



# SCHOOLS FOR ALL

## Executive Summary - May 2017

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In 2017, the ACT Education sector remains committed to system reform to ensure Canberra schools are safe, inclusive learning environments for every student.

This Executive Summary outlines the progress from January 2017 to May 2017, with detailed achievements described in individual 1<sup>st</sup> quarter reports for 2017 of the ACT Education Directorate (the Directorate), Association of Independent Schools of the ACT (AISACT) and the Catholic Education Archdiocese of Canberra & Goulburn (CE).

### Highlights of Progress

The *Schools for All* Program has entered a consolidation phase with a focus on strengthening a whole of systems response to create and sustain safe, supportive and inclusive school environments, professional learning and capacity building over the past quarter. While progress continues in implementing the remaining Expert Panel recommendations, the Program acknowledges a number of the remaining recommendations are dependent on the finalisation of cross government initiatives and other reform projects currently being undertaken by the Directorate.

The *Schools for All* End of First Year Report 2016 was released in March 2017. The Report showcases achievements and 'real' stories of progress across Canberra's schools. The Report includes opening messages from all three education sectors, emphasising the shared vision and commitment to achieve an inclusive education system that caters to the diverse needs of all children and young people.

The Report highlights the strengthened collaborations occurring with the broader human services sector including with the ACT Government's Community Services Directorate (CSD) and non-government community services organisations.

Key achievements for the first quarter of 2017 include:

#### **Education Directorate**

- The new Directorate's Policy Webpage has been established to simplify and improve access to locate policies, procedures, guidelines and other supporting implementation materials. The Directorate's Policy Development Guide provides guidance to all staff on the development and/or review of policies and procedures. This guidance ensures new or reviewed policies and procedures consider the impact on, and the needs of students with complex needs and challenging behaviour and/or disability.
- An Inclusion and Wellbeing staff intranet site was launched in March 2017 with development of an external webpage for students, families and community currently under development.
- A Collaborative Agreement between the Directorate, CSD, CE, AISACT and Act Together was established. The Agreement provides a framework to support children and young people in out of home care, to: meet educational needs; improve educational outcomes; establish effective communication channels and promote effective information sharing between each organisation.
- The Restrictive Practices Oversight Steering Group developed the *Principles for the reduction and elimination of restrictive practices in the ACT*. The principles were endorsed by the ACT Strategic Board in November 2016. These principles are guiding development of legislative frameworks and oversight mechanisms to regulate and minimise the use of restrictive practices across a range of

services and settings. They will also guide the development of more detailed and context specific policies within each area of service delivery. CSD is leading a consultation process on approaches for minimising and eliminating restrictive practice including the establishment of an Office of the Senior Practitioner.

- A significant focus on professional learning and capacity building of schools. 29 schools are currently on the journey of implementing the Positive Behaviour Learning (PBL) Framework, with representation from primary, high school and college. Four PBL coaches provide ongoing mentoring and coaching to schools to support implementation. The team are working to embed a neuroscience informed and trauma informed approach into the PBL Framework. An Evaluation Plan is being developed with the Directorate's Planning and Analytics branch to evaluate program outcomes.
- Everyone Everyday: a Toolkit for Inclusion is a professional learning model being progressed as a cross sectoral collaboration between EDU, CE and AISACT. 7 facilitators and 80 staff across the ACT have current been trained and new facilitators will be drawn and trained from this group.
- A strong focus has been on building the capacity of the Network Student Engagement Team (NSET) to deliver Online Training (OLT). The Directorate is working with a consultant to review and update modules including, Understanding and Supporting Behaviour and Autism Spectrum Disorder. The OLT modules and training will be rolled out to schools from term 3. The Disability Standards for Education online learning modules are now part of the induction program for new staff to the Directorate. 98% of staff in 2016 were trained and an audit of new staff to the Directorate in 2017 will be undertaken later this year.

### **Catholic Education**

- At the conclusion of 2016, CE reported clear evidence that the language and intention of the seven *Principles of Pedagogy* are being embedded across the Archdiocese. These principles will remain a focus throughout CE's response to the *Schools for All Report*.
- SchoolTV is operating in 90% of ACT Catholic schools. It is supporting teachers and families to understand the impact of the modern day realities faced by students, schools, and parents/carers. The online resource is a proactive way to help parents and teacher access clear, relevant and fact based information around raising safe, happy and resilient young people.
- 58 staff have participated in the On-line Learning Training courses offered in 2017, including:
  - Inclusion for Learners with Speech, Language and Communication Needs (SLCN)
  - Understanding and Supporting Behaviour (USB)
  - Understanding Autism Spectrum Disorders (ASD)
- CE continues to financially support any Classroom Support Assistants (CSAs) who undertake courses of study as part of completing a Certificate IV in School Support.
- The Wellbeing and Diversity Team have continued to work alongside Classroom Support Teachers (CSAs) to build their capacity to identify and respond to Tier 2 and Tier 3 concerns at a school level supported by the Wellbeing and Diversity Officer. Initial indications for 2017 show reduction in referrals for case-management, with cases primarily being Tier 1 requiring specialised support.
- The Early Learning Initiative (ELI) which uses James Nottingham's ASK model (Attitudes, Skills and Knowledge) has continued to focus on developing the capacity of teachers to improve literacy and numeracy in K-2. Within this period there has been significant work undertaken by CE in collaboration with external consultants to further build the capacity of the school-based staff appointed as ELI teachers. The ELI teachers have continued to demonstrate a growing ability to build the capacity of Early Career Teachers in engaging with students, families and professionals to develop collaborative working relationships.

## Association of Independent Schools of the ACT

- The Association has a partnership with CatholicCare to provide counselling and psychology support to schools that require it. Two schools have increased their allocated counselling hours on their own merit.
- Member Schools continue the process of reviewing procedures and policies with respect to students with complex needs and challenging behaviours through a whole school approach. The Expert Panel Report has been a vehicle for change and development, with schools using the report and its recommendations to reaffirm they are on the correct path and to consider what might be best practice.
- Two AIS ACT staff members are on the Everyone Everyday PL committee and has had three staff from Member schools trained to deliver the PL which was TQI accredited (6 hours). Additionally, 18 staff from Member Schools took part in the first PL session offered for the year, which was also TQI accredited (6 hours). The Association will continue to advertise the Everyone Everyday program to all schools.
- The Association has partnered with Gateways Education to provide a three year PL program on Curriculum Differentiation for Gifted and Talented learners. The PL is a 'Train the Trainer' model and provides participants with the knowledge and skills to optimise the educational opportunities for gifted and talented students.

In May 2017, 34 (EDU) and 15 (CE) recommendations are closed and 15 (EDU) and 11(CE) remain active:

Rec.	Education Directorate		Catholic Education		Rec.	Education Directorate		Catholic Education	
	Closed	Open	Closed	Open		Closed	Open	Closed	Open
Rec 3.1	✓		N/A		Rec 11.4	✓		N/A	
Rec 3.2	✓		✓		Rec 11.5		✓		✓
Rec 4.1	✓		✓		Rec 11.6	✓		N/A	
Rec 6.1	✓		✓		Rec 11.7	✓		N/A	
Rec 6.2		✓	✓		Rec 12.1	✓		✓	
Rec 6.3		✓		✓	Rec 12.2	✓		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	✓		✓		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 that the intent of the recommendation has been met and any future implementation steps have been embedded in ongoing business as usual and accountability mechanisms are established.

The following table lists 2 recommendations that were closed during in this reporting period.

Recommendations closed this quarter
<b>Education Directorate</b>
<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.
<b>Catholic Education and Education Directorate</b>
<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.

### Future Focus

The Directorate, AISACT, and CE, in partnerships with the broader human services, will continue to implement the remaining 15 recommendations and consolidate the systems response to ensure sustainability over the long term. The implementation will be supported by the following:

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

The Evaluation will analyse the impact of the program and assess progress in achieving the program objectives and vision. An evaluation plan is in progress and will guide work to identify a baseline. Independent experts will review the evaluation plan and provide advice to the cross sectoral working group overseeing the evaluation.

#### ***Change Management***

As the responses to the recommendations are designed and embedded into usual business practice, the program is monitoring the change they effect through internal governance and accountability mechanisms. The Program is bringing together lessons from the *Schools for All* program implementation and stakeholders to design a set of resources. The resources will provide guidance to schools and support roles on:

- what inclusive education is;
- how to build capabilities to create inclusive school communities and better meet the needs of all students; and
- how the education and human services system can work better together to support inclusive education.

#### ***Building partnerships across the human services***

The *Schools for All* program recognises committed partners help schools care for students, their families and carers. Across the ACT, schools and education systems are continuing to build a shared responsibility with community service partners to support all students and their families. The *Schools for All* program will continue to strengthen partnerships, programs and strategies, particularly through the Human Services Cluster. This is the ACT Government mechanism for ongoing collaborative governance and accountability across CSD, EDU, ACT Health, and Justice and Corrective Services (JACS) Directorates. It provides an authorising environment to support aligned planning, decision-making and investment in relation to common policy priorities and client groups, which include students with complex needs and challenging behaviours and their families/carers.

**The Schools for All report – May 2017 is approved by:**

Program Director sign off (EDU) Jacinta Evans	June 2017
Program Sponsor sign off (EDU) Meg Brighton	June 2017
Director-General sign off (EDU) Natalie Howson	June 2017
Executive Director sign off (AIS ACT) Andrew Wrigley	June 2017
Director sign off (CE) Ross Fox	June 2017