

'One in Four' Reforms

SERU Parent Forum

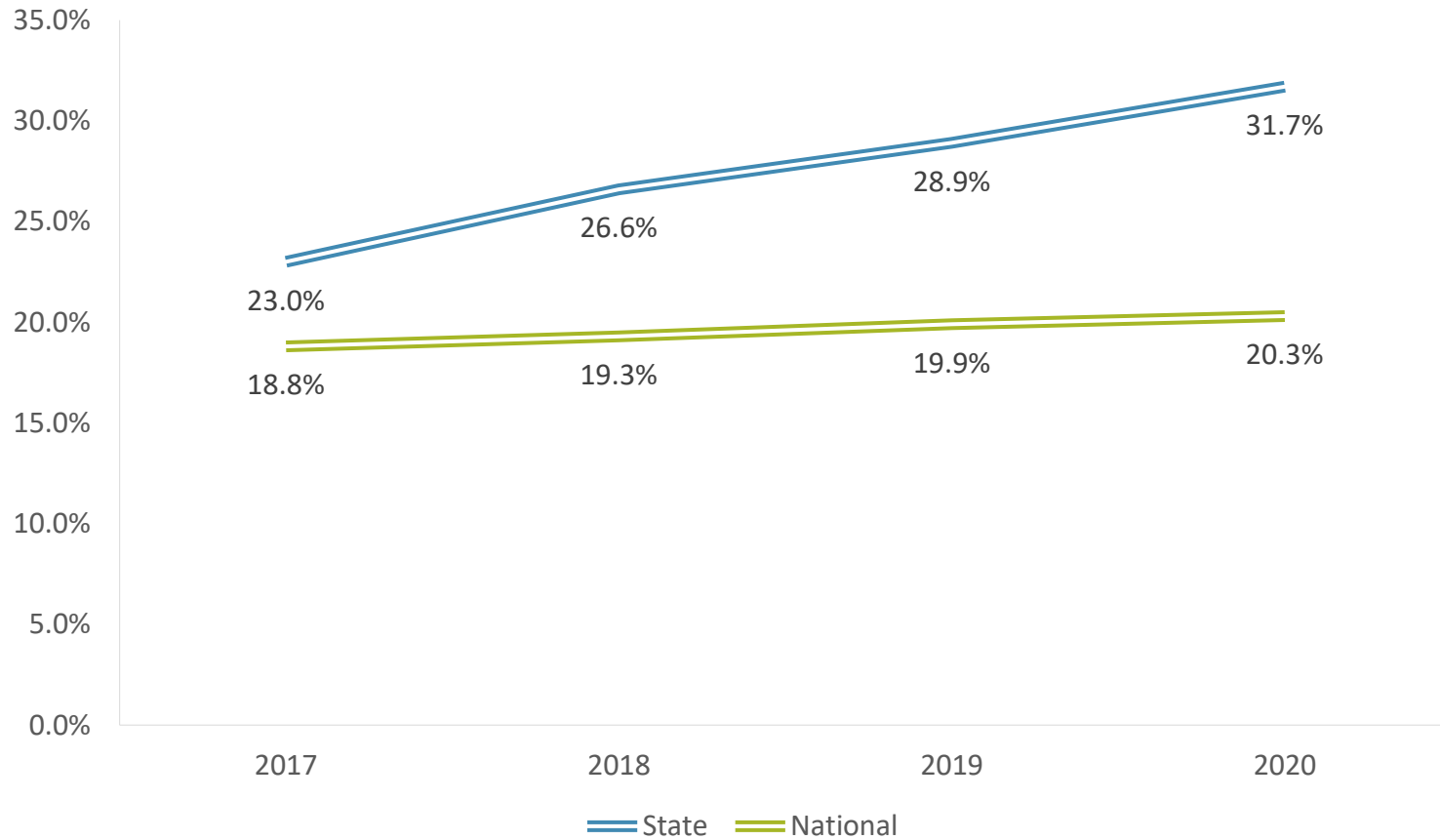
May 2022



Government of South Australia
Department for Education

WHO ARE THE 'ONE IN FOUR'?

PROPORTION OF STUDENTS CAPTURED IN THE NCCD



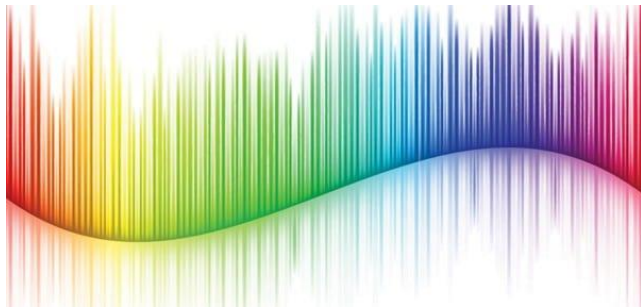
TO NOTE:

- This data capture is based on teacher judgement, and collected annually for submission to the Commonwealth, and does not represent number of 'diagnosed disabilities'
- SA has proportionally much higher numbers at the two lowest levels of the four NCCD categories – Quality Differentiated Teaching Practice (QDTP) and Supplementary

CHANGES IN APPROACH AND PERSPECTIVE OVER TIME



Disability in a box



Disability on a spectrum



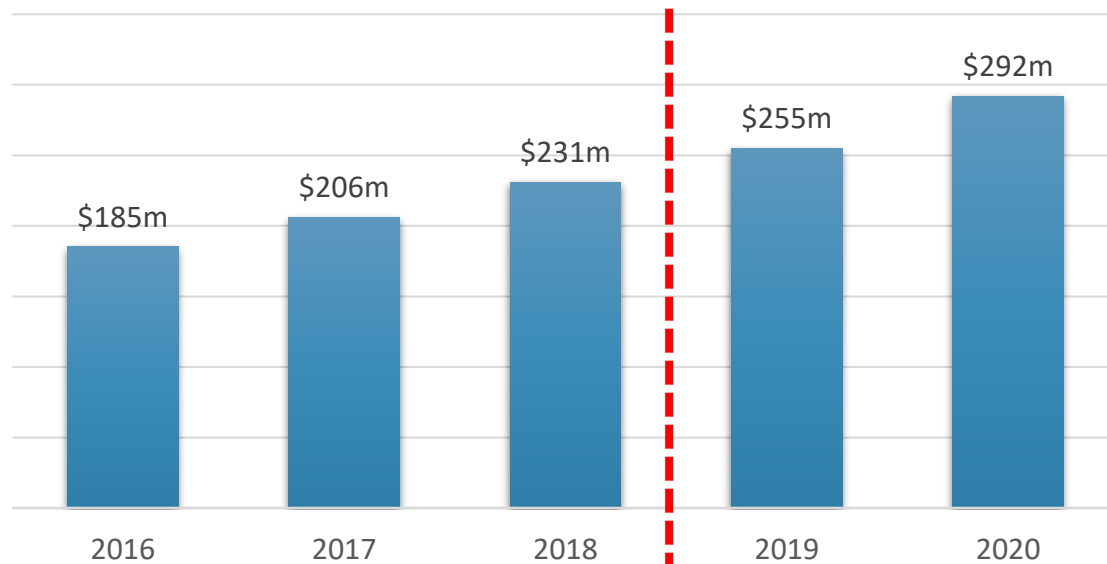
Fixed learning spaces



Flexible & Varied

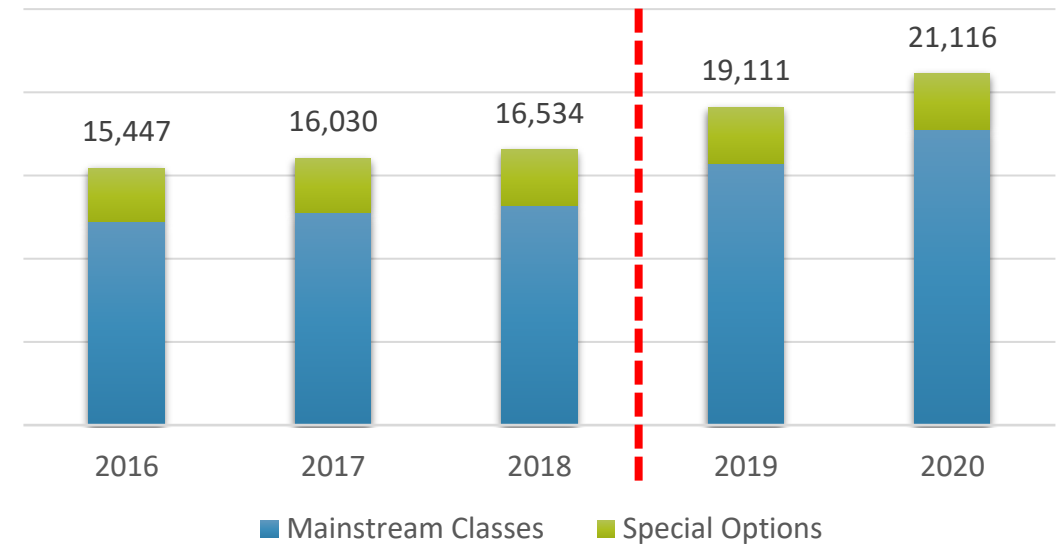
INCREASING NUMBERS AND INVESTMENT

Disability Expenditure in SA Government Schools



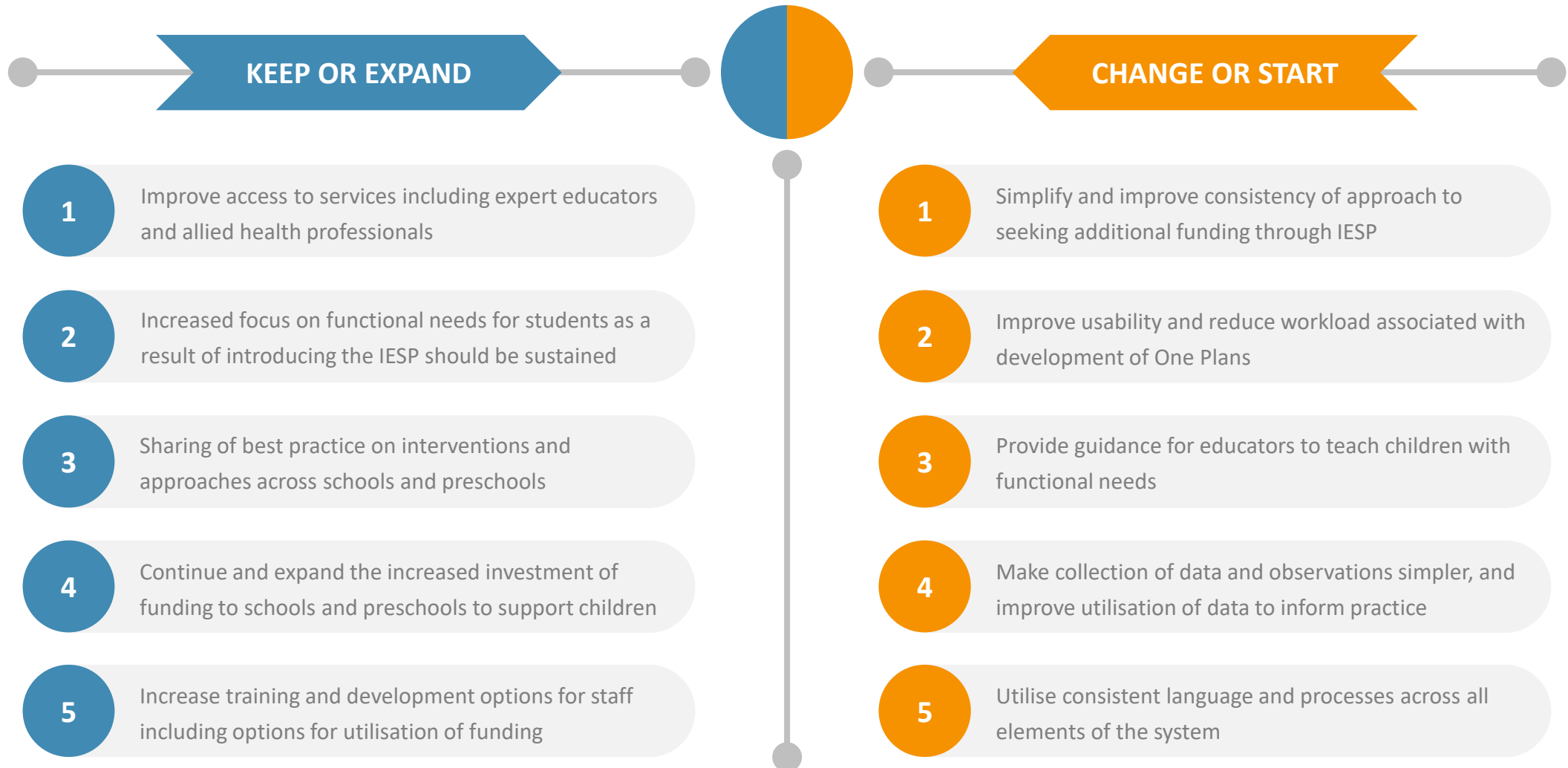
Data source: Annual Reconciled Resource Entitlement Statement

Children with disability in SA government schools (FTE)



Data captured each year as part of the Term 3 enrolment census held in August

FEEDBACK RECEIVED RELATING TO STUDENTS WITH FUNCTIONAL NEEDS



'ONE IN FOUR' REFORMS

CONTEXT

Based on data from the National Consistent Collection of Data on School Students with Disability (NCCD), more than one in four students in South Australian government schools receive an adjustment to address disability, in order to access and participate in their education on the same basis as their peers.

OUR AIMS

The best possible model of support that leads to improved learning and development outcomes for children and students with functional needs in South Australian government schools and preschools.

THE OUTCOMES WE ARE AFTER

Children and students with functional needs are demonstrating growth and skill development.

Parents and carers are satisfied their child's education and wellbeing needs are being met.

Teachers and leaders are supported to build their capacity and capability to teach children and students with functional needs.

Schools and preschools have access to resources and are using them in the best way possible to support improved learning outcomes for children and students with functional needs.

The system supports differentiated approaches to meet the needs of different contexts.

OUR OBJECTIVES

Develop a clear set of measurable outcomes for children and students with functional needs.

Equip all educators and ancillary staff to support children and students with functional needs within their context.

Support schools and preschools to create inclusive environments for children and students with functional needs.

Improve the integrated targeting of support to schools and preschools across a range of services.

Improve systems associated with the provision of funding to schools and preschools for supporting children and students with functional needs.

Provide advice and support for schools and preschools in utilisation of resources across the three waves of intervention.

Increase the availability, accuracy and usefulness of data relating to children and students with functional needs to inform site and system level decision making.

HOW WE WILL MEASURE SUCCESS

Children and students with functional needs have improved attendance levels; improved levels of wellbeing; improved learning outcomes and reduced rates of suspension, exclusion and expulsion.

Parent and carer satisfaction of support provided to children with functional needs has increased.

Teacher and leader satisfaction levels with guidance and support received.

Development of an outcomes framework for children and students with functional needs will support further identification of outcomes and associated measures.

A WORLD-CLASS PUBLIC EDUCATION SYSTEM BY 2028

The 'One in Four' Reforms support the following key strategic levers:



Expert teaching



Accountability and support



Quality leadership



Stronger services

and deliver on the key strategic reform:



Inclusive education

Support learning growth and outcomes for the 1 in 4 students with functional needs.



'ONE IN FOUR' REFORM PROGRAM

Improving practice

Replace the existing One Plan
IT systems used to record the
student's personalised
learning

Develop practice guides for
teaching students and
children with functional needs

Capability building in sites to
improve practice for children
with functional needs

Enhancing supports

Introduce improvements to the **Inclusive Education
Support Program (IESP)**

Adapt existing support models to support schools and
preschools

Strengthening Foundations

Develop the first
iteration of an **indicator
framework** for children
with functional needs

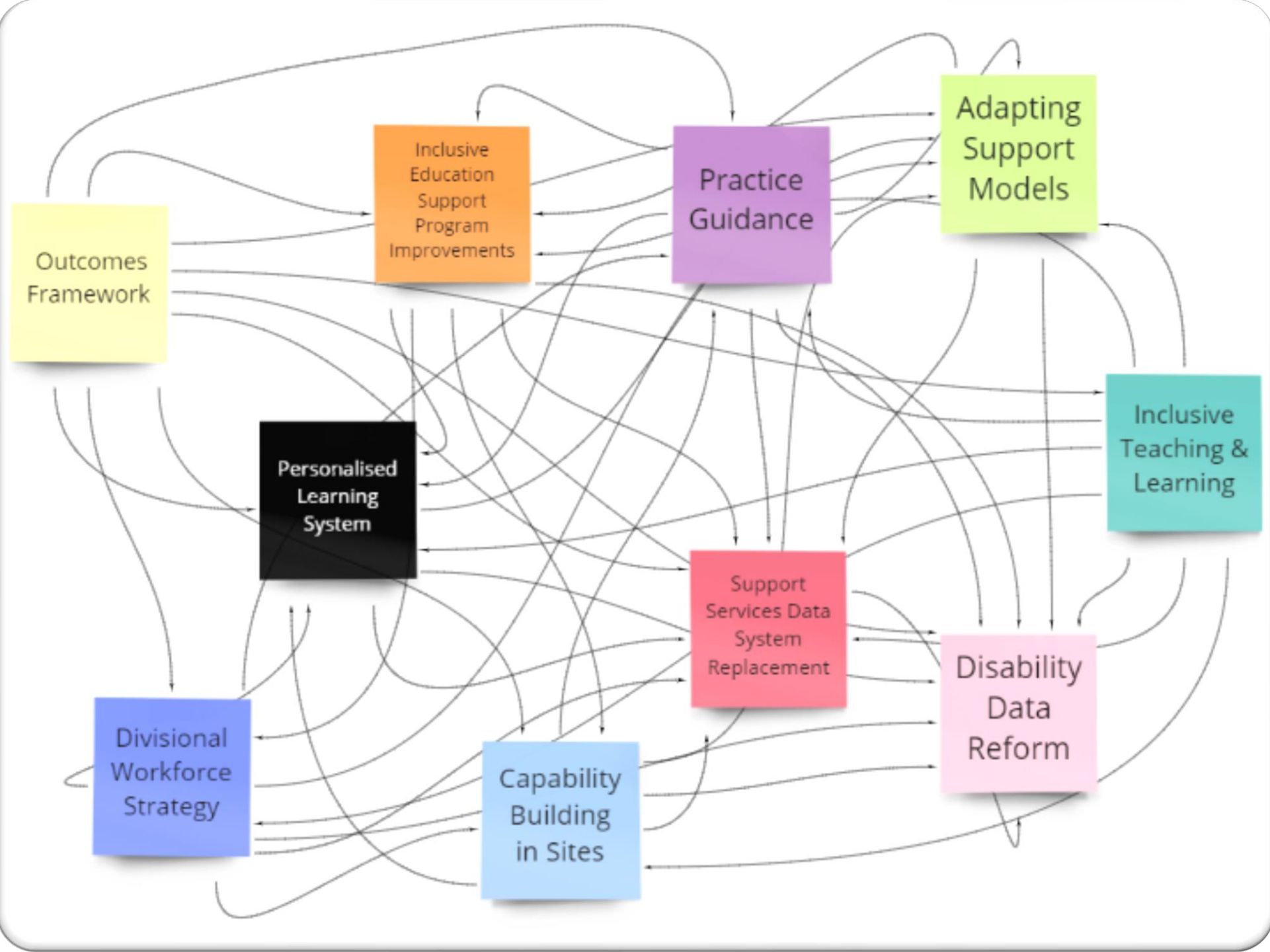
Improve **management
and reporting of data**
for children and with
functional needs

Develop a **new case
management system** for
services provided by
Support Services

Transition Disability
Policy and Programs to
an **Inclusive Teaching &
Learning directorate**

Develop a **divisional
workforce strategy**
focusing on future
skillset requirements

**But in reality it's
more like...**



KEY PROJECTS UPDATE

PRACTICE GUIDES

Focus on disability / functional need – background, intervention, where to for more info

15 practice guides ready for release in early term 3

Anticipated to be released every six months for the next 2-3 years

ADAPTING SUPPORT MODELS

Expanding the external service provider panel

Establishing a complex needs committee

Piloting a self-regulation service focused on capacity building

Introduction of tele-practice

INDICATOR FRAMEWORK

Endorsement of first iteration indicator framework for students with functional needs

Centralised utilisation in reporting being considered

Opportunities for school/partnership-based reporting to be identified

SEVEN DOMAINS OF THE INDICATOR FRAMEWORK

Access and Participation	Students are able to access and actively participate in schooling
Engagement and Wellbeing	Students feel a sense of wellbeing and belonging as learners at school
Learning and Achievement	Students are able to grow and progress, by setting and achieving aspirational educational goals
Inclusion	Students are provided with an inclusive learning environment that supports their learning needs
Family and Community Engagement	Parents and communities collaborate with schools as partners in education
Transition Pathways	Schools are ready to support students entering new stages of learning
Post-school Engagement	Students are prepared to realise their goals beyond school – in work, further training and community involvement