

Western Australian Department of Education 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. Through this National Partnership Agreement the Western Australian Department of Education (the Department) will be strengthening its capacity to meet the needs of students with disability in public schools and work towards the overarching policy framework to "strengthen the capacity of teachers and schools to support students with disabilities" with the aim of improving learning experiences, educational outcomes and transitions to further education or work.
3. The Department is proposing the development of a Coordination Centres model which will see the establishment of four Education Support Coordination Centres (the Centres).

In consultation with schools, disability advocacy groups, and government and non-government organisations, the Department has designed the Coordination Centre model to encompass a range of overarching strategies aimed at building and strengthening the capacity of schools to better support students with identified disabilities in Western Australian public schools.

Through this model the Department will provide:

- increased support and expertise for schools working with school-aged children with disabilities and ensuring information and support is provided to assist families to make informed choices about the educational provision for their child;
- improved coordination of health/allied health and other professional support for schools with students with disability;
- targeted professional learning and nationally-accredited training for school staff to strengthen their skills in supporting students with disability;
- development of more effective pathways and transition support for students with disability and their families; and

- establishing further opportunities for tertiary organisations and schools to establish pre-service training partnerships.

The focus of this model is to enable each Coordination Centre to design the strategic elements that best reflect the needs of schools, networks and Region.

This will be achieved through the following outputs:

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

Output 4 - Schools coordinating with health/allied health and other professionals to strengthen the school's support for students with disabilities;

Output 5 - Providing training for pre-service and/or practicing teachers to build their skills in special education;

Output 11 – Engaging paraprofessionals to strengthen their skills in supporting students with disability;

Output 12 - Providing additional support for students with disabilities to transition effectively between stages of schooling and/or from school into further education, training and employment.

PART 2 - TERMS OF THIS IMPLEMENTATION PLAN

4. 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 of Western Australia represented by the Minister for Education.
5. 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.
6. 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.
7. This Implementation Plan may be varied by written agreement between the Ministers.
8. 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 DEPARTMENT OF EDUCATION IMPLEMENTATION

Environmental Scan, Needs Analysis and Consultation

Western Australia covers almost one-third of the Australian land mass and is approximately 92 per cent of the size of the States in the entire eastern seaboard. The sheer size of Western Australia and scattered distribution of the student population results in Western Australia having some of the most unique and challenging settings for school education delivery in the world.

Nearly seventy-five per cent of Western Australia's population lives in Perth. Therefore, close to 25 percent is spread across some 2.5 million square kilometres with this latter group experiencing extensive isolation for extended periods of time.

Approximately 44 percent of all public schools are located in regional areas. The average distance from a remote school to the nearest town is approximately 300 kilometres. With a population density equivalent to 0.91 people per square kilometre, Western Australia is responsible for servicing one of the most geographically diverse school sectors in the world. By comparison New South Wales has a population density of 9.0 people per square kilometre and Victoria 24.4 people per square kilometre.

With the exception of the Northern Territory, Western Australia has the highest proportion of Aboriginal persons in Australia at 3.8 per cent. This proportion increases even further in the school sector; 6.4 percent of all students in Western Australia are Aboriginal. This is significantly greater than the national proportion of Aboriginal students at 4.6 per cent students.

The achievement of equity is particularly challenging in Western Australia as a result of this geographic diversity.

Western Australian public schools

The Department is responsible for the education of students in public schools across the State. It employs more than 33, 000 full-time equivalent staff and delivers public schooling to some 260, 000 students through the operation of 776 schools.

Public schools provide access to a comprehensive general education comprising pre-compulsory, primary and secondary schooling.

Education programs delivered by the Department are intended to ensure that all students have opportunities to develop the understandings, skills and attitudes relevant to their needs.

The Western Australian Government's reform agenda is focusing on delivering a public school system that empowers school communities. This focus extends to giving schools greater autonomy, enhancing school leadership, reducing bureaucratic restriction, and locating support services within or as close to schools as possible. Ensuring the creation of conditions for improved student outcomes is paramount.

To support greater flexibility and autonomy for schools, the Department has shifted resources and support structures closer to schools. This includes developing up to 75 School Networks in eight Regions and 62 Teacher Development Schools as a way of

harnessing the experience, creativity and energy that exists within school communities. A prime focus of the School Networks and Teacher Development Schools is for schools to problem solve, share expertise and find new ways to assist schools to build their capacity to better meet the educational outcomes of students including those with a disability.

In addition, the Institute for Professional Learning offers opportunities for up-skilling, professional development and leadership for staff through workshops, extended learning programs including online options.

This new support structure, that delivers vital services to students and schools, will have the flexibility to respond to local issues in ways that will have relevance to local communities. This will result in better education services.

As identified earlier Western Australia is a vast state with diverse communities. The needs of metropolitan, rural, remote and very remote school communities differ greatly in complexity throughout the State. There are also significant groups of students for whom Standard Australian English (SAE) is a second and or additional language, including migrants and Aboriginal students. Within these communities, the capacity to prioritise learning for students with disability depends on having strong multi-agency collaboration that can also provide support for their families.

Education provision for students with identified disability in public schools

The Western Australian public school system offers increased support to students with a disability, through:

1. Local schools: students with a disability are educated alongside peers without a disability. A modified educational program is developed to facilitate their participation and access to an appropriate curriculum;
2. Approved specialist programs: individual schools or a cluster of schools apply for additional human and financial resources to deliver a specialist program when 20 or more eligible students with a disability are enrolled. Where specialist facilities have been integrated into newly built schools, the school is managed by one principal; and
3. Education Support Centres and schools: these specialist facilities provide an intensive modified educational program for eligible students with a disability, typically those with an intellectual disability. The nature of the program and the extent of interaction with peers without a disability may vary according to the facility and the partnerships established with other schools. Existing education support centres and schools are managed by a principal and considered to be a school.

The provision of this additional support complies with national and state legislation, including: the *United Nations Conventions for the Rights of People with Disabilities* and the *Disability Discrimination Act 1992*.

The Department upholds and meets the obligations of the *Disability Discrimination Act 1992* in recognising the rights of students with disability to be enrolled, have access to and participate in schooling which meets their individual needs.

In addition, the Department of Education provides a range of support and services for students with disability in public schools, including:

- a range of specialist programs such as Autism Early Intervention, Autism Secondary Extension Programs, and Career Enterprise;
- Statewide Specialist Services which includes teams of specialist visiting teachers for intellectual, physical disability, vision impairment, hearing impairment, Autism, a speech and language service and hospital school services;
- *Schools Plus* supplementary funding for eligible students with a disability;
- *Schools Flexible* funding used at a school's discretion to meet the needs of students;
- the School Psychology Service provides support on assessment, teaching and learning of students with disability with access to specialist behaviour teams; and
- support by specialist teachers such as a Learning Support Coordinator role in some schools.

Schools Plus supports the school to make the necessary teaching and learning adjustments to ensure eligible students with disability can access the curriculum. This support is provided to the school through the allocation of additional teacher or education assistant time. The school decides how this support is used to achieve the best possible outcomes for the student.

Students with identified disability in public schools

The Department's *Schools Plus* resourcing mechanism provides supplementary resources for public schools to provide students who require additional support to access quality teaching and learning programs. Students with a disability who meet eligibility criteria for a designated *Schools Plus* Indicated Group receive supplementary funding

As at June 2011, Western Australian public schools had a total of 7,561 students with an identified disability, this represents 2.9 percent of the student population, refer Table 1.

Table 1: Numbers of students with identified disability

Total Students: Schools Plus Indicated Groups	7,561
Total Student Population: WA Public Schools	260,317
% Student Population funded by Schools Plus	2.9%

Source Department of Education, Annual Report 2010-2011

Of the 7,561 students with disability 55.2 per cent are currently in primary school and 32.0 per cent in secondary schools, refer Table 2.

Table 2: Eligible students with a disability, by level of schooling, June 2011

Level	Number	%
Pre-compulsory	972	12.9
Primary	4172	55.2
Secondary	2417	32.0
Total	7561	100.0

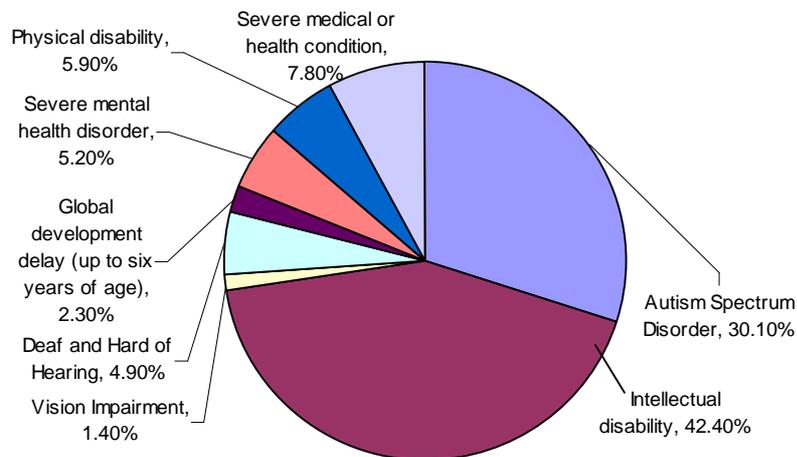
Source: Department of Education Annual Report 2010-11

Changing student profile

The range and intensity of need demonstrated by students with disability in Western Australian public schools has expanded significantly in recent years. Whilst intellectual disability represents the greatest proportion of students with disability, refer Figure 1, there has been a significant increase in the rate of diagnosis of children within the Autism spectrum, with an increase of 67 per cent since 2008, refer Figure 2.

Whilst students may be diagnosed with the same disability category their needs for the type and level of support will differ. For example, students who have a diagnosis of autism may have different needs in relation to communication, behaviour and social integration due to the nature of this complex developmental disorder. These needs will also change over time.

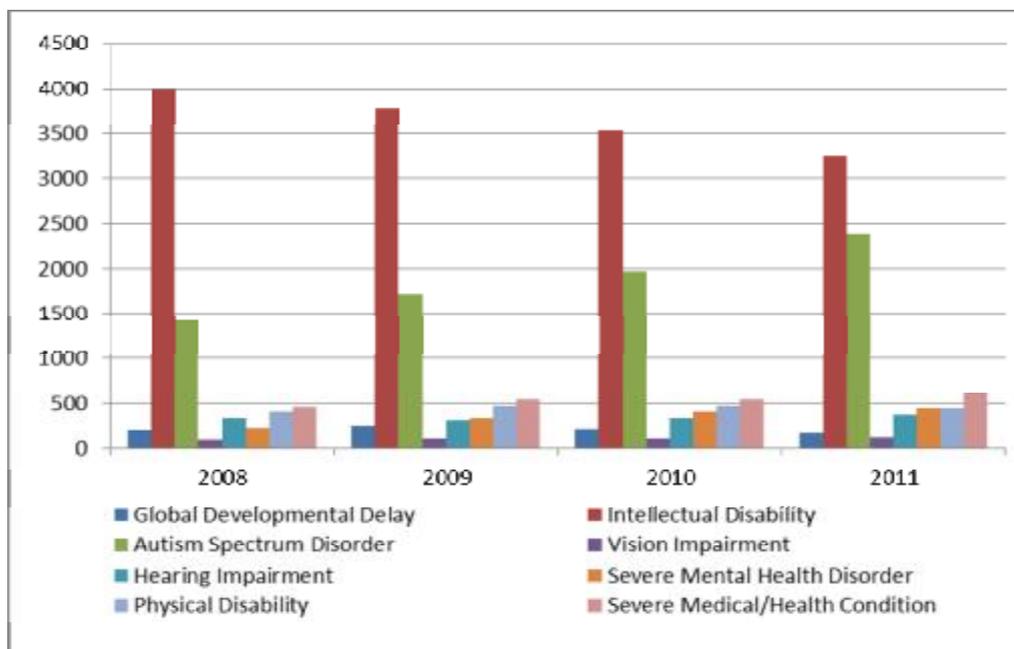
Figure 1: Eligible students with a disability, by disability group, June 2011



Source: Department of Education Annual Report 2010-11

In addition, there has been increased recognition of the range and severity of mental health related disorders such as anxiety and adjustment disorders in children which profoundly impact on their ability to access the curriculum.

Figure 2: Number of students by identified disability, 2008 to 2011



Source: Department of Education 2012 unpublished .

Western Australia has followed the national trend of significantly larger numbers of children being diagnosed with chronic life threatening conditions such as Type 1 Diabetes, anaphylaxis and other autoimmune conditions. Medical intervention has seen children with serious medical conditions reach school age that previously would not, for example children requiring ventilation support. Due to the chronic and intensive nature of many of these conditions, schools are required to increase the level of skilled response and planning as well as daily regulation and monitoring of this cohort of students with disability.

Whether the continuing increases in the rates of diagnosis reflects an increase in prevalence or is an artefact of the growing awareness and recognition of medical professionals and parents is yet to be fully understood.

Workforce

There are currently just over 1,000 teachers working specifically in special education across Western Australian public schools. With the increasing number of students diagnosed with a disability and the range in complexity of disability category there is a need to attract and retain quality teachers with skills in special education in order for students with disability to receive appropriate educational programming in both local and specialist school settings.

Graduates are the main source of teacher supply in Western Australia and represent a significant investment by the Commonwealth and state governments. Research undertaken by the Department of Education reveals that initiatives aimed at providing graduates with support early during their teaching career increases the likely hood of graduates continuing with their career in teaching. Access to support is particularly important for the limited number of graduates in special education.

As at February 2012, over 3,000 education assistants were allocated across public schools to support students with disability. Recognising the important role of education assistants (special needs) the Department will facilitate greater access to professional learning opportunities and access to nationally-accredited training.

Information

There is an increasing demand for information about all aspects of education for students with disability. This is repeatedly highlighted in discussions with schools, families, government and non-government agencies. The type, focus, level of detail and accessibility of this information is determined by the school and it's Regional Office.

To ensure that each school community has access to the information that best suits their needs, the Department is considering ways of supporting schools to develop a range of accessible, multi-media and face-to face resources to engage, empower and inform all stakeholders.

The Department's new Statewide Services Division provides overall coordination and management of support for students with special needs, their parents and teachers. This includes the provision of information to stakeholders.

In terms of broader directions it should be noted that the *National Disability Strategy 2010-2020* has been endorsed by the Hon Colin Barnett MLA, Premier of Western Australia. Western Australia's strategies as described in Implementation Plan for the **National Partnership Agreement for More Support for Students with Disabilities** complement the policy directions of both the National Partnership and National Disability Strategy.

The Department has conducted comprehensive stakeholder analysis to determine priority areas and outputs. Consultation was conducted with both internal and external stakeholders including:

- regional and metropolitan primary and secondary schools and education support schools and centres;
- professional associations;
- disability organisations;
- parent disability advocacy groups; and

- the Western Australian Disability Services Commission.

Across all stakeholder groups, clear elements emerged with strong support for a consistent and unified approach to supporting schools to better support students with disability:

- expertise, resources and support shared across schools through locally identified projects;
- strong and collaborative partnerships with health and allied health professionals;
- enhanced special education knowledge, skills and understandings across schools, networks and Regions;
- enhanced information and support to engage, partner and empower school communities; and
- expanded specialist support for students with disability to engage in effective pathways and transition across all stages of schooling.

Collaboration

Implementation of the strategies identified in this plan will be progressed in collaboration with the Commonwealth, public schools across the state, other key stakeholders and with linkages, as identified with the Catholic Education Office Western Australia (CEOWA) and the Association of Independent Schools of WA (AISWA).

The Department will link with the CEOWA to develop and operate components of a Coordination Centre in Broome. The establishment of the Broome Coordination Centre will provide the opportunity for sector/systems colleagues to develop a consultative approach to supporting schools working with children with disabilities and their families.

The Department will link with AISWA in the identification and access to shared professional learning opportunities.

In discussions with government and non-government organisations from other states, the Department has identified potential collaborative opportunities in the development of online professional learning:

- The development and implementation of specialist online training to support schools in identified areas of special education.
- The development and implementation of an online training package to support understanding of obligations for education providers under the Disability Standards for Education 2005.

Project information

Through this National Partnership Agreement the Department will strengthen its capacity to meet the needs of students with disability in public schools and work towards the

overarching policy framework to “strengthen the capacity of teachers and schools to support students with disabilities” with the aim of improving learning experiences, educational outcomes and transitions to further education or work.

Education Support settings within Western Australia, have developed deep knowledge and understanding of the needs of students with disabilities. The Department’s proposal provides the opportunity for such expertise and knowledge to be shared with the wider educational community.

The Department therefore proposes to establish four Education Support Coordination Centres (the Coordination Centres). Each Coordination Centre will be established in different Education Regions and will serve as a centre of expertise in the educational needs of students with disability in that Region. The Coordination Centres will identify and coordinate the special education expertise, knowledge and resources across schools, networks and Regions to support schools and teachers to build their capacity to meet the needs of students with disability. Innovation and the creation of new ways of meeting the needs of school communities to support students with disability will be a key focus.

The funding provided by the **National Partnership Agreement for More Support for Students with Disabilities** will provide the Department with an opportunity to test a range of strategies to inform future directions. The potential of the strategies selected to build capacity of schools to better support students with disability will be reviewed using data from the National Partnership and provide valuable information to determine the sustainability of the Coordination Centres.

It is anticipated that a Coordination Centre will be trialled in a rural and remote region of Western Australia to specifically enhance the support provided to those students with disability that may also have additional education needs (e.g. Aboriginal, language background other than English, and geographic isolation).

Workforce

Through this national partnership agreement the Department will provide increased support to both pre-service and practicing teachers in special education.

Improved access to quality practicum placements in special education settings will be made for pre-service teachers. Targeted professional development and financial support will be made available for practicing teachers to further skills and qualifications in special education in order to address the future requirements of this growing student cohort.

Recognising the important role of education assistants (special needs) the Department will facilitate greater access to professional learning opportunities and access to nationally-accredited training.

Participating schools

The Department's Education Support Coordination Centre, through an active outreach service, will focus on building further capacity of schools and teachers to meet the educational needs of students with disability within schools, school networks and or the region. It is proposed to establish Coordination Centres in a rural and remote, regional and two metropolitan education Regions.

Due to the nature of the strategies, names and details of participating schools will be provided once available in the development phase of each Coordination Centre and will be included in Progress Reports.

The Coordination Centre model will address five of the outputs to be implemented under the National Partnership Agreement. Table 3 provides an overview of the strategies proposed by the Department.

Table 3 Department of Education More Support for Students With Disability strategies.

National Partnership Outputs	Strategy Description
<p>Output 3</p> <p>Developing support centres which serve as a centre of expertise in the educational needs of students with disabilities and provide expert support to a group of other schools that may not have this expertise.</p>	<p>Education Support Coordination Centres</p> <p>Development of Education Support Coordination Centres that serves as a centre of expertise in the educational needs of students with disability. The Coordination Centres will, on request from schools, identify, facilitate and coordinate the expertise to support schools, school networks with a focus on as actions such as the following:</p> <ul style="list-style-type: none"> • better coordination of health/allied health and other professionals support to ensure identified students with disability access quality and consistent therapy programs; • more targeted professional learning and nationally accredited training for school staff to strengthen their skills in special education, e.g. assistive technology, ASDAN Regional Coordinator role ; • provision of additional information and support provided to assist families to make more informed choices about the educational provision for their child across the stages of schooling, e.g. parent education workshops, online and hard copy resources; • additional transition support for students with disability across the stages of schooling; and • enhancing links between tertiary organisations and schools to establish pre-service and post graduate training opportunities.
<p>Output 4</p> <p>Schools coordinating with</p>	<p>Partnerships with health and allied health professionals</p>

National Partnership Outputs	Strategy Description
<p>health/allied health and other professionals to strengthen the school's support for students with disabilities</p>	<p>The Coordination Centre will engage a health and allied health coordination team to better coordinate and facilitate:</p> <ul style="list-style-type: none"> • the networks of government and non -government agencies to ensure an informed coordinated approach to service delivery in schools, e.g. students with high support and complex medical needs; • health and allied health programs for students with disability to support school communities to consistently engage with personalised therapy programs for students, e.g. supporting schools to implement therapy programs within the school timetable, up-skilling paraprofessionals to delivery therapy programs in rural and remote schools; and • access to innovative delivery of therapy services, e.g. tele-therapy for rural and remote school communities.
<p>Output 5</p> <p>Providing training for pre-service and/or practicing teachers to build their skills in special education</p> <p>Output 11</p> <p>Engaging paraprofessionals to strengthen their skills in supporting students with disabilities</p>	<p>Special education knowledge, skills and understandings across all school settings</p> <p>Identify, coordinate and facilitate access to a greater range of innovative professional learning opportunities to enhance the knowledge, skills and understandings of school communities to meet the needs of students with disability. This includes:</p> <ul style="list-style-type: none"> • increasing access to online and face to face professional learning opportunities for teachers, e.g. leadership coaching (special education), special education coaching for teachers, developing personalised education plans, making adjustments to the curriculum, online modules e.g., Dyslexia, ASDAN training for schools, reporting to parents; • improving partnerships with universities to better support pre-service practicum in metro, rural and remote schools with students with disability; • improving partnerships with universities to develop and deliver courses in special education to practicing teachers, e.g. delivery of online and/or sessional face to face courses in special education, post graduate units in special education; • targeting scholarships to those teachers willing to complete postgraduate units in special education; • increasing access to professional learning and support to implement the Department of Education's <i>Special Education Needs Assessment Tool</i> to support teachers to assess the personalised

National Partnership Outputs	Strategy Description
	<p>learning needs and achievements of individual students with disability;</p> <ul style="list-style-type: none"> • developing and implementing support of a <i>Learning Disabilities Tool Kit</i> to assist teachers to determine the educational needs of students with identified learning disabilities; • collaboratively develop training in the <i>Disability Standards for Education 2005</i> with other government and non-government agencies; • access to nationally accredited training via its links with a school-based Registered Training Organisation. The scope of registration is limited to the delivery of specific competencies for education assistants as outlined in the Department of Education's <i>Competency Framework for Education Assistants' (Special Needs)</i> e.g. Certificate Four Education Assistants (Special Needs).; • identifying, developing and delivering additional online and face to face professional learning opportunities: e.g. role and responsibilities, manual handling, mentoring/work shadowing program - including ongoing sessions to build skills in developing coordinated therapy and educational skills for students with disability; and • identifying and facilitating improved access to transition pathways to teaching in special education for education assistants.
<p>Output 12</p> <p>Providing additional support for students with disabilities to transition effectively between stages of schooling and/or from school into further education, training and employment.</p>	<p>Effective and informed transition across all stages of schooling.</p> <p>The Coordination Centre will engage a Pathways and Transition team to support schools engage with students and families in the development of effective transition across the stages of schooling. This includes:</p> <ul style="list-style-type: none"> • greater opportunities for family education being made available with school community consultation and coordination, e.g. using the principles of the <i>Helping children with Autism: positive parent partnership package</i>; • families assisted to make informed choices about the educational provision across the stages of schooling, the learning development of their child and access to services, e.g. a range of multi media resources will be developed; • providing targeted support to students (all or students with disability), e.g. case management

National Partnership Outputs	Strategy Description
	<p>approach to career and employment planning, personalised pathways plans in the year the student turns 14 and personalised transition plans in the year the student with disability turns 16 years of age;</p> <ul style="list-style-type: none"> • developing and facilitating the collection and data sharing of confidential information across government and non-government agencies to support seamless transition across the stages of schooling; and • coordinating across government and non-government agencies and within the community to ensure access to opportunities for further education employment and alternatives to employment, e.g. ASDAN programs, VET in schools, engagement with Disability Employment Services and Australian Disability Enterprises.

The Department's Coordination Centre model has been designed specifically to complement the objective and outcomes of the **National Partnership Agreement for More Support for Students with Disabilities**:

Objective

*Australian schools and teachers are better able to support students with disabilities, contributing to improved learning experiences, educational outcomes and transitions to further education or work; and all of the outcomes of the **National Partnership Agreement for More Support for Students with Disabilities***

- *Students with disabilities have improved learning experiences and educational outcomes.*
- *Schools are better able to meet the educational needs of students with disabilities, in collaboration with parents, carers, and students.*
- *Schools become more inclusive environments, in accordance with the Disability Standards for Education 2005, recognizing the diversity students with disabilities bring to the school.*
- *Teachers are more capable of identifying and addressing the educational needs of students with disabilities.*
- *Teachers of students with disabilities have better access to expert support.*
- *Through an on-going evaluation commencing at the start of the initiative, educational policy makers are informed of better practice under this initiative and long-term policy development occurs in an environment well-informed about what works to improve the educational outcomes of students with disabilities.*
- *Through the availability of information collected through the evaluation of this initiative, parents, carers, school leaders, school administrators, teachers and the wider community are better informed about effective practices and activities that benefit educational achievement of students with disabilities.*

Timeline for implementing strategies

A timeline for implementing each of the strategies is available in Tables 4(a) – (d). All the strategies and tasks sit within the umbrella of the following outputs:

Table 4a: Timeline for implementing Education Support Coordination Centres

Task	Completion date
Recruit NP Project Team, fully scope strategies and tasks, develop project management, monitoring and data collection plans	30 June 2012
Recruit the first of the Coordination Centre teams, establish Region needs analysis, fully scope Region strategies and tasks, develop detailed operational plans	31 July 2012
Commence phased implementation of Coordination Centre strategies from term 3 2012	31 December 2013

Table 4b: Timeline for implementing Partnerships with health and allied/health professionals

Task	Completion date
Establish Region needs analysis, fully scope strategies and tasks, develop detailed project management plans	31 July 2012
Detailed operational plan and development of models of delivery, practical support and implementation strategies	30 September 2012
Commence phased implementation of Partnerships with health and allied/health professional strategies from term 3 2012	31 December 2013

Table 4c: Timeline for implementing Special education knowledge, skills and understandings across all school settings

Task	Completion date
Establish Region needs analysis, fully scope strategies and tasks, develop detailed project management plans	31 July 2012
Detailed operational plan and development of models of delivery, partnerships, practical support and implementation strategies	30 September 2012
Commence phased implementation of Special education knowledge, skills and understandings across all school settings strategies from term 3, 2012	31 December 2013

Table 4d: Timeline for implementing Effective and informed transition across all stages of schooling

Task	Completion date
Establish Region needs analysis, fully scope strategies and tasks, develop detailed project management plans	31 July 2012
Detailed operational plan and development of models of delivery, practical support and implementation strategies	30 September 2012
Commence phased implementation of Effective and informed transition across all stages of schooling strategies from term 3, 2012	31 December 2013

Table 5: Project Logic

Strategies for delivering outputs	Outputs	Outcomes	Objective	Responsible parties
<p>Education Support Coordination Centres</p> <p>Develop Coordination Centres in four education regions to identify, facilitate and coordinate the up-skilling of special education expertise, knowledge and resources across school communities, networks and Regions</p>	<p><i>Developing support centres which serve as centres of expertise in the educational needs of students with disabilities and provide expert support to a group of schools that may not have that expertise.</i></p>	<ul style="list-style-type: none"> • <i>Students with disabilities have improved learning experiences and educational outcomes.</i> • <i>Schools are better able to meet the educational needs of students with disabilities, in collaboration with parents, carers, and students.</i> • <i>Schools become more inclusive environments, in accordance with the Disability Standards for Education 2005, recognizing the diversity students with disabilities bring to the school.</i> • <i>Teachers of students with disabilities have better access to expert support.</i> • <i>Educational policy makers are informed of effective practice to support long term policy</i> • <i>School communities and the wider community are better informed about effective activities that benefit educational achievement of students with disability.</i> 	<p><i>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.</i></p>	<p>Outcomes are delivered by Coordination Centres, schools, networks and Regions</p>
<p>Partnerships with health and allied health professionals</p> <p>Develop strong, collaborative partnerships with government and non-government agencies in the creation of innovative and effective delivery of health/allied health services to schools</p>	<p><i>Schools coordinating with health/allied health and other professionals to strengthen the school's support for students with disabilities.</i></p>	<ul style="list-style-type: none"> • <i>Students with disabilities have improved learning experiences and educational outcomes.</i> • <i>Schools are better able to meet the educational needs of students with disabilities, in collaboration with parents, carers, and students.</i> • <i>Schools become more inclusive environments, in accordance with the Disability Standards for Education 2005, recognizing the diversity students with disabilities bring to the school.</i> • <i>Teachers of students with disabilities have better access to expert support.</i> • <i>Educational policy makers are informed of effective practice to support long term policy</i> • <i>School communities and the wider community are better informed about effective activities that benefit educational achievement of students with disability.</i> 	<p><i>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.</i></p>	<p>Outcomes are delivered by Coordination Centres, schools, networks and Regions</p>

Strategies for delivering outputs	Outputs	Outcomes	Objective	Responsible parties
<p>Special education knowledge, skills and understandings across all school settings</p> <p>Develop and implement special education professional learning for teachers and education assistants (special needs) across all school settings,</p> <p>exploring pathways for special education including up-skilling of teachers and education assistants (special needs);</p> <p>provision of support to teachers who participate in postgraduate studies;</p>	<p><i>Providing training for pre-service and/or practicing teachers to build their skills in special education.</i></p> <p><i>Engaging paraprofessionals to strengthen their skills in supporting students with disabilities</i></p>	<ul style="list-style-type: none"> • <i>Students with disabilities have improved learning experiences and educational outcomes.</i> • <i>Schools are better able to meet the educational needs of students with disabilities, in collaboration with parents, carers, and students.</i> • <i>Schools become more inclusive environments, in accordance with the Disability Standards for Education 2005, recognizing the diversity students with disabilities bring to the school.</i> • <i>Teachers are more capable of identifying and addressing the educational needs of students with disabilities.</i> • <i>School communities and the wider community are better informed about effective activities that benefit educational achievement of students with disability.</i> 	<p><i>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.</i></p>	<p>Outcomes are delivered by Coordination Centres, schools, teachers, networks and Regions</p>
<p>Effective and informed transition across all stages of schooling</p> <p>Expand specialist support services and resources to support schools engage with students and families in the development of effective transition across the stages of schooling.</p>	<p><i>Supporting students with disabilities transition effectively between stages of schooling and/or from school into further education, training and employment.</i></p>	<ul style="list-style-type: none"> • <i>Students with disabilities have improved learning experiences and educational outcomes.</i> • <i>Schools are better able to meet the educational needs of students with disabilities, in collaboration with parents, carers, and students.</i> • <i>Schools become more inclusive environments, in accordance with the Disability Standards for Education 2005, recognizing the diversity students with disabilities bring to the school.</i> • <i>Teachers of students with disabilities have better access to expert support.</i> • <i>Educational policy makers are informed of effective practice to support long term policy</i> • <i>School communities and the wider community are better informed about effective activities that benefit educational achievement of students with disability.</i> 	<p><i>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.</i></p>	<p>Outcomes are delivered by Coordination Centres, schools, networks and Regions</p>

Links with existing reforms or projects

The Department's *Classroom First* strategy has set out to achieve the objectives of having every public school a distinctive school, every teacher an effective teacher and every student a successful student. This includes giving each school the flexibility and level of autonomy to respond to the needs and aspirations of its students and local community. Schools should be as different as the communities they serve. Taking action toward achieving these objectives will support the selected outputs of the *National Partnership – More Support for Students with Disabilities*. Table 6 provides an overview of the links with Department of Education strategies.

Table 6: Links with existing strategies

Strategies for delivering outputs	Details of complementary nature of strategies
<p>Education Support Coordination Centres: Develop Coordination Centres in four education regions to identify, facilitate and coordinate the special education expertise, knowledge and resources across school communities, networks and Regions.</p> <p>Partnerships with health and allied health professionals: Develop strong, collaborative partnerships with government and non-government agencies in the creation of innovative and effective delivery of health/allied health services to schools.</p> <p>Special education knowledge, skills and understandings across all school settings: Develop and implement special education professional learning for teachers and education assistants (special needs) across all school settings.</p> <p>Effective and informed transition across all stages of schooling: Expand specialist support services and resources to support schools engage with students and families in the development of effective transition across the stages of schooling.</p>	<p>In 2010, the Department of Education commenced implementation of its Independent Public Schools (IPS) initiative. The IPS initiative has given schools a greater level of autonomy than has previously been possible. It provides schools with the level of flexibility that enables them to perform at their best with the innovation required to contribute to ensuring every students' individual needs are addressed.</p> <p>In addition to the IPS initiative the Department recently implemented a state-wide reform creating 8 Regions across the State with up to 75 networks of schools. Every school is part of a network and every network belongs to one of the 8 Regions. Particular care has been taken to support schools and communities outside Perth with 6 of the 8 Regions specifically supporting rural and remote schools. The new structure provides:</p> <ul style="list-style-type: none"> • more opportunities and encouragement for schools to work together; • improved delivery of specialist support services to schools; • improved access to specialist teachers and resources; • access to a designated Network Principal; and • access to support from credible and expert colleagues. <p>The Department remains committed to improving the delivery of and access to important services to schools. Together, <i>Classroom First</i>, <i>IPS</i> and the regions and networks of schools structure provide a strong platform from which the Department will establish the Coordination Centres emanating from the <i>National Partnership – More Support For Students With Disabilities</i>. The Coordination Centres will provide a support to students, teachers, schools and communities. Coordination Centres will provide opportunities innovative education approaches that enhance education programs offered to students with disability.</p>

Performance indicators and benchmarks

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

Sign off

[Note: an Implementation Plan signing ceremony is not necessary and plans can be finalised through an exchange of letters between Ministers.]

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

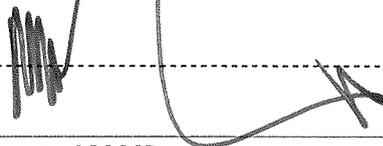
Signature


Dr Elizabeth Constable MLA
Minister For Education

Date

18/4/12

Signature


Hon Peter Garrett AM MP

Date

23.4.12

Minister for School Education, Early Childhood and Youth

Western Australia Outputs, Payment Weightings, Performance Indicators and Performance Benchmarks

Outputs, payment weightings, performance indicators and performance benchmarks

1. The outputs to be implemented in Western 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 weightings¹

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 3 –Developing support centres which serve as a centre of expertise in the educational needs of students with disability and provide expert support to a group of other schools that may not have this expertise	40%	15%	7.5%	62.5%
Output 4 - Schools coordinating with health/allied health and other professionals to strengthen the school's support for students with disability.	0%	5%	2.5%	7.5%
Output 5 - Providing training for pre-service and/or practising teachers to build their skills in special education.	0%	5%	2.5%	7.5%
Output 11 -Engaging paraprofessionals to strengthen their skills in supporting students with disability.	0	10%	5%	15%
Output 12 - Supporting students with disability transition effectively between stages of schooling and/or from school into further education, training and employment.	0	5%	2.5%	7.5%

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](#).

Total	40%	40%	20%	100%
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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
Output 3: Developing support centres which serve as a centre of expertise in the educational needs of students with disability and provide expert support to a group of other schools that may not have this expertise.	Number of support centre providing support to the school system.	1 June 2012	0	1	3	4
	Number of schools supported by support centres.	1 June 2012	0	15	45	60
Output 4: Schools coordinating with health/allied health and other professionals to strengthen the school's support for students with disability.	Number of health /allied health professionals engaged to strengthen school's support for students with disability.	1 June 2012	0	10	30	40
	Number of schools supported by health /allied health or other professionals	1 June 2012	0	15	45	60
Output 5: Providing training for pre-service and/or practicing teachers to build their skills in special education.	Number of practising teachers that participated in training to build their skills in special education.	1 June 2012	0	0	200	400
Output 11: Engaging paraprofessionals to strengthen their skills in supporting students with disability.	Number of paraprofessionals better placed to support students with disability.	1 June 2012	0	0	100	150
Output 12: Supporting students with disability transition effectively between stages of schooling and/or from school into further education, training and employment.	Number of students with disability provided with additional support to transition from school into further education, training or employment.	1 June 2012	0	0	70	140