



## **SCHOOLS FOR ALL**

### **Executive Summary - March 2018**

This Executive Summary outlines areas of focus for the January – March 2018 period with an overview of key achievements and progress made. The ACT Education Directorate (EDU), Catholic Education Office, Archdiocese of Canberra and Goulburn (CE) and the Association of Independent Schools of the ACT (AIS ACT) have provided individual reports outlining key achievements during this period.

#### **Highlights of Cross Sectoral Progress**

##### **Evaluation of the Schools for All Program**

###### ***Schools for All Interim Evaluation Report, 2018***

A significant achievement this quarter has been the development of the draft *Schools for All Interim Evaluation Report, 2018* (Interim Report) –which expands on the *Baseline Report*, and contributes to measuring change in outcomes for students with complex needs and challenging behaviour over time (2014 – 2017). As with the Baseline Report, the Interim Report will be included within the final evaluation report to be developed in 2019.

CE is working with the EDU evaluation team to gather evidence from schools throughout 2018 and 2019 to contribute to the Final Report. AIS ACT is in discussion with EDU regarding feasible methods to evaluate relevant recommendations and to link to this evaluation where possible.

#### **Key Achievements by Sector**

##### **ACT Education Directorate**

During this reporting period EDU has continued to strengthen its approach to cultural change with a focus on supporting primary students with challenging behaviours, developing the LSA workforce and investigation of the “Schools as Hubs” concept.

*Primary School Supports* - A review was undertaken related to the universal, selected and targeted supports provided to all students. The review has highlighted a number of supports provided within schools, including Positive Behaviour for Learning (PBL), Social Emotional Learning programs (SEL), the school psychology service and Network Student Engagement teams (NSET), and those within the broader community, such as Child and Family Centres (CFCs), Child Development Service (CDS) and NDIS providers.

*Building Capability of Learning Support Assistants (LSAs)* - The EDU People and Performance branch has continued development of a workforce strategy providing commitment to an agreed vision and long-term framework for building the capability of the ACT public education system. The role of the LSA is an important part of this strategy with a focus on a model that encourages a learning culture and improved student outcomes by creating a career path for LSAs.

At the same time People and Performance and Student Engagement have co-designed and provided a professional learning package to upskill current LSAs through a range of internally run professional learning in areas identified by the Expert Panel Report. This includes training in trauma, inclusion, disability, learning difficulties, positive behaviour support, occupational violence and supported access to Certificate IV Education Support training through the Canberra Institute of Technology (CIT).

*Schools as a Hub Report* - During this quarter research was undertaken to investigate the feasibility of a 'Schools as a Hub' to assist schools develop multiagency outreach services on site. The research referenced current initiatives that exist within the ACT, existing hub models identified through a literature review, evaluation of the former *Schools as Communities Program* and other work undertaken on Family Safety Hubs.

### **Catholic Education**

During this reporting period, CE has continued to focus on ensuring that schools and teachers approach work with all students in genuinely student-centred ways. Officers have provided ongoing support to schools and teaching staff to ensure that the recommendations and intent of the report continue to be consistently implemented and benefits realised.

*Wellbeing Grants* – Following the allocation of \$10,000 to each school community, allowing school determined choice for expenditure, SchoolTV is operating in 50% of ACT Catholic Schools. SchoolTV is a world first wellbeing platform and online resource providing parents with information and practical tools to support children's mental health. SchoolTV has covered 13 major topics including Physical Activity and Exercise, Diet and Nutrition, Positive Parenting and Grief and Trauma. CE's focus for 2018 is to introduce a SchoolTV forum, allowing Wellbeing Officers, Pastoral Care Advisers and School Counsellors to network ideas and share information.

*Certificate IV in Education Support for Classroom Support Assistants (CSAs)* – An additional 43 CSAs have completed the Certificate IV in Education Support at the end of 2017, with an additional 56 commencing CIT training in Semester 1, 2018. This has been highly successful, providing the CSAs with a level of training that has supported them in meeting the emerging complexities of their roles and meeting the needs of all students. There is a clearer understanding in schools that for students with learning difficulties and disabilities, that promoting independence is first and foremost a priority. CSAs, as part of the combined teaching workforce, are supporting CE to meet commitments to inclusion of all students.

*Complex Needs and Challenging Behaviours Post Graduate Course* – During the first quarter of 2018, the contract between CE and the Australian Catholic University (ACU) was finalised for the delivery of the *Complex Needs and Challenging Behaviours: Inclusive Practices* unit in ACU's Graduate Certificate in Education. Eleven sponsored teachers commenced this at the beginning of Semester 1, 2018.

*Online Training* – Support was provided for principals and school leadership teams to ensure that all school staff understand their obligations identified under the *Disability Standards for Education 2005*, *Disability Discrimination Act 1991*, the *CECG Principles of Pedagogy* and the *CECG Wellbeing and Diversity Framework*, with information on staff completion rates for online training now able to be monitored by leadership through the CE Intranet 'myPad' platform.

*Review of Personalised Learning* – A review of the student personalised planning process and tool was undertaken this quarter. A desktop audit of personalised plans as part of the NCCD moderation process was undertaken. Ongoing support and opportunities for professional conversation and learning have been provided to schools around the development and implementation of students' personalised plans.

*Berry Street Education Model Professional Learning* – CE has developed a partnership with Berry Street Education, Melbourne. Sixty staff from 25 schools commenced a two-day professional learning program with the Berry Street team. Participants learned strategies for working with students who struggle with self-control, emotional regulation, poor attachment and relationship skills, chronic stress, or deficits in learning; have a prior history of school disengagement; experience the effects of chronic stress; are trauma-affected or exposed to traumatic stressors; need to build personal stamina for independent learning and require strategies for personal resiliency.

*Review of Reporting of Student Learning* – An implementation plan has been drafted in this reporting period to undertake a review of reporting of student learning. CE have begun to develop a set of *Principles of Reporting* that form the basis for the development of an *Archdiocesan Framework for Reporting Student Learning*. The development of this Framework has so far involved consultation with key stakeholders. While the existing student report provides information for parents on personal and social capabilities, reporting to personal and social/emotional goals will be explicitly developed within the new Reporting Framework.

### **Association of Independent Schools of the ACT**

AIS ACT has continued to respond to the recommendations, and has the *Schools for All Program* as an agenda item at both AIS ACT Board and Executive Committee meetings. Further, the Executive Committee has established a *Schools for All Program Subcommittee* to provide advice on strategies, opportunities and approaches in direct reference to the *Expert Panel Report*. The establishment of this Subcommittee was noted and endorsed by the full Board of AIS ACT.

Recent consultation with Member Schools determined that the report and the recommendations have facilitated and expanded the refining of best practice to engage students with complex needs and challenging behaviours. The report’s findings have reaffirmed to staff that many of the practices are already embedded in schools.

The Association Subcommittee has taken the timely opportunity to once again look at all the recommendations and note all activities undertaken over the past two years. This has provided the Board with a comprehensive report acknowledging and celebrating the excellent work of Member Schools and the office in progressing and increasing the awareness of support to all students in all schools, including those with complex needs and challenging behaviours.

AIS ACT has continued a sustained focus on ensuring inclusive practices in schools. AIS ACT have changed the name from the Schools for All Executive Sub Committee to Education Support Sub Committee to reflect the ongoing nature of the work.

The AIS ACT 2018 Colloquium will be held on 30 August 2018 and provide opportunities for schools to present and opportunities for reflection and sharing. The theme for 2018 is *Building a Culture of Excellence - Nurturing Learning*. As in the past, the Colloquium includes a strong component of student voices.

At the beginning of 2018 AIS ACT appointed a Manager, Education Support. This role is focussed on supporting schools in classroom and school wide inclusive practices through provision of advice, professional learning, collaborative practices and opportunities for sharing. The Manager is an experienced special educator with a strong leadership background in education support. In 2018, this officer has coordinated regular Students with Disabilities Network Meetings; undertaken school visits to provide advice on Individual Learning Plans (ILPs), positive behaviour support, and classroom strategies for adjustments.

### **Recommendation Closures**

As of 31 March 2018, 43 (Directorate) and 19 (CE) recommendations are closed and 6 (Directorate) and 7 (CE) remain active:

Rec.	Education Directorate		Catholic Education		Rec.	Education Directorate		Catholic Education	
	Closed	Open	Closed	Open		Closed	Open	Closed	Open
Rec 3.1	<input checked="" type="checkbox"/>		N/A		Rec 11.4	<input checked="" type="checkbox"/>		N/A	
Rec 3.2	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>		Rec 11.5		<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>
Rec 4.1	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>		Rec 11.6	<input checked="" type="checkbox"/>		N/A	
Rec 6.1	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>		Rec 11.7	<input checked="" type="checkbox"/>		N/A	
Rec 6.2	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>		Rec 12.1	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	
Rec 6.3	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>		Rec 12.2	<input checked="" type="checkbox"/>		N/A	

Rec 6.4	✓		✓		Rec 12.3	✓		✓	
Rec 7.1		✓	N/A		Rec 12.4	✓		N/A	
Rec 7.2	✓		N/A		Rec 12.5		✓	N/A	
Rec 7.3	✓		N/A		Rec 12.6	✓			✓
Rec 7.4	✓		N/A		Rec 12.7	✓		N/A	
Rec 7.5		✓	N/A		Rec 13.1	✓		✓	
Rec 8.1	✓		✓		Rec 13.2	✓		✓	
Rec 8.2	✓		✓		Rec 13.3	✓		N/A	
Rec 9.1	✓		✓		Rec 13.4	✓		✓	
Rec 10.1	✓		N/A		Rec 13.5	✓		✓	
Rec 10.2	N/A			✓	Rec 13.6	✓		✓	
Rec 10.3	✓		N/A		Rec 13.7	✓			✓
Rec 10.4	✓		N/A		Rec 14.1	✓		N/A	
Rec 10.5	✓		N/A		Rec 15.1	✓			✓
Rec 10.6	✓		N/A		Rec 15.2	✓			✓
Rec 10.7		✓	✓		Rec 15.3	✓		✓	
Rec 11.1	✓		✓		Rec 15.4	✓		N/A	
Rec 11.2	✓			✓	Rec 15.5		✓	N/A	
Rec 11.3	✓		N/A		Rec 15.6	✓		N/A	

Closure of recommendations is accepted on the basis the intent of the recommendation has been met, any future implementation steps have been embedded in ongoing business as usual and accountability mechanisms are established.

The March 2018 Program Board meeting was rescheduled to 3 April 2018. As a result, there were no recommendations closed during this reporting period. Closed recommendations will be reflected in the *Schools for All Program June 2018 Quarterly Report*.

### **Future Focus**

Next steps will focus on the evaluation focus group and survey design, which will be linked with *The Future of Education* and EDUs broader strategic direction. An analysis of the data sets that indicate the outcomes of students with complex needs and challenging behaviour, including NAPLAN gain, ATAR, post school destinations will be undertaken. The evaluation will continue to progress the PBL, CES and Parental Engagement Evaluation Plans, which are case studies for the *Schools for All Program* Evaluation. The *Final Report*, expected to be completed in 2019, will detail the outcomes for students with complex needs and challenging behaviour in ACT schools, and will look at both academic and wellbeing measures. The evaluation will assess the effectiveness of the *Schools for All Program* in realising the objectives and outcomes sought by the program and make findings and recommendations based on quantitative and qualitative data. The *Final Report* will include additional measures of the broader cultural change outcomes that will be delivered by student-centred schools.

The *Schools for All Program - June 2018 Quarterly Report* will focus on the transition of the *Schools for All Program* to the *Future of Education Strategy* and the *EDU Strategic Plan 2018-2021*, due to be released in July 2018.

**The Schools for All report – March 2018 is approved by:**

Program Director (ACT Education Directorate) June 2018

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Program Sponsor (ACT Education Directorate) June 2018

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