



SCHOOLS FOR ALL

Executive Summary - June 2018

This Executive Summary outlines areas of focus for the April - June 2018 period with an overview of key achievements and progress made. The ACT Education Directorate (EDU), Catholic Education Office, Archdiocese of Canberra and Goulburn (CE) and the Association of Independent Schools of the ACT (AIS ACT) have provided individual reports outlining key achievements during this period.

Highlights of Cross Sectoral Progress

During this reporting period the 2017 End of Year Report was developed and has been published on the EDU website. This report provides the public with practical examples of achievements and shares 'real' stories across Canberra schools. It demonstrates that the program has achieved more than just the delivery of the 50 recommendations and has facilitated systemic and cross sectoral cultural change.

Closure of all Schools for All Recommendations

A significant achievement this quarter has been closure of the six remaining Schools for All recommendations at the 27 June Program Board meeting. This marks the closure of all 50 recommendations made by the Expert Panel and demonstrates the ongoing commitment and collaboration across the three educational sectors to ensure all Canberra schools are safe and inclusive learning environments for every student. More important than just closing recommendations, the three sectors continue to drive forward with an ambitious, evidence based, and single-minded focus on systemic cultural change. This focus has ensured that all children and young people in ACT Schools are placed at the centre of all decision making relating to education policy and practice.

Schools for All Evaluation: Student Focus Groups

During this reporting period the Schools for All Evaluation team undertook 23 focus groups across EDU, CE and AIS ACT schools. A total of 450 students from years 8, 10 and 12 participated in the focus groups, with discussion focused on feeling safe at school, learning at school and having fun at school. Students also discussed aspects of change within schools over the last few years, sharing examples of what has improved and what could be strengthened. Feedback from the focus groups will be used as evidence in the Schools for All Evaluation in determining success of the *Schools for All Program*.

Key Achievements by Sector

ACT Education Directorate

This quarter EDU has continued to strengthen its approach to cultural change to ensure that the Program's recommendations are embedded into the everyday business of the Directorate. Closure of the final recommendations has involved formal handover meetings to relevant branches to ensure ongoing momentum and accountability for all work.

The *Early Years Literacy (Oral Language)* project will enhance the identification and supports for students with additional speech, language and communication needs, in particular Language Disorder with the support of speech language pathology services.

Catholic Education

During this reporting period, CE has continued to focus on ensuring that schools and teachers approach work with all students in genuinely student-centred ways. Officers have provided ongoing support to schools and teaching staff to ensure that the recommendations and intent of the report continue to be consistently implemented and benefits realised.

CE has undertaken a review of the processes and practices of the Wellbeing and Diversity team to ensure that proactive approaches are in place for all students, particularly those with complex needs. This includes the review of the team processes, allocation of resources, personalised planning and the online tool used to determine Nationally Consistent Collection of Data (NCCD) on Students with Disability levels of adjustment.

Berry Street Education Model Professional Learning – CE has developed a partnership with Berry Street Education, Melbourne. Staff from 25 schools completed a two-day professional learning program with the Berry Street team, which focused on strategies such as working with students who struggle with self-control, emotional regulation, poor attachment and relationship skills, are trauma-affected or exposed to traumatic stressors. CE intends to run the program in eight schools in 2019 for their whole staff community.

Review of Reporting of Student Learning – CE has commenced planning for a review of reporting of student learning and development of a set of *Principles of Reporting* to underpin development of an *Archdiocesan Framework for Reporting Student Learning*. While the existing student report provides information for parents on personal and social capabilities, reporting to personal and social/emotional goals will be explicitly developed within the new Reporting Framework.

School Suspension Policy – CE has developed an implementation plan to review the current policy on School Suspensions, with data gathered on current practice and samples from other Catholic Education Offices around Australia. The review will include a focus on restorative practices and school re-entry support. Mechanisms to record data on school suspensions and students in out-of-home care have been developed to ensure consistent monitoring across all CE schools.

Association of Independent Schools of the ACT

AIS ACT has continued to reflect on and respond to the Expert Panel recommendations. Consultation with Member Schools during this reporting period determined that the report and the recommendations have facilitated and expanded the refining of best practice to engage students with complex needs and challenging behaviours. The report's findings have reaffirmed to staff that in many ways the practices are already embedded in schools.

AIS ACT has continued a sustained focus on ensuring inclusive practices in schools and have themed the 2018 Colloquium *Building a Culture of Excellence - Nurturing Learning*. The AIS ACT 2018 Colloquium will be held on 30 August 2018 and provide opportunities for schools to present, hear from expert keynote speakers and to reflect and share experiences with their colleagues.

At the beginning of 2018 AIS ACT appointed a Manager, Education Support. During this reporting period a focus of this officer has been supporting schools in classroom and school wide inclusive practices through provision of advice, professional learning, collaborative practices and opportunities for sharing. This officer has coordinated regular Students with Disabilities Network Meetings; undertaken school visits to provide advice on Individual Learning Plans (ILPs), positive behaviour support, and classroom strategies for adjustments. This officer has also implemented a Masterclass for Principals and school leadership staff on a range of local and national issues including School Governance and the NCCD.

Recommendation Closures

As of 30 June 2018, all the Schools for All Program recommendations were closed: 49 (EDU) and 26 (CE)

Rec.	Education Directorate		Catholic Education		Rec.	Education Directorate		Catholic Education	
	Closed	Open	Closed	Open		Closed	Open	Closed	Open
Rec 3.1	?		N/A		Rec 11.4	?		N/A	
Rec 3.2	?		?		Rec 11.5	?		?	
Rec 4.1	?		?		Rec 11.6	?		N/A	
Rec 6.1	?		?		Rec 11.7	?		N/A	
Rec 6.2	?		?		Rec 12.1	?		?	
Rec 6.3	?		?		Rec 12.2	?		N/A	
Rec 6.4	?		?		Rec 12.3	?		?	
Rec 7.1	?		N/A		Rec 12.4	?		N/A	
Rec 7.2	?		N/A		Rec 12.5	?		N/A	
Rec 7.3	?		N/A		Rec 12.6	?		?	
Rec 7.4	?		N/A		Rec 12.7	?		N/A	
Rec 7.5	?		N/A		Rec 13.1	?		?	
Rec 8.1	?		?		Rec 13.2	?		?	
Rec 8.2	?		?		Rec 13.3	?		N/A	
Rec 9.1	?		?		Rec 13.4	?		?	
Rec 10.1	?		N/A		Rec 13.5	?		?	
Rec 10.2	N/A		?		Rec 13.6	?		?	
Rec 10.3	?		N/A		Rec 13.7	?		?	
Rec 10.4	?		N/A		Rec 14.1	?		N/A	
Rec 10.5	?		N/A		Rec 15.1	?		?	
Rec 10.6	?		N/A		Rec 15.2	?		?	
Rec 10.7	?		?		Rec 15.3	?		?	
Rec 11.1	?		?		Rec 15.4	?		N/A	
Rec 11.2	?		?		Rec 15.5	?		N/A	
Rec 11.3	?		N/A		Rec 15.6	?		N/A	

Closure of recommendations is accepted on the basis the intent of the recommendation has been met, any future implementation steps have been embedded in ongoing business as usual and accountability mechanisms are established.

Future Focus

Next steps will focus on the final analysis of the focus groups feedback and the Satisfaction and Climate survey collection, which will be linked with The Future of Education and EDU's broader strategic direction. The evaluation will also continue to progress the Positive Behaviour for Learning, Continuum of Educational Support and Parental Engagement Evaluation Plans, each of which are case studies for the *Schools for All Program* Evaluation. The *Final Report*, expected to be completed in 2019, will detail the outcomes for students with complex needs and challenging behaviour in ACT schools, and will look at both academic and wellbeing measures. The evaluation will assess the effectiveness of the *Schools for All Program* in realising the objectives and outcomes sought by the program and make findings and recommendations based on quantitative and qualitative data. The *Final Report* will include additional measures of the broader cultural change outcomes that will be delivered by student-centred schools.

The Schools for All Program Board will meet for the final time during Term 3 2018 to consider the End of Program Report and Communications Strategy to promote visibility of the key achievements of the program and the ongoing positive impact on schools, students and their families.

The Schools for All report – March 2018 is approved by:

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