



	Expert Panel Report Recommendation and ACT Government response	Original Due Date	Approved Due Date <sup>1</sup>	Status Flag	Key Outcomes Achieved	Dependencies
1. Appropriate use of Restrictive Practice and Withdrawal Spaces Project	<b>3.1: Agreed</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> , 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.	
	<b>8.1: Agreed</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.	Oct 2016	Complete	✓ Feb 2017	This recommendation was closed in February 2017.	
	<b>8.2: Agreed</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.	June 2016	Complete	✓ Feb 2017	This recommendation was closed in February 2017.	
	<b>11.1: Agreed</b> That ETD, CE and each Independent School develop practical guidelines on the appropriate use of voluntary withdrawal spaces.	Mar 2016	Dec 2016	✓ Feb 2017	This recommendation was closed in February 2017.	

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	<p><b>11.2: Agreed</b> That ETD and CE establish procedures that:</p> <ul style="list-style-type: none"> <li>a) enable ETD and CE to approve and monitor any behaviour support plans that propose the use of restrictive practices for an individual student;</li> <li>b) require member schools to report each occasion of the use of restrictive practices to a nominated officer within ETD or CE; and</li> <li>c) monitor the use of restrictive practices and identify trends in order to inform service improvement.</li> </ul> <p>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.</p>	Apr 2016	Complete	✓ Feb 2017	This recommendation was closed in February 2017.	
	<p><b>11.3: Agreed</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.</p>	Dec 2016	June 2017	✓ May 2017	This recommendation was closed in May 2017.	
	<p><b>15.6: Agreed</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.</p>	Feb 2016	Complete	✓ June 2016	This recommendation was closed in June 2016.	
<b>2. Suspensions</b>	<p><b>7.4: Agreed</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.</p>	Jul 2016	Sept 2017	✓ Sept 2017	This recommendation was closed September 2017.	

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	<p><b>7.5: Agreed</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 Connect 10 programs.</p>	Jul 2016	March 2018	A	<p>Implementation of the CES model in all ACT public high schools has progressed this quarter, with the four CES Support Partners working closely with 4-5 high schools in each network to support implementation of each school's 2018 priorities and ensure schools are able to effectively meet the needs of students requiring on-campus alternative education. The proposed development of an Off Campus Alternative Education program has been endorsed by the Minister and will commence in semester 2, 2018. Core operational elements for the Off Campus Flexible Learning Program such as the service offer, continue to be designed, tested and refined in consultation with key stakeholders. The CES Project Team continues to collaborate with The Future of Education Team, critical partners and the community sector to develop the program.</p> <p>A closure report for this recommendation has been provided to the Program Board out of session in late March 2018.</p> <p><b>This recommendation remains open.</b></p>	<p><i>Safe and Supportive Schools</i> policy</p> <p>EDU Occupational Violence Management Plan</p>
	<p><b>11.4: Agreed</b> That ETD:</p> <ul style="list-style-type: none"> <li>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</li> <li>b) monitor the basis for the exemption of students, and the proportion of students subject to exemption who have a disability.</li> </ul>	Oct 2016	Complete	✓ Sept 2016	This recommendation was closed in September 2016.	
	<p><b>11.5: Agreed</b> That ETD, CE, and each Independent School, provide alternative options to out-of-school suspension where</p>	Dec 2016	March 2018	A	A meeting with the Government Solicitor's Office (GSO) and ACT Education Directorate (EDU) Student Engagement and Governance and Legal Liaison branch	<i>Safe and Supportive Schools</i> policy

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	appropriate and possible, including in-school suspensions with temporary additional staffing or support.				<p>representatives was held on 16 March 2018. Discussions focussed on the definition of exclusion or transfer to an alternate education setting under s36(2) (c) of the <i>Education Act 2004</i>.</p> <p>The policy and associated documents will be updated and sent to the Minister in April, requesting endorsement to progress the policy review to community consultation. The consultation is anticipated to commence in June 2018.</p> <p>Work on procedures to meet the Directorate's policy position and its obligations to a student's right to education under s27A of the <i>Human Rights Act 2004</i> will continue.</p> <p><b>This recommendation remains open.</b></p>	<p>CES for high school</p> <p>EDU Occupational Violence Management Plan</p>
	<b>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.	Dec 2016	Complete	✓ Feb 2017	This recommendation was closed in February 2017.	
	<b>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.	Dec 2016	Complete	✓ Feb 2017	This recommendation was closed in February 2017.	
<b>3. Allied Health</b>	<b>7.2: Agreed</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	May 2016	Dec 2017	✓ Dec 2017	This recommendation was closed in December 2017.	

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	including: timing, eligibility criteria, and rights of review of placement decisions.					
	<b>7.3: Agreed</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.	Aug 2016	Complete	✓ Feb 2017	This recommendation was closed in February 2017.	
	<b>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.	Jul 2016	Complete	✓ Sept 2016	This recommendation was closed in September 2016.	
	<b>10.3: Agreed</b> That ETD ensure that the NSETs are sufficiently resourced and supported to allow them to: <ul style="list-style-type: none"> <li>a) provide ongoing coaching to teachers within the classroom setting to assist with the support of students with very challenging behaviours;</li> <li>b) respond proactively and in a timely way to meet identified needs; and</li> <li>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.</li> </ul>	Jul 2016	Complete	✓ Sept 2016	This recommendation was closed in September 2016.	
	<b>10.4: Agreed</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.	Mar 2016	Complete	✓ June 2016	This recommendation was closed in June 2016.	
	<b>10.5: Agreed</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,	Apr 2016	Complete		This recommendation was closed in February 2017.	

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	to obtain funding for additional staffing or other services assessed by the NSET as necessary to adequately support that student.			✓ Feb 2017		
	<p><b>12.1: Agreed</b> That ETD, CE, and each Independent School:</p> <p>a) develop and implement a case management framework for students with complex needs and challenging behaviour; and</p> <p>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.</p>	Aug 2016	Complete	✓ Feb 2017	This recommendation was closed in February 2017.	
	<b>12.6: Agreed</b> 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.	
	<b>12.7: Agreed</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.	Feb 2016	Complete	✓ June 2016	This recommendation was closed in June 2016.	
<b>4. Policies, Procedure and Data Project</b>	<b>3.2: Agreed</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.	Nov 2016	Complete	✓ Feb 2017	This recommendation was closed in February 2017.	
	<b>4.1: Agreed</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	Nov 2016	Complete	✓ May 2017	This recommendation was closed in May 2017.	

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	procedures.					
	<b>10.6: Agreed</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 behaviours.	Jun 2016	Nov 2017	✓ Feb 2017	This recommendation was closed in February 2017.	
	<b>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.	2016-2018	Sept 2017	✓ Sept 2017	This recommendation was closed September 2017.	
	<b>15.4: Agreed</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.	2016-2018	Sept 2017	✓ Sept 2017	This recommendation was closed September 2017.	
<b>5. Professional Learning and Support for Staff Project</b>	<p><b>10.7: Agreed in principle</b> That ETD, CE, and each Independent School, commit to the professionalisation of LSAs and ensure that by 2018:</p> <ul style="list-style-type: none"> <li>a) all LSAs hold, or are in the process of obtaining, at least a Certificate IV in School Age Education &amp; Care or equivalent; and</li> <li>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.</li> </ul>	2017-18	March 2018	A	<p>People and Performance are developing 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.</p> <p>At the same time People and Performance and Student Engagement have co-designed and provided a</p>	Workforce Strategy

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					<p>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). Discussions are underway to build flexibility into our current enterprise agreements to enable future change.</p> <p><b>This recommendation remains open.</b></p>	
	<p><b>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.</p>	2017-2018	Complete	✓ Feb 2017	This recommendation was closed in February 2017.	
	<p><b>13.2: Agreed</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.</p>	Nov 2016	Complete	✓ Sept 2016	This recommendation was closed in September 2016.	
	<p><b>13.3: Agreed</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.</p>	Apr 2016	Complete	✓ Feb 2017	This recommendation was closed in February 2017.	
	<p><b>13.4: Agreed</b> That ETD, CE, and AIS, cooperate to:</p> <p>a) make available to all member schools existing online learning modules in: autism spectrum disorder; dyslexia</p>	Jun 2016	Complete	✓	This recommendation was closed in September 2016.	

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	<p>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</p> <p>b) ensure that these learning modules are complemented by follow-up support including face to face assistance, workshops and coaching components.</p>			Sept 2016		
	<p><b>13.5: Agreed</b> That ETD, CE and AIS:</p> <p>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</p> <p>b) establish mechanisms to monitor staff and school participation in these programs.</p>	Jun 2016	Complete	✓ Sept 2016	This recommendation was closed in September 2016.	
	<p><b>13.6: Agreed</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.</p>	2016-17	Complete	✓ Feb 2017	This recommendation was closed in February 2017.	
	<p><b>13.7: Agreed</b> That ETD, CE, and each Independent School:</p> <p>a) prioritise scholarships and sabbaticals for school leaders and teachers to undertake formal study in relation to students with complex needs and challenging behaviour;</p> <p>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</p>	Jun 2016	Complete	✓ Feb 2017	This recommendation was closed in February 2017.	

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	c) create opportunities for these school leaders and teachers to become mentors and facilitators within networks, sectors, and schools.					
6. Student Centred Appraisal of Need Project	14.1: <b>Agreed</b> That ETD:	Dec 2016	2017-2018	✓ Dec 2017	This recommendation was closed in December 2017.	
	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.					
7. Universal School-Based Interventions	6.1: <b>Agreed</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.	Mar 2016	Complete	✓ Sept 2016	This recommendation was closed in September 2016.	

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	<p><b>9.1: Agreed</b> That ETD, CE, and each Independent School:</p> <ul style="list-style-type: none"> <li>a) endorse School-Wide Positive Behavioural Support;</li> <li>b) resource and support schools to implement the program for a minimum of three years; and</li> <li>c) evaluate the success of the program.</li> </ul>	June 2016	Complete	✓ Feb 2017	This recommendation was closed in February 2017.	
8. Student Voice Project	<p><b>6.2: Agreed</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:</p> <ul style="list-style-type: none"> <li>a) their experiences at school;</li> <li>b) decisions that affect them at school; and</li> <li>c) the operation of the school.</li> </ul>	Sept 2016	Sept 2017	✓ Sept 2017	This recommendation was closed in September 2017.	
	<p><b>15.1: Agreed</b> That ETD and CE, and each Independent School, make clear in their strategic plans:</p> <ul style="list-style-type: none"> <li>a) how their student-centred vision and principles are operationalised with respect to priorities, targets and indicators; and</li> <li>b) how the various components, services and programs that they provide contribute to the implementation of their student-centred vision.</li> </ul>	June 2016	Complete	✓ June 2016	This recommendation was closed in June 2016.	
9. Children, Young People and Families Project	<p><b>6.4: Agreed</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'.</p>	June 2016	Complete	✓ Feb 2017	This recommendation was closed in February 2017.	
	<p><b>7.1: Agreed</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</p>	Nov 2016	March 2018	A	A paper 'Current Approaches to Addressing Complex Needs and Challenging Behaviours in Primary School Aged Students' has been developed to provide an overview of	Student Resource Allocation Students for

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	appropriate educational setting (or combination of settings), that provides them with appropriate behavioural support and therapeutic intervention.				<p>the programs and services at the universal, selected and targeted level to support the wellbeing needs of students in ACT Public Schools. The paper outlines the government and community organisations EDU partners with that offer programs and services to meet the needs of children and young people with complex needs and challenging behaviour.</p> <p>Two pilot projects have been developed:</p> <ul style="list-style-type: none"> <li>• Pilot Project 1 – Primary school supports for children with challenging behaviours. Start date 2019</li> <li>• Pilot Project 2 – School Improvement – Early Years Literacy (Oral Language). Start date Term 2 2018</li> </ul> <p>A Closure Report and associated papers will be presented for closure at the next Program Board Meeting on 3 April 2018.</p> <p><b>This recommendation remains open.</b></p>	<p>Disability consultation</p> <p>OneLink</p>
	<b>12.2: Agreed</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.	Apr 2016	Complete	✓ June 2016	This recommendation was closed in June 2016.	
	<b>12.3: Agreed</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.	Nov 2016	Dec 2017	✓ Sept 2017	This recommendation was closed in September 2017.	

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	<p><b>12.5: Agreed</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.</p>	2016-17	March 2018	A	<p>The investigation report and closure report were provided to the Program Board for consideration on 12 December 2017. The Program Board agreed in principle for closure, subject to inclusion of a high level summary and incorporation of reference to the comprehensive work that has been done on the Family Safety Hub. This work acknowledges families don’t gravitate to hubs and identifies the best way to link people into services is to use a trusted relationship.</p> <p>An updated Closure Report and associated papers will be presented for closure at the next Program Board Meeting on 3 April 2018.</p> <p><b>This recommendation remains open.</b></p>	
	<p><b>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.</p>	Nov 2016	March 2018	A	<p>An options paper on ‘<i>Establishment of Challenge Funding</i>’ was provided to the Program Board for review on 12 December 2017. The paper provides evidence of innovative cross sector collaboration at the school and individual levels, and was developed in consultation with EDU Strategic Policy branch (the Future of Education and Student Resource Allocation project teams), Planning and Analytics branch and the Student Engagement branch Inclusion and Engagement section.</p> <p>The options paper outlines several ways EDU provides funding for schools and individuals to support students with complex needs and challenging behaviours. The Program Board supported this approach.</p> <p>A Closure Report and associated papers will be presented for closure at the next Program Board Meeting on 3 April 2018.</p>	

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					<b>This recommendation remains open.</b>	
<b>10. Learning and Teaching Project</b>	<b>6.3: Agreed</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.	Dec 2016	Dec 2017	✓ Dec 2017	This recommendation was closed in December 2017.	
	<b>12.4: Agreed</b> 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.	
	<b>15.2: Agreed</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.	Feb 2016	Complete	✓ Feb 2017	This recommendation was closed in February 2017.	
<b>11. Change Resources</b>	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 <ul style="list-style-type: none"> <li>• Achieve Student Outcomes</li> <li>• Be Informed</li> <li>• Collaborate with Partners</li> <li>• Build capability</li> </ul>		Dec 2017	✓ Dec 2017	This project was closed in December 2017.	

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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	This project was closed in 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.