



**SCOPING STUDY
FOR SPECIALIST AFTERSCHOOL AND
VACATION CARE SUPPORT**

JUNE 2011

TABLE OF CONTENTS

EXECUTIVE SUMMARY	4
1.BACKGROUND.....	10
1.1 Background and context	10
2.CURRENT SITUATION IN THE ACT.....	11
2.1 Level of demand for services	11
2.2 Services which are currently available in the ACT	14
2.3 Mapping of current need to current services	15
2.4 Demand for OSHC services at the four specialist schools	16
2.5 Summary of findings regarding unmet demand	17
3.CURRENT POLICIES AND PRACTICES	19
3.1 Current policy	19
3.2 Literature scan	20
3.3 Findings from the evaluation of FACHSIA’s outside school hours care for teenagers	24
3.4 Programs provided by the other states	27
3.5 Summary of findings from current policies and practices	27
4.STAKEHOLDER FEEDBACK AND OTHER CONSIDERATIONS	29
4.1 Current issues regarding outside school hours care	29
4.2 The types of OSHC services required	31
5.OTHER CONSIDERATIONS AND RECOMMENDATIONS	34
6.PROPOSED OPTIONS	38
6.1 Intended outcomes	38
6.2 Increase funding for and places at current services	38
6.3 Additional options for high school and college students	39
6.4 Options for primary school students	49
6.5 Options for all students	59
6.6 Conclusion	62
APPENDICES.....	62
Appendix A – Methodology	63
Appendix B – Numbers of students attending specialist settings	65
Appendix C – Current services	68
Appendix D – Assumptions used for the costing of options	74
Appendix E – Details of childcare program funding	74

EXECUTIVE SUMMARY

Background and scoping study approach

This report has been prepared for the information of the ACT Government, the views outlined are those of the consultant.

Outside school hours care (OSHC) for children and young people with disability in the ACT is currently delivered mainly in mainstream integrated settings. This is consistent with:

- the National Disability Agreement which identifies social inclusion to be a key commitment, and
- the *ACT Government Policy Framework for Children and Young People with a Disability and Their Families* that has a core principle that children and young people with a disability should have their needs met through mainstream services used by all children and young people and their families.

Current research also strongly supports the beneficial nature of inclusion.

However mainstream provision is not always a viable option as some services are not able to provide the intensity of support that children and young people with complex behaviours associated with autism and other development delay usually need. Neither is mainstream always age appropriate especially for teenagers with disability when mainstream services cater predominately for primary school aged children. Some families are requesting that outside school care be available at the specialist schools their children attend. This is supported by The Standing Committee on Health, Community and Social Services in their report *“Love has its Limits- Respite Care in the ACT”*. It recommends that after school care programs be established at the ACT’s four specialist schools.

Disability ACT therefore wishes to work with families to consider options for extending the range of services available to provide specialist afterschool and vacation care support.

In April 2011 Disability ACT engaged Courage Partners to undertake a scoping study for specialist afterschool care and vacation care support for school aged children with disability. The focus of the scoping study was to assist Disability ACT to understand the OSHC issue in terms of numbers, nature and possible options. The scoping study methodology included an estimation of demand for services using stakeholder input and statistical data, a review of the current services available and the mapping of current services to demand, a review of current policy and a literature scan to identify better practice and consultations with a range of stakeholders. A range of options for OSHC services were then developed.

Findings

The major findings and conclusions from the review and consultations were:

- Reliable OSHC is required so that parents of children with disability have the opportunity to participate in the workforce. Individualised respite care is not working well as an after school care option so additional options need to be available.
- There are limited mainstream afterschool services for teenagers and none that without enhancement would provide the safe environment and level of

supervised care that most teenagers with disability would require. Although there are some specialist services there are insufficient places available to be able to meet the demand.

- It is estimated that there are approximately 115 teenagers with disability requiring some form of after school care. There are currently only 55 places funded by the ACT and Commonwealth Governments, the majority being in the south of Canberra. It is likely that there is an unmet demand for after school care by 54 teenagers in the north and 9 teenagers in the south of Canberra. Therefore additional services need to be established in the North of Canberra.
- Many (103) primary school students with disability are being supported to successfully access mainstream OSHC services. However not all primary school students with disability can successfully access mainstream OSHC, even with support, especially if they have complex and challenging behaviours. It is estimated that there are 48 primary school students with disability in the North of Canberra and 43 in the South of Canberra who have an unmet demand for after school care. Therefore some specialist OSHC services are also required for this age group.
- Although this estimate focuses on the need for after school care it is likely that a similar number of families if not more also require vacation care. In an evaluation of FAHCSIA's outside school care for teenagers with disability program it was found that there is significant unmet need for OSHC services both by those already accessing a service and nationally by those not currently accessing a service. In that study the greatest demand was for vacation care and there appears to be evidence of an increasing demand for after school care. By comparison, there was relatively little demand for before school care.
- Many parents, who were consulted, want OSHC services to be established at Black Mountain, Malkara and Cranleigh Schools where there are facilities for those with high care needs. In common with many parents of mainstream school students their preference is to have after school care services located at their child's school. There does not appear to be a similar level of demand for services to be located at Woden School.
- The ACT Department of Education and Training and the Principals of the specialist schools are supportive of after school and vacation care programs being established at the schools, if there is a need. They are willing to support a service and consider sharing facilities and resources with it.
- A joint OSHC program for primary school students with and without disability at Malkara and Cranleigh Schools is suggested. Both schools have past experience with joint programs.
- To be consistent with current policy and better practice the options developed for specialist OSHC will need to provide much more than respite care. They will need to focus primarily on providing the students with opportunities to participate, contribute and engage in the community as well as supporting them to develop life skills and give them the opportunity to spend time with their peers. The students will need to be given the same opportunities that students

without disability have after school and during the school holidays.

These are discussed in more detail in the main body of this report.

Proposed options

A number of options have been developed and an outline of each is provided below.

They are presented as options with the view that one option will not be suitable and or appropriate for all students with disability and their families and that a range of options is required. However it is the intention that all options should aim to have the following consistent set of outcomes:

The program will provide specialist after school and vacation care which:

- Is quality care
- Is age appropriate
- provides activities and opportunities which are consistent with and an extension of the students individual learning plans
- provides activities which maximise the students with disability the opportunity to experience and partake in the types of activities which are available to all students
- provides the parents/carers with time to work and/or have respite from their caring duties.

Increase funding for and places at current services

One option would be to increase the number of places that are available at the services that are currently providing OSHC services for teenagers with disability. To address the shortage of places on the North side of Canberra this could include:

- increasing the funding to the G-club at Gungahlin to provide additional places.
- providing additional funding to Marymead to expand the service at Black Mountain School to include teenagers with disability who do not use wheelchairs.
- funding existing services to relocate. For example requesting Noah's Ark to move their Ark service from their premises at Rivett either to Black Mountain School or to a community facility in Belconnen.

The advantages of this approach would be that it is quick to implement and achievable within a very short timeframe. These services are already established and some already have a funding agreement with Disability ACT. All already have approval for *Child Care Benefit* (CCB) purposes, although in the case of the Ark it is not certain whether this could be easily transferred to an alternative location.

The disadvantages of this approach would be that it does not provide the opportunity to establish new services with a new culture and philosophy- it has the potential to provide similar services to those operating currently. These existing services may not necessarily be meeting the intended outcomes for the proposed OSHC service. In particular some changes to programming and approach may be required to ensure that the level of community integration required is achieved. Additional requirements of the service providers may need to be added to the funding agreements if teenagers are to be provided with the opportunity to participate in all the types of activities which mainstream teenagers participate in

afterschool and during school holidays. There may also need to be some changes to exit strategies, waiting list and priority policies and management.

Additional options for high school and college students

These are proposed as additional options to those services currently in operation and seek to address any gaps and unmet demand that current services are unable to fill.

An overview of each option is provided below. More detail of the estimated costs, financial implications, potential risks and challenges, benefits and advantages of each have been considered and are provided in the main body of this report. However it should be acknowledged that these costs are very high level estimates and a more detailed business case, including more detailed costs, will need to be developed once the preferred options are selected.

The term place is used to describe the number of students that can be cared for at each session of care with one student occupying one place. It is envisaged that a service with ten places is likely to care for many more than 10 different students as most would not require care every day with one place being occupied by a number of different students over the course of a week.

Option 1: Black Mountain Teens (high school/college option)

A specialist high support after school and vacation program located at Black Mountain School, using the school premises and facilities. It is envisaged that the service will be predominately accessed by students of Black Mountain School however it may also be appropriate for students attending learning support units (ASD) at mainstream schools in the North Canberra and Belconnen area.

This first option addresses the need for additional places to be available in the North of Canberra that can accommodate students with high support needs or complex behaviours as well as meeting the demand and preference of Black Mountain School parents to have an OSHC service based at the school. It also addresses the need for a service for primary school students with autism who have not been successful in accessing mainstream OSHC, usually due to complex behaviours which mainstream services are unable to manage. Accommodating years 5 and 6 students into an environment with high school students is consistent with practice which is currently being adopted in many middle schools and in some mainstream public schools in the ACT (eg Stromlo High School). Although this option is exclusively for teenagers with disability and is based at the school it is envisaged that programming will include accessing community facilities, service in the local community and visits by local community members. It is acknowledged that this may be more likely to be achieved during the vacation care program rather than in the after school period.

The Principal and staff at the school support this option in principle and expressed a willingness to consider the sharing of resources. However they are concerned that no dedicated space would be available for the program and similar to the Wheelies for Fun program, which is currently operated at the school, it would need to be based in classrooms which are used during the school day.

It is estimated that a 10 place after school would require funding of \$115,000 and a vacation care service would require funding of \$6,500 per week. Therefore an asc plus a 10 week program would require funding of \$180,000. That is assuming no fee income is charged. At

market rates for OSHC fee income in the region of \$65,000 could be generated. Set up costs may also require funding.

Option 2: Belconnen Teen Program (high school/college option)

This second option also addresses the need for more places to be available in the North of Canberra. It is based at a youth centre, community centre or college preferably in Belconnen Town Centre. It will provide a range of teenage appropriate activities and excursions with its main focus being on supporting the teenagers with disability to partake in the mainstream programs for teenagers that are occurring in the Belconnen area. For example the drop in space at the youth centre, UTurn activities, Belconnen Arts Centre, AIS sports programs and CISAC. The afterschool program will include facilities for the teenagers to complete their homework and assignments as well as down time watching the TV, playing computer games and general socialising. The holiday program will also consider how the program activities can include opportunities for the teenagers to complete work experience and community service (possibly alongside teenagers without disability). There will also be an emphasis on encouraging teenagers and students without disability to become part of the program by volunteering as assistants (maybe as part of their community service).

It is estimated that a 10 place after school would require funding of \$90,000 and a vacation care service would require funding of \$5,000 per week. Therefore an asc plus a 10 week program would require funding of \$140,000. That is assuming no fee income is charged. At market rates for OSHC fee income in the region of \$65,000 could be generated.

Set up costs may also require funding.

Option 3: Special interests and skills development club (high school/college option)

This third option is a vacation care program only. It does not have a specific location and it may be that its drop off and collection point could vary over the period of the vacation and include Gungahlin, Belconnen, Civic, Woden and Tuggeranong Town Centre to allow teenagers living all over Canberra to access the service. It is targeted at teenagers with mild to moderate intellectual disabilities who do not have high support or personal care needs. Its aim is to provide a series of short programs supporting teenagers to pursue a particular interest or gain skills in a certain field. It could include barista courses, computing skills, arts and crafts, woodwork, photography, bar tending etc.

It is estimated that the program would cost approximately \$1,000-\$1,500 per day depending on the nature of the activity. An 8 week vacation care program would require funding of \$40,000 -\$60,000 plus transport costs.

Options for primary school students

Options 4 and 5: Malkara and Cranleigh OSHC (primary school option)

The fourth and fifth options are for primary school students. They address the current unmet need for places in the North and South of Canberra to be available for primary school students who are not able to successfully access mainstream OSHC even with support. They are based at the two specialist schools and therefore also address the demand from parents that OSHC services be established at the schools. The aim is for the service not to be specifically for children with disability but to be a joint service caring for a mixed group of children with and without disability with a higher percentage (33%-50%) of children with disability than would normally be cared for at a mainstream OSHC service.

For each school it is estimated that a 10 place after school would require funding of \$115,000 and a vacation care service would require funding of \$6,500 per week. Therefore an asc plus a 10 week program would require funding of \$180,000. That is assuming no fee income is charged. At market rates for OSHC fee income in the region of \$65,000 could be generated. Set up costs may also require funding.

Options for all students

Option 6: Family Governance (all school levels option)

This sixth option provides families with the opportunity to receive funding to develop and implement their own OSHC program. It will rely on families forming small groups and having a shared responsibility for managing their own resources as they see fit. This model may be very appealing to those families that like to make their own decisions and arrange their own care to fit their particular needs however it will not be suitable or appeal to all families.

Funding of \$5,300 is available per child per annum. This would be adequate for a group of 4 children to be cared for by 2 support workers for 10 weeks of school holidays or to provide after school care up to 3 days a week. A budget of \$53,000 plus the cost of a co-ordinator would be required to provide this service to 10 families/children.

Option 7: Family based care (all school levels option)

This seventh option proposes that the family based OSHC care that is currently available to primary aged school children is extended to include teenagers with disability.

Although this service is already available for primary aged school children, and access can be supported by the inclusion support team, it is understood that the places available are very limited. This option proposes that the program should be extended to include teenagers with disability and gaps in current support and funding to providers should be addressed to make it a more viable proposition for service providers. Additional support and funding would need to be considered on a case by case basis depending on the specific circumstances of the service provider and the care required.

Conclusion

A range of options have been developed which address the issues currently identified with respect to the unmet need for specialist OSHC services for primary, high school and college students with disability who are unable to access the current services. Whilst meeting the request for specialist services, so those with high support needs can be appropriately cared for, the proposed options provide every opportunity for integration and inclusion with mainstream programs and the wider community. It is anticipated that this scoping study report and proposed options will assist Disability ACT and the ACT Government in their decisions regarding options for future specialist OSHC services in the ACT.

1. BACKGROUND

1.1 Background and context

Outside School Hours Care for Teenagers with Disability

Outside school hours care (OSHC) for children and young people with disability in the ACT is currently delivered mainly in mainstream integrated settings. This is consistent with the National Disability Agreement which identifies social inclusion to be a key commitment and the *ACT Government Policy Framework for Children and Young People with a Disability and Their Families* and their families that has a core principle that children and young people with a disability should have their needs met through mainstream services used by all children and young people and their families. Current research also strongly supports the beneficial nature of inclusion.

However this is not always a viable option as some services are not able to provide the intensity of support that children and young people with complex behaviours associated with autism and other development delay usually need. Neither is mainstream always age appropriate especially for teenagers with disability when mainstream services cater predominately for primary school aged children. Some families are requesting that outside school care be available at the specialist schools their children attend. This is supported by The Standing Committee on Health, Community and Social Services' report "*Love has its Limits- Respite Care in the ACT*". It recommends that after school care programs be established at the ACT's four specialist schools.

Disability ACT therefore wishes to work with families to consider options for extending the range of services available to provide specialist afterschool and vacation care support. It is acknowledged that some children and young people require significant support to assist them to develop their life skills and develop socially. This program will aim to enable these children to transition to a less specialist intensive service setting.

In April 2011 Disability ACT engaged Courage Partners to undertake a scoping study for specialist afterschool care and vacation care support for school aged children with disability.

Focus and scope

The focus of the scoping study was to assist Disability ACT to understand the issue in terms of numbers, nature and possible options. The aim was to consider a range or suite of options with the target audience being all disabled school aged children/young people in the ACT and inform Disability ACT so that it may report its findings to Government with the aim of implementing some services to start in the first term of 2012.

Methodology

The scoping study methodology included an estimation of demand for services using stakeholder input and statistical data, a review of the current services available and the mapping of current services to demand, a review of current policy and a literature scan to identify better practice and consultations with a range of stakeholders. A range of options for OSHC services were then developed. The detailed methodology is provided as [Appendix A](#).

2. CURRENT SITUATION IN THE ACT

2.1 Level of demand for services

The school census and information regarding special education settings in the ACT has been used to estimate the likely demand by students with a disability and their families for after school care services. It is likely that a similar number, if not more, also require vacation care services.

How many students are there in the ACT with special needs?

The ACT school census for February 2011 states that there were 66,144 students attending ACT public and non-government schools within the ACT. 2,348 of these students had special needs. 1,848 were at ACT public schools, 500 were at non-government schools.

The ACT public school census for August 2010 provides additional information regarding the enrolments of students with special needs in the ACT public schools. This has been used to estimate the number of ACT public school students likely to require specialist OSHC. Similar published data for students attending the ACTs non-government schools is not readily available. Therefore these estimates are based on ACT public school students only and it is acknowledged that the actual levels of need and unmet need are likely to be somewhat higher (up to 20%) given there are an additional 500 students with special needs attending the ACT non- government schools.

At August 2010 there were 1,995 students enrolled in the ACT public schools including in the four specialist schools Black Mountain, Woden, Cranleigh and Malkara. The numbers enrolled for each level of schooling are shown in the table below:

Students with special needs at ACT public schools: Census August 2010

School	Primary	High	College	Total students
Mainstream Schools	1,128	382	121	1,631
Black Mountain School		53	56	109
The Woden School		75		75
Malkara School	96			96
Cranleigh School	84			84
Total students	1,308	510	177	1,995

Which students with disability are likely to require specialist after school care?

Using this census data and information provided by the ACT Department of Education and Training, regarding the location of disability education classes, the approximate number of students attending each of the specialist education settings has been estimated and is shown in the following tables. Further details of location are provided in Appendix B.

High school and college students

Education setting type	Number of students
Mainstream classrooms	189
Learning support centres	204
Learning Support units	68
Learning support units (ASD)	42
Specialist schools	184
Total high school and college students with special needs	687

It should be noted that this is ACT public school and college students only and does not include any students attending non-government schools. At February 2011 there were approximately 500 students attending ACT non-government schools with special needs. It is understood that these students are likely to have mild to moderate levels of disability.

It is assumed that those special needs students attending mainstream class rooms or learning support centres are likely to be more independent, have milder disabilities and are less likely to require formal after school care.

To be enrolled in a learning support unit or Woden school students must meet the ACT student disability criteria or in the case of a learning support unit – autism specific they must meet the eligibility criteria for autism spectrum disorder. To be enrolled at Black Mountain School students should have a moderate to profound intellectual disability or ASD evidenced by meeting the ACT Student Disability Criteria for a moderate to severe intellectual disability, or have a diagnosis of ASD with an adaptive behaviour rating of at least 3 SD below mean on 4 or more domains.

Therefore it is assumed that the high school and college students that are most likely to want to access to after school care are those enrolled in the specialist schools and learning support units. There are approximately 294 students in this category.

However not all parents and carers circumstances require them to seek after school care for their children and therefore not all of these 294 students are likely to require after school care. To estimate how many may require care percentages from The Australian Bureau of Statistics, Childhood Education and Care 4402.0 Report June 2008 which provides estimates of the childcare arrangements used by children aged less than 13 years in Australia have been used. Using this percentage **it is estimated that there are approximately 115 (39%) teenagers with disability in the ACT which may require some form of after school care.** It is probable that access to informal care such as being looked after by a grandparent or other relative is less likely for a teenager with disability than for the wider population. Therefore a higher percentage of formal care rather than informal care may be required by these 115 teenagers.

Primary school

A similar approach has been taken to estimating the number of primary school aged children who require after school care.

Education setting type	Number of students
Mainstream classrooms	534
Turner Disability Education program	90
Learning support centres	280
Learning Support units	104
Learning support units (ASD)	120
Specialist schools	180
Total primary school students with special needs	1,308

It is assumed that those with special needs that are enrolled in mainstream classrooms and learning support centres are probably able to access mainstream after school care services without any support. Whereas those students attending the special support units, Turner school and the two specialist schools may not easily be able to access mainstream services and if they did they would require support. There are 494 students in this category.

Using the ABS childcare usage percentages for 6 to 8 year olds, as described above, **it is estimated that 193 (39%) of these 494 students primary school students may require some form of after school care.**

It is understood that the ACT inclusion and professional support team are currently supporting 103 of these primary school students to access mainstream after school care services. **Therefore it is estimated that there are another 90 students that are not currently accessing a mainstream after school service but do require after school care.** Some of these may be in the informal care of relatives, others may be using respite care during the after school period. However it is understood that there are many students that do require formal OSHC but have been unable to successfully access mainstream services even with support.

In what locations is after school care required?

Transport by bus or taxi from home to school return is provided by the ACT Department of Education and Training for all students attending the four specialist schools, Turner disability unit, learning support units, ASDs and primary school students attending learning support centres. It is not provided for high school students attending learning support centres or college students unless they use wheelchairs.

The transport entitlement is to the closest available school setting type to the student’s home. **Therefore the majority of special needs students are likely to be attending a school in the same area as their home, apart from those attending the specialist schools that may live anywhere in Canberra** and be transported to school by bus or taxi.

An estimate of where the students with disability who require care are most likely to live is provided in [Appendix B](#). As stated previously those attending Black Mountain and Woden schools may live anywhere in the ACT. However based on population distribution data

published by the ACT Chief Minister's Department it is assumed that these students are equally spread between the North and South of Canberra. For the purposes of this estimate it is assumed that students attending Malkara School live in the South of Canberra and those attending Cranleigh live in the North of Canberra.

Based on the assumptions previously discussed it is estimated that:

- There is a demand for approximately 61 places in the North of Canberra and 54 places in the South of Canberra for after school care for high school and college students with disability.
- There is a demand for approximately 111 places in the North of Canberra and 83 places in the South of Canberra for after school care for primary school students with disability. 63 of these students in the North and 40 of these students in the South are currently being supported in mainstream services. Therefore the unmet demand is estimated to be 48 students in the North and 43 in the South.

2.2 Services which are currently available in the ACT

A review of the services currently providing outside school care in the ACT to students with disability was made and an overview is provided below, further details are provided in Appendix C.

Services for High school and College students with disability

These include:

- **The G Club** – Gungahlin. An afterschool and vacation care program run by Gungahlin Regional Community Service at the Gungahlin Youth Centre, funded by Disability ACT.
- **The Ark** – Rivett, Weston Creek. An afterschool and vacation care program run by Noah's Ark Resource Centre Inc. at their centre in Rivett. Funded by Disability ACT.
- **Fun 4 Youth** – Tuggeranong is a social and recreational program run by Communities at Work at the Tuggeranong Youth centre funded under the Home and Community Care (HACC) program and the Office of Children, Youth and Family Support.
- **Wheelie Fun** – Black Mountain School, O'Connor, North Canberra. An afterschool and vacation care program run by Marymead at Black Mountain School, funded by the Department of Families, Housing, Community Services and Indigenous Affairs.
- **Tandem House** – Kambah, North Tuggeranong. Tandem have recently established an after school care program for high school and college students with disability at Tandem House in Kambah. A vacation care program is also planned.
- **Community Supported Respite**- Woden Youth Centre, Woden Valley. A program which provides young people aged 12 to 25 years with physical and intellectual disability with personalised support while accessing the community. It is run by Woden Community Services from the Woden Youth Centre and receives funding from Disability ACT.

Services for primary school students with disability

There are currently no OSHC services specifically for primary school aged children with

disability.

Communities @ Work are currently engaged by the Department of Education, Employment and Workplace Relations (DEEWR) under the *Inclusion Support Program* to provide inclusion & professional support so that children with disability can access mainstream OSHC services. They currently support 103 school aged children with diagnosed disabilities to attend mainstream OSHC settings in the ACT. These settings are evenly spread throughout Canberra.

Other services

Some parents are using respite services at their home to care for students after school and during school holidays. It is understood that the fee for this service is \$1.50 to \$9 per hour.

Disability ACT currently operates two respite care homes for children and young people in Kaleen and Narrabundah. The Kaleen house (Kese) provides respite care for children from the ages of 5 to 12 years of age. The Narrabundah house (Teen) provides respite care for adolescents and young adults from the ages of 13 to 18 years of age. Respite is offered to families for up to one week, on a rotational basis based on the priority of need for each individual.

It is understood that some students with mild disabilities are also accessing the youth drop-in centres which are run at Woden, Weston and Belconnen Youth Centres after school and during the school holidays.

2.3 Mapping of current need to current services

The services currently available for OSHC for teenagers with disability have been mapped to the current levels of need in the following table. The possible demand in the area has been estimated from the demographic assumptions and assumes some overlap.

Service	No of places	Location	Able to care for high and complex needs	Vacancies	Area covered	Possible demand in area
G-Club	10	Gungahlin	Yes	None very high demand	Gungahlin, Belc North Belc South, North Canberra BMS, Woden	61
The Ark	8	Weston Creek	No	Approximately 1 asc place a day is vacant	Weston Creek, Woden Valley Tugg South, Tugg South BMS, Woden	54
Fun 4 Youth	12 (8-20)	Tugg	Yes, no peg feeding	No, high demand	Tugg North, Tugg South BMS, Woden	41

Wheelies Fun	7	North Canberra	Yes, students using wheelchairs only	Approximately 1 asc place per day is vacant	Black Mountain only	BMS using wheelchairs?
Tandem House	8	North Tugg	Yes	New service still vacancies	Weston Creek, Woden Valley, Tugg South Tugg North, BMS, Woden	54
Community Support Respite	18 (incl 19-26 year olds)	Woden Valley	Yes, no peg feeding	None	BMS, Woden	54

There are approximately 55 places to service a total of the 115 teenagers with disability who may require after school care.

There is only one service available in the North of Canberra. The G-Club at Gungahlin which has 10 places to service the estimated 61 students with disabilities who are likely to require afterschool care who attend school and live in the North of Canberra.

The south of Canberra has five services with a total of approximately 45 places to service the estimated 54 students with disabilities who are likely to require afterschool care who attend school and live in the South of Canberra.

Overall the unmet level of demand for afterschool services is much higher in the North of Canberra (estimated to be 50 places) compared to that in the South of Canberra (estimated to be 9 places).

2.4 Demand for OSHC services at the four specialist schools

The Standing Committee on Health, Community and Social service made the following recommendation in its report *“Love has its Limits-Respite Care in the ACT”*

“The ACT Government seek to establish after-school care programs at the four ACT Government specialist schools, The Woden School, Black Mountain School, Cranleigh and Malkara School to ease the pressure on respite services and working carers”.

The following information regarding the demand for after school programs at the four specialist schools was provided by stakeholders.

Black Mountain School

A survey of parents at Black Mountain school regarding their requirements for after school care and holiday at Black Mountain school was conducted by Kate Agyemang, Health and Disability Section, Australian Bureau of Statistics and parent at the school.

36 parents responded to the survey.

When asked about their current after school care arrangements of those responding 11 (31%) stated that their child already attended an after school program and 9 (25%) stated that they had informal arrangements.

When asked if they would like after school care to be available at the school 20 (56%) said yes and 17 (47%) said that they would use it. The main reasons which they indicated for not using a service if it were available were cost and transport concerns as they would not be able to collect their child afterwards.

When asked if they would use a holiday program if it were available at the school 30 (83%) indicated yes.

The demand for services at Black Mountain School was also emphasised and supported during the stakeholder consultations.

Woden School

There does not currently appear to be a similar level of demand for OSHC services to be established at Woden School. Students from this school appear to be successfully accessing the existing services located throughout Canberra. It is understood that in the past students with disabilities requiring a high level of care needs tended to enrol at Black Mountain School as it also extends to years 11 and 12. However Woden school has now introduced a years 11 and 12 program and it is possible that students living in the South of Canberra may now enrol at Woden School rather than travel to Black Mountain. So although it does not appear to be required now, demand for an OSHC at Woden school may develop in the future.

Malkara and Cranleigh Schools

There is demand for an OSHC service at both Malkara and Cranleigh schools. A 2 week vacation care program with 12 places was run at Malkara last January sponsored by the Parents & Citizens Association. It was accessed by 17 families and proved to be very successful. Parents are keen to access more services.

2.5 Summary of findings regarding unmet demand

It was estimated that there are likely to be at least 115 high school and college students with disability who require some form of after school care.

Currently there are some specialist services operating, however places are limited (10 places are available in the North of Canberra and 45 places in the South of Canberra). Assuming that most students would require care either in the same region as their home or school this suggests that there is an unmet demand for care of at least 54 places in the North of Canberra and 9 places in the South of Canberra.

Additional services are required mainly in the North of Canberra. This is further evidenced by a demand from Black Mountain School parents who have requested that a service be established at the school. There does not currently appear to be a similar need or demand for OSHC services at the Woden School.

In addition it is estimated that there are 193 primary school students with disability who require some form of after school care. 103 of these students are currently being supported to access mainstream OSHC services by the inclusion and professional support team. However this suggests that there is an unmet demand for specialist OSHC care by at least 90 students, 48 students in the North of Canberra and 43 students in the South of Canberra. This is further supported by parents from Cranleigh and Malkara Schools who are requesting that specialist OSHC services be established at both each of the schools.

Although this estimate focuses on the need for after school care it is likely that a similar number of families if not more also require vacation care. In an evaluation of FAHCSIA's outside school care for teenagers with disability program it was found that there is significant unmet need for OSHC services both within the current service provision and nationally. The greatest demand is for vacation care and there appears to be evidence of an increasing demand for after school care. By comparison, there is relatively little demand for before school care.

It should be noted that these estimates are based only on the students with disability who attend public schools. There are approximately 500 students with disability enrolled in non-government schools in Canberra and therefore the unmet demand for services is likely to be somewhat higher (up to 20%) than that estimated.

3. CURRENT POLICIES AND PRACTICES

In developing OSHC options for children with disability it will be important to take into account the ACT Government's current policies and principles regarding the provision of services to children with disability and current better practice as identified from literature research. The findings of these reviews are discussed below:

3.1 Current policy

Future Directions: Towards Challenge 2014

The ACT Government's Future Directions: Towards Challenge 2014 sets out its policy framework for people with disability in the ACT.

The Government is committed to achieving the vision that:

"All people with disabilities achieve what they want to achieve, live how they choose to live and are valued as full and equal members of the ACT community"

There are six strategic priorities at the centre of the framework which focus the Government, community and business towards improving outcomes and opportunities for all people with disability. These priorities are:

1. I want the right support, right time, right place.
2. I want to contribute to the community
3. I want to socialise and engage in the community
4. I want to know what I need to know
5. I want to tell my story once
6. I want a quality service system.

In developing options for after school and vacation care it will be important to ensure that these priorities are addressed and that the options proposed are consistent with them. Priorities one, two and three are of particular importance.

ACT Government Policy Framework for Children and Young People with a Disability and Their Families

This policy draws together the principles and commitments of the key ACT Government agencies which provide services to children and young people with a disability. Those that are of particular relevance to this scoping study include the following:

- A child or young person with a disability needs to be recognised as child or young person first and accorded the same treatment as any other child or young person, including access to the same services and care that would be provided to any other child or young person. A child or young person with a disability may require additional support in recognition of their special needs and any particular forms of vulnerability arising from the impact of their disability.
- A child with a disability should have access to the services, supports and education programs that are available to all children.
- Children with a disability should be welcomed into their community and supported to participate in social, educational, sporting and recreational pursuits.

- Families have the primary responsibility for the care and protection of their child with a disability.
- Agencies should recognise the expertise of families regarding their child's needs and their own lives and circumstances.
- Children and young people with a disability and their families may require additional supports and services because of the impact of the disability. It is noted that for those who do require targeted or specialist disability services this support may be one off, intermittent or ongoing. All targeted services have eligibility and /or priority of access criteria, which may require an assessment process.

3.2 Literature scan

A literature scan to identify any examples of international approaches to providing outside school hours specialist care for students with disability was conducted.

This found that there are very few references to examples of outside school hours care specifically for teenagers with a disability. In many OECD countries there is considerable discussion regarding access to outside school hours care for primary school aged children with a disability but, in common with Australia, most countries do not provide outside school hours care for high school and college students. However some information relating to approaches in the United Kingdom, Norway, Italy and the United States was identified which may be useful in informing this scoping study.

From the United Kingdom

In the United Kingdom (UK), the Childcare Act (2006) imposes a duty on local authorities to secure provision of childcare sufficient to meet the requirements of all parents in their area who wish to take up, or remain in work, or to take up education or training that may lead to work. Section 6 specifically requires this to include disabled children up to the age of 18 years. How this is currently being achieved is not clear. It is understood that under the UK Government's 10 pilot, areas have been identified to work on service development by testing out ways of achieving best access to care.

A range of issues are being covered including:

- partnership and holistic services for families
- childcare and short breaks(respite)
- better data for estimating demand and monitoring take up
- participation and feedback: consulting with families
- improving information for families
- supporting families to make choices
- workforce development
- increasing capacity, inclusion and improving quality
- Initiatives to meet particular childcare needs.

Another initiative from the UK is the Extended School initiative. The Government's aim was that by 2010 all children should have access to a variety of activities beyond the school day.

The extended school concept provides a range of services and activities to meet the needs of children, their families and the wider community. These services can include childcare, adult education, parenting support programmes, community based health and social care services, multi-agency behaviour support teams and after school activities.

The core offer for mainstream and specialist schools is high quality wrap-around childcare on the school site or through their local providers, with supervised transfer arrangements where appropriate available 8am to 6pm all year around. Children with disabilities or special educational needs must be able to access all the new services. All secondary schools will be open from 8am to 6pm all year around, providing access to a range of activities for young people such as music, sport and holiday activities. Perceived benefits from the extended school concept include:

- making better use of school facilities; and
- enabling parents to return to work and so reduce the number of children living in poverty.

Whether this initiative has been successful is yet to be determined. However, using existing school premises and resources and recognising that the school is an important community hub out of which a range of community services can be offered are important concepts of this initiative and may be useful in informing future developments for the ACT initiative.

Italy and Norway

In both Italy and Norway, all disabled people are accommodated within mainstream services.

The Italian Framework Law 104/1992 provides that persons with disabilities “regardless of their type and degree of disability” attend mainstream school from child day care to the highest possible education level that the person can attain with his/her personal capacities. After inclusive education became the general practice in Italy, special primary schools were closed and therefore all children attend mainstream schools.

In Norway, legislation on education in 1975 established that as a general rule, all children should be educated in their own local school and this forms the basis of practices today. The responsibility to provide special education provisions for all children was given to the municipalities. All children had to be registered at the local school in their home district. Authority was transferred from the state to county and municipality level. A school psychology service was established and the existing specialist schools had to redefine their roles and become a support and resource for the regular schools.

United States

In the United States (US), out of school time care or activities for teenagers are more common than they are in most other countries. Although no literature on services which were specifically for teenagers with disabilities was found, there were many references regarding guidance for the inclusion of teenagers with disability into mainstream programs. One guide provided practical advice on:

- Adapting everyday activities
- Promoting positive behaviour- strategies for working with any child with challenging behaviour(s)

- Promoting diversity within the program- promoting diversity to both children and staff, increasing their disability awareness and promoting inclusiveness. With the meaning of inclusiveness being no exclusion
- Providing specific information resources.

Research also found some studies that examined the key factors in attracting teenagers to after-school programming and retaining them. The following five key factors were identified in higher retention programs, compared to lower-retention programs:

- A larger number of leadership opportunities offered to participants
- A larger number of ways in which program staff kept informed about the teenager's lives
- An annual enrolment of 100 or more
- Location in a setting other than a school, and
- The practice of holding regular staff meetings to discuss program issues.

A similar study showed common features with successful high school after school programs to be:

- A full time on site program director
- Engaged leadership from school day administrators
- Data sharing between school and after school staff
- Relevant, progressive programming in which students can build increasingly complex skills
- A flexible menu of diverse offerings

Although these programs were not specifically for teenagers with a disability, they may provide some interesting guidance regarding key enabling factors for successful outside school hours programs for all types of teenagers, including those with disability.

Programs for adolescents with disability

A paper looking at issues and challenges with regard to adolescents and youths with disability when developing international development policies and programs found that program identified as successful seem to share some common attributes, whether they were specifically for young people with disabilities separately or alongside their non-disabled peers. These attributes were:

- the programs encouraged them to engage in activities that build the skills and confidence they will need to function effectively in society.
- these programmes had well thought out outcomes, sufficient organisation structure and funding for on-going support.
- they include an evaluative component to ensure that programs and services provided meet the actual needs of young people as well as their long-term goals.
- they were particularly effective when young people with disabilities themselves help design, oversee and evaluate them.

- they helped to foster leadership, advocacy and self-sufficiency skills in young people with disability through the mentorship of older disability advocates.

Best practices for inclusive child and adolescent out – of school care

A literature review conducted by researchers at the University of Alabama in 2004 identified that inclusion or full participation by children in programs and activities designed for typically developing children benefits children with and without disabilities and their families. Best practices for effective inclusive out of school care include:

- a written program philosophy
- a written plan for inclusion programs
- strong leadership
- a disability awareness program for staff and children
- training and support for staff
- sufficient staff to meet program needs
- a working communication and collaboration
- an adapted setting, activities and time parameters
- proficient collaboration with families
- an evaluation plan.

Inclusion in mainstream settings

A paper by the National Institute for urban school improvement, Arizona State University considered the effects that inclusion has on nondisabled students. Although it focuses on inclusion in the classroom the findings could be equally applied to outside school hours programs. It found that inclusion has many benefits for the nondisabled student these include the development of:

- Friendships
- Social skills-becoming more aware of the needs of others
- Self- esteem- the adoption of leadership roles
- Development of personal principles
- Increased comfort level with people who are different
- Increased patience.

It considered the concerns that the nondisabled students learning may suffer and they may receive less attention and time from their teacher due to inclusion. Studies found that neither of these concerns were found to occur due to inclusion.

In summary

Overall, the findings of the international literature scan can be summarised as follows:

- Using existing school premises and resources and recognising that the school is an important community hub out of which a range of community services, including out of school hours care, can be offered has many benefits.

- Extended school services operating from 8am to 6pm, all year round, at all schools (including specialist schools), is an appropriate aim.
- It may be possible to include children and people with a disability in all mainstream services.
- Programs are particularly effective when young people with disabilities themselves help design, oversee and evaluate them.
- Successful programs encourage adolescents with disability to engage in activities that build the skills and confidence they will need to function effectively in society
- There are a number of key factors which enable outside schools hours care for teenagers to be more successful. These include:
 - Providing a diverse range of offerings
 - Providing relevant progressive programming in which students can build increasingly complex skills
 - Information sharing between the school and after school service
 - Locating the service somewhere other than at a school
 - Holding regular staff meetings to discuss the program
 - Having a high number of enrolments
 - Providing the teenagers with leadership opportunities
 - Engaging leadership from the school administrator
 - Having a full time on site program director.
- There are a number of better practices required for inclusion of children with disability into mainstream services to be successful.
- There appears to be many benefits from inclusion programs for both students with and without disability.

Based on a the brief literature scan undertaken of international practices, Australia is one of a number of countries that are addressing the needs of outside school hours care for teenagers with disability as a specific issue

3.3 Findings from the evaluation of FACHSIA's outside school hours care for teenagers

Outside School Hours Care for Teenagers with Disability (OTD) is an Australian Government initiative providing students with disability, aged 12 to 18 years with appropriate outside school hours care. OTD includes before and after school hours care and holiday care. OTD supports teenagers with both cognitive and physical disability.

OTD has an administered budget of just over \$7million each year, indexed each year to 2013. There are currently 44 funding agreements in place until 30 June 2013. The total value of all current agreements is \$22.5million. Funding was allocated to service providers following two competitive selection processes in 2009 and 2010 and ranges from \$40,000 to \$1,300,000 over the life of each agreement. One of these services is the Wheelies for Fun after school

and vacation care program run by Marymead at Black Mountain School. It is the only one in the ACT. Services are delivered in 64 locations across Australia. Forty-nine of these locations are approved for CCB. Over 1,700 young people with disability accessed OTD in 2009-10.

Courage Partners has recently conducted an evaluation of OTD and provide the following input which they consider to be of relevance to this scoping study:

Significant benefits are being achieved

The OTD program is highly effective in achieving its intended outcomes. In particular:

- It is providing quality care that is flexible and appropriate for the teenagers' needs.
- It is providing parents/carers with the opportunity to work or participate in the community.
- Teenagers are being provided with opportunities to participate in developmental, social and recreational activities, the majority of which are stimulating and age appropriate.

The OTD initiative also delivers a number of other significant benefits beyond its stated outcomes. These additional benefits have the potential to offer real savings to government in other areas, they include:

- Early intervention for families potentially in crisis, and care for children that may otherwise be “at risk”
- Providing a level of much needed respite for parents/carers
- Increasing community awareness of, and support for, people with disability
- Offering opportunities for community engagement otherwise not available
- Developing life skills that may reduce further dependence in the future (eg accessing public transport and community facilities)
- Providing parents/carers with information, networks and support to access other services
- Providing parents/carers with quality time to spend with their other children

Significant unmet demand

There is a significant unmet need for OTD services, both within the current service provision and nationally. The greatest demand is for holiday/vacation care and there appears to be evidence of an increasing demand for after school care. By comparison, there is relatively little demand for before school care. There is also significant demand for OSHC services for primary school aged children.

Service delivery models and key enabling factors

There are many types of organisations delivering OTD services, with varying approaches taken resulting in different service delivery models, but no particular model or entity type was necessarily better or more efficient than any other in its delivery because of the model adopted. Rather, their success was as a result of the following key enabling factors:

- adequate funding to support the level of service provided
- good staff (age, experience, commitment, training, enthusiasm, availability, turnover)

- strong commitment and dedication of stakeholders
- established networks
- solid relationships with families
- good programming to meet the diverse range of age and individual needs including provision for community engagement (ie inclusion of excursions in holiday/vacation care programs)
- geographical location
- access to safe and appropriate facilities, resources and venues
- sound knowledge of, links with and involvement with community organisations (eg libraries, leisure centres)
- understanding of the needs and requirements of those with a disability
- ability to meet necessary quality and regulatory standards.

Emergence of a new sector

The OTD initiative has resulted in the emergence of a new sector that overlaps the disability sector, the OSHC sector, the education sector and the health sector. It does not appear that this has been formally recognised or addressed at a departmental level, and has therefore resulted in some confusion (eg relevance of standards), and limited ability to maximise opportunities across the sectors.

Use of specialist schools

The use of the facilities and resources of specialist schools appears to be a relatively efficient means of operating. This can include schools delivering services on their own behalf or schools developing relationships or partnerships with existing OSHC providers/organisations.

Programming

The inclusion of excursions and activities based outside of the centre are an essential element of programming for holiday/vacation care if the intended outcomes are to be achieved.

Leveraging childcare program funding

The OTD initiative seeks, wherever possible, to leverage and incorporate the Australian Government's child care program existing funding for outside school hours care, including childcare benefit. It was the intention that the OTD funding provided to the service providers would be in addition to the funding that they would generate by fee income charged to the parents/carers of the teenagers. Parents/carers would then claim CCB and CCR for these fees.

3.4 Programs provided by the other states

Some states (NSW, VIC and ACT) fund programs that deliver outside school hours care for teenagers with a disability and also outside school hours programs for children less than 12 years old.

The NSW Government's Teen Time offers after school care and vacation support for working families. It is administered by the Department of Ageing, Disability and Home Care and was introduced as a key initiative in the NSW Government's 10 year plan *Stronger Together: New Directions for Disability Services in NSW 2006-2016*.

In Victoria, the state government provides limited funding support to OSHC, often through training initiatives, minor capital grants or other targeted initiatives implemented through the Office for Children and Early Childhood Development (OCECD) within the Department of Education and Early Childhood Development (DEECD).

3.5 Summary of findings from current policies and practices

The review of current policy and literature found that to be consistent with current policy and better practice the options developed for specialist after school and vacation care will need to provide much more than respite care.

They will need to focus primarily on providing the students with opportunities to participate, contribute and engage in the community as well as supporting them to develop the skills they need to function effectively in society and give them the opportunity to spend time with their peers. The students will need to be given the same opportunities that students without disability have after school and during the school holidays.

Programs will need to include some integration with mainstream community programs for teenagers; research has shown this to be beneficial for both the students with and without disability. In Italy and Norway all disabled people are accommodated within mainstream services.

The findings of a recent evaluation of FACHSIA's outside of school hours program for teenagers with disability provides some useful input to the development of options for the ACT. It found that there are no particular service delivery models which tend to be necessarily better or more efficient than any other type in terms of their service delivery. However there are a number of key enabling factors which assist a service to be successful including adequate funding to support the level of service, good staff (a mixture of ages and experience, commitment, appropriate training, enthusiasm, availability, low turnover), access to safe and appropriate facilities, resources and venues, understanding the needs and requirements of those with disability.

Although most programs used a centre as a base, activities based outside of the centre within the local community and beyond are an essential element if outcomes beyond respite care are to be achieved.

Where possible an OSHC program should leverage off and incorporate the Australian Government's existing childcare program funding for OSHC services. Then services are able to generate additional income by charging fees to the parents/carers of the students which in most cases they can claim back through CCB and CCR.

There are many advantages to using the premises and resources of a specialist school to establish an OSHC. The literature scan also identified that the use of existing school premises

and resources and recognising that the school is an important community hub out of which a range of community services, including out of school hours care can offer many benefits.

4. STAKEHOLDER FEEDBACK AND OTHER CONSIDERATIONS

A series of workshops and interviews were held with stakeholders including parents, school principals and staff, service providers, peak associations, ACT Department of Education and Training and Disability ACT staff. Their details are provided in Appendix C. The public submissions made to the ACT Legislative Assembly Standing Committee inquiry into respite care services in the ACT were also reviewed. The following feedback and issues were identified and used to inform the scoping study:

4.1 Current issues regarding outside school hours care

Parents unable to fully participate in the workforce

The lack of reliable OSHC is preventing many parents from fully participating in the workforce or forcing them to take less skilled positions so they can work during school hours only. Not only is this impacting on families incomes it is also impacting on parents' social interactions and general wellbeing. Some parents have had to give up employment or education altogether to accommodate their caring responsibilities.

Finding: Reliable OSHC is required so that parents of children with disability have the opportunity to participate in the workforce.

Limited programs and places are available for teenagers

Mainstream outside school hours care services are predominately for primary aged school children. There are some teenagers with disability who are currently being supported to attend mainstream services however this is not usually appropriate as the programs are designed for primary school aged students. Most mainstream high school and college students are able to look after themselves after school and during school holidays and therefore there are few formal mainstream programs that teenagers with disability could attend. There are some specialist programs however places are very limited. There tends to be long waiting lists and a very slow turnover of places. Often places are given to students based on the nature of their care needs rather than position on the list. Some places continue to be occupied by people with disability who are no longer at school but effective service exit strategies are not in place.

Finding: Additional formal after school and vacation care programs are required for teenagers with disability.

Respite care is not working as an afterschool care option

Services and parents are keen for OSHC style specialist services to be available as individual respite as an after school care option is not working well and services are unable to meet the demand. Respite services have problems finding suitably experienced staff to work the after school shifts as many of these staff have school aged children of their own and are not available to work at this time of day. University and college students are often used to staff these shifts however there usually a high staff turnover of them and this frequent change of staff can be difficult for families and children and young people with disability to adapt to. Individualised respite care can often create emergency situations when staff become unavailable at short notice.

Finding: Individualised respite care is not working well as an after school care option.

Not all primary school students are successfully accessing mainstream OSHC

Although the Inclusion Support Team is able to support many children with disabilities to successfully access mainstream OSHC. The team acknowledges that there are some children that they have provided support to that have not been able to successfully continue to accessing a service and it has not been a beneficial experience for the child. Some children successfully access mainstream services for many years and then find that this is no longer a viable option for them. There are a number of factors which stakeholders identify to be the reasons why mainstream services are not suitable for some children. These include:

Inadequacy of premises and facilities: Few programs have dedicated spaces, many programs are held in school halls and classrooms without the appropriate infrastructure to be able to care for children with disabilities. Few have the specialist facilities to be able to care for children in wheelchairs; those that require changing have personal care needs and require peg feeding.

Inexperienced staff: The staff are usually untrained and inexperienced in caring for children with disabilities. They are unable to deal with the behavioural issues or the medical needs.

Unreliability of service provision: Parents are often contacted at short notice during the day or after school to collect their child. Services usually employ a specific carer for the child. If the worker does not turn up for work or suddenly leaves the service is able to care for the child.

Inclusion: Many stakeholders were concerned that some students are not really “included” in the services. There are many activities which they cannot physically or mentally join in with and they often feel uncomfortable or different, especially if they are used to being in a school or unit with children similar to themselves. Children with a disability are always in the minority at mainstream services.

Safety: Parents are concerned regarding the safety of their children, especially those who are “runners” and are likely to leave the premises. They are not confident that their children are constantly supervised. Service providers have concerns regarding their duty of care to their staff, the other children and the children with disability particularly with regards to children with challenging or aggressive behaviour

Location of good services: Mainstream services which provide a good service of accommodating the needs of students with disability are not always in a location close to the child’s home, school or parent’s work.

Students with a disability which tend to experience the most difficulties in successfully accessing good mainstream OSHC are:

- Students which have complex behaviours associated with autism. This can become more of an issue for some children once they reach the later years of primary school, their physical size increases and challenging behaviour becomes more of a safety issue.
- Students with severe and profound disabilities who have complex care and medical needs or who are in a wheelchair.

Finding: Not all primary school students with a disability can successfully access mainstream OSHC especially if they have complex behaviours. Some specialist OSHC services are required for this age group.

There is a demand for additional services for students with high care needs

There are currently only a few services which are able to care for students with severe and profound disabilities or with medical conditions who have high care needs. There are also only a few places that are able to care for students with complex behaviours associated with autism. This is the case for both high school and college students and students in the later years of primary school. Parents are specifically requesting that services to care for these students are established at Black Mountain, Malkara and Cranleigh Schools where the appropriate facilities are already available.

Finding: Parents want OSHC services to be established at Black Mountain, Malkara and Cranleigh Schools where there are facilities for those with high care needs.

Location of services

Most mainstream students without disability attending after school care do so in a location close to their school. Many of these mainstream programs have been initiated at schools by the parents or Parent & Citizen Associations. Parents collecting students from care prefer to collect them from a location either close to where they work or close to home, few wish to take a detour at the end of the working day. Parents of students with disability have similar preferences and would like services to be established at the specialist schools their children attend.

Finding: Many parents have a preference for after school care services to be located at their child's school, Black Mountain, Malkara and Cranleigh School parents have the same preferences.

4.2 The types of OSHC services required

Generally

There is a general census of opinion among parents, school staff and service providers that a range of services are required to meet the OSHC needs of students with disability. "One size does not fit all" and "One size does not continue to fit all of the time". Some specialist after school and vacation care services options are required for teenagers and for primary school children who are unable to successfully access mainstream OSHC. Parents want choices so they can select the most appropriate care for their child. Most wanted an outside school hours care model rather than a respite model.

Many stakeholders agreed that where possible programs should be community based with students accessing community facilities, being supported to attend community programs and mixing with other children and teenagers.

Parents of children with autism experience particular difficulties in accessing reliable services which can appropriately care for their children's complex behaviours. They require specialist services who are properly equipped to care for their children's needs to be established at the specialist schools.

Stakeholders also requested that services acknowledged that a high number of children with disabilities come from Aboriginal and Torres Strait Islander backgrounds and that care needs

to be provided in a culturally sensitive manner. This could be addressed through cultural awareness training for service staff and providing all the children at the service with opportunities to participate in cultural activities. Parents of Aboriginal and Torres Strait Islander children with disability experience similar difficulties to other parents of children with disabilities in accessing appropriate OSHC.

Finding: A range of options are required. Some specialist services are required for teenagers and primary school students, especially those with autism.

For teenagers

Stakeholders want to ensure that all OSHC options support the teenagers with disability to have the opportunity to partake, where possible, in all the types of activities which all teenagers without disability do after school and during school holidays. These could include:

- Work experience
- Casual jobs
- Community service
- Sports- training, playing in teams, carnivals
- Drama, music, art, choir classes and groups
- Socialise with peers
- Homework and assignments
- Recreation –movies, swimming, tenpin bowling, concerts, sports events
- Special interest courses – computing, photography, cookery
- Life and job skills courses – ready to drive, bar tendering, barista
- Household chores and errands
- Down time – TV, music, computer games.

Time spent with their peers is also a very important requirement.

Programs should be marketed as recreation rather than OSHC programs as many teenagers will consider these not to be appropriate for their age group.

An idea that programs should be based around a particular interest or specialist course was popular among stakeholders. All were keen that the programs should be tailored to build on the students ILPs and develop their life skills further. Students attending specialist units within mainstream schools are often not taught life skills and this would be a good opportunity for them to receive some training. Many commented that although excursions may form part of the programs many teenagers have exhausted their interest in Canberra tourist attractions and accessing community facilities may be more appropriate.

The program for the younger teenagers (years 7 to 9) may need to be different to the program offered to the older teenagers (years 10 to 12).

Finding: Programs which provide opportunities for teenagers with disability to participate in the same activities those teenagers without disability participate in after school and during school holidays are required.

For primary school children

Parents of primary school children considered that many parents expect after school services to be provided at their child's mainstream school and parents of children with disability that attend specialist schools have the same expectation. They have already chosen a specialist setting for their child's education and may wish to do the same for their child's afterschool and vacation care.

However to overcome the disadvantages that such an exclusive model could create many stakeholders considered that a joint program including children with and without special needs may be a good model. It is understood that both specialist schools have experience with inclusion programs. Malkara has previously hosted a successful joint after school care service with a neighbouring mainstream school. This ceased to operate when the service became financially unviable. Cranleigh currently has children who do not have special needs within their preschool program. The example of Turner school where children with and without special needs are successfully educated in adjoining class units also highlights the possibility and benefits of a joint program for children with and without special needs rather than a model where children with special needs are included in a service which is predominately for children without special needs.

Finding: A joint OSHC program for primary school students with and without disability at Malkara and Cranleigh Schools is suggested.

Support of ACT Department of Education and Training and Principals

The ACT Department of Education and Training and the Principals of the specialist schools are supportive of after school and vacation care programs being established at the schools if there is a need. However all stated that there is no spare space and that no dedicated space would be available. Programs would need to be conducted in classrooms that are used during the school day and therefore would need to be set up and packed away at the beginning and end of each session. This could cause teachers and school staff some inconvenience. This would be similar to many mainstream OSHC services. Principals were happy to support the service and possibly share resources with it. However they did not want to have a role in the governance or provision of services and envisaged that this would be a role for a disability or community service provider.

Finding: The ACT Department of Education and Training and the Principals of the specialist schools are supportive of after school and vacation care programs being established at the schools, if there is a need.

5. OTHER CONSIDERATIONS AND RECOMMENDATIONS

During the scoping study a number of issues for consideration have been identified. These are discussed below together with recommendations as to how these could be addressed going forward.

Transport

As discussed in previous sections of this report transport by bus or taxi from home to school return is provided by the Department of Education and Training for all students attending the four specialist schools, Turner disability unit, learning support units, ASDs and primary school students attending learning support centres. Arrangements can be made for student to be taken to other destinations after school, for example the grandparents' home, the parent's workplace or an after school care location. However this destination must be on the bus route or a short diversion from it. There is no entitlement for students to be transported home once an after school care session has finished.

It is noted that parents of children attending mainstream services are usually responsible for collecting their children at the end of the afterschool care session and delivering and collecting them from vacation care services.

In developing this new specialist OSHC service the approach regarding the provision of transport will need to be considered. It is recommended that, consistent with mainstream services, transport home at the end of the OSHC session is not part of the service provided and that it is the responsibility of the parents/carers. If transport home was to be included then additional significant funding would be required.

Fees

Mainstream OSHC services usually charge a fee of approximately \$50-\$60 per day for vacation care and \$20-\$30 per session for after school care. Most would then be able to claim some level of rebate through the Government's *Child Care Benefit* and *Child Care Rebate* programs.

The review of the services currently being provided highlighted that a range of fees are currently charged. This allows the service provider to generate additional income to the funding which is provided by Government and provide additional resources to the program.

In establishing the new service whether a financial contribution will be required from families, similar to that paid for mainstream OSHC, will need to be a decision for Government. It will also need to decide whether a consistent fee structure is applied across services.

It is recommended that fees consistent with those charged by mainstream OSHC services should be implemented.

It is also recommended that the level of fee charged should be at the discretion of the service provider, as is the case with the services which are currently operating. However guidance on what is an acceptable fee range (consistent with current market rates for mainstream service) could be provided. This will allow services some flexibility to match income to resource requirements and will allow for the costs of differences in programs to be funded.

Leveraging Commonwealth Government funding for Outside School Hours Care

It is recommended that the Disability ACT initiative seeks, wherever possible, to leverage and incorporate the Australian Government's child care program existing funding for outside school hours care, including the *Child Care Benefit* and Child Care Rebate subsidies for parents. ACT Government funding provided to service providers could be in addition to the funding that services could generate by fee income charged to the parents/carers. Parents/carers would then be able to claim CCB and CCR for these fees. Some services may also be eligible for establishment and sustainability funding. Further details of the childcare programs are provided in Appendix E.

For families to be able to claim CCB and CCR, the service they are using must be an **approved service** and be registered for CCB. This requires the service to meet a number of criteria including complying with the eligibility rules (set out in the Child Care Benefit Eligibility of Child Care Services for Approval and Continued Approval) Determination 2000), the family assistance law and Commonwealth, State or Territory child care laws. It will also require them to meet quality assurance standards or be working towards compliance.

It is therefore recommended that in seeking service providers to deliver the OSHC services Disability ACT should encourage those who would be willing and able to become an approved service and become registered for CCB. It is noted that some of the providers of current services are approved.

Inclusion support services

The Inclusion Support Program (ISP) is a Commonwealth Government program which assists child care services to include children with disability or with inclusion needs. The ISP provides assistance to child care services to reduce barriers and create inclusive environments. The ISP supports the participation of children with ongoing high support needs in child care programs with typically developing peers. It does not duplicate other forms of support, such as specialist child care services, nor does it provide one-on-one support for children with ongoing high support needs.

The ISP comprises:

- Inclusion Support Agencies (ISAs), which employ Inclusion Support Facilitators (ISFs) to work directly with child care services to assist them to build their capacity to provide a quality inclusive environment for children with additional needs;
- the Inclusion Support Subsidy (ISS), which provides a contribution towards the cost to a service of engaging a child care educator or carer to assist the inclusion of a child or children with ongoing high support needs;
- the National Inclusion Support Subsidy Provider (NISSP), which administers applications and claims for ISS from services; and
- Flexible Support Funding (FSF), for the short term engagement of a child care educator or carer for services with children with high inclusion needs.

Communities@Work are engaged by the Commonwealth Government to provide these services in the ACT and are currently supporting 103 children with disability to successfully

access mainstream OSHC services. However there are some children who for a number of reasons have not been able to successfully access mainstream services

It should be noted that inclusion support is only available for 10% of the licensed places at an OHSC service. Service providers can only apply for ISP once a child with disability has enrolled at their service. It may be beneficial if funding were available to services to build up more expertise in providing for the needs of children with disability and able to accommodate a higher number of children (maximum of 20% of places rather than 10%). At present once a service has gained some expertise and has built up a reputation of providing good care for children with disability it can often reach the 10% limit and is unable to access further funding to enrol additional children with disability.

It is recommended that Disability ACT should investigate this issue further and assess whether additional funding could assist in making mainstream OSHC more accessible to primary school students with disability.

Partnering of sectors

It is envisaged that to develop the types of options that will address the stakeholders' requirements there will be a need to create a new sector by partnering with education, vocational, community development and further education bodies. The willingness of these other parties, in particular the education and youth sector, to partner and share resources will be critical.

It is recommended that in preparing the business cases for the preferred options and developing specifications and criteria for the request for tender for the provision of services Disability ACT should seek input from these potential partners.

Priority for working parents

The recommendation by the Standing Committee was that after school programs should be established at the four specialist schools to ease the pressure on respite care services and working carers. The DEEWR childcare program funding is also provided on the basis that parents or carers using the OSHC services have met the work, training or study test. Similarly FAHCSIA's OTD program intended outcomes are that parents and carers should be provided with time to work or participate in the community.

Therefore Disability ACT will need to determine whether the OSHC program should be available only to provide care whilst parents and carers are working or studying or whether it should be made available to all parents as a form of respite care.

It is recommended that priority should be given to parents and carers with work or study commitments to access the service but the service should not be limited to these parents and carers only.

Management of access to services

Disability ACT will need to ensure that adequate policies, processes and procedures are put across the services so that accesses to services are appropriately managed. These may include:

- Exit strategies to ensure that services are only provided to students attending primary and high school or college and that appropriate strategies are in place to allow for

transition out of the service

- Access to information regarding waiting lists and vacancy levels to ensure that places are fully utilised
- Waiting list and priority policies to ensure that those needing the service most are given priority access to available places based on need rather than care requirements
- Provisions for Disability ACT to provide input to place prioritisation decisions.

It is recommended that policies, processes and procedures to address these issues are considered and implemented as services are established.

Issues for the future

There are a number of issues that will need to be addressed by Disability ACT in the longer term. These include:

- The need for a growth strategy to be developed to respond to the future demand that is likely to occur once specialist services are established.
- The need for a philosophy for this new sector to be developed
- The need for the types of qualities, characteristics, experience and qualifications of the staff required to be defined.

It is recommended that consideration is given to these issues and appropriate strategies developed to address them.

6. PROPOSED OPTIONS

Based on the findings of the research on current services, demand and stakeholder consultation a range of options for specialist after school and vacation care have been developed and are presented in this chapter.

They are presented as options with the view that one option will not be suitable and or appropriate for all students with disability and their families and that a range of options is required.

However it is the intention that all options should aim to have a consistent set of outcomes. The proposed intended outcomes are as follows.

6.1 Intended outcomes

The approach and outcomes should be consistent with the Department's Future Directions: Towards Challenge 2014 and the *ACT Government Policy Framework for Children and Young People with a Disability and Their Families*.

The program will provide specialist after school and vacation care which:

- Is quality care
- Is age appropriate
- provides activities and opportunities which are consistent with and an extension of the students individual learning plans
- provides activities which maximise the students with disability the opportunity to experience and partake in the types of activities which are available to all students.
- provides the parents/carers with time to work and/or have respite from their caring duties.

6.2 Increase funding for and places at current services

One option would be to increase the number of places that are available at the services that are currently providing OSHC services for teenagers with disability. To address the shortage of places on the North side of Canberra this could include:

- increasing the funding to the G-club at Gungahlin to provide additional places.
- providing additional funding to Marymead to expand the service at Black Mountain School to include teenagers with disability who do not use wheelchairs.
- funding existing services to relocate. For example requesting Noah's Ark to move their Ark service from their premises at Rivett either to Black Mountain School or to a Community facility in Belconnen.

The advantages of this approach would be that it is quick to implement and achievable within a very short timeframe. These services are already established and some already have a funding agreement with Disability ACT. All already have approval for Child Care Benefit (CCB) purposes, although in the case of the Ark it is not certain whether this could be easily transferred to an alternative location.

The disadvantages of this approach are that it does not provide the opportunity to establish new services with a new culture and philosophy; it has the potential to just provide more of

the same. These existing services may not necessarily be meeting the intended outcomes sought for the proposed OSHC service. In particular some changes to programming and approach may be required to ensure that the level of community integration required is achieved. Additional requirements of the service providers may need to be added to the funding agreements if teenagers are to be provided with the opportunity to participate in all the types of activities which mainstream teenagers participate in afterschool and during school holidays. There may also need to be some changes to exit strategies, waiting list and priority policies and management.

6.3 Additional options for high school and college students

These are proposed as additional options to those services currently in operation and seek to address any gaps and unmet demand that current services are unable to fill.

The following three options are specifically for teenagers with disability.

Option 1: Black Mountain Teens

This first option addresses the need for additional places to be available in the North of Canberra that can accommodate students with high support needs or complex behaviours as well as meeting the demand of Black Mountain School parents to have an OSHC service based at the school. It also addresses the need for a service for primary school students with autism who have not been successful in accessing mainstream OSHC, usually due to complex behaviours which mainstream services are unable to manage. Accommodating years 5 and 6 students into an environment with high school students is consistent with practice which is currently being adopted in many middle school and in some mainstream public schools in the ACT (eg Stromlo High School). Although this option is exclusively for teenagers with disability and is based at the school it is envisaged that programing, particularly for the vacation care program, will include accessing community facilities, service in the local community and visits by local community members.

Black Mountain Teens	
Outline of service	
A specialist high support after school and vacation program located at Black Mountain School. Using the school premises and facilities.	
Target Group	<p>It will be specifically for, although not limited to:</p> <ul style="list-style-type: none"> • Teenagers with high support needs whose physical care requires specialist equipment and infrastructure. Including those who require peg feeding and those whose medical condition requires carers with expertise and experience in caring for people with severe and profound disability. • Teenagers with the complex behaviours associated with autism. • Children in the later years of primary school (years 5 and 6) who have complex behaviours associated with autism and are not able to successfully access mainstream OHSC even

	<p>with support.</p> <p>It is envisaged that the service will be predominately accessed by students of Black Mountain School however it may also be appropriate for students attending learning support units (ASD) at mainstream schools in the North Canberra and Belconnen area.</p>
Number of places	10
Entities involved	The service provider is likely to be a community or disability organisation with experience in providing services for the disabled and possibly OSHC. The intention is that they would develop a close working relationship with the school Principal, staff and parents to ensure a smooth transition from the school day to the after school care session and a beneficial sharing of resources
Environment /location	<p>Based at Black Mountain School, O'Connor.</p> <p>A setting with change facilities and kitchenette will be required to serve as a base. Access to the school hall/gym, hydro therapy pool, canteen, horticultural facility, sensory rooms, secure outdoor settings and library would also be sought.</p> <p>It will be important to ensure that there is access to more than one setting to allow for students to be segregated into small groups if required and access to soft barrier settings.</p>
Program	<p>The service will need to meet the high specialist care needs of the students and provide a program of appropriately stimulating activities for teenagers.</p> <p>It should be specifically tailored to the students attending the program and be informed by and consistent with their ILPs.</p> <p>It should build upon the life skills that are already being developed at school and as much as possible</p> <p>Although centre based, programming would where possible include:</p> <ul style="list-style-type: none"> • Trips to community facilities such as the public library, cinema, shopping centres, recreational facilities, youth centre, the lake and parks • Excursions to places of interest. • Community service opportunities in the local community, for example gardening at the hospice or aged care homes, walking dogs at the RSPCA, litter collecting at the park. • Continuation of the life and job skills already being taught at school such as cooking, gardening, money and budgeting skills, computer skills, cleaning, clothes washing, car washing, using public transport, shopping, pet care

	<ul style="list-style-type: none"> • Instructors visiting to conduct specialist activities (“incursions”) for example music, art, dancing, crafts, drama, yoga, jewellery making • Visits from members of the community, especially other teenagers to the centre would also be encouraged. It is understood that Black Mountain School already has a close relationship with students without disability from mainstream schools and this continued involvement during the holiday program could be encouraged • Time to spend on homework and assignments • Down time watching videos, TV, listening to music, playing computer games and being with friends <p>It is envisaged that although the asc program is likely to mainly centre based the vacation care program should include daily activities away from the school within the community</p>
<p>Resources and equipment required</p>	<p>Staffing</p> <p>It is assumed that the ratio of staff to students would need to be at least 1:3. It is understood that in the classroom the ratio is 2:6; however the students in a classroom setting are carefully selected to ensure that the mix works.</p> <p>For costing purposes a ratio of 4:10 has been assumed.</p> <p>Staff would need to be experienced disability care workers who are able to address the medical, feeding and personal care needs of the students. They will also need the knowledge expertise required for dealing with the complex behaviours which can be associated with autism.</p> <p>The service staff will also need to be experienced in developing and delivering activity programs appropriate for teenagers with disability.</p> <p>Equipment</p> <p>The specialist equipment associated with caring for the needs of severe/profoundly disabled students will be required including change table and lifting hoist. Individual walking frames may also be required for some students. It is envisaged that the sharing of some equipment between the school and service provider could be arranged.</p> <p>The equipment necessary for running any program for teenagers such as televisions, cd players, Xboxes, Wii players and computers will also be required.</p>
<p>Costing and financial implications</p>	<p>Costing</p> <p>It is estimated that a 10 place service operating asc from 3pm to 6pm every school day would require funding of \$115,000</p>

	<p>operating vacation care from 8.30pm to 5.30pm would require funding of \$6,500 per week</p> <p>Therefore an asc plus a 10 week program would require funding of \$180,000.</p> <p>It is assumed that no fee income is charged. At market rates for OSHC fee income in the region of \$65,000 could be generated.</p> <p>More details the assumptions used are provided in appendix A.</p> <p>Set up costs</p> <p>It is estimation that the specialist care equipment and teen program equipment would require one-off funding of \$20,000. However Commonwealth set up assistance funding could be sought for some of this amount.</p> <p>Set up assistance funding</p> <p>If the service becomes CCB approved it will be eligible for set up assistance funding from the Commonwealth Government. The current rate is \$2,232 for a new vacation care service and \$2,232 for new after school care program. Both are one off payments.</p> <p>Fees</p> <p>The level of fees charged to families will need to be determined. The fees for current programs of a similar type to that proposed here and to those mainstream programs currently offered to primary school children are approximately \$50 per day for vacation care and \$20 per session for after school care.</p> <p>Child care benefit and child care rebate</p> <p>It is envisaged that the program will seek to become CCB approved and therefore will be able to leverage the CCB and CCR subsidies for parents.</p>
<p>Potential risks and challenges</p>	<p>This option does present a number of potential risks and challenges. These include:</p> <p>Exclusion</p> <p>There is potential, due to the location, for the teenagers to remain somewhat excluded from mainstream community activities. Although this can be addressed through programming, especially for the vacation care program, in practice this may be more difficult to achieve in the after school period.</p> <p>Space</p> <p>It is acknowledged that ideally the service would require its own dedicated space at the school that it could use as a base whilst using the schools facilities. However it is understood that there is no spare space at the school and that the use of classrooms by the service will be of some inconvenience to teachers and service staff. In the long term it may be necessary to consider the acquisition of a purpose built facility at the school or nearby.</p> <p>Appropriateness</p>

	<p>Not all students will benefit from being at a program at the school they attend and parents will need to consider whether it is of benefit to the student as well as their own preferred option.</p> <p>Others</p> <ul style="list-style-type: none"> • Will not provide a change of environment and staff and peers for those that would benefit from it • Will require the establishment of a good working relationship between the school and the service provider. • Will not provide the teenagers with the opportunity to socialise beyond their own school attendees • May not provide the staff (if they work for both the service and the school) the opportunity to refresh over the holiday period if they are with the same teenagers in the same environment • May isolate the teenagers and reduce their opportunities to experience new environments and people.
<p>Benefits and strengths</p>	<p>A number of benefits and strengths can arise from the use of a specialist school for the provision of OSHC for students with a disability. These may include:</p> <ul style="list-style-type: none"> • Efficient use of school facilities and resources which would otherwise be unutilised after school or during school holidays • Possible employment of specialist school staff (teaching assistance and teachers) who know the teenagers and are familiar with their needs • Teenagers are familiar with the surroundings and the staff • Teenagers are able to socialise with their school friends and peers • Staff are likely to be up to date with medical and behavioural information of individual teenagers • Vacation care - Maintains the teenagers routines and assists with an easier transition back to school at the end of the holidays • After school care – teenagers already in situ and do not have to be transported to another location which can cause much anxiety to some students • Parents/carers have confidence as the teenagers are already in a trusted environment
<p>Additional considerations</p>	<p>Transport</p> <p>It is anticipated that most of the students attending the after school program will attend Black Mountain school and therefore not require transport to the after school program. This may relieve some of the current pressure on the home transport system which is understood to be at full capacity and under considerable</p>

	<p>pressure. Students attending autism units in nearby schools will seek to be transported to the program rather than home.</p> <p>Consistent with mainstream OSHC programs and programs currently being provided to students with disability it expected that parents will collect their children at the end of the after school program and be responsible for transporting them to and from the holiday program.</p> <p>Name</p> <p>The program is not referred to as an after school program which students associate with something for primary school children, but a name which is more appropriate for teenage students.</p>
--	---

Option 2: Belconnen Teen Program

This second option also addresses the need for more places to be available in the North of Canberra. It is based at a youth centre, community centre or college preferably in Belconnen Town Centre. It will provide a range of teenage appropriate activities and excursions with its main focus being on supporting the teenagers with disability to partake in the mainstream programs for teenagers that are occurring in the Belconnen area. For example the drop in space at the youth centre, UTurn activities, Belconnen Arts Centre, AIS sports programs and CISAC. The afterschool program will include facilities for the teenagers to complete their homework and assignments as well as down time watching the TV, playing computer games and general socialising. The holiday program may also consider how the program activities can include opportunities for the teenagers to complete work experience and community service (maybe alongside teenagers without disability).

There will also be an emphasis on encouraging teenagers and students without disability to become part of the program by volunteering as assistants (maybe as part of their community service).

Belconnen Teen Program	
Outline of service	
This would be an after school and holiday youth program for teenagers with disability located at a youth centre, community centre or maybe one of the ACT colleges.	
Target Group	High school and college students with all types of disability. It is envisaged that a range of activities will be offered and that there will be ones suitable for teenagers from mild through to profound intellectual disabilities to participate in. For students enrolled in schools or living in the North of Canberra.
Number of places	10 places (assuming a staff ratio of 3:10)
Entities involved	The service provider is likely to be a community or youth organisation working in partnership with a disability organisation.
Environment	It will be based at a centre close to Belconnen town centre. A

/location	<p>community facility that teenagers would normally use, such as a youth centre, community centre, college or leisure centre.</p> <p>An appropriate room that can be set up with change and feeding facilities will need to be available.</p>
Program	<p>It will program a range of teenage appropriate activities and excursions with its main focus being on supporting the teenagers with disability to partake in the mainstream programs for teenagers that are occurring at the Belconnen area. For example the drop in space at the youth centre, UTurn activities, Belconnen Arts Centre, AIS sports programs and CISAC.</p> <p>The afterschool program will include facilities for the teenagers to complete their homework and assignments as well as down time watching the TV, playing computer games and general socialising.</p> <p>Activities at the centre will include the development of life skills such as cooking, money management, cleaning and washing, computer skills.</p> <p>The holiday program may also consider how the program activities can include opportunities for the teenagers to complete work experience and community service (maybe alongside teenagers without disability).</p> <p>The program will be developed to be consistent with the ILPs of the students attending.</p> <p>There will also be an emphasis on encouraging teenagers and students without disability to become part of the program by volunteering as assistants (maybe as part of their community service).</p>
Resources and equipment required	<p>Staffing</p> <p>It is assumed that the ratio of staff to students would need to be at least 1:4.</p> <p>For costing purposes a ratio of 3:10 has been assumed.</p> <p>The service staff will need to be experienced in developing and delivering activity programs appropriate for teenagers. They are likely to be youth workers with some experience of working with people with disability.</p> <p>Some of the staff would need to be experienced disability care workers who are able to address the medical, feeding and personal care needs of the students. They will also need the knowledge expertise required for dealing with the complex behaviours which can be associated with autism.</p> <p>Equipment</p> <p>The specialist equipment associated with caring for the needs of severe/profoundly disabled students will be required including change table and lifting hoist. The equipment necessary for running any program for teenagers such as televisions, cd players, Xboxes,</p>

	<p>Wii players and computers will also be required.</p> <p>Transport</p> <p>The service will need to have access to transport for use during the program. It may also need to collect some of the teenagers from their schools if arrangements for their school bus to bring them to the service cannot be made.</p>
<p>Costing and financial implications</p>	<p>Costing</p> <p>It is estimated that a 10 place service operating asc from 3pm to 6pm every school day would require funding of \$90,000</p> <p>operating vacation care from 8.30pm to 5.30pm would require funding of \$5,000 per week</p> <p>Therefore an asc plus a 10 week vacation program would require funding of \$140,000.</p> <p>It is assumed that no fee income is charged. At market rates for OSHC fee income in the region of \$65,000 could be generated.</p> <p>More details on the assumptions used are provided in Appendix D.</p> <p>Set up costs</p> <p>It is estimation that the specialist care equipment and teen program equipment would require one-off funding of \$20,000. However set up assistance funding could be sought for some of this amount.</p> <p>Set up assistance funding</p> <p>If the service becomes CCB approved it will be eligible for set up assistance funding from the Commonwealth Government. The current rate is \$2,232 for a new vacation care service and \$2,232 for new after school care program. Both are one off payments.</p> <p>Fees</p> <p>The level of fees charged to families will need to be determined. The fees for current programs of a similar type to that proposed here and to those mainstream programs currently offered to primary school children are approximately \$50 per day for vacation care and \$20 per session for after school care.</p> <p>Child care benefit and child care rebate</p> <p>It is envisaged that the program will seek to become CCB approved and therefore will be able to leverage the</p>
<p>Potential risks and challenges</p>	<p>The environment is likely to be more open than that provided at a specialist school and therefore will not suit all teenagers.</p> <p>The facilities will not be purpose built for those with disability, though temporary adaptations will be made where necessary during the operating hours of the service.</p>
<p>Benefits and</p>	<p>For the teenagers this option will provide a number of benefits:</p>

strengths	<ul style="list-style-type: none"> • Will provide the teenagers with the opportunity to mix with other teenagers beyond their school environment • Will provides variation from the normal routine of the school environment. • Will give the teenagers the opportunity to engage with different staff/carers • Will assist the teenagers to socialise and engage in the community and mix with teenagers without disability
Additional considerations	<p>It is anticipated that the students will be able to be delivered to the service from their school by the school bus.</p> <p>Consistent with mainstream OSHC programs and programs currently being provided to students with disability it expected that parents will collect their children at the end of the after school program and be responsible for transporting them to and from the holiday program.</p> <p>It should be noted that this service is costed at a staff ratio of 3:10 which is at a ratio which is much lower than the service proposed for Black Mountain. It is envisaged that a higher percentage of the students attending this service will have lower care needs than those accessing the Black Mountain service.</p>

Option 3: Special interests and skills development club

This third option is a vacation care program only. It does not have a specific location and it may be that its drop off and collection point could vary over the period of the vacation and include Gungahlin, Belconnen, Civic, Woden and Tuggeranong Town Centre to allow teenagers living all over Canberra to access. It is targeted at teenagers with mild to moderate intellectual disabilities who do not have high support or personal care needs. Its aim is to provide a series of short programs supporting teenagers to pursue a particular interest or gain skills in a certain field. It could include barista courses, computing skills, arts and crafts, woodwork, photography, bar tendering etc.

Special interests and skills development club	
Outline of service	
This will be a vacation care program which provides a series of short programs supporting teenagers with disabilities to pursue a particular interest or gain skills in a certain field	
Target Group	Teenagers with a mild to moderate intellectual disability
Number of places	8 per group
Entities involved	Community organisation with experience in providing programs for people with disability partnered with a community education provider.

Environment /location	The location will be dependent on the nature of the activity, however the drop off and collection point for teenagers is likely to be consistent and probably the service providers premises
Program	<p>It is envisaged that the service provider will offer a vacation care service comprising of a series of one to three day courses. The course subjects will change during the length of the program and could include the following:</p> <ul style="list-style-type: none"> • Photography • Computing skills • First Aid • Barista course • Bar tending course • Animal/pet care • Horticulture • Floristry • Woodwork • Hair and beauty • Receptionist skills • Catering • Cookery • Dancing • Sports eg soccer, basketball, athletics, mountain biking, sailing, tennis, golf • Arts and crafts eg pottery, mosaics, beading. <p>Many of these types of courses are currently available in mainstream community education programs eg the brain gym but may require some adaption. The service provider will need to partner with training and education providers.</p> <p>The program will operate from 9am to 5pm.</p>
Resources and equipment required	<p>Service provider staff (with experience in supporting people with disability a ratio of 1:4 has been assumed) will be responsible for supporting and supervising the teenagers, including any personal care needs. Suitably qualified course instructors will deliver the course content.</p> <p>It is assumed that the personal care needs of the teenagers will not require any specialist equipment.</p> <p>Transport will be required to take the teenagers to the course location.</p> <p>It is envisaged that those delivering the course will be able to provide all the necessary equipment and supply the required materials.</p>
Costing and	It is estimated that the program would cost approximately \$1,000-

financial implications	<p>\$1,500 per day depending on the nature of the activity.</p> <p>This assumes a staffing ratio of 1:4 support workers plus the instructor.</p> <p>An 8 week vacation care program would require funding of \$40,000 - \$60,000 plus transport costs.</p> <p>The level of fees charged to families will need to be determined.</p> <p>The service is not likely to be eligible for CCB and CCR.</p>
Potential risks and challenges	<p>Staff will need to be very carefully briefed by the parents as they may not be familiar with the teenagers and new environments and experiences may be unsettling for some teenagers</p> <p>Will not be suitable for all levels and types of disability</p> <p>The suitability of all locations and environments will need to be carefully assessed by the service providers</p>
Benefits and strengths	<p>For the teenagers this option will provide a number of benefits:</p> <ul style="list-style-type: none"> • Will provide the teenagers with the opportunity to mix with other teenagers beyond their school environment • Will provide variation from the normal routine of the school environment. • Will give the teenagers the opportunity to engage with different staff/carers • Will assist the teenagers to socialise and engage in the community and mix with teenagers without disability • Will allow them to try and develop new skills and interests
Additional considerations	<p>Consistent with mainstream OSHC programs and programs currently being provided to students with disability it expected that parents will be responsible for transporting their children to and from the holiday program.</p>

6.4 Options for primary school students

The following two options are for primary school students. They address the current unmet need for places in the North and South of Canberra to be available for primary school students who are not able to successfully access mainstream OSHC even with support. They are based at the two specialist schools and therefore also address the demand from parents that OSHC services be established at the schools. The aim is for the service not to be specifically for children with disability but to be a joint service caring for a mixed group of children with and without disability with a higher percentage (33%-50%) of children with disability than would normally be cared for at a mainstream OSHC service.

Option 4: Malkara OSHC

Malkara OHSC
Outline of service

An after school and vacation program for primary school children located at Malkara School. Using the school premises and facilities. The service will care for a mixed group of children with and without disability with a higher percentage (33%-50%) of children with disability than would normally be cared for at a mainstream OSHC service.

Target Group	<p>It will be for all primary aged school children. But there will be 10 places which will be specifically for:</p> <ul style="list-style-type: none"> • Children with disability who have high support needs whose physical care requires specialist equipment and infrastructure. Including those who require peg feeding and those whose medical condition requires carers with expertise and experience in caring for people with severe and profound disability. • Children with the complex behaviours associated with autism. • Children in the later years of primary school (years 5 and 6) who have complex behaviours associated with autism and are not able to access mainstream OHSC even with support. <p>It is envisaged that these places will be predominately accessed by students of Malkara School however it may also be appropriate for students attending learning support units (ASD) at mainstream schools in the South of Canberra.</p> <p>It is envisaged that the other 10 to 20 places will be accessed by students attending neighbouring schools and other mainstream schools South of Canberra.</p>
Number of places	10 places for children with disability and 10 to 20 places for children without disability
Entities involved	The service provider is likely to be either a community organisation who has experience in delivering mainstream OSHC programs and programs for people with disability or a partnership of a disability organisation and OSHC provider. The intention is that they would develop a close working relationship with the school Principal, staff and parents to ensure a smooth transition from the school day to the after school care session and a beneficial sharing of resources
Environment /location	<p>Based at Malkara School, Garran.</p> <p>A setting with change facilities and kitchenette will be required to serve as a base. Access to the school hall/gym, hydro therapy pool, canteen, sensory rooms, secure outdoor settings and library would also be sought.</p> <p>It will be important to ensure that there is access to more than one setting to allow for students to be segregated into small groups if required and access to soft barrier settings.</p>

<p>Program</p>	<p>The service will need to meet the high specialist care needs of the students and provide a program of appropriately stimulating activities for the whole range of children attending the service.</p> <p>Although centre based, programming would where possible include:</p> <ul style="list-style-type: none"> • Excursions and trips to community facilities • Instructors visiting to conduct specialist activities (incursions) e.g. music, art would also be part of the program. • Continuation of the life skills already being taught at the school.
<p>Resources and equipment required</p>	<p>Staffing</p> <p>It is assumed that the ratio of staff to students with disability would need to be at least 1:3. It is understood that in the classroom the ratio is 2:6; however the students in a classroom setting are carefully selected to ensure that the mix works.</p> <p>For costing purposes a ratio of 4:10 has been assumed.</p> <p>Staff would need to be experienced disability care workers who are able to address the medical, feeding and personal care needs of the students. They will also need the knowledge expertise required for dealing with the complex behaviours which can be associated with autism.</p> <p>The service staff will also need to be experienced in developing and delivering activity programs appropriate for children with and without disability.</p> <p>The staffing ratio with regard to children without disability will be 1:11 consistent with mainstream services.</p> <p>Equipment</p> <p>The specialist equipment associated with caring for the needs of severe/profoundly disabled students will be required including change table and lifting hoist. Individual walking frames may also be required for some students. It is envisaged that the sharing of some equipment between the school and service provider could be arranged.</p> <p>The equipment necessary for running any program for children such as televisions, cd players, Xboxes, Wii players and computers will also be required.</p>
<p>Costing and financial implications</p>	<p>Costing</p> <p>For costing purposes only the component of the service which will be delivering services to children with a disability has been included. It is assumed that the 10 to 20 places for children without disability will not require specific funding and subsidisation from Disability ACT and that the service provider will be able to charge these families fees in line with current market rates to cover the cost of the service provided to them.</p>

	<p>It is estimated that a 10 place service operating asc from 3pm to 6pm every school day would require funding of \$115,000</p> <p>operating vacation care from 8.30pm to 5.30pm would require funding of \$6,500 per week</p> <p>Therefore an asc plus a 10 week program would require funding of \$180,000.</p> <p>It is assumed that no fee income is charged. At market rates for OSHC fee income in the region of \$65,000 could be generated.</p> <p>More details the assumptions used are provided in Appendix D.</p> <p>Set up costs</p> <p>It is estimation that the specialist care equipment and teen program equipment would require one-off funding of \$20,000. However set up assistance funding could be sought for some of this amount.</p> <p>Set up assistance funding</p> <p>If the service becomes CCB approved it will be eligible for set up assistance funding from the Commonwealth Government. The current rate is \$2,232 for a new vacation care service and \$2,232 for new after school care program. Both are one off payments.</p> <p>Fees</p> <p>The level of fees charged to families will need to be determined. The fees for current programs of a similar type to that proposed here and to those mainstream programs currently offered to primary school children are approximately \$50 per day for vacation care and \$20 per session for after school care.</p> <p>Child care benefit and child care rebate</p> <p>It is envisaged that the program will seek to become CCB approved and therefore will be able to leverage the existing Commonwealth Government funding.</p>
<p>Potential risks and challenges</p>	<p>This option does present a number of potential risks and challenges. These include:</p> <p>Space</p> <p>It is acknowledged that ideally the service would require its own dedicated space at the school that it could use as a base whilst using the schools facilities. However it is understood that there is no spare space at the school and that the use of classrooms by the service will be of some inconvenience to teachers and service staff. In the long term it may be necessary to consider the acquisition of a purpose built facility at the school or nearby.</p> <p>Appropriateness</p> <p>Not all students will benefit from being at a program at the school they attend and parents will need to consider whether it is of benefit to the student as well as their own preferred option. Similarly this program will not always be appropriate for all</p>

	<p>students without disability nor necessarily for the siblings of children with disability again parents will need to consider whether it is of benefit to the student as well as their own preferred option.</p> <p>Others</p> <ul style="list-style-type: none"> • Will not provide a change of environment and staff and peers for those that would benefit from it • Will require the establishment of a good working relationship between the school and the service provider. • May not provide the staff (if they work for both the service and the school) the opportunity to refresh over the holiday period if they are with the same children in the same environment • May isolate the children and reduce their opportunities to experience new environments.
--	--

Benefits and strengths	<p>A number of benefits and strengths can arise from the use of a specialist school for the provision of OSHC for primary school children. These may include:</p> <ul style="list-style-type: none"> • Efficient use of school facilities and resources which would otherwise be unutilised after school or during school holidays • Possible employment of specialist school staff (teaching assistance and teachers) who know the children and are familiar with their needs • Children with disability are familiar with the surroundings and the staff • Children are able to socialise with their school friends and peers • Staff are likely to be up to date with medical and behavioural information of individual children • Vacation care - Maintains the children routines and assists with an easier transition back to school at the end of the holidays • After school care – children with disability are already in situ and do not have to be transported to another location which can cause much anxiety to some children • Parents/carers have confidence as the children are already in a trusted environment • Provides children without disability the opportunity to mix and form friendships with a wide variety of other children • Provides the children without disability the opportunity to use the many facilities at the school.
Additional considerations	<p>Transport</p> <p>It is anticipated that most of the students with disability attending the after school program will attend Malkara school and therefore</p>

	<p>not require transport to the after school program. This may relieve some of the current pressure on the home transport system which is understood to be at full capacity and under considerable pressure. Students attending autism units in nearby schools will seek to be transported to the program rather than home.</p> <p>Consistent with mainstream OSHC programs and programs currently being provided to students with disability it expected that parents will collect their children at the end of the after school program and be responsible for transporting them to and from the holiday program.</p> <p>Transport may need to be provided be the service for the children without disability to attend the afterschool service. It is understood that mainstream OHSC service providers often collect children from school and transport them to the service.</p> <p>Past experience</p> <p>It is understood that Malkara has previously hosted a successful joint after school care service with a neighbouring mainstream school. This ceased to operate when the service became financially unviable.</p>
--	--

Option 5: Cranleigh OSHC

Cranleigh OHSC	
Outline of service	
<p>An after school and vacation program for primary school children located at Cranleigh School. Using the school premises and facilities. The service will care for a mixed group of children with and without disability with a higher percentage (33%-50%) of children with disability than would normally be cared for at a mainstream OSHC service.</p>	
Target Group	<p>It will be for all primary aged school children.</p> <p>But there will be 10 places which will be specifically for:</p> <ul style="list-style-type: none"> ● Children with disability who have high support needs whose physical care requires specialist equipment and infrastructure. Including those who require peg feeding and those whose medical condition requires carers with expertise and experience in caring for people with severe and profound disability. ● Children with the complex behaviours associated with autism. ● Children in the later years of primary school (years 5 and 6) who have complex behaviours associated with autism and are not able to access mainstream OHSC even with support. <p>It is envisaged that these places will be predominately accessed by students of Cranleigh School however it may also be appropriate for students attending learning support units (ASD) at mainstream</p>

	<p>schools in the North of Canberra.</p> <p>It is envisaged that the other 10 to 20 places will be accessed by students attending neighbouring schools and other mainstream schools North of Canberra.</p>
Number of places	10 places for children with disability and 10 to 20 places for children without disability
Entities involved	The service provider is likely to be either a community organisation who has experience in delivering mainstream OSHC programs and programs for people with disability or a partnership of a disability organisation and OSHC provider. The intention is that they would develop a close working relationship with the school Principal, staff and parents to ensure a smooth transition from the school day to the after school care session and a beneficial sharing of resources
Environment /location	<p>Based at Cranleigh School, Holt.</p> <p>A setting with change facilities and kitchenette will be required to serve as a base. Access to the school hall/gym, hydro therapy pool, canteen, sensory rooms, secure outdoor settings and library would also be sought.</p> <p>It will be important to ensure that there is access to more than one setting to allow for students to be segregated into small groups if required and access to soft barrier settings.</p>
Program	<p>The service will need to meet the high specialist care needs of the students and provide a program of appropriately stimulating activities for the whole range of children attending the service.</p> <p>Although centre based, programming would where possible include:</p> <ul style="list-style-type: none"> • Excursions and trips to community facilities • Instructors visiting to conduct specialist activities (incursions) eg music, art would also be part of the program. • Continuation of the life skills already being taught at the school.
Resources and equipment required	<p>Staffing</p> <p>It is assumed that the ratio of staff to students with disability would need to be at least 1:3. It is understood that in the classroom the ratio is 2:6; however the students in a classroom setting are carefully selected to ensure that the mix works.</p> <p>For costing purposes a ratio of 4:10 has been assumed.</p> <p>Staff would need to be experienced disability care workers who are able to address the medical, feeding and personal care needs of the students. They will also need the knowledge expertise required for dealing with the complex behaviours which can be associated with autism.</p>

	<p>The service staff will also need to be experienced in developing and delivering activity programs appropriate for children with and without disability.</p> <p>The staffing ratio with regard to children without disability will be 1:11 consistent with mainstream services.</p> <p>Equipment</p> <p>The specialist equipment associated with caring for the needs of severe/profoundly disabled students will be required including change table and lifting hoist. Individual walking frames may also be required for some students. It is envisaged that the sharing of some equipment between the school and service provider could be arranged.</p> <p>The equipment necessary for running any program for children such as televisions, cd players, Xboxes, Wii players and computers will also be required.</p>
<p>Costing and financial implications</p>	<p>Costing</p> <p>For costing purposes only the component of the service which will be delivering services to children with a disability has been included. It is assumed that the 10 to 20 places for children without disability will not require specific funding and subsidisation from Disability ACT and that the service provider will be able to charge these families fees in line with current market rates to cover the cost of the service provided to them.</p> <p>It is estimated that a 10 place service operating asc from 3pm to 6pm every school day would require funding of \$115,000</p> <p>operating vacation care from 8.30pm to 5.30pm would require funding of \$6,500 per week</p> <p>Therefore an asc plus a 10 week program would require funding of \$180,000.</p> <p>It is assumed that no fee income is charged. At market rates for OSHC fee income in the region of \$65,000 could be generated.</p> <p>More details on the costing assumptions used are provided in Appendix D.</p> <p>Set up costs</p> <p>It is estimation that the specialist care equipment and teen program equipment would require one-off funding of \$20,000. However set up assistance funding could be sort for some of this amount.</p> <p>Set up assistance funding</p> <p>If the service becomes CCB approved it will be eligible for set up assistance funding from the Commonwealth Government. The current rate is \$2,232 for a new vacation care service and \$2,232 for new after school care program. Both are one off payments.</p>

	<p>Fees</p> <p>The level of fees charged to families will need to be determined. The fees for current programs of a similar type to that proposed here and to those mainstream programs currently offered to primary school children are approximately \$50 per day for vacation care and \$20 per session for after school care.</p> <p>Child care benefit and child care rebate</p> <p>It is envisaged that the program will seek to become CCB approved and therefore will be able to leverage the existing Commonwealth Government funding.</p>
<p>Potential risks and challenges</p>	<p>This option does present a number of potential risks and challenges. These include:</p> <p>Space</p> <p>It is acknowledged that ideally the service would require its own dedicated space at the school that it could use as a base whilst using the schools facilities. However it is understood that there is no spare space at the school and that the use of classrooms by the service will be of some inconvenience to teachers and service staff. In the long term it may be necessary to consider the acquisition of a purpose built facility at the school or nearby.</p> <p>Appropriateness</p> <p>Not all students will benefit from being at a program at the school they attend and parents will need to consider whether it is of benefit to the student as well as their own preferred option. Similarly this program will not always be appropriate for all students without disability nor necessarily for the siblings of children with disability again will parents need to consider whether it is of benefit to the student as well as their own preferred option.</p> <p>Others</p> <ul style="list-style-type: none"> ● Will not provide a change of environment and staff and peers for those that would benefit from it ● Will require the establishment of a good working relationship between the school and the service provider. ● May not provide the staff (if they work for both the service and the school) the opportunity to refresh over the holiday period if they are with the same children in the same environment ● May isolate the children and reduce their opportunities to experience new environments.
<p>Benefits and strengths</p>	<p>A number of benefits and strengths can arise from the use of a specialist school for the provision of OSHC for primary school children. These may include:</p> <ul style="list-style-type: none"> ● Efficient use of school facilities and resources which would otherwise be unutilised after school or during school holidays

	<ul style="list-style-type: none"> ● Possible employment of specialist school staff (teaching assistance and teachers) who know the children and are familiar with their needs ● Children with disability are familiar with the surroundings and the staff ● Children are able to socialise with their school friends and peers ● Staff are likely to be up to date with medical and behavioural information of individual children ● Vacation care - Maintains the children routines and assists with an easier transition back to school at the end of the holidays ● After school care – children with disability are already in situ and do not have to be transported to another location which can cause much anxiety to some children ● Parents/carers have confidence as the children are already in a trusted environment ● Provides children without disability the opportunity to mix and form friendships with a wide variety of other children ● Provides the children without disability the opportunity to use the many facilities at the school.
Additional considerations	<p>Transport</p> <p>It is anticipated that most of the students with disability attending the after school program will attend Cranleigh school and therefore not require transport to the after school program. This may relieve some of the current pressure on the home transport system which is understood to be at full capacity and under considerable pressure. Students attending autism units in nearby schools will seek to be transported to the program rather than home.</p> <p>Consistent with mainstream OSHC programs and programs currently being provided to students with disability it expected that parents will collect their children at the end of the after school program and be responsible for transporting them to and from the holiday program.</p> <p>Transport may need to be provided by the service for the children without disability to attend the afterschool service. It is understood that mainstream OHSC service providers often collect children from school and transport them to the service.</p> <p>Past experience</p> <p>It is understood that Cranleigh has previously hosted a successful joint after school care service with a neighbouring mainstream school. This ceased to operate when the service became financially unviable.</p>

6.5 Options for all students

The following two options are appropriate for all students

Option 6: Family Governance

This option provides families with the opportunity to receive funding to develop and implement their own OSHC program. It will rely on families forming small groups and having a shared responsibility for managing their own resources as they see fit. This will be very appealing to those families that like to make their own decisions and arrange their own care to fit their particular needs however it will not be a suitable or appeal to all families.

Family Governance	
Outline of service	
This model provides a small group of families (3-6) with their own funding to allow them to decide what sort of support they would like to use to provide them with after school and vacation care for their children with disability. They have shared responsibility to manage their own resources as they see fit.	
Target Group	small groups of families (3-6) with children with disabilities
Number of places	10
Entities involved	Parents of all children in the group and a co-ordinator
Environment /location	As determined by the parent group
Program	<p>Parents with assistance from a co-ordinator will be able to design their own after school and /or vacation care service.</p> <p>This may be that one home is used as a base and all children are delivered after school to this home by school bus. Support workers are engaged to care for the children and provide suitable activities either at the home or out in the community. Support workers could also be used to support the group of children to attend after school activities such as swimming, sport, drama, and the youth centre programs etc.</p> <p>Parents could take it in turns to also care for the group assisted by support workers.</p> <p>A similar approach could be used during the vacation with children being cared for by the support workers with possibly a parent and taken to a range of activities occurring in the community. With this model it would be possible to design a service that also included siblings.</p>
Resources and equipment required	The ratio of staff to children will need to be determined based on the care needs of the particular children. However at least 2 carers (which may include a parent) would be required per group.

	<p>Resources will vary according to the service designed. It is envisaged that parents will already have access to specialist care equipment within their homes.</p> <p>Some transport will be required and parents would need to budget for this from the funds provided.</p>
Costing and financial implications	<p>Funding of \$5,300 is available per child per annum.</p> <p>This would be adequate for a group of 4 children to be cared for by 2 support workers for 10 weeks of school holidays or to provide after school care up to 3 days a week.</p> <p>CCB and CCR payments would not be available for this option.</p> <p>A budget of \$53,000 plus the cost of a co-ordinator would be required to provide this service to 10 families/children.</p>
Potential risks and challenges	<p>It relies on like-minded parents with compatible children working together to design a mutually beneficial service.</p> <p>It requires a strong commitment and effort from all those involved and will not appeal or be suitable for all families.</p> <p>The problems that some families currently experience with support workers used by mainstream OSHC and for respite home based care, that is unreliability and high turnover which can lead to lack of service at short notice may also be issues with this approach.</p>
Benefits and strengths	<p>This allows the parents the flexibility to design a service which is fully tailored to meet their own and their children's needs.</p> <p>It can accommodate unusual work patterns and shift hours which often do not fit with standard OSHC service hours of operation.</p> <p>It could also help parents to design support which is compatible with the after school and vacation care needs of their other children. . It could also be used to care for children with disability of mixed age groups.</p> <p>It will be particularly appealing to some parents who would prefer to make their own arrangements given the appropriate resources and funding.</p> <p>It may be of particular interest to those children who have been able to successfully access mainstream childcare.</p>
Additional considerations	<p>Parents would need to submit a proposal to Disability ACT.</p> <p>It is assumed that families would still be eligible to access other funded services.</p>

Option 7: Family based care

This option proposes that the family based OSHC care that is currently available to primary aged school children is extended to include teenagers with disability.

Although this service is already available for primary aged school children and access can be supported by the Inclusion Support Team. It is understood that the places available are very limited. This option proposes that the program should be extended to include teenagers

with disability and gaps in current support and funding to providers should be addressed to make it more viable for providers.

Family based care	
Outline of service	
<p>After school care and vacation care is provided in a family environment, whereby the registered carer looks after a mixed group of children and teenagers in her (or his) own home.</p> <p>This service is already available for primary aged school children and access can be supported by the inclusion support team. However it is understood that the places available are very limited This option proposes that the program should be extended to include teenagers with disability and gaps in current support and funding to providers should be addressed to make it more viable for providers.</p>	
Target Group	School aged children with disabilities that would benefit from a home based service rather than centre based.
Number of places	To be developed
Entities involved	Inclusion Support Team and family based care organisations and individual providers
Environment /location	At carers home with access to the community
Program	<p>It is envisaged that the carer would tailor a program to meet the specific needs of the children in their care. This should be consistent with the child's ILP and consistent with the times of activities and opportunities that all children or teenagers are able to participate in.</p> <p>It is envisaged that although home based the children will be accessing community facilities and programs.</p>
Resources and equipment required	Depending on the individuals specialist care equipment may be required. Some funding is currently available under the DEEWR inclusion support program for children 12 years and under.
Costing and financial implications	<p>Additional support and funding will need to be considered on a case by case basis depending on the specific circumstances of the service provider and the care required.</p> <p>ISP provides a capacity payment to family day care carers in recognition of the additional care and attention required by children with ongoing high support needs in their care and the impact of this on the carer.</p> <p>Families using family based care are usually charged a fee of approximately \$7 per hour of care with minimum charges applying. Service providers are likely to be registered for CCB and CCR which could reduce the fees charged to families.</p>

<p>Potential risks and challenges</p>	<p>Limited number of family day care providers that are willing and have appropriate experience to be able to care for a child with disabilities.</p> <p>Family based care workers usually focus more on full day care so after school care places are limited.</p> <p>Teenagers are likely to be in a mixed group which may reflect family compositions rather than with other teenagers. The opportunities to participate in teenager type activities may be limited.</p>
<p>Benefits and strengths</p>	<p>May be suitable for children who have been unable to successfully access mainstream OHSC with support.</p> <p>Children with disability could access OSHC with their siblings.</p> <p>Children will be in mixed groups rather than in a service specifically for children with disability.</p>
<p>Additional considerations</p>	<p>Further work is required to address the legislation requirements of including children above 12 years old.</p> <p>Further consultation will be required with service providers to assess the nature of the additional support and resourcing that will be required to create more places in family based care for children and teenagers with disability.</p>

6.6 Conclusion

A range of options have been developed which address the issues currently identified with respect to the unmet need for specialist OSHC services for primary, high school and college students with disability who are unable to access the current services. Whilst meeting the request for specialist services, so those with high support needs can be appropriately cared for, the proposed options provide every opportunity for integration and inclusion with mainstream programs and the wider community. It is anticipated that this scoping study report and proposed options will assist Disability ACT and the ACT Government in their decisions regarding options for future specialist OSHC services in the ACT.

APPENDICES

Appendix A - Methodology

Appendix B - Number of students attending specialist settings

Appendix C - Current services

Appendix D - Assumptions used for the costing options

Appendix E - Details of childcare program funding

Appendix F - List of stakeholders consulted

Appendix A – Methodology

The methodology for the scoping study followed the four simple phases of:

- Inception and planning,
- data collection & stakeholder consultation,
- analysis of findings & development of options and
- reporting

The approach and key activities associated with each of these phases were:

Phase One –Inception and Planning

- Holding a inception meeting with Disability ACT to confirm the scope, requirements and proposed approach
- Conducting background research, a literature review and considering Courage Partner’s own experience that it had gained during its recent evaluation of the Department of Families, Housing, Community Services and Indigenous Affairs’ outside school hours care for teenagers with disability program. In order to provide an outline of contemporary, better practice and design setting for specialist outside school hours care for children with a disability.
- Developing a range of “straw man” options for consultation.
- Holding a workshop with the Disability ACT team to ensure that their own ideas were explored.

Phase Two – Data Collection Phase

- Conducting stakeholder consultations. The aim of the consultations was to:
 - gain an understanding of the services currently available
 - determine the demand for services and where these are not currently being met
 - seek opinions on options for services including service delivery format, benefits and risks.
 - The stakeholder consultation activity was an important part of the study. Appropriate stakeholders to be consulted were identified so that all types of stakeholders were represented, a range of views were heard and all parties were provided with the opportunity to provide input. Submissions received for the “Love has no Limits- respite care in the ACT” were also reviewed to ensure that the views of the wider community had been considered. Stakeholder consulted included:
 - Respite stakeholder group
 - ACT Department of Education and Training
 - Autism Asperger ACT Inc
 - Carers ACT
 - Inclusion Support

- Black Mountain, Malkara, Woden and Cranleigh School Principals
- Entities currently providing services in the ACT.

Consultations were conducted through a series of workshops and face to face and telephone interviews. A list of all those consulted is provided in [Appendix F](#).

- Developing an estimate of the demand for service using information provided by stakeholders, ACT specialist schools, existing services and ABS statistics.

Phase Three - Analysis of Findings and Development of Options

- Analysing the findings from the consultation and research activities.
- Refining the options and developing them further to provide a description of the option and an indication of:
 - Operating entity type
 - Service delivery approach
 - Environment/setting
 - Resource requirements
 - Staffing
 - Numbers and age range of children in the target group for the option.

Phase four – Reporting

- Developing the draft scoping study report, seeking feedback and then finalising and delivering the final report.

Appendix B – Numbers of students attending specialist settings

<i>High school and College students</i>	Number of students			
School	Learning support centres	Learning support units	Learning support units (ASD)	Specialist schools
Campbell			6	
Lyneham	24	8		
Dickson College	8	8		
Black Mountain				109
Total for North Canberra	32	16	6	109
Alfred Deakin	16			
Total for South Canberra	16			
Melrose	16	8		
The Canberra College	16	20		
Woden				75
Total for Woden Valley	32	28	0	75
Stromlo	16		6	
Total for Weston Creek	16	0	6	0
Kaleen		8	6	
Melba Copland	24			
Melba Copland College		8		
Total for Belconnen North	24	16	6	0
Belconnen			18	
Kingsford Smith	16			
Total for Belconnen South	16	0	18	0
Wanniassa	28	8		
Total for Tuggeranong North	28	8	0	0
Calwell	16			
Caroline Chisholm	16		6	
Total for Tuggeranong South	32	0	6	0
Gold Creek	8			
Total for Gungahlin	8	0	0	0

Total in all ACT high schools and colleges	204	68	42	184
---	-----	----	----	-----

<i>Primary school students</i>	Number of students				
School	Disability education program	Learning support centres	Learning support units	Learning support units (ASD)	Specialist schools
Ainslie		7			
North Ainslie				6	
Turner	90				
Total for North Canberra	90	7	0	6	0
Yarralumla				12	
Total for South Canberra	0	0	0	12	0
Curtin		14			
Farrer				6	
Garran			8		
Hughes				6	
Malkara					96
Total for Woden Valley	0	14	8	12	96
Duffy				12	
Total for Weston Creek	0	0	0	12	0
Evatt		14	8	6	
Giralang		7			
Maryibyrrong			8		
Total for Belconnen North	0	21	16	6	0
Cranleigh					84
Kingsford Smith		28		12	
Latham				12	
Macgregor		28			
Macquarie			8		
Weetangera				6	
Total for Belconnen South	0	56	8	30	84
Fadden				6	

Gowrie		14		18	
Kambah			8		
Monash		14	16		
Taylor		28			
Wanniassa		21			
Total for Tuggeranong North	0	77	24	24	0
Caroline Chisholm			16		
Charles Condor		14			
Gilmore		14			
Gordon		14			
Isabella Plains				6	
Richardson		28			
Theodore		14			
Total for Tuggeranong South	0	84	16	6	0
Amaroo				12	
Gold Creek		7			
Harrison			24		
Ngunnawal		7			
Palmerston		7	8		
Total for Gungahlin		21	32	12	0
Total in all ACT primary schools	90	280	104	120	180

Area	High school and college students 39% requiring ASC	Primary school students 39% requiring ASC
North Canberra	9	37
Belconnen North	9	9
Belconnen South	7	48
Gungahlin	0	17

Black Mountain School – North students	22	
Woden School- North students	14	
Total students living in the North of Canberra	61	111
Woden Valley	11	45
South Canberra	0	5
Weston Creek	2	5
Tuggeranong North	3	19
Tuggeranong South	2	9
Black Mountain School – South students	21	
Woden School- South students	15	
Total students living in the South of Canberra	54	83

Appendix C – Current services

The G Club - Gungahlin	
Description	The G-Club is an afterschool and vacation care program run by Gungahlin Regional Community Service at the Gungahlin Youth Centre, funded by Disability ACT.
Target clients	The program is for students with an intellectual disability who are currently attending an ACT High School or College. The service has the facilities and equipment to be able to care for students with high personal care needs and complex behaviours.
Number of places	There are 10 places.
Aims of the program	The afterschool program aims to: <ul style="list-style-type: none"> • offer participants an opportunity to participate in a variety of activities such as sports, crafts, cooking and excursions • enable young people to participate in the youth culture and mix with their peers in an inclusive centre environment.
Transport	The after school service collects students from Black Mountain School, Woden School and mainstream high schools and colleges on the North side of Canberra. The parents/carers collect the students from the after school service at the end of the session.
Hours of operation	The hours of operation are 3pm to 6pm Monday to Friday for after school care and 8.30am to 6pm Monday to Friday 7 weeks per year for vacation care.

Cost	The fee charged to families is \$22 per session for after school care and \$50 per day for vacation care. There are limited Child Care Benefit places available.
Demand	The services are in high demand and there is a long waiting list to access the service because there is very little turnover of places. The service provider considers that they could probably fill twice as many places as the 10 places that they currently have.

The Ark – Rivett, Weston Creek	
Description	An afterschool and vacation care program run by Noah’s Ark Resource Centre Inc. at their centre in Rivett, funded by Disability ACT. Current funding is \$60,000 per annum.
Target clients	The program is for high school and college students with disability. The service is able to meet the needs of students with mild to moderate disabilities, which are able to attend to their own toileting.
Number of places	There are 8 places
Aims of the program	The program aims to meet five key learning objectives: <ul style="list-style-type: none"> • self- help and independence skills • healthy nutrition and physical activity • socialisation skills • personal safety and respecting others • computer skills.
Staffing	The program is staffed by Disability Support workers, youth workers and childcare professionals. The student to staff ratio is 3:1.
Transport	The students attending the afterschool service arrive mainly by taxi paid for by Noah’s Ark. They come from Black Mountain school (by bus), Woden School, Alfred Deakin, Stromlo, Caroline Chisholm, Marist and Wanniasa. The parents/carers collect the students from the after school service at the end of the session.
Hours of operation	The hours of operation are for after school care 3pm to 6pm Monday to Friday. Vacation care 8.30am to 5.30pm Monday to Friday 5 weeks per year.
Cost	The fee charged to families is \$22 per session for after school care and \$55 per day for vacation care. The service is approved for <i>Child Care Benefit</i> purposes.
Demand	Demand for the service has never met the service’s expectations. The program is currently operating at 83% of its full capacity. 99 hours of care per week are delivered out of a possible 120 hours.

	<p>The service believes that there may be several reasons for this including:</p> <ul style="list-style-type: none"> • a lack of funding to successfully market the program and raise awareness of the service within the community, disability and education sectors. • The environment, which is an early childhood setting, may be considered to be inappropriate for the students. • The geographical location means that it is only accessible for most students from school by taxi and may not be convenient for parents/carers when collecting their children at the end of the session.
--	---

Fun 4 Youth - Tuggeranong	
Description	Fun 4 Youth is a social and recreational program run by Communities at Work at the Tuggeranong Youth centre funded by HACC and the Office of Children, Youth and Family Support. The total funding is \$239,000 per annum.
Target clients	Young people aged 12 to 21 years with a disability who attend school or college. The service is able to meet the needs of students with mild to moderate disabilities including some personal care needs but not any requirements for peg feeding.
Number of places	There are 20 “places” based on a staff to student ratio of 1:4. However to accommodate students with high/complex needs whose care requires a lower ratio they will need to access more than one “place”. So the average number of students cared for is 12 per day and on some days the numbers of students is 8.
Aims of the program	<p>The program:</p> <ul style="list-style-type: none"> • Aims to provide the opportunity for young people to develop and enhance their social skills and build peer networks by engaging in a wide range of recreational activities in an inclusive, social context • Operates out of the Tuggeranong Youth Centre or within the wider Canberra community and is age and culturally appropriate.
Transport	<p>The program originally operated out of Stromlo High School but transitioned to Tuggeranong Youth Centre so that it had easy access to the bus interchange and other town centre facilities.</p> <p>Students attending the service come from Black Mountain School, Woden school and mainstream High schools and Colleges in South Canberra and Tuggeranong.</p>
Hours of	The afterschool program operates from 3pm to 6pm on Monday to

operation	Friday. The school holiday program runs Monday to Friday from 9am to 5.30pm 11 weeks per year.
Cost	The fee charged to families is \$18 per session including meals and activities for after school care and \$40 per day including meals and activities for vacation care. The service is not approved for child care benefit purposes. However as this program is HACC funded there is a requirement that the service will not enforce payment of the fee.
Demand	The demand for the service is high and there is usually a waiting list. The service will attempt to refer on demands which they are unable to meet.

Wheelie Fun – Black Mountain School, O’Connor, North Canberra	
Description	An afterschool and vacation care program run by Marymead at Black Mountain School, funded by the Department of Families, Housing, Community Services and Indigenous Affairs. Current funding is \$150,000 per annum.
Target clients	The program is for high school and college students with disability who are in a wheelchair. The service is able to meet the needs of all students with a disability including those with severe and profound disabilities.
Number of places	There are 7 after school care places and 10 vacation care places
Aims of the program	The aims of the program are to provide: <ul style="list-style-type: none"> • Quality outside school hours care for students with disability • Their parents and carers with time to work or participate in the community. By providing: <ul style="list-style-type: none"> • Flexible and appropriate care; and • Stimulating and age-appropriate developmental, social and recreational activities.
Staffing	Staffing is 1 staff to 2 students
Transport	Students attending the service come from Black Mountain School
Hours of operation	The afterschool program operates from 3pm to 6pm on Monday to Friday. The school holiday program runs Monday to Friday from 8.30am to 5.30pm for 10 weeks a year
Cost	The fee charged to families is \$ 10 per session for after school care and \$ 25 per day. The service is approved for child care benefit purposes.

Demand	The demand for the service is higher for the vacation care and exceeds availability. The demand for after school care is lower and there is some availability approximately one place per day. The service understands that this may be because when school finishes the students are transported home from school by bus or taxi and if they attended the after school program they would need to be collected by their parents/carers. It may also be because there is a criterion that the students need to be in a wheelchair.
---------------	--

Tandem House – Kambah, North Tuggeranong	
Description	Tandem have recently established an after school care program for high school and college students with disability at Tandem House in Kambah. They were unsuccessful in securing funding from the ACT Government in the 2011-12 budget and have therefore used part of their HACC funding allocation for their Children/Young People’s Program. A vacation care program is also planned.
Target clients	The program is able to meet the needs of high school and college students with moderate to severe disabilities. It can cater for students with complex behaviours and those requiring personal care Current students come from Black Mountain, Woden and schools within the Kambah area.
Number of places	There are 8 places
Aims of the program	The aims of the after school care and holiday care for teenagers programs are to provide an after school care option for high school/college students with a disability that is safe and enabling, by providing a choice of recreational activities that enhances social and living skills of participants.
Staffing	Based on a staff to student ratio of 1:2. Staff are appropriately qualified, skilled and experienced to meet the needs of the students.
Transport	The students are collected from school by the service and transported to the house. Although it is hoped that it can be arranged for the school bus to drop them off either at the service or at a more convenient location. They are collected by their parents at the end of the session.
Hours of operation	3pm to 6pm Mondays to Thursdays during school term time. Vacation care is between 9am and 5pm for approximately 10 weeks. Students can come for half days.

Cost	The cost per asc session is in accordance with HACC fee charging requirements. It is approximately \$15 per session. The charge for vacation care will be approximately \$50 per day.
Demand	The service only began operating this term and there are currently 2 places occupied. Tandem established this service in response to the demand they had for after school respite care from parents.

Community Supported Respite, Woden Youth Centre, Woden Valley	
Description	A program which provides young people aged 12 to 25 years with physical and intellectual disability with personalised support while accessing the community. It is run by Woden Community Services from the Woden youth centre and receives funding of \$218,874 per annum from Disability ACT.
Target clients	<p>Young people aged 12 to 25 years with physical and intellectual disability.</p> <p>The service is able to care for all levels of disability and have appropriate change facilities to meet personal care needs. They cannot care for those with peg feeding requirements.</p> <p>The majority attending are ASD and those with complex behaviour can be cared for.</p> <p>Current students come from Black Mountain and Woden school. It does not tend to be used by students with disability that are enrolled in learning support units.</p>
Number of places	There are 18 places, each receiving 6 hours per week during term time and 15 places each receiving 14 hours of support during school holidays.
Aims of the program	<p>The aims of the program are to support young people to meet their individual needs and achieve personal goals through skills development, facilitation of new and positive relationships in the community. The program offers support in a sensitive and responsive manner for participants to access a range of social and recreational activities.</p> <p>Run from the Woden youth centre. Students are supported to integrate into the mainstream activities occurring at the youth drop in centre. During vacation joint excursions and activities are run.</p> <p>Work experience is offered in the café and a graduate of BMS is currently being supported to operate a muffin business.</p>
Staffing	1:1 for individualised support. Also group support at a higher ratio.

Transport	Students arrive by school bus
Hours of operation	The term time program runs between 2.30pm to 5:30pm with school holiday programs between 9am to 4pm.
Cost	\$7.50 for term time session and \$30 per day during school holidays. Not approved for CCB.
Demand	At times there is a waiting list. Currently there are no vacancies for 1:1 support; there are limited vacancies for group support. Students tend to continue on the program once they have left school until they are 26 years old. So there is a limited turnover of places. Most places are occupied by older students rather than 12-15 year olds.

Appendix D – Assumptions used for the costing of options

Based on feedback from current providers and stakeholders and a review of financial information obtained from OSHC services for students with disability the following assumptions have been used for estimating the costing and the funding required for each of the options:

- Total staff costs including all on-costs and allowances, are \$25 per hour per staff member
- Total staff costs are 80% of total staff and operating costs
- Operating costs are 20% of total staff and operating costs
- Administration costs are an additional 15% of total staff and operating costs
- The cost per hour per participant for special interest courses are a comparable rate to those charged to the general community for adult/community education courses.

Appendix E – Details of childcare program funding

The Australian Government makes a number of payments to families to assist with the cost of childcare. These include:

- The Child Care Benefit (CCB)
- The Childcare Rebate (CCR) (formerly named the Childcare Tax rebate).

These are administered through the Family Assistance Office (FAO).

To be eligible for CCB for approved child care the claimant (for example, parent, relationship parent or guardian) must:

- meet Australian residency requirements and

- have a Family Tax Benefit (FTB) child or regular care child attending an Australian Government approved child care service and
- be liable to pay for this child care and
- have the child care provided in Australia and
- ensure the child complies with immunisation requirements.

Foster families who meet the eligibility criteria are also able to claim CCB.

Because CCB is a payment based on family income, all families claiming CCB must have their income assessed by the FAO. Families with the lowest incomes receive the highest rate of assistance. The CCB rate is then gradually reduced as assessed family income increases, to the point where families receive zero entitlement due to income.

To be eligible for the CCR families must:

- have used approved care and
- have been eligible for CCB (entitled at the zero rate or more) and
- have met the work, training, study test—for the purposes of the CCR.

Foster, shared care, kinship and grandparent families who meet the eligibility criteria are also able to receive CCR. To meet the work, training, study test there are a number of criteria which must be met.

The CCR entitlement is calculated as 50 per cent of the out-of-pocket child care expenses for approved child care up to an annual cap (\$7,500 per child per year for 2010/11).

For families to be able to claim CCB and CCR the service they are using must be an **approved service** and be registered for CCB. This requires the service to meet a number of criteria including complying with the eligibility rules (set out in the Child Care Benefit (Eligibility of Child Care Services for Approval and Continued Approval Determination 2000), the family assistance law and Commonwealth, State or Territory child care laws and meet quality assurance standards. The criteria include the following regarding minimum service operating hours:

- if it provides before or after school care, it operates on each school day.
- if it provides vacation care, it remains available to provide care for any child for at least eight continuous hours on each normal working day in at least seven weeks of school holidays in the year.

The Government also provides funding to childcare services under its child care services support program to support and promote access to quality child care and early learning for children, families and communities. This includes a range of payments designed to deliver improved access to child care by supporting the establishment of new services and

maintenance of services when the market would otherwise fail to provide child care services. This includes:

- The establishment sub- program which assists with the costs of establishing the service.
- The sustainability sub- program which all for-profit and not-for-profit OSHC services are eligible to receive in their first 12 months of operation provided their expected EFT utilisation is below 30 places and they are approved to receive CCB on behalf of families.

Appendix F – List of stakeholders consulted

Individual consultations

Mark Collis, Director, Director, ACT Department of Education and Training
Nancye Burkevics, ACT Department of Education and Training (Transport)
Simone Provost, Disability ACT
Karna O’Dea, Autism Asperger ACT
Julie Tongs, Winnunga Nimnityjah Aboriginal Health Service
Kate Agyemang, parent, Black Mountain School
Bronwyn McNally, Director, ACT Inclusion and Professional Support
Frank Fogliati, Principal Black Mountain School
Veneta Aimes, Deputy Principal Black Mountain School

Disability ACT Workshop 10 May 2011

Sarah King
Amy Dundon
Vanessa Sutton
Simone Provost
Jenni Bloomfield

Principals Workshop 17 May 2011

Ian Copland, Principal Woden School
Karin Wetselaar, Principal Cranleigh School
Deputy Principal Malkara School

Service providers Workshop 24 May 2011

Cheryl Pollard - TANDEM
Lisa Grant - TANDEM
Julia Clayton – Belconnen Community Services
Lynne Harwood – Communities@work
Camilla Rowlands – Communities@work
Lee Maiden – Communities@work
Wendy Addison – Noah’s Ark
Gay von Ess – Autism Asperger ACT
Leda Lewis – Southside Community Services
Amanda Tobler – Marymead Child and Family Centre
Colin Tidswell – Gungahlin Regional Community Services

Respite workshop 20 May 2011 am

Bob Hyland	HACS
Nancye Burkevics	DET
Ian Copland	DET
Leigh Muir	TCH
Ian Gumm	DACT
Carey Doyle	ACT P&C Council/ DACT
Sharon Hooper	DACT
Warren Adair	Fun4Youth
Josh Newham	Fun4Youth
Edith Shaw	Shaw Possibilities
Julia Bowden	Autism Asperger ACT
Vanessa Sutton	DACT
Simone Provost	DACT
Julie Basso	DACT
Guifang Shang UC PhD student	
Doug Mitchell	Dream Think Do
Hamish Glasscock	AFFIRM
Eileen Nilsson	Macgregor Primary
Jay Young	Macgregor Primary
Helen Hopper	Therapy ACT
Lyndall Ellis	Therapy ACT
Jenny Eagle	Mpowerdome
Catherine Bickmore	AFFIRM
Lisa Grant	AFFIRM
Wendy Addison	Noah's Ark
Diana Nasr	ACT Council of Parents and Citizens Association
Carey Doyle	ACT Council of Parents and Citizens Association
Sandy Leitch	Inclusion Support Agency
Bronwyn McNally	Inclusion Support Agency
Michelle Reardon	parent and carer
Barry Newport	TANDEM
Cath Warren	TANDEM
Amanda Tobler	Marymead
Sharon Donovan	parent and carer
Sandra Blaik	parent and carer
Trish Mackey	Public Advocate JACS
Mimi Dyall	DACT
Kenney, Austin	DACT
Mike Morriss	ADDACT
Simon McClusky	
Karna O'Dea	Autism Asperger ACT
Giovanni Nirta	TANDEM
Graham Bourne	TANDEM/ AFFIRM
Shirley McClusky	grandmother