

Department of Education, Tasmania 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.'

The project within Department of Education schools in Tasmania will focus on the following outputs:

5. Providing training for pre-service and /or practicing teachers to build their skills in special education.
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.
1. Providing assistive technology to support the teaching and participation of students with disabilities
2. Providing training for teachers to strengthen their skills in the use of assistive technology within the classroom.
12. Provision of additional support for students with disabilities to transition effectively between stages of schooling and / or from school into further education, training or employment.

The strategies for delivering on these outputs include:

- The provision of up to 7 online professional learning modules on the topics of: Autism Spectrum Disorder, Speech Language and Communication Needs, Managing Behaviour, Motor Co-ordination Difficulties, Dyslexia, Hearing and Visual

Impairment in the first instance, then in the subsequent year an additional online module on Special Education Needs. Purchase of a license for modules gives access to every staff member within DoE to engage in the online training program, (principals, teachers, teacher aides, support service staff). There will be 12 (total) staff from support services and special schools trained as facilitators in support of those participating in the online professional learning modules.

- Principals, school leaders and aspiring leaders will be supported to understand the requirements and their obligations of the DSE and how to best support students with disabilities through their participation in a 4 day spaced professional learning module, *Inclusive Leadership for Students with Disabilities*. In addition access to an online interactive learning module on the DSE outlining responsibilities and implications for school practice is currently under development in collaboration with the University of Canberra. This module will be used through Principal Networks and individual schools with their staff.
- The provision of IPAD 2 technology will be made available to students with severe disabilities in both special school and mainstream school settings in support of access and engagement in literacy learning and augmented communication with PODD (Pragmatic Organisation Dynamic Display communication). The provision of interactive whiteboards within special school settings will support access to the literacy curriculum. Provision of IPAD 2 to 10 students with vision impairment with the purchase of compatible Braille Display devices (6) to ensure access to literacy through Braille. The purchase of upgraded JAWS (screen reading software for Vision Impaired) and Duxbury licenses will also be made in support of literacy programs for students with vision impairment.
- Professional learning will be provided for Special Education Advisors, teachers and teacher aides in the use of assistive technology for communication and literacy development through 3 day programs (one day per term) in each of the three regional areas.
- Engage an external consultancy to provide advice to the Secretary on the strategic plan in relation to support for students with disabilities, ensuring the current national initiatives / frameworks and the restructure within state system are considered in relation to future directions. (co-investment 50% MSSD / 50% DoE with the consultation process to occur Oct 2011 to ensure the best possible platform for the implementation of the other MSSD outputs from 2012).
- Development of an additional module within the STIMS data system (already under development) to specifically collect data in relation to the levels of educational adjustment made for improved learning outcomes for students with disabilities, building on the work undertaken within the trial of the Nationally Consistent Definition of Disability work with DEEWR, November 2012.
- Provision of additional support for students with disabilities to transition effectively between stages of schooling; primary to secondary and grade 10 to senior secondary years 11 and 12 and post school, including students with Autism Spectrum Disorders.

The above strategies and outputs will support the achievement of Tasmanian schools becoming more inclusive of students with disabilities through better understanding of the provisions within the DSE; teachers having greater capacity to identify and address the educational needs of students with disabilities and tailor learning programs to meet their

individual needs; and ensuring greater access to and engagement with the curriculum for students with disabilities through assistive technology. The outputs above will also assist with the collection and analysis of data to ensure the DoE is better placed to report on the improved outcomes of students with disabilities and set targeted strategic goals for the future within this area.

PART 2 - TERMS OF THIS IMPLEMENTATION PLAN

2. 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 Tasmanian Minister for Education the Hon. Nick McKim, MHA.
3. As a schedule to the **National Partnership Agreement for More Support for Students with Disabilities**, 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.
4. 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.
5. This Implementation Plan may be varied by written agreement between the Ministers.
6. 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 Tasmani an IMPLEMENTATION

Environmental Scan, Needs Analysis and Consultation

(a) *the results of an environmental scan and needs analysis of students with disabilities and their schools within the jurisdiction including a copy of the current State plan for social inclusion and education of students with disabilities (e.g. strategic plan);*

The Department of Education, Tasmania, has undergone a change within the senior executive appointments including the Secretary and newly appointed Deputy Secretaries in recent months. In addition there are currently new structural and organisational changes with the amalgamation of 2 southern Learning Services into 1 and the implementation of a networked structure of schools lead by 11 Principal Network Leaders in support of school improvement and performance management across the state. In conjunction with the organisational changes the DoE strategic plan is being reviewed and further developed to align all policy and processes to reflect the future direction of the department. This work has also included the development of the *Student Learning Policy*, which replaces the Inclusion and Equity policies of the past. The *Student Learning Policy* aims to provide schools with a process whereby they will use a framework to tailor learning programs to meet the individual learning needs of all students, especially those with disability and it provides schools with key indicators against which to measure school improvement data in this area. This will include future work in the area of levels of adjustment descriptions that are envisaged through the trial work on the model for a Nationally Consistent Definition of Disability.

The 2011 February census for the prep to grade 10 student population was 50255 across 192 schools. Of these there are currently 4 special schools: Southern Support School and Timsbury Rd School in Hobart, Northern Support School across two campuses (Newstead Heights and St Georges) in Launceston and School of Special Education North West on two campuses: Burnie and Devonport. The special school fte enrolment is currently 165.

Students with severe disabilities are moderated across the state on an annual basis, with the majority enrolled in their neighbourhood, mainstream school. There are currently 893 fte students supported through the *Register of Students with Severe Disability* (SDR). These students receive the highest level of funding support with a per capita \$ allocation and 0.2fte teacher support. There are also approximately another 3% of students which schools identify as having additional special needs and utilise targeted additional needs funding from within the School Resource Package for specific program support. The majority of all special education funding support is used to employ support teachers and teacher aides.

Learning for students in receipt of support through SDR is described in an Individual Education Plan that outlines the specific goals, teaching strategies and accommodations for each child's education program. These are developed by the teacher in collaboration with support service staff and family / carers and where possible with the student. As a result of this data DoE Tasmania is focussing the MSSD project on professional development, assistive technology provision and support for students transitioning between stages of schooling.

Research clearly indicates that the most important strategy for ensuring quality teaching and learning programs for all students including those with disability is the use of highly skilled, quality teachers. Access to ongoing, facilitated professional learning for staff and the chance to reflect on this learning through support networks will ensure the specific learning needs of students with disability are identified and addressed through tailored programs, differentiated curriculum and supportive accommodations.

(b) *evidence of consultation with peak parent representatives, disability organisations and teacher representatives on the outputs to be implemented under this project;*

During August meetings were held face to face and via teleconference with the following stakeholder groups:

- Special School Principals
- NDS (National Disability Service) recognised as the peak body within the state.
- ACD Association for Children with Disability
- AASE Australian Association of Special Education
- TPA Tasmanian Principals Association
- State School Council of Parents and Friends
- Managers School Support (DoE)
- Special education Advisors (DoE)

- Principal Reference Group for Special and Additional Needs

Feedback gained from all of these groups highlighted as the greatest priority the need for increased professional learning for principals and school leaders in building inclusive school cultures, increased disability knowledge and expertise for teachers and teacher aides, increased access to assistive technology in support of students' engagement with the curriculum.

- (c) *if applicable, details of any collaboration to be undertaken with other government or non-government education authorities for the delivery of this project; and*

Three meetings have been held with representatives from the Catholic and Independent School sectors in relation to opportunities for collaboration across sectors through this project. The two areas where this will occur will be through the use of the online professional learning modules, outcome 5 and the professional learning for the implementation of assistive technology outcome 2.

- (d) *if available, a list of schools identified as participating and the outputs occurring in participating schools.*

All special schools across the state will be participating in the online learning modules with a facilitator trained from each site as well as the provision of the assistive technology through purchase of IPAD2 and Interactive whiteboard technology. The special schools are: Southern Support School, Northern Support School, Timsbury Rd School and School of Special Education, Devonport and Burnie campuses. The students with Vision impairment involved within the project (15) all attend mainstream schools and access support through the *Register of Students with Severe Disability*.

The list of participating mainstream schools and staff that will participate is not yet available but will include the support teachers allocated to students in receipt of support through SDR.

Table 1: Participating schools

DEEWR ID	Participating school name	Participating school location	Participating school to receive the following outputs
28994	Southern Support School	Hobart	5,1, 2 & 12
6800	Timsbury Rd School	Hobart	5,1,2 & 12
17482, 26028	Northern Support School	Launceston	5,1,2 & 12
6808	SOSE - Burnie	Burnie	5,1,2 & 12
17543	SOSE - Devonport	Devonport	5,1,2 & 12

	Vision Impairment Service	State-wide	5,1,2 & 12
	Mainstream schools TBA	State-wide	5,1,2 & 12

Project information

(a) a clear and detailed description of each of the outputs to be implemented under the project including the strategy for delivering each output;

Output 5. providing training for pre-service and /or practicing teachers to build their skills in special education. The strategy is to build the knowledge, skills and expertise of principals, teachers and teacher aides in their work supporting students with disabilities, through engaging in current evidence-based professional learning programs.

Achieved through:

- Education consultants Kerry and Lindsay Usher from Linus Education Consultants Pty Ltd to conduct a review of teaching support services state-wide to inform policy, structures and practices in the future in support of students with disability. Co-investment with DoE at a rate of 50% each (MSSD \$15 000 & DoE \$15 000)
- Purchase of license to access up to 7 online modules for professional learning for teachers and teacher aides. (\$35 000 p.a. total \$105 000 for 2012, 2013, 2014)
- Training of 12 professional learning facilitators (8 SEAs and 4 special school reps) training included in license costs plus 12 days relief \$5196)
- Provision of 1 day of relief per teacher participant per unit enrolled 2012 & 2103, 2014 (300 days = \$129 900 p.a. or total of \$389 700)
- Provision of 100 days relief for teacher aide participation \$35 000 p.a.
- Development of an additional module within STIMS to collect data and report on the levels of educational adjustments being made to learning programs for students with disabilities. MSSD funding of \$100 000.

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. We aim to provide training for principals and school leaders to improve their understanding of their obligations under the Disability Standards for Education (DSE) 2005 and how to meet those obligations.

Achieved through:

- Development of a professional learning module for principals and aspiring school leaders titled *Inclusive Leadership for Students with Special Needs*. (\$8000 to develop the module and associated resources)
- Relief for participants @ 4 days per module, 36 participants per annum = \$62352 p.a. for 2012, 2013 & 2014 in total (\$187 056)
- Presenters fee for 4 day delivery p.a. \$6000 2012, 2013 & 2014 – total \$18 000

- Venue hire and catering \$12000 (12 days)
- Use of the online interactive learning module on the DSE currently under development through the University of Canberra and associated materials on the revised Disability Standards for Education for use at principal forums and principal network meetings. (\$5000)

Output 1. Providing assistive technology to support the teaching and participation of students with disabilities.

- Purchase of between 300 - 325 IPAD 2 16GB Wi-Fi (\$188 263) and 190 - 200 IPAD covers @ \$40 (\$8000) and 105 - 125 heavy duty Survivor Case Covers @ \$90 (\$11 250) purchase of 300 - 325 x \$100 I-Tunes cards for purchase of appropriate apps (\$32500) – 15 for Vision Services – students (in mainstream schools), 110 in special schools and 200 in mainstream schools. These will only be made available for students who are not eligible to receive technology/equipment through NSSCF (National Secondary School Computer Fund)
- Purchase of 15 - 20 interactive whiteboards for use in schools (\$160 700)
- Purchase of 6 IPAD compatible Braille Display devices 6 @ \$3200 each \$19 200
- Purchase of upgraded JAWS and Duxbury license to UEB standard(\$10 000)
- Purchase of Braille Embosser compact with super high resolution Tiger tactile graphics, double sided embossing (\$10 000)
- Purchase of portable magnification devices Transformer and Zoomtwixt (\$20 000)
- Maintenance/ repairs and technical support of new technology equipment \$60 000 p.a.

Output 2. Providing training for teachers and teacher aides to strengthen their skills in the use of assistive technology within the classroom.

- 21 days ICT professional learning consultancy fee (Gerry Kennedy and Greg O'Connor) \$31 500. This comprises 1 day per term in each region in 2012 and again in 2013. On costs for travel and daily expenses: flights \$3000, accommodation \$3500.
- Relief for teacher participants 35 -40 north and 35 -40 north west and 70 - 80 south @ 3 days per annum (\$207 840 p.a.) total for 2012, 2013 & 2014 = \$623 520
- Relief for teacher aides to participate in professional learning in the use of assistive technology and associated support materials for students with disabilities facilitated by the ICT Network Leaders (Physical Impairment Co-ordinators and Special Education Advisors) 70 - 75 days relief in north and 70- 75 north west and 180 - 200 days in the south (\$122 500)

Output 12. Provision of additional support for students with disabilities to transition effectively between stages of schooling and/or from school into further education, training or employment. Achieved through the provision of additional support for students with disabilities to transition effectively between stages of schooling; primary to secondary to grade 10 to senior secondary years 11 and 12, including students with Autism Spectrum Disorders.

- Development of transition support package, materials and resources in collaboration with key stakeholder and parent groups (TASCARE) \$55 000
- Relief for teachers to participate in professional learning in the development of individual transition support plans and programs for students with disabilities 80 - 100 days \$43 300
- Program support for transitioning students with disabilities through Links programs in each Learning Service \$160 000

(b) *further information on the strategies for delivering outputs including:*

a. *evidence that they will provide maximum benefit for students with disabilities in the jurisdiction;*

Research clearly indicates that the most important strategy for ensuring quality teaching and learning programs for all students including those with disability is the use of highly skilled, quality teachers. Access to ongoing, facilitated professional learning for staff and the chance to reflect on this learning through support networks will ensure the specific learning needs of students with disability are identified and addressed through tailored programs, differentiated curriculum and supportive accommodations.

Building an inclusive and supportive culture within schools that ensures the diverse learning needs of all students are catered for relies heavily on the quality and expertise of the school principal and senior staff. Ensuring greater understanding of the Disability Standards for Education, 2005 and the obligations therein for principals will ensure school policy, processes and structures are best placed to support the participation and engagement of students with disability.

Access to assistive technology allows many students with disabilities to participate in learning programs and the broader curriculum on the same basis as students without disability. Access through appropriate formats and adaptive software in a timely manner and through portable hardware and peripherals is basic to accessing curriculum and communication for some students.

Students with disabilities can experience extreme difficulties in times of transition and changes related to school, this can be alleviated if concerns are understood and well planned for across school, home and community settings. Support for transition planning is most effective when undertaken in collaboration with families, carers and the immediate support personnel of the student's involved.

b. *importance of each strategy in meeting the objective and outcomes of the National Partnership Agreement for More Support for Students with Disabilities;*

The outputs and strategies listed above will contribute to the achievement of outcomes 13 a), b), c) d) and f) within the Agreement

c. *an explanation of how the strategies relate to longer term reform, sustainability and capacity building to better meet the needs of students with disabilities;*

The strategies outlined above will support longer term reform through DoE to better meet the needs of students with disabilities as they focus on building professional expertise, skills and knowledge through the provision of

appropriate professional learning. The train the trainer, cascade models and developing deeper understanding of diversity and disability amongst teachers and school leaders will build a foundation for ongoing systemic cultural change within DoE for years to come. The outputs are sustainable as they link to broader frameworks within the national context through the areas of Consistent Disability Definitions, Professional Standards for teachers and principals and the latest available assistive technology that will allow greater access to the Australian Curriculum. The outputs are structured so that they will be sustainable within DoE into the future through strategic planning once the agreement has ceased.

d. timelines for the implementation of each strategy;

Table 2: Timeline for implementing

Strategy 1

Building the knowledge, skills and expertise of principals, teachers and teacher aides in their work supporting students with disabilities, through engaging in current evidence based professional learning programs]

Task	Completion date
Consultation process by Linus Education Consultancy	November 2011
Buy on-line module license for up to 7 modules	Feb 2012
Train 12 professional learning facilitators	Mar 2012
Provision of up to 100 days teacher relief per term i.e. 300 days in 2012, 300 days in 2013	Dec 2012 and Dec 2013
Provision of up to 100 days teacher aide relief	Dec 2012 and Dec 2013
Implement modules as required across each Learning Service	Ongoing
Development of additional STIMS Module	Dec 2012

Strategy 2

Providing training for principals and school leaders to improve understanding of their obligations under the Disability Standards for Education 2005 (DSE) and how to meet those obligations

Development of leadership module for the 4 days of professional learning	June 2012
Leadership spaced professional learning conducted for 30- 36 participants across 4 days	By 30 November 2012 and again in 2013 term 1
Online interactive module and support materials for Principals on the DSE to be developed in collaboration with University of Canberra.	July 2013
Conducting presentations with principal forums and the Leadership networks	Term 3 2012 and 3 2013

Strategy 3

Providing assistive technology to support the teaching and participation of students with disabilities

Purchase of IPAD2 technology and accessories	March 2012
Purchase of IWB term 1 2012	March 2012
Purchase of Vision Impairment technology term 1 & term 2 2012	July 2012
Maintenance and technical support as required and ongoing	ongoing

Strategy 4

Providing training for teachers and teacher aides to strengthen their skills in the use of assistive technology within the classroom

Make bookings for ICT consultants Gerry Kennedy and Greg O'Connor for 2012 PL dates	November 2011
Undertake PL in each Learning Service 1 day per term 35 - 40 participants north west, 35 - 40 participants north and 70 - 80 participants south	Each term but completion by November 2012, then repeated 2013.
ICT professional learning with teacher aides 70 - 75 north, 70 - 75 north west and 180 -200 south within technology networks	By end November 2012 then repeated in 2013.

Strategy 5

Provision of additional support for students with disabilities to transition effectively between stages of schooling; primary to secondary and grade 10 to senior secondary years 11 and 12, including students with Autism Spectrum Disorders

Develop transition package and support materials	Sep 2012
Professional learning program with teachers across each Learning Service	Oct 2012
Links programs for students transitioning	Term 2 and 3 2012 and again in 2013.

Table 3: Project logic

Strategies for delivering outputs	Outputs	Outcomes	Objective	Responsible parties
On-line learning modules in 7 areas of disability	5	A	To improve the skills knowledge and expertise of teachers and teacher aides in working with students with disabilities.	DoE
Providing training for principals and school staff in improving their understanding of the DSE.	6	C	To ensure principals and school staff meet their obligations under the DSE and build school environments conducive to the needs of all learners.	DoE

Providing assistive technology to support the teaching and participation of students with disabilities	1	C	Improve access and participation with appropriate learning programs	DoE
Providing training for teachers to strengthen their skills in the use of assistive technology within the classroom	2	C	Improve student access and participation in learning programs through increasing teacher and teacher aide capacity with technologies that support learning.	DoE
Provision of training and effective transition programs for students with disabilities	12	A & F	Effective transition between stages of schooling.	DoE in collaboration with parent groups.

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
Professional learning through on line modules with facilitated support	PL already takes place in a variety of ways but no specific on-line disability modules have been utilised	The Positive Partnerships Autism on line module has been utilised across the state with positive results.

Providing training for principals and school leaders to improve understanding of their obligations under the Disability Standards for Education 2005 (DSE) and how to meet those obligations	The development of the <i>Student Learning Policy</i> and <i>Without Prejudice, Inclusive Language Policy</i> will give a platform for principals to build deeper knowledge of the DSE.	The review of the DSE currently underway should provide up to date and relevant information for principals in this area that they will need to lead within their school communities.
Providing assistive technology to support the teaching and participation of students with disabilities	There has been provision of limited assistive technology through laptops, software and peripheral devices e.g. switches, scanners, Mount Batten Braille machines, etc for students with disabilities, however the latest IPAD and IWB technology has had very limited application in schools to date due to cost restrictions.	This strategy is complemented by strategy 4
Providing training for teachers to strengthen their skills in the use of assistive technology within the classroom	PL has been undertaken with assistive technology to date at the local level however not on such a scale system-wide as this opportunity would allow.	Complements the PL within strategy 1
Linus Education Consultancy to be conducted Sept / Oct 2011 with a report by November to Secretary DoE to inform implementation processes from 2012 onwards.		This will inform and complement the current organisational restructure within DoE with particular focus on teaching support services to students with disabilities which will become part of the department strategic plan for the future.

<p>Development of an additional module within STIMS to collect data and report on the levels of educational adjustments being made to learning programs for students with disabilities</p>	<p>A general student information management system is currently under development – this strategy allows for a particular focus for individual data to be collected and analysed for students with disabilities that will inform future policy and practice.</p>	<p>Will provide a foundation for possible ongoing work in the future through the Federal initiative on the Consistent Definition of Disability.</p>
--	--	---

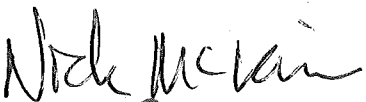
Provision of additional support for students with disabilities to transition effectively between stages of schooling; primary to secondary and grade 10 to senior secondary years 11 and 12, including students with Autism Spectrum Disorders	This has been recognised as an area of concern for families with some local processes in some areas being utilised to support transition – this has not yet been developed on a state-wide consistent basis	
--	---	--

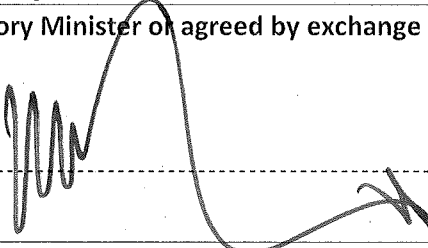
Performance indicators and benchmarks

7. 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  1/3/12 Date
 [By state/territory Minister or agreed by exchange of letters]

Signature  2/3.6.12 Date
 [By Commonwealth Minister or agreed by exchange of letters]

Tasmanian Outputs, Payment Weightings, Performance Indicators and Performance Benchmarks

NATIONAL PARTNERSHIP AGREEMENT FOR MORE SUPPORT FOR STUDENTS WITH DISABILITIES

Outputs, payment weightings, performance indicators and performance benchmarks

7. The outputs to be implemented in Tasmania 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.
8. 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 weightings¹

Outputs	Reporting Period 1 (1 October 2011 – 30 June 2012)	Reporting Period 2 (1 July 2012 – 1 March 2013)	Reporting Period 3 (2 March 2013 – 31 December 2013)	Total
5 Providing training for pre-service and / or practicing teachers to build their skills in special education.	11%	6%	4%	21%
6. Providing training all school staff to improve understanding of their obligations under the Disability Standards for Education 2005 (DSE) and how to meet those obligations.	2%	3%	2%	7%
1. Providing assistive technology to support the teaching and participation of students with disabilities.	15%	11%	1%	27%
2. Providing training for teachers and to strengthen their skills in the use of assistive technology within the classroom.	7%	10%	8%	25%
12. Provision of additional support for students with disabilities to transition effectively between stages of schooling; primary to secondary and grade 10 to senior secondary years 11 and 12, including students with Autism Spectrum Disorders.	5%	10%	5%	20%
Total	40%	40%	20%	100%

Table 2: Performance indicators, baseline data and performance benchmarks²

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
---------	------------------------	-------------------------	--------------------------------------	---	---	---

¹ 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](#).

² Performance Indicator at baseline and Performance Benchmarks are for activities implemented under the *More Support for Students with Disabilities* initiative only. Any support provided under this initiative is additional to activities as at the Baseline date/period.

Attachment A

5. Providing training for pre-service and /or practicing teachers to build their skills in special education.	Number of pre-service and/or practicing teachers that participated in training to build their skills in special education.	November 2011	0	0	100 teachers 100 teacher aides	100 teachers 100 teacher aides
6. Providing training all school staff to improve understanding of their obligations under the Disability Standards for Education 2005 (DSE) and how to meet those obligations.	Number of Principals that participated in training to improve their understanding of their obligations under the DSE and how to meet those obligations	November 2011	0	0	30-36	30-36
1. Providing assistive technology to support the teaching and participation of students with disabilities.	Number of assistive technology items provided	November 2011	0	110-125	185 -200	330 -358 ICT devices (including Braille embosser License upgrades Duxbury and JAWS 6 Portable magnification devices
	Number of schools provided with assistive technology items			40	80	100
2. Providing training for teachers and to strengthen their skills in the use of assistive technology within the classroom.	Number of teachers and teacher aides participating in ICT training	November 2011	0		140 -160 teachers 320 - 350 teacher aides	140-160 teachers 320-350 teacher aides
12. Provision of additional support for students with disabilities to transition effectively between stages of schooling; primary to secondary and grade 10 to senior secondary years 11 and 12, including students with Autism Spectrum Disorders.	Number of students with disabilities provided with additional support to transition between stages of schooling and/or from school into further education, training or employment	November 2011	0	Transition module developed	80 - 100 participants trained 50 student transition plans implemented	80 - 100 student transition plans implemented