'One in Four' Reforms - Towards Inclusion

26 November 2021

Government of South Australia
Department for Education

'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 **outcomes framework** for children with functional needs

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

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

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

WHY WE NEED AN INDICATOR FRAMEWORK?

Background

- Lack of clarity about the outcomes sought for children and students with functional needs

- Limited ability to objectively measure the effectiveness of interventions

- Engaged Deloitte Access Economics (Deloitte) to develop the first iteration of an indicator framework for children and students with functional needs

The framework gives us:

- A shared understanding of outcomes for children and students with functional needs

- Greater insight into the development and growth of this cohort across a range of domains

- An evidence base to drive improvements and fill policy, process, data and capability gaps

- A basis to be able to evaluate, refine advice and continue to improve practice for supporting children and students with functional needs

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

PRIORITY MEASURES

Access and Participation	1. Proportion of students enrolled on a part-time basis (disaggregated by reason for exemption) *(Existing)* 2. Proportion of students with 40 or more days of unexplained absences *(Existing)*
Engagement and Wellbeing	3. Proportion of students recorded with medium or high wellbeing under the 'engagement with school' domain (e.g. important adult at school, connectedness to school, and bullying) *(Existing)* 4. Proportion of students with functional needs with at least one suspension *(Potential)*
Learning and Achievement	5. Proportion of students participating in at least one system assessment *(Existing)* 6. Proportion of students meeting the South Australian Standard of Educational Achievement *(Existing)*
Inclusion	7. Proportion of students who feel belonging in their school climate *(Existing)* 8. School leader and teacher assessment of inclusive education practice or proportion of teachers who have accessed DSE training *(Potential)*
Family and Community Engagement	9. Proportion of parents satisfied that their child's functional needs are recognised and supported in school *(Potential)*
Transition Pathways	10. Student retention rates *(Existing)*
Post-school Engagement	11. Proportion of students who transition from school to further education, training or employment after leaving school (after 3, 6 and 12 months *(Future research)*

QUESTIONS?

NON-ATTENDANCE

Chronic non-attendance (absent for 10+ days authorised and unauthorised in a term)

- 28,766 students were chronic non-attenders.
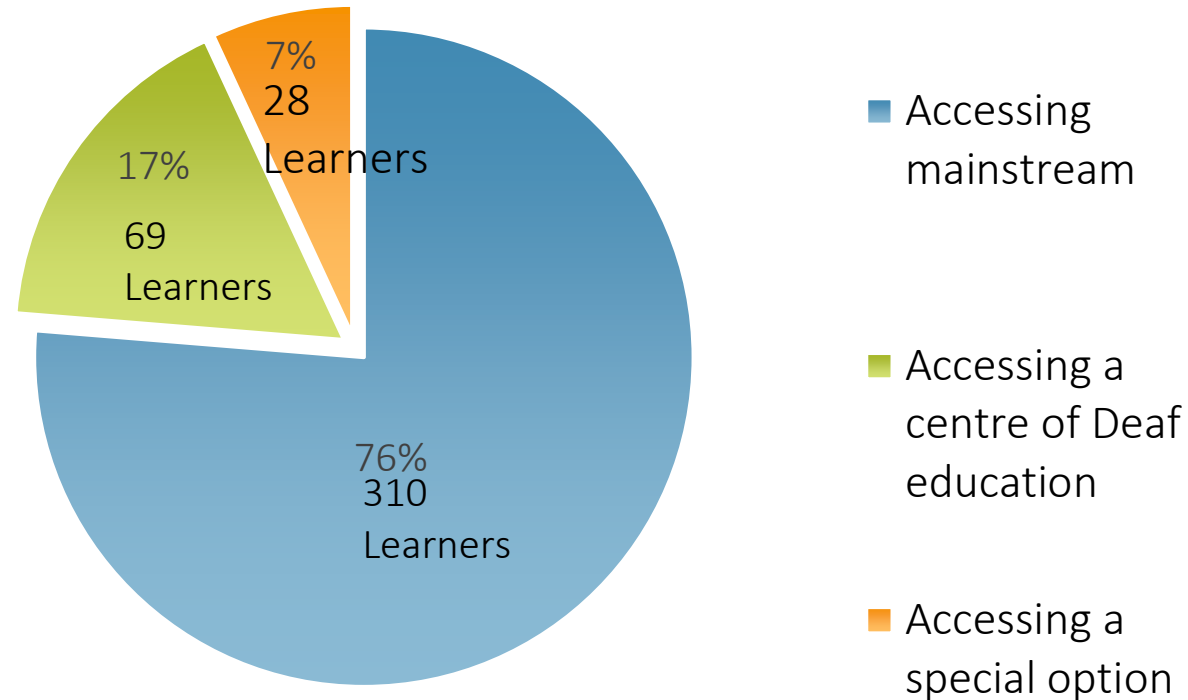- 5,480 (19%) were students with a disability

Persistently absent (10+ unauthorised days per term)

- unauthorised reasons are recorded as unexplained (U), not approved by parent (N), school following up (Z)
- 10,134 students were persistently absent.
- 1,790 (18%) were students with a disability

40+ days absent (for both authorised and unauthorised reasons)

- 1,877 students were absent for 40 or more days in the term.
- 380 (20%) were students with a disability

# LEARNERS WITH HEARING LOSS IN SCHOOLS RECEIVING IESP SUPPORT

Legend:
- Accessing mainstream
- Accessing a centre of Deaf education
- Accessing a special option

Pie chart values:
- 76% — 310 Learners
- 17% — 69 Learners
- 7% — 28 Learners

There is 405 Learners in the IESP database and who are receiving some level of support through IESP

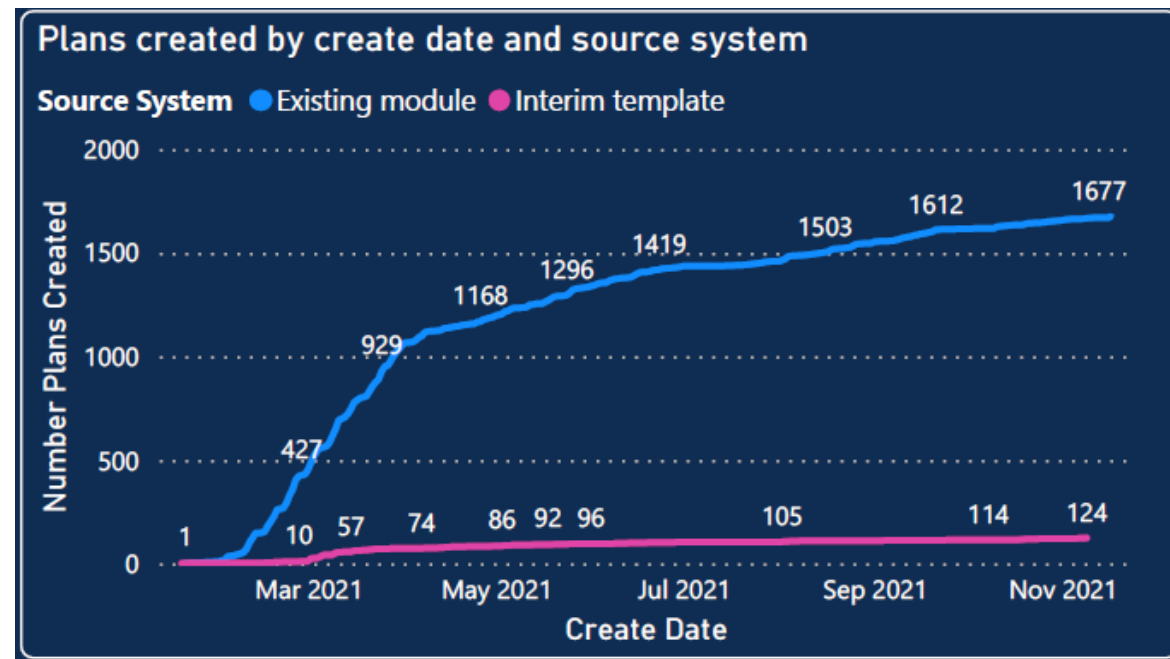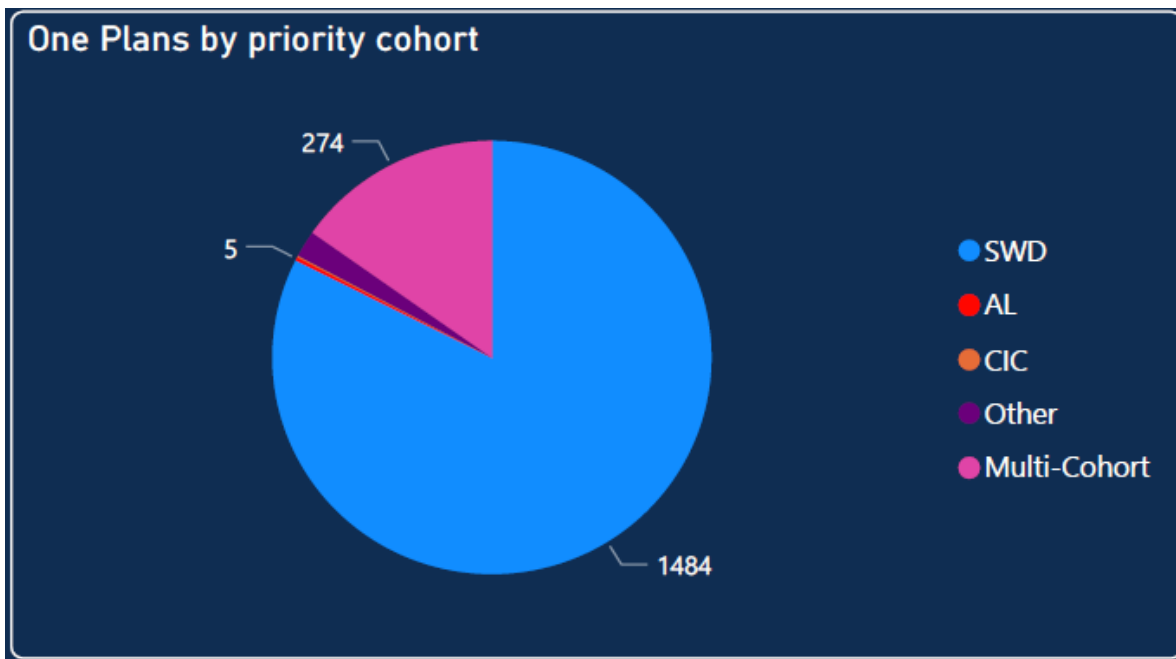**In reality the numbers are more likely between 700 and 800 learners**

2020 PAT R RESULTS FOR LEARNERS WHO RECEIVE OR MEET H LOS CRITERIA

52%

42 Learners

48%

39 Learners

■ SEA met

■ SEA not met
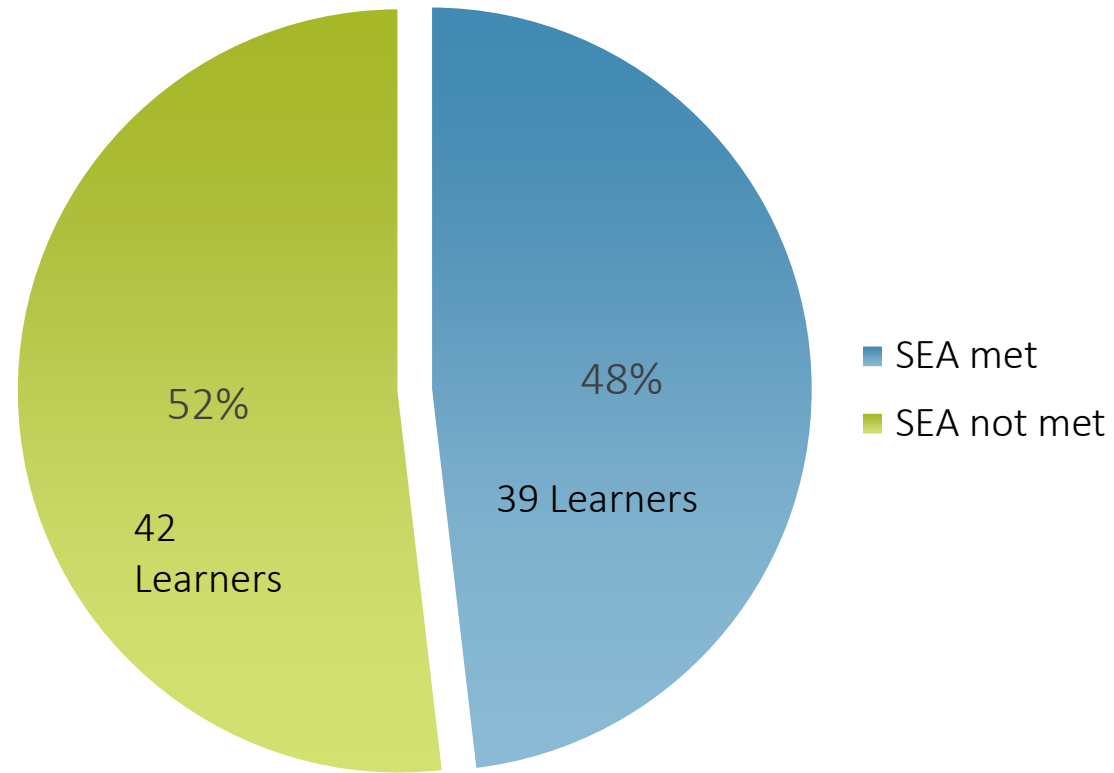
In 2020 81 learners who met the criteria for High Sustained Level of Support (H LoS) completed PAT R

ONE PLAN

THANKYOU FOR YOUR TIME

For further Information, contact Darren Humphrys or Ian May