

| EXPERT PANEL RECOMMENDATIONS |   | EDU | CE <sup>1</sup> | AIS <sup>2</sup> |
|------------------------------|---|-----|-----------------|------------------|
| 1                            | <b>Recommendation 3.1</b> : That the ACT Government, when responding to the recommendations of the Law Reform Advisory Council's review of the <i>Discrimination Act 1991</i> , consider issues of consistency between Commonwealth and ACT discrimination law when applied in the context of education services.   | ✓   | N/A             | N/A              |
| 2                            | <b>Recommendation 3.2:</b> 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.  | ●   | ●               | ●                |
| 3                            | <b>Recommendation 4.1:</b> 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.   | ✓   | ✓               | ●                |
| 4                            | <b>Recommendation 6.1:</b> 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.   | ✓   | ✓               | ●                |
| 5                            | <b>Recommendation 6.2:</b> 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.   | ●   | ●               | ●                |
| 6                            | <b>Recommendation 6.3:</b> 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.   | ●   | ●               | ●                |
| 7                            | <b>Recommendation 6.4:</b> 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'.  | ●   | ●               | ●                |
| 8                            | <b>Recommendation 7.1:</b> 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.  | ●   | N/A             | N/A              |
| 9                            | <b>Recommendation 7.2:</b> 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.  | ●   | N/A             | N/A              |
| 10                           | <b>Recommendation 7.3:</b> 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.   | ●   | N/A             | N/A              |
| 11                           | <b>Recommendation 7.4:</b> 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.   | ●   | N/A             | N/A              |
| 12                           | <b>Recommendation 7.5:</b> 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.  | ●   | N/A             | N/A              |
| 13                           | <b>Recommendation 8.1:</b> 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.  | ●   | ●               | ●                |
| 14                           | <b>Recommendation 8.2:</b> 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.   | ●   | ●               | ●                |
| 15                           | <b>Recommendation 9.1:</b> 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.  | ●   | ●               | ●                |
| 16                           | <b>Recommendation 10.1: (Agreed in principle).</b> 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.  | ✓   | N/A             | N/A              |
| 17                           | <b>Recommendation 10.2:</b> That CE monitor and evaluate the outcomes of the Wellbeing and Inclusion Team Program currently being introduced in Catholic Schools.   | N/A | ●               | N/A              |
| 18                           | <b>Recommendation 10.3:</b> 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. | ✓   | N/A             | N/A              |

<sup>1</sup> CE – accepted 26 recommendations

<sup>2</sup> AISACT - noted 26 recommendations

Status Legend: EDU, CE and AIS ACT have assessed their own status

✓ Oversight Group has endorsed the closure of this recommendation | ● <5% Variance from Program Schedule – action has commenced and is on target to meet completion date (For AISACT – recommendation is noted and/or action is ongoing) | ● 5 to 10% Variance from Program Schedule – action is in progress but has been delayed (For AISACT – recommendation is noted and/or action is ongoing) | ● >10% Variance from Program Schedule – action has commenced but is significantly delayed. | ● Work not commenced on the action yet.

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| 19 | <b>Recommendation 10.4:</b> 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.  | ✓   | N/A             | N/A              |
| 20 | <b>Recommendation 10.5:</b> 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.   | ●   | N/A             | N/A              |
| 21 | <b>Recommendation 10.6:</b> 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 behaviour.  | ●   | N/A             | N/A              |
| 22 | <b>Recommendation 10.7: (Agreed in principle).</b> 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.   | ●   | ●               | ●                |
| 23 | <b>Recommendation 11.1:</b> That ETD, CE, and each Independent School, develop practical guidelines on the appropriate use of voluntary withdrawal spaces, seclusion, and physical restraint.   | ●   | ✓               | ●                |
| 24 | <b>Recommendation 11.2:</b> 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. | ●   | ●               | ●                |
| 25 | <b>Recommendation 11.3:</b> 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.  | ●   | N/A             | N/A              |
| 26 | <b>Recommendation 11.4:</b> 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.  | ✓   | N/A             | N/A              |
| 27 | <b>Recommendation 11.5:</b> 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.   | ●   | ●               | ●                |
| 28 | <b>Recommendation 11.6: (Agreed in principle).</b> 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.   | ●   | N/A             | N/A              |
| 29 | <b>Recommendation 11.7: (Agreed in principle).</b> That the ACT Government seek an amendment to the <i>Education Act 2004</i> (ACT) to require Catholic and Independent Schools to report data of suspensions and exclusions of students, including the proportion of students with a disability and students in out of home care, to the Registrar of Non-Government Schools.  | ●   | N/A             | N/A              |
| 30 | <b>Recommendation 12.1:</b> That ETD, CE, and each Independent School (a) develop and implement a case management framework for students with complex needs and challenging behaviour; and (b) support all schools to identify or recruit suitably qualified staff to act as case managers, including, for example, social workers, welfare officers, and/or community development Workers.   | ●   | ✓               | ●                |
| 31 | <b>Recommendation 12.2:</b> 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.  | ✓   | N/A             | N/A              |
| 32 | <b>Recommendation 12.3:</b> 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.  | ●   | ●               | ●                |
| 33 | <b>Recommendation 12.4:</b> That ETD publicly release the report on the evaluation of the Early Childhood Schools and Koori Preschools once completed.  | ●   | N/A             | N/A              |
| 34 | <b>Recommendation 12.5:</b> 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.   | ●   | N/A             | N/A              |
| 35 | <b>Recommendation 12.6:</b> That ETD, CE, and each Independent School, develop guidelines which regulate access to schools by NDIS service providers.   | ✓   | ●               | ●                |
| 36 | <b>Recommendation 12.7:</b> 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.  | ✓   | N/A             | N/A              |
| 37 | <b>Recommendation 13.1: (Agreed in principle).</b> 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.  | ●   | ●               | ●                |
| 38 | <b>Recommendation 13.2:</b> 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.  | ✓   | ✓               | ●                |

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| 39 | <b>Recommendation 13.3:</b> 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.   | ●   | N/A             | N/A              |
| 40 | <b>Recommendation 13.4:</b> 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.  | ✓   | ✓               | ●                |
| 41 | <b>Recommendation 13.5:</b> 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.   | ✓   | ✓               | ●                |
| 42 | <b>Recommendation 13.6:</b> 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.   | ●   | ●               | N/A              |
| 43 | <b>Recommendation 13.7:</b> 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. | ●   | ●               | ●                |
| 44 | <b>Recommendation 14.1:</b> 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.   | ●   | N/A             | N/A              |
| 45 | <b>Recommendation 15.1:</b> 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.   | ✓   | ●               | ●                |
| 46 | <b>Recommendation 15.2:</b> 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.  | ●   | ●               | ●                |
| 47 | <b>Recommendation 15.3: (Agreed in principle).</b> 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.   | ●   | ●               | ●                |
| 48 | <b>Recommendation 15.4:</b> 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.   | ●   | N/A             | N/A              |
| 49 | <b>Recommendation 15.5: (Agreed in principle).</b> 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.  | ●   | N/A             | N/A              |
| 50 | <b>Recommendation 15.6:</b> 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.  | ✓   | N/A             | N/A              |

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