

Schools for All May 2017 Report



	Expert Panel Report Recommendation and ACT Government response	Original Due Date	Approved Due Date ¹	Status Flag	Key Outcomes Achieved	Dependencies
1. Appropriate use of Restrictive Practices and Withdrawal Spaces Project	3.1: Agreed That the ACT Government, when responding to the recommendations of the Law Reform Advisory Council's review of the Discrimination Act 1991, 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.	
	8.1: Agreed 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.	
	8.2: Agreed 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.	

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.

	Expert Panel Report Recommendation and ACT Government response	Original Due Date	Approved Due Date ¹	Status Flag	Key Outcomes Achieved	Dependencies
	11.1: Agreed 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.	
	11.2: Agreed 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.	Apr 2016	COMPLETE	✓ Feb 2017	This recommendation was closed in February 2017.	
	11.3: Agreed 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.	Dec 2016	June 2017	✓ May 2017	<p>In May 2017 the Restrictive Practices Oversight Steering Committee (RPOSG) members were provided with the interim report from JFA Purple Orange Consultancy firm on the community consultation for discussion and comment. The RPOSG spoke with the Purple Orange consultants and discussed the Group's scope of work.</p> <p>On 22 May 2017, EDU met with Purple Orange consultants to provide input into the consultation from the Education context.</p> <p>The result of this work will be a scan of existing legislation, identification of possible gaps and a forward plan in relation to legislative change to regulate oversight of restrictive practice in the ACT.</p> <p>The Schools For All Program Board acknowledged CSD is completing the legislative framework for restrictive practice. The Director General EDU will request an update on the framework from the Director General,</p>	

	Expert Panel Report Recommendation and ACT Government response	Original Due Date	Approved Due Date ¹	Status Flag	Key Outcomes Achieved	Dependencies
					<p>CSD. The Board also acknowledged the internal EDU governance policy is in place.</p> <p>The Board endorsed the closure of Recommendation 11.3 in May 2017.</p>	
	<p>15.6: Agreed 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	<p>✓ June 2016</p>	<p>This recommendation was closed in June 2016. Refer to EDU 2nd quarter report for more detail.</p>	
<p>2. Suspensions and Alternative School Setting Project</p>	<p>7.4: Agreed 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 2016	<p>G</p>	<p>The new Directorate Inclusion and Wellbeing Staff Intranet site was launched at the Leadership Information Session on 14 – 15 March 2017.</p> <p>The site provides clear and easily accessible information on support and referral pathways, both within the Education Support Office and wider EDU community for children and young people with complex needs and challenging behaviour.</p> <p>It supports schools to engage with Network Student Engagement Teams, including Allied Health professionals to respond to diverse student needs. It provides access to professional learning and development opportunities for teachers, school leaders and learning support staff in the areas of student wellbeing; social emotional learning; inclusion; behaviour support and disability and learning</p>	Continuum of Education Support Model

	Expert Panel Report Recommendation and ACT Government response	Original Due Date	Approved Due Date ¹	Status Flag	Key Outcomes Achieved	Dependencies
					<p>difficulties.</p> <p>The site provides schools with information and access to innovative, neuroscience informed wellbeing for learning programs including Positive Behaviour for Learning (PBL); Neuroscience in Education (NeuEd) and Trauma Responsive Education.</p> <p>The site supports schools to meet their legislative responsibilities through easy access to Legislation, Policy, Procedures and Planning Templates.</p> <p>Through the website, schools are supported to design classroom learning spaces that support student engagement and positive behaviour and apply for grants to establish safe sensory spaces for children to self-regulate behaviour.</p> <p>It also provides comprehensive access to resources and programs to support staff health and wellbeing.</p> <p>Development of a new Inclusion and Wellbeing external web page has commenced and is due to be launched term 3 2017.</p> <p>This recommendation remains open.</p>	
	<p>7.5: Agreed 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.</p>	Jul 2016	Sept 2017	G	<p>The Continuum of Educational Support (CES) project plan is being finalised. The five key project work streams include: implementation support package for schools, funding model, off campus education setting, closure and transition of existing programs and evaluation.</p> <p>An Advisory Group has been established and consists of high school and college principals, strategic finance and</p>	

	Expert Panel Report Recommendation and ACT Government response	Original Due Date	Approved Due Date ¹	Status Flag	Key Outcomes Achieved	Dependencies
					<p>Directors of School Improvement. Membership will expand to include representation from the community sector.</p> <p>A meeting with principals of schools with, Connect 10 programs and achievement centres was held on 16 May 2017 to discuss supports for staff in transition process.</p> <p>Professional learning will be delivered to principals, commencing on 9 June 2017. This will focus on how schools implement the five core elements of component one of the CES model (effective transitions, quality teaching, adolescent centred learning, student wellbeing, parental and community involvement).</p> <p>Project team in discussions with strategic finance to develop a funding model and cost an off campus educational setting.</p> <p>Director, Student Engagement and Senior Manager, Student Wellbeing visited alternative education settings in Victoria in May to inform the development of the model.</p> <p>The recommendation remains open.</p>	
	11.4: Agreed 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.	Oct 2016	COMPLETE	✓ Sept 2016	This recommendation was closed in September 2016 (refer to EDU 3 rd quarter report for further detail).	
	11.5: Agreed That ETD, CE, and each Independent School, provide alternative options to out-of-school suspension	Dec 2016	Sept 2017	G	The Suspension, Exclusion or Transfer of Students in ACT Public Schools policy is being rewritten to include	

	Expert Panel Report Recommendation and ACT Government response	Original Due Date	Approved Due Date ¹	Status Flag	Key Outcomes Achieved	Dependencies
	<p>where appropriate and possible, including in-school suspensions with temporary additional staffing or support.</p>				<p>reference to an early intervention and prevention approach as well as in-school suspensions options. This will align with the <i>Safe and Supportive Schools</i> policy and Continuum of Educational Supports for high school in consideration, with consideration of the current occupational violence work.</p> <p>Early intervention and prevention focus includes a focus on building the self awareness, self management, social awareness and social management capabilities of students to engage in respectful relationships; applying restorative measures to behavioural incidents; processes and procedures to address bullying, harassment and violence; and engaging professionals with appropriate expertise including school psychologists, Network Student Engagement Teams and if required, external providers to develop and where necessary assist with the implementation of support plans for individual students.</p> <p>The Advisory group will meet to provide feedback on draft versions of the policy, procedures and guidelines before they go out for community consultation. The Suspension, Exclusion and Transfer Policy Review Working Group consists of representatives from Safe Supportive schools, NSET, Office for Schools, Governance and Community Liaison and a principal. The working group has met twice to consider the draft policy.</p> <p>The Suspension, Exclusion and Transfer Policy Review Advisory Group membership includes Student Wellbeing, Office for Schools, principals from primary and high schools, Aboriginal and Torres Strait Islander Education, Australian Education Union (AEU), Parents and Citizens Association (P&C), Child Youth Protection</p>	

	Expert Panel Report Recommendation and ACT Government response	Original Due Date	Approved Due Date ¹	Status Flag	Key Outcomes Achieved	Dependencies
					<p>Services (CYPS), Barnardos, Children and Young Peoples Commissioner and Youth Coalition. The Advisory Group is chaired by the Senior Manager of Student Wellbeing.</p> <p>The Advisory group will meet to provide feedback on draft versions of the policy, procedures and guidelines before they go out for community consultation.</p> <p>The policy review will be finalised during term 3 2017. This recommendation remains open.</p>	
	11.6: Agreed in principle 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.	
	11.7: Agreed in principle 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.	
3. Allied Health & Specialist Support Project	7.2: Agreed 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.	May 2016	Sept 2017	G	<p>The Student Resource Allocation (SRA) - Students with Disability project consultation with stakeholders is complete and a report <i>Student Resource Allocation Program: Students with Disability Needs-Based Loading Consultation Report</i> from the consultation is in final drafting stage.</p> <p>In May, Victoria University (VU) led a workshop with Directorate staff (Strategic Policy and Reform, Strategic Finance, Student Engagement and Office for Schools) on the progress of the SRA Students with Disability Review. The purpose of the workshop was to discuss VU's findings so far in the review and allow relevant Directorate staff an opportunity to give feedback to VU on the development of the <i>Setting the Direction</i> Report and needs-based loading methodology and model.</p>	The Student Resource Allocation (SRA) Program timeframes for Students with Disability will see the introduction of a new policy, needs-based loading and supporting and guidance material ready for the start of the 2018 school

	Expert Panel Report Recommendation and ACT Government response	Original Due Date	Approved Due Date ¹	Status Flag	Key Outcomes Achieved	Dependencies
					<p>Potential areas VU will discuss include:</p> <ul style="list-style-type: none"> • Workforce capability – Professional learning, Performance assessment, Registration, Appointments • Curriculum – Learning plans, Pedagogy, Assessment • Infrastructure – Learning spaces, Physical, IT • Settings – Entitlement, Choice, Enrolment policy • Funding – Eligibility, Assessment of need, Modelling parameters for option development • Accountability and reporting • Co-ordination with services outside schools – NDIS <p>The next stage is to develop new policy and revise current processes and practices to ensure they align with policy. The ACT Student Disability Criteria was updated on the EDU Internet in March 2017, which outlines current processes – these will be reviewed in the policy review.</p> <p>This recommendation will remain open and be informed by the outcomes from the SRA Program – Students with Disability consultation.</p>	year.
	<p>7.3: Agreed 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.</p>	Aug 2016	COMPLETE	✓ Feb 2017	This recommendation was closed in February 2017.	
	<p>10.1: Agreed in principle 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</p>	Jul 2016	COMPLETE	✓ Sept 2016	This recommendation was closed in September 2016. Refer to EDU 3 rd quarter report for more detail.	

	Expert Panel Report Recommendation and ACT Government response	Original Due Date	Approved Due Date ¹	Status Flag	Key Outcomes Achieved	Dependencies
	Psychologists and Counsellors in Schools Association.					
	10.3: Agreed 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.	Jul 2016	COMPLETE	✓ Sept 2016	This recommendation was closed in September 2016. Refer to EDU 3 rd quarter report for more detail.	
	10.4: Agreed 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. Refer to EDU 2 nd quarter report for more detail.	
	10.5: Agreed 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.	Apr 2016	COMPLETE	✓ Feb 2017	This recommendation was closed in February 2017.	
	12.1: Agreed 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.	Aug 2016	COMPLETE	✓ Feb 2017	This recommendation was closed in February 2017.	
	12.6: Agreed 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. Refer to EDU 2 nd quarter report for more detail.	

	Expert Panel Report Recommendation and ACT Government response	Original Due Date	Approved Due Date ¹	Status Flag	Key Outcomes Achieved	Dependencies
	12.7: Agreed 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. Refer to EDU 2 nd quarter report for more detail.	
4. Policies, Procedure and Data Project	3.2: Agreed 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.	
	4.1: Agreed 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.	Nov 2016	COMPLETE	✓ May 2017	<p>A new Education Directorate Policy Webpage has been published which provides one point of access to locate policies, procedures, guidelines and other supporting implementation materials. The Policy Webpage has been developed to simplify and improve access to policies by grouping related policies under common themes and search categories, providing a key word search option and an A-Z title search feature.</p> <p>http://www.education.act.gov.au/publications_and_policies/policies</p> <p>The Directorate has also developed a new Policy Development Framework and processes to improve consistency and quality of documents, support a more integrated approach across the Directorate, facilitate accessibility and support schools in an authorising environment. This includes new consistent policy and procedure template. All policies and procedures have been translated into these consistent templates with current links.</p>	The School Administrative System (SAS) project will provide a cohesive streamlined, student reporting portal.

	Expert Panel Report Recommendation and ACT Government response	Original Due Date	Approved Due Date ¹	Status Flag	Key Outcomes Achieved	Dependencies
					<p>The updated Policy Development Guide also includes consideration of students with complex needs and challenging behaviour and asks Education policy owners to consider the impacts on students with complex needs and challenging behaviours and/or disability in their policy design and/or review of existing policies and procedures.</p> <p>A whole of Directorate policy scan was completed by the Schools for All Program team to identify policies impacting on students with complex needs and challenging behaviour. The scan and analysis identified the following policies as relevant to this recommendation:</p> <ul style="list-style-type: none"> • Safe and Supportive Schools Policy and Procedures • Suspensions, Exclusions or Transfer of Students in ACT Public Schools Policy • Critical/Non Critical Incident Management and Reporting Policy • Education Participation (Enrolment and Attendance) Policy • Education options (other than school) Procedure • Students with a Disability: Meeting their Educational Needs Policy <p>Feedback from the policy scan was provided to the relevant policy owners for consideration when policies and/or procedures are scheduled for review.</p> <p>The Safe and Supportive Schools policy and procedures was reviewed in 2016 and the Suspensions, Exclusions or Transfer of Students in ACT Public Schools Policy is currently under review. The remaining policies will be</p>	

	Expert Panel Report Recommendation and ACT Government response	Original Due Date	Approved Due Date ¹	Status Flag	Key Outcomes Achieved	Dependencies
					<p>updated in line with the EDU Policy Review Schedule. The EDU Senior Executive Team (SET) oversee the Policy Review Schedule.</p> <p>This recommendation was closed by the <i>Schools for All</i> Program Board in May 2017.</p>	
	<p>10.6: Agreed 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.</p>	Jun 2016	Nov 2017	<p>✓ Feb 2017</p>	This recommendation was closed in February 2017.	
	<p>15.3: Agreed in principle 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.</p>	2016-2018	Sept 2017	G	<p>The Education Directorate, <i>ACT Post School Destinations and Pathways</i> longitudinal study (and <i>School Leaver Survey</i>), 3 year longitudinal survey of 2013 school leavers (conducted in 2014, 2015 and 2016) included 162 students in this group (representing an estimated 561 students that left school in 2013). An analysis of the longitudinal survey results for this group together with a brief overview of plans for future longitudinal surveys will be completed in August 2017.</p> <p>For the purpose of this recommendation, 'students with complex needs and challenging behaviour' will be defined as those who participated in 'support programs for people with disability' and/or 'engagement programs' (such as Big Picture, Connect 10 and Canberra College Cares) when they were at school and/or attended a specialist school. This represents an estimated 11% of the 2013 school leavers. The 3 year longitudinal School Leaver Survey (conducted in 2014, 2015 and 2016) included 162 students in this group. The report will include an analysis of the longitudinal survey results for this group together with a brief overview of our plans for the future.</p>	<p>The School Administrative System (SAS) project will provide a cohesive streamlined, student reporting portal.</p> <p>Schools for All Program Evaluation.</p>

	Expert Panel Report Recommendation and ACT Government response	Original Due Date	Approved Due Date ¹	Status Flag	Key Outcomes Achieved	Dependencies
					<p>The outcomes of this study will inform the evaluation of the <i>Schools for All</i> program.</p> <p>This recommendation remains open.</p>	
	<p>15.4: Agreed 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.</p>	2016-2018	Sept 2017	G	<p>Planning and Analytics team will utilise the 2016 <i>School Leaver Survey</i> to evaluate post school outcomes for graduates from Woden and Black Mountain schools.</p> <p>In 2015, an estimated 25 students left the Woden School or Black Mountain School (14 participated in the <i>School Leaver Survey</i> in 2016). In addition, an estimated 150 students (83 participated in the survey) who left a mainstream school in 2015 were identified as having a disability (through a Student Centred Appraisal of Need process). The latter provides a broader and more holistic measure which accommodates a variety of support structures for students with disability (not just students in special units in mainstream schools) across the public and non-government sectors. Input will be sought from across School Performance and Improvement Division in relation to 'implications for program development'.</p> <p>The outcomes of this evaluation will inform the evaluation of the <i>Schools for All</i> program.</p> <p>This recommendation remains open.</p>	<p>The School Administrative System (SAS) project will provide a cohesive streamlined, student reporting portal.</p> <p>Schools for All Program Evaluation.</p>

	Expert Panel Report Recommendation and ACT Government response	Original Due Date	Approved Due Date ¹	Status Flag	Key Outcomes Achieved	Dependencies
5. Professional Learning and Support for Staff Project	<p>10.7: Agreed in principle 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.</p>	2017-18	Dec 2017	G	<p>The Report of the <i>Inclusive Education Learning Needs Analysis Survey</i> was completed in May 2017. A meeting with Catholic Education and Association of Independent Schools ACT has been organised to review the report and begin initial planning for the cross sectoral <i>Inclusive Education Workforce Capability Strategy</i>. Development of this strategy, underpinned by a clear policy platform will provide an opportunity to clearly articulate priorities and align resourcing.</p> <p>The Director-General endorsed inclusive education as one of the four key professional learning priorities for Directorate staff in the 2017 Action Plan <i>Education Capital 2017</i>.</p> <p>A meeting was held with Canberra Institute of Technology (CIT) in Feb 2017 regarding the development of a tailored Certificate IV in Education Support to meet the professional learning needs of Learning Support Assistants (rec 10.7). CIT has provided the Directorate with a Business Proposal for development of the tailored course.</p> <p>Schools are currently being surveyed regarding the number of Learning Support Assistants who hold the existing Certificate IV in Education Support.</p> <p>People and Performance Branch is currently developing a workforce strategy to inform workforce planning, professional learning and training and development across the system. The proposal from CIT may be considered as part of this broader discussion.</p> <p>The Tuggeranong cluster of schools has established a partnership to develop the professionalism of their LSAs. 14 LSAs: 9 from Lake Tuggeranong College, 3 from Wanniasa School, 2 from Namadgi School and 1 from Lanyon School are currently undertaking their</p>	Workforce capability Plan

	Expert Panel Report Recommendation and ACT Government response	Original Due Date	Approved Due Date ¹	Status Flag	Key Outcomes Achieved	Dependencies
					Certificate IV in Education Support with CIT Tuggeranong. The recommendation remains open.	
	13.1: Agreed in principle 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.	2017-18	COMPLETE	✓ Feb 2017	This recommendation was closed in February 2017.	
	13.2: Agreed 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.	Nov 2016	COMPLETED	✓ Sep 2016	This recommendation was closed in September 2016. Refer to EDU 3 rd quarter report for more detail.	
	13.3: Agreed 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.	Apr 2016	COMPLETE	✓ Feb 2017	This recommendation was closed in February 2017.	
	13.4: Agreed 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.	Jun 2016	COMPLETE	✓ Sep 2016	This recommendation was closed in September 2016. Refer to EDU 3 rd quarter report for more detail.	

	Expert Panel Report Recommendation and ACT Government response	Original Due Date	Approved Due Date ¹	Status Flag	Key Outcomes Achieved	Dependencies
	<p>13.5: Agreed 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.</p>	Jun 2016	COMPLETE	✓ Sep 2016	This recommendation was closed in September 2016. Refer to EDU 3 rd quarter report for more detail.	
	<p>13.6: Agreed 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>13.7: Agreed 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.</p>	Jun 2016	COMPLETE	✓ Feb 2017	This recommendation was closed in February 2017.	

	Expert Panel Report Recommendation and ACT Government response	Original Due Date	Approved Due Date ¹	Status Flag	Key Outcomes Achieved	Dependencies
6. Student Centred Appraisal of Need Project	<p>14.1: Agreed 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.</p>	Dec 2016	2017-2018	G	<p>The Victorian University was the successful consultant to support the review consultation, analysis and policy direction setting.</p> <p>The stakeholder consultation process with families who have engaged with the Student Centred Appraisal of Need process; school leaders; teachers; students and Disability Education Reference Group (DERG) finished in March 2017.</p> <p>The Directorate is preparing a consultation report.</p> <p>Outcomes from the consultations will inform future policy direction including the Student Centred Appraisal of Need model.</p> <p>This recommendation remains open.</p>	SRA timeframes for Students with Disability will see the introduction of a new policy, needs-based loading and guidance material ready for the start of the 2018 school year.
7. Universal School-Based Interventions Project	<p>6.1: Agreed 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.</p>	Mar 2016	COMPLETED	✓ Sep 2016	This recommendation was closed in September 2016. Refer to EDU 3 rd quarter report for more detail.	
	<p>9.1: Agreed 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.</p>	June 2016	COMPLETE	✓ Feb 2017	This recommendation was closed in February 2017.	

	Expert Panel Report Recommendation and ACT Government response	Original Due Date	Approved Due Date ¹	Status Flag	Key Outcomes Achieved	Dependencies
8. Student Voice Project	<p>6.2: Agreed 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.</p>	Sept 2016	Sept 2017	G	<p>The Youth Coalition of the ACT (Youth Co) was engaged by the ACT Education Directorate to facilitate a project about Student Voice in the ACT. Youth Co is the peak youth affairs body in the ACT and is responsible for representing and promoting the interests and wellbeing of young people aged 12 to 25 years and the community services and individuals who work with them.</p> <p>This project looked to combine what students across schools in the ACT have to say with the research and evidence base around student voice and youth participation. This information from students and the literature was combined to develop a Toolkit with resources and strategies for school leadership teams and teachers on how they can better listen, take into account, and act on the opinions of children and young people within their school.</p> <p>The Advisory Group with representatives from AIS ACT, CE and EDU met on 31 May 2017 to provide feedback on the Toolkit of resources. The final Toolkit of resources will be delivered in June 2017.</p> <p>This recommendation remains open.</p>	
	<p>15.1: Agreed 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.</p>	June 2016	COMPLETED	✓	<p>This recommendation was closed in June 2016. Refer to EDU 2nd quarter report for more detail.</p>	

	Expert Panel Report Recommendation and ACT Government response	Original Due Date	Approved Due Date ¹	Status Flag	Key Outcomes Achieved	Dependencies
9. Children, Young People and Families Project	6.4: Agreed 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'.	June 2016	COMPLETE	✓ Feb 2017	This recommendation was closed in February 2017.	
	7.1: Agreed 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.	Nov 2016	Dec 2017	G	The Education Directorate is considering primary school supports/settings through the SRA Students with Disability consultation and in relation to the Continuum of Education Support project for high school. Initial planning for the primary school mental health pathways is underway. NSET is developing pathways and responses for students with challenging behaviours. This recommendation remains open.	Student Resource Allocation Students for Disability consultation Better Services OneLink
	12.2: Agreed 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	COMPLETED	✓ June 2016	This recommendation was closed in June 2016. Refer to EDU 2 nd quarter report for more detail.	
	12.3: Agreed 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	G	The EDU Inclusion and Student Wellbeing intranet site was launched in March 2017. An internet page for parents, carers and the broader education sector and community will be launched later in 2017. Mechanisms between EDU, CE, and AIS: Education System cross-sectoral collaboration. As part of the Engaging Schools Summit to be held in September 2017 an expo will showcase community partners supports and services available to teachers and principals across the sector. The ACT Education sector partners, AIS, CE and EDU,	The Education Directorate acknowledges this is a cornerstone recommendation that captures the intent of the Expert Panel report to build capabilities required to drive systems and cultural change. This recommendation is dependent on a number of activities

	Expert Panel Report Recommendation and ACT Government response	Original Due Date	Approved Due Date ¹	Status Flag	Key Outcomes Achieved	Dependencies
					<p>collaborate on an ongoing basis through informal conversations and partnerships, and formal engagement at many levels. They work together to support all ACT children and young people to achieve their learning and wellbeing outcomes.</p> <p>Mapping of existing mechanisms for collaboration across education sectors and the ACT Government is underway with input from CE and AIS.</p> <p>This mapping will document current collaboration at the strategic, tactical/program and operational levels and identify any gaps across the sector to be addressed.</p> <p>Information and Referral Pathways and supporting resources to support schools to refer families to needed services such as community and health service.</p> <p>The EDU Directorate Inclusion and Student Wellbeing intranet site was launched in March 2017 .</p> <p>An Inclusion and Student Wellbeing internet site is under development and will be launched later in 2017. This will provide information to parents, carers, the broader education sector and general public on:</p> <ul style="list-style-type: none"> • information they need to support students’ educational and wellbeing outcomes; • information on education support services and community services including referral pathways such as to <i>Onelink</i> and the Network Student Engagement Teams; • information on wellbeing for learning programs and services available for schools, students and their families; and • the Directorate’s policies and procedures. 	<p>underway across the Schools for All Program, as well as across systems-level strategic and operational activities within the Education Directorate and the broader human services.</p> <p>Better Services (CSD)</p> <p>Continuum of Educational Support project</p> <p>Schools for All Program Evaluation</p>

	Expert Panel Report Recommendation and ACT Government response	Original Due Date	Approved Due Date ¹	Status Flag	Key Outcomes Achieved	Dependencies
					This recommendation remains open.	
	<p>12.5: Agreed 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	Dec 2017	G	<p>The <i>Schools for All</i> program has undertaken research into the 'schools as a hub' model and other local hubs in key communities including CSD's Child and Family Centres, schools and early childhood centres, CSD and Onelink, Family Safety Hub, Capital Health Network, Community Health, and Better Services West Belconnen Local Services Network.</p> <p>CSD is facilitating a 'School as a Community' workshop with their staff who worked as part of the <i>former Schools as Community</i> program 2001-2007) and representatives from Education. The purpose of the workshop is to discuss the program scope, successes and benefits of the program and lessons learned.</p> <p>The draft recommendations on the feasibility of Schools as a Hub are being developed and the findings from the workshop will inform the recommendations.</p> <p>This recommendation remains open.</p>	Evaluation of the West Belconnen Local Services Network
	<p>15.5: Agreed in principle 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	Sept 2017	G	<p>The <i>Student Resource Allocation (SRA)</i> program aims to achieve a fairer allocation of funding to schools based on student need, improved data about student and school performance, and improved administrative and school management systems such as the Schools Administration System (SAS). In this period, consultation with community on SRA - Students with Disability continued.</p> <p>The <i>Schools for All</i> program investigated the Human Services cluster strategic procurement framework as an opportunity to collaborate at a strategic level for cross-sector collaboration. The framework is currently under development. Further information is available at: http://www.communityservices.act.gov.au/wac/strategic_policy/jcgrg-communique/jcgrg</p>	

	Expert Panel Report Recommendation and ACT Government response	Original Due Date	Approved Due Date ¹	Status Flag	Key Outcomes Achieved	Dependencies
					This recommendation remains open.	
10. Learning and Teaching Project	<p>6.3: Agreed 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.</p>	Dec 2016	Sept 2017	G	<p>Stakeholder consultation to inform the development of parental engagement resources occurred in February-March 2017.</p> <p>In April, ARACY submitted their final report <i>Promoting Better connections: evidence and recommendations to support engagement between schools and parents of children with complex needs and challenging behaviour</i>. The Directorate convened a Steering Group (Education Directorate, Catholic Education and AIS ACT representatives) meeting to discuss the report and recommendations.</p> <p>EDU Learning and Teaching will continue lead to work to implement recommendations and strategies arising from this project.</p> <p>This recommendation remains open.</p>	
	<p>12.4: Agreed That ETD publicly release the report on the evaluation of the Early Childhood Schools and Koori Pre-schools once completed.</p>	Dec 2016	Sept 2017	G	<p>The Education Directorate agreed, as part of the ACT Government response to the Expert Panel on Students with Complex Needs and Challenging Behaviour (2015), to publicly release the evaluation and response.</p> <p>On 27 April 2017 the Directorate briefed principals of Early Childhood schools, O'Connor Cooperative school, and schools with a Koori Preschool Program.</p> <p>EDU will brief other key stakeholders prior to the release of the Evaluation Report.</p> <p>The date and process for the public release of the Evaluation Report is yet to be agreed and the recommendation remains open.</p>	

	Expert Panel Report Recommendation and ACT Government response	Original Due Date	Approved Due Date ¹	Status Flag	Key Outcomes Achieved	Dependencies
	15.2: Agreed 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.	
11. Cultural change	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"> • Achieve Student Outcomes • Be Informed • Collaborate with Partners • Build capability 		Dec 2017	G	The Program is developing resources for EDU to support further cultural change across ACT Public schools. These resources will be informed by the lessons learnt through the program implementation and the Expert Panel's intended outcomes for all children and young people. The project will also work in close partnership with key stakeholders across ACT public and non-government school sectors including with the Education Support Office.	
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	G	In December 2016, a Request for Quotation (RFQ) for the Evaluation of the <i>Schools for All</i> program was released, with only one submission received. The RFQ Assessment Panel met in February 2017 to assess the submission. The submission was not considered suitable. The EDU Student Engagement and Planning and Analytics branches reassessed the scope of evaluating the program with a key focus on measuring and reporting on the ongoing cultural change elements of the intent of the program. As a result of this refocus, it was decided to cancel the RFQ process. The evaluation will focus on 1) designing the indicators and measures of cultural change across EDU with a particular emphasis on students with complex needs and challenging behaviours, 2) developing and augmenting existing data collections to support measurement, and 3) developing a baseline report for ongoing revision and regular reporting (timeframe is to	

	Expert Panel Report Recommendation and ACT Government response	Original Due Date	Approved Due Date ¹	Status Flag	Key Outcomes Achieved	Dependencies
					<p>be determined).</p> <p>The revised scope acknowledges the breadth of technical elements being achieved through the program resulting from the 49 EDUs Recommendations. It also recognises that ongoing change within EDU and outcomes in relation to the <i>Schools for All</i> program are also likely to be the result of other strategic and technical reforms that are external to the <i>Schools for All</i> program.</p> <p>To progress the evaluation of the <i>Schools for All</i> Program, Student Engagement is commissioning Planning and Analytics to design the Evaluation Plan and deliver the evaluation products including the baseline report. This will provide the opportunity for EDU to build its evaluation capability, align program evaluations across the Directorate and utilise common data sources for these evaluations.</p>	