

**Report of a
review of the
provision of
alternate settings
in the ACT
Government
Education
System**

by

Dr RNF Conway

**Director
Centre for Special Education and Disability Studies
University of Newcastle**

June 2003

**Associate Professor RNF Conway
Director Special Education Centre
Director Centre for Special Education and Disability Studies
Faculty of Education and Arts
University of Newcastle**

**Phone: (02) 4921 6273; +61 2 49216273
Fax: (02) 4921 6939; +61 2 49216939
Email: bob.conway@newcastle.edu.au**

Mr C Curry
Director, School Operations
ACT Department of Education, Youth and Family Services
PO Box 1584
Tuggeranong ACT 2901

Dear Mr Curry,

Please find enclosed the revised final report of a review of the provision of alternate settings in the ACT Government education system as requested. The February draft document was discussed with yourself and Ms Fiona MacGregor, and minor factual corrections made as a result of the feedback in the March final report. In this revised final report, the record of visits to settings and discussions with professional groups are now detailed in Appendix 1, together with specific reviewer comments on each. The main report contains the methodology, options and considerations as before, and an integrated set of considerations in diagrammatic form to assist a holistic understanding of the considerations.

I would like to acknowledge the strong cooperation of Ms Fiona MacGregor throughout the conduct of the review, particularly in making available all relevant documentation and in providing information whenever required and for openness and honesty in her approach. I would also like to thank all those who contributed to the review, and gave their data and opinions.

Given the diversity of opinions and views, the considerations are designed to provide the opportunity to move forward within a potential new framework with redefined and re-focused services. While some considerations may be seen as challenging to some, they are consistent in addressing the issues identified in the earlier ACT Legislative Assembly report.

I trust the report is of value for students with behaviour needs, their teachers and parents.

Yours sincerely,

R N F Conway PhD

June 2003

Table of contents

Cover letter	2
The review task	6
Background to the review – confronting a reality	7
Format of the report	8
Submission of the report	8
Methodology issues	9
Documentation provided and analysis	9
Prior government reports and documentation	10
ACT Legislative Assembly Report	10
The inclusive challenge: within reach of us all	10
Student Support Action Plan 2002-2004	11
Management of, and behaviour services within, Student Support Services	12
Review visits, meetings and discussions	13
– listing of those included in the review	
Enhancing student learning and behaviour outcomes	14
– Key issues from the literature and practice on students with behaviour problems	
Options for the reorganisation of alternate behaviour services	21
Considerations	37
Systems level	38
Roles and operation of Student Support Services	38
Records management	39
Philosophy and models	39
Staffing	40
Class sizes and staffing	40
Qualifications of behaviour program staff	41
General behaviour service issues	41
Naming of behaviour services	41
Referrals to services	41
Length of attendance at alternate programs	42
General considerations for schools	43
Responsibility for management of learning and behaviour	43

Provision of behaviour support to schools	44
Non-attendance	46
Suspension policies	46
Primary	47
Behaviour management units	47
Early childhood social skills	48
Secondary	49
New alternate Year 7/8 program	49
New alternate Year 9/10 program	50
HSSSC	51
Rationalise existing YC and YES services	51
Mental Health	52
Links between Education and Mental Health	52
Links with other agencies	53
Links with CAMHS	53
Links with Youth Justice	53
Links with Youth Services	53
Integrating the considerations	55
- a rationale for a coherent change strategy	

Figures

Figure 1 Key variables in enhancing student learning outcomes

Figure 2 An integrated model of the review's considerations

The review task

A tender for the review was agreed in late 2002 and visits and briefings were held from October to December 2002. The review process terms of reference were to consider the range of draft reports and advice from stakeholder as well as national and international best practice research to carryout the following tasks as set out in the Service Specifications section of the Contract:

- Overview the existing range of alternative programs in the ACT and report on their effectiveness and outcomes, including advice on areas of unmet need or duplication of services
- Provide advice on effective intervention strategies that may prevent placement in an alternate setting and the value of individual program planning
- Provide advice on key features of a policy framework for the ACT, including advice on collaborative practices and linkages between other agencies to support young people who require alternative programs and the optimal length of time for participation in an alternate program
- Develop options for the future delivery of effective alternate education programs and services to young people which include enrolment and referral criteria, successful interventions and planning procedures.

Background to the review – confronting a reality

As there had been a number of earlier reviews of specific services, this review process took the view that this was the opportunity to look across previous reviews and take a systems view rather than an individual service view. The only constraints were that the review was to be of alternate educational services, not services within schools as well. The data gathering phase continually identified more information, particularly on good practice in schools as preventative approaches.

The impact of the ACT Legislative Assembly Report 9: *Adolescent and young adults at risk of not achieving satisfactory education and training outcomes* was a key influence on the review as it identified issues across all aspects of school education, alternate education and youth services. The current review exists as an outcome of the report.

Format of the report

The report is set out in the following format:

Introductory and background information: The reasons for the review, background information on previous reviews and reports and the structure of the current review.

Specific visits and meetings: Outline of the visits and meetings that informed the options and considerations. Specific details of the visits and meetings are provided in Appendix 1, together with the review comments on each.

Issues arising from the literature and practice: A review of the five key variables identified in the literature and practice that affect the quality of behaviour programs and services and their relation to the current review.

Options for addressing needs: A series of tables that provide a range of options (both perceived as desirable and others) upon which the considerations are built.

Considerations for change: Individual key considerations for each of the issues identified in the review along with justification of the proposed actions.

Integrated considerations for a coherent provision of behaviour services: Combining the key options into a coherent set of strategies to develop responsive behaviour services in schools and in alternate settings with the key aim of increasing student learning engagement opportunities regardless of setting.

Submission of the report

Throughout the conduct of the review from late October to December 2002, the Project Management Team was briefed on the progress of the review. In February the project management team was presented with the draft outline of the considerations and the rationale for them. The initial draft was submitted in February followed by the final report in March. This revised final report was initially submitted in April and the final version in June.

As a result, some of the considerations have begun being addressed and some comments on services made in late 2002 may no longer reflect current practices. This reflects the dynamic nature of providing services to students with behaviour problems and is strongly supported.

Methodology issues

Documentation provided and structure of the review process

There is a history of reviews of individual behaviour services in the ACT, the most recent of which date from 1998. Many of the services had been reviewed previously, some more than once.

As many of the previous review documents were made available to this review, analysis of existing programs could take place before the visits. The visits were used to verify earlier findings and considerations or considerations, rather than going back to first principles. Staff were able to identify any changes that had occurred as a result of the reviews and discuss current operations and make suggestions for improvements to the service.

Similarly, interviews with professional groups and other agencies were conducted in the context of prior reviews and existing policies and practices.

Earlier review documentation provided to the current review were:

High School Student Support Centres	December 1998 October 2000
Eclipse and DCAP Programs	May 2000
Primary Schools Behaviour Management Program	August 2000
Adolescent Development Program & Dairy Flat Farm Education Centre	October 2001
Adolescent Day Unit and Youth Connection	undated

Prior Government Reports and Documents

ACT Legislative Assembly Report

The ACT Legislative Assembly completed a report: *Adolescent and young adults at risk of not achieving satisfactory education and training outcomes* in July 2001. The report identified both school-based and alternate setting and programs including those not within the scope of the current review. The report highlighted a number of key actions that needed to be taken to address the issues raised.

Among the key recommendations relevant to the current review were:

- Identification systems in place for non-attenders and support strategies in schools to assist school retention.
- A review of the effectiveness of the array of alternate programs available.
- Develop a policy framework for alternate educational settings before establishing new ones.
- Implement the recommendations of the earlier review of Eclipse and DCAP, particularly those relating to staffing.
- Examine the effectiveness of policies on suspension and exclusion in managing student behaviour.
- Conduct a full review of the behaviour management support program including the withdrawal units.
- Ensure that any changes emanating from the review are adequately resourced and supported.
- Examine the strategies relating to transition periods and develop guidelines to deal with issues arising from transitions between sectors.
- Develop collaborative interagency approaches to supporting at-risk students.
- Adequate funds are provided to implement the services required following completion of the framework or support for students at risk and the assessment of need.

The impact of these recommendations on the outcomes of the current review are important both because of the recognition that there are multiple facets to the issues of managing behaviours both in schools and in alternate settings, but also because of the recognition of the need to adequately fund any considerations considered viable from the current review.

The inclusive challenge - Within reach of us all: A discussion paper for school communities

This discussion paper circulated in November 2002 highlighted the issues of inclusivity in schools, particularly those related to beliefs and assumptions regarding inclusivity. It also sought to promote more inclusive schools. The key issues for this review are that the document addresses learning and teaching in schools and the responsibility of schools to foster the learning of

every student. While there may be a perception that inclusion relates only to students with a “disability”, it relates to all students including those with behaviour problems and mental health needs, the focus of the current report.

Critical to any addressing of behaviour needs is the addressing of the learning and teaching that occurs across the school as the school remains the key focus of any management of behaviour. The role of systemic assistance is to support schools in management, not to remove that responsibility.

Student Support Action Plan 2002-2004

The plan addresses the needs of students at risk of not achieving satisfactory outcomes from education and training. The links to the ACT Legislative Assembly Report No.9 are clear in the terminology used as well as the identification of areas requiring strengthening. Specific issues relating to the current review include: transition through levels of schooling; the development of pathway plans; the importance of the links and partnerships between school, parents and carers, business and the community; and, the improvement of interagency collaboration.

Management of, and behaviour programs within, Student Support Services

At present the service is managed within a structure that incorporates both central administration and field services. A manager is supported by two Level 2 executive staff. One acts as the executive officer who also has supervision responsibilities for the Student Management Consultants (ISMC). The other executive staff member is responsible for the management and support of the service locations.

The current services provided by Student Support Services are set out below.

Services for primary and secondary school:

- Itinerant Student Management Consultants (ISMC)

Services for primary students:

- Student Behaviour Management Centres (6 classes across 5 locations)

Services for secondary students:

- Adolescent Development Program at Dairy Flat
- High School Support Centres (HSSC) one northside and one southside
- Dairy Flat Farm (currently not operating)

Additional secondary placements outside Educational Services but for which an School Education teacher is provided:

- Adolescent Day Unit managed by Youth and Community Services
- Hindmarsh Educational Centre at Quamby Juvenile Detention Centre.

A range of other services are available through programs operated by Youth and Community Services and non-government agencies.

Review visits, meetings and discussions

Visits, meetings and discussions were held with as wide a variety of personnel as possible. Details of the information provided in each case are reported in Appendix 1 to the report. Within each, the information provided by personnel together with any previous review recommendations are presented and analysed. Comments on the information provided and conclusions are then provided based on an analysis of the data and its relationship with other information provided to the review.

The following School Education programs and services were reviewed:

- Itinerant Student Management Consultants
- Promoting positive behaviours training manual
- Student Behaviour Management Centres
- High School Student Support Centres (HSSSC)
- Adolescent Development Program (ADP)
- Dairy Flat Farm Education Centre
- Dickson College Alternate Program (DCAP) and Eclipse
- Quamby Youth Detention Centre
- Youth Education Support (YES)

The following services by other government agencies were reviewed and/or discussed:

- Issues of overlapping programs Youth Connections (YC) and Youth Education Support (YES)
- Adolescent Day Unit (ADU)
- Youth Connections (YC)

The following discussion concerning other government agency services:

- Child and Adolescent Mental Health (CAMHS)
- Youth and Family Services programs

The following professional groups were interviewed:

- Primary Principals Association
- Secondary Principals Association
- College Principals Association
- Senior Counsellors
- Alternate Education Network
- Australian Education Union (ACT Branch)

Enhancing student learning and behaviour outcomes – some general issues from the literature and practice on students with behaviour problems

The options and considerations in this review are based on general and specific issues that emerge from both reading of the literature on behaviour problems as well as observation of behaviour settings internationally.

Background

The issue of alternate behaviour settings is really an issue of providing education to all students:

The rationale for any education program is enhancing student learning outcomes.

The prime location for this is in the regular classroom, in the regular school. Alternate placements are costly and there is always the issue that the longer the student is in an alternate setting, the less the chance of successful reintegration.

Enhanced student learning outcomes are based on five key variables (Fig 1):

- Learning and teaching engagement by students and staff
- Educational leadership within the school (supported by leadership beyond the school)
- Collaborative practices within the school and with other educational services
- Multidisciplinary approaches with services beyond education
- Staff training and development to enhance learning, teaching and management

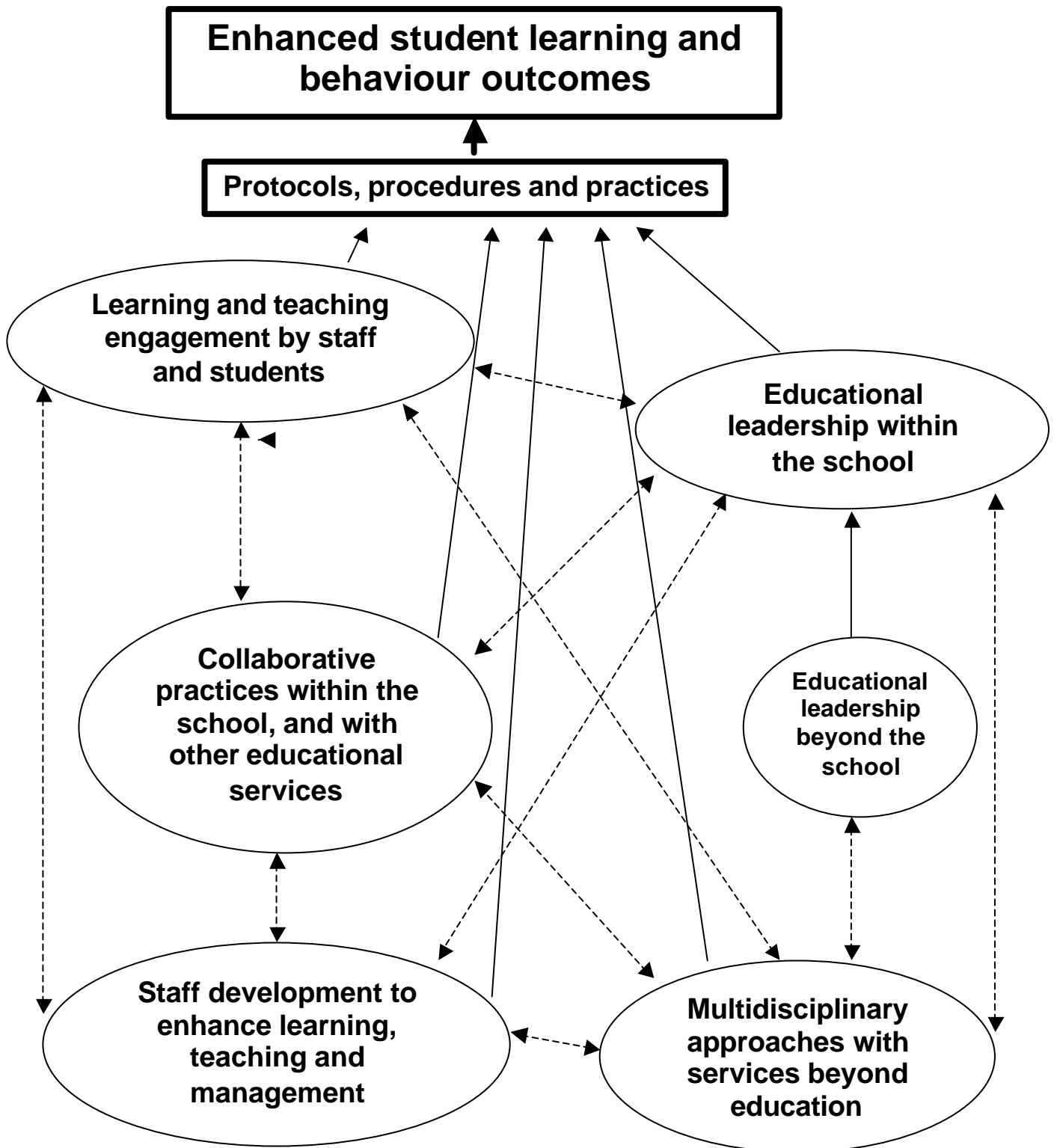
These five variables are channelled in best practice through:

- Protocols, practices and procedures

the school or service has in place to ensure that the key variables work cohesively and not in conflict.

While each of these issues is discussed below, the enhancement of student learning outcomes results from the totality of the variables. Hence the discussions below often touch across variables. This is illustrated in Figure 1 by the dotted lines between variables.

Fig 1: Key variables in enhancing student learning outcomes



In reading the discussion below and examining Figure 1, the variables apply to any educational setting, not just a regular school. Hence an alternate setting still needs to address each variable to ensure that student learning and behaviour outcomes are enhanced.

Learning and teaching engagement

In an ideal school, where students are motivated to learn through active engaged learning experiences, and taught by motivated informed staff using well taught interesting curriculum topics, the opportunity for misbehaviour is minimised. The reality is that schools are not ideal learning places. Students may not be motivated to learn, teachers may not teach in ways that provide opportunities to learn, curricula may not be relevant, and management may not support staff and student needs.

Before students are referred to alternate settings, schools have a responsibility to provide as many opportunities to succeed as possible by examining learning and teaching options such as alternate curricula and teaching programs in schools, supporting staff who need management advice and/or assistance, and ensuring that discipline approaches are appropriate and consistent. This includes the management of students who have withdrawn from learning by partial or full non-attendance and through programs that re-engage them in the learning process.

Where the student has been placed in an alternate behaviour setting, the need for relevant, motivating learning experiences based on the regular education curriculum or an integrated developmental alternate curriculum, is essential. Where the curriculum in the alternate setting doesn't motivate and engage students, behavioural issues will continue and, likely, worsen.

In the considerations section, issues of addressing curriculum in regular schools and alternate settings are discussed as well as in the subsequent points in this section.

Educational leadership within the school (supported by leadership beyond the school)

The role of the principal is pivotal to the management of behaviour in schools. Where there is support for staff and students and a consistent approach, there is greater opportunity for a positive learning and behaviour environment. Where there is emphasis on integrating management of behaviour within positive teaching and learning, rather than as a separate disciplining of misbehaviour, there is greater opportunity for supporting students with behaviour problems.

There is also acknowledgement in the literature and practice that there will continue to be a core of students who will not comply with the behaviour expectations of the school. Strong, positive leadership in the school can ensure that these students understand the consequences of behaviour and that there will be consistency of response to inappropriate behaviour,

balanced with positive consequences for appropriate behaviour. Strong consistent leadership, supported by senior systemic management, can also provide a consistent approach to addressing family and broader community and social issues.

Leadership beyond the school comes from consistent support for innovative school management practices, and consistency in the management of alternate behaviour settings. Procedures for placement and reintegration of students from alternate behaviour settings need to be clearly established in consultation with all stakeholders, documented and implemented. Consistently systemic leadership is more critical in alternate settings where there may be no executive staff on site.

Collaborative practices within the school and with other educational services

Addressing behaviour problems in schools requires collaboration between staff in areas such as curriculum design, preparation of resources and strategies for learning and teaching. It also involves developing, implementing and re-evaluating management strategies such as the discipline policies, and being consistent in the management of students with behaviour problems. While historically this has often been a feature of primary schools, secondary schools have traditionally been slower to recognise the need to move beyond curriculum-based divisions within the schools in collaborating on how best to meet student learning and behaviour needs.

Two differing approaches have been argued in assisting students with behaviour problems in regular schools. One argues that students with behaviour problems will only succeed when they complete academic content. Hence strategies for management of inappropriate behaviour focus on rigid enforcement of completion of set academic tasks with increasing punitive consequences for non-completion. While completion of tasks may be achieved, appropriate behaviours aren't learnt.

The alternative approach is that enhanced student learning outcomes result from providing an engaging teaching of curriculum topics where students are actively participating rather than passively accepting taught content. Where students are actively engaged, research evidence shows there are decreased management issues.

To achieve this, whole school staffs have to reassess the learning and teaching needs of all student and staff in the school. Changes to teaching and learning practices may be sufficient for most student management needs, but for the most difficult students, alternate in-school approaches may be needed such as alternate learning settings (eg. in school withdrawal) or altered school timetables (eg. separate lunchtimes). Successful schools also focus on positive behaviours such as building social and self-management skills rather than only management of negative behaviours. Positive schools also have preventative programs that focus on positive social skills such as group activities and cooperation as part of their regular programs rather than

only as a reactive strategy for the small percentage that are consistently difficult to manage.

In the considerations section on general issues for school, the concept of working on the ecology of the classroom and school is discussed. Again this requires commitment from management within and beyond the school to become a practical reality.

Collaborative practices beyond the school are based on regular schools and alternate settings working together to increase learning engagement and learning outcomes for students who are unable or unwilling, to engage with the learning in the regular school. Where regular schools are an integral part of the planned movement of students into and back from alternate settings, then the chances of successful, early reintegration are enhanced. Early reintegration requires on-going engagement with the curriculum while also addressing social skills needs.

For those students who are more appropriately placed in alternate settings in an on-going basis, collaboration with other education settings such as post-school vocational curriculum options or certificates based on other curricula may be more appropriate. In some cases the development of an alternate curriculum based on a blend of academic, social, community and vocational skills may be appropriate. Evidence shows this needs to be based on a considered, developmental curriculum with learning outcomes rather than a series of short, unconnected experiences.

Multidisciplinary approaches with services beyond education

The literature and practice identify collaborative practices with other disciplines beyond education as important components in supporting behaviour change and student engagement in learning. In some cases this has been referred to as wraparound, the concept being that we wrap services around the student and family rather than requiring them to search for services that may be disjointed or even contradictory. Collaboration with mental health, therapy services, juvenile justice and community services are commonly reported. The value of this collaboration is reduced where different training and viewpoints of staff across agencies lead to conflicting support of students. Where services are provided within education, the key focus needs to be on enhancing student engagement with learning. Again leadership within education and other services has been shown to be important in establishing guidelines for service collaboration including roles and responsibilities of all staff.

Staff training and development to enhance learning, teaching and management

Implementation of behaviour change strategies requires that all staff are involved in developing change strategies, are committed to the change and systematically and faithfully implement it. Where some staff do not support

the agreed change, it can still proceed although management of the behaviour of these staff members also needs to be addressed.

Staff development on addressing enhancement of student learning outcomes and behaviour starts with whole-school staff examination of learning and teaching practices. It addresses the four aspects of the classroom: student factors, teacher factors, curriculum and resources factors, and the physical setting factors as the combination of these four factors determines the learning and teaching environment and also the management of student and teacher behaviours.

On a broader scale, management of behaviours across the school requires staff development on coordinated strategies to address three broad groups of students in the school: those who comply with the discipline and management strategies of the school (about 80%), those who have some behaviour problems and are at-risk of more serious behaviour problems and hence need targeted behaviour support (about 15%), and those with serious behaviour problems who require specific management strategies to maintain their presence in the school (about 5%). Research and practice have shown that addressing these three categories, rather than seeing all students as being the same, enhances management of behaviour. Importantly the combination of management of behaviour with the development of appropriate social skills for each group of students (preventative for the 80%, targeted for the 15% and specific for the 5%) has been shown to be effective. These strategies, combined with addressing learning and teaching in classrooms, as well as transition and playground behaviours, provides a supportive, cohesive approach to management of most behaviours provided that there is appropriate staff development to support the process.

For staff involved in alternate behaviour settings, the need for staff development is critical. The employment of untrained and unqualified staff has been linked to inappropriate practices, staff burnout and increased student management difficulties. All staff in specialist behaviour settings require on-going staff development in the theory and practices of working with students with behaviour problems so that research-based best practice is implemented to address specific behaviour needs. A feature of quality staff development practices is on-going interaction between staff in behaviour settings rather than operating in isolation. Hence there are benefits in having multiple class units rather than one isolated class. A complementary strategy is having staff development sessions on a regular basis at differing locations to allow staff to gain new ideas and discuss issues of concern. Such meetings provide not only staff development on learning and teaching strategies but an opportunity for professional and personal support in a field of high stress.

Again these issues are explored in the options section and specific comments are provided in the considerations section.

Protocols, practices and procedures

The key to the successful implication of the key variables discussed above is the bringing together of all five (as well as systemic leadership support) through the documentation (protocols and procedures) and practices of the school or setting. While some schools and settings have strong documentation, their procedures and practices may not reflect the protocols. Hence the value of the protocol is greatly diminished to the point that leaders and staff ignore the protocol, preferring to use alternate practices to achieve a desired outcome. Research and practice have shown this to be especially true for referral to alternate specialist settings, discipline, integration of positive learning experiences with curriculum teaching, and curriculum development in alternate settings.

Where each of the five variables is incorporated into protocols, procedures and practices of the school or setting, enhanced student learning and behaviour outcomes are greatly enhanced. Again, the considerations section, the integrating considerations section and Figure 2 in that section, show how this can be emphasised in the ACT.

Conclusions

Research and practice have identified the key educational issue as “enhancing student learning outcomes”. For students with behaviour problems, the challenge of finding appropriate learning and teaching strategies and settings is greater. The five variables discussed above and the overarching variable of actual protocols, procedures and practices, provide opportunities to address these challenges in a more coordinated manner. The following section on options provides a range of approaches, some that are compatible with the above variables and some that are not. The considerations section provides specific issues and effective strategies that are worthy of examination. The integrating considerations section provides the reviews author’s beliefs about the combination of best options for improving the learning outcomes for students with behaviour problems in the ACT.

Options for the reorganisation of alternate behaviour services

There are a number of options for the reorganisation of alternate behaviour services. These range from no changes to all, change in some facets of the range of alternate services, to a complete, integrated approach across regular schools, alternate settings and management of positive learning outcomes for all students. Not all options will enable the maximisation of learning and behaviour gains. Following the range of options outlined in this section, the considerations section provides a detailed examination of the preferred options in each area and, finally, an integrated approach across all settings and services.

Primary options

The possible options for primary programs are set out in Table 1. These show the existing services, their strengths and challenges as well as some possible options for change. The preferred options are explored in detail in the recommendation section as well as in Figures 2 where the relationships between services and school settings are outlined.

The key options relate to changes in the operation and roles of the primary behaviour management units, the ISMC and the Promoting Positive Behaviour Manual. While some of these relate specifically to primary, there is also a need to see these in relation to services at the secondary level.

Secondary options

Possible options for secondary programs are set out in Table 2. These show the existing services, strengths and challenges as well as some possible options for change. The considerations that are preferred are discussed in detail in the recommendation section and in Figure 2 where the relationships with other services are outlined.

The key options are related to existing services including ADP, ADU, HSSSC and ISMC programs, as well as the possibility of developing separate alternate programs for Years 7/8 and Years 9/10 in single or multiple locations.

Services provided by other government or private services.

Services provided by Youth Justice (Quamby), Mental Health (CALCAMHS), and Youth Services (ADU, YC) are outlined both in terms of strengths and challenges. Some alternate options are presented in Table 3. The main focus is on ways in which education and other providers can work in greater cooperation with reduced overlap between services providing educational programs for students with behaviour problems.

In the considerations section, these issues are explored and Figure 2 provides information on the ways in which these services can complement those in education.

Services within Schools Division

Two issues that are of concern are attendance, particularly in secondary, and the issues of suspension options. While these are raised in Table 4, they are examined in detail in the considerations section.

The other key issue is related to the focus on enhancing student learning outcomes through active engaged teaching of curriculum. The fundamental principle is that positive engaged learning provides the environment where the opportunities for inappropriate behaviour can be substantially reduced. Never-the-less there will always remain those students who will need alternative educational placement because of their, and the school's, inability to meet needs.

Issues of staff training and staff development are explored as options in this section, although the addressing of any changes in practice within primary, secondary, college or alternate settings requires coordinated staff consideration of the learning and teaching issues for all students including those with behaviour problems, as well as support and assistance in making adaptations. For those in specialist settings, staff development is critical to implementing best practice and ensuring that learning outcomes are maximised for students and this is discussed in the subsequent subsection of Student Support Services.

Student Support Services

The key options for Student Services relate to a wide range of issues including: record keeping, management of programs and services, models and philosophies of programs, class sizes, qualifications of staff, naming of services, referral procedures and length of attendance at alternate services. Each is raised in Table 5 and discussed in detail in the considerations section.

General

While the following tables provide a synthesis of many of the issues raised in the reports of visits and meetings with groups, the considerations section is critical to the report author's beliefs on the most appropriate options for specific services and the integration of these considerations into a cohesive model of addressing student behaviour needs through enhanced learning opportunities.

Table 1: Primary Settings

Existing Strategy	Strengths	Challenges	Change options (not all are either compatible or desirable)
Primary behaviour management units	<ul style="list-style-type: none"> • Known and meet some school needs • Distributed across the ACT • Staff positions exist 	<ul style="list-style-type: none"> • Approaches may not meet student needs • Some locations are under-utilised while others have waiting lists • Re-integration is problematic in some cases as is on-going effective liaison between unit teachers and class teachers • Contact between unit classes and host schools is very limited in some cases • Numbers of students who can be involved is limited 	<ul style="list-style-type: none"> • Reduce the number of units • Remove the respite function of the units • Re-designate the units as specifically for students with more severe behaviour difficulties requiring a longer-term placement with specific academic and behaviour programs targeted to individual needs with the expectation of progressive re-integration • Redistribute staffing resources to an expanded and redefined ISMC program • Have one unit in a central location with two classes so there is professional support for teachers • Staff would need to be trained in working with students who have severe behaviour problems • Class sizes could be increased slightly from 4 to 6
ISMC program	<ul style="list-style-type: none"> • Seen as effective by schools for some students • Can assist with specific recommendations for difficult behaviours 	<ul style="list-style-type: none"> • Too broad a range of demands • Little opportunity to be a part of the school's management process as the focus was often 	<ul style="list-style-type: none"> • Move to a cluster base model of behaviour services so staff can develop a working relationship with the school staff and students • Incorporate cluster teams linking previous YC/YES staff, counsellors and guidance staff with existing ISMC staff

	<ul style="list-style-type: none"> • Most effective in schools where there is a commitment to systems change 	<ul style="list-style-type: none"> • on individual students • Difficult working with individual cases in schools where there is limited contact with staff or executive • Concerns over increasing numbers of students with mental health diagnoses and the difficulties of gaining appropriate services 	<ul style="list-style-type: none"> • Rename the service a Behaviour Support Service with the emphasis on supporting school management rather than individuals • Rename the staff as Behaviour Support Teachers (BST) • Focus the model on primary rather than secondary as an early intervention approach • While services to individual students could continue where necessary, the prime focus could be on class and school-wide management as a basis for sustained management • Staff would need to have training in working collaboratively with schools, other education staff and allied services
Promoting positive behaviours manual	<ul style="list-style-type: none"> • Provides a theoretical framework for assessment and positive behaviour plans 	<ul style="list-style-type: none"> • Need for practical examples within curriculum areas • Not seen by principals as sufficiently practical 	<ul style="list-style-type: none"> • A re-designed publication for primary schools that provided a closer link between academic engagement and behaviour and to provide more practical examples to go with the theory • Integrate any new resource with a major initiative to implement a stronger focus in schools on the need to integrate management of behaviour with management of a positive engaging curriculum learning and teaching
Early Childhood social skills	<ul style="list-style-type: none"> • Currently a part of the educational programs 	<ul style="list-style-type: none"> • Could be missed for students with poorly developed social skills and hence the 	<ul style="list-style-type: none"> • Development of a social skills program that could be integrated into the early years of school as either a preventative program for all students or as a supportive program for

		<p>opportunity for early intervention could be missed</p> <ul style="list-style-type: none"> • A systematic approach to social skills may not be in used in all schools 	<p>students who have social skills needs.</p> <ul style="list-style-type: none"> • Use of BST (previously ISMC) to work with schools on staff development and assisting in implementation if required
--	--	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Table 2: Secondary Settings

Existing Strategy	Strengths	Challenges	Change options (not all are either compatible or desirable)
ISMC program	<ul style="list-style-type: none"> • Seen as effective by schools for some students • Can assist with specific recommendations for difficult behaviours • Most effective in those secondary schools where there is a commitment to systems change 	<ul style="list-style-type: none"> • Too broad a range of demands • Little opportunity to be a part of the school's management process as the focus was often on individual students • Difficult working with individual cases in secondary schools • Concerns over increasing numbers of students with mental health diagnoses and the difficulties of gaining appropriate services 	<ul style="list-style-type: none"> • Not provide ISMC services to secondary schools • Move to a cluster base model of behaviour services so staff can develop a working relationship with the school staff and students • Rename the service a Behaviour Support Service with the emphasis on supporting school management rather than individuals • Rename the staff as Behaviour Support Teachers (BST) • While services to individual students could continue where necessary, the prime focus would be on class and school-wide management as a basis for sustained management • Provide services to secondary schools on a fee for service basis but with a focus on school level rather than individual students • Staff would need to have training in working collaboratively with schools, other education staff and allied services
Promoting positive behaviours manual	<ul style="list-style-type: none"> • Not applicable 	<ul style="list-style-type: none"> • No manual exists for secondary schools 	<ul style="list-style-type: none"> • Develop a secondary version with a focus on learning and teaching within and across curriculum areas • Involve school personnel in the development

			<p>of the manual</p> <ul style="list-style-type: none"> • Inservice principals and staff on the manual • Integrate any new resource with a major initiative to implement a stronger focus in schools on the need to integrate management of behaviour with management of a positive engaging teaching of the curriculum
HSSSC	<ul style="list-style-type: none"> • Provide respite to schools and students • Seen as a positive feature by schools • Schools can access the centres quickly and efficiently • Additional funding sources have provided a range of innovative programs 	<ul style="list-style-type: none"> • Location can restrict the range of programs and numbers of students that can be accommodated • Centres can become the sole attendance location hence breaking down the respite role • Some students are waiting for placement in alternate settings 	<ul style="list-style-type: none"> • Retain the model • Find larger premises for the southern centre • Fund centres from a central budget rather than from school staffing points • Focus on respite for students on a short term basis rather than for extended periods • Focus on reintegrating students and maintaining closer contact with school program content
ADP	<ul style="list-style-type: none"> • Provides respite to students and schools 	<ul style="list-style-type: none"> • Location is remote and a potential danger to staff and students • Educational programs aren't focussed into a cohesive model of assisting students with very difficult 	<ul style="list-style-type: none"> • Relocate service to be adjacent to a secondary school site, one on the northside and one on the southside • Integrate the program into a secondary school so secondary specialist facilities are accessible • Develop a curriculum that is comprehensive and integrated across academic, social,

		<p>behaviours, many of whom may not successfully reintegrate into mainstream</p> <ul style="list-style-type: none"> • Services for students in Years 7/8 should be separated from Years 9/10 	<p>community and pre-vocational skills</p> <ul style="list-style-type: none"> • Include only students from Years 7 and 8 with a separate program for Years 9 and 10 in a college environment • Develop a total alternate program for adolescents (Years 7-10) in a segregated location that provides a developmental curriculum for students who are unable to learn within a secondary school curriculum framework or location
ADU	<ul style="list-style-type: none"> • Provides an alternate setting to school services • Includes one teacher in the staffing funded by schools division 	<ul style="list-style-type: none"> • Has a limited focus without a real mental health or education agenda • Has limited contact with schools and educational services • Doesn't have educational or mental health leadership 	<ul style="list-style-type: none"> • Disband the model and incorporate within a new Year 7/8 program or a new segregated program for secondary-aged students • Use the location as one of the new Year 7/8 program locations under school services • Use the location as a program focussing on mental health services for adolescents operated by school services and CAHMHS
Eclipse and DCAP	<ul style="list-style-type: none"> • Provide opportunities for older adolescents with behaviour problems in a college atmosphere rather than a secondary school • Both locations have access to a range of 	<ul style="list-style-type: none"> • Neither program is identified as, or sees itself as, an alternate behaviour program • Having a large number of students at DCAP could impact on the regular college environment 	<ul style="list-style-type: none"> • Both programs could be designated as specific behaviour programs so there are facilities on both the northside and southside • Each location could focus on differing skills that utilise the facilities and students could select the most appropriate program (eg. DCAP more academic in focus, Eclipse more on pre-vocational and vocational) • Provide one location, perhaps at Eclipse,

	<p>specialist curriculum facilities</p> <ul style="list-style-type: none"> Eclipse provides an excellent facility to train students in pre-vocational and vocational skills as well as academic skills. 		<p>where all students select from academic, community and vocational skills in an integrated program of study</p> <ul style="list-style-type: none"> Combine all secondary (Years 7-10) in one location as an alternate secondary school for students with behaviour problems and little opportunity for re-integration
Dairy Flat Farm Education Centre	<ul style="list-style-type: none"> Provided a limited option for students with an interest in farm activities 	<ul style="list-style-type: none"> Not operating and hence not a current alternate option Remote No specific behaviour focus in programs 	<ul style="list-style-type: none"> Do not re-open but retain as an environmental education centre using the classrooms left by the removal of the ADP Operate for a small number of students with a specific interest in agriculture or working with school groups as an assistant in an environmental education program

Table 3: Other services

Existing Strategy	Strengths	Challenges	Change options (not all are either compatible or desirable)
YC and YES	<ul style="list-style-type: none"> Both provide a service to students with behaviour needs but with slightly different operating procedures 	<ul style="list-style-type: none"> Services are provided by two divisions of the one department Entitlements and operating procedures for staff in each program are different Principals and schools don't perceive that the YC program operates effectively 	<ul style="list-style-type: none"> The program could be amalgamated into one program operated by Schools Division Staff combined into one program could operate on a smaller cluster basis, perhaps in conjunction with the Behaviour Support Teachers, providing a cohesive approach to those at risk of dropping out or who have already dropped out A combined program could also work more effectively with the HSSSC staff Programs could continue to duplicate and overlap services in different sections of the same government department Programs could remain separate but within the one section of the department (preferably schools)
CALCAMHS	<ul style="list-style-type: none"> Provides a day program for students with mental health needs under Health funding but with a teacher position 	<ul style="list-style-type: none"> Limited services for the number of students with mental health needs being diagnosed No inpatient adolescent programs 	<ul style="list-style-type: none"> Expanded facilities for adolescent and younger students supported by health and education Increase awareness by all behaviour specialists, counsellors and school staff on issues in mental health through staff development
Hindmarsh Education Centre	<ul style="list-style-type: none"> Provides educational services for 	<ul style="list-style-type: none"> One teacher operating in isolation 	<ul style="list-style-type: none"> Reduce teacher isolation by having an additional staff member in an on-going basis

	adolescents in Quamby	<ul style="list-style-type: none"> • Turnover of students means continuity of education services is difficult but needs to be addressed 	<p>or at specific times in the week</p> <ul style="list-style-type: none"> • Develop a curriculum approach that incorporates skills across academic, vocational and social skills
Youth Services alternate programs	<ul style="list-style-type: none"> • A range of alternate programs have been developed through funding or support from Youth Services that meet the needs of students who would otherwise need to be catered for within educational services 	<ul style="list-style-type: none"> • There is little involvement of Education in the provision of educational programs other than some teaching positions in some locations 	<ul style="list-style-type: none"> • All alternate educational programs have some educational accountability in terms of operation, curriculum, and teaching • Retain services as they exist with coordination from schools division • Retain services as they exist with coordination within youth services

Table 4: General issues for Schools Division in managing behaviour

Existing Issue	Strengths	Challenges	Change options (not all are either compatible or desirable)
Non-attendance	<ul style="list-style-type: none"> • Reduces the number of students with behaviour difficulties who are attending schools • Reduces the need to adjust learning and teaching in schools to cater for these students 	<ul style="list-style-type: none"> • Provides a false belief that schools only have to meet the needs of students who have compliant behaviour • Creates the possibility that those truanting may develop more entrenched behaviour problems and become unable to be reconnected with learning • For those within compulsory school-age educational programs attendance is required 	<ul style="list-style-type: none"> • Re-examine strategies to address non-attendance tracking procedures at the individual school level and across school services • Develop within schools strategies that address student engagement with the curriculum such as learning and teaching strategies • Examine the ways in which YC and YES staff operate • Employ of either specialist teachers who can act in a method similar to NSW Home School Liaison Officers • Employ Youth Workers who can support students in a return to school program in cooperation with school staff
Suspension policies	<ul style="list-style-type: none"> • Short suspensions provide respite for students and staff • Suspensions can provide an opportunity for students to review their behaviour • Both schools and 	<ul style="list-style-type: none"> • Repeated use of suspensions does not address the problems • Return to a class and school where no changes have occurred increases the chances of further 	<ul style="list-style-type: none"> • Maintain current policy • Consider two levels of suspension (short and long) with clear guidelines on the use of both • Relate in-school behaviour management and alternate setting placement to suspension data where appropriate • Examine school learning and teaching practices to understand the reasons for

	students are able to re-asses their strategies for when the student returns	<p>suspensions</p> <ul style="list-style-type: none"> • Only one level of suspension does not allow for options or gradation of levels of severity 	suspensions and address those reasons
Learning, teaching and management approaches in schools	<ul style="list-style-type: none"> • Positive schools have an integrated approach to learning, teaching and management of student behaviours 	<ul style="list-style-type: none"> • Where schools see management of behaviour separate from learning and teaching, management of behaviour becomes an isolated issue and solutions are seen as controlling rather than as being related to the learning environment 	<ul style="list-style-type: none"> • Re-examine discipline and welfare practices in the light of learning and teaching in the school considering the: <ul style="list-style-type: none"> ○ Student variables ○ Teacher variables ○ Curriculum and resources variables ○ Physical setting variables • Bring curriculum and pedagogy staff development and behaviour staff development closer together to address behaviour in the context of curriculum • In alternate settings the issues of learning and teaching integrated with a systematic approach to management of behaviour needs to be addressed and attention given to a relevant, integrated developmental curriculum based on academic, social, community and vocational skills.

Table 5: Student Support Service issues

Existing Issue (issues are interrelated)	Strengths	Challenges	Change options (not all are either compatible or desirable)
Record management	<ul style="list-style-type: none"> Provides details of all students referred to a specific alternate setting 	<ul style="list-style-type: none"> Databases include inappropriate referrals such as students not assisted Databases aren't linked Databases don't have a common format Tracking students through programs isn't easily accessed 	<ul style="list-style-type: none"> Retain current databases Restructure databases to include only appropriate referrals Monitor databases and identify those removed from the waiting list Link databases to allow better analysis of data Ensure that information is accessible to those authorised to use it in program development and student support
Management of SSS	<ul style="list-style-type: none"> Strong commitment to implementing best practice Belief that services can be improved 	<ul style="list-style-type: none"> Lack of direct, insitu management of alternate settings Integrating services with school-focused preventative and remedial strategies Integrating management of education services 	<ul style="list-style-type: none"> Develop mechanisms to ensure that educational services are integrated into one management approach through negotiation with other services Redesign the focus of behaviour services to support school-based strategies with alternate services for specific targeted students after all school level support has been tried Maintain the current diverse range of services
Philosophy and models	<ul style="list-style-type: none"> Some services have a philosophy and/or a 	<ul style="list-style-type: none"> The philosophy and/or model of operation is 	<ul style="list-style-type: none"> Develop a clear set of procedures for each alternate setting and school support service

	clear model of operation	<p>not well understood by many schools and clients</p> <ul style="list-style-type: none"> • Inappropriate referral occur to some settings • Some alternate settings do not have a clear philosophy and/or model of operation • Some alternate settings operate very differently within the same model 	<p>that document: philosophy, student needs and identification, goals, instructional methods and curriculum, program design and operation, community involvement, exit procedures, and evaluation.</p> <ul style="list-style-type: none"> • Maintain the current diversity of documentation • Ensure that all are aware of the documentation and that only current documentation is available
Class sizes	<ul style="list-style-type: none"> • small classes and strong levels of teacher and STA funding 		<ul style="list-style-type: none"> • Consider increasing class sizes from 4 to 6 to allow greater opportunities for social modelling and skills instruction • Ensure that all staff in education settings have education-focused training • Maintain the current diversity of training backgrounds of staff but provide supplementary staff development to provide a common education understanding • Maintain the current diversity of training backgrounds
Qualifications	<ul style="list-style-type: none"> • Some staff have strong teaching practices and/or some specialist training 	<ul style="list-style-type: none"> • Lack of qualified staff can lead to increased problems of stress and management difficulties due to lack 	<ul style="list-style-type: none"> • Ensure that all specialist staff are trained and have access to on-going staff development • Ensure that all training courses are provided by experienced staff with relevant qualification

		of understanding of best-practice	<ul style="list-style-type: none"> • If funding is not provided for independent award-level training, ensure that staff development is relevant and that teaching staff visit best-practice locations • Ensure that all staff in behaviour services have education-based training
Referral procedures	<ul style="list-style-type: none"> • Referral procedures to some alternate services are known, understood and adhered to by schools 	<ul style="list-style-type: none"> • Referral procedures aren't understood by some staff both in the services and in schools • Referral services based on the Yellow Card aren't always appropriate 	<ul style="list-style-type: none"> • Develop clear referral procedures for all services as part of the documentation strategies above • Redesign a referral procedure to replace the Yellow Card that also includes positives and strategies that have been successful • Include the teachers in the programs in the process, before the final decision has been made
Attendance at programs	<ul style="list-style-type: none"> • The 10 and 20 week model is known by all 	<ul style="list-style-type: none"> • The 10 and 20 week model is not supported 	<ul style="list-style-type: none"> • Attendance at programs be determined based on need • Attendance be based on an agreed service agreement between the sending school, parents, alternate setting, and child (if appropriate) • Continue the practice of 10/20 week blocks

Considerations

The considerations are designed to highlight a range of options, all or some of which may be considered to enhance the needs of students, staff and the system.

As there have been a considerable number of reviews of individual services in the past and many of those individual findings are often still applicable, this review acknowledges that some findings restate previous findings. However as no previous review has sought to examine across all services, some previous recommendations about specific services may now be redundant.

The considerations are grouped as follows:

Systems level

- Roles and operation of Student Support Services
- Records management
- Philosophy and models

Staffing

- Class sizes and staffing
- Qualifications of behaviour program staff

General behaviour service issues

- Naming of behaviour services
- Referrals to services
- Length of attendance at alternate programs

General issues for schools

- Responsibility for management of learning and behaviour
- Provision of behaviour support to schools
- Non-attendance
- Suspension policies

Primary

- Behaviour management units
- Early childhood social skills

Secondary

- New alternate Year 7/8 program
- New alternate Year 9/10 program
- HSSSC
- Rationalise existing YC and YES services

Mental Health

Links between Education and Mental Health

Links with other agencies

Links with CAMHS

Links with Youth Justice

Specific considerations and rationale are set out below:

Systems level

Roles and operation of Student Support Services

Consider re-examining the roles and operation of Student Support Services so that staff are more closely aligned with programs and teachers in a supportive role.

Consider appointing senior positions in alternate behaviour programs to provide leadership and management of programs.

There was consistent concern expressed by all groups that the previous leadership had been reactionary and that changes to staffing and programs had been made without adequate analysis and consultation.

The lack of executive teacher staff (Level 2) in specific behaviour settings is of concern both for management and leadership as well as quality control of the programs. Such leaders would need to have both a strong experiential background in behaviour and qualifications in the field. By having senior positions, there would be less need for Student Support Services staff to be reactionary to crises in specific programs.

Four Level 2 positions would be needed to ensure that all programs were directly supervised by field-based staff and leaving the manager to coordinate policy and services. The four Level 2 positions could be:

- Policy and crisis interventions
- Behaviour Support Teachers and Primary ED unit (replacing the existing ISMC and Behaviour Management Centres)
- Year 7 and 8 program across locations
- Year 9 and 10 program across locations

The level 4 position would manage the coordination of programs as well as the coordination of:

- HSSSC programs
- Quamby Youth Detention Centre (could be Level 2 Policy position responsibility)
- Links to other government and non-government services (CAMHS, Youth and Family Services)

- schools re-engagement program replacing the current YC and YES programs.

As the school re-engagement program will involve the need to coordinate across all other programs in Student Support Services as well as non-attendance and suspension issues, it is important that the program be supervised directly by the most senior position in Student Support Services.

Records management

Consider reviewing record management practices within Student Support Services.

While there are records on specific programs, and each student has an identity code, it is difficult to gain accurate data on referrals, entry and exit dates, and other services accessed by the student. Databases at present include entry and exit of students for whom the service was inappropriate as well as genuine referrals.

Hence it is difficult to calculate accurate data on average length of waiting time from referral to entry, or entry to exit, as well as the success levels of services.

Data on the range of services accessed by specific students over time is also difficult to obtain. A data system that enables monitoring of both individual services and students would improve reporting procedures. Student Support Service reported that they are currently addressing this issue.

Philosophy and models

Consider developing a clear philosophy and operational procedures for the overall model and for individual programs so that program staff, Student Support Services and schools clearly understand what is provided, how it is provided and for whom it is provided.

Schools, services and other agencies were critical of the lack of a clear philosophy of Student Support Services and the guidelines it operates under. This needs to be written in unambiguous language that covers issues such as the responsibility of schools to be the focus of addressing both behaviour and learning needs of students, the role of alternate behaviour settings and the relationship between alternate services and schools, as well as the relationship between education provisions and those of other government and non –government agencies.

This needs to complement the documentation developed for each behaviour setting. There are eight components that need to be addressed in any behaviour program: philosophy, student needs and identification, goals, instructional methods and curriculum, program design and operation, community involvement, exit procedures, and evaluation. Each needs to be clearly addressed in each service's documentation. The documentation needs to be collated and made available to all. Documentation needs to be

updated and old documentation removed from all websites etc. Principals, counselors, policy and administration staff all need to be inserviced regularly on service availability, protocols and procedures.

Staffing

Class sizes and staffing

Consider staffing all primary classes on the basis of one teacher and one special teacher aide per six students.

The current staffing is generous in comparison to other education systems, and teachers with a full-time STA could adequately manage the learning of six students. A slightly larger class size also permits the opportunity for greater use of group activities and modelling of positive behaviours.

Consider staffing classes in secondary should on the same basis as primary classes (one teacher to six students) with the addition of an STA per class, part-time administrative assistance, and access to specialist teachers in the host school.

Maintaining the current ratio of one teacher to four students is not viable. In addition, as the alternate secondary programs will be in units located in a host school(s) rather than in isolation, there are greater opportunities for economies of scale. A larger cohort will also enable multiple learning pathways to occur.

There is a need for additional specialist staffing in order to provide student access to specialist equipment if the alternate setting staff are not qualified to do so. Having the Year 7/8 alternate behaviour settings placed within a host school(s) enables access to specialist staff. Administrative support is necessary to ensure that teachers are free to teach rather than organise vocational placements, keep program and unit documentation and provide additional STA assistance as required.

Consider providing access to a qualified school counsellor or senior counsellor who has expertise and experience in working with students who have behaviour problems.

A challenge identified throughout the review has been the lack of a school counsellor who is able to work with students and staff in behaviour settings. The counsellor ideally would also have qualifications and experience in mental health as well as behaviour problems. A counsellor may be involved with the secondary programs and another with the primary, or one counsellor may be appointed to Student Support Service to assist across settings and assist in service planning.

Qualifications of behaviour program staff

Consider recruiting consultants, teachers and administrators who are qualified in education and behaviour.

Consider staffing alternate behaviour settings with a teacher and teacher aide who are qualified in education; the teacher with a relevant qualification in behaviour and the special teachers aide with a Cert IV in special education and behaviour.

Where employment of a youth worker is essential, consider providing additional training as a teacher aide.

Consider providing training by a qualified, recognised tertiary institution alongside in-house professional development on practical issues that relate theory to local practice.

One of the reasons given for the large number of staff changes has been the concern that specific staff have been unable to work satisfactorily in that setting. A key reason for this has been that the person hasn't been trained for the role. Working in specialist behaviour settings or working in an advisory capacity requires the ability to implement best practice which comes from informed consistent training provided by both independent and in-house staff.

For all staff currently in positions, the provision of a planned and coherent program of professional development needs to be undertaken as a matter of priority.

General behaviour service issues

Naming of behaviour services

With the exception of those specifically mentioned in the considerations consider renaming all behaviour services to remove the connotations that exist, or to suggest that the new services would reflect past practices.

A culture has developed that assumes that particular programs will continue to operate as they did under previous names. The Yarralumla Unit is a prime example of a model that no longer reflects either the location of services or the philosophy and practices of an earlier model. Starting with new names for new services will ensure that all behaviour service staff, schools and parents look forward rather than to the past.

Referrals to services

Consider developing a new referral procedure for each behaviour service. Referrals may be handled by a central placement committee or by separate placement committees for each service, although all

locations within a program should be processed by the same committee. Consider developing a new referral proforma for Student Support Services to replace the existing Yellow Card. Staff of programs could be involved in the referral process, not simply be the recipients of the students after the decisions have been made. All services need to provide clear details of their role and referral procedures.

There is concern with the existing referral processes and referral proforma. A specific proforma needs to be developed to address the information required by each behaviour service. There also needs to be greater transparency in the referral and selection procedures. Staff of behaviour services need to be aware of referrals and be involved before the student is selected. Feedback from staff in behaviour services indicated that they were often unaware of both the process of referral and the selection procedures, or when a student was to enter their class. While this may be related to having new staff, it does trigger the need for staff training on selection procedures.

Length of attendance at alternate programs

Consider replacing 10 and 20 week models with the flexibility of placement based on need. Under this approach some students in secondary may not return to regular education while others may return after a short intensive program of learning and behaviour support.

The model of fixed intervention periods is always effective. For some students the time is clearly too short in order that learning and behaviour change can occur. For some schools, resistance to re-integration is an additional difficulty. The length of intervention for each student needs to be negotiated with schools. In some secondary settings, there is clearly no expectation that the student will return to the home school or a host school, and programs such as Eclipse and DCAP see a role in working with the student until they complete the Year 10 program. For a very small percentage of secondary students, alternate 7/8 and Year 9/10 placement may be the most appropriate educational setting in which to keep these students engaged in learning.

For students in primary school, maintaining enrolment at the home school would be the preferred model with students remaining in their home school at least one day per week throughout the program so that the question of re-integration is not an issue. In this way, there is a process of support both in the alternate setting as well as in the home classroom with the alternate setting classroom teacher working with the home class teacher rather than in isolation. Support for the student would also come from the Behaviour Support Teacher (BST) in the school cluster.

General considerations for schools

Responsibility for management of learning and behaviour

The prime responsibility for the management of behaviour is with the school and its principal. Alternate settings and consultancy services support schools but do not remove responsibility for the management of learning and teaching that will promote engagement of students. Alternate education settings are designed for a very small number of students who are beyond their resources.

All schools need to consider on-going and enhanced professional development support to ensure that most management issues are addressed through the learning and teaching practices in their schools.

The key issue in managing behaviour is support of the school as the location of both proactive approaches and strategies to assist students learn more appropriate social behaviours. All schools must address management issues in the context of learning and teaching as the two are inextricably linked.

Assisting schools to implement positive learning and teaching strategies is not the role of Student Support Services alone but is the role of the whole of the School Education Division.

The keys to promoting positive behaviour are: a) the ecology of the learning and teaching environment; and b) the management of the three component groups of the school's discipline and welfare policy.

a) The ecology of the learning and teaching environment

The ecological model provides the opportunity for schools to address the learning environment as a first step to managing appropriate behaviours. The model recognises that learning and teaching is a result of the interaction of:

- student factors
- teacher factors
- curriculum and resource factors
- the physical setting factors

All four aspects affect learning not just student behaviour responses.

b) the management of the three component groups of the school's discipline and welfare policy

Combined with this is the consideration of management of behaviour in a three tier model:

- proactive social skills and management for the majority of students,
- targeted social skills and management strategies for those students at-risk, and

- specific management and social skills strategies for those students who have consistent behaviour needs.

The school then becomes the focus for preventative behaviour strategies, and where needed, corrective procedures. At primary and for most in junior secondary, those students who need assistance beyond the school attend specialist settings for short, intensive and focused programs which have a clear re-integration process in place before the student enters the program. An exception may be the re-defined junior and senior secondary programs for students for whom the mainstream secondary school is unable to provide an appropriate learning environment.

The role of student support services is then to assist schools, and cluster groups of schools, to manage all students' learning. As will be discussed later, this would include the new Behaviour Support Teachers working with the school to develop strategies that the school implements with support. This would require additional appropriate and targeted training and development for schools given by behaviour staff who themselves have been given appropriate training and development opportunities.

As will be discussed later, there is a need in primary schools to supplement the services of the new Behaviour Support Teachers with a preventative early intervention program that is accessible to schools, rather than sending students to off-site behaviour management units that may have limited value in changing the home school learning and teaching environments for those students.

Provision of behaviour support to schools

The existing ISMC service could be amalgamated into a team of specialist behaviour support teachers (BST) who work with clusters of schools to provide consultancy to the cluster, individual schools and individual teachers on relating learning and management strategies. In this model, interventions with individual students would be uncommon and would take place only where there is an agreed need to provide a short intensive program with the class teacher to provide a basis for further consultancy assistance.

The research literature and observation of practice suggests that having qualified staff going from school to school "fixing" individual students has little chance of developing ongoing positive classroom and school practices. Hence there is a need to use the skills of ISMC staff more effectively. Below are a number of broad options for the BST model.

Roles: The prime support to schools will be through the restructuring of the existing ISMC service under a new title "behaviour support teacher" (BST). The key role of the new approach will be to provide a consultancy service to assist schools to develop more appropriate strategies for students in their schools. Staff development, providing ideas to individual teachers, functional

behaviour assessments and assisting teachers to develop positive behaviour plans are activities that will assist change in classroom and school practices.

Behaviour support teachers in the new consultancy model will be drawn from disestablishing the existing four ISMC positions, and the four positions freed up from the closure of four of the six behaviour management units. Hence eight positions will be available across the ACT, with the indigenous student consultant remaining in the current role.

Developing clusters: Clusters can be formed based either on geographic areas as already exists, or on the four areas that senior counsellors work in with two consultants to each of the four areas. If an additional position was created, it would be possible to have nine clusters created. The cluster sizes would be determined by the geographic distribution of referrals to both the existing ISMC program and alternate behaviour settings or based upon other factors as determined by discussion between all relevant parties. The substantially larger number of referrals from the Tuggeranong District in the ISMC model compared to Black Mountain District would suggest that a greater number of Behaviour Support Teachers would be needed in the southern areas of the city.

Who to assist: A decision would need to be made whether the consultancy service was provided to all schools and colleges in the cluster, only primary and secondary schools or only primary schools.

Secondary Option 1: An alternative for secondary schools would be to fund school-based specific behaviour strategies in exchange for substantially reduced access to consultants. Secondary principals have indicated that they favour the development of programs for their own schools. This approach would allow them to take the initiative. Any programs would need to be approved by Student Support Services and would be evaluated based on agreed criteria which could include non-attendance figures, referrals to HSSSC, Year 7/8 and Year 9/10 alternate programs and suspension data. It should also include measures of increased engagement in learning as a positive outcome of the program.

Secondary Option 2: It is preferable for consultants to have at least limited access to secondary schools as well as primary schools, as one of the key issues is the transition of students from primary to secondary schools.

Secondary Option 3: Issues of non-attendance in secondary schools could also be part of the work of consultants. Alternatively the funding of secondary schools could address these issues in their own programs. The issue of attendance is addressed in more detail below.

Placement of each STB: STB staff would be based at a school within their cluster, although there would be the opportunity for staff to meet regularly for professional development activities. Supervision of the BST staff (and the two Primary ED unit teachers) would be from a Level 2 executive teacher who would be a teaching member of either group.

Non-attendance

Consider addressing attendance issues, particularly in secondary schools, through systematic systemic monitoring of school enrolment data and enhancing school re-engagement. Attendance data could be collected more regularly than on the census dates and schools could be held more accountable for student absences.

Throughout the review and in the ACT Legislative Assembly Report, the issue of attendance, particularly in secondary schools has been highlighted and non-attendance has been used as an argument for the establishment of multiple alternate education programs by some. Students who are not able, or willing, to be part of the school learning environment need to be engaged in learning rather than being allowed to withdraw from school.

The employment of a small number of staff similar to the Home School Liaison Officers in NSW would assist in monitoring student attendance. They could also provide assistance to school in retention strategies in cooperation with Student Support Services staff.

Alternatively, through schools re-engagement practices, the role could be carried out by social workers. This would provide a non-teacher focus to the process of assisting students, parents and schools in the re-engaging process.

In either approach, there would be consideration of the current Youth Connection and Youth Education Service activities in relation to non-school attendance. These issues are discussed later in the findings and considerations.

The key issue in increasing student attendance is providing educational opportunities that engage students in learning experiences that enhance learning outcomes.

Suspension policies

Re-examine the present policy on suspensions that provides for multiple “short” suspensions rather than the opportunity to use “long” suspensions as well.

Principals expressed concern at the lack of strategies that were available to deal with serious student behaviour difficulties.

One strategy that could be considered is the option for long suspensions as well as short suspensions, provided that suspension is not used as the prime management strategy, but one that is used only after all in-school approaches to management have been exhausted. Where repeated use of short suspension is used, it loses its effectiveness as a strategy.

Suspension, while providing a short respite for both students and teachers, is ineffective if the student returns to a learning and teaching environment in which no changes have occurred. The opportunity to engage families in the suspension process can work in schools where there is a strong sense of community support for the school.

Primary

The issues for primary schools are based around the current provision of six behaviour management units and some ISMC support to individual students.

Behaviour management units

Consider replacing the current units with two classes in a central location, to cater for students with serious behaviour disturbance. Each class would provide for the needs of six students on an open enrolment policy without the requirement of a set 20 week program. Students attending the program should remain on the attendance roll of their home school and attend their home school either on a half day model or a flexible multi-day model.

The current behaviour units have become a series of separate programs with limited effect in changing the learning environment of the home class. Many students have limited success in reintegration, largely because of very limited involvement of classroom teachers in the process. Having a larger number of behaviour support teachers will allow issues to be dealt with in the home classroom and school, rather than in isolation. Where the student does need a special alternate placement, short-term intensive assistance will still be available in the two off-site classrooms.

The location of the two classrooms needs to be in a school that is accessible to transport, willing to host the class and supportive of the program. A real weakness of the previous model was the lack of support and involvement of many host schools. Having the two classes in the one location provides mutual professional support for each teacher. With the two STAs, a professional community is established and a cohort of staff work with students rather than an isolated teacher working in a professional vacuum. Having the program in a supportive host school will also provide access to the wider resources of the school, again something that has not happened in many current settings.

It would be advantageous to have the Behaviour Support Teacher and school counsellor for the referring school involved in the program, to assist with support to the home class teacher and school. This then builds a team approach rather than relying on the unit teacher and the home class teacher to work on the previous non-functional approach of fleeting visits to the home class.

It is essential that the two classes are taught by specialist behaviour teachers who can implement best practice. They also need to work with home class

teachers and parents in conjunction with senior counsellors and behaviour support teachers to provide strong behaviour support.

While the principal of the host school would be responsible for the management of the location issues, the professional supervision of the staff and programs would be a Level 2 executive teacher who would also supervise and manage the Behaviour Support Teacher Team. The Level 2 executive teacher would be a practising teacher within one of the programs.

Early childhood social skills

Early childhood social skills programs need to be part of each primary school's resources as an early intervention strategy. Consider inservicing all primary school staff by behaviour support teachers on proactive social skills strategies that can assist students to develop positive social skills within the school environment. In addition, social skills program that can assist students who are at risk need to be implemented by schools as part of their in-school management strategies.

Many of the students who are referred for placement in alternate settings lack appropriate social skills. These are best addressed in the home school where they can be learned and rehearsed in the environment in which the difficult occurs rather than in isolated settings where there is a lack of positive role models. There are many Australian early school year social skills programs available that behaviour support teachers could use in schools. In this way the expertise remains in the school rather than in isolated locations. As many early school social skills programs have parent involvement, there is the opportunity to have parent sessions either run by the school with behaviour support teacher assistance or even wraparound programs by involving other agencies in a collaborative approach.

Secondary

The findings in relation to secondary schools are based around a range of isolated alternate programs operated by two sections of the one department. A related issue is the need to address the placement of students who are non-attendees because of disengagement with school.

New alternate Year 7/8 program

Consider replacing the current ADP and ADU programs by a new program that effectively serves the secondary school community. The ADU could be taken back into the School Education section of the department along with any funding provided by Youth and Family Services. The programs could be replaced by a Year 7/8 program across two settings (one on the northside and one southside) with at least four classes across the program. The program would address the needs of disengaged students but with a focus on clear academic and community education tasks that may lead either to reintegration into home or host schools or a longer term placement leading to a senior secondary program. The program in each location could be under the management of a secondary school for administrative purposes. A Level 2 position teaching within the program could provide professional leadership across the two sites.

The ADP program is in an isolated setting remote in terms of professional support and student access. It is unable to utilise the facilities of the Fyshwick area, particularly as there is an increasing enrolment of younger students for whom vocational education is not possible. The ADU requires considerable strengthening of its education program. It is also unable to meet the needs of students with mental health diagnoses and needs a stronger educational focus.

The two new locations, northside and southside, would provide academic and vocational programs that meet the needs of at least 24 students in Years 7 and 8 (based on one teacher to six students). They would include specific programs that were developmental with a focus on engaging students in learning so that reintegration into secondary schools was a real possibility. While most interventions would have a focus on reintegration there would be some students for whom return to school was unlikely given their prior experiences with school. For these students the new program would provide a program of study that developed across the time they were in the program, not a series of short activities to maintain short attention or interest. Many of the programs that the NHSSC has been successful in running would be appropriate, although there is a need for a continuity of programs rather than a series of short once a week strategies. The program needs to have a clear weekly structure and activities that engage students.

If only one location is possible the location needs to be close to transport and in a school where access to specialist rooms is possible. It would be possible to share some of the specialist rooms at Eclipse although co-locating a Year

7/8 program and a Year 9/10 program, particularly on a College site would be unwise.

It is critically important for the success of such a program that staff are selected on merit and that staff are involved in the development of the program, not have it imposed. Staff may need to visit other locations prior to finalising the new programs. Appropriate counsellor support would also be essential for both student and staff support. A Level 2 executive teacher, would oversee the management of the units as well as being involved in the teaching.

New alternate Year 9/10 program

The current Eclipse and DCAP programs need to continue but with the clear mandate that they are alternate behaviour placements for students who are not engaging with regular secondary education. Both need to provide clear academic and vocational programs aimed at students achieving either a Year 10 Certificate or a Year 10 School Record. Both should seek to attain a Registered Training Organisation (RTO) status, or certainly the host college should, so that skills learned can be linked to VET qualifications. The current locations of both are suitable. In the case of DCAP and Eclipse, the retention of the existing names should be considered as both have a positive status.

There is strong support for the operation of each program although neither has been identified as an alternate behaviour program. Within the range of services currently available they provide an ideal opportunity to develop tailored programs that lead to a Year 10 Certificate or School Record. There is a need to develop alternate options for students including academic, vocational and social skills pathways. There is also a need to provide a comprehensive set of activities throughout the week and a cumulative program for each student.

Both programs serve the needs of students in Years 9 and 10 who seek a Year 10 Certificate or Year 10 School Record. They are able to provide long term placement as opposed to the HSSSCs where only sessional placements are available. Neither service sees itself bound by the 10/20 week model of behaviour services, largely because they are not designated alternate behaviour settings. The concept of an alternate longer term placement is essential if the staff of the HSSSCs, Youth Connections, YES and other government services are to be able to refer students somewhere other than the school they have failed to learn in.

Maintaining a program on both the northside and southside is important. The current locations are supported by the principals of the host colleges and both have the facilities to host them. The facilities in Eclipse are excellent and worthy of retaining for a behaviour service.

The question of whether the Eclipse site is better for a Year 7/8 program rather than a Year 9/10 program needs to be resolved as the two should not

be on the same campus for reasons supported by all consulted as part of the review. It may be that a Year 7/8 setting located near the Eclipse site could access programs requiring specialist classroom on days that the Year 9/10 program is on community activities or vice versa.

While the DCAP program sees its role as one of academic activities working towards a Year 10 Certificate, there needs to be the opportunity for students who are not academically inclined to develop vocational and recreational skills within an alternate education format that can still lead to a Year 10 School Report. It is possible to have both programs existing with differing program foci and then supporting students to access the program that best meets their needs.

The Year 9/10 program would be supported for location needs by the principal of the host college. For professional supervision and management of programs, a Level 2 executive teacher would be appointed. That position would have teaching as well as management roles within the overall program.

Regardless of the approach that is adopted, there needs to be a combination of education and behaviour programs that have integrity as a coherent alternate education facility, not a series of activities that address daily needs.

HSSSC

The HSSSC model is valid and should continue to operate although the southside centre may need to relocate to larger premises. The role should continue to be short term placements for students with the aim of maintaining their enrolment in school. Students who have disengaged with schools should be considered for placement in the relevant junior or senior secondary alternate program rather than filling the limited placements in the HSSSC for multiple semesters.

The success of the HSSSC program is its ability to respond quickly to student and school needs. While the role has been to provide respite for students and teachers, students who are accessing the HSSC as their only education location is of concern. With the development of new models for Year 7/8 and Year 9/10 alternate programs, the HSSSC model should return to being a short-term placement where programs are developed with schools to maintain enrolment. The replacement service for the amalgamation of the YC and YES programs should work with the HSSSC staff to assist in the re-engagement process. Work by home schools to develop learning and teaching environments that engage students is also critical to the process of assisting students. Students who have clearly disengaged with secondary schools should access the Year 7/8 and Year 9/10 program, rather than the HSSSC.

Rationalise existing YC and YES services

Consider rationalising the current Youth Connections and Youth Education Service (YES) so funds are more efficiently used and services aren't duplicated. All services that relate to schools and encouraging

students to engage in education need to be education managed. The inequities in funding and operation of the two programs need to be addressed. Stronger links need to be established between Youth Connection, YES, HSSSCs and the new Year 7/8 and 9/10 programs.

The use of two pools of youth workers to service the same schools for programs that are not markedly different is an inefficient use of limited resources. Having education staff employed to work with students who are not attending and having Youth and Family Services staff supporting students who are at-risk of not attending, suggests that a good idea is inefficiently implemented. The view of education staff in schools and in alternate behaviour programs is that the program isn't as effective as it was and that the focus has changed. There are concerns that the Youth Connection program is moving away from difficult cases and focussing more on families rather than schools.

The recommendation for the integration of the two programs into one Education program is based on the need to ensure that all new secondary alternate programs and secondary schools are supported by integrated services.

Mental Health

Links between Education and Mental Health

Establish stronger links between CAMHS and Education including the development of care pathways information for teachers.

Consider expanding the CALCAMHS program. Enhance support for mental health needs in schools, by using CAMHS and Education specialist staff to Inservice all Student Support Services staff, school counsellors and senior counsellors in mental health awareness and student support strategies.

Mental Health issues need to be addressed in any re-definition of behaviour services. The increasing numbers of students who are being identified as having a mental health diagnosis require assistance that is targeted to their specific needs. Using traditional management approaches that focus on compliant behaviours will be insufficient, or even inappropriate, in meeting these needs. Such approaches may also lead to litigation in the future should inappropriate management services be employed.

Assistance to these students should focus on their underlying mental health needs rather than presenting behaviours. These include appropriate diagnosis of mental health needs, appropriate support to remain in schools, or receiving appropriate mental health services provided by other agencies, rather than filling over-stretched behaviour services.

Students with mental health needs are not satisfactorily addressed in off-site locations that have neither access to appropriate mental health services, nor

adequate educational services. Either an expansion of the CAMHS services jointly between Education and Health focusing on the needs of day and residential placements of students, or an education service with support from Health would be appropriate as a model. Consideration of the issues for primary aged students also need to be addressed as the current services focus mainly on adolescents. There also needs to be consideration of whether students with a mental health diagnosis should be included in disability funding as occurs in some other jurisdictions.

Relations with other government services

Links with CAMHS

Strengthen the relations with CAMHS to ensure that there is inservice training of all teachers, particularly those in behaviour programs, that includes a strong component on recognising and supporting students with mental health difficulties as well as those with behaviour problems.

Work with CAMHS staff to ensure that programs such as CALCAMHS are linked to education programs.

These issues have been discussed earlier under mental health and remain a key issue in ensuring that students with mental health needs are given appropriate assistance. The extension of the current CALCAMHS program and the development of short-term residential programs is a logical further step in developing strong working relationships between mental health and education. The growth of the CYIN as an interagency collaboration process is also important.

Youth Justice

Work with Youth Justice to ensure that programs are related to educational programs.

Educational programs in Quamby would be strengthened through stronger support in terms of program philosophy and practices and through stronger links with the management and staff of Quamby to ensure that education programs are integrated into management practices and supported by all Quamby staff.

Close links with the Youth Justice system on a broader level will ensure that Youth Justice staff and Education staff work in support of each other in meeting the needs of shared clients. The growth of the CYIN as an interagency collaboration process is also important.

Youth Services

Reassess the responsibilities for the operation and management of programs that address students of school age so that they come under the management of School Education. Duplication or overlap of

services needs to be avoided. Consider shifting the supervision and management of all education staff to School Education.

Consider transferring funding currently provided through Youth Services for school aged and related education services to School Education.

As discussed throughout this review, there is considerable concern that school-aged programs such as ADU and YC are provided through Youth Services and this either duplicates services School Education provides through Student Support Services or removes management of educational services from School Education, creating unnecessary difficulties.

Integrating the considerations – a rationale for a coherent change strategy

The considerations section provided a series of preferred strategies for changing specific aspects of the behaviour service. While the focus of the review has been on alternate settings, as per the tender brief, changes in the way behaviour services operate within schools is also critical for the success of the new approaches.

The focus of the considerations has been on reducing the number of students requiring alternate behaviour settings by placing emphasis on ensuring that schools highlight protocols, procedures and practices that academically and socially engage students and highlight their learning outcomes in the mainstream. A feature of the considerations is that behaviour specialist staff and support staff assist schools as a prime strategy rather than increasing the range and number of alternate placements.

Placement in an alternate setting replaces the regular school protocols, procedures and practices with its own set of protocols, procedures and practices that engage and enhance learning. Length of attendance at an alternate setting would vary depending on the student's needs. For some secondary students there may be no reintegration, with the alternate setting providing a comprehensive curriculum to assist the student to gain academic, social and vocational skills in the move to a post-school environment.

In Figure 2 at the end of this section, the key considerations are linked to Primary, Secondary and College sectors of education through the key areas of:

- support programs within schools and in alternate settings
- Student Support Services and the Schools Division
- Schools Division and Youth Services
- Other non-educational services

Considerations in regard to Student Support Services and Schools Division internal operations while discussed in a subsection below are not specified in Figure 2.

Support Programs considerations include:

Early childhood social skills

The development of a program in early social skills could be used as a preventative program and/or as a support program for students with social skills needs as an early intervention approach, given the strong literature support for early intervention in behaviour problems. The role of Behaviour Support Teachers (BST) could include assisting schools in implementing social skills programs.

Behaviour Support Teachers

The redefinition of the ISMC program into a cluster-based Primary School service, using staff from the reduced Primary Behaviour Management Units, is based on two premises: that early intervention is critical for students with behaviour problems; and, that school-level attention to behaviour and learning is more effective than bandaging individual students across multiple schools. Having staff able to develop rapport with a cluster of schools assists in understanding needs as well as being able to support school-level programs such as early childhood social skills.

Having a multi-disciplinary group of staff servicing a cluster of schools is an ideal opportunity to link staff such as BST, guidance and counselling, school attendance staff and other related government services. Such an approach may also assist in the transition and retention of students from primary to secondary schools.

For secondary schools, there may be the opportunity to have incentive-based funding to assist schools to develop alternate programs and strategies specific to their needs under funding similar to *Schools as communities funding*. This model allows flexibility as well as the opportunity to demonstrate reduced levels of non-attendance and referrals to alternate settings. The return to schools of staffing points previously provided to partially fund the HSSSCs could also provide some staffing support. BSTs may also assist secondary schools in developing positive transition procedures for students with behaviour needs identified and assisted in primary schools.

Primary Specialist Behaviour Unit

The rationale in the considerations is that the unit has an important role to play in assisting students with severe emotional and behaviour problems. It could provide a therapeutic setting with highly qualified teaching staff supported by CAMHS staff as appropriate. With two classes in one central location, it would provide up to 12 places. As students are very young, the specific aim would be staged reintegration with adequate support from the student's home or integration school's BST.

HSSSC

These settings would continue to provide short-term respite support to students and teachers in secondary schools and could be directly funded from central resources. The limited physical facilities in one location may need to be addressed, but the concept of the centres is valuable provided they work in conjunction with schools and provide support for students to fully re-engage with schools. Their use as a holding placement for alternate settings should not be supported.

Alternate Year 7/8 Program

Figure 2 shows the need to develop two specific alternate programs for secondary students (Year 7/8 and Year 9/10). The development of one location for all secondary students, although possibly a cheaper option, isn't supported as the separation of younger Year 7 students from older students may be educationally and socially more appropriate.

A Year 7/8 alternate program would need to be located either within two secondary schools (located to best serve the location of schools and needs) or adjacent to two secondary schools. In this way access to specialist equipment is possible. Both existing programs (ADP and ADU) would close. The host school would receive additional support to maintain the unit, although program and staff supervision would be from the Level 2 specialist staff member in the program. The curriculum could include academic skills to assist with reintegration, along with social and pre-vocational skills. The critical issue is that the program provides an integrated curriculum that is developmental rather than a series of activities that are interesting but unrelated. While the focus would be on reintegrating students where possible, the reality of some students not reintegrating needs to be considered in any program. For these students, progress to a Year 9/10 alternate program would be possible, where students could continue towards a Year 10 qualification.

Alternate Year 9/10 Program

Students from Years 9 and 10 could have access to an alternate program that was College based as this has been shown to be effective in terms of the more relaxed learning environment. The current DCAP and Eclipse locations provide for two differing models, one more academically focussed and one that has great potential for vocational skills through its excellent array of technical and vocational resources. Again it is preferable that both continue to develop an integrated curriculum either leading to a Year 10 qualification or a program that would lead subsequently to a VET qualification.

Student Support Services and Schools Division

Considerations in Figure 2 relate to supporting schools in reassessing their learning and teaching practices in order to promote positive learning and behaviour. This may come through funding of staff development activities as well as assistance through the BST. Issues of non-attendance and suspension could also be addressed through re-evaluating protocols, procedures and practices.

Other issues for Student Support Services (SSS) that are identified in the considerations and are designed to provide cohesive support to staff and programs. These include:

- Re-conceiving the management of SSS alternate programs so that all programs have Level 2 staff management and support from managers at the service location.
- Developing more effective record management procedures.
- Developing documentation for each service to document: philosophy, student needs and identification, goals, instructional methods and curriculum, program design and operation, community involvement, exit procedures, and evaluation strategies.
- Addressing issues of class sizes and staffing in alternate programs.
- Addressing qualifications of staff in behaviour settings to ensure that staff are provided with the opportunity to be appropriately qualified and have access to staff development activities.
- Developing new names for alternate services to reflect their new roles and modes of operation.
- Structuring the referral procedures to alternate services so they meet both service and client needs and develop new documentation to replace the Yellow Card.
- Removing the fixed-term approach to placement and base placement length on student need.

These actions by Student Support Services will enhance the implementation of activities within the specific programs and between service providers.

Services provided by Youth Services

Rationalisation of the YC and YES programs has been identified in the considerations and this affects all levels of schooling. The ADU program is another. It is recommended this program is closed and resources transferred to the new Year 7/8 program. The qualifications of staff supporting specialist behaviour teachers have also been raised in the considerations. Where services focus on the education of students of compulsory school age, the recommendation is that Schools Education Division take responsibility for training and management.

Relations with other services

The relationships between School Services and other government services such as Mental Health through CAMHS and CALCAHMS and Youth Justice through Quamby and the Hindmarsh Education Centre are areas that provide opportunities for meeting the needs of two groups of students with different severe behaviour problems. Development of further services with Mental Health include better access for support of mental health issues in schools. Increased day and residential programs are also areas of possible

development. In the case of Youth Justice, the development of educational and vocational curricula for students in Quamby is an area for development, as is the enhanced transition of students from Quamby to schools.

Fig 2: An integrated model of the review's considerations

