Transforming Transition: A Data-Driven Approach to Supporting Students with Disabilities in Education

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CULTURE TECH
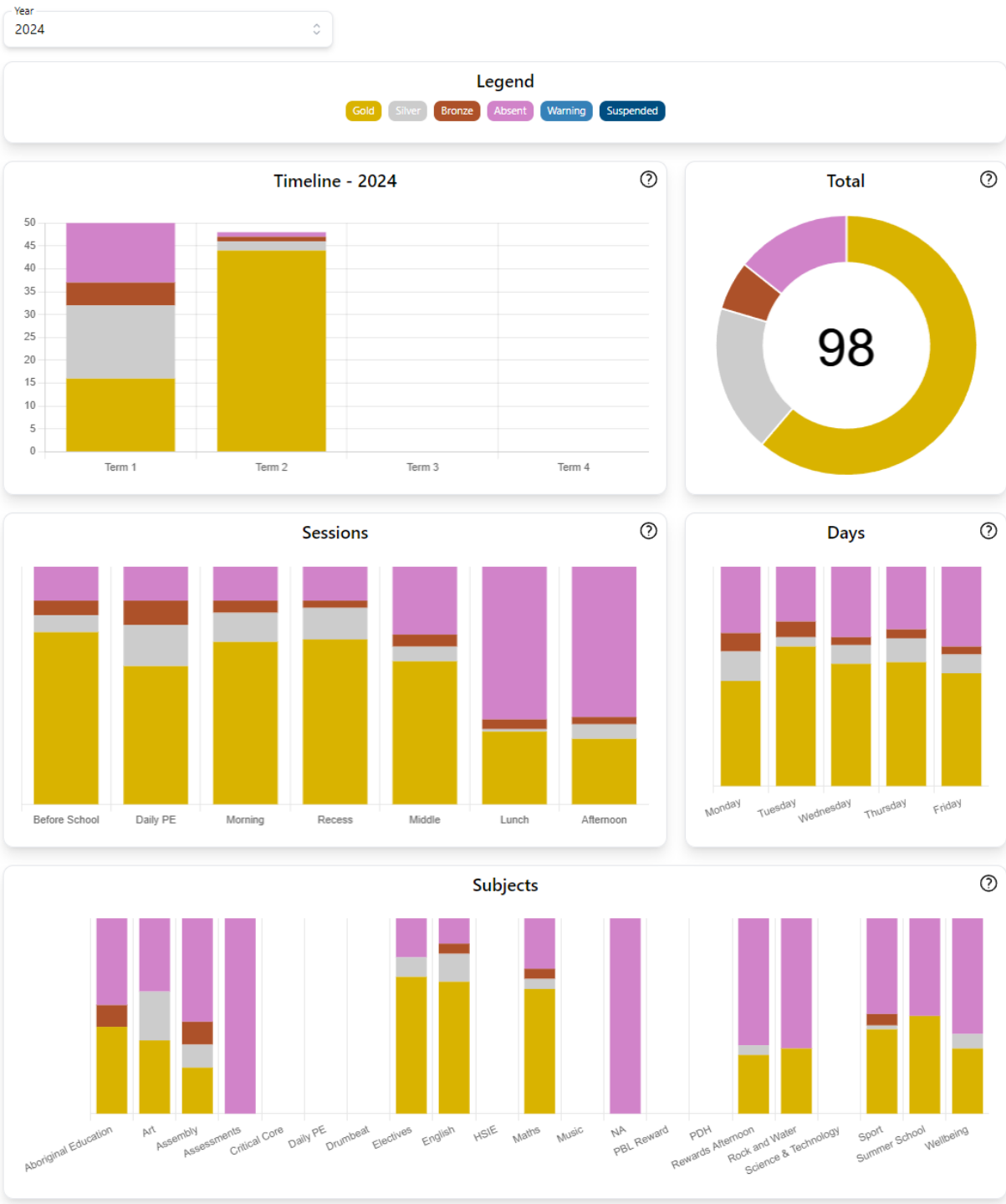
COURAGE TO LEARN
COURAGE TO CHANGE

Kotara School

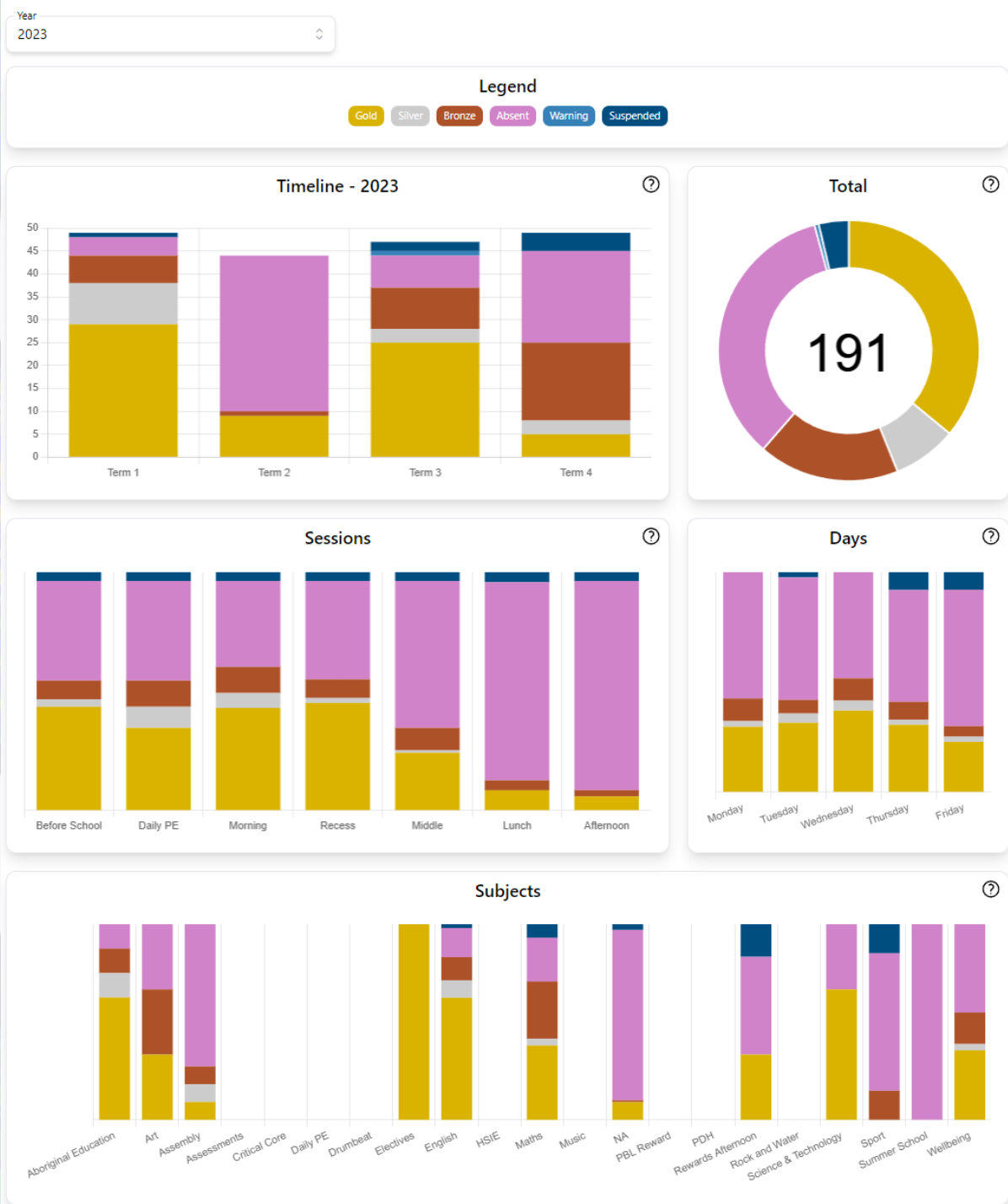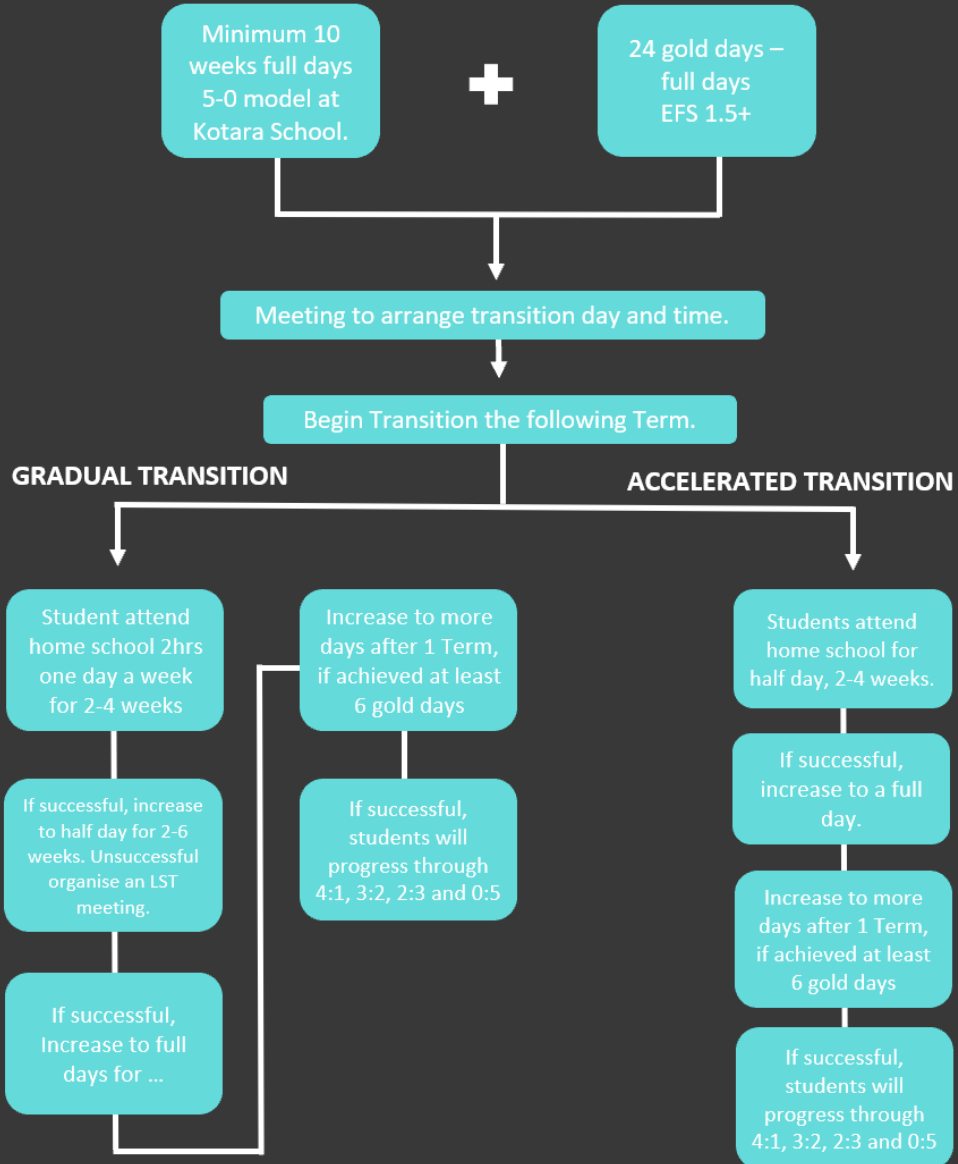# SEPLA Participants 2024 Transition Processes

QUESTION
What Do
You See...?

Transition Flowchart

Minimum 10 weeks full days 5-0 model at Kotara School.

+

24 gold days – full days EFS 1.5+

↓

Meeting to arrange transition day and time.

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Begin Transition the following Term.

GRADUAL TRANSITION

ACCELERATED TRANSITION

Student attend home school 2hrs one day a week for 2-4 weeks

Increase to more days after 1 Term, if achieved at least 6 gold days

Students attend home school for half day, 2-4 weeks.

If successful, increase to half day for 2-6 weeks. Unsuccessful organise an LST meeting.

If successful, students will progress through 4:1, 3:2, 2:3 and 0:5

If successful, increase to a full day.

If successful, Increase to full days for …

Increase to more days after 1 Term, if achieved at least 6 gold days

If successful, students will progress through 4:1, 3:2, 2:3 and 0:5

EVIDENCE AND DATA FOR TRANSITION

Kotara School uses 3 measurable and evidence-based metrics to inform the selection criteria for student transition.

- Student attends Kotara School 5 days a week for a minimum of 10 weeks.

- Student must obtain 24 PBL reward points within a Term without receiving a suspension.

- Students must also have an Executive Function Score (EFS) of 1.5 or above.

A WORD ON PRIVACY

Stakeholders

Confidentiality

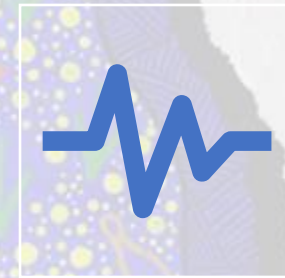Legal protection data is not deleted

THEORETICAL PERSPECTIVES

Perspective:
Medieval Latin meaning to look at closely

Bronfenbrenner-
Ecological Perspective

Dr Bruce Perry's- pulse rate activities

TRANSITION PURPOSE

- **2022 - Data Hub - SSP and Support Class Enrolments - 28,847 students in Total**

- ED Support Classes - 2,286 (8%); ED Classes in SSPs – 1,042 (4%); MC Classes - 8,167 (28%), MC Classes in SSPs – 800 (3%)

- Classes are often 'over-subscribed' and need a robust and reliable process to move students to a less restrictive environment to open-up more places.

- **When should a student Transition back to 'Home School' from a Special Class Placement or SSP…?**

- When a student is placed in a specialised behaviour setting, the purpose of the placement is to provide the student with an alternative environment where they can develop the skills required for them to function successfully back in their mainstream school. *Therefore, transition back into 'home' school is evidence of success in the special placement.*

- **Local Support Class Placement Panel Standard Operating Procedure – Guiding Principles 7**

- Decisions about student access to specialised support provisions are **consistent, transparent and timely**. Regular reviews ensure the student's functional needs are being met and their independence is increasing (**such as integration back into mainstream**).

- School's Learning and Support teams review the placement of each student annually. Reviews consider all aspects of a student's personalised learning and support, including whether or not the current placement is best meeting their learning and support needs.

Policy Context- Data Collection

STUDENT BEHAVIOUR PROCEDURES K-12 (Superseded 2024)
Implementation document for the Student Behaviour Policy
1.4 Data collection and record keeping - Schools <mark>should</mark> use data collection methods, as outlined in this section, **to identify and monitor students who require targeted or individual behaviour support**.

SCHOOL EXCELLENCE FRAMEWORK - Teaching Domain: Data Skills and Use
Data Use in Planning - School staff collaborate with the school community to **use student learning and wellbeing data** to identify strategic priorities and develop and implement plans for continuous improvement. Strategies implemented reflect research on best practice and **include ongoing monitoring of success.** (Excelling criteria)

SCHOOL EXCELLENCE FRAMEWORK – Leading Domain - Management practices and processes
Administrative systems and processes - The school evaluates its administrative systems and processes, ensuring that they are delivering anticipated benefits and sustainable outcomes to the school community efficiently and effectively.
Service delivery - Management practices and processes are streamlined and responsive. There is a school-wide approach to improving service delivery and the experience of students and parents/carers.
Community satisfaction - The leadership team measures school community satisfaction and shares its analysis and actions in response to the findings in accessible and culturally inclusive ways with its community.

Case Studies From Kotara School

- **Student A**: ATSI, OOHC, BE, MH-3

4:1 Model/Graded Transition: lost 1 day per week between Years 2 and 6 (20% of schooling) due to exemption from HS - Behaviours too extreme for HS to support

- **Student R:** ATSI, IN1, MH3

No Transition Model (other setting):
In ED support class with no transition model since Kindergarten

Under data-driven transition process, increased reading levels from 7–30 in 12 months (even with COVID lockdown). Met behavioural data to transition but census school blocked transition

- **Student M:** ATSI, OOHC, MH3

Data Driven Model
Referred to KS as "worst student" HS principal had ever seen.
Under Data Driven model transitioned to new setting for fresh class and has transitioned 100%. Became prefect at new school and isn't ever mentioned for support at LST's

Transition Results and Success

- Reduction in the number of students transitioning.

- Increase in gold days for students who transition.

- Census school suspensions and exemptions have been reduced to zero.

- Increase academic success for students transitioning.

- Increased student participation in extracurricular activities such as swimming carnivals, excursions, and census school football teams.

- Luke's story: Transferred to Kotara from Sydney SSP in year 3. Attend an SSP setting from Kindy. This year successfully transitioned to a mainstream Primary School for year 5 and will attend a mainstream High School in year 7.

- Kotara currently has 5 students successfully transition to census schools.

The Why

There is a need for agreed, evidence-based processes across NSW for establishing and maintaining SSP's and Support Units.

This had led to diversity of process across setting and diversity of opportunity and outcomes for students accessing these settings.

KIN-BHVRL is the method Kotara School and Culture Tech have created to address this need.

It has delivered a data-driven approach grounded in evidence-based theories to support our students to access opportunities and support the most successful transition experience for each child.