



ACT
Government
Education



Schools for All Program

Background

- The Expert Panel Report contains 50 recommendations.
- All 50 recommendations have been accepted in the ACT Government Response.
- The Review provides an opportunity to strengthen the capability of educational organisations, schools, teachers and support staff to build on existing good practice and respond to students effectively.

April 2015 - Expert Panel Commissioned by former Minister Joy Burch MLA



Nov 2015 - *Schools for All Children and Young People – Report of the Expert Panel on Students with Complex Needs and Challenging Behaviour released*



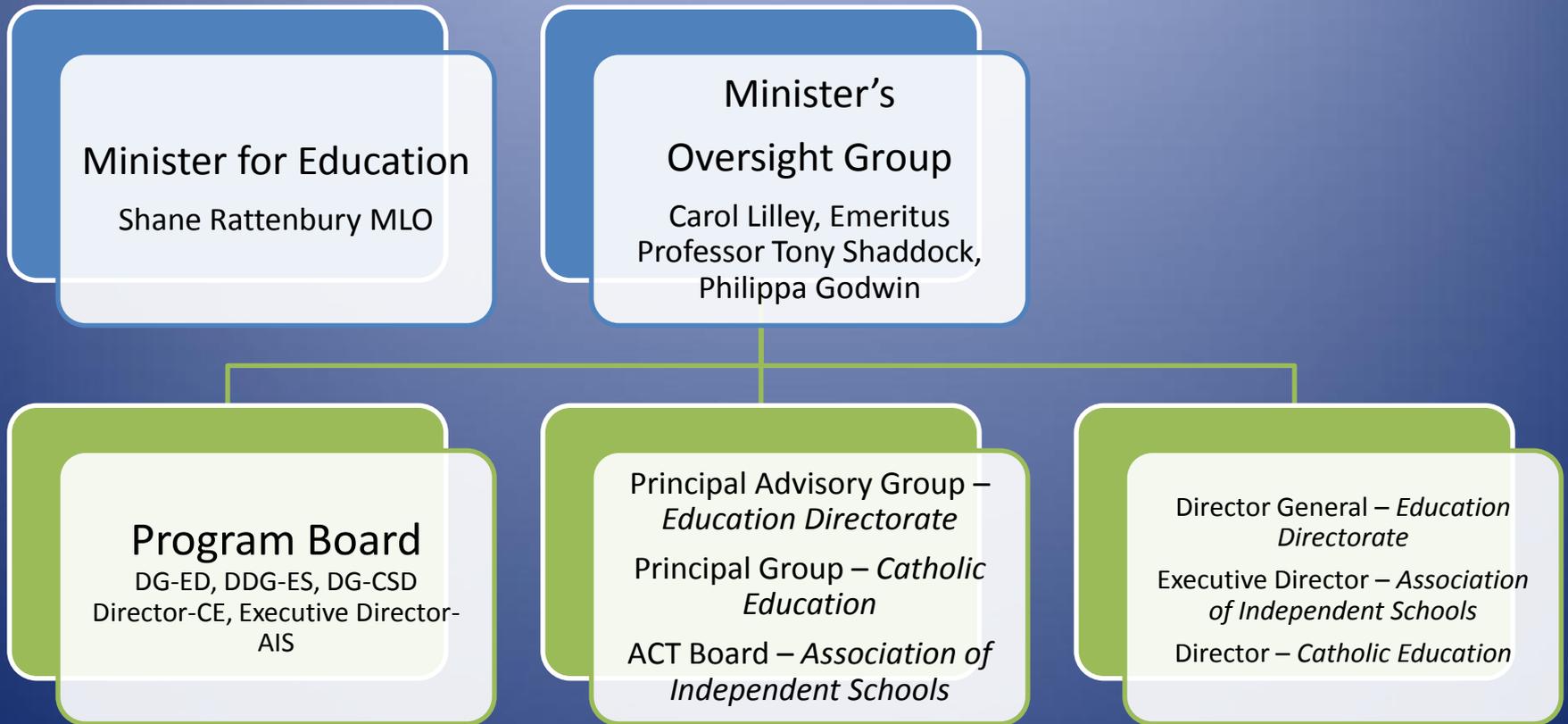
Nov 2015 - ACT Government Response (ETD, CEO, AIS) to the Report released

- The Schools for All Program is **MUCH MORE** than the delivery of 50 recommendations.
- It is a **three year** program of system reform, which **not only** aims to implement the 50 recommendations of the Expert Panel **but most importantly** to continue our ambitious, evidence based, and single-minded, 'whatever it takes' student-centred vision.

This Vision

- *gives priority to each student's needs in education policy and practice in our schools;*
- *is derived from policy and research on child and adolescent development, pedagogy, neuroscience and family and community studies;*
- *reflects a pervasive and unrelenting focus on student needs and outstanding student centred practice that will benefit all students, particularly those with complex needs and challenging behaviours;*
- *reflects the value of involving and including the broader community in school responses for the benefit of all students.*

Governance



Implementation – 10 Projects

1. Appropriate use of Restricted Practices and Withdrawal Spaces Project

2. Suspensions and Alternative School Settings Project

3. Allied Health and Specialist Supports Project

4. Policies, Procedures and Data Project

5. Professional Learning and Support for Staff Project

6. Student Centred Appraisal of Need Project

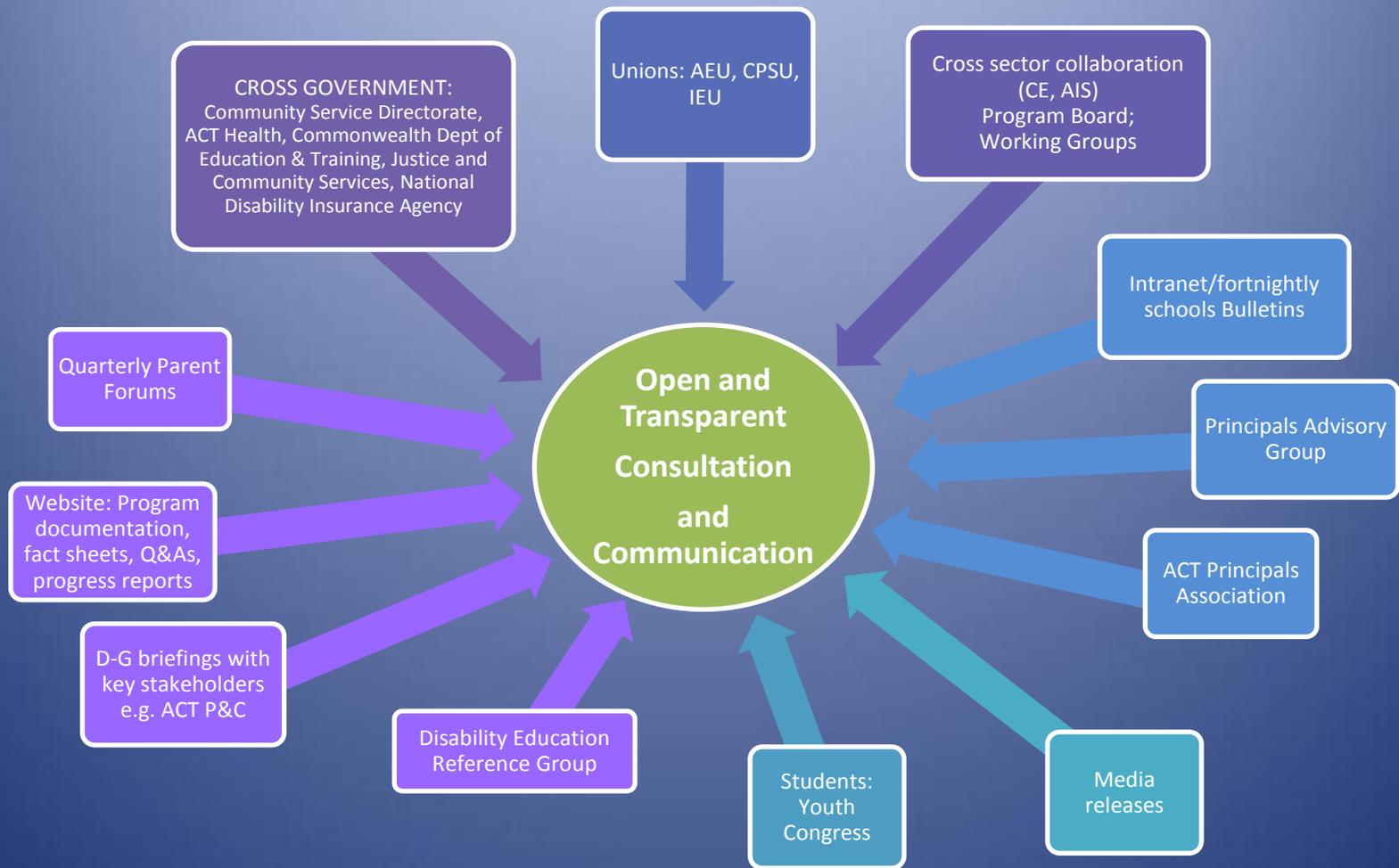
7. Universal School Based Interventions Project

8. Student Voice Project

9. Children, Young People and Families Project

10. Learning and Teaching Project: Parental Engagement, Koori Pre School & Early Childhood Schools, Reporting Student Achievement Policy

Communication and Consultation



Funding Commitment

- A total of \$7 million has been identified to the implementation of a range of initiatives.

Budget commitment - What's in it for Students?

- A forum to be held in Youth Week 2016 to engage with students from all sectors and provide an opportunity for them to give meaningful advice to schools;
- Opportunity for schools to pilot innovative supports for students with complex needs in primary schools, and
- Infrastructure grants to support the development of safe sensory spaces in schools.

What's in it for Families?

- A project to support increased parental engagement;
- A review of the Student Centred Appraisal of Need (SCAN) model and disability funding in relation to the Student Resource Allocation (SRA); and
- A feasibility study on developing schools as hubs to assist schools in disadvantaged areas to develop multiagency outreach services on site.

What's in it for Teachers?

- Increased resourcing for Network Student Engagement Teams (NSETs) that will include allied health, learning difficulties expertise and intervention and case management capabilities;
- Targeted professional learning, stronger supervision and support for teachers working with students with complex needs.
- The development and implementation of a Positive Support in Schools Program for all schools, and
- A focus on increasing the capabilities and professional skills of support staff (LSAs etc).

What's in it for School Leaders?

- Targeted scholarships to increase professional expertise and;
- Additional training in supervision and coaching skills.

Key Progress to Date

Policies and Guidelines

- ✓ Safe and Supportive Schools Policy has been updated to reflect the management of complex needs and challenging behaviour. This will be published during March.
- ✓ Restrictive Practices Guidelines and Withdrawal Spaces Guidelines have been developed in conjunction with the Safe and Supportive Schools Policy.

Key Progress to Date

Support for Schools and Students

- ✓ Each NSET team now has 2 Disability Education Partners who support schools to assess and respond to students with learning difficulties.
- ✓ Initial recruitment processes underway to engage additional allied health professionals to support and strengthen multidisciplinary teams in schools.
- ✓ A new Student Reporting Template has been developed and distributed to schools. This template is aligned with the Australian Curriculum Personal and Social Capabilities.

Key Progress to Date

Professional Learning and Support

- ✓ The NSET online referral form has been published. The data collected through this form will provide NSET information on trends and areas of need that will guide and inform practice.
- ✓ A quick reference Guide has been developed to support schools in understanding the Education, Participation and Enrolment Policy and related procedures, including the Exemption Certificate Procedure.
- ✓ *KidsMatter* and MindMatters: 73 schools are engaging in training and implementing MindMatters and 28 schools are engaging in training and implementing KidsMatter Primary.

www.mindmatters.edu.au | www.kidsmatter.edu.au | www.pai.edu.au

We will know we have succeeded when...

every teacher, school leader, support staff member, central office employee, student and parent/carer sees the issues posed by students with complex needs and challenging behaviour NOT as a problem

BUT

as an opportunity, invitation and challenge to further exemplify the inclusive vision of all ACT schools.

Questions?

Contact

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