

SIES

Statewide Inclusive
Education Services

Term 1 Parent Forum: Setting up for Success

18th February 2026



Government
of South Australia

Department for Education

Welcome

Hello & Introductions





Sam Sultan, a proud descendant of the Ngarrindjeri nation and Kurna mob, is the co-owner of Meiwi Aboriginal Art alongside Kellie Farcock

Amanda Michalanney– Assistant Director

Inclusive Teaching and Learning



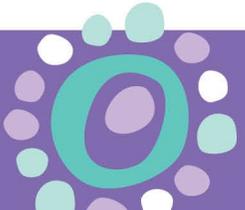
Tammy Rosling – Manager - SIES

Inclusive Teaching and Learning



Maria Aydin

Developmental Educator – AIM Team - SIES





SIES

Statewide Inclusive
Education Services

Setting up for success

Maria Aydin, Developmental Educator
Support and Inclusion division



Government
of South Australia

Department for Education

Acknowledgement of people with disability





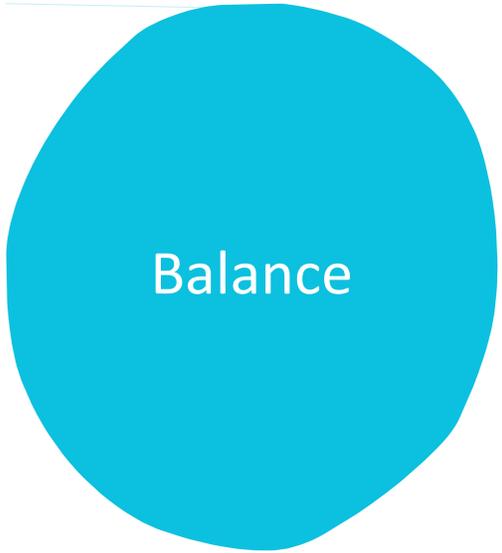
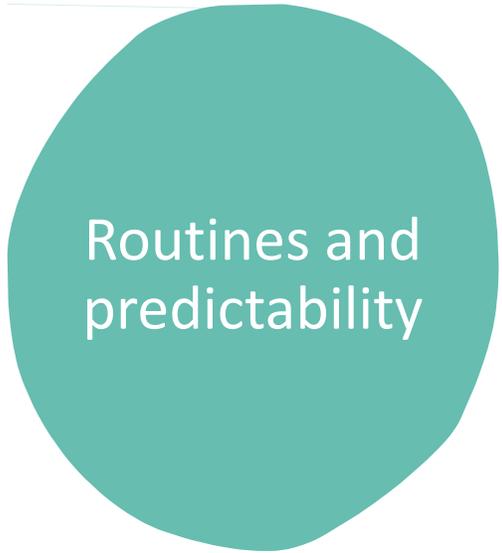
Safe
connections

Routines and
predictability

Skill
development

Balance





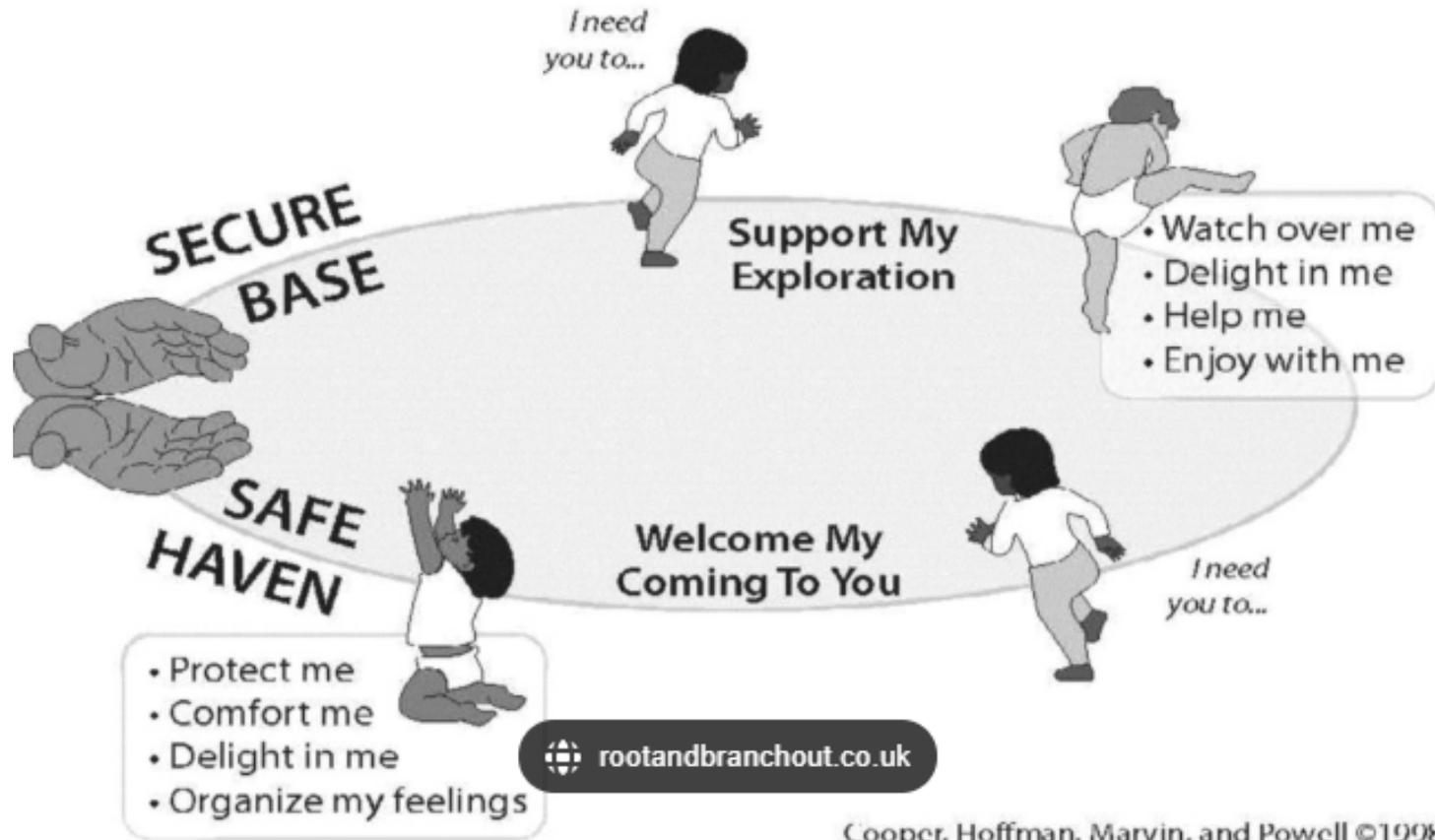
Felt safety



Circle of Security®

Parent Attending to the Child's Needs

Safe connections



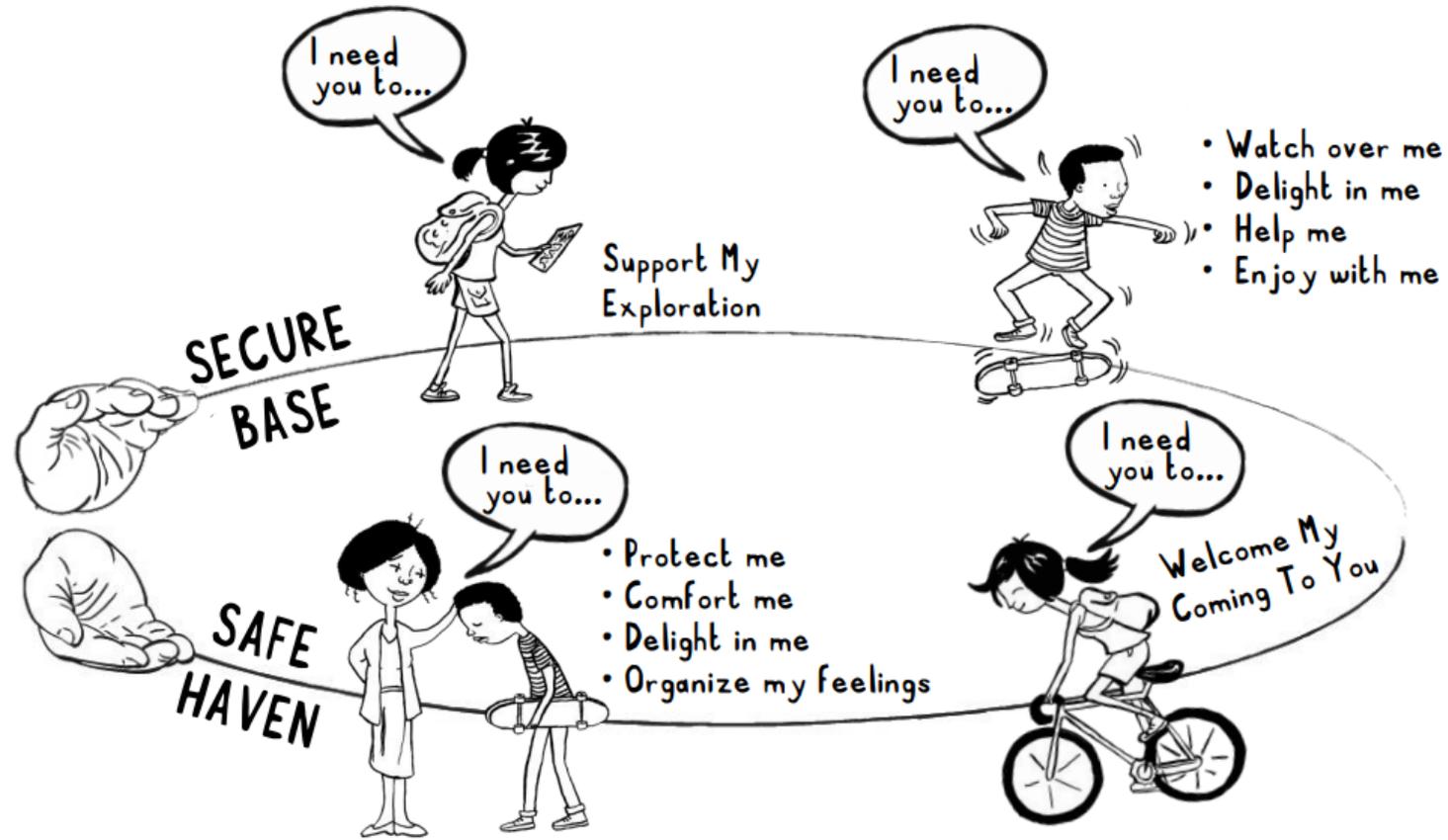
Cooper, Hoffman, Marvin, and Powell ©1998



Circle of Security[®]

Parent Attending to the Teen's Needs

Safe connections



©2014 Circle of Security International, Inc.





Safe
connections

Why it matters

- children and young people learn and regulate best when they feel emotionally safe and connected
- safe connections are not just “nice to have”, they are the foundations for wellbeing, emotional regulation and development
- when children feel safe, their nervous system is calmer which means less stress and more capacity
- secure, consistent and nurturing relationships provide a buffer against stress.





Safe
connections

What you can do

- prioritise connection before correction
- use PACE (playfulness, acceptance, curiosity and empathy) to connect
- validate feelings without fixing, “That sounds really hard”
- repair after rupture/ conflict - safety grows through repair.



Routines and
predictability

Routines

Safety,
predictability,
consistency,
security

Opportunities
for skill
development





Routines and
predictability

Why it matters

- a predictable and consistent routine helps children to feel safe and secure
- when children know what is expected of them or what is going to happen next, it can help reduce anxiety and cognitive load
- routines can be especially helpful when children are going through difficult stages or experiences.





Routines and predictability

What you can do

- use visual schedules for morning and evening routines (sleep routines, prepare for the next day the night before, etc.)
- preview the week together on Sunday (your child's voice matters)
- allow additional time where possible and advanced warning to communicate transitions (use visual timers)
- keep key routines the same even if the rest of the day varies.







Skill
development

Why it matters

- independence develops through repeated practice opportunities (repetition)
- children and young people benefit from skills broken down into smaller, achievable steps and taught explicitly
- using visuals/ pictures to teach skills reduces cognitive load
- having choice and control in skill development supports autonomy, motivation and regulation.





What you can do

- break tasks into small, achievable steps
- model first, then do together, then fade support
- focus on progress, not perfection
- celebrate small wins!







Balance

Why it matters

- a full school week is demanding - learning cannot happen when children are exhausted, dysregulated or overwhelmed

“Stressed brains can’t learn” - Bruce Perry

- balance protects wellbeing and prevents burnout.





Balance

What you can do

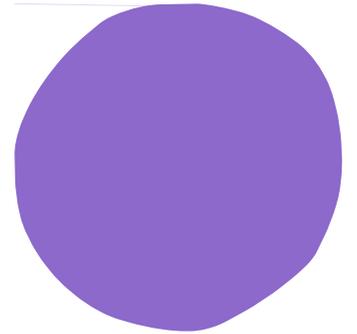
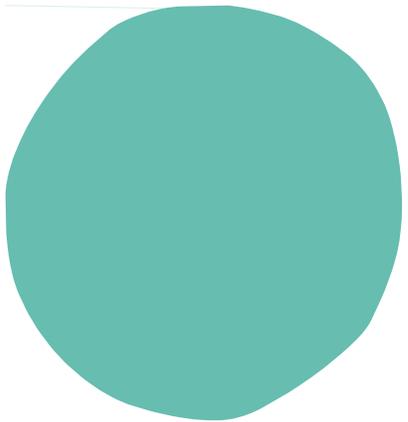
- build in and protect recovery time after school (reduce questions and demands)
- watch for signs of overwhelm and distress and adjust expectations
- balance structured times with free activities.



Key

takeaways

- felt safety grows through safe connections
- focus on progress, not perfection
- build in and protect recovery time after school.



Resources

- Parent resources > [Circle of Security website](#)
- PACE handout (Australian Childhood Foundation)
- Developmental Educators > www.deai.com.au





**Government
of South Australia**

Department for Education

Table talk & movement break



Meredith Reynolds

**Inclusive Educator Discipline Lead
Student Support Services**

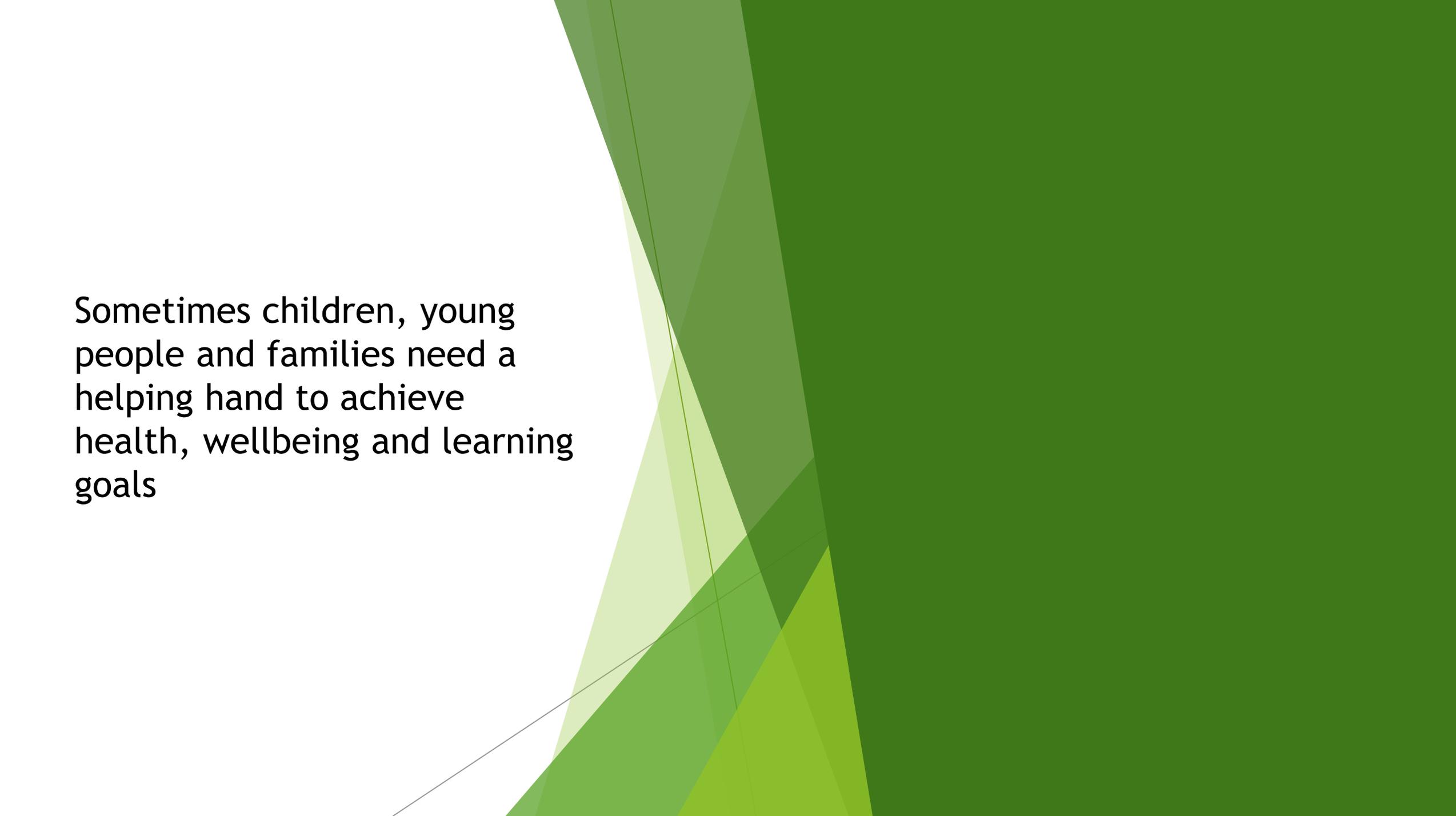




Student Support Services

What do Student Support Services do?

- ▶ Student Support Services works with preschools and schools where there are children and young people who have particular educational support needs

The background features a series of overlapping, semi-transparent green geometric shapes, including triangles and polygons, that create a dynamic, layered effect. The colors range from light, pale greens to deep, dark forest greens. The shapes are positioned primarily on the right side of the frame, extending towards the center.

Sometimes children, young
people and families need a
helping hand to achieve
health, wellbeing and learning
goals

Our services

- ▶ Aboriginal Education
- ▶ Behaviour Support Educators
- ▶ Inclusive Educators
- ▶ Teachers of the Deaf and Hard of Hearing
- ▶ Speech Pathology
- ▶ Psychology
- ▶ Social Work

Aboriginal Education

- ▶ Provides cultural leadership, advice and policy to close the gap in Aboriginal education and child development outcomes. The Aboriginal education staff provide a tailored approach and provide cultural and community knowledge that underpins their work and recommendations



Behaviour Support Educators



- Teachers who work with students, families and schools to address educational and wellbeing concerns by providing specialist support aimed at promoting and supporting positive behaviours
- They also work with the school leadership team to build school capacity and address and support students with additional behavioural needs
- They may provide professional support to teachers in program development and may work with schools to strengthen wellbeing processes and early intervention

Inclusive Educators

- Teachers who support schools and families to improve the learning and wellbeing outcomes for students with disabilities, learning difficulties or health support needs
- Assist staff to adjust and adapt the curriculum to support these students
- Provide training to school and preschools

Teachers of the Deaf and Hard of Hearing

- ToDHH collaborate with families to understand the impact of hearing loss, and to decide on goals and intervention pathways
- TODHH support preschools and schools to improve the learning and wellbeing outcomes for students who are deaf or hard of hearing
- Assist staff to adjust and adapt the curriculum to support these students

Speech Pathology

- ▶ Support schools and families to optimise the learning and wellbeing outcomes for students with speech, language and communication needs
- ▶ Helps schools and preschools to implement strategies to strengthen the inclusion of students with oral language difficulties impacting on learning and literacy development
- ▶ Assist with collaborative planning, coaching and strengthening inclusive practices
- ▶ This service does not provide therapeutic intervention

Psychology

- Provide specialist support in the areas of student learning, behaviour and wellbeing
- Support schools and families to meet the needs of students to achieve academic success
- Provide professional development on a range of topics such as learning disorders, cognitive processes and wellbeing
- Assist schools to identify and implement interventions to support learning, wellbeing and engagement
- This service does not provide therapeutic intervention

Social Work

- Support schools to provide inclusive processes and practices that encourage the attendance, inclusion and engagement of all children
- Promote a positive school culture with strong family and community connections
- Work with families who are less engaged to build connection with schools. As children in care have the support of their DCP team, social work truancy rarely provide direct case work
- Close partnerships with DCP, DHS and Non-Government Intensive Family Support providers are being developed

We have several other services that schools may connect with, which include:

- ▶ Children in Care Service
- ▶ Flexible Services Response Team
- ▶ School Buy-In Service
- ▶ School Mental Health Service
- ▶ Social Work Incident Support Service
- ▶ Self-Regulation Service

What are we aiming for?

We will provide a professional, consistent and equitable service to make sure that the best interest of the child is central to everything we do

We will achieve this by:

- ▶ Providing a service which is evidence-informed
- ▶ Ensuring services are *consistent* and *accessible* to all children regardless of location
- ▶ Promoting a culture that accommodates the additional needs of all children and supports them to achieve their potential
- ▶ Providing the most appropriate and effective services at the right time
- ▶ Adopting a holistic approach focused on a child's physical, personal, social, emotional and spiritual needs
- ▶ Streamlining our referral process to reduce duplication and adopting technologies to support this.
- ▶ Providing a culturally responsive service which affirms cultural, racial and linguistic identities.

STUDENT SUPPORT SERVICES

CATALOGUE
OF SERVICES



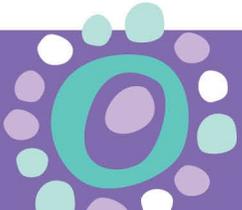
How are students and children prioritised?

- Aboriginal and Torres Strait Islanders and/or children in care are a state-wide priority
- Students and children with the highest and most complex needs
- Each discipline prioritises based on complexity and service provider's capacity



Reg Dennis

Manager Disability Pathways, Services and Programs



Student Pathways

Your career.
Your pathway.
Your choice.



Disability Pathways – Setting up for Success

Reg Dennis

Manager Disability Pathways

Student Pathways and Careers

South Australian Department for Education

Royal Commission into Violence, Abuse, Neglect and Exploitation of People with Disability

Volume 7 – Inclusive education, employment and housing

Recommendation 7.5: Careers guidance and transition support services

State and territory educational authorities should implement a careers guidance and transition support service for students with disability to aid transition from all educational institutions to further education and/or open employment.



Royal Commission into Violence, Abuse, Neglect and Exploitation of People with Disability

Recommendation 7.5: Careers guidance and transition support services

The service should:

- commence **transition planning in year 9** in collaboration with students, their parents and carers to help students **define and articulate their goals and aspirations beyond school**



Royal Commission into Violence, Abuse, Neglect and Exploitation of People with Disability

Recommendation 7.5: Careers guidance and transition support services

The service should:

- take into account the diversity of students with disability, including students with **higher levels of support needs**, **First Nations** students and students from **culturally and linguistically diverse** backgrounds



Royal Commission into Violence, Abuse, Neglect and Exploitation of People with Disability

Recommendation 7.5: Careers guidance and transition support services

The service should:

- provide students with disability and their families access to clear and **accessible information and resources** about future study options and labour market opportunities



Royal Commission into Violence, Abuse, Neglect and Exploitation of People with Disability

Recommendation 7.5: Careers guidance and transition support services

The service should:

- provide students with opportunities to undertake **work experience** in open employment **aligned with their goals and interests**



Royal Commission into Violence, Abuse, Neglect and Exploitation of People with Disability

Recommendation 7.5: Careers guidance and transition support services

The service should:

- provide linkages to further education providers, employment service providers and government services
- Including:
 - the **NDIS Local Area Coordinator Partners in the Community** for information on capacity building employment assistance
 - **Inclusive Employment Australia** services
 - **Success and Wellbeing Services**, a State Government funded program to make sure VET students get the support they need and can succeed in their training, irrespective of their life situations.



Royal Commission into Violence, Abuse, Neglect and Exploitation of People with Disability

Recommendation 7.5: Careers guidance and transition support services

South Australian Government Response

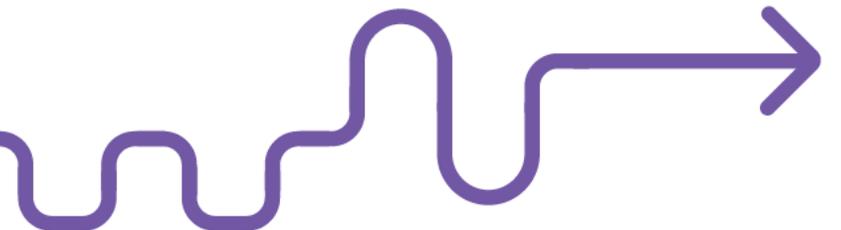
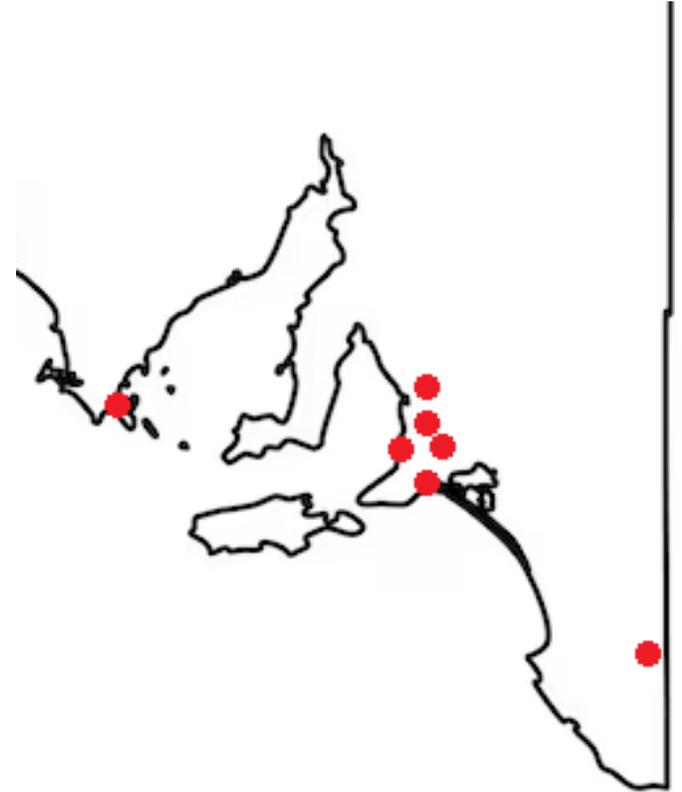
- ✓ Accepted in principle
- ✓ Department for Education



South Australian Government Response

Recommendation 7.5: Careers guidance and transition support services

In South Australia, government schools currently provide **career and transition support services for final year students** with disability, to offer suitable employment options based on the needs of the individual.



South Australian Government Response

Recommendation 7.5: Careers guidance and transition support services

The South Australian government acknowledges the need to provide **meaningful and purposeful** work guidance, options and supports by considering further review and **improvement to current practices** in line with the proposed requirements included in the recommendation.

Current improvements:

- **Disability Transition Advisors** – directly allocated to special education sites, are also allocated to Pathways Advisors to assist them in supporting their schools to provide careers guidance and transition support services to students with disability in disability units, special classes, and mainstream classes.
- **WorkStart** – WHS training that prepares students to work in a safe and professional manner. Can be completed individually self-paced or teacher led.
- **Transition Program** - The program's career modules and SACE curriculum has been updated and placed on to the MS Teams Classroom environment.



Student Pathways

Thank you

Vanessa Marsh

**Strategy Officer - Inclusive Policy and
Operations**



Inclusive Teaching and Learning

Information on policies and procedures for
students with health conditions



Government of South Australia
Department for Education

What do I do if my child needs medication?

- Provide the education or care service with medication and any administration equipment
- All medication must be provided in an original pharmacy container and have a clear pharmacy label
 - Label include information like (but not limited to):
 - your child's name
 - date of dispensing
 - name of medication etc
- [Medication in schools - information for families](#)

Controlled Medications

The use of drugs of dependence are regulated by:

- the [Controlled Substances Act 1984](#) and
- the [Controlled Substances \(Poisons\) Regulations 2011](#)

then monitored by the

- [Drugs of Dependence Unit \(DDU\)](#)

Common types of controlled drugs include:

- methylphenidate (Ritalin) for ADHA management; and
- oxycodone (Endone) for severe pain.

Controlled Medication Documentation

- The [authorisation to administer controlled medicines](#) form must be completed by the principal or director and the authorised person
- Medication can't be administered in an education or care service without written advice on a [medication agreement](#)
 - for controlled drugs, a registered health professional must complete the "Agreement" section
- When medication has been administered, education staff should complete the child's [medication log](#) and, if necessary, the [controlled medicines register](#)
 - have 1x controlled medicines register per medication, per child
 - a daily stock count is required

What if my child has specific health needs

- Staff, parents and health professionals work together to manage the health conditions of children and students in education and care settings
 - Staff can support children and students with health needs, where there are agreed and planned support strategies
 - On enrolment, education and care services should ask if a child or student has any physical, mental or personal health care needs
 - Strategies are documented in health care plan(s) and a health support agreement
- 

Health Support Agreements VS Health Care Plans

Health Support Agreements	Health Care Plans
<p>Education staff and parents/guardian (and student if age appropriate) work together to understand how medical needs are delivered in an education setting – with respect to reasonable adjustments</p>	<p>Completed by treating health professionals to cater for individual care needs</p>
<p>Identify needs and how to minimise risks for students</p> <ul style="list-style-type: none"> • When, what, how and why for agreements/plans • Inclusive approach • confidentiality requirements 	<p>Consideration as part of Health Support Agreement process</p>
<p>Holistic view of student health support</p> <ul style="list-style-type: none"> • physical health (includes medication) • personal care • mental and emotional 	<p>Health condition focus:</p> <ul style="list-style-type: none"> • medication agreements • individual first aid • non-specific and specific care plans
<p>Review date is not expiry date</p>	<p>Review date is not expiry date</p>
<p>Health support planning for children and students in education and care settings (education.sa.gov.au)</p>	<p>Health care plans for individual care – information for health professionals (education.sa.gov.au)</p>

Specific Health Care Plans

- Anaphylaxis and severe allergies
 - Asthma
 - Cancer
 - Continence
 - Cystic fibrosis
 - Diabetes
 - Oral eating and drinking
 - Osteogenesis imperfecta
 - Seizures and epilepsy
 - Spina bifida and hydrocephalus
 - Transfer and positioning
 - Non-specific
- 



**Government
of South Australia**

Department for Education

Eleanor Bools & Lauren George
Practice Partners

Site Capability and Support Lead
Business Improvement, Strategy and Corporate
Services



Personalised Learning System (PLS)

Project Overview
for the SIES Parent Forum

February 2026



Government of South Australia
Department for Education

We acknowledge the traditional owners throughout South Australia and we pay respect to the custodians of the land on which we live and learn.

We respect their spiritual relationship with Country and acknowledge that their cultural and heritage beliefs are still as important to those living today.

We pay our respects to Elders past, present and emerging and we acknowledge the cultural authority of Aboriginal people visiting from other areas of South Australia and Australia present here today.



CO-DESIGNING A PERSONALISED LEARNING SOLUTION



Government of South Australia
Department for Education

Our research

We engaged stakeholders over an 18-month period using a Human Centred Design approach.

Consultation was held with children and young people, parents and carers, educators, leaders, student support services and corporate business units.

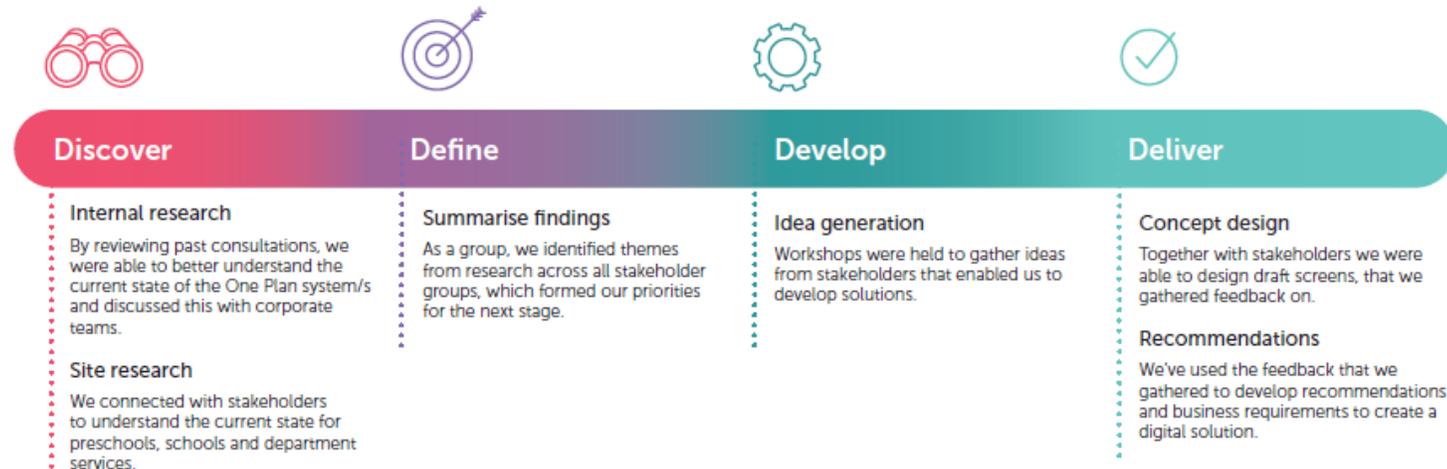
Thank you to the **928** people across South Australia who were involved in our research. They include:

-  **176** children and young people
-  **100** parents, carers and family members
-  **195** educators and support staff
-  **124** leaders
-  **140** staff working within local education teams and student support services
-  **134** staff working in corporate teams
-  **59** external stakeholders such as associations and organisations.

from **123** sites across preschools, primary schools, secondary schools, specialised education options and Aboriginal schools.

Our Human Centred Design approach

A human centred design approach was used in our research to find ways that we can meet the needs of children and young people, their families/carers and education staff.



To help us develop our recommendations for a solution, we have:

- researched to discover insights into the problem
- generated ideas to address the identified problems
- developed multiple concepts to test with stakeholders

Our guiding principles for the future

With the help of our stakeholders, we have identified principles to guide our future work.



Learner centred

Ensure that the system strengthens and supports learner agency



Collaborative

Many people support a learner. They must be able to access the plan without barriers



Flexible

Priorities of the plan will vary, and it must adapt easily to the changing needs and supports.



Progress

Everyone can see the learner's progress and there are many ways to demonstrate their growth.



Celebratory

Includes ways to celebrate achievements with the learner and the team supporting them.



Accessible

A system that provides a guided process, with easy to understand language that meets accessibility standards.

What is the Personalised Learning System (PLS) and why it matters

Our vision is to achieve outstanding outcomes for priority learners by transforming personalised learning, ensuring every Aboriginal child and young person, every child with disability, and every child in care is empowered to thrive, succeed, and shape their future through equitable access to high-quality learning opportunities.

Why we're connecting with parents and families

- Parents and carers know their children best.
- Your experience helps us understand what works well and what could work better.
- We want to provide clearer information about the process.

And...

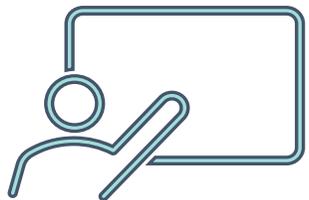


More joined-up conversations and planning
Less need to repeat the same information
Easier ways for families to be involved

What's happening next?



Nothing is changing right now.



Strong relationships are core to our work between families, children, and schools.



Support through SIES remains important.

Thank you



Government of South Australia
Department for Education

Q & A

QR Code feedback



Refreshments and networking



Ngaityalya



**Government
of South Australia**

Department for Education

