

# Australian Capital Territory Implementation Plan for the More Support for Students with Disabilities Initiative

## NATIONAL PARTNERSHIP AGREEMENT FOR MORE SUPPORT FOR STUDENTS WITH DISABILITIES

### PART 1 - PRELIMINARIES

1. This Implementation Plan is created subject to the provisions of the **National Partnership Agreement for More Support for Students with Disabilities** and should be read in conjunction with that Agreement. The objective of the **National Partnership Agreement for More Support for Students with Disabilities** is 'Australian schools and teachers are better able to support students with disabilities, contributing to improved student learning experiences, educational outcomes and transitions to further education or work.'
2. Summary of Project
  - 2.1. The ACT Education and Training Directorate will deliver the following outputs:
    - 2.1.1. Output 6 - Providing training for all school staff to improve understanding of their obligations under the Disability Standards for Education 2005 and how to meet those obligations and
    - 2.1.2. Output 7 - Supporting school principals and/or school leadership teams to strengthen teachers' ability to assist students with disabilities.
  - 2.2. Strategies for Delivering on Output 6. Initial consultation with University of Canberra (UC) around feasibility of producing an on-line training package for school staff to build understanding of obligations under the Disability Standards for Education 2005 occurred on August 22, 2011. Following acceptance of the Implementation Plan, the UC will provide a project plan, timeline and costing to produce the package. The package will be adapted from the UC's existing Disability Standards training program. It is proposed that the package will be rolled out progressively over an 18 month period beginning term 2, 2012.
  - 2.3. Strategies for Delivering Output 7. A project officer will be employed to support implementation of this Output. Principals will identify a member of the school leadership team (or an aspiring school leader), to be the designated Disability Education Coordinator (DECO). The role of the DECO will be to build capacity of the school to meet the needs of students with disabilities. The DECO will network with families and coach and mentor

staff in making adjustments and differentiating the curriculum to meet the needs of these students. Schools will be provided with teacher release days to support the role of the DECO proportional to the schools' size and need.

- 2.4. How outputs will achieve the objectives of the National Partnership Agreement. Implementation of these projects will address the objective of the **National Partnership Agreement for More Support for Students with Disabilities** by contributing to improvements in the learning experiences and educational outcomes of students with disabilities by strengthening the capacity and expertise of Australian schools and teachers to provide these students with additional support.
- 2.5. How outputs will achieve the outcomes of the National Partnership Agreement. Implementation of these projects will contribute to the achievement of the following outcomes:
  - 2.11 Students with disabilities have improved learning experiences and educational outcomes
  - 2.12 Schools are better able to meet the educational needs of students with disabilities, in collaboration with parents, carers, and students.
  - 2.13 Schools become more inclusive environments, in accordance with the Disability Standards for Education 2005, recognising the diversity students with disabilities bring to the school.
  - 2.14 Principals and school leaders are better able to support teachers and teachers are more capable of identifying and addressing the educational needs of students with disabilities.

## **PART 2 - TERMS OF THIS IMPLEMENTATION PLAN**

- 3 This Implementation Plan will commence as soon as it is agreed between the Commonwealth of Australia, represented by the Minister Assisting for School Education and the State/Territory of Australian Capital Territory represented by the Minister for Education.
- 4 The purpose of this Implementation Plan is to provide information on bilateral commitments under the National Partnership agreement and to provide the public with information about how the underlying project will be delivered at a jurisdictional level.
- 5 This Implementation Plan will cease on completion of the project as specified in this Implementation Plan, including the Commonwealth's acceptance of the final progress report (Progress Report 3) and processing of related final payments.
- 6 This Implementation Plan may be varied by written agreement between the Ministers.
- 7 The Parties to this Implementation Plan do not intend any of the provisions to be legally enforceable. However, that does not lessen the Parties' commitment to this Implementation Plan.

## **PART 3 - STRATEGY FOR AUSTRALIAN CAPITAL TERRITORY IMPLEMENTATION**

## ENVIRONMENTAL SCAN, NEEDS ANALYSIS AND CONSULTATION

- 8.1 There are 84 public schools in the ACT and as of February 2011, 1848 students were accessing special education programs. These programs include specialist schools, specialist classes and units, and inclusion support within regular classrooms. All students with a disability have an Individual Learning Plan developed in partnership with families to address their learning needs.
- 8.2 The two NP projects are directly relevant to all of the strategic priorities identified in the *Excellence in Disability Education in ACT Public Schools Strategic Plan 2010-2013* (see attachment B)

The strategic priorities in the Strategic Plan are:

Strategic Priority 1: Staff are trained, qualified and well supported

Strategic Priority 2: Individual Learning Plans (ILPs) reflect high quality, inclusive adjustments, are future focused and accountable

Strategic Priority 3: Schools and families develop strong and positive partnerships to support students

Strategic Priority 4: There is a whole-of-government approach to student learning outcomes

Strategic Priority 5: Schools/staff develop networks and work with the community.

- 8.3 Currently all ACT public schools are required under the *ACT Students With a Disability – Meeting their Educational Needs Policy* to:
- comply with the requirements of the *Disability Standards for Education 2005*
  - provide appropriate educational programs for students with a disability, which may include, but is not limited to, adjusting curriculum and teaching strategies, resources and the environment to address the learning needs of individual students
  - establish a Special Needs Team to monitor the educational progress of students with additional needs, identify and coordinate the support mechanisms required to meet the educational, pastoral care, safety and health needs and coordinate their planning and review processes
  - provide information about programs and procedures to parents/carers and community members, actively encourage their participation and work in partnership with families
  - involve students and parents/carers in the Individual Learning Plan (ILP) process as students with a disability move through their schooling
  - ensure all students receiving special education services have an annual Special Education Program Review Meeting
  - ensure staff are familiar with, understand and address their obligations under this policy and relevant legislation, and
  - ensure staff have appropriate skills and relevant training to work with students with a disability.

- 8.6 All ACT public schools have a Special Needs Team however there is a need for a Disability Education Coordinator (DECO) to be identified at each school whose role it is to manage processes, be a contact person for families and support teachers to make the

appropriate adjustments expected of the ACT *Students With a Disability – Meeting their Educational Needs Policy*.

- 8.7 A number of ACT public schools have an identified special needs coordinator. This role however has not been defined, developed or supported at a system level. The Disability Education Coordinators will be offered targeted professional learning and will be supported to embed specific strategies in their schools. A project officer will be appointed to support the DECOs to mentor staff in making adjustments and differentiating the curriculum to meet the needs of students with a disability. Communities of Practice will be developed through networking meetings to further support the DECOs in their role.
- 8.8 Following the introduction of the Disability Standards for Education in 2005, ACT public school principals were provided with professional learning addressing the standards. It was an expectation that principals would share this information with their staff. A systemic approach to providing professional learning for all staff through the provision of an on-line package will improve understanding of obligations of staff under the Disability Standards for Education 2005 and how to meet those obligations.
- 8.9 Consultation has occurred with the ACT Disability Education Reference Group (DERG) around these projects. DERG is a community consultative forum that provides advice to the Director-General of Education and Training Directorate (ETD). Bodies that are represented on DERG include organisations representing principals, Australian Education Union, parent associations and other government and community organisations involved in the support of people with a disability and their families. The minutes of the DERG meeting of 2 August 2011 noted that DERG is supportive of the ACT implementing options that support school staff to assess the current learning level of students with disabilities, adapting the teaching curriculum to suit their current level of ability and report on student progress in progressing through their adapted curriculum. This will be achieved through the delivery of Output 7 - Supporting school leadership teams to strengthen teachers' ability to assist students with disabilities. Consultation with the DERG will continue around the development of this package and throughout the implementation of the National Partnership.
- 8.10 The Education and Training Directorate has had initial discussion with staff from UC and will work in collaboration with them on the development of the Disability Standards for Education package for school staff.
- 8.11 Discussions have occurred with a number of other jurisdictions around developing the Disability Standards for Education 2005 on-line training package as a cross-jurisdiction project. Initial discussions have also occurred with the ACT Catholic Education Office around access to the Disability Standards package.

8.12

Table 1: Participating schools

School Code	Participating School Name	Participating School Suburb	Participating School to receive the following outputs
AINP	Ainslie School	Ainslie	Output 6 and Output 7
AMRS	Amaroo School	Amaroo	Output 6 and Output 7

ARAP	Aranda Primary School	Aranda	Output 6 and Output 7
ARWP	Arawang Primary School	Arawang	Output 6 and Output 7
BLCH	Belconnen High School	Hawker	Output 6 and Output 7
BMTS	Black Mountain School	O'Conner	Output 6 and Output 7
BONP	Bonython Primary School	Bonython	Output 6 and Output 7
CBLH	Campbell High School	Campbell	Output 6 and Output 7
CBLP	Campbell Primary School	Campbell	Output 6 and Output 7
CBRC	The Canberra College	Phillip	Output 6 and Output 7
CBRH	Canberra High School	Macquarie	Output 6 and Output 7
CHIS	Caroline Chisholm School	Chisholm	Output 6 and Output 7
CHPP	Chapman Primary School	Chapman	Output 6 and Output 7
CHWP	Charnwood-Dunlop School	Charnwood	Output 6 and Output 7
CLWH	Calwell High School	Calwell	Output 6 and Output 7
CLWP	Calwell Primary School	Calwell	Output 6 and Output 7
CONP	Charles Conder Primary School	Conder	Output 6 and Output 7
COPP	O'Connor Cooperative School	O'Connor	Output 6 and Output 7
CRNS	Cranleigh School	Holt	Output 6 and Output 7
CTNP	Curtin Primary School	Curtin	Output 6 and Output 7
DCKC	Dickson College	Dickson	Output 6 and Output 7
DEAH	Alfred Deakin High School	Deakin	Output 6 and Output 7
DFYP	Duffy Primary School	Duffy	Output 6 and Output 7
ERNC	Erindale College	Wanniassa	Output 6 and Output 7
EVTP	Evatt Primary School	Evatt	Output 6 and Output 7
FDNP	Fadden Primary School	Fadden	Output 6 and Output 7
FLRP	Florey Primary School	Florey	Output 6 and Output 7
FORP	Forrest Primary School	Forrest	Output 6 and Output 7
FRRP	Farrer Primary School	Farrer	Output 6 and Output 7
FRSP	Fraser Primary School	Fraser	Output 6 and Output 7
GCKS	Gold Creek School	Nicholls	Output 6 and Output 7
GILP	Gilmore Primary School	Gilmore	Output 6 and Output 7
GIRP	Giralang Primary School	Giralang	Output 6 and Output 7
GNGC	Gunghalin College	Gunghalin	Output 6 and Output 7
GOWP	Gowrie Primary School	Gowrie	Output 6 and Output 7
GRDP	Gordon Primary School	Gordon	Output 6 and Output 7
GRNP	Garran Primary School	Garran	Output 6 and Output 7
HARS	Harrison School	Harrison	Output 6 and Output 7
HGHP	Hughes Primary School	Hughes	Output 6 and Output 7
HWKC	Hawker College	Hawker	Output 6 and Output 7
HWKP	Hawker Primary School	Hawker	Output 6 and Output 7
ISPP	Isabella Plains Early Childhood School	Isabella Plains	Output 6 and Output 7
JVBP	Jervis Bay Primary School	Jervis Bay	Output 6 and Output 7

KLNH	University of Canberra High School Kaleen	Kaleen	Output 6 and Output 7
KLNP	Kaleen Primary School	Kaleen	Output 6 and Output 7
KMBS	Namadgi School	Kambah	Output 6 and Output 7
KNSS	Kingsford Smith School	Holt	Output 6 and Output 7
LANH	Lanyon High School	Conder	Output 6 and Output 7
LGNC	University of Canberra Senior Secondary College Lake Ginninderra	Belconnen	Output 6 and Output 7
LTHP	Latham Primary School	Latham	Output 6 and Output 7
LYNH	Lyneham High School	Lyneham	Output 6 and Output 7
LYNP	Lyneham Primary School	Lyneham	Output 6 and Output 7
LYOP	Lyons Early Childhood School	Lyons	Output 6 and Output 7
MAJP	Majura Primary School	Watson	Output 6 and Output 7
MAQP	Macquarie Primary School	Macquarie	Output 6 and Output 7
MAWP	Mawson Primary School	Mawson	Output 6 and Output 7
MBYP	Maribyrnong Primary School	Kaleen	Output 6 and Output 7
MCGP	Macgregor Primary School	Macgregor	Output 6 and Output 7
MCSS	Melba Copland Secondary School	Melba	Output 6 and Output 7
MFRP	Miles Franklin Primary School	Evatt	Output 6 and Output 7
MLKS	Malkara School	Garran	Output 6 and Output 7
MLRH	Melrose High School	Pearce	Output 6 and Output 7
MONP	Monash Primary School	Monash	Output 6 and Output 7
MTRP	Mount Rogers Primary School	Melba	Output 6 and Output 7
NAIP	North Ainslie Primary School	Ainslie	Output 6 and Output 7
NARC	Narrabundah College	Narrabundah	Output 6 and Output 7
NARP	Narrabundah Early Childhood School	Narrabundah	Output 6 and Output 7
NWLP	Ngunnawal Primary School	Ngunnawal	Output 6 and Output 7
PLMP	Palmerston District Primary School	Palmerston	Output 6 and Output 7
RDHP	Red Hill Primary School	Red Hill	Output 6 and Output 7
RICP	Richardson Primary School	Richardson	Output 6 and Output 7
SOXP	Southern Cross Early Childhood School	Scullin	Output 6 and Output 7
STMH	Stromlo High School	Waramanga	Output 6 and Output 7
THDP	Theodore Primary School	Theodore	Output 6 and Output 7
TLPS	Telopea Park School	Barton	Output 6 and Output 7
TLRP	Taylor Primary School	Kambah	Output 6 and Output 7
TNRP	Turner School	Turner	Output 6 and Output 7

TORP	Torrens Primary School	Torrens	Output 6 and Output 7
TUGC	Lake Tuggeranong College	Tuggeranong	Output 6 and Output 7
WANS	Wanniassa School	Wanniassa	Output 6 and Output 7
WNHP	Wanniassa Hills Primary School	Wanniassa	Output 6 and Output 7
WODS	The Woden School	Deakin	Output 6 and Output 7
WTGP	Weetangera Primary School	Weetangera	Output 6 and Output 7
YARP	Yarralumla Primary School	Yarralumla	Output 6 and Output 7

## PROJECT INFORMATION

9.1 Output 6 - Providing training for all school staff to improve understanding of their obligations under the Disability Standards for Education 2005 and how to meet those obligations. This output will deliver an on-line package that can be used across all ACT public schools. It will enable staff to access professional learning about their obligations under the Disability Standards for Education 2005 and how to meet those obligations. The package will have a process to record the number of staff that have successfully completed the training for reporting purposes. The on-line package will be prioritised across the Directorate over the two year period of the National Partnership. It will be easily accessible for staff and once developed could become a part of the standard induction process expected of all new staff.

Strategies for Delivering Output 6 include:

- i. Initial consultation with UC around feasibility of producing an on-line training package for school staff to improve their understanding of their obligations under the Disability Standards for Education 2005 occurred on August 22, 2011. UC has indicated it has the capacity to complete this project in the required timeframe.
- ii. Following acceptance of this implementation plan, the UC will provide a project plan, timeline and costing to produce the package.
- iii. Directorate staff will consult with staff from the UC Inspire Centre around content of the package. The package will be adapted from the UC's existing training program.
- iv. The package will be developed in phases. The first phase will be the development of a package for staff at senior secondary colleges. This will require minimal changes to the University's existing package.
- v. The second and third phases will involve adaption of content to include age appropriate scenarios to suit high school and then primary school and early childhood staff.
- vi. It is proposed that the package will be rolled out progressively over an 18 month period beginning term 3 2012.
- vii. The Disability Education Coordinators in schools will have an important role in facilitating discussion at the school level to ensure staff have a clear understanding of their obligations under the Disability Standards following their completion of the on-line learning.

- viii. The Disability Standards training will be included in the ACT Education and Training Directorate Professional Learning Strategy. Discussion will occur with the ACT Teacher Quality Institute to explore how the Disability Standards training can support the certification process for teachers against the National Professional Standards for Teachers.

9.2 Output 7 - Supporting school principals and/or school leadership teams to strengthen teachers' ability to assist students with disabilities. This project will result in schools identifying a member of the school leadership team (or an aspiring school leader), to be the designated Disability Education Coordinator (DECO). The role of the DECO will be to build capacity of the school to meet the needs of students with disabilities. The DECO will network with families and coach and mentor staff in making adjustments and differentiating the curriculum to meet the needs of these students. Communities of Practice will be developed through networking meetings to further support the DECOs.

Strategies for Delivering Output 7 include:

- i. Following acceptance of this plan and Partnership Agreement signed, schools will be advised of the project scope.
- ii. A project officer position to support implementation will be advertised to start at the beginning of term 1 2012. This officer will continue to manage the project until its completion. The estimated cost for this position is approximately \$200 000.
- iii. Early in term 1 2012 principals will be requested to identify a member of the school leadership team (or an aspiring school leader), to be the designated Disability Education Coordinator (DECO). The role of the DECO will be to build capacity of the school to meet the needs of students with disabilities. The DECO will network with families and coach and mentor staff in making adjustments and differentiating the curriculum to meet the needs of these students.
- iv. At the end of term 1 2012 each school with an identified DECO will be provided with teacher release days to support the role of the DECO during the 2012 school year. The allocation of days will be proportional to each school's size and need and will average 24 days per school per year. The estimated cost of providing these release days is \$2 248 000.
- v. DECOs will be involved in workshops and provided with resources to define and develop the role; offered professional learning, face-to-face and on-line; invited to join regional networks of DECOs and provided with support from the project officer and other staff from Disability Education. The estimated cost of this is \$54 000.
- vi. At the end of term 1 2013, schools will be required to acquit the expenditure of the allocated teacher days and indicate how they expect to use the allocated release days for 2013. The teacher days for 2013 will be allocated to schools following the final payment in the 2013-2014 financial year.
- vii. This project has a focus on building the capacity of the DECOs to strengthen teacher's ability to assist students with disabilities in their schools. The professional learning and networking support they receive will assist the DECOs to embed the role into the leadership structure of the school. Schools will be expected to provide



a plan to indicate how they will include this role in their school leadership structure following the completion of the project at the end of 2013.

- 9.3 By building capacity of staff in schools through development of the role of the DECO and providing training for staff on their obligations under the Disability Standards for Education 2005, all schools and students with a disability attending these schools will receive a long term sustainable benefit. Staff will be more aware of their obligations under the Disability Standards for Education 2005 and identification of a DECO in each school will ensure communication between schools; families and Disability Education section of ACT Education and Training Directorate is more effective. There will be a direct impact on staff knowledge and skills around meeting the needs of students with a disability. Teachers will be supported to make adjustments and differentiate the curriculum for students with disabilities
- 9.4 The strategies planned by the Education and Training Directorate will clearly meet the objective of the National Partnership Agreement that "Australian schools and teachers are better able to support students with disabilities, contributing to improved student learning experiences, educational outcomes and transitions to further education or work". The online learning package on the Disability Standards for Education will support schools to become more inclusive environments in accordance with those standards. The DECO strategy will build the capacity of the school leadership team to support teachers to better identify and address the educational needs of students with disabilities.
- 9.5 The project to develop the role of the DECO and to identify a DECO in all ACT public schools will have a long term impact on outcomes for students with disabilities. The funding will be used across the two years period to define and develop the role at a school level. This role will be one of supporting, coaching and mentoring teachers to meet the needs of students with a disability within each school.
- 9.6 The development of an on-line learning package to improve staff understanding of their obligations under the Disability Standards for Education 2005 and how to meet those obligations will start immediately following agreement to the National Partnership. UC will build modules for college, high school and primary school staff over a period of 18 months. It is anticipated the first module will be ready for roll-out in July 2012 and the final module ready during 2013.
- 9.7 The DECO project will begin early in 2012. A project officer will be employed to support schools to identify and then train DECOs at all ACT public schools. Initial role clarification and development and initial training for the DECOS will occur during terms 1 and 2 of 2012. By the end of 2012, it is envisaged that all ACT public schools will have a DECO in place. In 2013 networks will be developed and the DECOs will be provided with further training in supporting teachers in making adjustments and differentiating the curriculum for students with disabilities.
- 9.8 These projects have the potential to raise awareness of all students with diverse needs. Increasing the knowledge and understanding of teachers about how to make adjustments and differentiate the curriculum will directly improve outcomes for other students with characteristics that may result in additional need.

Table 2: Timeline for implementing Online Training in Disability Standards for Education

Task	Completion date
Initial consultation occurs with University of Canberra (UC) around feasibility of producing an on-line training package for school staff to improve their understanding of their obligations under the Disability Standards for Education	August 2011
UC provides a project plan, timeline and costing to produce the package	January 2012
Directorate staff consults with Inspire Centre staff around content of the package	February 2012
College package developed and rolled out-into colleges	July 2012
High school package developed and rolled-out into high schools	February 2012
Primary school package developed and rolled out into primary schools	June 2013
A project officer is appointed to support schools to define and develop the DECO role, support and facilitate training for the DECOs and develop regional networks.	Beginning of term 1 2012
All schools have an identified DECO.	End 2012
DECOs participate in on-line and face-to-face training focusing on Directorate processes and procedures, and evidence-based strategies that support teachers to make appropriate adjustments and to differentiate the curriculum for students with a disability.	End 2012
DECOS participate in professional learning and regional DECO networks.	End 2013

Table 3: Project Logic

Strategies for delivering outputs	Outputs	Outcomes	Objective	Responsible parties
<p>UC will be contracted to produce an on-line learning package for ACT public school staff</p>	<p>An on-line professional learning package to improve the understanding of all school staff of their obligations under the Disability Standards for Education 2005</p>	<p>Students with disabilities have improved learning experiences and education outcomes.</p> <p>Schools become more inclusive environments, in accordance with the Disability Standards for Education 2005, recognising the diversity students with disabilities bring to the school.</p>	<p>Australian schools and teachers are better able to support students with disabilities, contributing to improved student learning experiences and educational outcomes of students with disabilities</p>	<p>Education and Training Directorate and UC staff</p>
<p>Disability Education Coordinators (DECO) identified at all ACT public schools. The DECO's role is to build capacity of teachers to meet the needs of students with a disability.</p>	<p>Supporting school principals and/or school leadership teams to strengthen teachers' ability to assist students with disabilities.</p>	<p>Students with disabilities have improved learning experiences and education outcomes.</p> <p>Principals and school leaders are better able to support teachers and teachers more capable of identifying and addressing the educational needs of students with disabilities.</p> <p>Teachers of students with disabilities have better access to expert support.</p>	<p>Schools will be better able to support students with disabilities contributing to improved student learning experiences and educational outcomes in these students.</p>	<p>Project Officer, Disability Education staff and DECOs.</p>

## LINKS WITH EXISTING REFORMS OR PROJECTS

Table 4: Links with existing strategies


Strategies for delivering outputs	Existing strategies	Details of overlap or complementary nature of strategies
<p>Disability Education Coordinator (DECO) identified at all ACT public schools. The role of the DECO is to build capacity of teachers to meet the needs of students with a disability.</p>	<p>Education and Training Directorate is currently exploring the purchase of the online professional learning modules focusing on the needs of students with disabilities currently used by NSW Department Education and Training.</p> <p>A number of ACT public schools have a teacher designated as the Special Needs Coordinator.</p>	<p>The DECOs will participate in the on-line learning modules and encourage the teachers at their school to do so. The DECOs act as mentors and coaches to classroom teachers completing the training.</p> <p>This project will define and develop that role at a system level. The Disability Education Coordinators (DECOs) will be offered targeted professional learning and will be supported to embed specific strategies in their schools.</p>

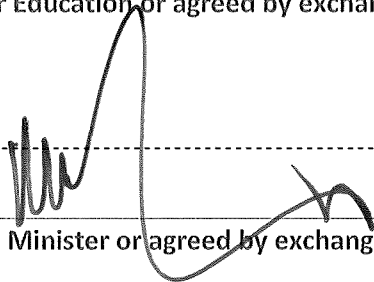
## PERFORMANCE INDICATORS AND BENCHMARKS

Performance indicators and benchmarks for this project are listed at Attachment A.

## SIGN OFF

The Parties have confirmed their commitment to this agreement as follows:

Signature  Date 10/4/12  
[By ACT Minister for Education or agreed by exchange of letters]

Signature  Date 23.4.12  
[By Commonwealth Minister or agreed by exchange of letters]



# Australian Capital Territory Outputs, Payment Weightings, Performance Indicators and Performance Benchmarks

## Outputs, payment weightings, performance indicators and performance benchmarks

- The outputs to be implemented in Australian Capital Territory under the [National Partnership Agreement for More Support for Students with Disabilities](#) and related payment weightings are listed in Table 1. The performance indicators, baseline data and performance benchmarks are listed in Table 2. The payment percentages allocated to outputs in Table 1 will be paid to the States on the Commonwealth's acceptance of the related progress report, demonstrating progress in meeting performance benchmarks outlined in Table 2. This is the case for all payments except those against reporting period 1 which are paid in advance in recognition of the requirement for working capital to assist with the implementation of outputs.

Table 1: Outputs and payment weightings<sup>1</sup>

Outputs	Reporting Period 1 (30 November 2011 – 30 June 2012)	Reporting Period 2 (1 July 2012 – 1 March 2013)	Reporting Period 3 (2 March 2013 – 31 December 2013)	Total
Output 6 - Providing training for all school staff to improve understanding of their obligations under the Disability Standards for Education 2005 and how to meet those obligations.	3%	3%	1.5%	7.5%
Output 7 - Supporting school principals and/or school leadership teams to strengthen teachers' ability to assist students with disabilities.	37%	37%	18.5%	92.5%
Total	40%	40%	20%	100%

<sup>1</sup> Percentages have been rounded for presentation purposes. Actual percentages of total allocation received on acceptance of related progress report will differ slightly acknowledging that the total amount received in a financial year cannot exceed the amounts in Table 3 of the [National Partnership Agreement for More Support for Students with Disabilities](#).

Table 2: Performance indicators, baseline data and performance benchmarks

Outputs	Performance Indicators	Baseline date or Period	Performance Indicator as at Baseline	Performance Benchmarks as at 30 June 2012	Performance Benchmarks as at 1 March 2013	Performance Benchmarks as at 31 December 2013
6 - Providing training for all school staff to improve understanding of their obligations under the Disability Standards for Education 2005 and how to meet those obligations.	Number of school staff that participated in training to improve their understanding of their obligations under the Disability Standards for Education 2005 and how to meet those obligations.	January 2012	0 *	0 staff in ACT Public Schools** (0 % fte)	79 - 199 staff in ACT Public Schools (2% - 5% fte)	1197 - 1596 staff in ACT Public Schools (30 -40% fte)
7 - Supporting school principals and/or school leadership teams to strengthen teachers' ability to assist students with disabilities	Number of principals and/or school leadership team staff supported to strengthen teachers' ability to assist students with disabilities.	January 2012	0***	0-4 principals and/or school leadership team staff (0-5% of schools)	25 -33 principals and/or school leadership team staff (30% -40% of schools)	58 -67 principals and/or school leadership team staff (70% -80% of schools)

\*The performance indicator as at Baseline relates to the number of staff that have participated in the updated training specified in the output 6 strategy

\*\* The initial Disability Standards on-line learning package will not be ready to roll out into schools until July 2012 due to the delay in signing National Partnership Agreement

\*\*\*The Performance indicator as at Baseline relates to the number of school principals and/or leadership teams that have been supported through the identification of a school based Disability Education Coordinator (DECO) as identified in the output 7 strategy



# EXCELLENCE IN DISABILITY EDUCATION IN ACT PUBLIC SCHOOLS

Strategic Plan 2010–2013

## **Disability education is everyone's business**

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### **Introduction**

The *ACT Department of Education and Training Strategic Plan 2010–2013: Everyone matters* articulates the vision for public schooling that young people in the ACT learn, thrive and are equipped with the skills to lead fulfilling, productive and responsible lives. Central to this vision are safe and inclusive schools. *Excellence in Disability Education in ACT Public Schools Strategic Plan 2010–2013* (the Plan) describes how this vision will be realised for students with disabilities.

The Plan has distilled five priorities from the Department's *School Improvement in ACT Public Schools – Directions 2010–2013* and the extensive work undertaken in the *Review of Special Education in ACT Schools 2009*. The priorities describe what we need to achieve to further improve the learning outcomes of students with a disability. These priorities

will be delivered through practical and measurable activities that will be further described in action plans, and reviewed annually.

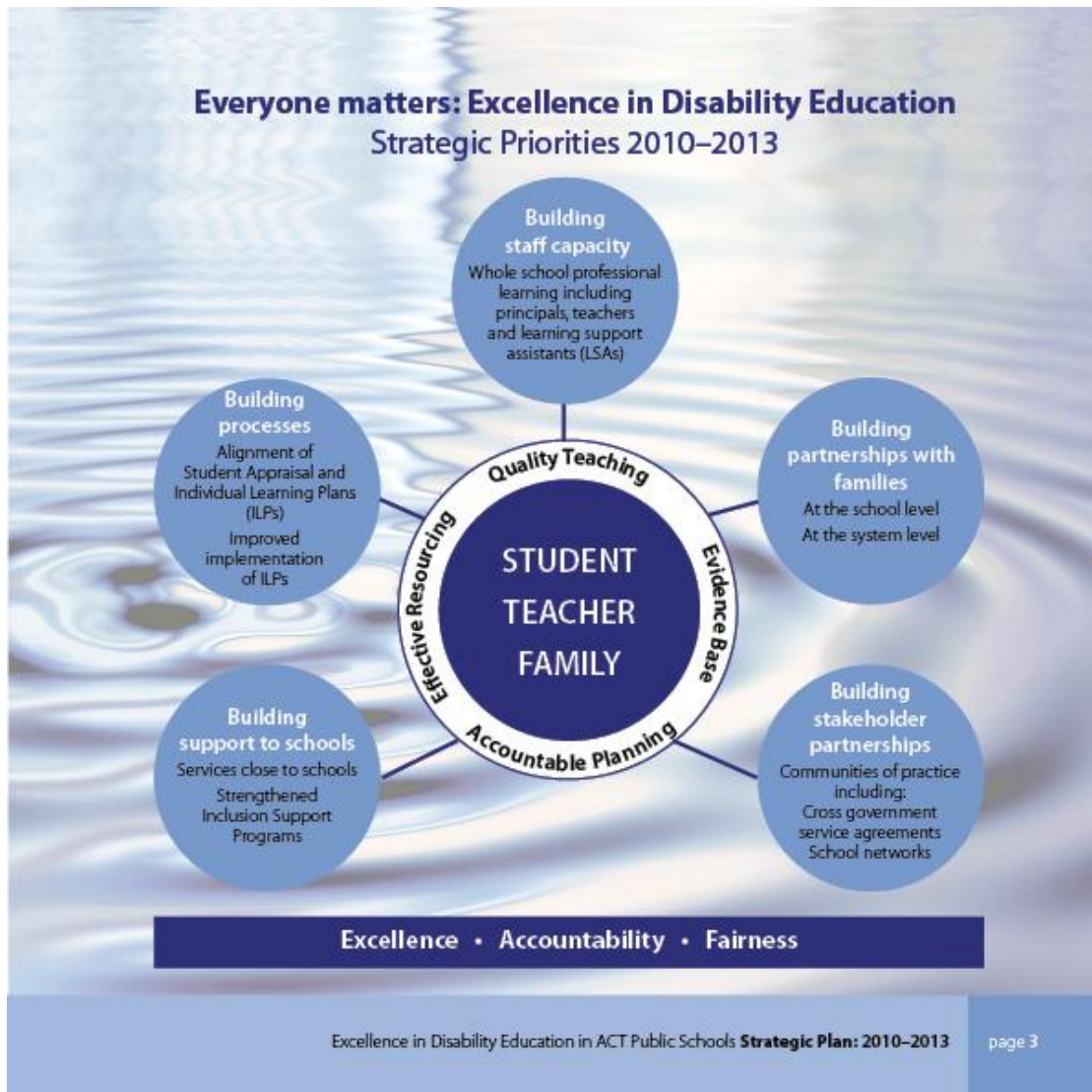
The Plan also describes foundation principles on which all our work must be based to achieve improved learning outcomes for students with disabilities. These principles are Excellence, Accountability and Fairness.

Excellence means a whole school commitment to embed high quality curriculum that supports the learning needs of all students. Excellence results from a responsive system that supports professional learning and encourages meaningful regular communication with all stakeholders, particularly parents.

Accountability means taking responsibility for the learning outcomes of our students. This requires using an evidence base in the development and implementation of curriculum and assessment practices. It also means authentic reporting of student outcomes.

The *Disability Standards for Education 2005* are pivotal to our obligations to meet the needs of all students in a fair and non-discriminatory way. The standards require schools to provide an education to all students on the same basis as a student without a disability. In particular, schools will make reasonable adjustments in the areas of enrolment, participation, curriculum development and delivery, student support and elimination of harassment and victimisation, in order to make education and training accessible to students with a disability. We have an obligation to develop a culturally inclusive organisation in which these standards are embedded in our day-to-day practice.

We will know when these foundation principles have been embedded in our practice when there is evidence of quality teaching, evidence-based decision making, effective resourcing and accountable planning and teaching.



**The foundation principles that underpin all the work we do are:**

### **Excellence**

We demonstrate excellence by:

- Promoting whole school change to meet the diverse needs of students through a high quality curriculum
- Enhancing teacher expertise
- Fostering positive partnerships
- Implementing effective communication strategies between participating stakeholders.

### **Accountability**

We demonstrate the professional responsibility to be accountable for the work

we do in supporting students with a disability by:

- Ensuring that Individual Learning Plan (ILP) goals, supports and services are underpinned by evidence-based practice to maximise learning outcomes
- Providing opportunities for consultation between stakeholders
- Providing access to evidence-based professional learning.

### **Fairness**

The Disability Standards for Education 2005 underpin our commitment to supporting diversity by:

Developing whole school learning environments that promote recognition of the right to education on the same basis as students without a disability

- Ensuring fair access to quality education
- Supporting staff to implement reasonable adjustments to meet the learning needs of all students.

**We will know we are being successful when we have built the capacity of our staff, our schools and our system to deliver:**

### **Quality teaching**

Schools are accountable to ensure that the principles of quality teaching are embedded into teaching and learning for all students by:

- Ensuring curriculum design and assessment is articulated in the ILP and reflect the current and future needs of the student
- Providing flexible and supportive learning environments
- Providing professional learning to support teachers to embed intellectual quality into teaching practices.

### **Evidence-based decision making**

Quality teaching and learning is underpinned by current research that involves:

- Consultation with families
- Reviews of literature
- Professional dialogue
- Reflective practice and action research.

### **Effective resourcing**

School leaders take responsibility for the education of all students, and strategically plan programs by:

- Utilising whole school resourcing
- Using an evidence base to consider how the resources provided are deployed to support the ILP
- Developing local area planning practices for the provision of services and programs.

### **Accountable planning and teaching**

Schools ensure that the curriculum is responsive to the student’s current level of functioning within their learning environment by:

- Documenting identified needs and the educational adjustments required to support the student’s learning
- Including the student and their family in the ILP process
- Regularly reviewing the progress of the ILP
- Demonstrating how additional resources provided are used to support student learning.

### **Strategic Priorities**

#### **Strategic Priority 1: Staff are trained, qualified and well supported**

Actions	Performance Measures	Timeline
Quality professional learning is provided that targets cooperative and collaborative team approaches to supporting students with a disability: <ul style="list-style-type: none"> <li>• Using evidence-based practices that are effective for students with a disability</li> <li>• Supporting the role of principals as the key educational leaders in schools</li> <li>• Implementing professional learning for Learning Support Assistants (LSAs) that builds the skills to assist them to develop autonomy in students.</li> </ul>	<ul style="list-style-type: none"> <li>• Number and range of professional learning opportunities offered</li> <li>• Number of participants who have undertaken targeted and general professional learning</li> <li>• Evidence from participants about the quality of professional learning</li> <li>• Parent and student survey data.</li> </ul>	2010-2013
Support services are improved through the reconfiguration of inclusion <ul style="list-style-type: none"> <li>• support programs to provide inclusive education:</li> <li>• Integrating and extending the capacity of services to support</li> </ul>	<ul style="list-style-type: none"> <li>• Inclusion Support Centre established</li> <li>• Evidence of quality and timely support services</li> <li>• Students and families report</li> </ul>	2013

Actions	Performance Measures	Timeline
<p>schools</p> <ul style="list-style-type: none"> <li>Reconfiguring services for students with a disability in an Inclusion Support Centre.</li> </ul>	<p>the quality of service provision</p> <ul style="list-style-type: none"> <li>Inclusion support framework developed for all support services.</li> </ul>	
<p>The roles of LSAs are clarified using the current research evidence:</p> <ul style="list-style-type: none"> <li>Actively encouraging schools to be flexible in the use of LSAs as a resource to support students</li> <li>Developing a system-wide set of guidelines on appropriate roles for LSAs.</li> </ul>	<ul style="list-style-type: none"> <li>Evidence of flexible and responsive use of LSAs</li> <li>Guidelines for schools developed.</li> </ul>	2011
<p>Strategic partnerships are developed with tertiary institutions to support training:</p> <ul style="list-style-type: none"> <li>Liaising with local universities and Canberra Institute of Technology (CIT) to discuss course content relevant to students with a disability, in the ACT context</li> <li>Collaborating with local universities on research and evaluation projects.</li> </ul>	<ul style="list-style-type: none"> <li>Formal processes established with universities and CIT</li> <li>Evidence of collaborative research projects addressing key strategic priorities.</li> </ul>	2010-2013

**Strategic Priority 2: Individual Learning Plans (ILPs) reflect high quality, inclusive adjustments, are future focussed and accountable**

Actions	Performance Measures	Timeline
<p>The Student Centred Appraisal of Need and ILP processes are integrated to align resource allocation with actual adjustments:</p> <ul style="list-style-type: none"> <li>Refining and integrating the Student Centred Appraisal of Need and ILP processes to put the focus on the student's curriculum needs and the</li> </ul>	<ul style="list-style-type: none"> <li>The Student Centred Appraisal of Need and ILP processes redesigned to incorporate educational adjustments.</li> </ul>	2011-2013

Actions	Performance Measures	Timeline
resourcing necessary to support them.		
<p>Accountability mechanisms are put in place for ILPs and resource usage:</p> <ul style="list-style-type: none"> <li>• Instituting audits of ILP quality and implementation</li> <li>• Instigating audit of resource use in schools.</li> </ul>	<ul style="list-style-type: none"> <li>• ILP audit completed</li> <li>• Resource use audit completed.</li> </ul>	2011-2013
<p>All ILPs have a focus on transitions:</p> <ul style="list-style-type: none"> <li>• Refining ILP requirements for students to ensure the inclusion of transition goals</li> <li>• Refining ILP requirements for students to ensure community involvement, where appropriate.</li> </ul>	<ul style="list-style-type: none"> <li>• ILP guidelines include information on transition and community involvement goals</li> <li>• Audit indicates all ILPs have transitions and/or community involvement goals.</li> </ul>	2011

### **Strategic Priority 3: Schools and families develop strong and positive partnerships to support students**

Actions	Performance Measures	Timeline
<p>Quality learning opportunities are offered to parents to support their role in the education processes:</p> <ul style="list-style-type: none"> <li>• Providing professional learning opportunities to parents about their child's ILP and Appraisal processes</li> <li>• Providing professional learning to parents related to the education system eg. curriculum and pedagogy.</li> </ul>	<ul style="list-style-type: none"> <li>• Number and range of professional learning opportunities offered</li> <li>• Percentage of participants based on student enrolments</li> <li>• Feedback from participants about the quality of learning opportunities.</li> </ul>	2010-2013
<p>Professional learning is provided to staff to support their engagement and interaction with parents:</p> <ul style="list-style-type: none"> <li>• Developing skills in communication, successful collaboration, cultural awareness and issue management.</li> </ul>	<ul style="list-style-type: none"> <li>• Number and range of professional learning opportunities offered</li> <li>• Number of participants</li> <li>• Feedback from participants about the quality of professional</li> </ul>	2010-2013

Actions	Performance Measures	Timeline
	learning <ul style="list-style-type: none"> <li>Feedback from parents.</li> </ul>	
Formal processes established to engage parents and students in system and school-based decision making processes: <ul style="list-style-type: none"> <li>Refining the parent satisfaction survey</li> <li>Refining the role of the Disability Education Reference Group.</li> </ul>	Parent satisfaction survey data <ul style="list-style-type: none"> <li>Disability Education Reference Group role and terms of reference defined and implemented</li> <li>Evidence of parent satisfaction in school decision making</li> <li>Student representation on the Disability Education Reference Group</li> <li>Proportion of students participating in ILP development.</li> </ul>	2010
Parent guide to disability education written: <ul style="list-style-type: none"> <li>Developing and writing a parent guide to disability education that describes services, processes and policies.</li> </ul>	<ul style="list-style-type: none"> <li>Guide written and published.</li> </ul>	2011
Parent networks are established: <ul style="list-style-type: none"> <li>Instigating networks to support parents sharing knowledge and information.</li> </ul>	<ul style="list-style-type: none"> <li>Parent networks established.</li> </ul>	2010-2013

**Strategic Priority 4: There is a whole-of-government approach to student learning outcomes**

Actions	Performance Measures	Timeline
Service agreements are developed between Department of Education and Training (DET) and Therapy ACT, and DET and ACT Health to support students and classroom staff: <ul style="list-style-type: none"> <li>Establishing a service agreement with Therapy ACT for therapy services in schools</li> <li>Establishing a service agreement with ACT Health to support students with</li> </ul>	<ul style="list-style-type: none"> <li>Service agreement with Therapy ACT signed</li> <li>Service agreement with ACT Health signed.</li> </ul>	2010-2012



Actions	Performance Measures	Timeline
<p>mental health issues and chronic medical conditions.</p>		
<p>DET will work collaboratively with other agencies to implement the <i>ACT Government Policy Framework for Children and Young People with a Disability and their Families</i>:</p> <ul style="list-style-type: none"> <li>• Working with Disability ACT and ACT Health to meet obligations under the policy framework</li> <li>• Working with Disability ACT to support the implementation of <i>Future Directions: Towards Challenge 2014</i>.</li> </ul>	<ul style="list-style-type: none"> <li>• Cross government implementation plans developed and implemented.</li> </ul>	2010-2013
<p><b>Strategic Priority 5: Schools/staff develop networks and work with the community</b></p>		
<p>Networks are developed to facilitate the sharing of expertise, knowledge and resources:</p> <ul style="list-style-type: none"> <li>• Mechanisms are established and formalised that help schools develop networks to support individual students and groups of students</li> <li>• The synergy between specialist schools and regular schools is increased in terms of staff expertise, pedagogies and learning opportunities for students and staff.</li> </ul>	<ul style="list-style-type: none"> <li>• Networks established and formalised</li> <li>• Number of partnerships and actions established.</li> </ul>	2010-2013
<p>Collaborative partnerships are developed with community organisations:</p> <ul style="list-style-type: none"> <li>• Investigating opportunities to collaborate with appropriate community organisations to share knowledge, expertise, professional learning and resources.</li> </ul>	<ul style="list-style-type: none"> <li>• Ongoing partnerships developed and actions identified.</li> </ul>	2010-2013
<p>A Cross Sectoral Disability Education Steering Group established to coordinate agreed actions from the Review of Special Education:</p>	<ul style="list-style-type: none"> <li>• Ongoing partnerships developed and actions identified</li> <li>• Cross Sectoral Disability</li> </ul>	2010-2013

Actions	Performance Measures	Timeline
<ul style="list-style-type: none"> <li>Investigating opportunities to collaborate with the Catholic Education Office and The Association of Independent Schools to share knowledge, expertise, professional learning and resources.</li> </ul>	Educational Steering Group established <ul style="list-style-type: none"> <li>Cross Sectoral Disability Education Working Group established.</li> </ul>	

## For more information

### ACT Department of Education and Training:

*ACT Department of Education and Training*

*Strategic Plan 2010–2013: Everyone matters*

[www.det.act.gov.au/publications\\_and\\_policies/publications\\_a-z](http://www.det.act.gov.au/publications_and_policies/publications_a-z) (see DET Strategic Plans)

*School Improvement in ACT Public Schools*

*Directions 2010–2013*

[www.det.act.gov.au/publications\\_and\\_policies/publications\\_a-z](http://www.det.act.gov.au/publications_and_policies/publications_a-z) (see DET Strategic Plans)

### Legislation:

*Children and Young People Act 2008 (ACT)*

[www.austlii.edu.au/au/legis/act/consol\\_act/caypa2008242.txt](http://www.austlii.edu.au/au/legis/act/consol_act/caypa2008242.txt)

*Disability Discrimination Act 1992 (Commonwealth)*

[www.austlii.edu.au/au/legis/cth/consol\\_act/dda1992264.txt](http://www.austlii.edu.au/au/legis/cth/consol_act/dda1992264.txt)

*Disability Standards for Education 2005 (Commonwealth)*

[www.deewr.gov.au/Schooling/Programs/Pages/disabilitystandardsforeducation.aspx](http://www.deewr.gov.au/Schooling/Programs/Pages/disabilitystandardsforeducation.aspx)

*Discrimination Act 1991 (ACT)*

[www.austlii.edu.au/au/legis/act/consol\\_act/da1991164.txt](http://www.austlii.edu.au/au/legis/act/consol_act/da1991164.txt)

*Education Act 2004 (ACT)*

[www.legislation.act.gov.au/a/2004-17/current/pdf/2004-17.pdf](http://www.legislation.act.gov.au/a/2004-17/current/pdf/2004-17.pdf)

*Human Rights Act 2004 (ACT)*

[www.austlii.edu.au/au/legis/act/consol\\_act/hra2004148.txt](http://www.austlii.edu.au/au/legis/act/consol_act/hra2004148.txt)

*Human Rights Commission Act 2005 (ACT)*

[www.legislation.act.gov.au/a/2005-40/current/pdf/2005-40.pdf](http://www.legislation.act.gov.au/a/2005-40/current/pdf/2005-40.pdf)

### Policy:

*Future Directions: Towards Challenge 2014*

[www.dhcs.act.gov.au/\\_data/assets/pdf\\_file/0006/79872/final\\_policy\\_framework\\_PUBLISH ED.pdf](http://www.dhcs.act.gov.au/_data/assets/pdf_file/0006/79872/final_policy_framework_PUBLISH_ED.pdf)

*The ACT Government Policy Framework for Children and Young People with a Disability and their Families*

[www.dhcs.act.gov.au/\\_data/assets/file/0018/121329/Children\\_and\\_Young\\_People\\_Policy\\_rtf](http://www.dhcs.act.gov.au/_data/assets/file/0018/121329/Children_and_Young_People_Policy_rtf)