



Schools For All Program Plan

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# Background

On 2 April 2015, former Minister Joy Burch MLA, Minister for Education and Training announced an independent investigation into the construction of an inappropriate structure in an ACT public school. The investigation was completed and information provided to the public on 8 September 2015.

In April 2015, an Expert Panel was commissioned by former Minister Joy Burch MLA to undertake a review of policy and practice in ACT schools for supporting and teaching students with complex needs and challenging behaviour. The Expert Panel comprised Emeritus Professor Anthony Shaddock (chair), Community Paediatrician Dr Sue Packer and ACT Children and Young People Commissioner Mr Alasdair Roy.

The Expert Panel undertook extensive community consultation with teachers, school leaders, other school staff, parents and carers, students, support organisations, education and care experts and community members. The Expert Panel conducted focus groups involving more than 200 students, received 156 submissions, collected information through 30 student interviews, and had more than 1200 surveys completed.

The *Schools for All Children and Young People – Report of the Expert Panel on Students with Complex Needs and Challenging Behaviour* (the Expert Panel Report) was released on 18 November 2015. The Government Response to the Report was released simultaneously. At that time, former Minister for Education and Training, Joy Burch MLA announced the ACT Government had committed $7 million in 2016/17 to support teachers, families and the community to understand and deliver the best outcomes for students with complex needs and challenging behaviours.

The Expert Panel Report recognised that while the ACT has excellent school systems and achieves outstanding results on many measures, there are challenges for schools in supporting students with complex needs and challenging behaviours. This is a challenge that is faced by schools across Australia.

The Expert Panel Report is organised to address issues and challenges noted during the consultation process, with chapter headings outlining areas for reflection:

* School culture and relationships;
* Settings and placements;
* Physical environment and infrastructure;
* Supporting student behaviour;
* Targeted services and supports;
* Protecting student and staff safety;
* Effective collaboration among agencies;
* Professional Learning to meet diverse student needs;
* Funding; and
* Leadership and system issues.

The Expert Panel Report contains 50 recommendations. All 50 recommendations have been accepted in the ACT Government Response, which was produced collaboratively by the ACT Education Directorate (the Directorate), Catholic Education (CEO) and Association of Independent Schools of the ACT (AIS). It provides an opportunity to strengthen the capability of educational organisations, schools, teachers and support staff to build on existing good practice and respond to students effectively.

The Directorate has begun a three year program of system reform, the *Schools for All Program*. It not only aims to implement the 50 recommendations of the Expert Panel but most importantly to continue our ambitious, evidence based, and single-minded, ‘whatever it takes’ student-centred vision that:

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

A *Schools for All Program* Implementation Team has been set up to progress actions against the recommendations. The outcomes will be evidenced through:

* greater connection of schools to their communities;
* supports and programs that meet the needs of students and staff;
* increased investment in teachers and quality teaching practices;
* physical environments that facilitate good outcomes;
* more accessible, best practice policies consistently implemented; and
* improved accountability and open communication.

An independent Oversight Group has been established to oversee the implementation of the recommendations until December 2016. The membership of this Oversight Group comprises:

* Ms Carol Lilley (chair) – Chair, Directorate Audit Committee and independent Audit Committee member for other Commonwealth Government Department Committees.
* Emeritus Professor Anthony Shaddock – Chair, Expert Panel Complex Needs and Challenging Behaviours, Head of Inclusion Education Program at University of Canberra (1990-2009), 2009 Review of Special Education in the ACT.
* Ms Philippa Godwin – Head of the Child Support Agency, Department of Human Services, Deputy Secretary, Child Support and Planning.

# Program Description

## Program Objective

The key objectives of the Schools for All Program are to:

* ensure the implementation of the 50 recommendations of the Schools for All Children and Young People – Report of the Expert Panel on Students with Complex Needs by 16 December 2016;
* reinforce a student-centred vision that gives priority to each student’s needs in education policy and practice, particularly those with complex needs and challenging behaviours;
* implement systemic cultural change, including major policy and program reform necessary to ensure that all recommendations can be sustained in the long term to support all students, particularly those with complex needs and challenging behaviours.

**PROJECT REGISTER:** The program incorporates the management of 10 projects which are responsible for delivering outcomes related to the 50 recommendations.

**PROJECT REGISTER:** The program has 23 interrelated projects that are dependencies and have either an impact on or are impacted by the program.

## Strategic Alignment

### ACT Government Objectives

* Achieving implementation of the recommendations from the Expert Panel Report by   
  16 December 2016.

### Australian Government Objectives

* On 11 February 2015, the Senate referred the following matter to the Senate Community Affairs References Committee for inquiry and report:
  + violence, abuse and neglect against people with disability in institutional and residential settings, including:
  + the gender and age related dimensions,
  + the particular situation of Aboriginal and Torres Strait Islander people with disability, and
  + culturally and linguistically diverse people with disability.
* In January 2016, the Senate Education and Employment References Committee published a Report; Access to real learning: the impact of policy, funding and culture on students with disability.
* These two reports will impact on policy and program reform nationally.

### Directorate Objectives

* Meeting the ACT and Australian Government objectives in achieving implementation of the recommendations from the Expert Panel Report by 16 December 2016.
* The Directorate’s 2014-2017 Strategic Plan Education Capital: Leading the Nation articulates a vision for every child, young person and adult in the ACT to benefit from a high quality, accessible education, childcare and training system; and for every child to learn, thrive and be equipped with the skills and attitudes to lead fulfilling, productive and responsible lives.
* Our schools work tirelessly every day to provide this quality education. Our system is reflective and responsive, working on improvement and reform on every measure and evolving to reflect contemporary practice and meet new challenges as they emerge.
* In response to the Expert Panel Review, the *Schools for All* Program Implementation Team was formed to progress the 50 recommendations included in the Expert Panel Report and lead the cultural change required to sustain those recommendations. This is highlighted in the 2016-2017 Action Plan.

## Expected Benefits

The Schools for All Program will have the following benefits to the Directorate:

* 50 recommendations will become business as usual;
* build project management capability in the Directorate;
* develop mature project governance at Directorate level;
* more consistent service provision and supports for schools and students;
* greater connection of schools to their communities;
* increased investment in teachers and quality teaching practices;
* physical environments that facilitate good outcomes;
* more accessible, best practice policies consistently implemented;
* improved accountability and open communication.

These benefits will be measured through the quarterly Progress Reports and the final Program Evaluation Report.

## Scope Parameters

**In scope**

Oversight of existing projects across the Directorate with interdependencies related to the Program.

**Out of scope**

* Implementation of recommendations in non-Government schools.
* Changes to funding model.
* Consolidation of existing databases across the Directorate.

## Key Deliverables (Outputs)

| **Key deliverables** | **Date** |
| --- | --- |
| Develop Program Scope and Schedule | **17 December 2015** |
| Develop Change Principles | **17 December 2015** |
| Establish Program Governance | **21 December 2015** |
| Establish Baseline Data | **19 January 2016** |
| Develop Communication Strategy and 2016 Communication Action Plan | **19 January 2016** |
| Establish Project Working Groups | **26 January 2016** |
| Map current pathways for children with complex needs and challenging behaviour | **2 February 2016** |
| Establish Project Register | **9 February 2016** |
| Design new student pathways for children with complex needs and challenging behaviour | **25 March 2016** |
| Develop Website Framework | **30 March 2016** |
| Implementation of Projects to address 50 Recommendations | **20 April 2016 – 4 July 2016** |
| Develop Release Strategy (policies, guidelines, programs) | **28 April 2015** |
| Deliver Quarterly Progress Report (3 month) to Minister | **29 April 2016** |
| Develop Change Management Strategy | **25 May 2016** |
| Deliver Quarterly Progress Report (6 month) to Minister | **29 July 2016** |
| Brief and Quarterly Progress Report (9 month) to Oversight Group | **7 September 2016** |
| Undertake Staff Awareness Sessions | **27 October 2016 – 1 November 2016** |
| Deliver Quarterly Progress Report (9 month) to Minister | **31 October 2016** |
| Final Government Report provided to Minister for Education | **16 December 2016** |

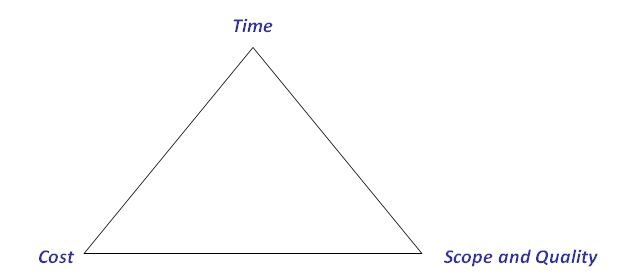
## Assumptions and Constraints

**Assumptions**

* Schools will participate.
* Approvals will be timely.
* Suitable resources will be available for program (FTE, physical, financial).
* Government policy will not change.
* New Government will support continuation of program.

**Constraints**

* Time – The Government has committed to delivering on all 50 recommendations by   
  16 December 2016.
* Cost – resources, including staff and administrative supports, will be required to implement the project.



## Dependencies (Related Projects and Programs)

In addition to the ten projects covering the Expert Panel’s recommendations, there are a significant number of dependencies, outlined in the Project Register (p6-7). Some of them are under the control of the Program Implementation Team and others are being managed outside of the Team. The Program Implementation Team will collaborate with stakeholders to coordinate the interaction and dependency of related projects and will advise the Program Board on the impact of dependencies.

# Program Oversight - Governance

Authorising Environment

**Oversight Group**

Carol Lilley (chair), Tony Shaddock, Philippa Godwin

**Minister for Education**

Shane Rattenbury MLA

**Program Board**  Director-General, ED; DDG-ES, ED; Director-General, CSD; Executive Director, AIS; Director, CE

**Executive Director Association of Independent Schools ACT**

Plan for Therapy Support to schools after cash-out of Therapy ACT services in 2016

**Director Catholic Education Office**

**Program Sponsor, CEO**

Directional Oversight

**Program Sponsor, AIS**

**Principal Advisory Group**

Education Directorate

**Program Sponsor**

DDG-ES

**Director General Education Directorate**

**Principal Group**

Catholic Education

**ED Program Implementation Team** P

Program Director, Senior Program Implementation Manager, 2 Program Managers,

1 Program Officer for Therapy Support to schools after cash-out of Therapy ACT services in 2016

**CEO/AIS Program Implementation Team \***

**ACT Board**

**AIS**

ED Implementation

**ED Central Office Project Integration Managers** (50 recommendations)

**CEO/AIS**

**Parents/Carers**

**Public**

**SNLs/ Schools**

**Program Working Group**

**AEU/ CPSU/IEU**

**Community Peak Bodies** P&C, P&F,APFACTS

**CSD**

**Students**

**Students**

**Schools**

**Parents/Carers**

**ETD CO staff**

Clients/Users

\* CEO and AIS have their own program implementation approaches, teams and sponsors

Reports to

Guides action

Working groups

## Reporting Requirements

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Reported by | To whom | Reporting requirements | Frequency | Format |
| Oversight Group | Minister | Brief + quarterly progress report | Quarterly | Written |
| Program Board | Oversight Group | Brief and quarterly progress report | Quarterly | Written |
| Program Implementation Team | Program Board | Brief and monthly progress report  Brief and quarterly progress report | Monthly  Quarterly | Written |
| Project Integration Managers | Program Implementation Team | Project Capture Sheet  Project status update  Project progress report | Once  Weekly  Monthly | Written  Verbal  Written |
| Program Implementation Team | Internal and external stakeholders | Fortnightly update on web portal (Intranet + Internet) | Fortnightly | Written |

## Project Controls

### 3.4.1 Change Control Procedure

For changes that will impact the program scope or schedule, the Program Implementation Team will work with working groups, project teams and key stakeholders to mitigate delays and will seek approval from the Program Board if significant delay is expected. Minor changes to program scope or schedule will be managed by the Program Implementation Team and approved by the Program Director.

# Stakeholder Management and Communication

See Communication Strategy and 2016 Communication Action Plan.