

INDEPENDENT INQUIRY INTO SUSPENSION, EXCLUSION AND EXPULSION PROCESSES IN SOUTH AUSTRALIAN GOVERNMENT SCHOOLS: GOVERNMENT PRELIMINARY RESPONSE (BY RECOMMENDATION)

Rec.	Sub part	Recommendation Text	Response
1	1a	That the SA Department for Education amend the SEE Procedures to make explicit: That all reasonable efforts be made to ensure a student and their parent or carer are <b>notified</b> of an exclusionary discipline decision the same day a decision is made.	Accept
	1b	That the SA Department for Education amend the SEE Procedures to make explicit: That in addition to providing notice of the decision to issue an exclusionary discipline response, the <b>school must also provide</b> to the student and their parent or carer: i) an explanation of any information that the school has about the events leading up to the decision, (ii) the ground and reasons for the response, (iii) what has been done to support the student, (iv) why no less restrictive disciplinary response is appropriate, (v) their rights regarding complaints and appeal, and (vi) the processes to follow in order to make a complaint or appeal a decision.	Accept in principle
2		That the South Australian government amend the Education and Children’s Services Act 2019 (SA) to: Explicitly require that a principal of a school must <b>consult students using accessible language</b> —in a non-prejudicial and non-interrogatory manner—to enable students to put forward their account in relation to an incident for which a disciplinary response may be considered.	Accept in principle
3	3a	That the SA Department for Education: Implement explicit guidance including in the SEE Procedures regarding schools’ obligations to ensure students, and their parents and carers, are supported to <b>meaningfully participate in decision-making</b> , including by: (i) explicitly stating schools’ obligations under international human rights instruments and the Disability Standards for Education 2005 (Cth) to support meaningful participation in decision-making before a decision is made. (ii) explicitly requiring that schools ensure reasonable adjustments are made for students with disability in accordance with the Disability Standards for Education 2005 (Cth) and, (iii) explicitly requiring that a suitable representative, support person (e.g., Student Support Services and Aboriginal Education services) and/or interpreter is present during conferencing processes to support the student to meaningfully participate in decision-making and is not disadvantaged due to cultural or communication difficulties.	Accept in principle
	3b	That the SA Department for Education: Establish a system-wide <b>Multi-Tiered Systems of Support (MTSS) framework</b> designed to improve students’ academic, social-emotional and behavioural outcomes and which incorporates: (i) Student voice and participation based on the Lundy model of participation to improve student involvement in decision-making, wellbeing, and school connectedness. (ii) Restorative practices—both as an alternative to exclusionary discipline and as a tool to support the re-integration of students following a disciplinary absence—to ensure evidence-based best practice is in place to prevent and address behavioural incidents.	Further consideration
	3c	That the SA Department for Education: <b>Establish a new position</b> within the SA Department for Education, whereby the role-holder will oversee the development, implementation, monitoring and review of a system-wide Multi-Tiered Systems of Support (MTSS) framework to guide the work of all staff in government schools.	Further consideration
4		That the SA Department for Education: Amend the SEE Procedures to make explicit that a principal must, wherever practicable, <b>seek advice from specialist supports</b> such as Student Support Services, Aboriginal Education services, or other department or external specialist supports before making a disciplinary decision for a student with a disability, a student in care or an Aboriginal student consistent with a team around the child approach. * Recommendation 4 can be coupled with Recommendation 3a(iii) to ensure that an appropriate support staff member and/or interpreter is present during exclusionary discipline conferencing processes.	Further consideration
5	5a	That the SA Department for Education: <b>Make available to the public</b> through its public facing website, a copy of all policy, procedures and practice guidance relating to student discipline as per requirements under the FOI Act.	Accept

INDEPENDENT INQUIRY INTO SUSPENSION, EXCLUSION AND EXPULSION PROCESSES IN SOUTH AUSTRALIAN GOVERNMENT SCHOOLS: GOVERNMENT PRELIMINARY RESPONSE (BY RECOMMENDATION)

Rec.	Sub part	Recommendation Text	Response
	5b	That the SA Department for Education: <b>Revise the fact sheet</b> on ‘Suspension and Exclusion Information for Parents and Carers’ to: (i) include information on take homes, (ii) change the title of the document to refer to exclusionary discipline more broadly, (iii) include links to the policy and procedures to help parents and carers to locate this information, and (iv) require that school leaders provide this fact sheet to parents and carers when a decision to use any form of exclusionary discipline is made.	Accept
	5c	That the SA Department for Education: Engage the Ombudsman SA to support the SA Department for Education’s compliance with the objects of the FOI Act and discharging of its FOI responsibilities through <i>biennial audits</i> of the public availability of the Department for Education’s policies and procedures.	Accept in principle
6		That the SA Department for Education: Implement <i>more effective accountability mechanisms</i> , such as requiring student and parent sign-off that a directions conference or reconnection meeting has taken place, to: (i) ensure schools comply with international human rights obligations, best practice, and Commonwealth and SA legislation, policy and procedure regarding student disciplinary practices, and (ii) monitor compliance with the requirement to hold a conference or meeting through the application of a documentation and central data collection process that is capable of both identifying and rectifying breaches of conferencing/re-entry meeting requirements.	Further consideration
7	7a	That the South Australian government amend the Education and Children’s Services Act 2019 (SA) to explicitly: Recognise that all students’ right to <i>education continues</i> during an exclusionary period.	Further consideration
	7b	That the South Australian government amend the Education and Children’s Services Act 2019 (SA) to explicitly: <b>Require schools to provide an educational program</b> for the duration of the exclusionary period to support students’ learning and behavioural goals during a disciplinary absence.	Further consideration
8	8a	That the SA Department for Education: Adopt evidence-based and systematic approaches <b>to enhance positive teacher student relationships</b> and <b>school connectedness</b> , as one key element in a system-wide Multi-Tiered Systems of Support (MTSS) framework designed to improve students’ academic, social-emotional and behavioural outcomes (as per Recommendation 3b).	Further consideration
	8b	That the SA Department for Education: Provide a <b>clear statement of intent</b> in the SEE Procedures emphasising the importance of maintaining student connectedness and make explicit the requirement that schools must make all reasonable efforts to maintain connections between the student and their school community, including teaching staff and peers, to support student connectedness during a disciplinary absence.	Accept in principle

INDEPENDENT INQUIRY INTO SUSPENSION, EXCLUSION AND EXPULSION PROCESSES IN SOUTH AUSTRALIAN GOVERNMENT SCHOOLS: GOVERNMENT PRELIMINARY RESPONSE (BY RECOMMENDATION)

Rec.	Sub part	Recommendation Text	Response
9	9a	<p>That the South Australian government draw on international best practice by <b>establishing a new independent statutory body</b>, the Education Ombudsman (or Education Commission), with the following functions and responsibilities:            Management of an independent, effective, accessible, transparent, safe and enforceable <b>adjudication and appeals process</b> that:</p> <ul style="list-style-type: none"> <li>(i) establishes an independent panel, constituted by persons with relevant expertise and knowledge regarding inclusive education and school discipline, and at least one person with relevant expertise and knowledge working with at-risk groups including students with disability, Aboriginal students and students in care.</li> <li>(ii) provides functions to the independent panel to:               <ol style="list-style-type: none"> <li>1. hear appeals against exclusionary discipline decisions on grounds like those specified in 9(a)(iv) below.</li> <li>2. adjudicate complaints that remain unresolved through mediation under the statutory body's complaints jurisdiction (see 9(b) below).</li> </ol> </li> <li>(iii) includes necessary powers to investigate complaints and appeals including power to:               <ol style="list-style-type: none"> <li>1. obtain information held by the SA Department for Education.</li> <li>2. exercise powers of a Royal Commission, including power to summons any person to attend, to provide any document and to provide evidence on oath or affirmation.</li> <li>3. stay (or suspend) a decision pending the resolution of a complaint or appeal.</li> </ol> </li> <li>(iv) allows students, parents and carers to appeal any exclusionary discipline decision made by an SA Department for Education site on any of the following grounds:               <ol style="list-style-type: none"> <li>1. error of fact.</li> <li>2. error of process.</li> <li>3. inappropriate length or conditions.</li> <li>4. insufficient evidence of prior interventions (such as reasonable adjustments) to respond to the behaviour and support the student's inclusion.</li> <li>5. insufficient evidence of use of evidence-based educative disciplinary options.</li> <li>6. the grounds on which the exclusionary disciplinary decision was made is considered unfair.</li> </ol> </li> <li>(v) provides free independent dispute resolution processes, such as mediation, to run alongside applications to appeal an exclusionary discipline decision to support early resolution of issues subject to the appeal application, or to resolve complaints raised to the independent body.</li> <li>(vi) ensures that any decision made by the panel is legally binding and enforceable.</li> </ul>	Further consideration
	9b	<p>That the South Australian government draw on international best practice by establishing a new independent statutory body, the Education Ombudsman (or Education Commission), with the following functions and responsibilities:            Management of an independent, effective, accessible, transparent, safe and enforceable <b>complaints process</b> ('complaints jurisdiction') that:</p> <ul style="list-style-type: none"> <li>(i) ensures the dissemination of accessible information to students, parents and carers regarding their complaint and appeal rights, in collaboration with the SA Department for Education,</li> <li>(ii) allows students, parents and carers to lodge complaints to the independent body, rather than the SA Department for Education Customer Feedback Unit, if the issue is unable to be resolved at the school level.</li> <li>(iii) allows students, parents and carers to lodge complaints to the independent body directly without first raising the issue at the local school level, for example where there have been instances of gatekeeping practices, informal exclusionary discipline, or misuse of student support funding.</li> <li>(iv) provides free independent dispute resolution processes, such as mediation, to attempt to resolve all complaints raised to the independent body.</li> <li>(v) ensures that any agreements reached through mediation of complaints is legally binding and enforceable.</li> </ul>	Further consideration
	9c	<p>That the South Australian government draw on international best practice by establishing a new independent statutory body, the Education Ombudsman (or Education Commission), with the following functions and responsibilities:            Maintaining an <b>integrated electronic data management system</b> for recording, reporting and analysis of data relating to appeals and complaints to the Education Ombudsman which should:</p> <ul style="list-style-type: none"> <li>(i) be used to support the identification of systemic trends and inform the discharge of oversight and monitoring functions, and</li> <li>(ii) be regularly shared with the SA Department for Education to support the SA Department for Education's</li> </ul>	Further consideration

INDEPENDENT INQUIRY INTO SUSPENSION, EXCLUSION AND EXPULSION PROCESSES IN SOUTH AUSTRALIAN GOVERNMENT SCHOOLS: GOVERNMENT PRELIMINARY RESPONSE (BY RECOMMENDATION)

Rec.	Sub part	Recommendation Text	Response
		<p>implementation of service delivery improvements. * See also Recommendations 10 and 14.</p>	
10	10a	<p>That the South Australian government add to the responsibilities of the recommended new independent statutory body (see also Recommendation 10), the Education Ombudsman (or Education Commission), broad oversight and monitoring responsibilities, which should include: The Education Ombudsman to conduct an audit every two years (commencing 2022) to monitor the SA Department for Education’s compliance with: (i) the Education and Children’s Services Act 2019 (SA), and any other relevant Commonwealth or state legislation including the Disability Discrimination Act 1992 (Cth) and the Disability Standards for Education 2015 (Cth); and (ii) SA Department for Education policy and procedures.</p>	Further consideration
	10b	<p>The SA Department for Education must ensure that the Education Ombudsman is provided with such information as they may require for the purpose of audit.</p>	Further consideration
	10c	<p>A report with recommendations following an audit must be presented to the Attorney-General in the year the audit is conducted.</p>	Further consideration
	10d	<p>The Attorney-General must, after receipt of an audit report, cause copies of the report to be laid before each House of Parliament.</p>	Further consideration
	10e	<p>The Education Ombudsman’s audit must have regard to relevant international human rights obligations and best practice standards.</p>	Further consideration
	10f	<p>The Education Ombudsman’s audit should consider: (i) compliance with requirements to notify relevant parties of decisions regarding exclusionary discipline. (ii) compliance with conferencing and re-entry procedures. (iii) ensuring decision-making about exclusionary discipline is procedurally fair and supports the meaningful participation of all relevant parties, including the student. (iv) provision of educational and developmental opportunities during a disciplinary absence. (v) complaints management processes within SA Department for Education school, including: 1. whether existing policy, procedure and practice aligns with best practice standards including the Australian/New Zealand Standard Guidelines for complaint management in organisations. 2. the extent to which sites have in place accessible information for the public to understand their rights to complain, the complaints process, and what might happen if they complain. 3. the extent to which complainants are supported to make complaints and navigate the complaints process. 4. the extent to which complaints management processes support the meaningful participation of students, where appropriate. 5. the quality and consistency of data recording and reporting of complaints data. 6. the existence and quality of processes for regular analysis of complaints data to support the identification of system trends and service delivery improvements. (vi) the existence and quality of processes for regular analysis of complaints data to support the identification of system trends and service delivery improvements. (vii) The effectiveness of accountability mechanisms for reducing and eliminating the over-representation of at-risk students in exclusionary discipline practices, implementation of behaviour support policies and procedures, and provision of reasonable adjustments and appropriately targeted evidence-based support to students with disability (see Recommendation 17). * See also Recommendation 14.</p>	Further consideration
11	Nil	<p>That the South Australian government: Fund an <b><i>independent advice and information service for students, parents and carers</i></b> to obtain information about their rights and support to navigate complaints and appeals processes. In some instances, this service may also provide advocacy support to students, parents and carers. This service could be provided through funding a panel of non-government organisations or an existing independent statutory body.</p>	Accept in principle

INDEPENDENT INQUIRY INTO SUSPENSION, EXCLUSION AND EXPULSION PROCESSES IN SOUTH AUSTRALIAN GOVERNMENT SCHOOLS: GOVERNMENT PRELIMINARY RESPONSE (BY RECOMMENDATION)

Rec.	Sub part	Recommendation Text	Response
12	12a	That the SA Department for Education: Work with each of the regions through the Education Directors to ensure that <b><i>schools are compliant with complaints and appeals processes</i></b> and that parents and carers are aware of the options for taking a complaint beyond the school.	Further consideration
	12b	That the SA Department for Education: Implement automated and integrated electronic data collection systems for the centralised recording, reporting and analysis of <b><i>school-based (Level 1) complaints data</i></b> to support the identification of systems trends and service delivery improvements, and ensure this data is accessible to school leaders and Education Directors to support regional and school-based decision making regarding systems and service delivery improvements. * See also Recommendation 9(c) regarding the recording, reporting and analysis of data for complaints and appeals to the Education Ombudsman.	Further consideration
13	13a	That the South Australian government amend the Education and Children’s Services Act 2019 (SA) to: <b><i>Include take homes.</i></b>	Further consideration
	13b	That the South Australian government amend the Education and Children’s Services Act 2019 (SA) to: Improve clarity and reduce subjectiveness of interpretation by <b><i>revising and making explicit the grounds permissible for the use of exclusionary discipline</i></b> , as per international best practice examples, including through: (i) the introduction of levels of incident severity (lower level and severe), and (ii) providing a list of approved responses for each level, (iii) proscribing the use of all forms of exclusionary discipline for lower level (minor) incidents, (iv) proscribing the use of any form of exclusionary discipline—for any reason—to children in Reception through to end Grade 2.	Further consideration
	13c	That the South Australian government amend the Education and Children’s Services Act 2019 (SA) to: Include an explicit <b><i>requirement that schools implement evidence-based alternative responses</i></b> to disciplinary infractions, such as restorative practice and skill-building in-school-suspension, to be enacted within a multidimensional Multi-Tiered System of Support (MTSS) framework designed to improve students’ academic, social-emotional and behavioural outcomes (as suggested in Recommendation 3b).	Further consideration
	13d	That the South Australian government amend the Education and Children’s Services Act 2019 (SA) to: Change the <b><i>permissible periods of suspension</i></b> from 1-5 days to align with other Australian states (e.g., WA, NSW, Tasmania), by encompassing short and long suspensions of 1-5 days and 6-10 days respectively, reserving long suspensions for students in Grades 7 to 12 and only for the most severe incident level (e.g. hard drugs, possession of a deadly weapon, serious physical assault requiring medical attention, deliberate physical assault of a teacher, sexual harassment and sexual assault).	Further consideration
	13e	That the South Australian government amend the Education and Children’s Services Act 2019 (SA) to: <b><i>Implement additional safeguards for priority equity groups</i></b> (e.g., students with disability, Aboriginal students and students in care), such as requiring principals to ensure effective reasonable adjustments and supports are in place for students with disability, that trauma-informed practices have been implemented, and that culturally appropriate pedagogies are in place and being employed with fidelity prior to issuing a take home or suspension.	Further consideration
	13f	That the South Australian government amend the Education and Children’s Services Act 2019 (SA) to: <b><i>Abolish exclusions</i></b>	Further consideration
	13g	That the South Australian government amend the Education and Children’s Services Act 2019 (SA) to: <b><i>Require written approval</i></b> from Education Directors to allow more than four (4) take homes in a school year	Further consideration
	13h	That the South Australian government amend the Education and Children’s Services Act 2019 (SA) to: <b><i>Require written approval</i></b> from Education Directors to allow more than two (2) suspensions or more than 10 days suspension in a school year	Further consideration
	13i	That the South Australian government amend the Education and Children’s Services Act 2019 (SA) to: Trigger formal departmental level <b><i>review</i></b> of the student’s educational program, including the appropriateness and relevance of the supports, adjustments and funding being provided to the student, on breach of the thresholds at (g) and (h).	Further consideration

INDEPENDENT INQUIRY INTO SUSPENSION, EXCLUSION AND EXPULSION PROCESSES IN SOUTH AUSTRALIAN GOVERNMENT SCHOOLS: GOVERNMENT PRELIMINARY RESPONSE (BY RECOMMENDATION)

Rec.	Sub part	Recommendation Text	Response
		* Monitoring implementation of these legislative thresholds and safeguards should be the responsibility of the new independent statutory body in Recommendation 14 below.	
14	14a	That the South Australian government add to the responsibilities of the recommended new independent statutory body, the Education Ombudsman (or Education Commission), discussed in Recommendations 9 and 10: Processes to enable students or their parent or carer <b>to report the inappropriate use of informal exclusionary discipline</b> , including both take homes and suspensions.	Further consideration
	14b	That the South Australian government add to the responsibilities of the recommended new independent statutory body, the Education Ombudsman (or Education Commission), discussed in Recommendations 9 and 10: <b>Investigate</b> use of exclusionary disciplinary practices inconsistent with legislation, policy and procedure, best practice and international human rights obligations, including: (i) use of exclusionary discipline in response to minor behaviours. (ii) whether exclusionary discipline is used as a last resort. (iii) repeat use of exclusionary discipline, including compliance with obligations to obtain approval from an Education Director for repeat exclusionary practices above statutory thresholds. (iv) use of inappropriate formal and informal exclusionary discipline, including for attracting funding, and implementation of mechanisms to monitor and prevent such practices. (v) the effectiveness of internal processes to enable regular multi-system level (school, region, central) analysis of exclusionary discipline data to support databased decision making, the identification of system trends, and enable service delivery improvements. * See also Recommendations 9 and 10.	Further consideration
15	15a	That the SA Department for Education: Implement rigorous electronic <b>accountability mechanisms</b> , capable of monitoring the required Education Director sign-off and which cannot be overridden, to monitor new statutory thresholds	Further consideration
	15b	That the SA Department for Education: Implement rigorous electronic <b>accountability mechanisms</b> to quickly identify patterns in take homes and suspensions data, and trigger review of supports and adjustments being provided	Further consideration
	15c	That the SA Department for Education: Address any perverse incentive (perceived or real) in IESP through revisions to this resource allocation method. * See also Recommendation 27.	Further consideration
16	16a	That the SA Department for Education: Adopt key elements of practice critical to successful implementation of a system wide Multi-Tiered Systems of Support (MTSS) framework (see also Recommendation 3b) designed to improve students' academic, social-emotional and behavioural outcomes, including: (i) Social-emotional learning to explicitly teach children and young people the prosocial skills of self-efficacy, self-regulation, goal setting, assertiveness and conflict management. (ii) School-wide Positive Behaviour Interventions and Supports (PBIS) to ensure evidence-based best practice is in place to prevent and address behavioural incidents, and achieve consistency between classrooms and across schools.	Further consideration
	16b	That the SA Department for Education: Implement similar reforms to Queensland state and Catholic schools to ensure common subjects (e.g., English/Humanities, Science/Maths) are taught by the same teachers (a "core teacher" model) to limit the number of teachers that students in Year 7 must navigate in one school day.	Not accept
17	17a	That the SA Department for Education implement robust and intelligent accountability mechanisms to ensure: Effective <b>implementation of strategies</b> for reducing and eliminating the overrepresentation of at-risk students in exclusionary discipline practices.	Further consideration

INDEPENDENT INQUIRY INTO SUSPENSION, EXCLUSION AND EXPULSION PROCESSES IN SOUTH AUSTRALIAN GOVERNMENT SCHOOLS: GOVERNMENT PRELIMINARY RESPONSE (BY RECOMMENDATION)

Rec.	Sub part	Recommendation Text	Response
	17b	That the SA Department for Education implement robust and intelligent accountability mechanisms to ensure: Effective implementation of <b>behaviour support</b> policies and procedures.	Further consideration
	17c	That the SA Department for Education implement robust and intelligent accountability mechanisms to ensure: Effective provision of <b>reasonable adjustments</b> and appropriately targeted evidence-based support to students with disability	Further consideration
18	18a	That the SA Department for Education: Ensure that the system-wide Multi-Tiered Systems of Support (MTSS) framework suggested in Recommendation 3b is established on the <b>foundations of</b> : (i) inclusive education, enacted through accessible pedagogies informed by the principles of Universal Design for Learning (UDL), evidence-based tiered academic, social-emotional and behavioural supports together with valid progress measures, and reasonable adjustments to address the pedagogical, attitudinal, and environmental barriers that prevent students with disability from accessing and participating in education on the same basis as students without disability, and (ii) culturally appropriate practice, which promotes respect for Aboriginal peoples and cultures, and takes a strengths-based approach to Aboriginal education.	Further consideration
	18b	That the SA Department for Education: Incorporates <b>systematic and evidence-based</b> approaches to: (i) social-emotional learning to explicitly teach children and young people the prosocial skills of self-efficacy, self-regulation, goal setting, assertiveness and conflict management, (ii) trauma-informed practice, which is carefully implemented to avoid the over withdrawal of students into sensory or reflection rooms or other strategies that may reinforce unhelpful behaviours.	Further consideration
	18c	That the SA Department for Education: Revise the Department for Education’s Aboriginal Education Strategy: 2019 to 2029 to acknowledge the disproportionate negative impacts of exclusionary discipline on Aboriginal students and include explicit strategies and targets/indicators to monitor and eliminate their overrepresentation in take homes and suspensions within the revised strategy.	Accept in principle
	18d	That the SA Department for Education: Expand SAASTA to incorporate Years 7 to 10 and <b>employ more Aboriginal staff</b> , including former SAASTA graduates, to develop and lead the program for the benefit of more Aboriginal young people and their communities.	Further consideration
	18e	That the SA Department for Education: Ensures <b>additional safeguards</b> are in place for priority equity groups (e.g. students with disability, Aboriginal students and students in care) such as school-based case management processes and professional collaboration between classroom teachers, specialist teachers, allied health professionals and Aboriginal Education staff to design, implement and review student support and adjustments.	Further consideration
19	19a	That the South Australian government amend the Education and Children’s Services Act 2019 (SA) to include: As an object of the Act that every child is supported to enjoy the <b>right to an inclusive education</b> .	Further consideration
	19b	That the South Australian government amend the Education and Children’s Services Act 2019 (SA) to include: The requirement that any form of exclusionary discipline may only be <b>used as a last resort</b> , and <b>only for serious behaviours to be described in the Act</b> .	Further consideration
20	20a	That the SA Department for Education revise the SEE Procedures to: Ensure they explicitly recognise and require decisions to be made in a way that <b>promotes and protects every student’s right</b> to inclusive education.	Further consideration
	20b	That the SA Department for Education revise the SEE Procedures to: Include a clear <b>definition of ‘inclusive education’</b> that draws from international human rights instruments.	Further consideration

INDEPENDENT INQUIRY INTO SUSPENSION, EXCLUSION AND EXPULSION PROCESSES IN SOUTH AUSTRALIAN GOVERNMENT SCHOOLS: GOVERNMENT PRELIMINARY RESPONSE (BY RECOMMENDATION)

Rec.	Sub part	Recommendation Text	Response
	20c	That the SA Department for Education revise the SEE Procedures to: Require that exclusionary discipline <b>must</b> only be used as a last resort, and only after evidence-based educative responses have been exhausted including provision of reasonable adjustments, restorative practices, trauma-informed practices, culturally appropriate practice, and skill-building in-school suspension.	Further consideration
	20d	That the SA Department for Education revise the SEE Procedures to: Require that exclusionary discipline must be used in a targeted way to meet <b>all</b> of the seven core functions of the Behaviour Support Policy.	Further consideration
21	21a	That the SA Department for Education: Revise the Behaviour Support Policy to make explicit reference to <b>educators' obligations</b> under the Disability Standards for Education 2005, including: (i) consulting students with disability in the identification, design and implementation of reasonable adjustments, (ii) ensuring the provision of appropriate reasonable adjustments, and monitoring their effectiveness, (iii) eliminating bullying and harassment of students with disabilities.	Further consideration
	21b	That the SA Department for Education: <b>Implement high-level training</b> for all Support Services staff in Multi-Tiered Systems of Support (MTSS), social-emotional learning (SEL), restorative and trauma-informed practice, Functional Behaviour Assessment (FBA), and Positive Behaviour Intervention and Supports (PBIS).	Further consideration
	21c	That the SA Department for Education: Enable these staff to monitor, promote and support the use of these practices across SA government schools through a <b>coaching model</b> with expansion of behaviour support staff numbers as necessary to achieve implementation and practice fidelity	Further consideration
	21d	That the SA Department for Education: Monitor <b>implementation and practice fidelity</b> through the use of recognised PBIS measures, regular data collection cycles and analysis. * See also Recommendations 3(b) and 8.	Further consideration
22	22a	That the SA Department for Education: Investigate and <b>revise the OnePlan process</b> with a view to simplifying and streamlining the process, ensuring that valuable school staff time is preserved to facilitate effective implementation	Accept in principle
	22b	That the SA Department for Education: Revise the Inclusive Education Support Program (IESP) process to <b>reduce application burden</b> on school staff	Accept in principle
	22c	That the SA Department for Education: Develop <b>rigorous accountability mechanisms</b> , such as parent agreement and sign-off, to ensure that resourcing (e.g., IESP funding and SSO deployment) is effectively utilised to: (i) Support student learning, engagement and behavioural outcomes using evidence-based practice, upskilling classroom teachers and providing them with time to collaboratively plan, consult students, design and implement adjustments, partner with parents and carers, and gain the advice and support of allied health professionals such as speech pathologists, occupational therapists and school counsellors, (ii) Maintain student connectedness during a disciplinary absence, and that it always transfers with the student and cannot be used for other staffing or for students other than those for whom the funding was sought.	Further consideration
23	23a	That the SA Department for Education: Require all SA Department for Education and school staff to engage in <b>high quality, accredited professional learning</b> to: (i) learn the fundamental concepts of genuine inclusive education and educators' obligations to consult students and provide reasonable adjustments, as well as eliminate harassment and victimisation of students with disability. *Note that there is free introductory PD relating to inclusive education available online at: <a href="https://www.futurelearn.com/courses/inclusive-education">https://www.futurelearn.com/courses/inclusive-education</a> (ii) to acquit their obligations under the Disability Standards for Education (DSE) as outlined in and the Disability Standards for Education (DSE). *Note that there is free PD relating to educators' obligations as per the DSE available online at: <a href="https://www.nccd.edu.au/resources-and-tools/professionallearning/format/e-learning-5">https://www.nccd.edu.au/resources-and-tools/professionallearning/format/e-learning-5</a> (iii) enable them to more accurately interpret students' presenting characteristics in order to identify and	Further consideration

INDEPENDENT INQUIRY INTO SUSPENSION, EXCLUSION AND EXPULSION PROCESSES IN SOUTH AUSTRALIAN GOVERNMENT SCHOOLS: GOVERNMENT PRELIMINARY RESPONSE (BY RECOMMENDATION)

Rec.	Sub part	Recommendation Text	Response
		<p>provide relevant and effective reasonable adjustments, irrespective of whether a student has an identified disability or is in receipt of individually targeted funding, to ensure educators meet their obligations under the DSE;</p> <p>(iv) learn about the impacts of childhood complex trauma and the fundamentals of trauma-informed practice.</p> <p>*Note that there is free introductory PD on trauma-informed practice available online at: <a href="https://www.futurelearn.com/courses/teaching-students-trauma">https://www.futurelearn.com/courses/teaching-students-trauma</a></p> <p>(i) engage in culturally appropriate practice, eliminate both direct and indirect racism, and promote respect for Aboriginal children and young people.</p> <p>*Note that the ABC recently collaborated with Archie Roach to produce free resources relating to Aboriginal history education, including considerations for cultural safety in the classroom, available online at: <a href="https://education.abc.net.au/home#!/topic/3717751/archie-roach">https://education.abc.net.au/home#!/topic/3717751/archie-roach</a></p> <p>(v) support the system-wide implementation of Positive Behaviour Intervention Supports (PBIS) as one element within a multidimensional Multi-Tiered System of Support.</p>	
	23b	<p>That the SA Department for Education: Support South Australian public educators to engage in <b>professional learning communities</b>, such as Quality Teaching Rounds (Gore et al., 2017), where educators collaborate in cycles of professional learning, engage in professional dialogue, observe each other’s classrooms and provide supportive peer feedback focusing on areas of practice and elements critical to the successful implementation of a Multi-Tiered Systems of Support (MTSS) framework.</p>	Further consideration
	23c	<p>That the SA Department for Education: <b>Provide school communities with guidance</b> in the implementation of Multi-Tiered Systems of Support (MTSS) framework by identifying and celebrating examples of high-quality practice in SA government schools. Consider replacing awards that celebrate individuals (e.g., ‘Primary teacher of the Year’) with awards that drive collaboration and excellence in the elements of practice critical for success, such as programs and initiatives that:</p> <p>(i) enhance student voice, involvement in decision-making, and/or engagement and wellbeing, (i) enhance student voice, involvement in decision-making, and/or engagement and wellbeing, (ii) lead to measurable reductions in the use of exclusionary discipline with attention to the impact on school connectedness and student outcomes, (iii) embed the foundations of quality inclusive practice, culturally appropriate practice, and trauma-informed practice, (iv) explicitly teach self-regulation through social-emotional learning.</p>	Further consideration
24	Nil	<p>That the SA Department for Education: <b>Commission research</b> to document the full range of alternative provisions available through the SA government school sector, investigate their effectiveness and evaluate their purpose in line with international conventions and South Australia’s ambitions to provide a world-class education.</p>	Accept
25	25a	<p>That the SA Department for Education: <b>Decommission</b> the Flexible Learning Options (FLO) and Alternative Learning Programs (ALP).</p>	Accept in principle
	25b	<p>That the SA Department for Education: Meet the needs of students previously referred to alternative, flexible and segregated learning options through the improvement of regular classroom practice and the provision of tiered supports as per a system-wide <b>Multi-Tiered Systems of Support (MTSS) framework</b>, as recommended throughout this report.</p>	Further consideration
26		<p>That the SA Department for Education: Investigate ways to <b>better support principals and Education Directors</b> to ensure all staff:</p> <p>(i) engage in quality and ongoing professional learning in areas that support SA Department for Education school improvement targets, (ii) contribute positively and effectively to the learning, engagement, and behaviour of all students, (iii) model productive and respectful behaviours, (iv) implement evidence-based best practice, and (v) uphold their obligations under international law, and Commonwealth and state legislation.</p>	Further consideration

INDEPENDENT INQUIRY INTO SUSPENSION, EXCLUSION AND EXPULSION PROCESSES IN SOUTH AUSTRALIAN GOVERNMENT SCHOOLS: GOVERNMENT PRELIMINARY RESPONSE (BY RECOMMENDATION)

Rec.	Sub part	Recommendation Text	Response
27	27a	<p>That the SA Department for Education:            Develop <b>data dashboards</b> using performance indicators that are disaggregated by priority equity group (Aboriginal students, students with disability, students in care) to:</p> <ul style="list-style-type: none"> <li>(i) detect patterns and monitor changes in the use of exclusionary discipline for all students, especially those in priority equity groups, by category of school and by school,</li> <li>ii) enable multilevel system-wide identification and elimination of overrepresentation in:               <ul style="list-style-type: none"> <li>1. take homes and suspensions</li> <li>2. all enrolment options (e.g., mainstream, special classes, units and schools, part-time programs, Open Access, exemptions and home schooling),</li> </ul> </li> <li>(iii) monitor and improve the academic performance of students in these priority equity groups,</li> <li>(iv) increase the proportion of these students achieving a South Australian Certificate of Education,</li> <li>(v) assist school leaders to engage in data-based decision making.</li> </ul>	Accept
	27b	<p>That the SA Department for Education:            Establish exclusionary discipline indicators and reduction targets for students in priority equity groups (Aboriginal students, students with disability, students in care) to sit within the Key Performance Indicators (KPIs) of Education Directors.</p>	Further consideration
28	28a	<p>That the SA Department for Education:  <b>Commission research</b></p> <ul style="list-style-type: none"> <li>(i) to examine the incidents that are being described as bullying versus those being described as ‘Written or Verbal Threats’ and ‘Physical Assault (Minor)’ to determine whether these data are a true representation of actual incidents and how to better disentangle and thus monitor and address the prevalence of bullying and harassment in SA schools.</li> <li>(ii) identify high quality practices occurring at school level using SA Department for Education data to learn more about the leadership, teaching and support practices occurring in those schools with the view to upscaling and sharing quality practices.</li> <li>(iii) investigate relevant protective and predictive factors using longitudinal statistical analysis techniques of existing linked datasets, which may help the SA Department for Education implement programs and practices to improve student outcomes.</li> </ul> <p>* See also Recommendation 24.</p>	Further consideration
	28b	<p>That the SA Department for Education:  <b>Revise</b> the reasons available to principals on EDSAS to:</p> <ul style="list-style-type: none"> <li>(i) align with the newly revised permissible grounds (as per Recommendation 13)</li> <li>(ii) provide clearer distinction between categories to achieve greater data accuracy.</li> </ul>	Accept in principle
	28c	<p>That the SA Department for Education:  <b>Make exclusionary discipline data publicly available</b> and disaggregate by gender, year level, priority group status, school phase, category of school, reason and duration to enable greater public scrutiny of progress towards reduction in use.</p>	Accept