

Feasibility Study for Baltara School

July 2014



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health | education | youth justice

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July 2014

Table of Contents

1. EXECUTIVE SUMMARY	5
2. INTRODUCTION	7
2.1 Report context	7
2.2 This report.....	7
2.3 Project scope.....	7
2.4 Project Framework and Methodology	8
3. THE CURRENT LANDSCAPE.....	9
3.1 What we have now	9
3.1.1 Vision and goals.....	9
3.1.2 School Structure	9
3.1.3 School Program	9
3.1.4 Student profile.....	10
3.1.5 Current outreach	11
3.1.6 Stakeholder views of current outreach	11
3.1.7 Existing partnerships	12
3.1.8 Existing multi-agency and multi-disciplinary approaches	13
3.1.9 Stakeholder views of current partnerships and multi-agency and multi-disciplinary approach	13
3.2 Baltara School's existing model: Strengths and inhibiting factors.....	13
3.2.1 Structure (Integration Units)	14
3.2.3 Processes and culture.....	15
4. INVESTIGATING OPTIONS	18
4.1 Definition and feasibility of possible approaches.....	18
4.1.1 Multi-agency approaches	18
4.1.2 Assessment of multi-agency approaches against feasibility criteria	18
4.1.3 Outreach.....	20
4.1.4 Assessment of outreach approaches against feasibility criteria	20
4.1.5 Community hub.....	22
4.1.6 Assessment of community hub against feasibility criteria	22
4.2 Additional options raised during the consultation process including funding and partnership opportunities.....	23
5. SUMMARY OF FINDINGS	25
5.1 Consistency of approach, common purpose and pedagogy.....	25
5.2 Student learning, engagement and achievement	26
5.3 Data and evidence-based practice	26
5.4 Partnerships and joined up services.....	27
5.5 Technology	27
5.6 Personalisation	27
5.7 Prevention and early intervention.....	28

6. CONCLUSION: A ROADMAP FOR CHANGE.....	29
6.1 The change process	29
Figure 1: Key elements and potential initiatives supporting an integrated service model maintaining IUs with enhanced outreach and multi-agency work.....	30
References	31
APPENDIX 1: Project interviews	32
APPENDIX 2: Selection of agencies and groups with relevance to the Baltara School community ...	33
APPENDIX 3: Project framework.....	35

1. Executive Summary

Baltara School is a multi-campus Department of Education and Early Childhood Development (DEECD) school that provides short-term intensive placements of up to 30 weeks for children with significant social, emotional and behavioural challenges who are at risk of disengaging from the school system.

In March 2014 the Baltara School Council commissioned a study into the feasibility of positioning Baltara school as a provider for vulnerable students within a *community hub*, *multi-agency* or *outreach* model, with an increased emphasis on supporting students within their mainstream setting. The study was limited to the Preston and Thomastown Integration Units and to the North West Region's Melbourne Metropolitan area (Baltara School's catchment area). However the study findings have relevance to all Baltara School staff and to the school that is located at Hurstbridge Farm.

The study involved consultations with 28 individual stakeholders from mainstream schools, Baltara School staff, DEECD regional and central office, and external agencies. The consultations were supported by limited analysis of Baltara School data and a review of relevant government policy statements. Consultations were conducted using a combination of individual interviews and focus groups, and were centered around the following key questions:

- What were agencies and individuals' current experiences with Baltara School?
- How can Baltara School better contribute to improved educational outcomes for students at risk of or already disengaged from mainstream school?
- How beneficial and feasible would multi-agency, outreach, and/or community hub approaches be towards improving Baltara services?
- What approaches are required for Baltara School to successfully navigate itself through the transformation process necessary for successful change?

The proposed approaches were explored directly or indirectly with project stakeholders and were then considered in the context of the following feasibility criteria:

- Level of likely stakeholder support;
- Capacity requirements;
- Alignment with government policy and Baltara School strategic directions; and
- Level of change required.

The study found that while none of the options were feasible in isolation, an approach that integrated outreach and multi-agency work with the existing intensive short term placement option (with an enhanced focus on the transition process), may more effectively meet the feasibility criteria.

This approach combines the existing elements of Baltara School that are most valued by key stakeholders, while complementing these with initiatives that emerged through the consultation process as compatible with an integrated model, while responsive to student need, government policy and Baltara's strategic directions. Depending on the extent to which outreach approaches are incorporated into this model, as well as the level and type of

partnerships and multi-agency links that are established, this option can also be implemented within existing capacity – particularly if a more flexible staffing model is adopted.

During the stakeholder consultation process, the following seven key elements emerged that, if implemented, would help support Baltara School develop an integrated model, while also strengthening the current program:

- Consistency of approach, common purpose and pedagogy;
- Student learning, engagement and achievement;
- Data and evidence based practice;
- Partnerships and joined-up services;
- Technology;
- Personalisation; and
- Prevention and early intervention.

This study outlines these key elements, and initiatives that may support them, many of which are already being pursued by Baltara School. This provides a 'roadmap' with which Baltara can continue its transformation process, ensuring that its valuable services remain aligned with the needs of the contemporary Victorian education system.

2. Introduction

“All students are entitled to an excellent education and genuine opportunity to succeed irrespective of the school they attend, where they live or their home background.”
(Baltara School Vision)

Baltara School is a multi-campus Department of Education and Early Childhood Development (DEECD) school that provides short-term intensive placements of up to 30 weeks for children with significant social, emotional and behavioural challenges who are at risk of disengaging from the school system.

2.1 Report context

Significant developments within Baltara School and the policy environment within which it operates provide an opportunity for Baltara School to reconsider its role and the structure of its program delivery. The priority is to ensure that Baltara’s services remain aligned with demand, resource availability, government priorities and the contemporary evidence-base supporting strong school performance, while also taking into account Baltara School’s unique setting, unique student needs, and the intense work environment this can create for teachers.

2.2 This report

In March 2014 the Baltara School Council commissioned a study into the feasibility of positioning Baltara school as a provider for vulnerable students within a community hub, multi-agency or outreach model, with an increased emphasis on supporting students within their mainstream setting. This report analyses the feasibility of these options.

This project’s objectives are to:

- Strengthen Baltara School’s current approach to the provision of short term intensive placement and reintegration of young people back into school
- Investigate future options for the delivery of services by Baltara School to support students in their mainstream setting including:
 - a multi-agency approach to the delivery of services at Baltara school
 - a community hub concept
 - outreach programs
 - case management
- Identify funding and co-support opportunities.

2.3 Project scope

This report considers the potential feasibility of the proposed options based primarily on interviews with key stakeholders, supported by limited analysis of Baltara School internal data, as well as government policy documents and related research evidence. The project scope is limited to the Preston and Thomastown Integration Units and to the North West Region’s Melbourne Metropolitan area (Baltara School’s catchment area). However the study findings have relevance to all Baltara School staff and to the school that is located at Hurstbridge Farm. While this report focuses on the ways in which therapeutic models are incorporated into organisational and teaching structures, it does not seek to evaluate or

make recommendations on the efficacy of particular therapeutic models.

The project is consistent with the 2011-2014 Baltara School Strategic plan – specifically its aims to:

- Strengthen community partnerships and linkages between Baltara School and community based services and agencies including local government to broaden pathway options;
- Strengthen the team approach with DHS, parents, schools and other key stakeholders to improve students' wellbeing;
- Strengthen entry and re-entry to school transition processes; and
- Strengthen program planning, knowledge of English and Maths domain of VELs and the use of data to enhance teacher effectiveness in program delivery, thereby improving student outcomes (Baltara School website, accessed May, 2014).

2.4 Project Framework and Methodology

The project framework and methodology was developed in consultation with the Baltara School Project Reference Group. The project framework is attached at Appendix 3.

Consultations were conducted with key stakeholders between March and June 2014. All Baltara School teaching staff were invited to participate in the project's consultation process. A total of 28 individuals were interviewed over 17 separate interviews. These interviews are outlined at Appendix 1 and included:

- Baltara School staff (former Principal (1), teachers (8));
- Agencies with existing formal or informal relationships with Baltara School (4);
- Director Student Engagement, Health and Wellbeing Branch, Student Inclusion and Engagement Division, DEECD;
- Director Disability and Inclusion, Student Inclusion and Engagement Division, DEECD;
- Senior Wellbeing and Engagement Officer, NW Region;
- Principals from referring schools (5);
- Principals from schools that have undergone significant organisational transformation (3); and
- Individuals from academia (1).

Consultations were conducted using a combination of individual interviews and focus groups, and were centered around the following key questions:

- What were agencies and individuals' current experiences with Baltara School?
- How can Baltara School better contribute to improved educational outcomes for students at risk of or already disengaged from mainstream school?
- How beneficial and feasible would multi-agency, outreach, and/or community hub approaches be towards improving Baltara Services?
- What approaches are required for Baltara School to successfully navigate itself through the transformation process necessary for successful change?

In addition to the analysis of interviewee responses a limited review of relevant government policy statements was undertaken.

3. The Current Landscape

3.1 What we have now

3.1.1 *Vision and goals*

Baltara's operating vision is that all students are entitled to an excellent education and genuine opportunities, irrespective of the school they attend, where they live or their home background. The school seeks to engage students in educational activities while developing socially appropriate behaviours (Baltara School website, accessed May 2014).

Baltara School's 2011-2014 Strategic plan identifies the following goals:

- Student learning: Improve students' literacy and learning
- Student engagement and wellbeing: Improve students' health knowledge and social skills; and
- Student pathways and transition: Improve students' pathways to education and community settings (Baltara School Strategic Plan, 2011-2014).

3.1.2 *School Structure*

Baltara School is located across five sites, comprised of two Integration Units (IUs) located on the grounds of existing schools (Thomastown and Preston), and three sites within Department of Human Services (DHS) facilities (Ascot Vale Secure Welfare Unit, Marybryong Secure Welfare Unit, and Hurstbridge Farm). Thomastown IU provides services for mainstream Grade 5-6 students, while the Preston IU caters for mainstream Grade 1-4 students (Baltara School website, accessed May 2014).

3.1.3 *School Program*

The Thomastown and Preston IUs cater for primary school students from mainstream schools who are experiencing significant social, behavioural or emotional difficulties that are impacting on their learning.

Baltara School's IUs offer students an intensive short-term placement in an alternative school setting, while maintaining and building relationships with their regular school. This approach is consistent with Tier 3 of the flexible learning options set out in the DEECD's *Pathways to re-engagement through flexible learning options* discussion paper (2010). Students are referred to Baltara School by their mainstream school following a psychological assessment. The referring mainstream school has generally spent significant time and resources maintaining and managing these children prior to contacting Baltara School, but may no longer feel they can adequately address the needs of the student within the mainstream school setting.

Students are enrolled in both their mainstream school and Baltara School, with the mainstream school contributing \$30 a day to Baltara School to cover costs. The students at Thomastown IU and Preston IU initially attend their mainstream school each Wednesday, while students at Preston IU generally attend Baltara School three days a week and their

mainstream school for two days per week. The time students spend in their mainstream school is gradually increased as their placement progresses.

Baltara School operates within a therapeutic model informed by trauma and attachment theory (Baltara School website, accessed May 2014), while also being committed to education and learning. Teaching staff report that in practice this framework encompasses strategies to ensure that the school environment provides a safe place in which behavioural problems are responded to in a way that recognises the traumatic experiences that can underpin 'problem' behaviour. This includes an emphasis on building and maintaining strong therapeutic relationships with students; shifting away from punitive responses; setting clear boundaries; and equipping children with skills to increase their emotional regulation.

Teaching staff reported that while this framework applied to all campuses, it was adapted for the different Baltara teaching contexts. Opportunities exist for Baltara School to develop documentation supporting Baltara's therapeutic framework and for enhanced specialist involvement in the program to support its ongoing implementation.

3.1.4 Student profile

Students enrolled in the Baltara School present with significant and increasingly complex and difficult to manage behaviours. Students are most likely to be referred to Baltara School with behaviours that were described by study participants as being 'extreme' and at times beyond the capacity of the mainstream school to manage. Students were typically described as presenting with violent or aggressive behaviours directed to students and staff and also with behaviours consistent with Autism Spectrum Disorders (ASD).

Prior to their referral to Baltara students may also have experienced significantly disrupted schooling with extended absences from or frequent moves between schools. Additionally, many students may have experienced trauma in their lives, including multiple separations from families and other carers and may already be engaged with a complex service system comprised of multiple and diverse agencies, including DHS. For some students their mainstream school is one of the few stable environments available to them, and accordingly disruption in this area can have detrimental effects beyond disrupted learning. At the time of writing, approximately one quarter of students attending the two IUs and all students attending the school at the DHS facilities were clients of DHS.

Interviewees reported that in most cases the referring mainstream school has often spent considerable time and resources managing the student's behaviour. Some schools reported that, prior to referral to Baltara, students required constant supervision to ensure the safety of other students and teachers. Some schools reported employing tutors to work one-on-one with the child to support their learning and education, and others have put resources towards additional time with specialists, including psychologists. The problems and costs associated with supporting students are duplicated when a school has more than one student with extreme and challenging behaviours. Schools reported implementing multiple classroom and behavior strategies, similar to those employed by Baltara School. They described Baltara School's IUs as providing a much needed resource and a place of last resort prior to students being suspended or expelled.

Interviewees also reported that some parents are reluctant for their child to be referred to Baltara School. Reasons for this include fears that their children might be 'labeled' or attract stigma for attending a 'special school'. It was also reported that some parents had concerns

about Baltara's perceived links with the justice system, and for this reason prefer their children to remain in a mainstream setting. Students referred to Baltara may also come from homes where parents are disengaged or reluctant to access support, or reluctant to provide approval for additional services. Although staff from Baltara School and the student's mainstream school often work closely with those parents to gain approval for the student to be enrolled at Baltara School, the extent to which this is effective is reported as being variable.

3.1.5 Current outreach

Currently Baltara outreach work is primarily focused on the transition of referred students between Baltara and their home school, with teachers liaising with home schools around referral and transition planning and implementation. For example, within the IUs, Baltara teachers will visit home schools for an initial student observation and meeting with parents and teachers at the referring school. Further visits were reported to occur during student placement, and as students transitioned back to their home school. The frequency of these visits was reported to depend on how students adapted during the transition phase, and to some degree on staff capacity within Baltara School. Baltara School staff also reported that some work is done with schools to re-shape childrens' school environment upon transition back to their mainstream school.

Shifts have been made in recent months to formalise a more structured Baltara outreach program within Thomastown IU. This is focused on providing consultation, support, professional development and information (Baltara School internal presentation, 2014). Procedures are now in place to develop and regularly update policies governing outreach. Opportunities also exist to develop reporting and monitoring frameworks and accountability measures around outreach work, as well as consistent protocols for outreach activities such as summaries of outreach work performed, continuity reports, monitoring and accountability guidelines.

3.1.6 Stakeholder views of current outreach

Internal Stakeholders

Baltara School teachers report varying levels of confidence in delivering outreach work. Commonly reported concerns included that without a clear 'identity' or 'narrative' about what Baltara School does or offers in relation to outreach, teachers felt they lacked clear guidelines or support. Teachers also reported limited time in which to deliver this work, which led to a perception among some interviewees that outreach work cut into teaching and administration time.

External Stakeholders

Principals and agency stakeholders interviewed for this study considered outreach work, in the form of the transition program, to be a critical and core component of the Baltara School process. Principals were generally supportive of the current outreach process and of the time Baltara staff spent in the mainstream school, which included the staged transition of students back into their home school.

Some interviewees considered that their experience of Baltara School outreach could be improved if a more collaborative approach was adopted. This would entail viewing outreach work in terms of a partnership and a sharing of expertise between staff from both settings. There was also support from Principals and other stakeholders for Baltara staff to strengthen and expand the existing transition process by:

- spending more time with the student and the school once the child returned to their mainstream school;
- focusing on the transition between primary and secondary school; and
- running programs such as anger management programs to small groups of children in their mainstream school setting.

There was also support for the development of more formalised behavioural management strategies and action plans for students to ensure that the same management techniques were employed by staff at both settings during and after the transition phase. It was suggested that these be developed by Baltara School in collaboration with staff from the mainstream school.

Interviewees offered a range of suggestions about how the current outreach program could be enhanced. Several interviewees suggested that the School strengthen the balance between the therapeutic approach/social skills development and learning, with an emphasis on numeracy and literacy, and that the focus on education and learning increase as the IU placement progresses. It was felt that this would better support students' eventual transition back to the mainstream classroom environment.

Others suggested broader options including: the development of classroom and behavior management strategies consistent between Baltara and the home school; the sharing of expertise between the mainstream school and Baltara School; Baltara School developing consistent messaging with external stakeholders; and the development of shadowing programs for Baltara staff in the mainstream school system.

A key theme to emerge from stakeholder interviews was that for an organisation to successfully introduce an outreach component, it first had to work on its 'core' program. One school that had completed a successful period of transformational change commented that outreach was introduced only after significant planning and internal adjustments had been made. This allowed time for staff expertise to grow, and for the monitoring, accountability and reporting processes to be 'bedded down'.

3.1.7 Existing partnerships

Interviewees reported current partnerships existing between Baltara School and DHS in the Hurstbridge school and SWUs, and between Baltara School and other specialist schools, such as Travencore School, in the form of mentoring and a peer support. The Baltara School has also established formal partnerships with DHS and non-government agencies through its School Council. Membership on the school council includes representatives from DHS, Berry Street, Anglicare Victoria and the Victorian Council of School Organisations (VICCSO). This whole of government representation strengthens partnerships and provides Baltara School with access to valuable expertise, and opportunities for across-government, integrated and collaborative work at the strategic level.

A number of teachers reported that many informal partnerships had formed with the mainstream schools that Baltara works with. These partnerships are normally established

‘organically’ over time as schools come to understand the benefits Baltara School can offer them. Similarly, teachers and principals described the development of strong ‘partnerships’ with parents while students are placed with Baltara.

3.1.8 Existing multi-agency and multi-disciplinary approaches

In addition to the partnerships detailed in the previous section, interviewees described multi-agency approaches as including the case planning process, where teachers attend meetings with agencies working with individual students, as well as the direct delivery of services and programs to students. It also included instances of professional development programs being delivered to staff by experts and professionals from other agencies, schools and organisations.

The direct delivery of services have included programs offered by the Martial Arts Therapy (MAT) program, the Police program (Baltara School Annual Report, 2014) and the Australian Childhood Trauma Group.

3.1.9 Stakeholder views of current partnerships and multi-agency and multi-disciplinary approach

Feedback about current partnerships and multi-agency/multi-disciplinary approaches tended to be limited to more general comments. Stakeholders were generally supportive of the current partnerships and of any programs and opportunities that would expand existing partnerships, or lead to the development of future collaborations and alliances.

It was considered timely by some external agencies for Baltara School to review the therapeutic framework in partnership with a multi-disciplinary team, and in reference to the latest evidence-base. There was also support for Baltara School to establish mentoring relationships with expert agencies to revise the current program and support Baltara teaching staff in the delivery of a therapeutic approach.

3.2 Baltara School’s existing model: Strengths and inhibiting factors

The consultation process revealed that the intensive placement and transition program provided by Baltara School met an identified need and gap in the current service system, particularly for primary aged students in the early years and for students in Grade 6 who were preparing to transition to secondary school. For many students, the mainstream school has exhausted all options and avenues of support, and referral to Baltara School is a ‘last resort’ before expulsion. Other interviewees described Baltara School as providing a ‘circuit breaker’ that offers the mainstream school and the student valuable ‘respite’.

Key themes and issues to emerge during the consultation process, including potential opportunities, are outlined below. These are organised into two categories: *structure*, and *processes and culture*.

3.2.1 Structure (Integration Units)

Strengths/opportunities

The short-term intensive placement option

- The short-term intensive placement option provided by Baltara School was seen as providing an important service of last resort for a small number of primary age students where all other options have been exhausted and where there is little or no other support available to the school or student. Principals reported Baltara School as providing an important service to a small group of primary age students (Grade 1-6) who demonstrate extremely challenging behaviours and who are potentially facing expulsion.
- Having a discrete site offering an intensive placement option for primary aged students was described as a priority. Baltara School was described as providing an additional resource for the mainstream school that has exhausted all opportunities and support systems and can no longer maintain or manage the child's behaviours, and as providing students in need of additional supports with an alternative environment and program options.
- Baltara School's IUs offer a service when there are limited or no other options available, and therefore have the scope to maintain child engagement with education.
- There is the possibility to find additional capacity within the existing school structure by developing a flexible staffing model that can more effectively align staff placement according to need.

Inhibiting factors/opportunities

The short-term intensive placement option

- Some interviewees have argued that removing children from their mainstream school can be a traumatising experience, and that the priority should be maintaining the child in the mainstream school setting.
- Broader systemic issues affect the lives of many of the students enrolled in Baltara School, and these require a sustained and integrated response. Strategies to address these issues are beyond the scope of any one organisation to address in isolation. The complexity of these issues can limit the extent to which Baltara School can affect long term change.

External perceptions about Baltara's purpose and role

- Reflecting Baltara School's diverse target group and history, there is some confusion among external providers about Baltara School's role and client target group.
- Baltara School's name carries connotations of youth justice settings, which does not accurately reflect Baltara School's current-day role, and which acts as a barrier to parents approving their child's attendance. This particularly affects parents who have had prior experience with the justice system and/or who do not want their child to attend a school attached to the youth justice system.

- Some parents do not want their child to be removed from the mainstream school system, and have concern about the perceived stigma attached to enrolment in a 'special school'.

Accessibility

- The geographical location of the Baltara School was described as limiting the number of families and schools accessing the program. The distance between Baltara School and the mainstream school, as well as the student's home, also influenced whether or not families and schools accessed Baltara.
- Some interviewees discussed the need for additional IUs.

3.2.3 Processes and culture

Strengths /opportunities

Transition and enrolment

- The staged entry and exit transition process provided by Baltara School staff was identified as a critical component of the Baltara School program and was widely supported by external stakeholders. Stakeholders commented that it maintains a child's connection with their mainstream school, and provides opportunities for Baltara Staff to model and develop alternative behaviour management strategies with the classroom teacher.
- Principals reported that the Baltara School setting provides the student with a more contained environment, with fewer distractions, fewer relationships to negotiate and manage, and opportunities to implement alternative behaviours and social skills.
- There were suggestions for a 'contract' to be developed between Baltara School and the mainstream school as a part of the enrolment process. It was suggested that this could set out roles and responsibilities for both Baltara School and the mainstream school during the course of students' enrolment and transition process. This contract could also provide a basis for increased monitoring and reporting mechanisms.

Culture

- Baltara School teachers interviewed for this review expressed a strong commitment to their work with vulnerable children, and a strong belief in the continued importance of Baltara School.
- Many Baltara School teachers carry a wealth of experience in working with problem behaviours.

Common purpose, and consistency of approaches

- In recent months, positive steps have been taken to formalise many of Baltara School's processes, such as outreach work.

Partnerships

- School council membership provides an across-government, strategic-level platform from which further collaboration and the development of integrated approaches can occur in the future.
- There are opportunities to forge new partnerships, while also building on existing partnerships. For example, establishing an 'expert committee' through

the School Council comprised of representatives from academia, education, health, child protection, and non-government agencies.

- Agencies and programs such as the MAT program were interested in developing further partnerships with Baltara School, generally on a fee-for-service basis.
- Stakeholders from mainstream schools were interested in Baltara School working in partnership with them, in a way that maximises the experience and expertise of the mainstream staff.

Student learning, education and engagement

- There was support by agencies and some mainstream schools for approaches that more evenly balanced student learning (literacy and numeracy) with social skills development.

Inhibiting factors/opportunities

Common purpose and consistency of approaches

- There is some confusion across different settings about Baltara School's role, target group and its relevance to the primary school system. This is in part as a result of the diversity of students, multiple campuses and range of cross-campus processes. This is compounded by the Baltara name, which still carries associations with the youth justice system and Parkville Youth Precinct.
- There appear to be opportunities to develop and strengthen consistent and centralised documentation and protocols, particularly in relation to outreach.
- There are opportunities to utilise experts and practitioners to support teachers in implementing aspects of the therapeutic framework (for example, through formal supervision).
- Clear and consistent guidelines and accountability and monitoring measures for outreach and the transition process would assist staff build partnerships with mainstream schools and implement the transition process.

Technology

- Work is underway to establish a centralised IT network between Baltara School sites. Once established this will enhance access to centralised processes and protocols.

Data and evidence based practice

- Interviewees were interested to know the extent to which Baltara School interventions were effective and the extent to which they led to the successful reintegration of students into the mainstream school system.
- While there is currently limited data to measure the effectiveness of the Baltara School program, strategies to monitor student progress using SurveyMonkey have recently been developed. Surveys tracking students at 3, 6, 12 and 18 month intervals are now in place.
- There are opportunities for Baltara School to develop benchmarks and indicators to measure student outcomes in a way that is relevant and meaningful to the Baltara School program and to Baltara students. The development of appropriate benchmarks and outcome measurement provides Baltara School with a state-wide leadership opportunity.

Baltara School's current model: Summary

Baltara provides an important support to mainstream schools

It was universally agreed that there is a need for a unit that provides short-term intensive placement for a small number of primary-aged students. The discrete settings provided by Baltara School provide many advantages including maintaining students in the education system, and providing opportunities for individualised attention and the development of strong therapeutic relationships.

Partnerships

Baltara School has a number of across-government partnerships that can form the foundation for future integrated approaches. This is driven at the strategic level by the School Council and at the program level by Baltara staff. Schools expressed an interest in working in collaboration with Baltara School to share expertise.

Data and evidence based practice

A system tracking student outcomes will provide important information to inform future program planning. It will also address concerns about a perceived gap in evidence of effectiveness. The provision of evidence-based practice can be enhanced through structured and consistent transition planning.

It was considered timely for Baltara School to review its therapeutic approach in partnership with a multi-disciplinary team, and in reference to the latest evidence base. There was also support for Baltara School to establish mentoring relationships with expert agencies to revise the current program and support Baltara teaching staff in the delivery of its therapeutic approach.

Student learning, engagement and achievement

Schools also expressed a desire for Baltara to consider the balance between the school's therapeutic approach/social skills development and student learning (particularly numeracy and literacy).

4. Investigating Options

4.1 Definition and feasibility of possible approaches

Baltara School has embarked on a process of change to reposition itself in a more externally focused service role. Three potential approaches for Baltara School were explored directly or indirectly with project stakeholders:

- a model emphasising multi-agency links and partnerships;
- a model emphasising increased outreach; and
- a community hub model.

In this section the key elements of each approach are outlined, and then considered in the context of the following feasibility criteria:

- Level of likely stakeholder support;
- Capacity requirements;
- Alignment with government policy and Baltara School strategic directions; and
- Level of change required.

Additional options that were identified during the consultation process are also outlined, however further investigation of these options was beyond the scope the current project.

4.1.1 Multi-agency approaches

For the purpose of this project a multi-agency approach is defined as Baltara School working collaboratively with other schools and services towards its goal of improving education options and outcomes for vulnerable students at risk of disengaging from education. Multi-agency approaches may take the form of formalised partnerships; informal partnerships and collaborations; fee-for service models; and the establishment of alliances with different groups and agencies including academic institutions. Partnerships can be formed with a range of different agencies to capture a broad spectrum of expertise (e.g. Teaching, Psychology and Social Work).

4.1.2 Assessment of multi-agency approaches against feasibility criteria

Overall likely benefit

A multi-agency approach provides students enrolled in Baltara the opportunity to access multi-disciplinary professional expertise within Baltara's existing resourcing 'footprint'. It also provides the potential to tailor a selection of specific services according to student need and allow the development of highly personalised service responses (such as individual learning and behavior management plans).

A multi-agency approach provides a number of other benefits including:

- opportunities for students and parents to access a broad range of different agencies with a broader range of expertise;
- opportunities for Baltara School to build partnerships at the strategic and service delivery levels to build expertise;
- access to early intervention and prevention responses; and

- a structure that allows for integrated, coordinated and cross-government service responses.

Likely level of stakeholder support

The effective implementation of a multi-agency approach relies in part on the level of support and involvement of partner agencies, as well as 'buy-in' from Baltara School teaching staff. A number of principals were interested in establishing new partnerships, or strengthening existing partnerships and collaborative arrangements with Baltara School. Membership on the school council was suggested as one pathway towards building these partnerships, as was the establishment of alliances between schools to share expertise and to promote advocacy.

There was support for partnerships to be established between Baltara School and the business sector, philanthropic trusts and clubs such as Rotary. Partnerships with such groups provide Baltara School with opportunities to explore avenues for additional support, including resources. Programs such as MATs expressed interest in the delivery of services on a fee-paying basis.

While Baltara staff were generally supportive of the opportunities provided by multi-agency approaches, there was concern about the impact this may have on teaching capacity.

Capacity requirements

This approach potentially requires the investment of significant resources to establish, monitor and maintain partnerships with multiple agencies, with the degree of investment depending on the configuration of services and the number of agencies and partnerships that are involved. Similarly, the ongoing capacity requirements of multi-agency work depends on the number of partnerships established, and the number of these that operate on a fee-for-service basis. Ongoing resources to co-ordinate, monitor and manage these partnerships will be required.

Resources may also be required to provide professional development opportunities for Baltara staff to ensure that they have the skills necessary to effectively manage and maintain partnerships (e.g. negotiation, partnership-building, brokerage).

Alignment with government priorities and Baltara School strategic directions

A multi-agency approach is consistent with the DEECD's eight principles for student health and wellbeing (DEECD, 2014), which emphasise the importance of partnership-building, as well as the provision of holistic and person-centred approaches (which would be aided by individualised case planning). It also aligns with the Government's commitment to the delivery of a more integrated and coordinated approach as set out in *Victoria's Vulnerable Children - Our Shared Responsibility Strategy (2013-2022)*.

This approach is consistent with Baltara School's strategic directions and priorities, as set out in its annual plan and strategic documents, which emphasise the establishment of partnerships and increased community engagement.

Level of change required

The degree of structural change required to establish a multi-agency model depends on the degree to which multi-agency work complements, or supplants, Baltara's existing focus on IUs. For example, increased multi-agency work could be integrated into Baltara's existing IU-based structure. At the other end of the spectrum, the IU 'footprint' could be reduced with the bulk of Baltara's role enacted through partnerships or other services.

Access to professional development opportunities may be needed for staff to develop the necessary skills to build, maintain and coordinate the partnerships required for multi-agency work. Key skills for this work include brokerage, negotiation and partnership-building, which may be quite different to the core skill-sets of current Baltara teaching staff, who have primarily developed expertise in teaching and behavioural management.

4.1.3 Outreach

As with a multi-agency approach, outreach can encompass any number of different service configurations. Informed by stakeholder feedback and consideration of the priorities set out in Baltara School's strategic and annual plans, for the purposes of this study outreach work is defined primarily in terms of Baltara School's transition processes.

Within this context, specific outreach activities could include:

- increasing the amount of time working with students in their home schools in order to enhance the transition process;
- working with schools to address specific behaviour management problems;
- working with schools to increase the prevention of behaviour problems (for example, by delivering group programs for students in their mainstream school), and developing strategies to intervene earlier when problems present;
- delivery of a consultancy service; and
- conducting training and other professional development opportunities to share expertise with other services and schools. This training could include assisting mainstream schools to build their own capacity to respond to behaviour problems, thereby working towards prevention and early-intervention goals.

4.1.4 Assessment of outreach approaches against feasibility criteria

Overall likely benefits

Outreach has the potential to enhance students' transition back into their school, for example by working more closely with teachers to develop a consistent behavioural management plan with consistent management techniques. Guidelines setting out the processes, protocols, and monitoring and reporting frameworks for outreach work would support the enhanced quality of Baltara's outreach program. These guidelines would be supported by a consistent and shared understanding of the school's goals and strategic directions, the school's therapeutic approach, and clear transition processes and protocols.

A key benefit of increasing Baltara's outreach focus is that it can work to 'join-up' Baltara School and mainstream school environments. This can have beneficial effects prior to student placement, and during the transition back into students' mainstream schools. Outreach work also provides a 'pivot' from which further benefits can stem. This includes: increased relationship building with schools; providing a mechanism through which Baltara can shift towards facilitating prevention and capacity-building in schools; and increased promotion of Baltara School's brand among schools and other services. In other words, outreach can be seen as the tool through which multi-agency approaches are developed and delivered.

Likely level of stakeholder support

Schools interviewed for this report demonstrated strong support for an increased outreach focus. A number of schools emphasized that this approach should recognize the expertise of staff from both settings. Support for an increased outreach focus was primarily expressed in the context of outreach work occurring alongside Baltara's existing intensive placement model.

Specifically there was support for increased early intervention for behaviour problems, and for the development and delivery of behavior management programs (either in a group or individual format) within the mainstream environment. Suggestions included Baltara School staff delivering a once-weekly program to work with the student in their classroom within the mainstream school. It was suggested that this could run for a defined time-period (e.g. 10 weeks) with the potential for implementation before and after Baltara placement.

There was limited support for Baltara School to provide a more general consultancy service under a fee-for-service model. There are a number of groups in the community already providing professional development, consultancy support and training programs, including the Australian Children's Trauma Group, Berry Street, and Travencore School. These agencies provide programs that include the involvement of multi-disciplinary teams including Psychologists, Social Workers, allied health professionals, communication experts and academics. The programs run by these agencies set a high standard and in effect would create significant competition for Baltara School if it was seeking to take the primary role in establishing service partnerships, or seeking to offer fee for-service professional development. (Refer to Appendix 3 for a selection of agencies and groups with relevance to the Baltara School community.)

While teaching staff were supportive of outreach principles, it was felt that outreach was often seen as a task to be completed 'around' teachers' core responsibilities. During interviews, some staff were not as confident in delivering outreach as others, while others suggested that the current outreach program would be enhanced with a consistent set of guidelines and processes, as well as increased clarity around roles and responsibilities within the outreach process.

Capacity requirements

Outreach within the context of the transition process provides a relatively flexible approach that has the potential to be implemented within existing resources, and without investment in new infrastructure. The degree of resourcing required would depend on the degree to which Baltara's outreach role is expanded. A more flexible staffing model that aligns staff to need may provide additional capacity within Baltara's existing resource footprint.

There may be additional resource implications, for example should staff require additional professional development opportunities to support the delivery of high quality outreach services. As with the multi-agency approach, effective outreach work requires a set of specific skills and expertise.

Alignment with government and department focus and Baltara's strategic directions

Outreach work is firmly aligned with current government priorities including the 'joining up' of services, as well as early intervention and prevention. It is consistent with DEECD's eight principles of student health and wellbeing (2014), including the emphasis on holistic, person-centred approaches, and working in partnership with other services. Outreach work is consistent with Baltara School's existing strategic directions, with Baltara having undertaken recent work to strengthen its outreach work. An emphasis on the support of students during

their transition to secondary school meets an identified need to support students moving between primary and secondary school (Grogan, Calvin and Rose et al. 2013).

Degree of change required

The degree of change required depends on the degree to which Baltara's outreach activities are expanded. For example, a small increase in outreach work while largely maintaining Baltara's existing structure requires minimal structural change. The quality of outreach work will be increased by the development and maintenance of consistent protocols, guidelines and accountability mechanisms, in addition to professional development programs to ensure that staff have relevant expertise, and that all outreach work is delivered with a common purpose and according to accountability and reporting guidelines. Resources will be required to embed these protocols where not already in place.

4.1.5 Community hub

Community hubs entail the co-location of services within a centralised location to allow services to be accessible from one designated place (Royal Childrens' Hospital for Community and Child Health & the Murdoch Institute, 2012). Community Hubs can also take the form of a virtual network, whereby the central point through which services are accessed is an online portal with services integrated but remaining physically located in their different localities (Royal Childrens' Hospital for Community and Child Health & the Murdoch Institute 2012 p.5).

4.1.6 Assessment of community hub against feasibility criteria

Overall likely benefits

The establishment of a community hub at Baltara School would potentially entail co-locating services within Baltara School's current facilities, or building IT capacity to host and monitor a 'virtual' community hub. Co-located services would remain independent of Baltara School, accessing Baltara facilities via a 'rental' agreement, or potentially in exchange for providing specialist services for Baltara students. While working independently, a community hub would enable the tight integration of services, with Baltara having the opportunity to tailor individual student case plans around these hub-based services.

The co-location of services at the two IUs would also allow students and parents to access a range of allied services in a single location. It also potentially allows for the 'cross-pollination' of inter-disciplinary expertise, and increases the ease with which services can work together around integrated case planning.

Likely level of stakeholder support

External agencies considered the community hub concept, or at least the co-location of services on site, to have some merit. Respondents commented that it would provide an additional benefit to parents by offering them the opportunity to also access services. Others considered the community hub concept to have little relevance and limited value to add to the current Baltara School program.

The same challenges Baltara School would currently face when seeking to establish partnerships may also affect its ability to drive the establishment of a community hub.

Capacity requirements

A pre-condition for establishment of a community hub concept involving the co-location of services within the current Baltara School setting is the availability of suitable space and facilities to accommodate co-located services. Currently facilities at the two IUs may not be suitable for service co-location without significant financial outlay. An additional option may be that Baltara School is co-located to an existing community-hub setting. This option will require significant resources to plan, negotiate and to reconfigure Baltara's current model, service delivery options and program requirements.

The establishment of a community hub involving the co-location of services at Thomastown and or Preston would also require a significant reconfiguration of existing Baltara school services and facilities. This would require significant lead-in time, and have an impact on the level of stand-alone services Baltara School could provide. The establishment of a 'virtual' community hub, as defined by the Royal Children Hospital report would require additional IT capacity, infrastructure and specialist IT skills.

Alignment with government and department focus and Baltara Schools strategic directions

A community hub model, as with outreach and multi-agency approaches, is consistent with government emphasis on joining up services, person-centred approaches, and working in partnership with other services. It is also consistent with Baltara School's existing strategic directions, and emphasis on the establishment of partnerships and increased community engagement.

Degree of change required

The level of change required to establish a community hub at Baltara School is potentially significant. This includes physical changes to existing facilities and IT infrastructure, which may entail considerable financial outlay, as well as potentially disrupting Baltara's current teaching functions.

This model has greater limitations than either the outreach and multi-agency/multi-discipline approaches because of the increased complexity of governance and strategic planning required, with Baltara School losing its ability to autonomously plan and utilise its sites. Additionally, at present the facilities at the two IUs are fully utilised and, apart from the staffroom, facilities are not readily available for other services.

4.2 Additional options raised during the consultation process including funding and partnership opportunities

There were a number of other options and ideas raised during the consultation process. These are listed below. Further investigation of these options falls beyond the scope of the current project. These options and ideas included:

- Baltara School provide a school refusal clinic with a focus on secondary school students to address increasing numbers of school refusers in the NW Region.
- The delivery of a 'virtual school' modelled on the 'Look Out' schools in the United Kingdom and Oakwood school in Southern Region. The concept of 'virtual schools' is currently being investigated by DEECD in partnerships with DHS.
- Opportunities to secure additional partnerships and resources through:
 - investigating options for portable SRPs;

- philanthropic groups;
- Rotary; and
- establishment of expert committees.

5. Summary of findings

A key theme to emerge from this analysis is that while each of the service models considered in this project (i.e. outreach, multi-agency/multi-discipline approach and a community-hub) have significant limitations, elements of these models could usefully be integrated with elements of Baltara's status quo model. Indeed, a key finding from stakeholder consultations is that Baltara School's Integration Units, and the services they can provide, are highly valued by external stakeholders. However, equally, stakeholders expressed a desire for individual aspects of other models, such as increased outreach work and multi-disciplinary partnerships.

An integrated model that retains Baltara School's Integration Units, but with additional focus on outreach and multi-agency work, may more effectively meet this study's feasibility criteria, by effectively responding to demand and government policy priorities, while more effectively utilising existing resources.

During the stakeholder consultation process, a seven key elements emerged that, if implemented, would help support Baltara School develop an integrated model, while also strengthening the current program. These key elements, outlined below, have been informed by an analysis of government policy priorities, examples of best-practice, and stakeholder reports of existing service gaps. *It is important to note that many of these elements are already being pursued by Baltara school.* These key elements are as follows:

- **Consistency of approach, common purpose and pedagogy;**
- **Student learning, engagement and achievement;**
- **Data and evidence based practice;**
- **Partnerships and joined-up services;**
- **Technology;**
- **Personalisation; and**
- **Prevention and early intervention.**

In this section these key elements are outlined, along with a number of potential initiatives that can support their maintenance and development.

5.1 Consistency of approach, common purpose and pedagogy

Supporting initiatives:

- Enhanced transition planning that commences from initial enrolment with Baltara. This could include the development of guidelines detailing the transition process; increased site visits to mainstream schools; and the provision of individualised behavioural management plans to the mainstream school that help maintain a continuity of approach once students have transitioned back into their home school.
- Establishing a single school 'identity' with consistent pedagogy, guidelines, policies, procedures, accountability and reporting mechanisms. This will assist external agencies and parents understand the service role Baltara School provides, and also assist in the delivery of consistent and high quality services across different locations.
- Renaming Baltara School to reflect its shift away from the Parkville Youth Justice Centre and its enhanced focus on the mainstream school system.
- Developing and enhancing consistent guidelines, procedures and policies across campuses.

- Developing a “Contract” or “Agreement/MOU” between Baltara School and the mainstream school that sets out roles and responsibilities for both settings, and that is agreed as a condition of enrolment.
- Developing and enhancing accountability, monitoring and reporting guidelines and processes to support the transition/outreach function.
- A flexible staffing model in which staff placement across campuses is aligned to need and student demand. Such a model has the capacity to free up resources for outreach work, while reducing waiting lists and delays in enrolment. While this will provide organisational challenges, and also risk ‘diluting’ the therapeutic relationships staff can build via one-on-one teaching, this will help increase the integration of Baltara’s different units, support a consistency of processes, and allow increased organisational efficiencies.

5.2 Student learning, engagement and achievement

Supporting initiatives:

- Maintain Baltara School’s current intensive placement function, but with increased outreach work with schools. Increased outreach pre and post IU placement was seen as a particular priority by mainstream schools.
- Refine the balance between student learning (literacy and numeracy) and behaviour management. This emerged as an important component of a school model that responds to stakeholder demand, and supports strong outcomes in student learning, engagement and achievement by holding high expectations of students’ capacity to learn. Reviewing the balance between numeracy and literacy and social skill development may better align Baltara’s program with the mainstream school’s program, thereby supporting reintegration. Particular consideration could be given to enhancing Baltara’s focus on numeracy and literacy during the second half of the placement.
- A further option to emerge during the consultation process was for Baltara School to deliver programs to address the high and increasing numbers of students in North West region who are refusing to attend school (especially at secondary levels).

5.3 Data and evidence-based practice

Supporting initiatives:

- Enhanced collection and analysis of data to monitor and report on student outcomes. This will help develop long-term empirical evidence of Baltara School’s outcomes, which emerged as a perceived gap during the consultation process. This gap has been addressed to some extent in recent months, as Baltara School has with developed a survey to track student progress at 3, 6, 12 and 18 month intervals.
- Develop indicators and benchmarks with which student outcomes and program effectiveness can be measured. These should be appropriate and relevant to the students enrolled at Baltara School. The development of these indicators and benchmarks may also provide Baltara School with opportunities to provide sector leadership by promoting their wider use across similar services.
- Maintain strong links between Baltara School programs and the contemporary evidence-base for best practice, particularly in relation to the school’s therapeutic framework. This could include the establishment of linkages between agencies and professionals who can provide additional expertise (e.g. Psychologists, Social workers) and assist staff with the enhancement and implementation of the school’s

existing therapeutic approach. This may also include the development and enhancement of frameworks and protocols to ensure the school's therapeutic approach is delivered consistently across campuses, and also informs the delivery of outreach work.

- Establish an expert committee with membership comprised of academic and service leaders in the education and child psychology spheres. This will provide the potential to guide the change process, while also providing additional high-level expertise and raising Baltara School's profile.

5.4 Partnerships and joined up services

Supporting initiatives:

- Provide increased supports to children when transitioning to secondary school, as a part of Baltara's increased outreach work.
- Develop shared learning opportunities between Baltara School and mainstream schools. A 'shadowing' program for Baltara School staff within the mainstream school system may provide a means of enhancing the Baltara School program's alignment with the 'realities of the mainstream school system'.
- Strengthen partnerships between Baltara staff and the mainstream school, with Baltara School staff working in partnership with mainstream schools, rather than presenting as 'experts' offering advice.
- Enhance the development and delivery of Baltara's therapeutic approach through teaching staff working with the support of a multi-disciplinary team comprising psychologists, social workers and other relevant specialists.
- Pursue partnership opportunities and access to additional resources with philanthropic and other groups including:
 - Rotary Club
 - Philanthropic trusts
 - Community Health
 - The business sector
 - Local governments

5.5 Technology

Supporting initiatives:

- Access to centralised IT between campuses. This matter is currently being addressed.
- Providing a strong IT infrastructure is an important consideration should a 'virtual school' program (based on the UK 'Look out schools' model) or 'virtual' community hub concept be pursued. Strong IT infrastructure also provides opportunities to pursue initiatives such as online personalised learning and behaviour plans, which can enhance the school's ability to deliver personalized interventions, and maintain and monitor learning plans.

5.6 Personalisation

Supporting initiatives:

- Enhanced personalisation of the learning process was seen as a priority by stakeholders. This included supporting individual students during key transition

times (such as the transition between primary and secondary school); sustaining students' ongoing engagement with education and learning opportunities; and developing strategies such as personalised learning and behaviour plans. Maintaining and strengthening parent/carer engagement was also seen as an important focus.

- Develop behaviour management plans for each student in collaboration with mainstream schools during students' placement within the IUs. Also supporting the 'Common Purpose' element, these plans would be provided to schools on finalisation of placement. These reports would potentially provide a summary of work undertaken with Baltara School, and steps for schools to continue the behaviour management work commenced at Baltara. These plans would be evidence-based, and directly tied into Baltara School's therapeutic framework. When students' have accessed multidisciplinary input, this would also be reflected in these reports.

5.7 Prevention and early intervention

Supporting initiatives:

- Increase early intervention support to mainstream schools before children arrive at the 'crisis' point that can trigger IU placement. Stakeholders saw increased focus on the early years (Grade 2 and upwards) as a priority, as was increased support of students at key 'stress points' in their school life, such as the transition to secondary school.
- Positioning Baltara School to provide 'advisory' services. This would allow Baltara to share its considerable behavioural management expertise while reorienting its focus to the prevention of problems, rather than rectifying existing problems.
- Redesigning protocols so that work can commence with children while on the waiting list for Integration Unit placement. This will help ensure that behaviour does not escalate, while also strengthening partnerships with mainstream schools. It will also assist the building of therapeutic relationships with Baltara staff in preparation for placement within the IU.

6. Conclusion: A roadmap for change

The service model that is likely to provide the greatest leverage for Baltara School balances intensive placement with increased outreach focused on student transition, while pursuing increased partnerships and collaborations with other agencies. This model maintains Baltara’s Integration Units, which were highly valued by stakeholders, while increasing its external focus. This integrated model is likely to most clearly meet this study’s feasibility criteria by aligning itself with demand and government policy priorities, while more effectively utilising existing resources.

This model combines the existing elements of Baltara School that are most valued by key stakeholders, while complementing these with initiatives that emerged through the consultation process that complement an integrated approach that balances government policy with Baltara’s strategic directions and student need. Depending on the extent to which the outreach approaches are incorporated into the model, as well as the level and type of partnerships and multi-agency that are established, this option can also be implemented within existing capacity – particularly if a more flexible staffing model is adopted.

6.1 The change process

Analysis of current Baltara School practices and structures, in addition to stakeholder feedback and input, underlines that two interrelated processes of change are necessary. The first of these processes relates to changes relevant to the service model that Baltara School may choose to adopt. The second of these processes relates to internal processes, protocols, accountability procedures and cultural change. An overwhelming theme to emerge from stakeholder consultation is that *regardless* of the service model that Baltara School may move towards, the success of that model will rely on a series of internal changes to occur *prior* to and *during* a full implementation of a new or revised service model.

The seven key elements and their supporting initiatives outlined in Section 5 (Summary of Findings) provide a ‘roadmap’ of how an integrated service model might be developed, and existing aspects of Baltara School strengthened. It is important to note that Baltara School is already pursuing a number of these initiatives.

Figure 1 provides a ‘checklist’ of these potential supporting initiatives, grouped under the seven key elements that may assist Baltara shift towards an integrated model while strengthening its existing program. This ‘checklist’ is intended to provide a reference of existing and potential initiatives that respond to stakeholder demand and service gaps, and which Baltara School can draw upon as it continues its transformation process.

Figure 1: Key elements and potential initiatives supporting an integrated service model maintaining IUs with enhanced outreach and multi-agency work

	Consistency of approach, common purpose and pedagogy	Student learning, engagement and achievement	Data and evidence based practice	Partnerships and joined-up services	Technology	Personalisation	Prevention and early intervention
Enhanced transition planning that commences from initial enrolment							
Establishing a single school 'identity' with consistent pedagogy, guidelines, policies, procedures, accountability & reporting							
Renaming Baltara School to reflect its enhanced focus on the mainstream school system							
Developing a "Contract" or "Agreement/MOU" between Baltara and the mainstream school							
Developing and enhancing accountability, monitoring and reporting guidelines and processes to support transition/outreach							
A flexible staffing model in which staff placement across campuses is aligned to student need and demand							
Maintain Baltara School's current intensive placement function, but with increased outreach work with schools							
Refine the balance between student learning (literacy and numeracy) and behaviour management							
Deliver programs to address the high and increasing numbers of school refusers in the NW region							
Enhanced collection and analysis of data to monitor and report on student outcomes							
Develop indicators and benchmarks with which student outcomes and program effectiveness can be measured							
Maintain strong links between Baltara School programs and the contemporary evidence-base for best practice							
Establish an expert committee with membership comprised of leaders in the education and child psychology spheres							
Provide increased supports to children when transitioning to secondary school, as a part of Baltara's increased outreach work							
Develop shared learning opportunities between Baltara School and mainstream schools							
Enhance Baltara's therapeutic approach through teaching staff working with the support of a multi-disciplinary team							
Pursue partnership opportunities and access to additional resources with philanthropic and other groups							
Access to centralised IT between campuses							
Enhance IT infrastructure if a 'virtual school' program or virtual community hub is pursued							
Enhanced personalisation of the learning process including individualised behaviour plans and support during transition points							
Develop individualised behaviour management plans in collaboration with mainstream schools during students' placement within the IUs							
Increase early intervention support to mainstream schools before children arrive at the "crisis" point that can trigger IU placement							
Position Baltara School to provide 'advisory' services							
Redesign protocols so that work can commence with children while on the waiting list for Integration Unit placement.							

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APPENDIX 1: Project interviews

A total of 28 individuals were interviewed over 17 separate interviews for this project. Consultations were conducted with the following:

Principals:

- Austin School
- Travencore School
- Northern Autism School
- Croydon Community School
- Reservoir Views PS
- Preston West PS
- William Ruthven PS
- Moreland PS

Baltara School

- Former Principal
- Teaching staff (total 8 teachers - 2 focus groups)

Agencies

- The MATS program
- Australian Childhood Trauma Group
- Inner Northern Local Learning & Employment Network
- Berry Street

Individuals

- Louise Laskey: Deakin University

NW Region

- Senior Wellbeing and Engagement Officer

Central office

- Director Student Engagement, Health and Wellbeing Branch, Student Inclusion and Engagement Division

APPENDIX 2: Selection of agencies and groups with relevance to the Baltara School community

Agencies

Berry Street

www.berrystreet.org.au

The Bouverie Centre

www.bouverie.org.au

Local Learning and Employment Networks

Permanent Care and Adoptive Families

www.pcafamilies.org.au

PCA Families is an early intervention service that provides support to families formed through kinship care, permanent care and adoption.

Child FIRST

www.dhs.vic.gov.au

beyondblue

www.beyondblue.org.au/

beyondblue is the national initiative to raise awareness of anxiety and depression, providing resources for recovery, management and resilience

Australian Childhood Trauma Group

www.theactgroup.com.au/

Australian Childhood Trauma Group (The ACT Group) is a specialist consultancy in childhood trauma and attachment.

The MAT program

Anglicare Victoria

www.anglicarevic.org.au

Centre for Community Child Health Royal Children's Hospital

www.rch.org.au/ccch

VicHealth

www.vichealth.vic.gov.au

The Commission for Children and Young People

<http://www.cyp.vic.gov.au/>

Australian Child & Adolescent Trauma, Loss & Grief Network

earlytraumagrief.anu.edu.au

Virtual online community and information resource. The network works with a team of experts to bring together evidence based resources and research

Youth Law

youthlaw.asn.au

Young peoples legal Rights Centre

Kids Helpline

www.kidshelp.com.au

Free, private and confidential telephone and online counseling for children and young people between 5 and 25.

Child Wise

<http://www.childwise.net/>

Child Wise is dedicated to protecting children from abuse and exploitation in Australia and abroad by: Raising awareness of the prevalence of child sexual abuse and its impact on individuals and society in general; Educating individuals and communities building capacity to protect children; Researching and responding to new risks to children; Fostering healing through the provision of counselling, advice and support

Children's Protection Society

www.cps.org.au/

Provides services and programs to break the cycle of child abuse and neglect.

Academia

Murdoch Children's Research Centre

www.mcri.edu.au

La Trobe University

www.cfecfw.asn.au/

Deakin University

www.deakin.edu.au/

RMIT

www.rmit.edu.au/

Berry Street Childhood Institute

www.childhoodinstitute.org.au/

Australian Clearing House for Youth Studies and the National Child Protection Clearinghouse

http://acys.info/sector_resources/sector_contacts/mp/national_child_protection_clearinghouse

Peak bodies

Centre for Excellence in Child and Family Welfare

www.cfecfw.asn.au/

Victorian Council of Social Services

www.vcross.org.au/

Create Foundation

www.create.org.au

Peak body representing children in care

Municipal Association of Victoria

www.mav.asn.au

Peak body for Victoria's 79 local councils.

APPENDIX 3: PROJECT FRAMEWORK DIAGRAM

