

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

The South Australian Government plan for the National Partnership Agreement for More Support for Students with Disabilities aims to achieve the outcomes of the agreement by implementing strategies that:

- Improve the capacity and skills of classroom teachers, para-professionals and school leaders;
- Build better relationships with families of students with disabilities and create more inclusive schools and stronger communities to enable the delivery of a more effective approach to supporting students with disabilities with complex needs; and
- Provide assistive learning and communication technologies for students with disabilities and targeted training and support for teachers, school services officers and parents.

The South Australian Government strategies have been selected following consultations about the menu of outputs provided for this national partnership and informed by the Department's Special Education Taskforce (2009-2010), the Department's 2012-2016 Strategic Plan¹ and the Government of South Australia's 2011 Social Inclusion Board's Disability Blue Print, *Strong Voices*².

Eight individual strategies have been designed to have maximum impact across the two year life of this Agreement³ and also to chart the way forward for the education of students with disabilities in South Australian government schools. The South Australian Government is keen to make effective use of the funding over the life of this agreement and will aim to reach or exceed the top end of the numerical achievement range for initiatives set out in this plan.

Together, the South Australian Government strategies aim to improve teaching and learning for students with disabilities by attending to:

¹ <http://www.decd.sa.gov.au/aboutdept/pages/stratplanning/strategicplan/>

² <http://www.socialinclusion.sa.gov.au/files/Strong%20Voices%20-%20Social%20Inclusion%20Board.pdf>

³ Activities will commence upon joint signature of the Agreement by South Australian and Australian Government Ministers and may cover a period less than two years.

- the ways in which education and other aspects of their lives are connected and integrated;
- the relationships between their families and the education system;
- the school communities where they learn, form relationships and participate; and
- the ways in which teachers access and apply the specific tools that they need to in order to teach and for students to learn and show achievement.

South Australia's Strategies	Output
1. Extend the capacity of the South Australian School for Vision Impairment (SASVI) to provide assistive learning technologies for students with vision impairment (VI).	1
2. Extend Adelaide West Special Education Centre (ADWEST) as a centre of expertise in supporting students with complex communication needs using emerging assistive communication technologies	3
3. Develop Gordon Education Centre as a school with expertise in literacy for students with intellectual disability or significant cognitive delays	3
4. Develop a 'Team around the Child' as a joint initiative with the Department for Communities and Social Inclusion.	3
5. Provide and integrated program of on-line training modules for teachers: Autism and/or Dyslexia and difficulties in reading and for teacher aides: Autism and/or Dyslexia and difficulties in reading	5; 11
6. Develop a Disability Discrimination Act 1992 (DDA) online training program for school staff as a pilot professional learning program with Canberra University and other jurisdictions	6
7. Provide a professional learning program with Professor Barry Carpenter OBE focusing on family centred approaches; inclusive leaders and schools – inquiry based leadership; teachers of inclusive classrooms – practitioner inquiry model.	7
8. Provide schools with additional resources and supports to differentiate the curriculum and learning experiences of students with learning difficulties and disabilities or to develop effective practices for students with autism	8

PART 2 - TERMS OF THIS IMPLEMENTATION PLAN

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 South Australia, represented by the Minister for Education and Child Development.

1. The purpose of this Implementation Plan is to provide information on bilateral commitments under that agreement and to provide the public with information about how the underlying project will be delivered at a jurisdictional level.
2. This Implementation Plan will cease on completion of the project as specified in this Implementation Plan⁴, including the Commonwealth's acceptance of the final progress report (Progress Report 3) and processing of related final payments.
3. This Implementation Plan may be varied by written agreement between the Ministers.
4. 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 THE SOUTH AUSTRALIAN DEPARTMENT OF EDUCATION AND CHILD DEVELOPMENT IMPLEMENTATION

a) Environmental Scan, Needs Analysis and Consultation

Teachers, leaders and school communities are facing increased challenges due to the growth in numbers of students with disabilities in schools and their increasing complexity. High expectations of schools to improve their performance and the demands which social and inclusion policies have on a school's capacity to deliver an effective and meaningful curriculum for a diverse range of students, have impacted on the confidence of teachers to support students with disabilities. Of the total population of 15,171 students with disabilities in government schools in South Australia 93.7% attend a mainstream site.

A 2007 Australian Government survey of the national teaching workforce showed that approximately only one in ten classroom teachers are likely to have had specific training in educating children with disabilities as part of their pre-service training. The Department's 2010 SA Workforce data shows that the percentage of teachers in all schools with special education qualifications was 4.4%; whilst 43.3% of teachers in special schools and disability units had this qualification.

Teachers face additional challenges in educating students with autism. The numbers of students with Autistic Disorder/Asperger's Disorder (ASD) is increasing and in South Australia the Department's August 2010 Census reported that students with ASD represented 9% of the students with disabilities cohort. In SA 78% of students with an ASD are placed in mainstream classes.

South Australia has a number of plans and reports relevant to the education of students with disabilities.

South Australia's Strategic Plan⁵

South Australia's Strategic Plan guides individuals, community organisations, governments and businesses to secure the wellbeing of all South Australians. Every target in the Plan has relevance for people with disability, their families and carers. The Plan also contains a number of goals which have been informed by the voices of South Australians with disability, their families and carers:

- Every member of the community can equally participate in learning opportunities
- Families are the centre of learning life skills
- We advocate for everyone to reach their potential
- We are the best educated in the nation

Strategic Plan: 2012-2016 for South Australian Public Education and Care

The Strategic Plan released in September 2011 focuses on the fundamental purposes of public education and care, and describes where SA needs to direct its collective effort to align its operations and functions with its values and purposes. Three of the four key directions from the Strategic Plan are particularly pertinent to the objectives of this National Partnership and the projects described within SA's Implementation Plan.

⁵ <http://saplan.org.au/>

Key objective 1: Every child achieves their potential

Key objective 2: Excellence in education and care

Key objective 3: Connect with communities

Social Inclusion Board: Strong Voices

The Social Inclusion Board's final findings to government in the report, *Strong Voices* (October 2011) were based on the voices of over 2,000 people through a series of formal community engagement processes. The report highlights that people with disability felt undervalued as citizens and wanted support that valued their rights as people with a disability. The report acknowledges that the voices of people and students with disability and their carers had been overlooked and the power base needs to shift from bureaucratic systems to one where the power is with its citizens.

The Board's consultations with the community about education showed that families of students with disabilities felt confused, disconnected and disempowered from the time they enrolled their child in school through to the key transition points of the education system.

The report recommended investment in identifying and promoting better practice when building relationships between schools and families and in building more inclusive school communities resulting in changed expectations and practices.

Department for Education and Child Development (DECD)

In October 2011 the Department for Education and Child Development was formed to improve outcomes and life-chances by better co-coordinating and integrating the services that are offered to children and young people, and their parents, carers and families.

DECD comprises all of the functions of the former Department of Education and Children's Services (DECS) and includes functions previously vested in Families SA and responsibility for the direction of a number of the family and parenting services within the Women's and Children's Health Network.

(b) Consultation

Early in 2011 an Inter Departmental Committee comprising of the chief executives of the then departments for Families and Communities, SA Health, Education and Children's Services and the Social Inclusion Unit was established to oversee the establishment of a clear coherent service pathway for children and young people with a disability. This committee's consultations have emphasised the need for an effective strategy for improving the coordination of services for children with complex disabilities and severe behavioural problems.

Consultations on the elements of the Department for Education and Child Development's Implementation Plan for the More Support for Students with Disabilities National Partnership have occurred with:

- School principals, teachers and School Services Officers
- Flinders University – Education Department
- Department of the Premier and Cabinet
- Family Advocacy Inc
- Australian Education Union
- Australian Education Union – survey of members

- Department for Communities and Social Inclusion
- FaHCSIA Communities Social Inclusion Group
- South Australian Association of School Parent Clubs
- Ministerial Advisory Committee Students with Disabilities (MACSWD)
- SA Primary Principals Association
- Community and Home Support SA
- Inclusive Directions
- Across Government: Interdepartmental Committee
- SA Special Schools Principals' Association
- SA Secondary School Principals' Association

Feedback before and during consultations consistently reinforced the need to build the capacity of classroom teachers and support staff in making curriculum adjustments, differentiating teaching and learning programs and using alternate modes of delivery for students with disabilities.

Recommendations from the principal associations included:

- Face to face and online learning modules would be welcomed by schools
- A focus on autism and dyslexia (in line with the Federal agenda) makes sense
- Schools must become more welcoming and inclusive environments and relationships must be improved between schools, parents and teachers.

The Australian Education Union (AEU) also conducted a membership survey and recommended that SA focus on:

- Workforce training including teacher aides (School Services Officers)
- Adapting the curriculum
- Teachers acquiring specific knowledge and expertise in working with students with disabilities.

However, while the additional investment in the education of students with disabilities was welcomed unanimously, concern was expressed by many stakeholders about competing demands on schools from 2012, especially in relation to the implementation of the Australian Curriculum.

(c) Collaboration

Catholic schools in the Limestone Coast region will join the Department for Education and Child Development (DECD) for one project in Output 3 of this National Partnership.

The New South Wales Department for Education has given DECD considerable support and training in the On-Line learning Modules, Autism and Dyslexia and Reading Difficulties so that SA is better positioned to commence this strategy as soon as possible. NSW will also support DECD in the first roll out of this program to our teachers, regional staff and school services officers.

DECD will work with Canberra University and an across jurisdictional online professional learning program around the DDA and the 2005 Education Standards.

(d) Participating schools.

The South Australian Government will provide information about participating schools during May 2012 as an annexure to this Implementation Plan after selection processes are completed from school expressions of interest in strategies within this National Partnership. Other information will be provided in progress reports at times specified in the National Partnership Agreement.

Project information

South Australia is embarking on an ambitious reform agenda for this National Partnership that includes delivery of eight strategies. To avoid considerable repetition and overlap the following pages have been designed to draw together required information in summary form.

Output 1: Providing assistive technology (e.g. computer software, low vision aids, communication tools) to support the teaching and participation of students with disabilities.

Strategy 1: Extend the capacity of the South Australian School for Vision Impairment (SASVI) to provide assistive learning technologies for students with vision impairment

Strategy	Description	Expected benefits and supporting evidence	Project logic	Existing strategies	Overlap or complementary nature
1	<ul style="list-style-type: none"> • The initiative addresses an identified gap in the provision of assistive technologies for students with Vision Impairment (VI) especially emerging technologies within the context of longer term reform and sustainability. • SASVI have identified approximately 90 students with Vision Impairment in DECS sites who meet the following: <ul style="list-style-type: none"> ü are totally blind ü are legally blind ü have 6/36 – 6/48 vision ü have severe cortical vision impairment • SASVI will receive resourcing to provide additional assistive learning technologies to students with VI. • SASVI will also develop their centre's capacity to ensure its teachers have the necessary skills and knowledge and professional expertise to support other teachers to increase the curriculum access and participation of students of using these technologies. • The project will involve students and parents/carers in the planning, implementation and assessment of the use of assistive technologies by students 	<ul style="list-style-type: none"> • Vision impairment is a low incidence disability (1.2%) and the need for a student to be supported in new and emerging technologies can be easily overlooked particularly in a mainstream classroom. 78% of students with a Vision Impairment attend mainstream classes. • An extensive range of new technologies are emerging and matching a student's technology requirements requires understanding of the nature and cause of the student's vision impairment and the capabilities and limitations of the technology being recommended. There are increasing expectations for technologies to be embedded in and across all curriculum areas • The assistive technologies provided will be additional to current provisions and strive to support students with Vision Impairment in all DECD schools according to their ascertained 	<p>This strategy will contribute to the achievement of NP Outcomes (a), (b), (c) and (e)</p>	<ul style="list-style-type: none"> • Advisory teachers provide professional learning sessions to staff at mainstream schools. Teachers and parents of mainstream students may visit SASVI for professional sessions that focus on curriculum access. • A non-Government Agency loans out some equipment to students and visits schools. The prioritisation and availability of equipment/technology and differing service arrangements do not necessarily mean that students have access to the equipment they require. 	<ul style="list-style-type: none"> • SASVI will build its capacity to provide and use new and emerging technologies; and extend training to teachers and support workers. • Additional technical support will assist SASVI staff to effectively use and support these technologies with other schools. A new SASVI's framework for ascertaining a student's assistive technology requirements will inform future practice. • SASVI will examine the provision of short courses using a technology lab and consider how this can be sustainable for schools in regional locations.

Strategy	Description	Expected benefits and supporting evidence	Project logic	Existing strategies	Overlap or complementary nature
	with vision impairment so that implementation of the project within schools complies with the <i>Disability Discrimination Act 1992</i>	<p>level for assistive technologies</p> <ul style="list-style-type: none"> • SASVI as the centre of expertise will deliver new assistive learning technologies to schools with students with VI to enable them to embed use of assistive technology in all areas of the curriculum. 			

Timeline: Strategy 1

2012 Tasks	Completion date
Identify schools and prioritise students for assessment of technology requirements and supports	March 2012
New positions to deliver the program are described, advertised and appointments made	April 2012
Develop equipment and loan systems between SASVI, Special Education Resource Unit (SERU) and school	April 2012
Adapt the VI Assessment framework for use with students with VI as a 'VI technology assessment framework'	April 2012
Source, purchase and establish equipment for training labs and for identified students who are legally blind requiring Braille/large print/audio	April 2012
Train SASVI staff and visiting teachers in use of learning technologies and establish a training lab on site	May – December 2012
Deliver the program to schools and professional support to students, staff and parents	Ongoing May - December 2012
Review arrangements and adjust for 2013	November 2012
2013 Tasks ⁶	
Maintain program of support for 2012 student group as per 2012 agreements	Ongoing 2013
Identify new schools and students and prioritise students for assessment of technology requirements	February 2013
Use 'VI technology assessment framework' for all newly identified students	February – December 2013

⁶ The South Australian Government is committed to meeting the Objective and Outcomes of this Agreement. However, should performance benchmarks not be achieved for any output the SA Government will request an amendment to this Implementation Plan for 2013 activities in accordance with Clause 14 of the National Partnership Agreement.

2012 Tasks	Completion date
Source, purchase and maintain equipment for training labs and for identified students	February – December 2013
Review arrangements.	June 2013
Develop transition arrangements	November 2013

Output 3: Developing support centres which serve as a centre of expertise in the education of students with disabilities and provide expert support to a group of other schools that may not have this expertise

Strategy 2: Extend both Adelaide West Special Education Centre (ADWEST) and the Special Education Resource Unit (SERU) as centres of expertise in supporting students with complex communication needs (CCN) using emerging assistive communication technologies

Strategy	Description	Expected benefits and supporting evidence	Project logic	Existing strategies	Overlap or complementary nature
2	<ul style="list-style-type: none"> • Adelaide West Special Education Centre (ADWEST) will be extended as a centre of expertise working as a team with the Special Education Resource Unit (SERU). Together both sites will focus on the learning needs and support requirements of school staff for students with complex communication needs and develop a service appropriate to the teacher and/or student's support requirements. • A pool of 'expert' teachers at ADWEST and a speech pathology service will be established that provides support to teachers and to regional speech pathologists. • SERU will work closely with ADWEST and the Speech Pathologist to develop service priorities, referral processes and assess assistive communication technology e needs. • ADWEST and the SERU will receive additional funding for training, for technology and speech pathology support to re-focus its support to schools for students with complex communication needs. 	<ul style="list-style-type: none"> • The emerging group of students with CCN receive support from ADWEST and SERU depending on service required. • A more coherent and coordinated approach will assist in embedding greater expertise in regional support services and supporting the use of appropriate communication technologies. • This project will enable the Department to have greater knowledge of the technology requirements of students with CCN and a strengthened approach to the delivery of coordinated services. 	<p>This strategy will contribute to the achievement of NP Outcomes (a), (b), (c), (d) and (e)</p>	<ul style="list-style-type: none"> • ADWEST provides awareness sessions and support to mainstream students, teachers and families re students with physical disabilities. • Special Education Resource Unit (SERU) provides consultancy advice and technologies that focus on curriculum access and learning technologies for the wide range of students with learning difficulties and disabilities. 	<ul style="list-style-type: none"> • A new coordinated service response between ADWEST and SERU will complement current practice and extend the capacity of both services to address unmet needs and begin a service to students with CCN. • The provision of a speech pathologist will build the capacity of regional speech pathologists services over the two year period to work at the local level with services from ADWEST and SERU.

Timeline: Strategy 2

2012 Tasks	Completion date
Scope project brief with SERU and ADWEST	February 2012
Establish reference group and analyse the preliminary data from the 2011 scoping exercise	March 2012
Training program for ADWEST staff ,SERU staff and Speech Pathologist/s in the use of emerging communication technologies	March – June 2012
New positions to deliver the program are described, advertised and appointments made	April 2012
Identify first group of schools and students who meet the criteria for the provision of emerging communication technologies at ADWEST	April 2012
Source and purchase equipment for training and for identified students	April – December 2012
Reference group establishes support structures with regional /agency support services speech pathologists	May 2012
ADWEST, SERU and Sp Path deliver program to school and regional staff and families on use of emerging communication technologies	May - December 2012
Review arrangements and adjust for 1013	November 2012
2013 Tasks	
Maintain program of support for 2012 student group as per 2012 individual agreements	Ongoing 2013
Identify new schools and students and prioritise students for program delivery	February 2013
Source and purchase equipment for training and for identified students	February – December 2013
Review arrangements	June 2013
Develop transition arrangements	November 2013

Strategy 3 Develop Gordon Education Centre as a school with expertise in literacy for students with intellectual disability or significant cognitive delays using *Litcon special*

Strategy	Description	Expected benefits and supporting evidence	Project logic	Existing strategies	Overlap or complementary nature
3	<ul style="list-style-type: none"> • Gordon Education Centre (GEC) and the Limestone Coast Regional Support Services will receive additional funding to develop the special school as a centre with expertise in literacy achievement through the use of an assessment tool, <i>LitCon special</i>. • <i>LitCon special</i> is a comprehensive literacy, planning, assessment and reporting continuum for teachers of students with intellectual disability or significant cognitive disabilities. This reporting framework is linked to a student's Negotiated Education Plan (NEP) <i>Litcon Special</i> has been developed at Gordon Education Centre with support from the Limestone Coast regional office. • Regional support service staff will work collaboratively with GEC and provide professional consultancy expertise to staff from GEC as they work with teachers and school staff to increase their knowledge of assessing and reporting on literacy for students with intellectual disability. • All schools in the Limestone Coast Region who have students with intellectual disability or severe cognitive delays will be provided with the opportunity to trial the development of this literacy initiative. • Selected schools from Catholic Education will participate in this trial. 	<ul style="list-style-type: none"> • Through this strategy the Department for Education and Child Development will trial an enhanced model of support for students with disabilities where a special school will assist other schools to develop their expertise. • Currently DECD does not have a learning continuum that measures the literacy performance of students with intellectual disability and those with cognitive delays nor does a method for linking a student's Negotiated Education Plan with their literacy achievement. • Establishing a centre of expertise will provide other school staff with opportunities to engage with this tool and be supported in trialling and developing this work with students in their school who have an intellectual disability. 	<p>This strategy will contribute to the achievement of NP Outcomes (a), (c), (d) and (e)</p>	<p>GEC has developed a literacy continuum to be used in conjunction with a planning, assessing and reporting tool (Negotiated Education Plan)</p>	<p>Complements DECD Literacy Secretariat's – Literacy continuum and links with reporting on goals achieved through the students Negotiated Education Plan</p> <p>The work will inform the roll out of the Australian Curriculum.</p>

Timeline: Strategy 3

2012 Tasks	Completion date
New positions to deliver the program are described, advertised and appointments made	April 2012
Embed the <i>LitCon Special</i> in the practice of staff at GEC	May 2012
Identify school sites and provide <i>LitCon Special</i> information sessions	May 2012
Develop guidelines for schools and families and provide awareness sessions for school and regional staff	May 2012
Establish <i>LitCon Special</i> across 4 school sites	May- October 2012
Program delivered to teachers to develop or modify literacy lesson plans , monitor , assess and report progress	May – December 2012
Review arrangements and adjust for 2013	November 2012
2013 Tasks	
Maintain program of support for 2012 schools	On going 2013
Establish 4 new sites and repeat program delivery	February - December 2013
Develop transition arrangements	November 2013
Make <i>LitCon Special</i> as published material	December 2013

Strategy 4: Develop a 'Team around the Child' (TAC) as a joint initiative with the Department for Community and Social Inclusion

Strategy	Description	Expected benefits and supporting evidence	Project logic	Existing strategies	Overlap or complementary nature
4	<ul style="list-style-type: none"> • Team Around the Child (TAC) will be implemented initially in one or two regional teams targeting schools that have students with disabilities and complex needs that may result in exemption, suspension or exclusion from school. A cascading model will be used to extend the program to other regions (3-6) and schools within a designated regional area. • A common framework for multi-agency service coordination will be developed based on the approach in UK by Peter Limbrick. This framework will establish a set of across agency agreements and protocols to support the implementation of TAC approach. • Funding will be used to introduce, train, adapt and develop a model for the program for implementation with schools, regional support services and with agency partners. • Pre-schools/schools with students who have complex disabilities and support needs requiring a coordinated approach will be referred to the program and supported with additional training to implement school-based student review teams. • This strategy focuses attention on schools and how regional support services and DECD's new integrated services can work more closely using a trans disciplinary approach that places schools and 'inclusion' at the centre • This strategy will enable the dissemination of an evidenced based framework for trans-disciplinary practice that extends beyond a single agency or service provider, minimizes service duplication and establishes a Lead Professional or Key-Worker role. 	<ul style="list-style-type: none"> • There is currently no agreement of governance across Government agencies and with and non-Government services to support schools and work as an integrated team with the school to satisfactorily resolve highly complex and challenging issues. See references to Strong Voices • The current regional and agency service response does not place the school with the family and student together under a common agreed integrated operational framework. • School leaders and teachers will be supported by a holistic approach that places the school and the student at the centre of navigating systems of support and reduces the number of agencies and services impacting on the school. • The TAC approach seeks to enhance school and family relationships and achieve outcomes for students, schools and families that go beyond what regional support services can do on their own. • This strategy will provide DECD and its agency partner with the opportunity to trial an approach that will identify the resources and the nature of support services that schools require to achieve better outcomes for students with disabilities. • An essential element of this approach with schools is developing a flexible and adaptable model that builds capacity and gives leaders and teachers confidence that they are receiving the range of supports and services they require for inclusion. 	<p>This strategy will contribute to the achievement of NP Outcomes (a), (b), (c), (d) and (e)</p>	<ul style="list-style-type: none"> • Regional support services have a role in preparing preschools and school staff to transition young children to school and students with complex disabilities. • This is done as an individual discipline supporting leaders, teachers and families to resolve issues and to source additional resources and services through the student's Negotiated Education Planning (NEP) process. 	<ul style="list-style-type: none"> • The Team around the Child approach has operated on a small scale in one SA region. • The TAC sits within the context of State reforms 'Strong Voices' and the proposed strategy to '<i>achieve a coherent service pathway for children and young people with a disability and their families</i>'.

Timeline: Strategy 4

2012 Tasks	Completion date
Provide an overview of the project to the new DECD integrated services team	
Scope project task	
Identify regional 'launch site/s' for the Team around the Child (TAC) approach	April 2012
Engage professional expertise and provide training in the model to services/agency and school staff.	May – July 2012
Identify initial preschools/ schools and students for the TAC approach	
Develop program materials for trialling with schools, families and agencies	July 2012
Implement the TAC approach with preschools, schools and families	
Review TAC materials and adjust for 2013	November 2012
2013 Tasks	
Maintain program for 2012 regions and schools	On going 2013
Establish new regional sites and deliver program to identified schools	February - December 2013
Develop transition arrangements to other regions	November 2013
Published TAC materials for use within DECD regions	December 2013

Output 5⁷ Provide training for practising teachers to build their skills in special education

Output 11 Engaging para-professionals to strengthen their skills in supporting students with disabilities

Strategy 5: Provide and integrated program of on-line training modules for teachers: Autism and/or Dyslexia and difficulties in reading and for school services officers: Autism and/or Dyslexia and difficulties in reading

Strategy	Description	Expected benefits and supporting evidence	Project logic	Existing strategies	Overlap or complementary nature
5	<ul style="list-style-type: none"> • On line training modules for teachers and para professionals will be purchased from UK and supported by NSW. • Existing regional support services staff will be trained in the use of the modules and will become a state network of tutors who will deliver the training to schools. • Teachers in lead and buddy schools (refer strategy 8) and in other schools will access these modules as part of their professional learning. • Teachers and para professional (teacher aides) will receive release time to undertake the on line training and will be supported by regional support staff and centrally based specialists who have been trained as tutors. 	<ul style="list-style-type: none"> • The experience of the NSW Department for Education has been very positive and feedback clearly indicates that where schools have participated in teams and regional cluster networks learning has been enhanced. • This initiative will provide teachers and para professionals in SA with knowledge and information about understanding students with Autism and those with Dyslexia and reading difficulties. <p>The training will also enhance the specific support interventions for this cohort and encourage the move to participation to future blended online training.</p>	<p>This strategy will contribute to the achievement of NP Outcomes (a), (c), (d) and (e)</p>	<p>The Department's Special Education Learning Difficulties team and staff from regional support services provide schools with strategies for supporting students with Dyslexia and students with autism.</p> <p>Autism SA provides support to staff through its School Inclusion Program. This program is limited to students who are existing clients of Autism SA and support to regional locations is limited.</p>	<p>Some school and regional staff have participated in Commonwealth Government's Positive Partnership Program.</p>

⁷Strategy 5: Output 5 and Output 11 are separately reported see Attachment A Table 1 and Table 2

Timeline: Strategy 5

2012 Tasks	Completion date
Online Training Modules license agreement and state Special Education staff trained	December 2011
New positions to deliver the program are described, advertised and appointments made	April 2012
Regional /state staff nominated to commence Online training modules	May 2012
Establish regional – state processes for Online training Modules	May 2012
Deliver first course 10-12 (autism and dyslexia)	May 2012
Train first tutors	July 2012
Deliver second and subsequent courses (5-8) including additional tutor training	May – December 2012
Review course and adjust for 2013	November 2013
2013 Tasks	
Deliver 15-20 courses	February – December 2013
Review the courses	October 2013
Develop transition arrangements and negotiate with Online	November 2013

Output 6: Providing training for all school staff to improve understanding of their obligations under the Disability Standards for Education 2005 (DSE) and how to meet those obligations.

Strategy 6: Develop a Disability Discrimination Act 1992 (DDA) online training program for school staff as a pilot professional learning program with Canberra University and other jurisdictions

Strategy	Description	Expected benefits and supporting evidence	Project logic	Existing strategies	Overlap or complementary nature
6	<p>SA DECD has agreed to support the development of an online training module for staff to increase their understanding of the DDA and the Disability Standards for Education (DSE).</p> <p>The development of this online training program is supported by a number of jurisdictions and will be steered nationally by a reference group.</p> <p>Nominated school staff from 2 to 5 schools will be selected in 2012 to review the DECD document 'On the same basis' and assist with the development of the pilot professional learning program from Canberra University.</p> <p>It is anticipated that the work from Canberra University will be ready for trialling in 2013.</p>	<p>The current Disability Standards of Education (DSE) were reviewed in 2011. The new program of work will include recommended DSE changes and when completed will be implemented nationally delivering consistent messages for educators.</p>	<p>This strategy will contribute to the achievement of NP Outcomes (a), (c), (d) and (e)</p>	<p>DECD publication 'On the Same Basis' (2007) is used by regional support services to school sites.</p>	<p>Some school and regional staff have participated in training in 'On the Same Basis' (2007)</p>

Timeline Strategy 6

2012 Tasks	Completion date
Scope the project task with Canberra University and other state jurisdictions	April 2012
Establish a reference group and seek 2-5 regional and school representatives	June 2012
Develop detailed project management plan	July 2012
Review 'On the Same Basis'	July – December 2012
Provide ongoing feedback to Canberra University and other jurisdictions	July – December 2012
2013 Tasks	
Test web based materials with identified school staff	February – July 2013
Monitor and adjust the program and materials	July- Dec 2013
Develop and negotiate on-going across jurisdictional arrangements with Canberra University beyond 2013	December 2013

Output 7

Supporting school principals and/or school leadership teams to strengthen teachers' ability to assist students with disabilities

Strategy 7: Provide a professional learning program with and led by Professor Barry Carpenter OBE focusing on family centred approaches; inclusive leaders and schools – inquiry based leadership; teachers of inclusive classrooms – practitioner inquiry model.

Strategy	Description	Expected benefits and supporting evidence	Project logic	Existing strategies	Overlap or complementary nature
7	<ul style="list-style-type: none"> • Schools participating in the National Partnership will be provided with the opportunity to work with Professor Barry Carpenter OBE in state and regional settings during his visits to SA during 2012 and 2013. Schools and Government and non-Government agencies will be invited to participate in a state-wide conference with Professor Carpenter. • Whilst in SA Professor Carpenter will focus on family centred practice – <i>How do schools build family focused approaches?</i> • Schools participating in the National Partnership strategy will have the opportunity to learn about 'partnerships with families' and to develop an inquiry based practitioner model. • Schools leaders and 'special education leaders' will be invited to attend training sessions at regional/cluster groups and additional supports will be provided through web-links, email and/or skype clinics. 	<ul style="list-style-type: none"> • At a societal level inclusion models developed will place more value and validation on the role of family members. The contribution that family members make to the education of the child with disabilities is enhanced. • Partnerships with families will be seen by schools as integral to the development of an inclusive approach particularly when developing a student's Negotiated Education Plan (NEP). • Inclusion will be seen as more than children and students with disabilities in mainstream sites. 	This strategy will contribute to the achievement of NP Outcomes (a), (b), (c), (d) and (e)	Regional Support Services provide support and advice to schools and families and respond to issues raised.	This theme and the strategy - a family centred approach aligns with the recommendations from the Social Inclusion Board's Disability Blueprint and DECD's new organisational structure.

Timeline: strategy 7

2012 Tasks	Completion date
Negotiate contractual arrangements and scope of professional learning activities	April 2012
Negotiate regional/cluster-school arrangements and publish itinerary and events	April 2012
Establish a website to host articles, materials and access to learning clinic and professional learning activities	June 2012
Deliver professional learning program and work with clusters/schools	May and August 2012
Review program and scope professional learning activities for 2013	November – December 2013
Negotiate new contractual arrangements with Barry Carpenter /others	December 2012
2013 Tasks	
Publish and deliver professional learning activities	February – Dec 2013
Review the Professional Learning Program	October 2013
Develop future professional learning activities	November 2013

Output 8 Supporting school staffs to assess the current learning level of students with disabilities, adapt the teaching curriculum to suit their current level of ability and report on student progress against adapted curriculum.

Strategy 8: Provide schools with additional resources and supports to differentiate the curriculum and learning experiences of students with learning difficulties and disabilities. Provide schools with additional resources and supports to develop effective practices for students with autism

Strategy	Description	Expected benefits and supporting evidence	Project logic	Existing strategies	Overlap or complementary Nature
1.	<ul style="list-style-type: none"> Schools will be invited to express interest in becoming a lead school for 2012 and 2013 for students with disabilities. Schools will opt for either curriculum differentiation for their students with disabilities or to develop more effective practices through adapting the curriculum and learning experiences for their students with Autism. In 2013 additional schools will be invited to express interest in becoming a 'buddy' school to the lead school to learn about successful practice Successful lead and 'buddy' schools will receive grant funding based on a formula that takes into account the number and complexity factors of students with disabilities in their school. Lead schools will continue to implement their projects and work with buddy schools to improve practices in these schools. Lead schools will be required to attend an annual conference to outline their plans and present the results of their project at a National Partnership Focus Day. 	<ul style="list-style-type: none"> South Australian workforce survey data shows that less than 50% of teachers in this state have qualifications in special education. Consultations have shown that a more intensive 'whole of school' approach is required to support change in the delivery of effective supports to students with Autism. Schools will be additionally resourced for students with disabilities and learning difficulties to differentiate and adapt the curriculum to meet the diversity of their students' needs Outcomes of the 2011 Autism projects may inform and direct the work of schools participating in the Autism focus. Special schools will have the opportunity to develop and share their expertise with mainstream schools and their staff. The lead and buddy schools will become 'lighthouse schools' able to share practice with other schools 	This strategy will contribute to the achievement of NP Outcomes (a), (c), (d) and (e)	DECD Special Education Learning Difficulties team responds to requests from individual teachers and school staff for advice about students with learning difficulties. The service includes advice about inclusive practice and effective pedagogy to school leaders, capacity building of teachers, SSOs and families about learning difficulties through requested workshops and staff meetings.	<p>Extend the Learning Difficulties service through the provision of sustained capacity building and whole site approach to strengthen and complement the current DECS Improvement and Accountability Framework and the Australian curriculum.</p> <p>Some school and regional staff have participated in Commonwealth Government's Positive Partnership Program.</p>

Timeline: Strategy 8

2012 Tasks	Completion date
Foundation materials for schools prepared	February 2012
New positions to deliver the program are described, advertised and appointments made	April 2012
Lead schools selected and arrangements negotiated	May 2012
Project implementation - lead schools	May 2012 – December 2012
Presentation of program at NP Focus Day/s	November 2012
Review program and scope identify buddy schools for 2013	November – December 2012
2013 Tasks	
Lead and buddy schools deliver programs	February – Dec 2013
Lead and buddy schools present at annual conference	October 2013
Review program	November 2013
Develop transition arrangements	November 2013

The potential positive impact of the strategies on the outcomes of students with disabilities with characteristics that may result in additional need (e.g. Aboriginal and Torres Strait Islander, language background other than English, rural and remote)

Objective

South Australia's plan for the More Support for Students with Disabilities in Schools National Partnership aims to deliver better outcomes for students with disabilities in government schools. Data will be collected from each school engaged in strategies about the impact on the outcomes of students with disabilities who are Aboriginal and Torres Strait Islander, language background other than English and who come from rural and remote communities.

Additional factors that will be considered include relevant students with disabilities data such as the percentage of students with disabilities in schools, including those attending mainstream or a special option, a student's level of support and the nature of a student's disability.

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

The South Australian Government is keen to make effective use of the funding over the life of this agreement and will aim to reach or exceed the top end of the numerical achievement range for initiatives set out in this plan.

Sign off

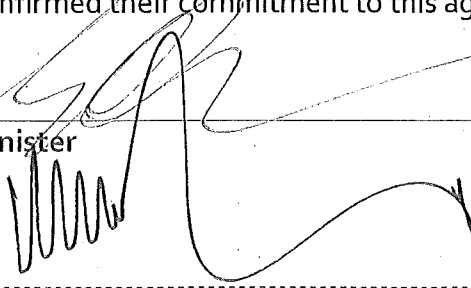
The Parties have confirmed their commitment to this agreement as follows:

Signature

Date

4/5/12

State/territory Minister



22.5.12.

Signature

Date

Commonwealth Minister

Attachment A

Outputs, payment weightings, performance indicators and performance benchmarks

1. The outputs to be implemented in South Australia 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 weightings⁸

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
1 (DECD strategy 1)	3.4%	3.4%	1.7%	8.6%
3 (DECD strategy 2)	2.7%	2.7%	1.3%	6.7%
3 (DECD strategy 3)	1.5%	1.5%	0.7%	3.7%
3 (DECD strategy 4)	2.7%	2.7%	1.4%	6.8%
5, (DECD strategy 5)	6.4%	5.2%	2.45%	14.05%

⁸ 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](#).

6 (DECD strategy 6)	3.6%	3.6%	1.8%	9.1%
7 (DECD strategy 7)	2.4%	2.4%	1.2%	5.9%
8 (DECD strategy 8)	17.3%	17.3%	8.6%	43.2%
11 (DECD Strategy 5)	0%	1.2%	0.75%	1.95%
Total	40%	40%	20%	100%

- This table has been developed from an Implementation Plan template provided by the Australian Government Department of Education, Employment and Workplace Relations.
- The data in the table above uses the overall proportional expenditure on each output to allocate the 40%, 40% and 20% funding to outputs within each reporting period.
- It is not a requirement under the National Partnership for More Support for Students with Disabilities for States to expend funds in accordance with Table 1. South Australia may not be expending funds in each year in the proportions indicated in the above table.

Table 2: Performance indicators, baseline data and performance benchmarks

Outputs ⁹	Performance Indicators	Baseline date or Period	Performance Indicator as at Baseline ¹⁰	Performance Benchmarks as at 30 June 2012	Indicative Performance Benchmarks as at 1 March 2013 ¹¹	Indicative Performance Benchmarks as at 31 December 2013
Output 1 (DECD Strategy 1)	1. Number and/or numerical range of assistive technology items provided to schools to support the teaching of students with disabilities	23 April 2012	0	20 – 45	50- 65	70-85
	2. Number and/or numerical range of schools provided with assistive technology items		0	6-10	14-23	28-40

⁹ Refer page 5 National Partnership Agreement on More Support for Students with Disabilities

¹⁰ All DECD programs for the MSSD NP should be regarded as 'new' as they will be branded distinctly and data collected separately from any other programs operating for special education.

¹¹ The South Australian Government is committed to obtaining maximum impact from this National Partnership and to that end will strive to achieve performance at or above the top end of the numerical range for each strategy. However, if performance benchmarks are not achieved or only partially achieved for any output, resulting in reduced or no payments 2 and/or 3 the South Australian Government will seek to renegotiate this Implementation Plan as per clause 14 of the National Partnership Agreement.

Output 3 (DECD Strategy 2)	Number and/or numerical range of support centres providing support to the school system	23 April 2012	0	2	2	2
	Number and/or numerical range of schools supported by support centres		0	1	4-9	9- 20
Output 3 (DECD Strategy 3)	Number and/or numerical range of support centres providing support to the school system	23 April 2012	0	1	1	1
	Number and/or numerical range of schools supported by support centres		0	1-2	3-5	8-10

Output 3 (DECD Strategy 4)	Number and/or numerical range of support centres providing support to the school system	23 April 2012	0	1-2	3-4	4-6
	Number and/or numerical range of schools supported by support centres		0	1-2	3-9	4-18
Outputs 5 (DECD Strategy 5)	Number and/or numerical range of pre-service and/or practicing teachers that participated in training to build their skills in special education	15 March 2012	0	16-20	53-150	153 - 300

Output 6 (DECD Strategy 6)	Number and/or numerical range 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.	23 April 2012	0	0	2-5	60 - 150
Output 7 (DECD Strategy 7)	Number and/or numerical range of principals and/or school leadership team staff supported to strengthen teachers' ability to assist students with disabilities	23 April 2012	0	30-50	50-70	70 - 100
Output 8 (DECD Strategy 8)	Number and/or numerical range of school staff supported in assessing students with disabilities, adapting curriculum to their needs and reporting on student progress against adapted curriculum	23 April 2012	0	30 - 60	45 - 90	60 - 120

Output 11 (DECD Strategy 5)	Number and/or numerical range of paraprofessionals better placed to support students with disabilities	23 April 2012	0	0	11-26	46-80
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