Every Student, Every School
Learning and support - April 2012
Overview

http://www.youtube.com/watch?v=9u3GEBTuRwY

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Director, Disability Programs
Part 1

Why do we need Every Student, Every School?
The historical experience of people with disability illuminates the current state of disability support in Australia. Despite significant changes along the way, there has been limited improvement. In fact, Australia is among the worst performers when it comes to key indicators such as employment and disadvantage of people with a disability. Further fuelling this poor performance are societal attitudes towards people with a disability, which have evolved only slowly over time.’

Pricewaterhouse Coopers 2011
Key reports on the experience of people with disability in Australia

Recent reports highlight negative experiences and poor outcomes nationally for people with disability as a population group. They identify the critical need for the provision of quality education for students with a disability equal to that provided for other students that supports achievement and potential for independent, productive lives.
As a population group, people with disability are less likely than their peers without disability to have progressed past Year 10.

They experience lower rates of employment and lower earning capacity than the non-disabled population in Australia.

Pricewaterhouse Coopers (2011) *Disability expectations: Investing in a better life, a stronger Australia*
The current employment rate for people with disability in Australia is low against the OECD average. People with disability in Australia are only half (50%) as likely to be employed as people without disability. In comparison, for the OECD the relativity is 60% and for the top 8 OECD countries it is closer to 70%.
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.
Intersecting national agendas for reform in disability support and education

National Disability Strategy 2010-2020

Australian Curriculum

Review of Funding for Schooling

Trial of national model for identifying students with disability

People with disability and their families

National Disability Insurance Scheme

Review of Disability Standards for Education

National Teacher Standards

My School website

National Assessment Program

The ABS estimates that 1:5, almost 20%, of Australians have a disability.

Many students with disability need adjusted learning and support.

For most of these students, this includes adjustments to teaching and learning programs.

A smaller number of students will require additional support from targeted specialist services.

Which students are we talking about?
Disability Standards for Education

The Commonwealth Disability Standards for Education 2005 cover the following five areas:

– enrolment, parent choice
– access and participation
– curriculum development, accreditation & delivery
– student support services
– elimination of harassment and victimisation

➢ The Standards require schools to treat students with disabilities **on the same basis as** students without disability.

➢ The Standards include obligations for making **reasonable adjustments** to the student’s learning program and /or learning environment.

➢ Students with disability and their parents **must be consulted** on the personal adjustments that will be provided.
Facts and figures: NSW public schools 2012

- More than 740,000 students
- More than 2,200 schools and 50,000 classrooms
- More than 95,000 teachers and other employees
- 90,000 students (12% of the student population) have a disability or additional needs
- 35,000 (4.7% of the student population) have a confirmed disability against the criteria: intellectual, physical, hearing, vision, mental health, autism receiving targeted support
- 55,000 (7.5% of the student population) additional needs relating to learning difficulties and/or behaviour disorders including ADHD, dyslexia, language or communication delay
- 77% of students with disability, learning or behaviour difficulty are enrolled in regular schools

Quality teaching and learning

Students with disabilities and additional learning needs supported in every classroom and every school

Teacher quality

Need to equip classroom teachers, support staff and their schools to understand the differences that students have in learning needs and build staff capacity to support them.
Part 2

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

**Teacher quality**
Sustaining high quality professional learning and support for teachers and their school community to understand and address the diverse learning needs of students.

**Teaching and learning**
Having high expectations for every student and providing adjustments to support the individual’s learning needs.

**Curriculum**
Working towards high quality outcomes through rigorous, meaningful and dignified learning for every student.

**Accountability**
Meeting our obligations under the Disability Standards For Education.

**Collaboration**
Personalised learning and support plans developed and implemented in full collaboration with the student and/or their parent and carers.
5 project clusters incorporating more than 20 activities over 2012 and 2013

- Learning and support
  - Curriculum
  - Teaching and learning
  - Teacher quality
  - Collaboration
  - Accountability

- Professional learning

- Information to support teaching and learning and expert support

- Support for students with disability in regular classrooms

- Instruments to understand and support individual student’s learning needs

- Special schools as centres of expertise
Professional Learning

• More than 300 scholarships for teachers to gain post graduate qualifications in special education
• Expanded accredited online learning, building on more than 9,000 courses
• New accredited training package in Disability Standards for Education
• Targeted training projects to support priority areas: learning difficulties in middle years of schooling, supporting student behaviour, working with students with mental health needs in rural NSW.

More than $16 million over two years
## Professional learning

<table>
<thead>
<tr>
<th>Timeframe</th>
<th>Main activity</th>
<th>Lead facilitator</th>
</tr>
</thead>
<tbody>
<tr>
<td>Term 2, 2012 and ongoing</td>
<td>School communities are provided with information and opportunities for learning about the initiative and the learning and support framework.</td>
<td>School leaders and Regional implementation team</td>
</tr>
<tr>
<td>Term 2, 2012 and ongoing</td>
<td>Progressively expanded access to supported online learning courses in special needs education according to local needs and priorities.</td>
<td>Regional implementation team</td>
</tr>
<tr>
<td>Term 2, 2012 and ongoing</td>
<td>Development of additional accredited professional learning packages and materials for progressive implementation in 2012 and 2013.</td>
<td>State office in collaboration with schools and regions</td>
</tr>
<tr>
<td>June/July 2012</td>
<td>First round of additional post graduate scholarships for teachers commence.</td>
<td>State office and Regions</td>
</tr>
<tr>
<td>Semester 2, 2012 and ongoing</td>
<td>Progressive and continuing implementation of additional professional learning and support for teachers and support staff.</td>
<td>School leaders and Regional implementation team</td>
</tr>
<tr>
<td>Semester 1, 2013</td>
<td>Additional post graduate scholarships for teachers commence.</td>
<td>State office and Regions</td>
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Support for students with disability in regular classrooms

• Support to establish a specialist teacher presence in every mainstream school by re-organising resources to allocate more than 1,800 specialist learning and support teachers directly to schools
• Induction training and support for school leaders and staff
• Local decision making
• Regional support

More than $15 million over two years to support transition
Support for students with disability in regular classrooms

<table>
<thead>
<tr>
<th>Timeframe</th>
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<th>Lead facilitator</th>
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<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>
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<tr>
<td>Term 2, Week 3</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, Weeks 3 - 10</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>
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
# Special schools as centres of expertise

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<tr>
<td>Term 1, Week 9 and</td>
<td>Briefings and information for school communities about Every Student,</td>
<td>Regional implementation team</td>
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<tr>
<td>continuing</td>
<td>Every School and consultation on the implementation guidelines for</td>
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<td>projects in special schools.</td>
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<tr>
<td>Term 1, Week 10</td>
<td>Written advice to principals of schools for specific purposes about</td>
<td>State office</td>
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<td></td>
<td>allocations to support projects.</td>
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<tr>
<td>Term 2, Weeks 1 and</td>
<td>Initial meetings of principal mentors and academic contributors</td>
<td>State office</td>
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<tr>
<td>ongoing</td>
<td>commence.</td>
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<tr>
<td>Term 2, Weeks 1 - 5</td>
<td>Schools develop and document project plans including networking</td>
<td>School leaders, mentor support and Regional</td>
</tr>
<tr>
<td></td>
<td>strategies.</td>
<td>implementation team</td>
</tr>
<tr>
<td>Late Term 2,</td>
<td>Project work commences.</td>
<td>School leaders</td>
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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
Instruments to understand and support individual student learning needs

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<tr>
<td>Terms 2 – 3, 2012</td>
<td>Development of functional assessment tool. Development of standards and materials to support planning for personalised learning and support in accordance with the State Plan, NSW 2021.</td>
<td>State office</td>
</tr>
<tr>
<td>Terms 3 – 4, 2012</td>
<td>Trials in schools of functional assessment tool and guidelines and materials for personalised learning and support planning</td>
<td>School leaders, Regional implementation team and State office</td>
</tr>
<tr>
<td>Semester 1, 2013</td>
<td>Implementation of functional assessment tool and materials in all schools together with training and support</td>
<td>School leaders and Regional implementation team</td>
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</table>
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
# Information to support teaching and learning and expert support

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</thead>
<tbody>
<tr>
<td>Term 2, 2012 and ongoing</td>
<td>Establishment of academic partnership and enhanced services for the NSW Centre of Effective Reading</td>
<td>State office</td>
</tr>
<tr>
<td>Term 3, 2012 and ongoing</td>
<td>Development of a new website to support families and school communities around support for students with disability and additional learning and support needs</td>
<td>State office</td>
</tr>
<tr>
<td>Term 3, 2012 and ongoing</td>
<td>Development and implementation of specific projects to trial new technologies and approaches to supporting students with complex and/or highly specialist disability support needs</td>
<td>State office, Regions and Schools</td>
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</table>
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

Learning and support resources in regular schools

Support for students with disability in regular classrooms
There are two resource components for learning and support allocated to every regular school:

- Learning and support teachers
- Flexible funding

The principal and the school learning and support team will use the allocated resources to meet the learning and support needs of their students and teachers.

The basis for allocations to schools of learning and support teachers and flexible funding is 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 Assistant Principals, Learning and Support.
Specialist learning and support positions

1,814 learning and support teachers

- Support teacher learning assistance (STLA, reading, language, designated)
  - Early school support teacher
  - Itinerant support teacher behaviour
  - Support teacher – integrated IM
  - Itinerant support teacher integration
  - Outreach teacher (autism, ED, special education)
  - School learning support coordinator

96 assistant principals learning and support

- Assistant principal learning assistance
- Assistant principal behaviour
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.
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.
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
Allocation of flexible funding

Each regular school receives an allocation of flexible funding to support students with lower levels of additional learning and support need. This allocation is based on student learning need and prevalence of autism spectrum disorders in the community. This allocation is adjusted annually to reflect changes in school profile.

Each school’s allocation of flexible funding is made up of the following:
• a base calculated on each school’s total actual enrolments, and
• a component calculated using the student learning need index.

Student enrolments + SLNI = annual allocation of flexible funding for learning and support
Student learning need index (SLNI)

Allocation 2012-2014
Using reading and numeracy data from NAPLAN over a three year period.

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

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.
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.
What will the assistant principal learning and support do?

The Assistant Principal Learning and Support will play an important role in delivering additional support to schools to further strengthen the learning and support framework in their school.

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

The Assistant Principal Learning and Support will support schools to provide direct and timely assistance to students with additional learning and support needs and their teachers.

Emphasis in the role will reflect regional priorities and programs that support students with additional learning and support needs in schools.
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.
Feedback, questions and discussion

www.det.nsw.edu.au/every-student-every-school