

INCLUSION ADVISORY COMMITTEE

Communiqué 4

18 November 2021

On 18 November 2021, the Inclusion Advisory Committee (IAC) met for the fourth time this year.

The Committee welcomed the Hon Sarah Courtney, Minister for Education, to the meeting and shared updates across the three education sectors. The remainder of the meeting focused on support for students impacted by trauma and the intersect with disability. An update was provided on the Inclusive Practice Team and Family Engagement was showcased at Ravenswood Child and Family Learning Centre.

Members of the Committee include:

Organisation	Representative
Independent Chair	Cheryl Larcombe
Catholic Education Tasmania	Cathrine Montgomery
Independent Schools Tasmania	Ruth Croser
Department of Education Secretary / Delegate	Jodee Wilson
Department of Education Inclusion and Diversity	Lynne McDougall
Southern Support School	Simon Ellaby
Tasmanian Principals Association	Sally Milbourne
Tasmanian Association of State Schools Organisations	Nigel Jones
Australian Association of Special Education Tasmanian Chapter	Bernard Knight

Minister for Education – Welcome

The Minister addressed the Committee and thanked members for their commitment to improving outcomes for Tasmanian students with disability across all education sectors. Minister Courtney acknowledged the significant progress that has been made across education sectors. The Minister emphasised her priority focus working across the portfolio areas of children and youth, disability services and education; and highlighted the importance of connecting and supporting people with disability and their families across all government agencies to ensure service provision and policy is cohesive across all points of contact.

Updates were provided across each education sector for the Minister to share recent achievements and future plans in relation to implementing inclusive practice and supporting students with disability.

Model for Supporting Students Impacted by Trauma

The Department of Education (DoE) provided an overview of the model for supporting students impacted by trauma. The [Model for Supporting Students Impacted by Trauma](#) was implemented in 2020 to identify and address need at a universal, targeted whole-of-school, and individual student level. Through this multi-tiered approach, DoE aims to build system-wide capacity in trauma-informed and trauma-responsive practice.

33 schools received targeted funding support for 2020 – 2021. The next group of schools to receive targeted funding support for 2022 – 2023 have been confirmed and will commence work on this in Term 1, 2022.

Professional learning is being rolled out for all school leaders, teachers and teacher assistants, ensuring that they have the knowledge and skills to adapt teaching practices to support the learning of young people impacted by trauma.

Updates were provided by Catholic Education Tasmania and Independent Schools Tasmania on their approaches and strategies for supporting students impacted by trauma.

Trauma and Disability Intersect

In 2021, the Commonwealth Department of Education, Skills and Employment released a new report into the relationship between trauma and disability in the context of the Nationally Consistent Collection of Data (NCCD). This report highlights the differing definitions and understandings of trauma across states and territories as part of the NCCD process. The report identifies Tasmania as a leader in the way we support students impacted by trauma. We have a clear model of support which sees trauma as separate and is not a disability.

Inclusive Practice Team Update

The Inclusive Practice Team (IPT) was established in Term 2, 2021, replacing the Respectful Schools Support Team and Autism Consultant Team. The IPT is working with schools within a coaching model of practice. Their primary role is to build the capacity of schools to develop and maintain inclusive learning cultures that support the education outcomes of learners with diverse needs. The team will continue to work with schools in 2022, and will conduct surveys, gather feedback and data from staff to track outcomes and measure impact overtime.

Family Engagement at Ravenswood Child and Family Learning Centre

In 2021, Ravenswood Child and Family Learning Centre (CFLC) was selected for the Family Engagement Pilot Project – an 18-month project to enable greater focus on engagement strategies and projects as a priority. Their family engagement focus is on relationship building and outreach and building capacity of parents to support the education of their children. The CFLC will continue to seek feedback from parents and establish regular parent-CFLC conferences to seek input from families on their needs in 2022.

Future Meeting

The Committee's next meeting will be held in Term 1 2022.