This presentation provides information about Every Student, Every School, a learning and support framework, announced on 27 March 2012. It includes timeframes for various project activities under the initiative and information about resources to be allocated to schools.

It complements other material available in packages on the Department’s website at www.det.nsw.edu.au/every-student-every-school

The session provides the following:

- Link to a vodcast by Brian Smyth King, Director of Disability Programs for NSW Public Schools, providing an overview of Every Student Every School and how integrated projects over the next two years will support the establishment of a framework for learning and support in every NSW public school for the future.
- Part 1 provides background and contextual information about the impact of disability and rationale for Every Student, Every School
- Part 2 provides information about the scope of projects to be implemented over the next two years and timeframes for key activities
- Part 3 provides more information about the learning and support resources to be allocated to regular schools and processes for implementation from Term 3, 2012.
Overview

http://www.youtube.com/watch?v=9u3GEbTuRwY

Vodcast by
Brian Smyth King
Director, Disability Programs

The link on the slide will open the vodcast directly on the internet.
The vodcast is also located on the department's website at
www.det.nsw.edu.au/every-student-every-school
Part 1

Why do we need Every Student, Every School?

Part 1 provides important background and contextual information to support understanding about:

- the experience of disability and its potential long term impacts on individual, families and schools
- the student population that are the focus of Every Student Every School and
- the profile of students in NSW public schools that require adjusted learning and support.
Australia has seen significant changes over the last 20 or more years in the way that the community thinks about and responds to disability.

This change has been driven strongly by people with disability themselves and their families and supporters.

Changes include significant developments in legislation that articulate the rights of people with disability to the same provisions and experiences available to all other people in the community. This includes obligations on a range of service providers to take positive steps to provide services and to make adjustments for people with disability.

In 1992 it became unlawful to discriminate against persons on the basis of disability with the introduction of the Commonwealth Disability Discrimination Act (DDA). Standards for complying with the DDA have been introduced in a number of areas including transport and access to premises. Disability Standards for education were enacted under the DDA in 2005.

In 2008 Australia became a signatory to the United Nations Conventions on the Rights of Persons with Disabilities.

Despite these significant changes, on many measures there has been limited improvement to the lives of people with disability.
**Shut Out** is a report on national consultations with people with disability, their families and carers in 2009. The report documents the lived experience of people with a disability and their families and carers in a range of areas of life including health care, education, employment, transport, getting into buildings, the cost of living with disability, needing to rely on services, making friends and impact on families and carers.

The chapter on education identifies that many people continue to have poor educational experiences. The report highlights that barriers to a sustained, quality educational provision that responds to individual needs are significant and can have profound, long term impacts. It includes barriers of physical access, attitudes and expectations, and skills and knowledge of education providers.

In July 2011 the Productivity Commission recommended that the Australian Government establish a new national funding system and locally coordinated support system through a National Disability Insurance Scheme (NDIS) to provide people with disability an opportunity to lead fulfilling and productive lives. This work, together with the National Disability Strategy 2010-2020, is a central component of the emerging national disability reform agenda.

**Disability Expectations: Investing in a better life, a stronger Australia** was released in 2011. It documents the social and economic impacts of living with disability in Australia and highlights the need for a cultural shift in attitudes towards Australians living with disability to actively enable a better quality of life.
Australians with significant disability and their families have poor outcomes on every indicator of community participation and wellbeing:

- Half the population of people with disability have progressed past year 10 at school, compared with 80% in the general population
- 31% participation in the labour force compared with 83% for people without a disability
- Two-thirds earn less than $320 per week compared with one-third of the general population
- Many times more likely to live in public housing and more than 6,500 aged under 65 live in aged care homes
- Only 20% report having their support needs for core activities (mobility, self-care, communication) fully met by the formal support system
- Waiting times of up to two years for a basic wheelchair or therapy, or up to 10 years or more for supported accommodation

Source: *Disability Expectations: Investing in a better life, a stronger Australia* (2011)
Australia is one of the poorest performers in disability support among comparable OECD jurisdictions. The employment rate for working-age people with a disability in Australia has declined since the mid-1990s and during the mid-2000s. Australia is ranked 21st out of 29 OECD countries. If nothing is done, Australia’s performance will not only grow relatively worse, but the impacts of our poor performance may affect Australia’s international competitiveness. Australia’s position will be a particularly vulnerable one as it seeks to fulfil its agreements as a foundation signatory to the UN Convention on the Rights of Persons with Disabilities (UN CRPD).

Source: *Disability Expectations: Investing in a better life, a stronger Australia* (2011)
45% of people with disability in Australia live near or in poverty, more than double the OECD average of 22%. Australia is the worst performer in the OECD on this indicator ranking 27th out of 27 OECD countries.

PricewaterhouseCoopers 2011
The Australian Government and State and Territory Governments are engaged in significant reforms both in school education and in the area of disability care and support. Many of the major reform activities are shown on this slide.

For students with a disability, these agendas intersect. They reflect changed expectations about how students with disability are supported to access learning experiences that meet their specific needs.

In education there is a growing focus on accountability for educational outcomes and an increasing emphasis on every student acquiring core skills to equip them for further learning and adult life.

The development of Australian curriculum and expectations that the vast majority of students will participate in NAPLAN sharpens attention on the performance of every student, including those with additional learning and support needs.

There is a growing emphasis on ‘person-centred’ planning in the provision of disability support that reflects the needs and aspirations of people with disability and their families.

The development of a National Disability Insurance Scheme will see major changes in the way funding is provided and used to support people with disability and their families.

The National Disability Strategy is a ten year plan 2010-2020 that is guiding government activity across mainstream and disability-specific areas to achieve greater inclusion of people with disability in all aspects of life.

Every Student, Every School is consistent with the directions set out in the National Disability Strategy.
In NSW public schools:

- 90,000 students (12% of the student population) need adjusted learning and support on the basis of disability.

These students comprise:

- 35,000 students (4.7%) who have a DEC-confirmed disability
- 55,000 students (7.3%) have additional needs relating to difficulties in learning or behaviour including dyslexia, reading or communication delay and ADHD
A broad range of students with additional learning and support needs are recognised as having a disability within the context of Commonwealth disability discrimination legislation and the Standards. This include students with

- physical impairment
- sensory impairment
- Intellectual disability
- Brain injury, through accident or illness
- Neurological/psychiatric/mental health disorders, including depression, anxiety, ODD, ADHD, conduct disorder
- Autism
- Learning disability such as dyslexia and language/communication disorders
- Behaviour that is a symptom or manifestation of the disability.

In NSW public schools up to 90,000 students K-12 are covered by the Disability Standards for Education.

More information about the national Disability Standards for Education is available at

In recent years there has been change in the profile of students in NSW public schools with disability and additional learning and support needs. 77% of students covered by the Disability Standards for Education are enrolled and educated in regular schools.

This present two key challenges:

• the quality of the learning experience that every student receives
• the capability of all teachers to understand and respond to the learning and support needs of students.

It is essential that schools are equipped to understand the diverse learning needs of their students and that they have the capacity to meet those needs.
Part 2

How do we build a learning and support framework in every school?

Part 2 provides information about the scope of projects to be implemented over the next two years through Every Student, Every School and timeframes for key activities.
The learning and support framework was developed by the Department. It is based on foundation elements that are required for high quality learning and support for every student with disability in every NSW public school.

Contemporary research into schooling and consultation with stakeholders in the education community recognised these elements and their interrelationship for effective learning and support in any school.

Central to the learning and support framework is the classroom teacher, educational leadership, and the schools organisation to operate an effective learning and support team.

It is essential that classroom teachers have access to quality support and advice when they need, where they need it. This includes professional learning, professional support and skilled expertise, together with effective and reliable tools and resources.

Every Student, Every School will enable this framework for learning and support to be established in every school.
Every Student, Every School incorporates an integrated suite of projects which are the vehicle for establishing learning and support in all schools.

This integrated scope of projects in 2012 and 2013 are required to facilitate strong and sustainable learning and support, knowledge and practices in every school.

The national partnership *More Support for Students with Disabilities* will fund in 2012 and 2013 the implementation of these activities.
In addition to professional learning, other project activities under Every Student, Every School are concurrently implemented during 2012 and 2013. These include:

• support for implementation of a specialist teacher in every regular school
• development of a functional assessment tool and materials for teachers to support personalised learning and support.
• establishing centres of expertise through projects to be undertaken by schools for specific purposes
• development of an improved website with accessible information for school communities and trialling of new technologies to support students with highly specialist disability support needs.
Supported online learning - courses are currently available in autism, behaviour, dyslexia and significant reading difficulties, language and communication, and motor coordination. Courses are accessed through MyPL@det and delivered by regions. Each course takes around 20 hours to complete over 8-10 weeks with a trained tutor. Learning in each course is accredited with the NSW Institute of Teachers.

Additional online courses in this program are currently being developed included a course on making adjustments to support curriculum access and a course on hearing impairment.

Disability Standards for Education – accredited training packages are being developed in collaboration with other education jurisdictions nationally through University of Canberra. A series of packages will be progressively developed including packages aimed at supporting teachers, school leaders and parents.

Scholarships - application process for first round of scholarships commencing mid 2012 will be advertised in Term 2. Further scholarships will commence early 2013. Information will be provided to regions about scholarship terms and application processes once finalised, for promotion as appropriate.

Additional training projects will be implemented later in 2012. These include support for learners in the middle years; supporting positive student behaviour; and supporting student mental health in rural and remote areas.
Existing specialist resources will be re-organised to allocate directly to every regular school a **specialist teacher** and **funding** to support students with lower level additional learning and support needs.

**Additional** Commonwealth funding through the national partnership in 2012 and 2013 is being used to support schools through regions to transition to new service arrangements. This includes the provision of increased and ongoing professional learning and support for teachers, specialist teachers, principals and learning and support teams.

School principals, through their school learning and support team and specialist staff, will continue to hold responsibility for determining the best use of these resources to meet the learning and support needs of students in the school.

More information about learning and support in regular schools, including the basis for allocation of resources to schools, is provided in Part 3 of this presentation package.
Support for students with disability in regular classrooms

<table>
<thead>
<tr>
<th>Timeframe</th>
<th>Activity</th>
<th>Lead facilitator</th>
</tr>
</thead>
<tbody>
<tr>
<td>Term 1, Weeks 9 - 10</td>
<td>Briefings and information for school communities about Every Student, Every School and consultation on the implementation of learning and support in schools.</td>
<td>Regional implementation team</td>
</tr>
<tr>
<td>Term 2, Weeks 1 - 5</td>
<td>Written advice to principals of regular schools of resource allocations from Term 3, including specialist teachers and funding.</td>
<td>State office</td>
</tr>
<tr>
<td>Term 2, Week 3</td>
<td>Schools and Regions plan in consultation with staff the implementation of learning and support resources from start of Term 3.</td>
<td>School leaders and Regional implementation team</td>
</tr>
<tr>
<td>Term 3, 2012 and ongoing</td>
<td>Learning and support service arrangements are progressively implemented in schools. Induction program for learning and support teachers, principals and learning and support teams commences.</td>
<td>School leaders and Regional implementation team</td>
</tr>
</tbody>
</table>

In addition to establishing a specialist teacher in every regular school, other project activities under Every Student, Every School are concurrently implemented during 2012 and 2013. This includes:

- professional learning,
- the development of a functional assessment tool and materials for teachers to support personalised learning and support,
- establishing centres of expertise through projects to be undertaken by schools for specific purposes
- development of an improved website with accessible information for school communities and trialling of new technologies to support students with highly specialist disability support needs.

More information about learning and support in regular schools, including the basis for allocation of resources to schools, is provided in Part 3 of this presentation package.
Special schools as centres of expertise

- Special schools undertake locally designed and implemented projects that develop networks across mainstream and specialist settings to build and share knowledge and expertise
- Peer mentor groups with academic contributors to support quality outcomes
- Involving 106 special schools
  More than $9 million over two years
Building centres of expertise

- Each school for specific purposes receives funds in 2012 and 2013 to develop and implement projects that build expertise in meeting the learning and support needs of students.

- It is a requirement of projects that they incorporate a strategy for networking with other schools to build and share expertise and resources developed through the projects.

- Projects will be focused in one or more priority areas:
  - assistive technology or software to support curriculum access
  - case management and support of students with complex needs
  - supporting students with a communication delay or disability to achieve curriculum outcomes
  - supporting transition needs of students with disability
  - building personalised learning and support plans through collaborative partnerships with parents and communities.
Resourcing

- Funding allocations to schools are calculated on a base of $5,000 per school plus $3,250 per each established class in the school. Funds may be used to support project work and networking of project products.

- Special school principals provide peer mentor guidance and support for projects along with an academic contributor to support quality project outcomes.

- In addition, each region receives an allocation of funds based on the number of support classes within the region. This funding will support networking strategies to ensure successful and useful project outcomes are shared with other schools.

- Project guidelines are available on the Every Student, Every School website
In addition to establishing centres of expertise through our schools for specific purposes, other project activities under Every Student, Every School are concurrently implemented during 2012 and 2013.

These include:

- professional learning,
- support for implementation of a specialist teacher in every regular school
- development of a functional assessment tool and materials for teachers to support personalised learning and support.
- development of an improved website with accessible information for school communities and trialling of new technologies to support students with highly specialist disability support needs.
Instruments to understand and support individual student’s learning needs

- Accelerate development and roll out of a functional assessment tool for teachers and parents to profile the strengths and needs of students in any school setting
- Develop and implement standards and guidelines to support personalised learning and support planning in collaboration with parents

More than $1.5 million over two years

In addition to the development of tools and resources to support teachers to understand and support the personalised learning and support needs of their students, other project activities under Every Student, Every School are concurrently implemented during 2012 and 2013. These include:

- professional learning,
- support for implementation of a specialist teacher in every regular school
- establishing centres of expertise through projects to be undertaken by schools for specific purposes
- development of an improved website with accessible information for school communities and trialling of new technologies to support students with highly specialist disability support needs.
Information to support teaching and learning and expert support

- Enhanced specialist services for students with complex reading difficulties
- Trial new ways to support students with complex and/or highly specialised needs including students with hearing impairment, students with very complex health care needs, students with mobility and communication needs
- Improved website and resource development for accessible and easy to understand information about learning and support for school communities

More than $5 million over two years
In addition to the development of information to support teaching and learning and expert support, other project activities under Every Student, Every School are concurrently implemented during 2012 and 2013. These include:

- professional learning,
- support for implementation of a specialist teacher in every regular school
- establishing centres of expertise through projects to be undertaken by schools for specific purposes
- development of a functional assessment tool and materials for teachers to support personalised learning and support.
The outcome: a culture and practice of learning and support in every school

- School leaders and staff understand at a deep level the experience of disability and obligations under disability legislation.
- Additional support for teachers and their students is available directly in schools.
- A range of professional learning options are available to further develop knowledge and skills.
- Teachers have access to the tools that they need to better understand the educational needs of their students with disability.
- Knowledge and expertise in supporting students with disability is shared between school settings.
- Expert support is available for students with the most complex needs.
- Teachers have high expectations of every student in their school.
- Teachers and parents work together to develop plans to meet adjusted learning and support needs of students.
- Schools embrace diversity and are welcoming of all students.
Evaluation and reporting

• The Commonwealth will undertake an independent concurrent evaluation of the effectiveness of the national partnership in supporting schools and teachers to be better able to support students with disabilities.

• Progress reports on Every Student, Every School will be provided to the Commonwealth in:
  ▪ July 2012
  ▪ April 2013
  ▪ January 2014

• Information and data from schools, regions and state office about the implementation of project activities through Every Student, Every School will contribute to progress reporting and the independent evaluation.
Part 3 provides more information about the learning and support resources to be allocated to regular schools and processes for implementation from Term 3, 2012.

This relates to the allocation of a specialist teacher in every regular school through Every Student, Every School.
From Term 3 2012, every regular school will be allocated two resource components to meet the learning and support needs of students with lower levels of additional need.

The resources allocated to each regular school are made up of

- specialist teacher time and
- flexible funding.

Every Student, Every School will merge a number of existing specialist teacher positions into a single teacher position, known as **Learning and Support Teacher**. These positions will be allocated directly to schools for a **three year period**.

Funding will be allocated to each school and adjusted **annually**. This funding will be allocated to schools to reflect student need and without requiring confirmation of disability.

How these resource components are calculated are explained in following slides.
Learning and support resources in regular schools

Component 1: Learning and support teachers

- More than 1,800 existing specialist positions are allocated directly to schools as learning and support teachers
- Allocation reflects school size and student learning need
- Adjusted every three years to reflect changes in school profile
- In addition, 96 existing specialist assistant principal positions are available to provide additional support and professional learning to schools; known as as Assistant Principals, Learning and Support.
This slide lists the support teaching positions that will be merged into a single learning and support teacher role and allocated to schools. Most of these programs will be well known to principals and school personnel. They represent a series of programs that have emerged over time. Overall, the distribution of these positions is not equitable between schools, school groups or regions.

**Description of existing positions:**

- **Support Teacher Learning Assistance** - Support students experiencing difficulties in learning regardless of cause (K-12). This includes STLA Reading and Language (of which there are 40 and 27 classes respectively across the state) and designated STLA.
- **Early School Support Teacher** - Support students with mild intellectual disability (K-2 only).
- **Itinerant Support Teacher Behaviour** - Support students with behavioural difficulties usually through referral process.
- **Support Teacher-Integrated intellectual mild** - Currently provide support for students with mild intellectual disabilities and low support needs in regular classes. Students accessing this support do not need to be referred through a regional placement panel.
- **Itinerant Support Teacher Integration** - Provide professional advice and support for students with confirmed disabilities and their class teachers. Assist schools to complete administrative requirements for access to Integration, Funding Support Program (K-12)
- **Outreach teachers (Autism, ED, Special Education - separate positions)** - Provide professional advice and support for students with confirmed disabilities and their class teachers (K-12)
- **School Learning Support Coordinators** – introduced in 2009 in 265 schools (K-12)

- **Assistant Principal Learning Assistance** - Provide professional learning and training for schools and STLAs (K-12). Small student caseload. No teacher supervision responsibilities. (40 positions)
- **Assistant Principal Behaviour** - Provide professional learning and training for schools and support teachers behaviour (K-12). Small student caseload. Supervision responsibilities. (56 positions) (K-12)

Both these positions will retain their assistant principal status and work across schools.
Positions not included

- Itinerant support teachers early intervention
- Itinerant support teachers hearing
- Itinerant support teachers vision
- Support teachers transition

These positions continue to provide support for schools under current guidelines.

There are no changes to these positions. These positions will continue to provide support to students in regular classes, support classes and special schools.
Learning and support resources in regular schools

Component 2: Flexible funding

- $39.4 million is allocated directly to schools to support students with lower levels of additional need in learning and/or behaviour.
- This funding will provide schools with flexibility to engage additional teacher time and/or school learning support officer time, as well as release for professional learning and planning.
- Allocations reflect each school’s total actual enrolments along with the number of students with additional learning needs.
- Flexible funding is adjusted annually to reflect changes in school profile.
Learning and support flexible funding

- $39.4 million flexible funding to be allocated in 2012 incorporates funding from:
  - the current Learning Assistance Program and
  - the Integration Funding Support Program supporting students with lower levels of additional need in autism and mental health.
- $71.9 million continues to support students with moderate and high levels of need because of disability, including autism and mental health disorders, through the Integration Funding Support Program.
- School principals have ongoing responsibility for determining how allocated flexible funding is best used for students with adjusted learning needs.
### Allocation of learning and support teachers

Each regular school receives a learning and support teacher allocation. This is based on the size of the school and the students’ learning needs. This allocation is adjusted each three years to reflect changes in school profile.

Each school’s allocation of learning and support teacher time is made up of the following:
- a base for every school: either 0.1 FTE (less than 160 enrolments) or 0.4 FTE (160 enrolments or more), and
- a component calculated using the student learning need index.

**Base + SLNI = triennium allocation of learning and support teacher FTE**

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The base component provides a minimum allocation of learning and support teacher time to every school.

The Student Learning Need Index (SLNI) provides an allocation based on relative needs of the school within the public school system.

The SLNI is explained in a following slide.
The base component provides a minimum allocation of flexible funding to every school. The Student Learning Need Index (SLNI) provides an allocation based on relative needs of the school within the public school system. The SLNI is explained in the next slide.

Research indicates that autism affects people across the population, regardless of socio economic status. Current prevalence estimates of ASD vary between 1 in 160 children to 1 in 100 children, depending on definitions and other methodological issues. As a spectrum disorder, people with autism have widely varying characteristics and need for additional support. However, not every person with an autism spectrum disorder has a formal diagnosis, for a range of reasons. Use of student enrolment numbers provides every school with a base allocation of funding for learning and support, regardless of diagnosis and other factors.

An index of student learning need based on standardised testing in literacy and numeracy has been used to calculate resource allocations to schools to support students experiencing difficulties in learning since 2003 through the Learning Assistance Program. The student learning need index (SLNI) is used to calculate the additional allocation for supporting students with additional learning and support needs, including students with mental health (MH) disorders who have lower levels of additional need.

Use of the SLNI as the basis for allocation of the MH component of funding from Integration Funding Support is based on consideration of the relationship between learning need and mental health disorders (ODD, CD and ADHD):

- Current profiles of students on Integration Funding Support indicate that students with MH disorders usually have both behavioural and curriculum needs. That is, ODD, CD and ADHD impact negatively on learning for these students.
- Research indicates that there are consistent associations between ODD, CD and ADHD and low SES.
- Learning need is also higher in low SES communities.
The Student Learning Need Index (SLNI) is calculated with data from literacy and numeracy testing over a three year period. This index has been used to allocate resources within the current Learning Assistance Program since 2003 (check). This index has been supported by education, community and union stakeholders from the time of its development.

The index is calculated using the following process:

- The total number of students in all schools who perform in the lowest 10% in reading and/or numeracy for each grade and year of test are counted. Students who perform in the lowest 10% in both tests are counted twice.
- The number of positions available is then divided by the total number of students performing in the lowest 10%. This provides the index.
- The allocation to an individual school is calculated by multiplying the number of students in the lowest 10% in that school by the index. A primary and secondary index is calculated separately.

### Allocation 2012-2014

Using reading and numeracy data from NAPLAN over a three year period.

<table>
<thead>
<tr>
<th>Year</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 3</td>
<td>Lowest 10%</td>
<td>Lowest 10%</td>
<td>Lowest 10%</td>
</tr>
<tr>
<td>Year 5</td>
<td>Lowest 10%</td>
<td>Lowest 10%</td>
<td>Lowest 10%</td>
</tr>
<tr>
<td>Year 7</td>
<td>Lowest 10%</td>
<td>Lowest 10%</td>
<td>Lowest 10%</td>
</tr>
<tr>
<td>Year 9</td>
<td>Lowest 10%</td>
<td>Lowest 10%</td>
<td>Lowest 10%</td>
</tr>
</tbody>
</table>

The index for the primary and secondary allocations are calculated separately. This ensures that resources are distributed equitably across all primary, secondary and central schools across the state.

The allocation to central schools is drawn from both the primary and secondary calculations.
What will the learning and support teacher do?

The Learning and Support Teacher will play an important role in enabling the learning and support framework in their school.

The Disability Standards for Education provides the context for the role and activities of the Learning and Support Teacher.

The Learning and Support Teacher will, through the school’s learning and support team, provide direct and timely assistance to students in regular classes with additional learning and support needs and their teachers.

Emphasis in the role will reflect school priorities and programs that support students with additional learning and support needs.

The draft role statement for the learning and support teacher is provided as a separate document.
Regions will retain the same number of assistant principals that they currently have.

A new role is being developed for the assistant principals involved in Learning and Support with an emphasis on this executive position providing support to schools within this region.

The draft role statement for the assistant principal learning and support is provided as a separate document.
Learning and support teams play a key role in learning and support. An effective learning and support team is essential in a whole school approach to student learning.

How will learning and support teams enhance the resources allocated to schools?

Learning and support teams provide a mechanism to:

- coordinate a whole school approach to identifying and supporting students with adjusted learning needs.
- facilitate a whole school approach to the development of personalised learning and support in consultation with students and parents.
- support the additional professional learning needs of staff.
- deploy available resources to promote effective learning and support for students.
Implementing Every Student, Every School

- Each region’s implementation team is lead by a school education director and is responsible for leading and coordinating Every Student, Every School within their regions and schools.
- School principals and staff will work closely with Regional personnel to plan and implement the learning and support framework through its projects, including
  ✓ professional learning to support understanding and skills in meeting the adjusted learning needs of students with disability,
  ✓ the provision of a specialist teacher in every regular school,
  ✓ building centres of expertise through special schools, and
  ✓ implementing tools and materials to support personalised learning and support planning.
- Schools and regions will be better equipped to understand the diverse learning needs of their students and have the capacity to meet those needs through progressive implementation of Every Student, Every School in 2012 and 2013.
Please contact your Region’s Every Student, Every School implementation team for further information.

Contact numbers are available on the resource material available at www.det.nsw.edu.au/every-student-every-school