Schools for All October - December 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 Practice 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 voluntary	Mar 2016	Dec 2016	✓	This recommendation was closed in February 2017.	

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	withdrawal spaces.			Feb 2017		
	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.	

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2. Suspensions /Alternative School Settings	**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	This recommendation was closed September 2017.	
	7.5: Agreed That ETD develop and implement a coherent strategy for the provision of alternative education programs and/or other flexible learning options, for students at risk of disengaging from secondary school. This strategy should ensure that, if required, such students have access to an appropriate alternative education program throughout their secondary schooling, building on the positive features of the Achievement Centres and Connect10 programs.	Jul 2016	March 2018	G	Implementation of the Continuum of Educational Support (CES) Project commenced in early 2017 and significant progress has been achieved against a number of work streams. All ACT public high schools will be implementing the model from the beginning of the 2018 school year. **1. Implementation support for schools** From term four 2017, and continuing through 2018, CES Support Partners are working with all public high schools to support individual school communities effectively implement the CES model. Student Engagement has facilitated ongoing communication with school leaders to ensure clarity around the purpose and process of CES to not only support students who are identified as disengaged, but to support all learners. In 2018 the Support Partners will work with schools to: • support implementation of the 2018 priorities; • support identification of key priorities in each school for 2019; and • ensure schools are able to effectively meet the needs of students requiring on-campus alternative education. **2. Funding model**	

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					Consistent with the Student Resource Allocation principles, funding for the CES is being drawn from existing funding. **3. Off Campus Alternative Education (Tier 3)** An off campus alternative education option is being developed for a small number of students who, at a particular point in time, are not able to effectively access learning in a mainstream setting and would benefit from more intensive support and wrap around services. The Directorate is working closely with Canberra high school principals and the community sector to design and implement the off campus flexible learning program. A first intake of students is expected to participate in the program in the second semester of 2018. **4. Evaluation** The evaluation of the CES model will be in the form of a case study of the broader Schools for All evaluation. This recommendation will remain open until the off campus plan has authorisation from the Minister.	
	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	March 2018	A	On 30 October the updated *Suspension, Transfer and Exclusion* policy was presented to the Senior Executive Team (SET), with the goal of progressing the policy documents to community consultation. SET provided	*Safe and Supportive Schools* policy

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					feedback which was incorporated into the documents. Due to the complexity of both the policy and the community consultation process the Minister has been provided the opportunity to offer additional feedback. It is anticipated that consultation will commence and finish early in 2018. This recommendation will remain open until the completion of the consultation process.	Continuum of Educational Supports for high school EDU Occupational Violence Management Plan
	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	✓ Dec 2017	The Directorate is currently implementing the Student Resource Allocation (SRA) program, which provides a fairer allocation of resources. As part of the SRA program, a new needs-based resource allocation model for ACT public schools will be developed to replace existing funding arrangements. This includes a new policy framework to support students with disability, which may influence the placement of students within Learning Support Units (LSUs), Learning Support Units – Autism (LSUAs) and Learning Support Centres (LSCs). Policies and	

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					procedures for placement will, therefore, be reviewed once the model and related policies have been determined. The Directorate will seek to align any changes to the placement process with the introduction of the Student Administrative System (SAS). SAS will allow for a student to have one profile within the Directorate, families to have access to a Parent/ Guardian Portal, and easier administration processes regarding initial enrolment and any subsequent school changes. **Interim measures** With the implementation of enrolments into SAS anticipated to commence in 2019, Disability Education has considered alternatives to meet the intent of this recommendation for the interim period. *EDU Disability Education webpage* Disability Education has reviewed and updated webpage content in November 2017 to include; programs for 2018, an overview of the process of placement in units and programs, timing of notification, and the contact details for parents to raise any concerns including reviewing a placement offering. The Disability Education webpage can be found at https://www.education.act.gov.au/school_education/disability_education. In addition, an EDU Policy webpage provides all staff and the public with searchable access to a comprehensive suite of policies and procedures	

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					https://www.education.act.gov.au/publications_and_policies/policies.	

Key Outcomes Achieved (continued):

Process and timing of Central Placement Panel (CPP) for 2018

In 2018 CPP will be brought forward to late term two. Previously CPP was not conducted until term three. This change will make it possible for parents to be advised of their child's placement for 2019 early in term three 2018. This new timeframe will ensure all parents can attend open nights and make informed decisions prior to completing the Disability Education Program Application (DEPA). Primary age students will then know the outcome of the CPP a term earlier than they previously did. Although this timeframe is still not aligned to mainstream placements, it provides opportunity for transition planning and support to commence in term three.

Eligibility Criteria

The Directorate met with the Catholic Education Office (CE) and the Association of Independent Schools ACT (AISACT) in term four 2017. This meeting was to ensure that the criteria used by each sector aligns with the Diagnostic and Statistical Manual of Mental Disorders Fifth Edition (DSM-5) and is explicit in the assessment and evidence required to confirm eligibility. This will be available for the 2018 school year.

A closure report was provided to the Program Board at the meeting on 12 December 2017 and the Program Board endorsed closure of this recommendation.

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	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)	Aug 2016	Complete		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
	support all schools to identify or recruit suitably qualified staff to act as case managers, including, for example, social workers, welfare officers, and/or community development workers.			✓ Feb 2017		
	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		Sept 2017		This recommendation was closed September 2017.	

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	longitudinal study on post-school outcomes for students with complex needs and challenging behaviour.	2016-2018		✓ Sept 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	This recommendation was closed 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	March 2018	**G**	People and Performance are currently developing a workforce strategy which will provide an agreed vision and long-term framework for building the capability of the ACT public education system. The Directorate acknowledges Learning Support Assistants (LSAs) as an integral support to teachers, and the importance of their role in working with teachers to meet the learning needs of all students. This understanding will be incorporated into the strategy. The development of the workforce strategy will outline role capabilities and provide clear career pathways and skill development. An interim model has been developed to: • consider current training offered by Student Engagement that the Directorate could make available to LSAs e.g. *Everyone Everyday: a Toolkit for Inclusion, Team Teach, Essential Skills;* • build trauma training into the suite of training offered by Student Engagement to LSAs e.g.	Workforce Strategy

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					Neuroscience in Education (NeuEd), NeuEd Perspectives on Trauma Informed Education; • build occupational violence training into the suite of training offered to LSAs which would include a Health Safety and Wellbeing induction which includes key aspects of occupational awareness training. This would include roles and responsibilities, using Riskman, basic concepts of risk assessment, dealing with difficult conversations, and general wellbeing; • consider the minimum expected level of training for LSAs e.g. Certificate IV in Education Support. As an additional interim measure, the Directorate has developed a partnership with the Canberra Institute of Technology (CIT) to deliver the Certificate IV in Education Support to a pilot group of LSAs. This 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.	2017-2018	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	Complete	✓ Sept 2016	This recommendation was closed in September 2016.	

	Expert Panel Report Recommendation and ACT Government response	Original Due Date	Approved Due Date[1]	Status Flag	Key Outcomes Achieved	Dependencies
	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.	
	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.	

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	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	✓ Dec 2017	Working with Victoria University, the SRA Program undertook an extensive review of the Directorate's delivery of education for Students with Disability. The Student Centred Appraisal of Need (SCAN, or the Appraisal) meetings were the subject of a significant portion of commentary during consultations. This encompassed perspectives on the eligibility criteria for SCAN funding, the distribution of funding currently provided, the effectiveness of the process, and the impact it has on parents, carers, and students.

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 include interdependencies around data collection and reliability, operational processes around enrolments, and 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, 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 | SRA timeframes for Students with Disability will see the introduction of a new policy, needs-based loading, and guidance material ready for the 2019 school year. |

	Expert Panel Report Recommendation and ACT Government response	Original Due Date	Approved Due Date[1]	Status Flag	Key Outcomes Achieved	Dependencies
					approach which recognises that certain levels of maturity need to be reached before significant systemic change can take place. Policy decisions moving forward will also be made in relation to the Future of Education. A closure report was provided to the Program Board at the meeting on 12 December 2017 and the Program Board endorsed closure of this recommendation.	
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	Complete	✓ 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	This recommendation was closed in 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	Complete	✓ June 2016	This recommendation was closed in June 2016.	

	Expert Panel Report Recommendation and ACT Government response	Original Due Date	Approved Due Date[1]	Status Flag	Key Outcomes Achieved	Dependencies
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	March 2018	G	The Education Directorate is considering primary school supports and settings through the SRA Students with Disability consultation and in relation to the Continuum of Education Support project for high school.

Project concept briefs are currently being developed for two pilot projects, a therapeutic trauma informed targeted service and a language project. In addition a paper is being developed outlining current programs implemented by the Directorate or accessed through partnerships with other government or non-government agencies.

In addition, the Child and Adolescent Mental Health Service (CAMHS) has been delivering the Understanding and Responding to Feelings and Behaviour (UR FaB) program in three schools for the 2016-2017 period. This early intervention program is designed for primary school students in Kindergarten to year 3 to address early signs of challenging behaviour to prevent behaviours interfering with the child's social and educational development. The program covers;
- difficult or challenging behaviours;
- poor self-regulation of emotion;
- classroom behaviour management;
- anxiety; and
- attachment and healthy relationships. | Student Resource Allocation Students for Disability consultation OneLink |

	Expert Panel Report Recommendation and ACT Government response	Original Due Date	Approved Due Date[1]	Status Flag	Key Outcomes Achieved	Dependencies
					The UR FaB program will continue, and be expanded to three additional schools, in 2018. This recommendation remains open.	
	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	Complete	✓ 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	This recommendation was closed in 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	March 2018	G	The Schools for All program has undertaken research into the 'schools as a hub' model and other local hubs in key communities including the Community Services Directorate's (CSD) Child and Family Centres, schools and early childhood centres, CSD and Onelink, Family Safety Hubs, the 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 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	

	Expert Panel Report Recommendation and ACT Government response	Original Due Date	Approved Due Date[1]	Status Flag	Key Outcomes Achieved	Dependencies
					urban area that experiences significant levels of disadvantage. The Schools as a Hub Investigation Report was developed in consultation with the Future of Education, SRA, and Planning and Analytics. The Investigation Report was presented to the Program Board in December 2017, who then provided feedback. Key findings from this assessment will be handed over to the Future of Education team and the Early Childhood Education Strategy. This recommendation remains open and will be proposed for closure out of session, before the next Program Board Meeting.	
	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	March 2018	G	An options paper for Recommendation 15.5 'establishment of Challenge Funding' was presented to the Program Board in December 2017 examining; • the policy merit of the recommendation and how we would interpret our commitment to the intent (the recommendation was agreed in principle); and • the benefits of a model like this in context of funding of the SRA model. The options paper outlined several ways the Directorate provides funding for schools and individuals to support students with complex needs and challenging behaviours, in a manner which is in line with Recommendation 15.5. This includes;	

	Expert Panel Report Recommendation and ACT Government response	Original Due Date	Approved Due Date[1]	Status Flag	Key Outcomes Achieved	Dependencies
					• providing schools with the autonomy to use provided funding creatively to address their students' unique needs; and • providing funding for various initiatives such as sensory spaces, the Duke of Edinburgh program, the Big School Ready Program, and the Prep for Pre program. The options paper provides evidence of innovative cross sector collaboration at the school and individual levels to support students with complex needs and challenging behaviours. In December 2017 the Program Board agreed that the approach outlined in the options paper fulfilled the intent of Recommendation 15.5. Closure is conditional on the provision of a closure report presented to the Board out of session, prior to the next Board meeting.	
10. Learning and Teaching Project	**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	✓ Dec 2017	In September 2017 the Parental Engagement Implementation Plan was presented to the Program Board. Since this time, further work has been undertaken to ensure that: • recommendations from the ARACY report have been effectively addressed, with clear documentation on direction taken to meet the intent; • the parental engagement process is embedded in school improvement to become business as usual; and	

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					• intended outcomes are realised (e.g. teacher confidence and their engagement is making a difference for parents and carers) through the Schools for All evaluation. The following suite of resources has been developed to support schools effectively implement parental engagement strategies: • School Audit Matrix • Principles of Effective Practice • Strategies for Effective Practice • Video vignettes of leading practice. The Schools for All Program Board approved closure on 12 December 2017.	
	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	This recommendation was closed in 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 personal and social-emotional goals listed in school's vision statements and strategic plans.	Feb 2016	Complete	✓ Feb 2017	This recommendation was closed in February 2017.	

11. Change Resources	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	✓ Dec 2017	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. The primary objective of this project is to bring together lessons learnt from the Schools for All Program and design a set of change elements and resources. 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. These have been presented to the Directorate to support future organisational cultural change efforts, particularly in respect to how it will respond to diversity and achieve inclusive schools for all children and young people. The change resources were shared with the Strategic Policy and Reform branch in October to support the Future of Education Paper. This initial consultation will support the official handover with the Strategic Policy and Reform branch and with the Office for Schools (Directors of School Improvement) which will support the school review process. Based on feedback provided by the Program Board in September 2017, the Schools for All Implementation Team updated the closure report to articulate the programs and resources that systematise the change agenda to meet the needs of students with complex needs and challenging behaviour; including: • the more systematised approach to school improvement through links with school review under National School Improvement Tool (NSIT); and • building capability to support change in schools	

	Expert Panel Report Recommendation and ACT Government response	Original Due Date	Approved Due Date[1]	Status Flag	Key Outcomes Achieved	Dependencies
					through the Positive Behaviour for Learning (PBL) Framework and in the strengthening of the Network Student Engagement Team (NSET) through the addition of allied health staff. The Program Board endorsed closure of this project on 12 December 2017.	
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	Dec 2018	✓ Dec 2017	In July 2017 the Directorate commenced work on evaluating the effectiveness of the Schools for All Program in realising the recommendations and outcomes, including the longer term cultural change, outlined within the Expert Panel Report. An Evaluation Plan was developed, reviewed by NATSEM, and endorsed by the Program Board in September 2017. Assessment of the baseline was completed in December 2017. Cross sectoral engagement with CE and AISACT was a priority in this development to ensure that suitable methodological approaches were sensitive to sector needs, and achieved alignment where possible. CE will use the evaluation plan as the foundation of their evaluation and, where possible, will replicate it across the ACT Catholic Education sector. AISACT is in discussion with the evaluation team from the Directorate about the methods to evaluate their relevant recommendations linking to this evaluation where possible. This project was endorsed for closure by the Program Board on 12 December 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.