of placement in units and programs and timing of notification.	

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					This recommendation remains open.	
	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.	Aug 2016	COMPLETE	✓ Feb 2017	This recommendation was closed in February 2017.	
	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.	Jul 2016	COMPLETE	✓ Sept 2016	This recommendation was closed in September 2016.	
	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.	Jul 2016	COMPLETE	✓ Sept 2016	This recommendation was closed in September 2016.	
	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.	Mar 2016	COMPLETE	✓ June 2016	This recommendation was closed in June 2016.	
	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.	Apr 2016	COMPLETE	✓ Feb 2017	This recommendation was closed in February 2017.	
	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	Aug 2016	COMPLETE	✓ Feb 2017	This recommendation was closed in February 2017.	

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	example, social workers, welfare officers, and/or community development workers.					
	12.6: Agreed That ETD, CE, and each Independent School, develop guidelines which regulate access to schools by NDIS service providers.	Dec 2016	COMPLETE	✓ June 2016	This recommendation was closed in June 2016.	
	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.	Feb 2016	COMPLETE	✓ June 2016	This recommendation was closed in June 2016.	
4. Policies, Procedure and Data Project	**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.	Nov 2016	COMPLETE	✓ Feb 2017	This recommendation was closed in February 2017.	
	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.	Nov 2016	COMPLETE	✓ May 2017	This recommendation was closed in May 2017.	
	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.	Jun 2016	Nov 2017	✓ Feb 2017	This recommendation was closed in February 2017.	
	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 students with complex needs and challenging behaviour.	2016-2018	Sept 2017	✓ Sept 2017	The Directorate is committed to the ongoing collection of data on post school outcomes and conducts a three year longitudinal survey of school leavers (from year 9 to 12, including those who	The School Administrative System (SAS) project will provide a cohesive

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					completed year 12) from all ACT public, Catholic and independent schools with every second year cohort. Longitudinal surveys will continue to be conducted with every second year cohort. The *ACT Post School Destinations and Pathwa*ys longitudinal study (and *School Leaver Survey*), 3 year longitudinal survey of 2013 school leavers (conducted in 2014, 2015 and 2016) included 162 students in this group (representing an estimated 616 students that left school in 2013). The analysis of the longitudinal survey results for this group together with a brief overview was completed in August 2017. The overview provides the longitudinal post school outcomes for young people with complex needs and challenging behaviour who left school in 2013 and were surveyed three times in total; 2014 (wave 1), 2015 (wave 2) and 2016 (wave 3) The *Schools for All* evaluation will incorporate further use of data on post school outcomes and will utilise the final approved operational definition for students with complex needs and challenging behaviour. Ongoing accountability for this recommendation will be the responsibility of Planning and Analytics branch. The survey questionnaires are reviewed each year to ensure the survey questions meet emerging research needs. Additional questions on participation in the *School Leaver Employment Supports* (SLES) scheme and other support programs for people with disability may be incorporated in the future. The Schools for All program Board endorsed the closure	streamlined, student reporting portal. Schools for All Program Evaluation.

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				of this recommendation on 26 September 2017.	
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.	2016-2018	Sept 2017	✓ Sept 2017	The intent of this recommendation is to use data on post school outcomes for students with disability to improve practice.

In May each year the Education Directorate conducts a survey of young people who left school in the preceding year to find out what they are doing in terms of study and employment. The survey results provide important information that informs planning, development and provision of education and training choices for the young people of the ACT. Each year, a report highlighting the key results and survey methodology is published on the Directorate website (http://www.education.act.gov.au). The most recent report is the *ACT Post school destinations and pathways in 2016* The outcomes of this evaluation will inform the evaluation of the *Schools for All* program.

In August 2017 the analysis and an overview was completed. The overview details the key post school outcomes for young people with disability over the last three years, together with a brief discussion of the implications for program development and plans for future surveys.

The Directorate is committed to continuing the survey of school leavers from years 9 to 12 in all ACT public and non-government schools every year. The report highlighting the survey results for 2016 school leavers is expected to be released towards the end of 2017.

The survey questionnaires are reviewed each year to ensure the survey questions meet emerging research needs. Additional questions on participation in support programs for people with disability may be incorporated in the future. | The School Administrative System (SAS) project will provide a cohesive streamlined, student reporting portal.

Schools for All Program Evaluation. |

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					The *Schools for All* evaluation will incorporate further use of data on post school outcomes. Ongoing accountability for this recommendation will be the responsibility of the Planning and Analytics branch. The Schools for All program Board endorsed the closure of this recommendation on 26 September 2017.	
5. Professional Learning and Support for Staff Project	**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.	2017-18	Dec 2017	**G**	**Building Capability of Learning Support Assistants:** Professional Learning Priority: The Director-General endorsed Inclusive Education as one of the four key professional learning priorities for all Directorate staff in the *Education Capital 2017 Action Plan.* ACT Cross Sectoral Inclusive Education Learning Needs Analysis Report: Student Engagement developed a partnership with Victorian Department of Education and gained agreement to adapt their Inclusive Learning Needs Analysis Survey in return for data sharing across the jurisdictions. The survey was developed by Melbourne University from a literature search into best practice professional learning for inclusive education, a professional learning scan across the system and extensive consultation with stakeholders. The Directorate administered the survey across ACT public, catholic and independent schools for teachers, school leaders and learning support staff. Piazza Research was engaged by Planning and Analytics to analyse survey results and delivered the Inclusive Education Learning Needs Analysis Survey Report in May 2017. EDU, CE and AISACT met in June to discuss results of report. LSA Qualifications Audit: A letter from the Director-General was sent to all ACT public schools in August 2017 requesting an audit of LSA Qualifications. 69 of 87 schools returned their Audits outlining qualifications. Tailored Certificate IV in Education Support: Student	Workforce Strategy

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					Engagement met with CIT in February 2017 to discuss the design of a Certificate IV Qualification for LSAs which is 'fit for purpose' and aligns with the recommendations made by the Expert Panel on students with complex needs and challenging behaviour. CIT delivered a Business Proposal which proposed a collaborative design workshop with Education, CIT Solutions and other key stakeholders, leading to a detailed Learning Design Blueprint outlining qualification packaging, development outputs, delivery mode and structure. CIT would use the results of the Inclusive Learning Needs Analysis Survey and LSA Qualifications Audit to support the design.	
					Research Partnership: Student Engagement has developed a partnership with Dr Shiralee Poed, Melbourne Graduate School of Education to inform strategy to build the capability of LSAs. Dr Poed's research into the impact of LSAs in the classroom builds on the results of a six year study in the UK (largest ever long-term research project into the subject) which found that teacher aides had little to no impact on the educational outcomes of their students and at worst, were detrimental to their learning, and 75 per cent of classroom teachers felt unprepared to teach students with special needs, and many relegated the planning for and teaching of these students to teacher aides. Three potential keys to improving outcomes for students with disabilities were highlighted: 1. Improved teacher aide training 2. Scheduled time for collaboration between teachers and teacher aides, and 3. Re-thinking how teacher aides are deployed in schools.	
					Certificate IV Education Support Trial – Tuggeranong Cluster: In October 2016, 14 LSAs across the Tuggeranong Cluster: 8 from Lake Tuggeranong College,	

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					2 from Wanniassa School, 3 from Namadgi School and 1 from Lanyon High School were funded to commence their Certificate IV in Education Support with CIT Tuggeranong. This is the existing qualification offered through CIT and has not been tailored to meet the Expert Panel recommendations. The LSAs are due to complete their qualification in December 2017. Already this trial is demonstrating significant success with 3 of the 14 participants indicating they will continue into the Bachelor of Education through Australian Catholic University. Fifteen new students are due to commence the program in 2018. A survey will be undertaken with participants and Principals to evaluate outcomes of the trial.
					
					 Targeted professional learning for LSAs: The following professional learning has been offered to LSAs in 2017:
					
					 • Everyone Everyday: a Toolkit for Inclusion
					 • OLT Online Training
					      o Understanding and Supporting Behaviour
					      o Autism Spectrum Disorder
					      o Dyslexia and Significant Reading Difficulties
					      o Motor Coordination Difficulties
					      o Speech, Language and Communication Needs
					      o Understanding Hearing Loss
					 • Disability Standards for Education (DSE) online modules (mandatory component of induction)
					 • Write on
					 • Sensory Processing
					 • Early Communication
					
					 Workforce Strategy: People and Performance is currently developing a workforce strategy to invest in the expertise of our people, alongside our strategic	

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					planning process. The development of a workforce strategy is an essential step towards understanding the system, and using this knowledge to position the workforce to best deliver business outcomes, meet future challenges, lead innovation and manage workforce-related risks. This workforce strategy provides the first commitment to an agreed vision and long-term framework for building the capability of the ACT public education system. The workforce strategy will be used as a reference point for the organisation to identify and develop immediate areas of action and longer-term policy options. The proposed workforce strategy will provide the framework for the Directorate to recruit the people we need, develop the people we have and set high expectations for our workforce so that we can provide a high quality public education system. The recommendation remains open.	
	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.	2017-18	COMPLETE	✓ Feb 2017	This recommendation was closed in February 2017.	
	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.	Nov 2016	COMPLETED	✓ Sept 2016	This recommendation was closed in September 2016.	
	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 students and their personal professional needs.	Apr 2016	COMPLETE	✓ Feb 2017	This recommendation was closed in February 2017.	

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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 assistance, workshops and coaching components.	Jun 2016	COMPLETE	✓ Sept 2016	This recommendation was closed in September 2016.	
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.	Jun 2016	COMPLETE	✓ Sept 2016	This recommendation was closed in September 2016.	
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.	2016-17	COMPLETE	✓ Feb 2017	This recommendation was closed in February 2017.	
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 become mentors and facilitators within networks, sectors, and schools.	Jun 2016	COMPLETE	✓ Feb 2017	This recommendation was closed in February 2017.	

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6. Student Centred Appraisal of Need Project	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.	Dec 2016	2017-2018	G	Working with Victoria University, the Directorate undertook a data analysis to look into the current data collections relating to students with disability including student outcomes, student growth, reach across schools and settings, and current funding levels and distribution.

The review has produced ample evidence to support the design and implementation of changes to the current appraisal process. However, the review has also identified a number of issues which need to be resolved before this implementation can be progressed. These issues include interdependencies around data collection and reliability, operational processes around enrolments, the impact of intergovernmental policy changes. These interdependencies need to be resolved before changes to the current system can take place.

The Australian Government has also announced that it intends to use the Nationally Consistent Collection of Data (NCCD) for distribution of funding to all school sectors. The full implications of this announcement are not yet known in their entirety; however, it is likely to have direct relevance to the Directorate in implementing changes to the appraisal process.

With the core components of the review complete, the SRA Program team is currently planning next steps in terms of policy design, delivery, process changes and implementation. This is being delivered through an approach which recognises that certain levels of maturity need to be reached before significant systemic change can take place.

This recommendation remains open. | 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. |

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7. Universal School-Based Interventions Project	**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.	Mar 2016	COMPLETED	✓ Sept 2016	This recommendation was closed in September 2016.	
	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.	June 2016	COMPLETE	✓ Feb 2017	This recommendation was closed in February 2017.	
8. Student Voice Project	**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.	Sept 2016	Sept 2017	✓ Sept 2017	The Youth Coalition of the ACT (Youth Co) provided the draft resource kit to the cross sectoral working group on 31 May 2017. The working group feedback was incorporated and the final resource tool delivered in June 2017. EDU Media and Communications designed the resource kit. The cross-sectoral working group reviewed, finalised and endorsed the resource kit and support resources. The Deputy Director-General approved the kit for publishing (EDU17/1047) and Media and Communications are arranging the printing. A launch of the kit is currently being prepared. Following the launch all ACT schools will receive a copy of the resource kit. A Student Voice webpage on the Education Directorate's website will be developed to provide links to electronic copies of the Resource Kit and support resources. An evaluation of how hearing the student voice is occurring in schools will be undertaken as part of the Schools for All evaluation. This process will be determined in consultation with EDU Planning and Analytics.	

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					The Schools for All program Board endorsed the closure of this recommendation on 26 September 2017.	
	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.	June 2016	COMPLETED	✓ June 2016	This recommendation was closed in June 2016.	
9. Children, Young People and Families Project	**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'.	June 2016	COMPLETE	✓ Feb 2017	This recommendation was closed in February 2017.	
	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.	Nov 2016	Dec 2017	**G**	The Education Directorate is considering primary school supports/settings through the SRA Students with Disability consultation and in relation to the Continuum of Education Support project for high school.

Preliminary scoping of action research projects to provide a range of appropriate behavioural support and therapeutic intervention for primary school students with very challenging behaviours has commenced.

Project intent was discussed with Directors of School Improvement. Project plans will be developed in October 2017. These projects will commence in the 2018 school year.

The outcomes from the projects will inform a possible Continuum of Education Supports for primary schools in the future.

This recommendation remains open. | Student Resource Allocation Students for Disability consultation

Better Services

OneLink |

	Expert Panel Report Recommendation and ACT Government response	Original Due Date	Approved Due Date[1]	Status Flag	Key Outcomes Achieved	Dependencies
	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.	Apr 2016	COMPLETED	✓ June 2016	This recommendation was closed in June 2016.	
	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 strategic and client focused manner and demonstrates effective communication among all parties.	Nov 2016	Dec 2017	✓ Sept 2017	In response to recommendation 12.3, the following multi-agency and cross-sectoral collaborative mechanisms are acknowledged: • Mechanisms between EDU, CE, and AIS: Education system cross-sectoral collaboration • Ongoing cross-sectoral collaborations • Information and streamlined referral pathways **Mechanisms between EDU, CE, and AIS: Education System cross-sectoral collaboration.** The EDU Inclusion and Student Wellbeing internet page for students, parents, carers and the broader education sector and community is expected to go live by the end of October 2017. The Engaging Schools Summit held in September 2017 hosted an expo which showcased community partners, supports and services available to teachers and principals across the sector. The ACT Education sector partners, AISACT, CE and EDU, collaborate on an ongoing basis through informal conversations and partnerships, and formal engagement at many levels. They work together to support all ACT children and young people to achieve learning and wellbeing outcomes. Mapping of existing mechanisms for collaboration across the three education sectors and the ACT Government is complete. This mapping documents the breadth of engagement and collaboration mechanisms that AISACT, CE, and EDU participate in relation to	The Education Directorate acknowledges this is a cornerstone recommendation that captures the intent of the Expert Panel report to build capabilities required to drive systems and cultural change. This recommendation is dependent on a number of activities underway across the Schools for All Program, as well as across systems-level strategic and operational activities within the Education Directorate and the broader human services. Better Services (CSD) Continuum of Educational Support project

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					supporting all children and young people, including those with complex needs and challenging behaviours. The mapping exercise reveals 53 opportunities at the strategic, tactical and operational level, for the sector to build and work in partnership. This list is not exhaustive. **Ongoing cross-sectoral collaborations** Ongoing cross-sectoral collaborations to ensure EDU, CE, AISACT and other human services partners continue to share information and knowledge on the needs of children and young people with complex needs and their families/carers. For example: *Improving Educational Outcomes Committee (for children and young people in care and protection or youth justice orders)* is a cross-sector collaboration that aims to benefit children and young people in care and protection or youth justice orders. The Committee has negotiated the *ACT Out-of-Home Care Education Collaboration Agreement 2016-2021.* Restrictive Practices Oversight Steering Group (RPOSG) is a group of executive leaders representing government directorates and independent statutory bodies established to ensure the rights and quality of life for people are upheld by safeguarding against the unreasonable and unnecessary use of restrictive practices. The ACT Government's Human Services Cluster The Clusters purpose is to achieve joined-up planning, investment and service delivery through this collaborative governance and authorising environment. The Cluster comprises Directors-General of ACT Health, CSD, EDU, and Justice and Community Safety (JaCS) Directorates. It was established to drive a shared-understanding and agreement between the parties to work together to improve communication across all	Schools for All Program Evaluation

	Expert Panel Report Recommendation and ACT Government response	Original Due Date	Approved Due Date[1]	Status Flag	Key Outcomes Achieved	Dependencies
					levels of their organisations and use their expertise more effectively, in order to achieve the best outcomes for the community. **Information and Referral Pathways and supporting resources to support schools to refer families to needed services such as community and health service.** The EDU Directorate Inclusion and Student Wellbeing intranet site was launched in March 2017. An Inclusion and Wellbeing external internet site is expected to go live by the end of October 2017. This will provide information to parents, carers, the broader education sector and general public on: • information they need to support students' educational and wellbeing outcomes; • information on education support services and community services including referral pathways such as to *Onelink* and the Network Student Engagement Teams; • information on wellbeing for learning programs and services available for schools, students and their families; and • the Directorate's policies and procedures. **Information and referral pathways to support schools to refer families to community and health services** The following information and referral pathways and supporting resources to support schools to refer families to needed services such as community and health services are: • OneLink • NDIS • Child Development Service • My Canberra	

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					• My Family • Child and Family Centres • Access Canberra • Network Student Engagement Team (internal Directorate referral) • Proposed Family Safety Hub (model under development) • Strengthening Family Champions (EDU) • Child Youth Protection Services Liaison Officer • Engaging Schools Summit 2017 Information about these services is provided through: • Inclusion and Wellbeing Intranet site for education staff • Inclusion and Wellbeing external webpage for parents/carers and community The Schools for All program Board endorsed the closure of this recommendation on 26 September 2017.	
	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.	2016-17	Dec 2017	G	The 'School as a community' workshop was held in July 2017. The workshop was attended by staff from Community Services Directorates who worked as part of the *former Schools as Community* program 2001-2007) and representatives from EDU. The purpose of the workshop was to discuss the program scope, successes and benefits of the program and lessons learned. The *Schools for All* program has undertaken research into the 'schools as a hub' model and other local hubs in key communities including CSD's Child and Family Centres, schools and early childhood centres, CSD and Onelink, Family Safety Hub, Capital Health Network, Community Health, and Better Services West Belconnen Local Services Network. The program has also investigated existing hub models through a literature review and visiting the Doveton College in Victoria cited by the Expert Panel as an	Evaluation of the West Belconnen Local Services Network

	Expert Panel Report Recommendation and ACT Government response	Original Due Date	Approved Due Date[1]	Status Flag	Key Outcomes Achieved	Dependencies
					example of a successful school-community partnership (Chapter 12 Expert Panel Report, 2015: 176). The College partners with non-profit agencies and foundations to provide services to families and community onsite, in an urban area that experiences significant levels of disadvantage. The program is developing draft recommendations on the feasibility of Schools as a Hub. These will be shared with the Future of Education conversation to inform future planning. This recommendation remains open.	
	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.	Nov 2016	Dec 2017	G	This recommendation will be given further consideration as this was agreed in principle and the method to deliver the intent will be reviewed. The Schools for All program will prepare an options paper to examine the benefits of a model like this in context of funding of Student Resource Allocation (SRA) model. The *Student Resource Allocation* (SRA) program aims to achieve a fairer allocation of funding to schools based on student need, improved data about student and school performance, and improved administrative and school management systems such as the Schools Administration System (SAS). This recommendation remains open.	
10. Learning and Teaching	**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.	Dec 2016	Dec 2017	G	EDU Learning and Teaching continues to lead the work to implement recommendations and strategies arising from the finalised ARACY report and intent of the Expert Panel recommendation.	

	Expert Panel Report Recommendation and ACT Government response	Original Due Date	Approved Due Date[1]	Status Flag	Key Outcomes Achieved	Dependencies
					The project managers consulted with the Steering Committee and developed an implementation plan. The plan was approved by Deputy Director-General. Learning and Teaching is developing an integrated response for schools to support parental engagement with parents/carers of children and young people with complex needs and challenging behaviours. The Parent Engagement Continuum builds on existing frameworks and will provide vignettes, case studies and tools of leading practice. The implementation plan was presented to the Program Board on 26 September and supported by the Board. This recommendation remains open.	
	12.4: Agreed That ETD publicly release the report on the evaluation of the Early Childhood Schools and Koori Pre-schools once completed.	Dec 2016	Sept 2017	✓ Sept 2017	The Education Directorate agreed, as part of the ACT Government response to the Expert Panel on Students with Complex Needs and Challenging Behaviour (2015), to publicly release the evaluation and response. The Directorate briefed principals of Early Childhood Schools, O'Connor Cooperative School, and schools with a Koori Preschool program; and school board chairs in April and July 2017 respectively. The Evaluation report was publicly released by the Directorate on 1 September 2017 on the EDU website. The report is available at https://www.education.act.gov.au/childrens_policy_and_regulation/reports The Schools for All program Board endorsed the closure of this recommendation on 26 September 2017.	
	15.2: Agreed That ETD, CE, and each Independent School, complement the reporting of students' academic performance with reports on student progress towards the	Feb 2016	COMPLETE	✓ Feb	This recommendation was closed in February 2017.	

	Expert Panel Report Recommendation and ACT Government response	Original Due Date	Approved Due Date[1]	Status Flag	Key Outcomes Achieved	Dependencies
	personal and social-emotional goals listed in school's vision statements and strategic plans.			2017		
11. Cultural change	This project supports Schools for All Wellbeing for Learning themes for the Education Directorate's change strategies to achieve a student-centred, inclusive education system in the ACT. Key themes • Achieve Student Outcomes • Be Informed • Collaborate with Partners • Build capability		Dec 2017	G	The program team conducted an extensive literature search and incorporated the views of multiple stakeholders throughout 2016 and 2017 to ensure all views are captured in the Change Resources. This included children and young people, parents and carers, principals, school leaders and teachers in ACT Public Schools; Schools for All Program Working Group (consisting of Project Managers across the ACT Education Directorate, Catholic Education and Association of Independent Schools ACT); and stakeholders across ACT government (Community Services, ACT Health and Justice and Community Safety) and non-government community advocacy organisations. The Program has developed a series of change products informed by the learning of the Schools for All program. These resources were shared with the Student Resource Allocation team and Future of Education to inform decision making, practice and process. The program team will map the programs and resources impacting on the cultural change. The project remains open.	
12. Evaluation	The evaluation will assess whether or not, or the extent to which, the Schools for All Program has, or is having an impact in relation to the outcomes sought by the Program.		Dec 2018	G	The Schools for All Evaluation working group and the terms of reference were established. The working group agreed the National Centre for Social and Economic Modelling (NATSEM) was the preferred consultant for the external evaluation of the Evaluation Plan. The evaluation plan, baseline design and program logic was drafted and reviewed by Professor Robert Tanton and Dr Phillip Roberts from the National Centre for	

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					Social and Economic Modelling (NATSEM). Throughout August and September the evaluation team have met with a number of staff across the Directorate to identify relevant data sources to be incorporated into the baseline design. Continued engagement across sectors with CE and AISACT is ensuring alignment, where possible, and suitability of methodological approaches to be sensitive to sector needs. In September, the evaluation team met with representatives from AISACT. The evaluation plan was discussed and possible data sources the evaluation can incorporate that will represent AISACT in the final report. NATSEM's report and the revised evaluation documents were provided to the working group for their consideration and endorsement. On 26 September the Program Board endorsed the Schools for All Evaluation Plan noting it is a working document that will be finalised as the data sources are confirmed and tested.	