



# Schools for All

## 3rd Quarterly Report - September 2016

(Actions reported to 31 August 2016)

	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 Practices and Withdrawal Spaces Project	<p><b>3.1: Agreed</b> 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.</p> <p><b>ACT Government response:</b> The Law Reform Advisory Council provided its final report to the Attorney-General in March 2015. The Attorney-General has been considering the 68 recommendations and is expected to release the report by end of 2015. The Government will consider issues of consistency with discrimination law in other jurisdictions, including the Commonwealth, when developing its response to LRAC's report. In particular, the Government will consider the context of education services as recommended by the Expert Panel</p>	2016-17	COMPLETED	✓ June 2016	This recommendation was closed in June 2016.	

Status Legend	
	Red text shows dates that have been revised in this quarterly report
✓	Oversight Group has endorsed the closure of this recommendation.
●	<5% Variance from Program Schedule – action has commenced and is on target to meet completion date. <b>Note where a recommendation has a revised date, traffic light reporting is against the revised date.</b>
●	5 to 10% Variance from Program Schedule – action is in progress but has been delayed.
●	>10% Variance from Program Schedule – action has commenced but is significantly delayed.
●	Work not commenced on the action yet.

<sup>1</sup> Original due dates were identified prior to detailed project mapping. Following further project scoping Oversight Group has endorsed

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	<p><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.</p> <p><b>ACT Government response:</b> The ACT Government requires all schools to have infrastructure suitable to the provision of inclusive educational programs. ACT public schools will be provided with further guidance to ensure that designated calming/sensory spaces are in line with the Directorate's Safe and Supportive Schools policy.</p>	Oct 2016	<p>June 2017</p> <p><b>Key M'stones</b></p> <p>Aug 16 - sensory space project proposals from schools to ICW</p> <p>Nov 16 - Professional learning for schools</p>	●	<p>The ACT Government allocated \$3 million in the 2016-2017 budget and a total of \$5.76 million to 2019-2020 to the upgrading of safe sensory spaces in schools. Schools have been given an opportunity to apply for joint funding to upgrade internal or external spaces to support all students. The first phase of applications has resulted in 24 schools requesting upgrades to internal and external areas. Schools were required to work with the Occupational Therapists in Network Student Engagement Teams to develop proposals. Proposals will be assessed jointly by the Director Student Engagement and Senior Network Leaders with advice from Student Engagement and Infrastructure and Capital Works.</p> <p>Catholic Education has shared with EDU a professional learning workshop developed to support Principals, Executive teams and teachers in creating safe, inclusive classroom environments with access to calming spaces. These workshops have been modified for EDU context and will be accredited with TQI. They will be conducted by Allied Health staff and will be offered to all schools with preference given to schools that have applied for capital upgrades for the development of sensory spaces and to schools that will be going through accreditation under the School Improvement Framework in early 2017. The workshops provide practical guidance on designing classroom spaces to maximise student learning. These will be conducted in Term 4, 2016 and early term 1 2017.</p> <p>A site audit of all specialist schools and units within ACT public schools was conducted by EDU in July 2015 A further audit of all schools was undertaken in November. This audit found that all schools have spaces which can be used for safe, independent withdrawal and time away from the classroom, including rooms adjacent to classrooms, soft furnishings at the back of classrooms and tents in classrooms. Importantly, it also</p>	

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					found there were no inappropriate withdrawal spaces.  In July 2016, the Directorate undertook a follow up audit of Learning Support Units (LSUs) and Learning Support Units – Autism (LSUAs) to assess external fenced areas and to identify priorities for upgrade.	
	<p><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.</p> <p><b>ACT Government response:</b> ETD, CE and AIS accept the recommendation. The ACT Education and Training Directorate Functional Brief for the construction of ACT Public Schools 2015 is based on the principles of universal design. This functional brief will be finalised prior to the release of the tender for the design and construction of the Preschool-Year 6 school in North Gungahlin in early-mid 2016. ETD will share elements of universal design with CE and AIS.</p>	June 2016	Dec 2016	●	<p>The due date for this recommendation has been reassessed to allow for necessary consideration and approvals by the Minister.</p> <p>The Functional Design brief for new Preschool to Year 6 schools has been endorsed by the Sustainable Delivery of Public School Facilities Working Group and Executive Steering Committee. The Functional Brief includes principles of universal design and guidelines for flexible classrooms including small group learning spaces and links to outdoor areas. It provides guidance about how to develop and use school environments to enhance learning outcomes for all students, including those with disability and/or complex needs and challenging behaviour. The Functional Brief and Technical Specifications will be shared with AIS and CEO for their information and use as appropriate.</p>	
	<p><b>11.1: Agreed</b> That ETD, CE and each Independent School develop practical guidelines on the appropriate use of voluntary withdrawal spaces.</p> <p><b>ACT Government response:</b> ETD has developed Safe and Supportive Schools Policy and guidelines, which will be updated in light of this recommendation. The policy will include an outline of responsibilities regarding the use of withdrawal spaces and restrictive practices such as seclusion and physical restraint.</p>	Mar 2016	<p><del>Jun 2016</del></p> <p>Dec 2016</p>	●	<p>The <i>Safe and Supportive Schools Policy and Guidelines</i> were released in April 2016. Guidelines for the Appropriate Use of Withdrawal Spaces were included. Further feedback from the Restrictive Practices Oversight Steering Group (RPOSG), school psychologists and the Australian Education Union has since been received, resulting in a revision of the policy.</p> <p>The updated policy is scheduled to be finalised in October following consultation with the Government Solicitor. In line with this consultation requirement, the</p>	

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	<p>Comprehensive guidance on strategies to meet student needs and prevent escalating behaviour is currently provided in the ETD 'Safe and Supportive Schools: Behaviour Support Guide'. The 'Respectful Behaviour, Respectful Schools' resource will provide schools with comprehensive guidance for supporting the development of positive behaviour in all students. It will also include (but not be limited to) specific guidance regarding: the appropriate use of restrictive practices; and the decision making process involved in determining the use of restrictive practices such as seclusion and physical restraint.</p> <p>ETD will share these resources with CE and AIS and will collaborate to develop future resources to support all students.</p> <p>ETD notes that in 2015, \$615,000 was allocated to schools to support the implementation of Social Emotional Learning approaches in schools. Many students affected by trauma have complex needs and Social Emotional Learning approaches in schools will support behavioural regulation and should help reduce the incidence of challenging behaviours.</p>				due date has been revised in this quarter report.	
	<p><b>11.2: Agreed</b> That ETD and CE establish procedures that (a) enable ETD and CE to approve and monitor any behaviour support plans that propose the use of restrictive practices for an individual student; (b) require member schools to report each occasion of the use of restrictive practices to a nominated officer within ETD or CE; and (c) monitor the use of restrictive practices and identify trends in order to inform service improvement. That each Independent School establish procedures that enable any behaviour support plans that propose the use of restrictive practices to be approved by the school leadership or management.</p> <p><b>ACT Government response:</b> ETD has developed Safe and Supportive Schools Policy and guidelines, which will be</p>	Apr 2016	Aug 2016 Dec 2016	●	<p>The <i>Safe and Supportive Schools Policy and Guidelines</i> were released in April 2016. Guidelines for (A) Preventing and addressing bullying, harassment and violence and (B) Safely responding to complex and challenging behaviour were also released, addressing appropriate use of <i>Restrictive Practices and Withdrawal Spaces</i>. The <i>Safe and Supportive Schools Policy and Guidelines</i> require schools to report each occasion of the use of restrictive practice to School Network Leaders.</p> <p>In addition to the guidelines, supporting documents have been developed to support schools, including Positive Behaviour Support Plan; Protective Action Plan;</p>	

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	<p>updated in light of this recommendation. The policy requires schools to submit to the School Network Leader any behaviour support plan proposing the use of restrictive practices for an individual student. Schools will also be required to report each occasion of the use of restrictive practices. The Director of Regulation and Compliance will have a role in monitoring and identifying trends.</p> <p>Guideline B of the Interim Safe and Supportive Schools Policy provides broad guidance to schools regarding the decision making process surrounding the use of restrictive practices. Further guidance will be provided to schools in the 'Respectful Behaviour, Respectful Schools' resource currently being developed by ETD.</p>				<p>Safe and Supportive Schools Policy FAQs (Restrictive Practices) and flow chart for reporting. These have been presented to principals in working draft.</p> <p>Further feedback from the Restrictive Practices Oversight Steering Group (RPOSG), school psychologists and the Australian Education Union has since been received, resulting in a revision of the policy. In line with the requirement to seek Government Solicitor advice on revisions prior to finalisation, the due date has been revised in this quarter report.</p>	
	<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> <p><b>ACT Government response:</b> The ACT Government will implement a whole-of government approach and legislative framework for restrictive practices in all ACT schools and other relevant settings. The Directors-General of Community Services and Education and Training Directorates are convening a steering committee to develop a legislative model for restrictive practices oversight in the ACT. The Steering Committee will comprise representatives from relevant Directorates, Disability Services Commissioner and a disability human rights' expert.</p>	Dec 2016		●	<p>The cross-Directorate Restrictive Practices Oversight Steering Group (RPOSG) continues to meet to progress work towards this recommendation. This Group brings together representatives from ACT Government agencies, including the Human Rights Commission.</p> <p>The RPOSG is undertaking work in two phases. Phase one has involved the development of overarching principles which form the basis of the ACT Government's approach to reducing and eliminating the use of restrictive practices in the ACT. Rather than developing a single piece of legislation across all sectors, a principles-based approach provides flexibility in establishing appropriate legislation and oversights in different service settings including mental health, justice, disability and education.</p> <p>These principles will be used to guide development of legislation, policy and oversights relevant to each Directorate. The principles have been endorsed by the RPOSG and will be presented to the Strategic Board for consideration in October 2016.</p> <p>The RPOSG is modifying the current work-plan to outline</p>	

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					phase two work for the group including proposed changes to policy, legislation and oversights for each government directorate. This will extend work beyond the initially forecast date of December 2016. Timelines for this element of work will be developed through the RPOSG and considered by the Oversight Group in the next reporting period.	
	<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> <p><b>ACT Government response:</b> The Minister for Education will provide the Report and the Government Response to the Standing Committee on Education, Training and Youth Affairs. The Minister will also appoint an oversight group to provide quarterly reports on implementation until December 2016. The Minister will review the need for the oversight group to have an ongoing role at this time.</p>	Feb 2016	COMPLETED	✓ June 2016	This recommendation was closed in June 2016.	
2. Suspensions and Alternative School Setting Project	<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> <p><b>ACT Government response:</b> ETD will publish information about support and education options for all students on the Directorate website and provide this information to Access Canberra. ETD will also work with parents and citizens peak bodies and other key stakeholders to ensure that information they provide to the community and schools on</p>	Jul 2016	<del>Oct 2016</del> Nov 2016	●	<p>A baseline map of the current system pathways for accessing student services and interventions was completed in April 2016. The information from this mapping informed the development of internet /intranet content.</p> <p>The Wellbeing and Diversity Staff Intranet has been developed and brings together information about support and education options related to children with complex needs and challenging behaviour. The Schools for All Program Team has consulted with school principals and teachers. The web portal is due to be</p>	

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	<p>alternative education programs is updated to include location of programs, operational philosophy, curriculum offered, criteria for enrolment, and referral process.</p>				<p>available during November 2016, and the due date has been amended to align to this date.</p> <p>Development of a new Wellbeing and Diversity external web page has commenced.</p> <p>Collectively, these responses to this recommendation will provide schools and school communities with information on the range of support services available to schools, including linkages to the services of community organisations and other government agencies.</p>	
	<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 Connect10 programs.</p> <p><b>ACT Government response:</b> ETD recognises the importance of having an explicit strategy for students at risk of disengagement from secondary school and has revised the existing strategy for provision of alternative education programs in particular Achievement Centres and Connect 10 settings. ETD has already planned consultations with stakeholders in Term 4 2015 to update its approach.</p>	Jul 2016	Nov 2016	●	<p>Student Engagement has engaged Griffith University to develop a model of a continuum of educational support for high school students at risk.</p> <p>The Continuum of Educational Support model will detail alternative education programs for students at risk of disengaging. It will assess the value of current programs, including Achievement Centres and Connect10, considering the evaluation report of both of these programs.</p>	
	<p><b>11.4: Agreed</b> That ETD (a) amend the Exemption Certificate policy and procedures to require all Exemption Certificates to be subject to regular review (for example, every six months) to ensure that the exemption remains necessary; and (b) monitor the basis for the exemption of students, and the proportion of students subject to exemption who have a disability.</p>	Oct 2016		✓ Sep 2016	<p>A <i>Quick Reference Guide</i> has been published to support schools in understanding the <i>Education Participation (Enrolment and Attendance) Policy</i> and all related procedures including the <i>Exemption Certificate Procedure</i>.</p> <p>All exemption certificates are managed by Student Engagement and are recorded in a central database and reviewed every six months. A field on the database has</p>	<p>This recommendation has been recommended for closure to the Program Board and Oversight Group in</p>

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	<p><b>ACT Government response:</b> Exemption Certificates are only granted for a maximum of six months to facilitate regularly review. Applications for Exemption Certificates are assessed to ensure the best interests of the student are taken into account and professional support for the exemption is verified. ETD will analyse this data, including noting the proportion of students with disability and other identified cohorts. The Director of Regulation and Compliance will have a role in monitoring this data.</p>				<p>been added to denote whether the student is Aboriginal or Torres Strait Islander, is accessing disability education support, is supported for English as an Additional Language or Dialect, or is in an out of home care setting.</p> <p>Student engagement regular monitors and reviews the data, to inform strategic decision making.</p> <p>The <i>Exemption Certificate Procedure and application, and Quick Reference Guide</i> have been amended and approved by the policy holder to state that:</p> <ul style="list-style-type: none"> <li>• a review of the exemption is to occur every 6 months;</li> <li>• out of home care status applications must be signed by the Director General CSD/delegate as guardian;</li> <li>• changes have been approved by the Directorate , CE and AIS.</li> </ul>	September 2016.
	<p><b>11.5: Agreed</b> That ETD, CE, and each Independent School, provide alternative options to out-of-school suspension where appropriate and possible, including in-school suspensions with temporary additional staffing or support.</p> <p><b>ACT Government response:</b> ETD note that public schools use a range of strategies to support students, including alternative arrangements for suspension. The positive outcomes of these strategies are supported by a decrease of almost 30 per cent in the number of students in out of school suspension over the past three years.</p>	Dec 2016		●	<p>A map of the current system pathways for accessing student services and interventions has been undertaken and in conjunction with the Continuum of Education Support (High School) project will result in increased advice and support for schools to consider alternatives to out of school suspension.</p> <p>The current <i>Suspension, Exclusion and Transfer Guidelines</i> will be updated to include advice to schools about alternatives to out of school suspensions. The review of the Policy, guidelines and procedures will commence in term 4 2016.</p>	
	<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.</p> <p><b>ACT Government response:</b> ETD notes the challenge of reporting on relatively small numbers of students without</p>	Dec 2016		●	EDU executive are considering options for public reporting of suspension data. Considerations include type of suspension data to be included in reporting and methods of publication.	The School Administrative System (SAS) project will provide a more efficient cohesive, streamlined,

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	identifying individuals, particularly from specific groups such as disability or in out of home care. ETD will examine options for high level reporting of proportions of suspensions, transfers and exclusions. This data will be monitored by the Director of Regulation and Compliance.					student reporting portal.
	<p><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.</p> <p><b>ACT Government response:</b> ETD is committed to transparency of reporting and will consult with CE and AIS to determine if this level of reporting can be achieved.</p>	Dec 2016		●	<p>Existing sections of the Act require non-government and systemic schools to provide written advice to the Registrar of non-government schools when a student is excluded.</p> <p>Currently CE and AISACT have a memorandum of understanding (MoU) agreement to report critical incidents. Further discussion will occur at the cross-sectoral Program Board to reach agreement on what actions will be required to meet this recommendation.</p>	
<b>3. Allied Health &amp; Specialist Support Project</b>	<p><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 including: timing, eligibility criteria, and rights of review of placement decisions.</p> <p><b>ACT Government response:</b> ETD will review the currently available procedures to ensure they include timing, eligibility criteria, and rights of review of placement decisions. ETD will consult with stakeholders to ensure clarity of the documentation and promote to families and staff.</p>	May 2016	<p>Aug 2016</p> <p>July 2017</p> <p><b>Key M'stones</b></p> <p>Nov 16 – SRA Consultation</p> <p>April 17 – SRA consultation report</p>	●	<p>Initial review of enrolment information for all students, including students with disability, is underway. This includes the information available on EDU website (enrolment page).</p> <p>Additional actions to meet this recommendations are dependent on the Student Resource Allocation (SRA) Program, and in particular, the consultations that are commencing in November on SRA.</p> <p>In line with this dependency, the due date for this recommendation has been revised in this quarter report.</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

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						year.
	<p><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.</p> <p><b>ACT Government response:</b> The Centralised Placement Panel works collaboratively to provide a best fit for each student and, where appropriate, discuss possible placements with schools prior to a final decision. ETD acknowledges the importance of working collaboratively with schools in line with the Directorate’s legislative obligations under the Disability Education Standards 2005 and the Privacy Act 1988. Schools must ensure the opportunities and choices for students with disability in relation to admission or enrolment in school or to a particular program are not inadvertently restricted.</p>	Aug 2016	<p>2018</p> <p><b>Key M’stones</b></p> <p>Aug 16 - Consult with community re central placement and funding</p> <p>Oct 16 - Establish Interim Policy position for central placement</p> <p>May 17 – Implement interim model</p> <p>Jul 17 - Design new model</p>	●	<p>Central placement procedures are under discussion as part of the Student Resource Allocation Project (SRA) working group. Work will include proposed interim changes for 2017 while awaiting longer term changes under SRA.</p> <p>A proposal to move to online enrolment (same as mainstream peers) is being developed, through which schools would access information shared by families through the online process.</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 year.
	<p><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</p>	Jul 2016		✓ Sep 2016	The ACT Budget 2016-17 allocated funding to support the strengthening of the Network Student Engagement Teams (NSET). The funding will provide an additional 26 full time staff to deliver services, training and resources to support long-term educational outcomes for these	This recommendation has been recommended for closure to the

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	<p>Psychologists and Counsellors in Schools Association.</p> <p><b>ACT Government response:</b> ETD has recently increased the ratio of school psychologists to students to a level that compares favourably across all Australian schools. ETD notes the Expert Panel’s advice that ‘rather than simply recruiting psychologists, it may be helpful to complement existing numbers of psychologists with social workers and other allied health professionals’. In 2016 ETD will consider options for strengthening multidisciplinary teams who complement the work of school psychologists.</p>				<p>students, and all students in ACT public schools.</p> <p>Throughout its report, the Expert Panel noted the importance of evidence-informed multi-disciplinary services for meeting the needs of students with complex needs and challenging behaviour. This model is also suitable for students with a range of learning difficulties and disabilities and is consistent with approaches being used in other jurisdictions in Australia and internationally. Based on this recommendation and current evidence, the Directorate has commenced recruitment of a range of allied health professionals that will complement the work of psychologists and enhance the supports for students and schools.</p> <p>Noting the importance of school psychologists, the Directorate has established additional senior psychologist positions.</p> <p>In addition, the Directorate has established additional positions for social workers, and new positions for speech and language pathologists, occupational therapists and physiotherapists.</p> <p>The Allied Health staff recruitment process has been finalised. The majority of positions have been filled and staff are joining NSET throughout August and September. 4 social workers and 4 senior psychologist positions will be advertised in term 3 and 4.</p> <p>In 2016, there has been a strong focus on building of referral processes, initial response, triage priority, intake processes, information collection and building capacity of NSET teams to empower schools with the skills, knowledge and confidence to meet student needs.</p>	<p>Program Board and Oversight Group in September 2016.</p>

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	<p><b>10.3: Agreed</b> That ETD ensure that the NSETs are sufficiently resourced and supported to allow them to (a) provide ongoing coaching to teachers within the classroom setting to assist with the support of students with very challenging behaviours; (b) respond proactively and in a timely way to meet identified needs; and (c) develop a high level of expertise in relation to the support and management of students with very challenging behaviours, and obtain specialist consultant advice where required.</p> <p><b>ACT Government response:</b> ETD has commenced a structural change to NSET governance to strengthen the role and outcomes of the teams. In addition, from 2016 ETD will consider the configuration of its multidisciplinary teams, provide further professional learning and facilitate the development of relationships with specialist consultant advisors from both the government and non-government sectors to further strengthen this model.</p> <p>ETD is currently reviewing supporting materials, policies and guidelines which will support the development of expertise in relation to students with challenging behaviours. ETD has appointed a Director for Families and Students to assist families with students with complex needs and challenging behaviours to access further assistance when required.</p>	Jul 2016	Dec 2016	✓ Sep 2016	<p>Funding provided in the 2016-17 ACT Budget has led to the establishment of an additional 26 full time staff in Network Student Engagement Teams.</p> <ul style="list-style-type: none"> <li>• A full time Occupational Therapist and Speech Language Pathologist have been employed in each of the 4 Network Student Engagement Teams (NSET).</li> <li>• A Specialist Schools Allied Health Team has been employed including an Occupational Therapist, Speech Language Pathologist and Physiotherapist.</li> <li>• An Allied Health Team Leader has been employed.</li> <li>• The process to employ an additional 4 Senior Psychologists is underway (1 per NSET team – taking the total to 3 Senior Psychologists per team)</li> <li>• 4 additional Social Workers will be advertised in term 4 (1 per NSET team – taking the total to 2 Social Workers per team)</li> <li>• 4 Therapy Assistants have been employed for the Therapy Assistant Program to provide intensive allied health support to schools, through individual assessment, program development, small and whole class groups and professional learning under the supervision of allied health professionals.</li> <li>• 4 additional administrative officers to release professional staff from administrative tasks (one per NSET).</li> </ul> <p>In addition to adding staff resources to each NSET, the Directorate is ensuring NSETs are supported to develop a high level of expertise and respond proactively by providing a program of ongoing professional learning and changing referral systems to ensure timely and proportionate input for schools.</p> <p>The new NSET online referral process is supporting timely responses and providing rich data on the number and types of referrals which in turn informs resourcing and professional learning for NSETs and school staff.</p>	<p>This recommendation has been recommended for closure to the Program Board and Oversight Group in September 2016.</p>

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					<p>A triage process has been identified and currently trialled. The process will support a timely response from NSET to schools.</p> <p>NSET staff have attended 3 whole day PL sessions, one in each term. The focus of the PL has been to develop staff capacity in implementing NSET processes and procedures.</p> <p>The following documents have been developed:</p> <ul style="list-style-type: none"> <li>• Online referral form</li> <li>• Priority matrix (draft)</li> <li>• Service Agreements</li> <li>• Letters for consent</li> </ul> <p>A professional learning plan for NSET staff is being developed for 2017 to ensure staff have the tools and capacity to respond.</p>	
	<p><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.</p> <p><b>ACT Government response:</b> ETD will establish an identified member of the team as Learning Difficulties Partner who will provide specialised expertise to assist schools in responding to students with learning difficulties, including gifted students who present with one or more specific learning difficulties, to ensure they reach their full academic potential.</p>	Mar 2016	COMPLETED	✓ June 2016	This recommendation was closed in June 2016.	
	<p><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, to obtain funding for additional staffing or other services assessed by the NSET as necessary to adequately</p>	Apr 2016	2018	●	All schools have access to a range of support services for staff and students, including those students that do not meet SCAN funding eligibility. A process has been developed for students who meet disability criteria that will be extended to review of students with significant additional needs, as an interim prior to School Resource	SRA Students with Disability project

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	<p>support that student.</p> <p><b>ACT Government response:</b> ETD is committed to the support of every student and has a comprehensive approach to supporting students and staff when individual challenges arise. NSET staff collaborate to build capacity of school staff through coaching, plan development and skills demonstration in schools. If additional resources are required to support the implementation of individual behaviour support plans there is a mechanism for this to occur. Resources can also be provided for school developed programs in the case that several students need support.</p>		<p><b>Key M'stones</b></p> <p>Interim arrangements finalised September 2016</p> <p>Nov 2016 – SRA consultation commences</p> <p>April 2017 – SRA consultation report</p>		<p>Allocation changes.</p> <p>Resources are being used flexibly and agilely to meet needs as they arise. Through the services provided by the NSET multidisciplinary teams, schools are provided with support services that include coaching, mentoring, allied health, psychology, social work etc. The strengthening of NSETs throughout this year has increased the capacity of teams to support the diverse needs of schools and students, including those with complex needs and challenging behaviour.</p> <p>The due date for this recommendation has been changed in this quarter report to align with Student Resource Allocation project, given the dependency to this work.</p>	
	<p><b>12.1: Agreed</b> That ETD, CE, and each Independent School (a) develop and implement a case management framework for students with complex needs and challenging behaviour; and (b) support all schools to identify or recruit suitably qualified staff to act as case managers, including, for example, social workers, welfare officers, and/or community development workers.</p> <p><b>ACT Government response:</b> The ACT Government Human Services Blueprint adopts case management tools to support coordination of complex needs. In addition, ETD recognises the benefits of supporting children and families with complex needs and challenging behaviour through the use of case management framework. ETD is currently running professional learning for schools regarding case management frameworks in education. The course aims to enhance the skills of teachers and school leaders, including providing information on how to coordinate and run case</p>	Aug 2016	<p><del>Oct 2016</del></p> <p>Feb 2017</p>	<p>●</p>	<p>The Education Directorate is working with the Community Services Directorate, through the Strengthening Families Project and the Better Services Taskforce to progress this work. NSET have also met with managers of programs in which case coordination systems are used, including Community Services Directorate's Melaleuca Place. This will inform the development of case coordination approach in NSETs.</p> <p>The recruitment of an additional 4 social workers to the NSET teams will strengthen case management capabilities. A key element of these roles will be the development of a case management framework</p> <p>Various documents have been developed from this process: building school capacity intake form; targeted support referral form; NSET priority matrix; referral flowchart; biopsychosocial case formulation model being trialled.</p>	

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	<p>conferences.</p> <p>ETD's existing NSET model provides staff to facilitate case management with students with complex needs and challenging behaviours. ETD is strengthening the capability of the Network Student Engagement Teams through the inclusion of allied health professionals with case management expertise. This will further assist schools to support students with complex needs and challenging behaviours.</p>				<p>Following the establishment of allied health in the NSETs, the due date has been revised to ensure the case coordination model accommodates the full multidisciplinary approach and available at the commencement of the 2017 school year.</p>	
	<p><b>12.6: Agreed</b> That ETD, CE, and each Independent School, develop guidelines which regulate access to schools by NDIS service providers.</p> <p><b>ACT Government response:</b> ETD is working with families and schools to consider models of service provision consistent with the principles of NDIS with regard to the impact of service providers on education delivery. The management of NDIS providers accessing school sites fits clearing within ETD's existing Working with Children and Young People – Volunteers and Visitors (Interim) policy, as these providers fit the definition of a 'visitor' under this policy: People from the wider community who provide services directly to students or in support of students for financial gain through a sponsoring or employing organisation, or are self-employed.</p> <p>To supplement the existing policy, ETD has developed additional materials to guide schools in managing requests from NDIS providers to access their sites. These materials were developed in consultation with a representative group of principals and have been shared with CE and AIS.</p> <p>Whether it is a volunteer, an NDIS provider or another type of visitor, schools need to ensure relevant induction and training regarding Directorate policies and procedures including the Code of Conduct for Volunteers and Visitors,</p>	Dec 2016	COMPLETED	✓ June 2016	<p>This recommendation was closed in June 2016.</p>	

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	<p>Confidentiality Undertaking, Insurance Arrangements for Visitors, Working with Vulnerable People, and relevant school-based processes or policies.</p> <p>ETD notes that the requirement to regulate access to schools is interpreted as manage in this recommendation.</p>					
	<p><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.</p> <p><b>ACT Government response:</b> The ACT Government recognises the importance of therapy specialist services in supporting schools to meet the needs of students with a range of needs, including those with complex and challenging behaviour. Therapy ACT and ETD will evaluate the results of the pilot project at Black Mountain and Cranleigh schools following the completion of the pilot in November 2015. A summary of the pilot project will be available to the public.</p>	Feb 2016	COMPLETED	✓ June 2016	This recommendation was closed in June 2016.	
<b>4. Policies, Procedure and Data Project</b>	<p><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.</p> <p><b>ACT Government response:</b> ETD policies and related documents have been developed with regard to relevant legislative obligations. ETD is currently implementing an improved policy development framework that will enhance and strengthen policies, procedures and supporting documents across a range of areas including curriculum and</p>	Nov 2016		●	<p>Education Directorate is working in partnership with Human Rights Commission and People and Performance to progress this recommendation.</p> <p>A desktop comparative scan of Directorate policies and the Expert Panel recommendations was completed in July 2016.</p> <p>The 'Team Teach' professional learning program includes information on human rights and legislative responsibilities. This content will be reviewed with a view to increase the emphasis of these obligations during the face-to-face component of the training. This approach ensures that the response to this</p>	

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	<p>student health and well being. As recommended by the Expert Panel, ETD considers that policy development and review work under the new policy framework will reflect the practical and readily accessible guidance needed for schools and staff including addressing relevant legislative obligations.</p> <p>The new framework will include the introduction of a Policy Webpage on the ETD website from Term 1 2016, to reflect contemporary website management and provide a more logical and intuitive grouping of policies. Guidance for staff on the internal website will also be better organised to enable user friendly access. Policies will be structured in a new simplified policy template including reference to core legislation which will be considered in the development or review of policies. This work has a focus on supporting schools as well as facilitating ease of access to policies for parents and the community. ETD will make available policies and guidelines developed for both CE and AIS.</p>				<p>recommendation is enduring and accessible to existing and new staff, over the longer term.</p> <p>Legislative obligations are included in the Assurance Checklist that form part of the Compliance Framework for schools and the Assurance Statement signoff now required to be completed by Principals twice a year.</p>	
	<p><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 procedures.</p> <p><b>ACT Government response:</b> ETD's Safe and Supportive Schools Policy and Guidelines provide broad guidance for schools regarding students with complex needs and challenging behaviour including support for development of further materials at school level. In light of the Expert Panel's recommendations, the policy and guidelines will be reviewed to include the most contemporary advice for schools.</p> <p>The new 'Respectful Behaviours, Respectful Schools' resource, a comprehensive package of guidance and support material for schools regarding behaviour support for all students, including those with complex needs and</p>	Nov 2016		●	<p>An initial policy scan was completed in July 2016. This was a comparative scan that reviewed policies against the Expert Panel recommendations to identify how these policies responded to students with complex needs and challenging behaviours, where relevant. The policies scanned were:</p> <ul style="list-style-type: none"> <li>- Safe and Supportive Schools Policy and Guidelines</li> <li>- Students with Disability: Meeting their Educational Needs Policy</li> <li>- Critical/Non-Critical Incident Reporting Policy and Procedures</li> <li>- Suspension policy and procedures</li> <li>- Responding to Student Accidents/Incidents Policy and procedures</li> <li>- Excursions Policies and Procedures</li> <li>- Supervision policies and procedures</li> <li>- Education Participation (Enrolment and Attendance) policies and procedures, including</li> </ul>	

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	challenging behaviour will be available in 2016. ETD has sought permission from Tasmanian and Victorian Government Education Directorates to use their resources to support the development of explicit guidance materials for ACT public schools and will share these resources with CE and AIS.				education options other than school.  Policies have been transferred to a new template, with consistent language and structure.	
	<p><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.</p> <p><b>ACT Government response:</b> ETD has commenced a structural change to NSET governance and is currently reviewing and updating NSET procedures, including the development and implementation of consistent data collection and analysis.</p> <p>This will ensure the information collected is relevant and provides NSET with specific information to guide and evaluate practice. The new Director of Regulation and Compliance will be consulted on the reporting of data gathered by NSET.</p>	Jun 2016	<p><del>Sep 2016</del></p> <p>Nov 2017</p> <p><b>Key M'stones</b></p> <p>Oct 2016 – Finalise Evaluation Framework</p>	●	<p>The Directorate has implemented structural changes to NSET governance and is currently reviewing NSET procedures, including consistent data collection and analysis.</p> <p>An online referral form for NSET has been published. The data collected is providing information on trends and areas of need, which will guide practice and provide an evaluation measure. Regular reporting is provided to the Senior Executive Team.</p> <p>It is proposed that data on school, student, parent/carer satisfaction with respect to the NSET program will be collected as part of the Schools for All Program evaluation. The due date has been changed to reflect this dependency.</p> <p>Additional key milestones will be referenced in future reporting, following endorsement of the Evaluation Framework.</p>	<p>The School Administrative System (SAS) project will provide a cohesive streamlined, student reporting portal.</p> <p>Schools for All Program Evaluation.</p>
	<p><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.</p> <p><b>ACT Government response:</b> ETD, CE and AIS are open to an approach to support or facilitate research from tertiary institutions. In 2015, ETD commenced collection of longitudinal data on post school outcomes for students who</p>	2016-2018	<p>Dec 2018</p> <p><b>Key M'Stone</b></p> <p>Oct 16 – Finalise Evaluation Framework</p>		<p>An evaluation framework for the Schools for All Program is being developed. The focus of the next quarter will be to review current data collection tools to identify what additional methods may be required to meet recommendations. A workshop will be held in September/early October to progress this work.</p> <p>The Directorate currently undertakes two surveys, one of which is a longitudinal study, that provide data on</p>	<p>The School Administrative System (SAS) project will provide a cohesive streamlined, student reporting portal.</p>

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	had left public, Catholic and independent schools and will consider possible partnerships for analysis of this data.				<p>post-school outcomes for students, including for young people who participated in school support programs for students with disability. Further analysis will be undertaken to identify if these current surveys can provide the data necessary to meet this recommendation.</p> <p>Additional key milestones will be referenced in future reporting, following endorsement of the Evaluation Framework.</p>	Schools for All Program Evaluation.
	<p><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.<b>ACT Government response:</b> ETD collects information on employment and study outcomes for school leavers and graduates from both ACT public and non-government schools, including students with a disability. The School Leaver Survey data is collected to improve strategies at schools to ensure that students progress to meaningful outcomes after leaving school. The Directorate will work with the two senior Specialist Schools to consider implications for program development.</p>	2016-2018	<p>June 2018</p> <p><b>Key M'Stone</b></p> <p>Oct 16 – Finalise Evaluation Framework</p>	●	The actions to meet this recommendation are being considered with recommendation 15.3.	<p>The School Administrative System (SAS) project will provide a cohesive streamlined, student reporting portal.</p> <p>Schools for All Program Evaluation.</p>

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5. Professional Learning and Support for Staff Project	<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 (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 (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> <p><b>ACT Government response:</b> ETD is committed to the continuing professional development of all staff and values the contribution of LSAs in supporting students with complex needs and challenging behaviours. ETD is currently undertaking a review of the school assistant classification where job expectations, complexities and training/qualification requirements are being considered. ETD will encourage maximum participation by staff in a range of professional learning.</p>	2017-18	<p>Dec 2017</p> <p><b>Key M'stone</b></p> <p>Nov 2016 – LNA survey conducted</p>	●	<p>An Inclusive Education Workforce Capability paper has been prepared, outlining options for meeting the recommendations of the Expert Panel Report. Options include tailoring a Cert IV program to meet the needs of the LSA cohort.</p> <p>The Inclusive Learning Needs Analysis Survey results will inform an Inclusive Education Workforce Capability Strategy. This strategy will include a project plan, communications strategy and evaluation strategy for this project.</p>	The new ACT PS Administrative and Related Classifications Enterprise Agreement process is due to commence in late 2016.
	<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> <p><b>ACT Government response:</b> The Teacher Quality Institute (TQI), as the ACT accrediting authority for teacher education, will lead the recommended review of teacher education units in relation to the teaching of students with complex needs and challenging behaviours. For initial teacher education programs, the Institute will seek to include the review, with any recommended program improvements, in the annual reporting which TQI requires of universities for accreditation of initial teacher education programs. The first review will be conducted at the end of 2016 with the report provided to the Minister in early 2017.</p>	2017-18	<p>Sept 2018</p> <p><b>Key M'stone</b></p> <p>31 July 16 – gap analysis of ITE programs – UC and ACU</p> <p>Dec 16 – UC and ACU submit transition plans to TQI</p>	●	<p>All current Initial Teacher Education (ITE) programs accredited by TQI for ACT ITE providers will transition to the revised national standards and procedures during 2017.</p> <p>In conjunction with the new annual reporting provisions, Teacher Quality Institute (TQI) will work with both ACT ITE providers to map the components of inclusive education in current ITE programs. Based on this mapping, ITE providers will be encouraged to address any gaps to ensure that ITE graduates are better equipped to cater for the full range of students enrolled in ACT schools.</p> <p>The annual reporting process, required by the ITE program accreditation, will be expanded to include requirements to report on variations to ITE programs to accommodate inclusive education requirements and to confirm that all students are completing studies in these</p>	

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					areas.  Initial discussions have been had around the results of 13.3 <i>Inclusive Education Learning Needs Analysis Survey</i> informing this review.	
	<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> <p><b>ACT Government response:</b> The Government expends significant resources to support new educators and to induct staff in general. The key elements of induction are integrated into schools' existing practices, as in-school support programs are the most powerful way to induct staff. Acknowledging that induction into schools occurs over three phases, Pre-Commencement, Laying Foundations and Sustained Professional Growth, an on-line training module will be developed for all teachers prior to commencing with the Directorate in 2016 recruitment. This module will join a suite of key training materials which is revisited each year with all members of staff and made available to CE and AIS.</p> <p>This work can be supported by the TQI induction to the profession of all new ACT teachers which commences during initial teacher education programs.</p>	Nov 2016		✓ Sep 2016	<p>A key recommendation is for the mandatory Disability Standards for Education (DSE) online learning module, currently hosted on the UC Moodle Platform to transition to CIT Moodle platform and become part of the Directorate's online induction suite for 2017. It will be an expectation that all new staff (teaching and non-teaching) complete this module. This will assist all members of the school community to understand and uphold their legal obligations under the <i>Disability Discrimination Act 1992</i> and the <i>Disability Standards of Education 2005</i>.</p> <p>The key elements of induction are integrated into schools' existing practices, as in-school support programs are the most powerful way to induct staff. Two professional learning programs; Understanding and Supporting Behaviour (Online Training) and Essential Skills for Classroom Teachers will be targeted for new teaching and support staff as part of induction.</p>	This recommendation will be recommended for closure to the Program Board and Oversight Group 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> <p><b>ACT Government response:</b> ETD believes that workforce capability is best developed through the engagement of</p>	Apr 2016	<p><del>Aug 2016</del></p> <p>Nov 2016</p>	●	The Schools for All Program team has secured endorsement from the Victorian Department of Education to use their <i>Inclusive Education Learning Needs Analysis Survey</i> questions free of charge. In return, the Victorian Department of Education and the ACT Education Directorate will share de-identified data to inform a research data set. Both jurisdictions will receive the analysis of the full data set to enable capability to benchmark against the larger data set.	

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	<p>relevant professional learning opportunities. In ETD professional learning is a key component of the core work of teachers, with every school integrating high quality professional opportunities, related to evidence-based effective teaching and learning strategies.</p> <p>ETD will consult with staff representatives to conduct an audit of qualifications and professional learning needs of all staff working in LSUs, LSCs and LSUAs to ensure professional learning programs are planned, purposeful and well delivered during normal hours of attendance. TQI can provide qualification data and completed professional learning data to support the ETD audit.</p> <p>Professional learning programs for staff in these settings will provide a mixture of off-site courses, site based learning, and individual supervision and mentoring. It is important to note that professional learning programs offered in ACT public schools are designed to be suitable for accreditation, and teacher identified professional learning is suitable for TQI teacher registration purposes.</p>				<p>Analysis of the survey results will enable the Directorate to review the qualifications, experience and professional learning needs of all staff (teaching and non-teaching) working in Learning Support Units (LSUs), Learning Support Centres (LSCs) and Special Schools to meet this recommendation.</p> <p>Extending this survey to all mainstream staff (teaching and non-teaching) across the system will determine the professional learning needs of staff to support students with complex needs and challenging behaviour (including disability). The results will shape the development of an Inclusive Education Workforce Capability Strategy that outlines required professional learning, further study and networking options.</p> <p>Teacher Quality Institute (TQI) will provide qualification data and completed professional learning data to support the review.</p> <p>An initial discussion has been undertaken with the Initial Teacher Education Working group, led by TQI to potentially use the results to meet recommendation 13.1.</p>	
	<p><b>13.4: Agreed</b> That ETD, CE, and AIS, cooperate to (a) make available to all member schools existing online learning modules in: autism spectrum disorder; dyslexia and significant reading difficulties; motor coordination difficulties; speech, language and communication needs; understanding and managing behaviour; understanding hearing loss; and/or other courses as identified by member schools; and (b) ensure that these learning modules are complemented by follow-up support including face to face assistance, workshops and coaching components.</p> <p><b>ACT Government response:</b> 2016 ETD will continue to resource all of the seven TQI accredited OLT and associated</p>	Jun 2016		<p style="text-align: center;">✓ Sep 2016</p>	<p>The Directorate has paid an annual site licence fee since 2012 which provides access for teaching and non-teaching staff across the Directorate to the following modules:</p> <ol style="list-style-type: none"> <li>1. understanding Autism Spectrum Disorders;</li> <li>2. understanding dyslexia and significant difficulties in reading;</li> <li>3. inclusion of students with speech, language and communication needs;</li> <li>4. understanding motor coordination difficulties;</li> <li>5. understanding hearing loss;</li> <li>6. understanding and supporting behaviour;</li> <li>7. personalised learning (currently not accessed)</li> </ol>	<p>This recommendation has been recommended for closure to the Program Board and Oversight Group in September 2016.</p>

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	<p>coaching components. This learning will be delivered through NSET as both as individual and school based programs. ETD will make the resources available to all government and non-government schools.</p>				<p>by EDU);</p> <p>8. vision impairment (currently being modified with Australian content and will be available end 2016).</p> <p>A qualifications audit has been conducted with all members of NSET to determine what OLT courses they are qualified to deliver. A strong focus has been on strengthening the capacity of NSET to tutor in the OLT modules.</p> <p>A draft Professional Learning Plan for 2017 has been developed which has aligned delivery of OLT modules to specialist NSET roles and outlined a plan for training of NSET staff. A key recommendation of this plan is to recruit a professional learning coordinator and administrative support officer to provide strategic oversight, work with NSET to locally articulate content and ensure the OLT modules are utilised to their full advantage to meet the high demand from schools.</p>	
	<p><b>13.5: Agreed</b> That ETD, CE and AIS, (a) develop, and liaise with the Teacher Quality Institute to accredit, a suite of professional learning options relevant to teaching students with complex needs and challenging behaviour. This would include, but not be limited to, modules on: de-escalation and safe use of restraint; trauma; autism spectrum disorder; mental health; attention deficit hyperactivity disorder; and/or learning difficulties; and (b) establish mechanisms to monitor staff and school participation in these programs.</p> <p><b>ACT Government response:</b> The ETD, CE and AIS will develop a suite of professional learning programs for staff in schools, which will explicitly address teaching students with complex needs and challenging behaviours. Programs will be flexible enough to cater to teachers at various career stages. The package of professional learning will provide a mixture of off-site courses, site based learning, and individual</p>	June 2016	Sep 2016	<p>✓</p> <p>Sep 2016</p>	<p>EDU, CE and AISACT will continue to promote and develop professional learning programs for staff in schools, which will explicitly address teaching students with complex needs and challenging behaviours (including Disability). Training needs will be informed by the Inclusive Learning Needs Analysis Survey results. Programs will provide a mixture of off-site courses, site based learning and individual supervision and mentoring.</p> <p>The Teacher Quality Institute (TQI) through its regulatory and quality assurance role will work collaboratively with teacher employers and professional learning providers to accredit relevant professional learning, developed to the required standard.</p> <p>TQI is reviewing its professional learning data collection to enable more meaningful reporting to employers and</p>	<p>This recommendation has been recommended for closure to the Program Board and Oversight Group in September 2016.</p>

	Expert Panel Report Recommendation and ACT Government response	Original Due Date	Approved Due Date <sup>1</sup>	Status Flag	Key Outcomes Achieved	Dependencies
	<p>supervision and mentoring.</p> <p>The TQI through its regulatory and quality assurance role will work collaboratively with teacher employers and professional learning providers to accredit relevant professional learning, developed to the required standard. TQI will provide data on program participation and evaluation feedback to employers and recognised providers.</p>				<p>providers on participation and areas of need.</p> <p>The Directorate has established a cross-sectoral working group with CE, AISACT and Disability ACT to develop a Train the Trainer model for the implementation of the 'Everyone Everyday' professional learning package.</p>	
	<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> <p><b>ACT Government response:</b> ETD believes that all staff benefit from professional supervision and support and acknowledges that staff working with students demonstrating challenging behaviour and/or complex needs may need additional support. This is an ongoing part of the current procedures in the school, conducted by school leadership teams. In addition, ETD has introduced Executive Teacher Professional Practice positions who are experts in contemporary teaching and learning practice. Mentoring and supervisor is a core component of this role. Additional support for staff in public schools can be accessed through the NSET.</p> <p>Allied health professionals are required to meet professional registration requirements through clinical supervision. Individual staff are responsible for meeting these requirements, which are supported by ETD as a mechanism for ensuring currency of practice and expertise.</p>	2016-17	<p>Sept 2018</p> <p><b>Key M'stone</b></p> <p>Oct 16 – Stakeholder consultation</p>	●	<p>This will be an item for discussion at the Program Board on 13 September 2016. The proposed model to address this recommendation is to align with existing frameworks for supervision and reflective practice through Professional Learning Communities.</p> <p><b>Teachers:</b>  <u>Australian Institute for Teaching and School Leadership (AITSL):</u> Australian Professional Standards for Teachers; Classroom Practice Continuum; Reflection on Practice Tool; Performance and Development Framework.</p> <p><u>Directorate:</u> Annual Professional Discussion (inc. Professional Pathways); Great Teachers by Design; Great Teaching by Design.</p> <p><b>Principals/School Leaders:</b>  <u>AITSL:</u> Australian Professional Standard for Principals; Leadership Profiles; School Leader Self-Assessment Tool; 360 Reflection Tool.</p> <p>Additional support in the school can be accessed through Executive Teacher Professional Practice positions who are experts in contemporary teaching and learning practice. Mentoring and supervising is a core component of this role.</p> <p>Additional support for staff can be accessed through the NSET (group supervision, debriefing, case management approach).</p> <p>Allied health professionals are required to meet professional registration requirements through clinical</p>	

	Expert Panel Report Recommendation and ACT Government response	Original Due Date	Approved Due Date <sup>1</sup>	Status Flag	Key Outcomes Achieved	Dependencies
					supervision. Individual staff are responsible for meeting these requirements, which are supported by EDU as a mechanism for ensuring currency of practice and expertise.	
	<p><b>13.7: Agreed</b> That ETD, CE, and each Independent School, (a) prioritise scholarships and sabbaticals for school leaders and teachers to undertake formal study in relation to students with complex needs and challenging behaviour; (b) create opportunities for school leaders and teachers to visit and see in action practices in schools with a reputation for creative and resourceful approaches to teaching students with complex needs and challenging behaviour; and (c) create opportunities for these school leaders and teachers to become mentors and facilitators within networks, sectors, and schools.</p> <p><b>ACT Government response:</b> Within the existing scholarship program ETD will prioritise opportunities for formal study in supporting students with complex needs and challenging behaviours. The introduction of the school-based Disability Education Coordinator role and establishment of Professional Learning Communities through the ACT Government’s participation in the More Support for Students with Disability National Partnership has provided an effective mechanism for teachers to share knowledge, expertise and resources to support students with disability. ETD will build on these initiatives by creating broader opportunities for school leaders and teachers to become mentors and facilitators and for school visits to see best practice in action. ETD will also work with the TQI to target support for students with complex needs and challenging behaviours through the Institute’s cross-sectoral face to face and online networks, Master Class programs and professional learning register that will continue in 2016.</p>	June 2016	June 2017	●	<p>As this recommendation contains three elements, the due date has been revised to reflect the ‘overall’ due date for meeting the recommendation in its entirety. To date, element (a) has been met, as detailed below.</p> <p>In August 2016, the Teacher Scholarships Committee comprising Directorate and ACT Principals’ Association representatives received 23 applications for cohort 24 of the program. The Committee:</p> <ul style="list-style-type: none"> <li>accepted 12 applications;</li> <li>requested further information on 4 applications;</li> <li>declined 7 applications as they did not meet all of the criteria.</li> </ul> <p>The Committee will distribute Letters of Offer over the coming weeks.</p> <p>Throughout the time of study covered by the scholarship, teachers and school leaders are expected to share their professional learning with colleagues at school, cluster and network level as appropriate. Evidence of professional sharing is unique to the study undertaken by each individual participant; guidelines to assist in applying for a scholarship are being re-drafted to better focus the applicants’ attention to this expectation.</p>	

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6. Student Centred Appraisal of Need Project	<p><b>14.1: Agreed</b> That ETD (a) undertake an urgent review of the Student Centred Appraisal of Need (SCAN) model, with particular attention to the: appropriateness of the current eligibility criteria for SCAN funding; adequacy of funding; the effectiveness of the appraisal process, and its impact on parents, carers and students; and (b) in undertaking this review, consult with school leaders, teachers, parents, carers and students, as well as the Disability Education Reference Group, CE and AIS.</p> <p><b>ACT Government response:</b> Work has already commenced in relation to future school staffing models under the National Education Reform Agreement, to which the ACT is a signatory. This work will continue in 2016, including a review of funding related to disability. The Directorate will continue its work with other jurisdictions on improvement through activity associated with the Nationally Consistent Collection of Data on School Students with Disability and through collaboration on professional learning strategies and tools.</p>	Dec 2016	2017-2018  <b>Key M'stones</b>  Aug – Set 16 – Stakeholder consultation  End Oct – Consultation strategy released  Dec 16 – Setting direction paper released	●	This work is being considered in conjunction with the Student Resource Allocation (SRA) Program. Consultation will commence in November 2016.  Procurement to support review consultation, analysis and policy direction setting is underway.	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><b>6.1: 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.</p> <p><b>ACT Government response:</b> Work has already commenced in relation to future school funding models under the National Education Reform Agreement, to which the ACT is a signatory. This work will continue in 2016, including a review of funding related to disability.</p> <p>The Directorate will continue its work with other jurisdictions on improvement through activity associated with the Nationally Consistent Collection of Data on School Students with Disability and through collaboration on professional</p>	Mar 2016	Dec 2016	✓ Sep 2016	As at August 2016, 82 cross-sector ACT primary schools (67%) are participating in KidsMatter Primary EDU 52/77 68% CE 18/24 75% IND 12/22 55%  As at August 2016, 30 cross-sector ACT Secondary Schools are participating in MindMatters EDU 20/34 59% CE 3/6 50% IND 7/14 50%  KidsMatter and MindMatters programs are being utilised by Public, Catholic and Independent Schools across the ACT, and the ACT has the highest uptake of	This recommendation has been recommended for closure to the Program Board and Oversight Group in September 2016.

	Expert Panel Report Recommendation and ACT Government response	Original Due Date	Approved Due Date <sup>1</sup>	Status Flag	Key Outcomes Achieved	Dependencies
	learning strategies and tools.				<p>these mental health resources.</p> <p>The Education Directorate together with the Health Directorate continues to encourage participation by providing staged grants (\$15,000 in total) for schools to assist action leadership teams to train, implement and embed the frameworks and wellbeing cultures in all ACT schools. Schools are required to provide evidence of successful implementation.</p> <p>The Directorate together with Principal Institute Australia continue to promote and encourage continued involvement by Canberra schools.</p>	
	<p><b>9.1: Agreed</b> That ETD, CE, and each Independent School, (a) endorse School-Wide Positive Behavioural Support; (b) resource and support schools to implement the program for a minimum of three years; and (c) evaluate the success of the program.</p> <p><b>ACT Government response:</b> ETD has negotiated with NSW to implement the Positive Behaviour Support in Schools program in 2016. The program will be evaluated and reported on following the first year of implementation. ETD will share the proposed program and outcomes with CE and AIS.</p>	June 2016	<p>Dec 2018</p> <p><b>Key M'stones</b></p> <p>Sep 16 - EOI for additional schools</p>	●	<p>A Positive Behaviours for Learning project plan has been finalised and approved. This includes a data collection plan to inform the evaluation of the Program.</p> <p>4 PBL coaches have been recruited and are working directly with schools on developing school based implementation teams and to provide training.</p> <p>15 schools have started the PBL implementation process.</p> <p>NSW Department of Education has agreed to support the implementation of PBL in ACT Public Schools. This support will include:</p> <ul style="list-style-type: none"> <li>● access to professional learning at no cost;</li> <li>● co-facilitation of professional learning;</li> <li>● access to exemplar schools;</li> <li>● being a 'critical friend' to help with the development of systems and supports, as well as problem solving.</li> </ul> <p>As PBL is about cultural change within schools, an evaluation in the first year will show a small amount of change. It is proposed that a four year evaluation plan</p>	

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					will be developed by consultants that will involve a yearly report on progress with a final evaluation report at the end of four years.	
<b>8. Student Voice Project</b>	<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 (a) their experiences at school; (b) decisions that affect them at school; and (c) the operation of the school.</p> <p><b>ACT Government response:</b> ETD, CE and AIS acknowledge that student satisfaction is an important indicator of student engagement, leading to positive learning outcomes. ETD provides multiple avenues to express their satisfaction with their educational experience. A number of schools also promote and have active Student Parliaments, Representative Councils and Forums which provide a mechanism for students to participate in decision-making and initiating positive actions within their school. In high schools and colleges, students are often members of the School Board. ETD promotes the Engaging Schools Framework which emphasises student voice and participation across schools.</p> <p>In addition to the Student Congress, the Minister for Education and Training will facilitate a cross-sectoral student forum in Youth Week 2016 with a focus on student voice in school decision making.</p>	Sep 2016	Dec 2016	●	<p>A cross sectoral (EDU, AIS, CE) Youth Forum led by the Youth Coalition was held on Thursday 28 July 2016 with a focus on student voice in schools. The Forum included key note speakers and workshops to explore the following questions:</p> <ul style="list-style-type: none"> <li>– <i>What are schools currently doing to encourage student voice in the running of the school?</i></li> <li>– <i>What would students like to see schools do to encourage student voice in the running of their school?</i></li> <li>• The discussion identified: <ul style="list-style-type: none"> <li>– examples from across the ACT of good practices that enable student voice;</li> <li>– the principles that are common to these diverse practices;</li> <li>– strategies, mechanisms and tools that can be used by schools to improve student voice.</li> </ul> </li> </ul> <p>Student ideas from the day will be combined with research on student voice to produce a resource that schools will be able to use to improve/increase student voice in their school.</p> <p>The due date for this report is 28 October 2016 and to align to this date, the due date in this quarter report has been revised to enable activities to be undertaken following receipt of the report.</p>	

	Expert Panel Report Recommendation and ACT Government response	Original Due Date	Approved Due Date <sup>1</sup>	Status Flag	Key Outcomes Achieved	Dependencies
	<p><b>15.1: Agreed</b> That ETD and CE, and each Independent School, make clear in their strategic plans a) how their student-centred vision and principles are operationalised with respect to priorities, targets and indicators; and b) how the various components, services and programs that they provide contribute to the implementation of their student-centred vision.</p> <p><b>ACT Government response:</b> The Directorate will integrate this recommendation into the School Improvement approach for public schools in 2016.</p>	June 2016	COMPLETED	✓ 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> <p><b>ACT Government response:</b> Community Services Directorate (CSD) will lead the development of the partnership agreement with ETD, CE and AIS. This agreement will build on the existing work between ETD and CSD to improve educational outcomes for students living in out of home care, including having a cross Directorate Steering Committee and working groups to support educational outcomes for students in out of home care. CE and AIS acknowledge that the partnership could be strengthened in this area and welcome the recommendation.</p>	June 2016	<p><del>Aug 2016</del></p> <p>Nov 2016</p>	●	<p>The Improving Educational Outcome for Students in Out of Home Care Committee has prepared a draft Memorandum of Understanding (MoU) between Out of Home Care providers, EDU, CEO and AIS. Refinement of this MoU continues.</p> <p>The Committee meets quarterly meeting with the next meeting scheduled for 7 September 2016. Given the MoU has not been finalised or signed, the due date has been revised in this quarter report to allow for all stakeholders to agree the MOU.</p>	Step Up For Our Kids Program (CSD)

	Expert Panel Report Recommendation and ACT Government response	Original Due Date	Approved Due Date <sup>1</sup>	Status Flag	Key Outcomes Achieved	Dependencies
	<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 appropriate educational setting (or combination of settings), that provides them with appropriate behavioural support and therapeutic intervention.</p> <p><b>ACT Government response:</b> The ACT Government is committed to whole-of-government approaches which enhance educational and developmental outcomes for children. There are currently a number of evidence-based programs being jointly delivered by CSD, Health and ETD in primary schools including neuropsychological approaches to behaviour and therapeutic supports to enhance educational outcomes for all students. For example, in September 2012 the ACT Government committed \$3.05 million over four years to establish Melaleuca Place to support children recovering from abuse and neglect. The focus of Melaleuca Place is to provide high quality trauma-informed therapeutic services to children aged 0-12 years who are current clients of the statutory services.</p> <p>Programs from Child and Adolescent Mental Health Services (CAMHS), Child and Family Centres, therapy services and health supports are all delivered collaboratively in schools to ensure students with a range of complex needs are able to receive appropriate education in mainstream schools. Another example is a new initiative being established known as Primary school aged early mental health. This CAMHS led program targets 5-12 year old children with emerging mental illness/disorders. It will work in partnership with ETD and the Child and Family Centres.</p>	Nov 2016	June 2017	●	<p>Initial meetings have been held with Families ACT, Youth Coalition, Principals and central office staff to consider parameters for action research projects that would explore options to support primary school students with challenging behaviours.</p> <p>This work will continue in the next quarter with a view to making some funds available for action research in 2017.</p> <p>The due date has been revised in this quarter report to align with proposed implementation during 2017. Key milestones will be referenced in future reporting, following the development of a model and identification of timeframes for release to schools.</p>	

	Expert Panel Report Recommendation and ACT Government response	Original Due Date	Approved Due Date <sup>1</sup>	Status Flag	Key Outcomes Achieved	Dependencies
	<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.</p> <p><b>ACT Government response:</b> ETD and CSD continue to work in partnership through the Strengthening Families Program to support families with complex needs engaged with multiple support agencies. ETD recognises the importance of this model in supporting coordinated service provision.</p> <p>The Strengthening Families Program, which currently has the capacity to support 50 families at a time, has an existing referral process which is outlined in the 'Better Services – Request for Support' form. ETD NSET are aware of the referral process and engage with Strengthening Families as needed. ETD will promote the Strengthening Families Program to school principals and develop procedures for schools to identify families that would benefit from the program and make referrals through the NSET.</p>	Apr 2016	COMPLETED	<p style="text-align: center;">✓</p> <p style="text-align: center;">June 2016</p>	This recommendation was closed in June 2016.	
	<p><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.</p> <p><b>ACT Government response:</b> ETD, CSD and ACT Health work collaboratively within the Human Services Blueprint and other collaborations 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. The ACT Government</p>	Nov 2016	<p style="text-align: center;">Dec 2018</p> <p><b>Key M'stones</b></p> <p>Nov 16 – Draft report on Continuum of Educational Supports</p>	<p style="text-align: center;">●</p>	<p>The Directorate acknowledges this is a cornerstone recommendation that captures the cultural change inherent in the Expert Panel report, and is dependent on the activities underway across a number of the recommendations. The longer-term evaluation of the program will identify the achievement of this recommendation.</p> <p>Education Directorate, Community Services Directorate and ACT Health continue to work collaboratively through the Better Services taskforce and other forums to ensure that service provision with respect to children and young people with complex needs and challenging behaviours, and their families, is offered in a strategic</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 <sup>1</sup>	Status Flag	Key Outcomes Achieved	Dependencies
	<p>has recently invested \$16 million into the development of strategic and client centred services for children in out of home care through A Step Up For Our Kids, including additional programs to assist children to remain with their parents through the Strengthening High Risk Families domain.</p>		<p>project</p> <p>From Feb 2017 – Implementation of Continuum of Educational Supports Model</p> <p>2017 – Ongoing Stakeholder consultations</p>		<p>and client focussed manner.</p> <p>Education Directorate Director-General has indicated that a cluster approach will be taken to address this recommendation.</p> <p>This work will continue to be a focus in the next quarter.</p>	
	<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> <p><b>ACT Government response:</b> The ACT Government agrees to investigate the feasibility of schools as part of the community project in key areas of social disadvantage. A hub model of services with schools as the centre is compatible with the Engaging Schools Framework which outlines the importance of enriching connections with communities to support engagement with all students and the Better Services approach to collaborative service offerings.</p> <p>Many ACT public schools already work in collaboration with government and non-government service providers to support their communities and strong relationships exist between Child and Family Centres and local schools. Programs and services provided in schools include early intervention and disability service providers; community services parenting programs run in schools; and breakfast</p>	2016-17	<p>Dec 2017</p> <p><b>Key M’stones</b></p> <p>Nov 2016 – Continuum of Educational Support Project</p> <p>From Feb 2017 – implement Continuum of Educational Support Model</p>	●	<p>The Directorate and community sector partners continue to discuss future opportunities to establish schools as a hub projects in areas of disadvantage. From these consultations it was agreed to work together to develop some ‘grass roots’ approaches to supporting families and communities through schools.</p> <p>This work will continue to be a focus in the next quarter.</p> <p>The Continuum of Educational Supports Project will also support this work.</p>	Evaluation of the West Belconnen Local Services Network

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	<p>programs run by community service providers. ETD and CSD will collaborate to determine the feasibility of a cross-directorate model of service.</p> <p>The ETD website provides information on the range of facilities available for community use.</p>					
	<p>15.5: <b>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> <p><b>ACT Government response:</b> The ACT Government supports innovation in ACT public schools particularly through the move to school empowerment. This model encourages schools to respond to the needs of their students and provides flexible funding arrangements for principals and school boards to engage in new collaborations or innovative approaches. The ACT Government has also established an innovative trial fostering collaboration in West Belconnen under the Better Services initiative. Local schools, businesses and community service providers are working together to meet the needs of their community and a pooled funding arrangement is a feature of this model. The West Belconnen trial will be evaluated and an assessment of broader application made in 2016.</p>	Nov 2016	June 2017	●	<p>Recommendation 7.1 outlines a strategy to engage schools in action research with funding to innovate and evaluate, to benefit students with complex needs and challenging behaviours.</p> <p>Future funding options for innovation are currently being explored, both through funds made available within EDU for Action Research and within the Better Services model.</p> <p>The due date has been revised in this quarter report to align with a proposed implementation during 2017.</p>	
<b>10. Learning and Teaching Project</b>	<p><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.</p> <p><b>ACT Government response:</b> In 2015 ETD appointed a Director for Families and Students as a key contact for parents, students and the community to raise concerns in regards to the needs of individual students. Improving parent and carer engagement in students' learning is an</p>	Dec 2016		●	<p>The Australian Research Alliance for Children and Youth (ARACY) has been engaged to develop resources for parents and carers based on best practice in parental engagement for students with complex needs and challenging behaviour.</p> <p>Stage one work has commenced with the engagement of a subject matter expert, Dr Tim Moore.</p> <p>ARACY has provided a first copy of the draft literature review for feedback and input. The draft literature</p>	

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	<p>ongoing priority for ETD, CE and independent schools.</p> <p>The ACT Government has invested approximately \$293,900 from 2013/14 – 2015/16 to partner with the Australian Research Alliance for Children and Youth (ARACY) for a cross-sectoral project titled Progressing Parental Engagement in the ACT. The project has seen the creation of a suite of resources for use by families, schools and communities across all sectors of schooling in the ACT – public, Catholic and independent. The resources support a shared understanding of what parental engagement is, why it matters, how it works, and how best to foster it. Additional resources as part of the project will be released in November 2015 and January 2016. The Directorate will investigate the potential to expand the resources for parental engagement to include the development of advice for parents/carers of students with complex needs and challenging behaviours.</p>				<p>review was also provided to the subject matter expert Dr Tim Moore and circulated to the Director, Student Engagement.</p> <p>A cross sectoral project Steering Group was established to support the implementation of the project and provide feedback and advice on the development of resources. It anticipated that the first Steering Group Meeting will be held in mid September.</p>	
	<p><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.</p> <p><b>ACT Government response:</b> The evaluation of Early Childhood Schools commenced in April 2015 following changes to the original scope brought about by the transfer of early intervention services to the National Disability Insurance Scheme (NDIS) at the end of 2014. The review is currently scheduled for completion by the end of January 2016. ETD will publicly release the report on the evaluation of the Early Childhood Schools and Koori Preschool Programs along with the ETD response to the report.</p>	Dec 2016		●	EDU is continuing to work with the Western Sydney University (WSU) to finalise the evaluation report, ensuring all aspects of data analysis and evaluation are fully addressed in line with the scope of the evaluation.	
	<p><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.</p>	Feb 2016	Dec 2016	●	The amended <i>Reporting Student Achievement (Preschool to Year 12)</i> Policy was approved by the Senior Executive Team and is available on the Directorate's website. The amended policy incorporates references to a flexible system format for end-of-semester reporting, and <i>includes student voice and participation, and active</i>	

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	<p><b>ACT Government response:</b> ETD is currently finalising the revised Reporting Student Achievement (Preschool to Year 12) Policy. The policy includes the introduction of a common reporting template for all schools for end of semester written reports, which will be implemented in all ACT public schools in 2016 for students in Kindergarten to Year 10. In addition to academic achievement, the policy and common templates require schools to report on student engagement with learning areas, work habits, personal and social capabilities, strengths, areas for development, suggested strategies for improving student learning and where applicable, the level of additional support provided for students to access the learning program. The reporting policy and associated templates will be available to CE and independent schools to support their response to this recommendation.</p>				<p><i>parental engagement in reporting to align with Expert Panel Report recommendations.</i></p> <p>Principals were invited to a consultation forum to discuss the requirements of a flexible report template in the Schools Administration System, including reporting on personal and social capabilities. Attendees were provided with an overview of the legislative framework, and system requirements for reporting student achievement to facilitate discussion.</p>	

## Attachment A: ACT Primary School Case Study

### Sensory Spaces and PBL

A Primary School in the ACT commenced its Positive Behaviour for Learning (PBL) journey in 2015. Working with the Directorate Student Wellbeing team and the PBL coaches, the staff at the school started by developing matrices that described the behaviour they wanted to see in the general parts of the school (playground, canteen, front office, hall etc). This did not address classroom behaviours at this stage. The staff collaboratively came up with three focus areas: We are Safe; We are Respectful and We are Learners.

The challenge was then to work with all members of the school community: teachers, support staff, students and parents, to clearly and explicitly describe what those behaviours looked like and sounded like. The agreed language was written in explicit, easy to understand and positive terms.

Large posters were created which were displayed in the general areas of the school.

As the Principal described “The children own this, they came up with the language and they understand what it means. It has given the whole school a language, 100% of our teachers are on board. It has meant all teachers, including relief teachers can set clear expectations around behaviour and all students understand what is meant by those expectations”.

PBL is one of two focus areas for the school’s strategic plan to make sure it is embedded in everything they do.

The school had a big launch with 200 guests including parents, students, staff, staff from other schools, representatives from the Directorate and Minister for Education, Shane Rattenbury. As the Principal described “There was a carnival atmosphere to the night. Our community, our staff and our students have been consulted at every step and they feel proud of what we have all achieved together. Celebrating this significant success is a key to recognising what our community has achieved”.

The school still adopts an explicit Social Emotional Learning program that seamlessly fits within the PBL model. Restorative Practices, Circle Time, Friendly Schools Plus, and Bullying No Way programs fit well within this model.

The School is the first pilot school to work with ‘Uplifting Australia’, receiving a \$40,000 grant to implement a school wellbeing program to improve the emotional wellbeing and resilience of students. This program is facilitated by a member of staff and is a Social Emotional Learning Program involving parents as a central element. The Principal describes the program, stating “A key strategy are ‘hang outs’ where our kids write invitations to parents to come into the school to hang out, where they participate with their kids in welcoming games and getting to know you activities. The kids write their parents letters and their parents write them letters telling each other what they are proud about and what they honour about them. Parents and their kids then are together in a facilitated talking circle. It is absolutely inspiring to see the joy and positive outcomes of this.” 50 families from the junior school and 20 families from the senior school attended.

The school has also created a Safe Sensory Space they call the Burrow. As the Principal clearly states “This is not a punitive space, it is a safe calming space that our children can go to when they need support from the executive team or time to cool down. Students can self refer by asking their teacher for a “safe pass” to leave the classroom. It has significantly reduced our absconding rates”. The school is working with an Occupational Therapist from the Network Student Engagement Team to design sensory spaces for classrooms and for an outside sensory space for which they have received a grant.

