

This record is not released in accordance with
sections 43(1)(d) and 45(a) of the Freedom of Information Act 2016

This record is not released in accordance with
sections 43(1)(d) and 45(a) of the Freedom of Information Act 2016

This record is not released in accordance with
sections 43(1)(d) and 45(a) of the Freedom of Information Act 2016

This record is not released in accordance with
sections 43(1)(d) and 45(a) of the Freedom of Information Act 2016

Bailey, Anthony

From: EDU ELSO Office
Sent: Friday, 16 February 2024 9:31 AM
To: McMahon, Kate (Education); Atkins, Jessie; Laurent, Kristen; Allen, Tracey; Fisher, Justine; Kaur, Tej; Mckenzie, Sarah-G; Milner, Mark; Van Aalst, Sally; Bray, Rebecca; Dalley, Jemma; Selfe, Sophie; Bailey, Anthony; Webb, Joan; Toogood, Tim
Cc: EGMSDD; EGMSlooffice; EDU, Safe at School; EDU, EGMBSG; EDU, EBM P&P; EDU, EBM Governance Branch; EDU, EBMCEGS; EDU EBMSFM; EDU, EBM Engagement & Wellbeing Support Services; EDU, CBS & WHS
Subject: FOR REFERENCE: Incident Management Procedures - Supporting Documents
Attachments: Internal Incident Reporting Guide.pdf; Incidents Reportable to School Operations Guide.pdf; Education Support Office Response Matrix.pdf; Incident Levels.pdf; ESO - Incident Management Flow Chart (6).pdf

OFFICIAL

Good Afternoon Colleagues,

Thank you for contributing to the development of new Incident Management Procedures to ensure schools receive consistent and adequate supports from ESO in response to incidents. Following the end of the consultation process, School Operations has finalised the supporting documents to ensure all relevant areas of ESO are well equipped to meet agreed service delivery standards in response to incidents and that all required information is provided to relevant areas following an incident notification.

The following is attached for your reference:

1. The ***Incidents Reportable to School Operations Guide*** available on Connect Ed and provided to all schools in week 2 of term 1, 2024
2. The ***Internal Incident Reporting Guide*** to ensure the relevant areas of ESO are notified of all applicable incidents reported to School Operations
3. The ***Education Support Office Response Matrix*** which outlines our agreed service delivery in response to incidents in schools
4. The ***Incident Levels*** triaging process and ***Flow Chart***

School Operations are committed to the continual improvement of these procedures and welcome continued feedback.

Kind regards
 Executive Leader, School Operations Office

Internal Incident Reporting Guide			
Reporting requirements to be fulfilled by School Operations			
Category	Incident Type	Mandatory	Considerations
Preschool	CECA portal categories	CECA	
Student Wellbeing	Self-harm or threat of self-harm		ACT Policing
			CAMHS
			CYPS
			Clinical Practice
	Mental health crisis endangering self or others		ACT Policing
			CAMHS
			CYPS
			Clinical Practice
	Neglect or concerning behaviours and or disclosures		PACER
			ACT Policing
	Homelessness or hardship concerns		CAMHS
			ACT Policing
Staff Wellbeing	Wellbeing concern		CYPS
			ACT Policing
			CAMHS
			EIAW
	Injury sustained at school that requires medical treatment and or possible hospital admission		CYPS
			WHS
			Legal Liaison
			Legal Liaison
	Injury or illness requiring ambulance or PACER attendance and or transportation		ACT Policing
			CYPS
			Legal Liaison
			Legal Liaison
Student and Staff Injury/Illness or Medical Incident	Injury sustained at school in response to Occupational Violence requiring medical intervention and or psychosocial impact	OV Team	ACT Policing
			CYPS
		RSEM	Legal Liaison
		HRBP	EIAW
	Electrical incident	Clinical Practice	
		WHS	
		WHS	
		WHS	
	Ingestion of toxic substances		ACT Health
Reputational Risk	Communicable disease outbreak – More than two cases of vomiting/diarrhoea in 24 hours		ACT Policing
			EDU Privacy
			E-Safety Team
			Media & Comms
	Online/social media activity		RSEM – Agency Security Advisor
			E-Safety Team
			Media & Comms
			WHS
	Physical fight filmed		RSEM (ASA)
Reputational Risk	Privacy breach	EDU Info Access/Privacy	Media & Comms
	Student or staff behaviour outside of school grounds where uniform is displayed		ACT Policing
	Staff misconduct online	HRBP	

Property Damage	Vandalism	AMD/SFM	RSEM
	Mould	WHS	AMD/SFM
			Schools Cleaning Team
	Heating or cooling system malfunction		ACT Property Group/SFM
			WHS
			Schools Cleaning Team
	Gas leak	AMD/SFM or ACT Property Group	Schools Cleaning Team
		WHS	
	Hazardous substances/chemicals	AMD/SFM	Schools Cleaning Team
		WHS	
Student Death	Onsite or outside of school	AMD/SFM	Schools Cleaning Team
		WHS	
		AMD/WHs	Schools Cleaning Team
		WHS	
		WHS	
Staff Death	Onsite or outside of school	DSST	
		Media & Comms	
		Clinical Practice (Directors)	
		EIAW	
		WHS (onsite)	
Staff and Student Safety	Threatening or nuisance behaviour	Media & Comms	
		WHS (onsite)	
		Clinical Practice (Directors)	
	Physical violence or assault	EIAW	
		HRBP	
	Sharps at school (weapon or item used or threatened to be used as a weapon)	RSEM	
	Suspicious phone call or email containing threats	CVE	ACT Policing RSEM (ASA)
	Bomb threat	CVE	ACT Policing RSEM
	Counter Violence and Extremism content or action by student or staff member	CVE	ACT Policing RSEM (ASA) JACS
	Parent or community negative interaction including parent behaviour and stranger approaches)		ACT Policing EIAW Legal Liaison RSEM (ASA)
	Snakes and other animals		Media & Comms Schools Cleaning Team
	Lockdowns and evacuations (partial and whole school)	WHS	ACT Policing
		Media & Comms	Clinical Practice (CVE)
		RSEM	PACER AMD/SFM
	Restrictive practice	Restrictive Practice Team	Senior Practitioner
	Absconding		ACT Policing

	Temporary closure of school site	RSEM	Media & Comms
			Schools Cleaning Team

Incidents Reportable to School Operations

Schooloperations@act.gov.au | 6205 3313 | School Incident Form

Where applicable, incidents should be recorded in SAS and via a Workplace Incident Report, as well as reported to School Operations.

Some incidents require additional reporting to be undertaken by the school in either a mandatory capacity or the school may consider in response to an incident. Schools must complete the mandatory reports as soon as practicable post the incident. Post incident, Schools should follow the post-incident checklist.

Once an incident is reported to School Operations, all other relevant ESO reporting requirements will be fulfilled by School Operations staff.

Category	Incident Type	School Operations	Mandatory	Considerations
Preschool *As the approved provider, School Operations will submit all notifiable incidents to CECA on behalf of the school.	Building Works	✓		
	Complaints	✓		
	Illness - any serious illness where the child attended or sought to attend hospital.	✓		
	Injury or Trauma - any injury where a child sought medical treatment	✓		
	Child missing	✓		
	Child taken or removed from education setting/Child missing	✓		
	Child locked in or out	✓		
	Death of a child	✓		
	Any circumstance posing a risk to health, safety, and wellbeing	✓		
	Incident or allegation of sexual or physical abuse	✓		
	Emergency service attendance	✓		
Student Wellbeing	Self-harm or threat of self-harm	✓		ACT Policing
		✓		CAMHS
		✓		CYPS
		✓		School Psychologist
		✓		ACT Ambulance Service
	Mental health crisis endangering self or others	✓		ACT Policing
		✓		CAMHS
		✓		CYPS
		✓		ACT Ambulance Service
		✓		PACER
	Neglect or concerning behaviours and or disclosures	✓		School Psychologist
		✓		
		✓		
		✓		
		✓		
	Neglect or concerning behaviours and or disclosures	✓	CYPS	ACT Policing
	Missing student	✓	ACT Policing	CAMHS
	Homelessness or hardship concerns	✓	ACT Policing	
	Illicit substances/alcohol/vaping	✓	CYPS	ACT Policing
	Wellbeing concerns	✓	ACT Policing	CYPS
		✓		ACT Policing
		✓		CAMHS
		✓		School Psychologist
Staff Wellbeing	Wellbeing concern	✓		CYPS
		✓		HRBP

Student and Staff Injury/Illness or Medical Incident *In the event of a notifiable incident to WorkSafe, School Operations will notify WHS	Injury sustained at school that requires medical treatment and or possible hospital admission	✓		ACT Ambulance Service
	Injury or illness requiring ambulance or PACER attendance and or transportation	✓		CYPS
		✓		CAMHS
	Injury sustained at school in response to Occupational Violence requiring medical intervention and or psychosocial impact	✓	CYPS	ACT Policing
	Student or staff death – onsite	✓	Emergency Services	
	Student or staff death – outside of school	✓		School Psychologist
	Electrical incident	✓	EVO Energy	
	Ingestion of toxic substances	✓		Emergency Services
	Communicable disease outbreak – More than two cases of vomiting/diarrhoea in 24 hours	✓		
Parent or Visitor Injury		✓		ACT Ambulance Service
Reputational Risk	Online/social media activity	✓		ACT Policing
		✓		Social media platform
	Physical fight filmed	✓		ACT Policing
	Privacy breach	✓		ACT Policing
	Student or staff behaviour outside of school grounds	✓		ACT Policing
Property Damage	Vandalism	✓	ACT Policing	Leader Security
	Mould	✓	AMD/SFM	
	Pests	✓	AMD/SFM	
	Heating or cooling system malfunction	✓		
	Gas leak	✓	ACT Fire & Rescue (HAZMAT)	
	Hazardous substances/chemicals	✓	ACT Fire & Rescue (HAZMAT)	
	Construction works mishaps	✓		
Staff and Student Safety *In the event of a notifiable incident to WorkSafe, School Operations will notify WHS.	Threatening or nuisance behaviour	✓		ACT Policing
	Physical violence or assault	✓		ACT Policing
	Sharps at school (weapon or item used or threatened to be used as a weapon)	✓	ACT Policing	
	Suspicious phone call or email containing threats	✓	ACT Policing	
	Bomb threat	✓	ACT Policing	
	Counter Violence and Extremism content or action by student or staff member	✓		School Psychologist
		✓		ACT Policing
	Parent or community negative interaction including parent behaviour and stranger approaches)	✓		ACT Policing
	Snakes and other animals	✓		Animal catcher
	Lockdowns and evacuations (partial and whole school)	✓		ACT Policing
		✓		PACER
	Restrictive Practice	✓		
	Absconding	✓		ACT Policing
	Temporary closure of school site	✓		Page 6 of 11

Incident Management Response Matrix

Education Support Office

Service and Function	Response at level			
	Level 1	Level 2	Level 3	Emergency Management Activation
School Operations Response and coordination of incidents reported by schools.	Ensure adequate response by the school and complete any relevant reporting. Ensure incident is managed in line with IMP.	Coordinating supports for the school, completing relevant reporting requirements. *Minister's Office notification considered.	Incident controller and secretariat in incident management stand up. *Minister's Office notification considered.	To be determined in the incident management stand up.
Early Intervention & Wellbeing Staff wellbeing support. Triage and responds to Riskman reports.	Wellbeing check in for individuals.	Organises EAP services (onsite, phone assist or Critical Incident Services).	Active participation in incident management stand up.	As guided by EMP.
Work Health & Safety Reports notifiable incidents to WorkSafe ACT. Advice and assistance in managing dangerous incidents and serious injuries.	WorkSafe ACT or other required notification. WHS Incident Investigation as required.	Support school in response to regulatory authorities as required. WHS Incident Investigation as required.	Active participation in incident management stand up. WHS Incident Investigation as required.	As guided by EMP.
Media & Comms Develops incident communications in consultation with cross-directorate agencies and manages media implications.	Clearance of templated comms for school communities.	Creation of comms for school communities.	Active participation in incident management stand up.	As guided by EMP.
Risk and Emergency Management Provide schools with risk advice.	Use trend data, undertake Root Cause Analysis to inform decisions and supports in the future. Review risk and security assessments.	Use trend data to review procedure or risk assessment including identification of policy/procedures to support decision making.	Active participation in incident management stand up. Analysis of Business Continuity.	Activation of Business Continuity Plan. Providing subject matter of expertise to School operations incident controller.

Service and Function	Level 1	Level 2	Level 3	Emergency Management Activation
Schools Facilities Management Rectifying and responding to incidents relating to schools facilities.	For awareness only.	Coordinating rectification works resulting from an incident.	Active participation in incident management stand up.	As guided by EMP.
Clinical Practice Psychologist support for students and staff. Assist in student safety plans.	For awareness only.	Student plans review.	Active participation in incident management stand up.	As guided by EMP.
Occupational Violence Supports schools with developing and maintaining OVRA plans.	Engage to review student/parent plan or conduct a new OVRA.	Engage to review student/parent plan or conduct a new OVRA.	Active participation in incident management stand up.	As guided by EMP.
People & Performance Human resources support for schools.	For awareness only.	Active lead in investigation.	Active participation in incident management stand up.	As guided by EMP.
Schools Cleaning Team	For awareness only.	For awareness only.	For awareness only.	As guided by EMP.

Cross-Directorate Agencies

	Response at level			
Service and Function	Level 1	Level 2	Level 3	Emergency Management Activation
ACT Policing	Non-emergency report or notification of CVE concern.	Attendance on school site or active investigation impacting a school.	Control of school site and active stakeholder participation in incident management stand up.	As guided by EMP.
ACT Fire & Rescue	Attendance on school site.	Emergency attendance on school site.	Control of school site and active stakeholder participation in incident management stand up.	As guided by EMP.
ACT Ambulance Service	Attendance on school site to treat staff member or student.	Emergency attendance on school site and transfer to hospital.	Control of school site and active stakeholder participation in incident management stand up.	As guided by EMP.
Child Youth Protective Services (CYPS)	Recipient of mandatory report.	Active CYPS case.	Stakeholder participation in incident management stand up.	As guided by EMP.
Justice and Community Safety	Recipient of notification of CVE concerns. Notification to ASA (RSEM SD).	Consideration of referral for CVE intervention. Notification to ASA (RSEM SD).	Stakeholder participation in incident management stand up. Collaboration with ASA or ASE.	As guided by EMP.
Child and Adolescent Mental Health Services (CAMHS)	Referral.	Active CAMHS support.	Stakeholder participation in incident management stand up.	As guided by EMP.

Incident Levels

For use by School Operations to triage incoming incidents in order to prioritise response and supports.

1

Level 1

- Localised school incident or isolated case
- Reported to School Operations
- No emergency services
- Injury may require first aid
- Possible reporting requirements (WHS, CYPS, ACT Policing)
- Initial Incident Report email to approved distribution list considered

Impact

- Short-term, minimal impact on school operations and education programs
- Low level of complexity
- Low reputational risk

2

Level 2

- Localised school incident with coordinated supports
- Reported to School Operations
- Emergency services involvement
- ESO supports deployed
- Initial Incident Report emailed to approved distribution list
- Crisis Management Team notification
- Minister's Office notification considered

Impact

- Moderate disruption to school operations and educational programs
- Moderate impact on school infrastructure
- Reputational risk
- Short term recovery

3

Level 3

- System wide or multi-school incident or significant incident at a single school location
- Reported to School Operations
- Incident Management Team activated
- Crisis Management Team notification
- Several coordinated supports
- Initial Incident Report emailed to approved distribution list
- Minister's Office notification

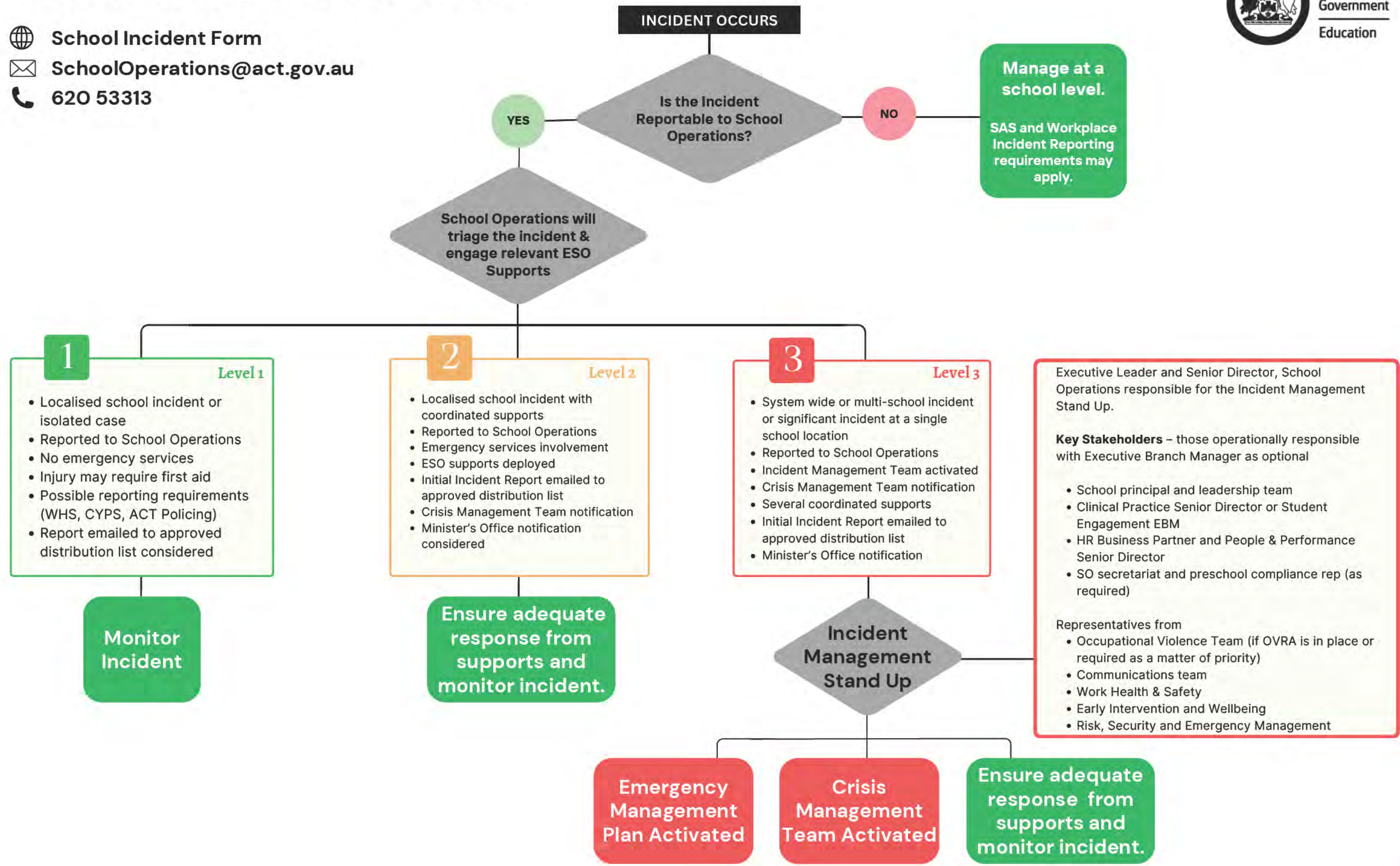
Impact

- Several coordinated supports
- Significant community impact
- Longer term recovery

E.g. bomb threats, natural disasters, security threats

Incident Management Flow Chart

 School Incident Form
 SchoolOperations@act.gov.au
 620 53313



From: [Sloane, Brenton](#)
To: [Matthews, David](#); [Spence, Angela](#)
Cc: [EDU Media](#); [EGMSDD](#); [EDU, EGMPGC](#); [Short, Paul](#); [Van Aalst, Sally](#); [Harper, Charlotte](#); [Atkins, Jessie](#)
Subject: RE: FOR APPROVAL: Media response regarding restrictive practices
Date: Monday, 9 September 2024 9:56:01 AM

OFFICIAL

Thanks David and Ange!

I will progress on to Jane.

From: Matthews, David <David.Matthews@act.gov.au>
Sent: Monday, September 9, 2024 9:53 AM
To: Sloane, Brenton <Brenton.Sloane@act.gov.au>; Spence, Angela <Angela.Spence@act.gov.au>
Cc: EDU Media <EDU.Media@act.gov.au>; EGMSDD <EGMSDD@act.gov.au>; EDU, EGMPGC <EGMPGC@act.gov.au>; Short, Paul <Paul.Short@act.gov.au>; Van Aalst, Sally <Sally.VanAalst@act.gov.au>; Harper, Charlotte <Charlotte.Harper@act.gov.au>; Atkins, Jessie <Jessie.Atkins@act.gov.au>
Subject: RE: FOR APPROVAL: Media response regarding restrictive practices

OFFICIAL

Approved, with thanks.

David Matthews
Chief Operating Officer
Executive Group Manager, People, Governance and Communications

From: Sloane, Brenton <Brenton.Sloane@act.gov.au>
Sent: Friday, September 6, 2024 5:17 PM
To: Spence, Angela <Angela.Spence@act.gov.au>; Matthews, David <David.Matthews@act.gov.au>
Cc: EDU Media <EDU.Media@act.gov.au>; EGMSDD <EGMSDD@act.gov.au>; EDU, EGMPGC <EGMPGC@act.gov.au>; Short, Paul <Paul.Short@act.gov.au>; Van Aalst, Sally <Sally.VanAalst@act.gov.au>; Harper, Charlotte <Charlotte.Harper@act.gov.au>; Atkins, Jessie <Jessie.Atkins@act.gov.au>
Subject: FOR APPROVAL: Media response regarding restrictive practices

OFFICIAL

Hello Angela and David,

Further to our conversation David, please find below a revised version of the proposed response which incorporates feedback. Ange – I know you are seeing this now for the first time – let me know if any questions or concerns.

Now seeking approval on this version:

Children, young people, their families, school staff and the broader community expect ACT public schools to be a positive and engaging environment where young people feel connected, respected, achieve success and are fully engaged in their learning.

The [Safe and Supportive Schools policy](#) provides guidance to schools to ensure they have processes and policies in place to address and respond to complex and challenging behaviours.

The Safe and Supportive Schools procedures, which aligns with the Safe and Supportive Schools policy, includes information for schools on safely responding to complex and challenging behaviour in ACT public schools. Occasionally, incidents may occur in schools that necessitate the use of *protective action*. Protective Action may include non-physical interventions, such as relocating students to an alternative location away from potential harm. Sometimes, as a last resort, a physical restraint may be used to protect a young person from harm.

Some protective actions – both physical and non-physical - may be deemed to be a *restrictive practice*. The Education Directorate must report anything that meets the definition of restrictive practice to the Office of the Senior Practitioner (OSP).

The Education Directorate encourages all staff across the ACT public school network to report anything that they consider may be a restrictive practice to our restrictive practices team. [REDACTED]

[REDACTED]

From: [Sturgiss, Kim](#) on behalf of [EGMSDD](#)
To: [EDU, Learning & Teaching](#)
Cc: [EGMSDD](#); [Kalyvas, Mandy](#); [Turnbull, Kym](#)
Subject: CLEARED: DUE 09/09 - EGM BRIEF - Extending specialist school grandfathering arrangements - FILE2024/111870
Date: Friday, 13 September 2024 12:52:00 PM
Attachments: [image002.png](#)
[EDUCATION STRATEGY - Planning - EGM Brief - extending specialist school grandfathering arrangements.tr5](#)
[image003.png](#)
Sensitivity: Confidential

Good afternoon,

Please see cleared by EGM SDD. I have also added to Mandy's 1:1 to discuss.

Regards,

Kim Sturgiss | Assistant Director – Coordination & Stakeholder Management
 Service Design and Delivery | Education | ACT Government
 Phone: 6205 0178 | Email: Kim.sturgiss@act.gov.au
 Hedley Beare Centre for Teaching and Learning, Fremantle Drive, Stirling | GPO Box 158 Canberra
 ACT 2601 | www.education.act.gov.au



I acknowledge the Ngunnawal people as traditional custodians of the ACT and recognise any other people or families with connection to the lands of the ACT and region. I acknowledge and respect their continuing culture and the contribution they make to the life of this city and this region.

From: Spence, Angela <Angela.Spence@act.gov.au>
Sent: Thursday, September 12, 2024 2:10 PM
To: EGMSDD <EGMSDD@act.gov.au>
Subject: RE: FOR CLEARANCE: DUE 09/09 - EGM BRIEF - Extending specialist school grandfathering arrangements - FILE2024/111870
Sensitivity: Confidential

OFFICIAL

Approved.

Can I please have added to Mandy 1-1 the changes to communications and timings following this approval.

From: Metherell, Skye <Skye.Metherell@act.gov.au> **On Behalf Of** EGMSDD
Sent: Friday, September 6, 2024 10:29 AM

To: Spence, Angela <Angela.Spence@act.gov.au>

Cc: EGMSDD <EGMSDD@act.gov.au>

Subject: FOR CLEARANCE: DUE 09/09 - EGM BRIEF - Extending specialist school grandfathering arrangements - FILE2024/111870

Sensitivity: Confidential

OFFICIAL

Hi Ang,

Please see attached TRIM link to grandfathering arrangements brief for your review and clearance.

- No concerns with this, this is based on the DG brief but is seeking your agreement instead.

Thanks

Skye

From: EDU, Learning & Teaching <EDUlearningandteaching@act.gov.au>

Sent: Tuesday, September 3, 2024 2:00 PM

To: EGMSDD <EGMSDD@act.gov.au>

Subject: FOR CLEARANCE: FILE2024/111870 EGM BRIEF - Extending specialist school grandfathering arrangements

Sensitivity: Confidential

OFFICIAL

Hi EGM office,

Please see attached cleared by EBM L&T, who noted that this has been discussed and is expected.

Clearance Request	
TRIM Container Number	FILE2024/111870
Documentation Type	EGM Brief
Clearance due date / Critical Date	Due to EGM: 9/9/24
Critical date reason (if applicable)	
Context/Background information for clearance	• EGM SDD requested a decision brief regarding extending specialist school grandfathering arrangements. • The Minister noted that this work will occur following the signing of FILE2024/110794. • The EGM brief requested has been prepared, seeking EGM approval to: ◦ extension of grandfathering arrangements to students enrolled in a specialist school who have

	subsequently moved interstate or overseas and then returned to the ACT with an intent to re-enrol in a specialist school. ◦ extension of grandfathering arrangements to students who have moved to a priority enrolment area school and then wished to re-enrol in a specialist school. • The brief also asks EGM to note the ACT Disability Program Entry Criteria and other internal documentation used by Clinical Practice will be updated to reflect these arrangements following EGM's endorsement.
Consultation (who has been consulted on this brief)	Executive Branch Manager Engagement and Wellbeing Support Services
Additional Comments	A SOP and flowchart for this process is currently being drafted by the Inclusive Education team, and will progress separately under FILE2024/112262.
Senior Director PoC/Lead	Kym Turnbull/Christina Myers

Regards,

Katy Penglis | Executive Officer - Learning and Teaching

Email: katy.penglis@act.gov.au

Service Design and Delivery | Education | ACT Government

GPO Box 158 Canberra ACT 2601

www.education.act.gov.au | [Facebook](#) | [Twitter](#) | [Instagram](#) | [LinkedIn](#)

From: Kalyvas, Mandy <Mandy.Kalyvas@act.gov.au>

Sent: Tuesday, September 3, 2024 1:53 PM

To: EDU, Learning & Teaching <EDUlearningandteaching@act.gov.au>

Subject: FW: FOR CLEARANCE: FILE2024/111870 EGM BRIEF - Extending specialist school grandfathering arrangements

Sensitivity: Confidential

OFFICIAL

Cleared with thanks.

Mandy Kalyvas

Director of School Improvement, Learning and Teaching

Education Directorate | ACT Government

Hedley Beare Centre for Teaching and Learning | 51 Fremantle Drive Stirling ACT 2611 | GPO Box 158 Canberra ACT 2601

T: +61 02 6205 9350 | M: 0431 045 461 | E: mandy.kalyvas@act.gov.au

From: EDU, Learning & Teaching <EDUlearningandteaching@act.gov.au>

Sent: Tuesday, September 3, 2024 1:42 PM

To: Kalyvas, Mandy <Mandy.Kalyvas@act.gov.au>

Cc: EDU, Learning & Teaching <EDUlearningandteaching@act.gov.au>

Subject: FOR CLEARANCE: FILE2024/111870 EGM BRIEF - Extending specialist school grandfathering arrangements

Sensitivity: Confidential

OFFICIAL

Hi Mandy

Please see attached cleared by Senior Director. I have made some suggested edits in track changes. We'll progress a clean copy to EGM though once you have cleared.

A SOP and flowchart for this process is currently being drafted by the Inclusive Education team, and will progress separately under FILE2024/112262.

Clearance Request	
TRIM Container Number	FILE2024/111870
Documentation Type	EGM Brief
Clearance due date / Critical Date	Due to EGM: 9/9/24
Critical date reason (if applicable)	
Context/Background information for clearance	• EGM SDD requested a decision brief regarding extending specialist school grandfathering arrangements. • The Minister noted that this work will occur following the signing of FILE2024/110794. • The EGM brief requested has been prepared, seeking EGM approval to: ◦ extension of grandfathering arrangements to students enrolled in a specialist school who have subsequently moved interstate or overseas and then returned to the ACT with an intent to re-enrol in a specialist school. ◦ extension of grandfathering arrangements to students who have moved to a priority enrolment area school and then wished to re-enrol in a specialist school. • The brief also asks EGM to note the ACT Disability Program Entry Criteria and other internal documentation used by Clinical Practice will be updated to reflect these arrangements following EGM's endorsement.
Consultation (who has been consulted on this brief)	Executive Branch Manager Engagement and Wellbeing Support Services
Additional Comments	A SOP and flowchart for this process is currently being drafted by the Inclusive Education team, and will progress separately under FILE2024/112262.
Senior Director PoC/Lead	Kym Turnbull/Christina Myers

Regards,

Katy Penglis | Executive Officer - Learning and Teaching

Email: katy.penglis@act.gov.au

Service Design and Delivery | Education | ACT Government

GPO Box 158 Canberra ACT 2601

www.education.act.gov.au | [Facebook](#) | [Twitter](#) | [Instagram](#) | [LinkedIn](#)

From: Metherell, Skye <Skye.Metherell@act.gov.au> **On Behalf Of** EGMSDD

Sent: Friday, August 30, 2024 10:26 AM

To: Turnbull, Kym <Kym.Turnbull@act.gov.au>

Cc: EDU, Learning & Teaching <EDUlearningandteaching@act.gov.au>; Burke, Nicole <Nicole.Burke@act.gov.au>; EGMSDD <EGMSDD@act.gov.au>

Subject: RE: FOR ADVICE: DUE 11/09 - FILE2024/111870 - EGM BRIEF - Extending specialist school grandfathering arrangements

Sensitivity: Confidential

OFFICIAL

Hi Kym,

Sorry we've been playing phone tag so thought I'd just email.

- FILE2024/111870 is the new TRIM container we have created for the EGM Brief on extending the grandfathering arrangements, can you please use that for the EGM brief. If this can please be with EGM SDD by 11/09 that would be great, doesn't need to be reworked much at all from the existing Min brief just for EGM to make the decision
- I haven't created a TRIM container for the SOP yet as I just wanted to check Murray hadn't already created one? If not please advise and I can create one for you and task out. This will not be due by 11/09, I think you'd probably need a month or so? Please let us know a timeframe

Hope that clears things up, let me know if any queries

Thanks,
Skye

From: Burke, Nicole <Nicole.Burke@act.gov.au>

Sent: Thursday, August 29, 2024 10:46 AM

To: EGMSDD <EGMSDD@act.gov.au>

Cc: EDU, Learning & Teaching <EDUlearningandteaching@act.gov.au>

Subject: FOR ADVICE: DUE 11/09 - FILE2024/111870 - EGM BRIEF - Extending specialist school grandfathering arrangements

Sensitivity: Confidential

OFFICIAL

Hi Skye

Please see email below from Kym Turnbull regarding an additional tasking container to be created, and an extension request.

Could you please let me know if there is something I need to coordinate for this?

Thank you

Nic B

From: Turnbull, Kym <Kym.Turnbull@act.gov.au>
Sent: Thursday, August 29, 2024 10:39 AM
To: Burke, Nicole <Nicole.Burke@act.gov.au>; Myers, Christina <Christina.Myers@act.gov.au>
Cc: Kalyvas, Mandy <Mandy.Kalyvas@act.gov.au>; EDU, Learning & Teaching <EDUlearningandteaching@act.gov.au>
Subject: RE: FOR ACTION: DUE 11/09 - FILE2024/111870 - EGM BRIEF - Extending specialist school grandfathering arrangements
Sensitivity: Confidential

OFFICIAL

Hi Nic,

The Extending Specialist School Grandfathering brief has been signed off by Minister Berry. I suggest that a new container is created for this work to avoid confusion as this tasking request is much broader than the brief.

Can we also look at timeframes as a week is not sufficient to create a new SOP and flowchart and consult on these documents?

Thanks

Kym

Dr Kym Turnbull | Senior Director A/g | Inclusive Education

Ph: +61 02 62078601 kym.turnbull@act.gov.au

Education Directorate | ACT Government

Hedley Beare Centre for Teaching and Learning

51 Fremantle Drive Stirling ACT 2611 | GPO Box 158 Canberra ACT 2601 | Ngunnawal Country

From: Burke, Nicole <Nicole.Burke@act.gov.au>
Sent: Thursday, August 29, 2024 10:32 AM
To: Turnbull, Kym <Kym.Turnbull@act.gov.au>
Cc: Kalyvas, Mandy <Mandy.Kalyvas@act.gov.au>; EDU, Learning & Teaching

<EDUlearningandteaching@act.gov.au>

Subject: FOR ACTION: DUE 11/09 - FILE2024/111870 - EGM BRIEF - Extending specialist school grandfathering arrangements

Sensitivity: Confidential

OFFICIAL

Good morning Kym

Please find attached Clearance Request for the Inclusive Education team – FILE2024/111870 EGM Brief – Extending specialist school grandfathering arrangements, due to EGM 11/09/2024.

Please note that a new container for this tasking request may be created, and you will be notified asap if this occurs.

Clearance Request	
TRIM Container Number	FILE2024/111870
Documentation Type	Tasking Request EGM Brief SOP developed for disability enrolments with a flow chart
Clearance due date / Critical Date	Due to EBM: 6/09/2024 Due to EGM: 11/09/2024
Critical date reason (if applicable)	[insert critical date reason if applicable]
Context/Background information for clearance	[insert relevant background information and issues for consideration]
Consultation (who has been consulted on this brief)	LWPD – [specify team, and any other internal/ external teams]
Additional Comments	Once cleared by EBM, please progress to EGMO for QA and clearance
Senior Director PoC/Lead	Kym Turnbull/

Many thanks

Nic B

From: Metherell, Skye <Skye.Metherell@act.gov.au> **On Behalf Of** EGMSDD

Sent: Thursday, August 29, 2024 10:06 AM

To: EDU, Learning & Teaching <EDUlearningandteaching@act.gov.au>

Cc: EGMSDD <EGMSDD@act.gov.au>

Subject: FOR ACTION: DUE 11/09 - FILE2024/111870 - EGM BRIEF - Extending specialist school grandfathering arrangements

Sensitivity: Confidential

OFFICIAL

Morning Team,

In light of the feedback from DGO on EGM making the decision around extending grandfathering arrangements EGM SDD has requested a decision brief is prepared to finalise this piece. This can just be based on the Min brief that went up but to EGM SDD for decision please.

EGM would also like a SOP developed for disability enrolments with a flow chart, I think Murray may already be working on this, can you please touch base and let me know if there is an existing TRIM container or if we need to create a new one with a tasking request?

Thanks,
Skye

From: EDU, Director-General Office <EDUDirectorGeneralOffice@act.gov.au>
Sent: Friday, August 23, 2024 9:54 AM
To: EDU, EBM Engagement & Wellbeing Support Services <EBMEWSS@act.gov.au>; EDU, Learning & Teaching <EDUlearningandteaching@act.gov.au>
Cc: DDGEDUoffice <DDGEDUoffice@act.gov.au>; EGMSDD <EGMSDD@act.gov.au>
Subject: FW: APPROVED: Ministerial brief - extending specialist school grandfathering arrangements - FILE2024/110794
Sensitivity: Confidential

OFFICIAL

Hi all

I see that there may have been some confusion about which team needed to make the required edits to this brief. However, unfortunately this resulted in multiple rounds of feedback being provided and the final brief provided to us yesterday afternoon still having incomplete sentences, missing words and unclear/inconsistent advice.

This resulted in me needing to take a significant amount of my time to make these edits myself, on what was then my third review of the brief.

I'd be grateful if, even if multiple areas are providing input to something, someone is able to take 'ownership' of the brief to ensure that it is in the best possible state and all feedback has been reconciled before it makes its way back up the line.

Thank you all for your efforts.

Hanna

Hanna Froehlich | Executive Officer to the Director-General
 Education Directorate | ACT Government
 T: +614 06 020 822 | E: Hanna.Froehlich@act.gov.au

GPO Box 158 Canberra ACT 2601 | www.education.act.gov.au

From: EDU, Director-General Office <EDUDirectorGeneralOffice@act.gov.au>
Sent: Friday, August 23, 2024 9:25 AM
To: EDU, EBM Engagement & Wellbeing Support Services <EBMEWSS@act.gov.au>; EDUMCR <EDUMCR@act.gov.au>
Cc: EDU, Director-General Office <EDUDirectorGeneralOffice@act.gov.au>
Subject: APPROVED: Ministerial brief - extending specialist school grandfathering arrangements - FILE2024/110794
Sensitivity: Confidential

OFFICIAL

Good morning

DG approved, please progress next steps to MO.

[@EDU, EBM Engagement & Wellbeing Support Services](#) Hanna will be in touch separately regarding the edits made.

Kind regards

Melissa Wicks | A/g Business Manager, Director-General's Office
Education Directorate | Level 4, 220 London Circuit, Canberra City
GPO Box 158 Canberra ACT 2601
E: EDUDirectorGeneralOffice@act.gov.au
www.education.act.gov.au | [Facebook](#) | [Twitter](#) | [Instagram](#) | [LinkedIn](#)



From: Haire, Katy <Katy.Haire@act.gov.au>
Sent: Thursday, August 22, 2024 5:59 PM
To: EDU, Director-General Office <EDUDirectorGeneralOffice@act.gov.au>
Subject: RE: FOR ACTION: Ministerial brief - extending specialist school grandfathering arrangements - FILE2024/110794
Sensitivity: Confidential

OFFICIAL

Approved

Please note significant edits made to clarify the advice in this brief.

Katy Haire (*she/her*) | Director-General **Education Directorate** | ACT Government
T: +61 2 6205 9158 | E: katy.haire@act.gov.au
GPO [Box 158 Canberra ACT 2601](#) | www.education.act.gov.au

From: EDU, Director-General Office <EDUDirectorGeneralOffice@act.gov.au>
Sent: Thursday, August 22, 2024 5:49 PM
To: Haire, Katy <Katy.Haire@act.gov.au>
Subject: FOR ACTION: Ministerial brief - extending specialist school grandfathering arrangements - FILE2024/110794
Sensitivity: Confidential

OFFICIAL

Hi KH

For your CLEARANCE please:

TRIM:	FILE2024/110794
Item:	Ministerial brief - extending specialist school grandfathering arrangements
Due:	
Note:	

Thank you

Hanna

Hanna Froehlich | Executive Officer to the Director-General
Education Directorate | ACT Government
T: +614 06 020 822 | E: Hanna.Froehlich@act.gov.au
GPO Box 158 Canberra ACT 2601 | www.education.act.gov.au

From: EDU, EBM Engagement & Wellbeing Support Services <EBMEWSS@act.gov.au>
Sent: Thursday, August 22, 2024 5:22 PM
To: EDU, Director-General Office <EDUDirectorGeneralOffice@act.gov.au>; EDU, EBM Engagement & Wellbeing Support Services <EBMEWSS@act.gov.au>
Cc: DDGEDUoffice <DDGEDUoffice@act.gov.au>; EGMSDD <EGMSDD@act.gov.au>
Subject: RE: URGENT - FOR ACTION: Ministerial brief - extending specialist school grandfathering arrangements - FILE2024/110794
Sensitivity: Confidential

OFFICIAL

Hello Hanna

Please find amended brief, with tracking changes still included, this has been cleared by EBM.

Clearance Request	
TRIM Container Number	FILE2024/110794

Documentation Type	Min Brief
Clearance due date / Critical Date	
Critical date reason (if applicable)	Minister sign off requested by 6/9/2024
Context/Background information for clearance	- FOL24/2787 MIN CAVEAT BRIEF - [REDACTED] student access to Specialist School, was recently signed by the Minister with the following comment: <i>This case has highlighted an unexpected gap in the grandfathering provisions for people who were previously enrolled and return from another jurisdiction. Can this please be closed to avoid similar future cases?</i> - DLO emailed the Directorate to provide an update, and this brief, FILE2024/110794, has been drafted to seek the Minister's agreement to extend grandfathering arrangements for specialist schools for students who have moved interstate or overseas and then returned to Canberra and agree to extend grandfathering arrangements for specialist schools for students who have moved to a priority enrolment area school and then wished to re-enrol in a specialist setting. - If the Minister agrees to the recommendations of the brief EWSS will communicate with the School Psychology Service and specialist schools to make them aware of the extended grandfathering arrangements to inform their conversations with families considering returning to a specialist setting.
Consultation (who has been consulted on this brief)	Executive Branch Manager, Engagement and Wellbeing Support Services Executive Branch Manager, Strategic Policy
Additional Comments	The min brief has been cleared by EBM EWSS TRIM title not appearing due to ICT issue
Senior Director PoC/Lead	Murray McKay / Christina Myers

Liz Yuen | Executive Officer to the Executive Branch Manager

T: (02) 620 58979 | E: elizabeth.yuen@act.gov.au

Engagement and Wellbeing Support Services | Service Design and Delivery | Education | ACT Government

Hedley Beare Centre for Teaching and Learning | 51 Fremantle Drive, Stirling | GPO Box 158
Canberra ACT 2601

www.education.act.gov.au | [Facebook](#) | [Twitter](#) | [Instagram](#) | [LinkedIn](#) | [Google+](#)

I acknowledge the Ngunnawal people as traditional custodians of the ACT and recognise any other people or families with connection to the lands of the ACT and region. I acknowledge and respect their continuing culture and the contribution they make to the life of this city and this region.

From: EDU, Director-General Office <EDUDirectorGeneralOffice@act.gov.au>

Sent: Thursday, August 22, 2024 4:35 PM

To: EDU, EBM Engagement & Wellbeing Support Services <EBMEWSS@act.gov.au>; EDU, Director-General Office <EDUDirectorGeneralOffice@act.gov.au>

Cc: DDGEDUoffice <DDGEDUoffice@act.gov.au>; EGMSDD <EGMSDD@act.gov.au>

Subject: RE: URGENT - FOR ACTION: Ministerial brief - extending specialist school grandfathering arrangements - FILE2024/110794

Sensitivity: Confidential

OFFICIAL

Hi team

I appreciate the inclusion of the sentence at para 9 – however the rest of this brief is still written as an agreement brief, not a noting brief.

Please refer to my email yesterday morning “this is not a decision the Minister should be making. She doesn’t ever agree to policy decisions, she only ever notes them. So can we please update it to be noting and then agree the mechanism for decision making within the Directorate – for a minor change to a policy like this I expect EGM clearance should be sufficient, but Governance can confirm this.”

Can you please update urgently both the recs and any other references to the minister’s “agreement” throughout?

Hanna

Hanna Froehlich | Executive Officer to the Director-General

Education Directorate | ACT Government

T: +614 06 020 822 | E: Hanna.Froehlich@act.gov.au

GPO Box 158 Canberra ACT 2601 | www.education.act.gov.au

From: EDU, EBM Engagement & Wellbeing Support Services <EBMEWSS@act.gov.au>

Sent: Wednesday, August 21, 2024 4:59 PM

To: EDU, Director-General Office <EDUDirectorGeneralOffice@act.gov.au>

Cc: DDGEDUoffice <DDGEDUoffice@act.gov.au>; EGMSDD <EGMSDD@act.gov.au>; EDU, EBM Engagement & Wellbeing Support Services <EBMEWSS@act.gov.au>

Subject: FW: URGENT - FOR ACTION: Ministerial brief - extending specialist school grandfathering arrangements - FILE2024/110794

Sensitivity: Confidential

OFFICIAL

Hello DGO

Please find the amended Extended Special School Min Brief, cleared by EBMEWSS, for your consideration.

Clearance Request

TRIM Container Number	FILE2024/110794
Documentation Type	Min Brief
Clearance due date / Critical Date	
Critical date reason (if applicable)	Minister sign off requested by 6/9/2024
Context/Background information for clearance	- FOL24/2787 MIN CAVEAT BRIEF - [REDACTED] student access to Specialist School, was recently signed by the Minister with the following comment: <i>This case has highlighted an unexpected gap in the grandfathering provisions for people who were previously enrolled and return from another jurisdiction. Can this please be closed to avoid similar future cases?</i> - DLO emailed the Directorate to provide an update, and this brief, FILE2024/110794, has been drafted to seek the Minister's agreement to extend grandfathering arrangements for specialist schools for students who have moved interstate or overseas and then returned to Canberra and agree to extend grandfathering arrangements for specialist schools for students who have moved to a priority enrolment area school and then wished to re-enrol in a specialist setting. - If the Minister agrees to the recommendations of the brief EWSS will communicate with the School Psychology Service and specialist schools to make them aware of the extended grandfathering arrangements to inform their conversations with families considering returning to a specialist setting.
Consultation (who has been consulted on this brief)	Executive Branch Manager, Engagement and Wellbeing Support Services Executive Branch Manager, Strategic Policy
Additional Comments	The min brief has been cleared by EBM EWSS TRIM title not appearing due to ICT issue
Senior Director PoC/Lead	Murray McKay / Christina Myers

Liz Yuen | Executive Officer to the Executive Branch Manager

T: (02) 620 58979 | E: elizabeth.yuen@act.gov.au

Engagement and Wellbeing Support Services | Service Design and Delivery | Education | ACT Government

Hedley Beare Centre for Teaching and Learning | 51 Fremantle Drive, Stirling | GPO Box 158
Canberra ACT 2601

www.education.act.gov.au | [Facebook](#) | [Twitter](#) | [Instagram](#) | [LinkedIn](#) | [Google+](#)

I acknowledge the Ngunnawal people as traditional custodians of the ACT and recognise any other people or families with connection to the lands of the ACT and region. I acknowledge and respect their continuing culture and the contribution they make to the life of this city and this region.

From: Metherell, Skye <Skye.Metherell@act.gov.au> **On Behalf Of** EGMSDD
Sent: Wednesday, August 21, 2024 4:29 PM
To: Kaur, Tej <Tej.Kaur@act.gov.au>; EDU, EBM Engagement & Wellbeing Support Services <EBMEWSS@act.gov.au>
Cc: EGMSDD <EGMSDD@act.gov.au>
Subject: RE: URGENT - FOR ACTION: Ministerial brief - extending specialist school grandfathering arrangements - FILE2024/110794
Sensitivity: Confidential

OFFICIAL

Hi Tej,

Ok great thank you – Elizabeth can you please update in the brief and progress to DGO with drop copy to EGM SDD and DDGO?

Thanks
Skye

From: Kaur, Tej <Tej.Kaur@act.gov.au>
Sent: Wednesday, August 21, 2024 3:27 PM
To: Metherell, Skye <Skye.Metherell@act.gov.au>
Cc: EDU, EBM Engagement & Wellbeing Support Services <EBMEWSS@act.gov.au>
Subject: FW: URGENT - FOR ACTION: Ministerial brief - extending specialist school grandfathering arrangements - FILE2024/110794
Sensitivity: Confidential

OFFICIAL

Hi Skye

I suggest the below –

A change to enrolment criteria was initiated for specialist schools (FILE2022/6797). The Directorate is implementing a process to extend the existing grandfather arrangement for Kindergarten – Year 12 students who were enrolled at specialist schools under the previous criteria (that included autism and mild intellectual disability), then left their specialist school due to a decision around a move to another mainstream setting, another school sector, interstate or overseas and have returned to the ACT. For this group of students the previous eligibility criteria will continue to apply.

Tej Kaur
EBM Engagement & Wellbeing Support Services

Email: EBMEWSS@act.gov.au | Tej.Kaur@act.gov.au Ph: (02) 6207 9780 | Teams

Service Design & Delivery | Education | ACT Government

Hedley Beare Centre for Teaching & Learning | 51 Fremantle Drive, Stirling ACT 2611

GPO Box 158 Canberra ACT 2601

We acknowledge the Traditional Custodians of the ACT, the Ngunnawal people. We acknowledge and respect their continuing culture and the contribution they make to the life of this city and this region.

From: Metherell, Skye <Skye.Metherell@act.gov.au> **On Behalf Of** EGMSDD

Sent: Wednesday, August 21, 2024 10:43 AM

To: EDU, Director-General Office <EDUDirectorGeneralOffice@act.gov.au>; Kaur, Tej <Tej.Kaur@act.gov.au>; EDU, EBM Engagement & Wellbeing Support Services <EBMEWSS@act.gov.au>

Cc: EGMSDD <EGMSDD@act.gov.au>; DDGEDUoffice <DDGEDUoffice@act.gov.au>

Subject: RE: URGENT - FOR ACTION: Ministerial brief - extending specialist school grandfathering arrangements - FILE2024/110794

Sensitivity: Confidential

OFFICIAL

Thanks Hanna,

I was just providing to Tej for her review and clearance/thoughts not providing the response but noting you have already discussed with DG I will now leave this with [@EDU, EBM Engagement & Wellbeing Support Services](#) to please update accordingly and progress asap.

Please let me know if you have any queries, this should be fine to progress direct to DGO once changes are made and cleared by EBM with cc to EGM SDD and DDGO I think.

Thanks,
Skye

From: EDU, Director-General Office <EDUDirectorGeneralOffice@act.gov.au>

Sent: Wednesday, August 21, 2024 9:23 AM

To: EGMSDD <EGMSDD@act.gov.au>; EDU, Director-General Office <EDUDirectorGeneralOffice@act.gov.au>; DDGEDUoffice <DDGEDUoffice@act.gov.au>; Kaur, Tej <Tej.Kaur@act.gov.au>; EDU, EBM Engagement & Wellbeing Support Services <EBMEWSS@act.gov.au>

Subject: RE: URGENT - FOR ACTION: Ministerial brief - extending specialist school grandfathering arrangements - FILE2024/110794

Sensitivity: Confidential

OFFICIAL

Thanks so much for the speedy action Skye.

I've just chatted to DG about this – we acknowledge that this is what happened last time and so that's why we're proposing seeking her agreement this time, but this is not a decision the Minister should be making. She doesn't ever agree to policy decisions, she only ever notes them.

So can we please update it to be noting and then agree the mechanism for decision making within the Directorate – for a minor change to a policy like this I expect EGM clearance should be sufficient, but Governance can confirm this.

Thank you

Hanna

Hanna Froehlich | Executive Officer to the Director-General
Education Directorate | ACT Government
T: +614 06 020 822 | E: Hanna.Froehlich@act.gov.au
GPO Box 158 Canberra ACT 2601 | www.education.act.gov.au

From: Metherell, Skye <Skye.Metherell@act.gov.au> **On Behalf Of** EGMSDD
Sent: Wednesday, August 21, 2024 9:13 AM
To: EDU, Director-General Office <EDUDirectorGeneralOffice@act.gov.au>; DDGEDUoffice <DDGEDUoffice@act.gov.au>; Kaur, Tej <Tej.Kaur@act.gov.au>; EDU, EBM Engagement & Wellbeing Support Services <EBMEWSS@act.gov.au>
Cc: EGMSDD <EGMSDD@act.gov.au>
Subject: URGENT - FOR ACTION: Ministerial brief - extending specialist school grandfathering arrangements - FILE2024/110794
Importance: High
Sensitivity: Confidential

OFFICIAL

Hi Team,

[@Kaur, Tej](#) I think the answer to the query is that the Minister has signed off on the previous changes to enrolment criteria including the last grandfathering arrangements (FILE2022/6797) so proposing the addition of the below wording to make this clear?

9. → ~~In-line with the previous process of changes to enrolment criteria (FILE2022/6797), The Directorate is seeking your agreement is sought to extend existing grandfathering arrangements for kindergarten-year 12 students who were enrolled at a specialist school under the previous criteria (that included autism and mild intellectual disability), then left the specialist school because of an interstate or international move, and have returned to the ACT, but are no longer eligible.~~

Thanks,
Skye

From: EDU, Director-General Office <EDUDirectorGeneralOffice@act.gov.au>

Sent: Wednesday, August 21, 2024 8:45 AM

To: EGMSDD <EGMSDD@act.gov.au>; DDGEDUoffice <DDGEDUoffice@act.gov.au>

Subject: FOR ACTION: Ministerial brief - extending specialist school grandfathering arrangements - FILE2024/110794

Importance: High

Sensitivity: Confidential

OFFICIAL

Good morning

DG has reviewed the attached MIN brief with an urgent query for advice ASAP **below**. Thank you.

Kind regards

Melissa Wicks | A/g Business Manager, Director-General's Office

Education Directorate | Level 4, 220 London Circuit, Canberra City

GPO Box 158 Canberra ACT 2601

E: EDUDirectorGeneralOffice@act.gov.au

www.education.act.gov.au | [Facebook](#) | [Twitter](#) | [Instagram](#) | [LinkedIn](#)



From: Haire, Katy <Katy.Haire@act.gov.au>

Sent: Wednesday, August 21, 2024 8:05 AM

To: EDU, Director-General Office <EDUDirectorGeneralOffice@act.gov.au>

Subject: RE: FOR CLEARANCE: Ministerial brief - extending specialist school grandfathering arrangements - FILE2024/110794

Sensitivity: Confidential

OFFICIAL

Please ask for urgent advice on the authorising framework here:

Is it the minister's decision OR should we (instead) be asking her to endorse a decision made by Directorate? Please confirm who made the decision to change the criteria as referenced in the brief – minister or Directorate. The same should apply.

Thanks KH

Katy Haire (*she/her*) | Director-General **Education Directorate** | ACT Government

T: +61 2 6205 9158 | E: katy.haire@act.gov.au

GPO Box 158 Canberra ACT 2601 | www.education.act.gov.au

From: EDU, Director-General Office <EDUDirectorGeneralOffice@act.gov.au>

Sent: Wednesday, August 21, 2024 7:26 AM

To: Haire, Katy <Katy.Haire@act.gov.au>

Subject: FOR CLEARANCE: Ministerial brief - extending specialist school grandfathering arrangements - FILE2024/110794

Sensitivity: Confidential

OFFICIAL

Hi KH

For your CLEARANCE please:

TRIM:	FILE2024/110794
Item:	Ministerial brief - extending specialist school grandfathering arrangements
Due:	
Note:	

Thank you

Hanna

Hanna Froehlich | Executive Officer to the Director-General

Education Directorate | ACT Government

T: +614 06 020 822 | E: Hanna.Froehlich@act.gov.au

GPO Box 158 Canberra ACT 2601 | www.education.act.gov.au

From: Efthymiades, Deb <Deb.Efthymiades@act.gov.au>

Sent: Monday, August 19, 2024 4:46 PM

To: EDU, Director-General Office <EDUDirectorGeneralOffice@act.gov.au>

Cc: DDGEDUoffice <DDGEDUoffice@act.gov.au>; System Policy and Reform Office <SPROffice@act.gov.au>

Subject: FOR CLEARANCE- MIN BRIEF Extending specialist school grandfathering arrangements
FILE2024/110794

Sensitivity: Confidential

OFFICIAL

a/DDG cleared; for DG consideration

this is a decision brief so on the 23 Aug MO timeline

From: Hucker, Penelope <Penelope.Hucker@act.gov.au> **On Behalf Of** DDGEDUoffice

Sent: Monday, August 19, 2024 4:38 PM

To: Efthymiades, Deb <Deb.Efthymiades@act.gov.au>

Cc: DDGEDUoffice <DDGEDUoffice@act.gov.au>; System Policy and Reform Office

<SPROffice@act.gov.au>

Subject: FOR CLEARANCE (due COB 20/8/2024) - MIN BRIEF Extending specialist school grandfathering arrangements FILE2024/110794

Sensitivity: Confidential

OFFICIAL

Hi Deb

Please find attached for your clearance a brief responding to an MO request about grandfathering of specialist school enrolment eligibility.

If you could please clear by COB tomorrow so that this can get to the DG in time for cutoff that would be great.

Thanks so much.

Sincerely

Pen

From: Thomas, Eldo <Eldo.Thomas@act.gov.au> **On Behalf Of** EGMSDD

Sent: Monday, August 19, 2024 9:56 AM

To: DDGEDUoffice <DDGEDUoffice@act.gov.au>

Cc: EGMSDD <EGMSDD@act.gov.au>

Subject: FOR URGENT CLEARANCE - MIN BRIEF Extending specialist school grandfathering arrangements FILE2024/110794

Sensitivity: Confidential

OFFICIAL

Hi DDGO,

Please see cleared by EGM SDD, progressed for DDG clearance:

Clearance Request	
TRIM Container Number	FILE2024/110794
Documentation Type	Min Brief
Clearance due date / Critical Date	
Critical date reason (if applicable)	Minister sign off requested by 6/9/2024
Context/Background information for clearance	FOL24/2787 MIN CAVEAT BRIEF - [REDACTED] student access to Specialist School, was recently signed by the Minister with the following comment: <i>This case has highlighted an unexpected gap in the</i>

	<i>grandfathering provisions for people who were previously enrolled and return from another jurisdiction. Can this please be closed to avoid similar future cases?</i> - DLO emailed the Directorate to provide an update, and this brief, FILE2024/110794, has been drafted to seek the Minister's agreement to extend grandfathering arrangements for specialist schools for students who have moved interstate or overseas and then returned to Canberra and agree to extend grandfathering arrangements for specialist schools for students who have moved to a priority enrolment area school and then wished to re-enrol in a specialist setting. - If the Minister agrees to the recommendations of the brief EWSS will communicate with the School Psychology Service and specialist schools to make them aware of the extended grandfathering arrangements to inform their conversations with families considering returning to a specialist setting.
Consultation (who has been consulted on this brief)	Executive Branch Manager, Engagement and Wellbeing Support Services Executive Branch Manager, Strategic Policy
Additional Comments	The min brief has been cleared by EBM EWSS TRIM title not appearing due to ICT issue
Senior Director PoC/Lead	Murray McKay / Christina Myers

Regards,

Eldo Thomas | Service Design and Delivery | Education Directorate | ACT Government

Phone: 0262079489 Email: eldo.thomas@act.gov.au

HBCTL Fremantle Drive Stirling ACT | GPO Box 158 Canberra ACT 2601 | www.education.act.gov.au

From: Spence, Angela <Angela.Spence@act.gov.au>

Sent: Monday, August 19, 2024 9:50 AM

To: EGMSDD <EGMSDD@act.gov.au>

Subject: RE: FOR CLEARANCE: DUE 16/08 - MIN BRIEF Extending specialist school grandfathering arrangements FILE2024/110794

Sensitivity: Confidential

OFFICIAL

Approved

From: Metherell, Skye <Skye.Metherell@act.gov.au> **On Behalf Of** EGMSDD

Sent: Thursday, August 15, 2024 4:13 PM

To: Spence, Angela <Angela.Spence@act.gov.au>

Cc: EGMSDD <EGMSDD@act.gov.au>

Subject: FOR CLEARANCE: DUE 16/08 - MIN BRIEF Extending specialist school grandfathering

arrangements FILE2024/110794

Sensitivity: Confidential

OFFICIAL

Hi Ang,

Please see attached TRIM link to a Min brief on closing the grandfathering arrangements gap which was recently discovered.

- I just had a couple of queries on this which I've left in for your reference.
- I think this answers the Mins question about closing the gap well.

Thanks,
Skye

From: Myers, Christina <Christina.Myers@act.gov.au>

Sent: Thursday, August 15, 2024 10:36 AM

To: EGMSDD <EGMSDD@act.gov.au>

Cc: EDU, EBM Engagement & Wellbeing Support Services <EBMEWSS@act.gov.au>; EDU, Learning & Teaching <EDUlearningandteaching@act.gov.au>

Subject: FW: For review/amendments please: MIN BRIEF Extending specialist school grandfathering arrangements FILE2024/110794

Sensitivity: Confidential

OFFICIAL

Dear Skye

Thanks for your questions and comments. Using tracked changes I think I have covered them all off now.

Kind regards
Christina

From: EDU, Learning & Teaching <EDUlearningandteaching@act.gov.au>

Sent: Thursday, August 15, 2024 10:10 AM

To: Myers, Christina <Christina.Myers@act.gov.au>

Cc: DisabilityEducation <DisabilityEducation@act.gov.au>; Turnbull, Kym <Kym.Turnbull@act.gov.au>; EDU, Learning & Teaching <EDUlearningandteaching@act.gov.au>

Subject: For review/amendments please: MIN BRIEF Extending specialist school grandfathering arrangements FILE2024/110794

Sensitivity: Confidential

OFFICIAL

Hi Christina

Please see below and TRIM link attached as mentioned via Teams. Could you please have a look at Skye's comments and make the appropriate changes in track? I am in the middle of reviewing another TRIM container so I haven't looked at what the comments are yet, but please call me after 12pm if we need to discuss.

Thanks,

Katy Penglis | Executive Officer - Learning and Teaching

Email: katy.penglis@act.gov.au

Service Design and Delivery | Education | ACT Government

GPO Box 158 Canberra ACT 2601

www.education.act.gov.au | [Facebook](#) | [Twitter](#) | [Instagram](#) | [LinkedIn](#)

From: Metherell, Skye <Skye.Metherell@act.gov.au> **On Behalf Of** EGMSDD

Sent: Thursday, August 15, 2024 9:40 AM

To: EDU, Learning & Teaching <EDUlearningandteaching@act.gov.au>

Cc: Kalyvas, Mandy <Mandy.Kalyvas@act.gov.au>; EGMSDD <EGMSDD@act.gov.au>

Subject: For review/amendments please: MIN BRIEF Extending specialist school grandfathering arrangements FILE2024/110794

Sensitivity: Confidential

OFFICIAL

Hi Team,

Thank you for progressing this one so quickly! I have just made a couple of comments in the brief, can these please be reviewed and addressed? Please let me know if you need to chat through anything

Thanks,

Skye

From: EDU, Learning & Teaching <EDUlearningandteaching@act.gov.au>

Sent: Wednesday, August 14, 2024 1:12 PM

To: EGMSDD <EGMSDD@act.gov.au>

Cc: Kalyvas, Mandy <Mandy.Kalyvas@act.gov.au>

Subject: FOR CLEARANCE: MIN BRIEF Extending specialist school grandfathering arrangements FILE2024/110794

Sensitivity: Confidential

OFFICIAL

Hi Skye,

The inclusive education team have prepared the attached brief (FILE2024/110794), following the Minister's comments on a recent caveat brief, FOL24/2787. The min brief has been cleared by EBM EWSS – see clearance advice attached.

Drop copy to Mandy in her absence [@Kalyvas, Mandy](#)

Clearance Request	
TRIM Container Number	FILE2024/110794
Documentation Type	Min Brief
Clearance due date / Critical Date	
Critical date reason (if applicable)	Minister sign off requested by 6/9/2024
Context/Background information for clearance	- FOL24/2787 MIN CAVEAT BRIEF - [REDACTED] student access to Specialist School, was recently signed by the Minister with the following comment: <i>This case has highlighted an unexpected gap in the grandfathering provisions for people who were previously enrolled and return from another jurisdiction. Can this please be closed to avoid similar future cases?</i> - DLO emailed the Directorate to provide an update, and this brief, FILE2024/110794, has been drafted to seek the Minister's agreement to extend grandfathering arrangements for specialist schools for students who have moved interstate or overseas and then returned to Canberra and agree to extend grandfathering arrangements for specialist schools for students who have moved to a priority enrolment area school and then wished to re-enrol in a specialist setting. - If the Minister agrees to the recommendations of the brief EWSS will communicate with the School Psychology Service and specialist schools to make them aware of the extended grandfathering arrangements to inform their conversations with families considering returning to a specialist setting.
Consultation (who has been consulted on this brief)	Executive Branch Manager, Engagement and Wellbeing Support Services Executive Branch Manager, Strategic Policy
Additional Comments	The min brief has been cleared by EBM EWSS TRIM title not appearing due to ICT issue
Senior Director PoC/Lead	Murray McKay / Christina Myers

Regards,

Katy Penglis | Executive Officer Learning and Teaching branch

Email: katy.penglis@act.gov.au

Service Design and Delivery | Education | ACT Government

GPO Box 158 Canberra ACT 2601

www.education.act.gov.au | [Facebook](#) | [Twitter](#) | [Instagram](#) | [LinkedIn](#)

From: McKay, Murray <Murray.McKay@act.gov.au>

Sent: Tuesday, August 13, 2024 1:01 PM

To: EGMSDD <EGMSDD@act.gov.au>; EDU, Learning & Teaching
<EDUlearningandteaching@act.gov.au>

Cc: Myers, Christina <Christina.Myers@act.gov.au>

Subject: RE: FOR ADVICE: SIGNED WITH COMMENT: FOL24/2787 : MIN CAVEAT BRIEF - [REDACTED]
[REDACTED] student access to Specialist School

Sensitivity: Confidential

OFFICIAL

Hi Skye

I hadn't seen this before.

We'll look into this and certainly have records of eligibility to support but will likely require collaboration between us and School Psych Service.

Clarifying that Minister would like the grandfathering of eligibility to apply to any student who has previously been eligible for a specialist school irrespective of current enrolment.

Just also maintaining visibility that we do not have any direction on the capacity of specialist schools and what support we provide to families who might be eligible for a specialist school that doesn't have capacity to enrol them.

Murray

From: Metherell, Skye <Skye.Metherell@act.gov.au> **On Behalf Of** EGMSDD

Sent: Tuesday, August 13, 2024 12:41 PM

To: McKay, Murray <Murray.McKay@act.gov.au>; EDU, Learning & Teaching
<EDUlearningandteaching@act.gov.au>

Cc: EGMSDD <EGMSDD@act.gov.au>

Subject: RE: FOR ADVICE: SIGNED WITH COMMENT: FOL24/2787 : MIN CAVEAT BRIEF - [REDACTED]
[REDACTED] student access to Specialist School

Sensitivity: Confidential

OFFICIAL

Hi Murray,

I'm not sure if you've seen this Caveat Brief yet but Minister has asked about closing the gap with the grandfathering arrangements for specialist schools. I think Ang was discussing this with you last week, is this something that sits with IE?

Thanks,
Skye

From: Hucker, Penelope <Penelope.Hucker@act.gov.au> **On Behalf Of** DDGEDUoffice
Sent: Monday, August 12, 2024 4:03 PM
To: EGMSlooffice <EGMSlooffice@act.gov.au>; EGMSDD <EGMSDD@act.gov.au>; Steele, Peter <Peter.Steele@act.gov.au>
Cc: DDGEDUoffice <DDGEDUoffice@act.gov.au>
Subject: FOR ADVICE: SIGNED WITH COMMENT: FOL24/2787 : MIN CAVEAT BRIEF - [REDACTED]
 student access to Specialist School
Sensitivity: Confidential

OFFICIAL

Hi Janet and Skye

I'm reaching out because I'm trying to get to the bottom of who's leading the response back to the MO on the Minister's feedback re the attached caveat brief.

I'm not sure SI is the correct area as they don't have policy responsibility for specialist school enrolment.

I'm keen for your advice/thoughts/ideas on who should be taking carriage. Is this an Inclusion Ed type of issue or something in Tej's space?

[@Steele, Peter](#) – for your visibility (this is the one I messaged you about) as you are leading [REDACTED] things at the moment.

I want to make sure that we know who's leading this work and it doesn't get stuck.

Thanks heaps and I look forward to your reply.

Sincerely

Pen

From: Page, Vicki <Vicki.Page@act.gov.au> **On Behalf Of** Education DLO
Sent: Monday, August 12, 2024 3:45 PM
To: DDGEDUoffice <DDGEDUoffice@act.gov.au>
Subject: FW: SIGNED WITH COMMENT: FOL24/2787 : MIN CAVEAT BRIEF - [REDACTED] student access to Specialist School
Sensitivity: Confidential

Hi Pen

Further to your teams message – here is the email.

Happy for whoever takes carriage of it to create the new TRIM container or use the existing container to provide an update.

Thanks

Vicki

Vicki Page | Directorate Liaison Officer
Ministerial & Corporate Reporting | **Education Directorate** | ACT Government
T: MS Teams | E: edudlo@act.gov.au
GPO Box 158, Canberra, ACT 2601 |

From: Page, Vicki <Vicki.Page@act.gov.au> **On Behalf Of** Education DLO
Sent: Wednesday, August 7, 2024 4:37 PM
To: Huxley, Mark <Mark.Huxley@act.gov.au>; Matthews, David <David.Matthews@act.gov.au>; EGMSlooffice <EGMSlooffice@act.gov.au>; EDU, EGMPGC <EGMPGC@act.gov.au>; EDU, Director-General Office <EDUDirectorGeneralOffice@act.gov.au>
Cc: Education DLO <EDUDLO@act.gov.au>
Subject: SIGNED WITH COMMENT: FOL24/2787 : MIN CAVEAT BRIEF - [REDACTED] student access to Specialist School
Sensitivity: Confidential

Hi

Minister has signed this brief with comment and TRIM has been updated.

MINISTER'S COMMENT:

This case has highlighted an unexpected gap in the grandfathering provisions for people who were previously enrolled and return from another jurisdiction. Can this please be closed to avoid similar future cases?

Returning to you for appropriate next steps.

Regards

Vicki

Vicki Page | Directorate Liaison Officer
Ministerial & Corporate Reporting | **Education Directorate** | ACT Government
T: MS Teams | E: edudlo@act.gov.au
GPO Box 158, Canberra, ACT 2601 |

-----< Content Manager Record Information >-----

Record Number: FOL24/2787
Title: MIN CAVEAT BRIEF - [REDACTED] student access to Specialist School

Education Directorate

To:	Executive Group Manager, Service Design and Delivery	Tracking No.: FILE2024/110794
Date:	29/08/2024	
CC:	Executive Branch Manager, Engagement and Wellbeing Support Services	
From:	Senior Director, Inclusive Education	
Subject:	Expanding Specialist School grandfathering arrangements	

That you:

1. Approve the extension of grandfathering arrangements to students enrolled in a specialist school who have subsequently moved interstate or overseas and then returned to the ACT with an intent to re-enrol in a specialist school.

Agreed / ~~Not Agreed~~ / ~~Please Discuss~~

2. Approve the extension of grandfathering arrangements to students who have moved to a priority enrolment area school and then wished to re-enrol in a specialist school.

Agreed / ~~Not Agreed~~ / ~~Please Discuss~~

3. Note the ACT Disability Program Entry Criteria and other internal documentation used by Clinical Practice will be updated to reflect these arrangements following your endorsement.

Noted / ~~Please Discuss~~

Angela Spence 13/09/2024

Executive Office Feedback

Background

1. From the beginning of the 2022 school year, eligibility criteria for specialist schools were changed to require that new students must have moderate, severe, or profound intellectual disability (FILE2021/6452).
2. Previously, the criteria for specialist school program entry for students in year 7-10 differed from kindergarten to year 6 and years 11 and 12. Students with mild intellectual disability were able to attend specialist schools in year 7-10 but not in other year groups. Eligible autistic students without intellectual disability (but with adaptive functioning deficits) could also attend specialist schools.
3. The previous specialist school eligibility arrangements were effectively “grandfathered” for current students in specialist schools, ensuring they could complete their schooling in a specialist setting if this was their preference (FILE2022/6797).

Issues

4. The Minister for Education and Youth Affairs, Yvette Berry MLA, has requested that the Directorate address an identified gap in grandfathering arrangements for students enrolled under previous criteria who have left ACT specialist schools and then reapplied to attend (see FILE2024/110794). This may include:
 - a. students who have moved interstate or overseas and then returned to the ACT and are no longer eligible for specialist school enrolment; and
 - b. students who have left a specialist school for another ACT public school, but then wish to return to a specialist setting and are no longer eligible.
5. On 28 August 2024 the Minister noted FILE2024/110794 advising her that this work will occur.
6. This brief (FILE2024/110794) has been prepared following feedback from DG office on EGM making the decision around extending grandfathering arrangements and EGM SDD’s request for a decision brief regarding these arrangements.
7. The Education Support Office will work with specialist schools and make them aware of the extended grandfathering arrangements to inform their conversations with families considering returning to a specialist setting.
8. Specialist preschool has deliberately been excluded from grandfathering arrangements because it has always had broader eligibility criteria, requiring only a diagnosis of Global Developmental Delay with significant adaptive deficits and/or intellectual disability.
9. School psychologists will continue to support families to make decisions with eligibility information and families will continue to be encouraged to visit their local school and specialist school to inform their decision.

10. A preliminary analysis of data provided by specialist schools show that between 2022-24, the number of students who left specialist schools and may return is:

Year levels	Number of students who left specialist schools and may return
Kindergarten - year 6	22 students (18 moved interstate)
Year 7 - year 12	13 students (8 moved interstate)

11. Of these students, a small proportion may be affected by the change in eligibility requirements. This presents a low risk to the Education Directorate and is unlikely to result in significant new enrolment pressures for specialist schools.

Financial Implications

12. Nil.

Consultation

Internal

13. Executive Branch Manager Engagement and Wellbeing Support Services

Cross Directorate

14. Nil.

External

15. As with the original grandfathering arrangements, targeted engagement is proposed. Communication with families will occur on a responsive basis when enrolment enquiries or applications are received.

Work Health and Safety

16. In term 1 2021, [REDACTED] School experienced several work health and safety incidents resulting in injury to students and staff. Significant supports were put in place for the school including additional staffing and infrastructure.
17. Part of the Education Directorate's response included the introduction of infrastructure capacity assessments of all specialist schools (FILE2021/1943) and the change to eligibility criteria.
18. The Education Support Office will continue to support specialist and local schools to meet the needs of students with disability, including through support from the Allied Health Service, School Psychology Service, professional learning, and other targeted supports.

Benefits/Sensitivities

19. There is strong evidence to support inclusive education and historically some students without intellectual disability have been enrolled in specialist schools despite concern

that this could be detrimental to their social and educational outcomes. Extending grandfathering arrangements could see this continue to occur.

Communications, media and engagement implications

20. A decision on updated grandfathering arrangements will be communicated to specialist schools to ensure families receive accurate information. Only targeted external engagement will occur.

Signatory Name: Kym Turnbull

Phone: 62074157

Action Officer: Christina Myers

Phone: 

From: [Sloane, Brenton](#)
To: [Spence, Angela](#)
Cc: [EDU Media](#); [Short, Paul](#); [Van Aalst, Sally](#); [Harper, Charlotte](#); [EGMSDD](#)
Subject: RE: FOR APPROVAL: Media inquiry - Children with disabilities and restrictive practices
Date: Monday, 16 September 2024 5:51:57 PM
Attachments: [image001.png](#)

OFFICIAL

Thanks Ange!

From: Spence, Angela <Angela.Spence@act.gov.au>
Sent: Monday, September 16, 2024 5:43 PM
To: Sloane, Brenton <Brenton.Sloane@act.gov.au>
Cc: EDU Media <EDU.Media@act.gov.au>; Short, Paul <Paul.Short@act.gov.au>; Van Aalst, Sally <Sally.VanAalst@act.gov.au>; Harper, Charlotte <Charlotte.Harper@act.gov.au>; EGMSDD <EGMSDD@act.gov.au>
Subject: RE: FOR APPROVAL: Media inquiry - Children with disabilities and restrictive practices

OFFICIAL

Please see below for cleared content

From: Sloane, Brenton <Brenton.Sloane@act.gov.au>
Sent: Monday, September 16, 2024 3:43 PM
To: Spence, Angela <Angela.Spence@act.gov.au>
Cc: EDU Media <EDU.Media@act.gov.au>; Short, Paul <Paul.Short@act.gov.au>; Van Aalst, Sally <Sally.VanAalst@act.gov.au>; Harper, Charlotte <Charlotte.Harper@act.gov.au>; EGMSDD <EGMSDD@act.gov.au>
Subject: FOR APPROVAL: Media inquiry - Children with disabilities and restrictive practices

OFFICIAL

Hello Angela,

Please see below a revised media response to this media enquiry we received from re: children with disabilities and restrictive practices.

Daniel Ackland has changed to text of that purple highlighted section to the below.

Please advise if you are happy for me to proceed with the below:

Does the ACT Education Directorate collect and/or release data on how often restrictive practices are used on students?

The Education Directorate collects and reports information to the Senior Practitioner on the use

of restrictive practice, as legislated in the [Senior Practitioner Act 2018](#).

The Education Directorate is required to report the following to the Senior Practitioner within five days of an incident:

- the name of the person on whom the restrictive practice was used;
- whether the person was a child when the restrictive practice was used;
- the kind of restrictive practice used;
- for how long the restrictive practice was used;
- the reason why the restrictive practice was used;
- what prior attempt (if any) was made to avoid the use of the restrictive practice;
- the effect of the restrictive practice on the person's behaviour;
- the name of the person who authorised the use of the restrictive practice (if relevant);
- the name of the person who used the restrictive practice.

ACT is the only jurisdiction in Australia that has specific legislation providing a framework for reducing and eliminating restrictive practices for children in education settings, and requirements to formally report restrictive practice to the Senior Practitioner.

If so, does the ACT Education Directorate break down this data by whether an incident involved a student with a disability or not?

The ACT Education Directorate is not required to collect or report information on whether or not a student has a disability.

Does the ACT Education Directorate collect and/or release data on how many teachers have been disciplined for unauthorised use of restrictive practices in schools?

The *Senior Practitioner Act 2018* authorises the Senior Practitioner to investigate the use of restrictive practices and to issue penalties if the legislation has been breached. Since the introduction of the Senior Practitioners Act in 2018. The Senior Practitioner is responsible for reporting restrictive practice in the ACT.

The ACT Education Directorate (the Directorate) is obligated in accordance with the ACT Reportable Conduct Scheme as per the *Ombudsman Act 1989* (the Act) to report allegations, offences or convictions relating to child related misconduct by an employee to the ACT Ombudsman. These allegations include the ill-treatment of a child which includes the use of inappropriate forms of restrictive intervention/s.

Each allegation and subsequent enquiry is managed with the strictest of confidentiality provisions, and therefore the Directorate is unable to comment on any disciplinary or administrative actions undertaken as a consequence of the Reportable Conduct Scheme.

Can you refer me to name of any legislation or regulations covering the use of restrictive practices in schools in the ACT, and where I can read these online?

The relevant legislation is the [Senior Practitioner Act 2018](#). Further information can be found on the [Office of the Senior Practitioner website](#).

Where can I find the most authoritative information on how extra funding is allocated to schools for students with disabilities in the ACT? If possible, I'd like to see data on how much is being allocated per student (even on an average basis), if such data is available.

Information on ACT Government funding allocations for students with disability in both mainstream and specialist school settings can be found on page 17 of the 2023-24 Education Directorate's Annual Report ([Budget-Statements-F.pdf \(act.gov.au\)](#)).

Cheers,

Brenton Sloane | Director, Media and Content

Communications and Engagement | Education | ACT Government

P: (02) 6205 4196 | M: 0431 252 698 | E: brenton.sloane@act.gov.au

Level 4, Government Office Block, 220 London Circuit Civic | GPO Box 158 Canberra ACT 2601

www.education.act.gov.au | [Facebook](#) | [Twitter](#) | [Instagram](#) | [LinkedIn](#)

From: [REDACTED]

Sent: Thursday, September 12, 2024 4:42 PM

To: Sloane, Brenton <Brenton.Sloane@act.gov.au>; BERRY <BERRY@act.gov.au>; Cook, Caitlin <Caitlin.Cook@act.gov.au>

Subject: Media inquiry - Children with disabilities and restrictive practices

Some people who received this message don't often get email from [REDACTED]. [Learn why this is important](#)

Caution: This email originated from outside of the ACT Government. Do not click links or open attachments unless you recognise the sender and know the content is safe.

Dear Minister Berry, Brenton, Caitlan and any other ACT Education Directorate staff this reaches.

I hope you're well.

I'm sending this email to you all because I couldn't find a media contact email address for the ACT education directorate.

I have a few questions I'd like to ask for a feature story I'm currently working on for [REDACTED]. In the following questions, I am using the term 'restrictive practices' as it is [defined by the NDIS Quality and Safeguards Commission](#):

"A restrictive practice means any practice or intervention that has the effect of restricting the rights or freedom of movement of a person with disability. Under the NDIS Rules, certain restrictive practices are regulated. These include seclusion, chemical restraint, mechanical restraint, physical restraint and environmental restraint."

1. Does the ACT Education Directorate collect and/or release data on how often restrictive practices are

used on students as the Victorian government does under the [‘Restraint and Seclusion’ subheading on this webpage](#).

2. If so, does the ACT Education Directorate break down this data by whether an incident involved a student with a disability or not. (The Victorian government doesn’t do this).
3. Does the ACT Education Directorate collect and/or release data on how many teachers have been disciplined for unauthorised use of restrictive practices in schools?
4. Can you refer me to name of any legislation or regulations covering the use of restrictive practices in schools in the ACT, and where I can read these online?
5. Where can I find the most authoritative information on how extra funding is allocated to schools for students with disabilities in the ACT? If possible, I’d like to see data on how much is being allocated per student (even on an average basis), if such data is available.

If you could get me a response by COB September 16, that would be most appreciated.

All the best,



From: [Sloane, Brenton](#)
To: [Atkins, Jessie](#); [Allison, Drew](#); [Spence, Angela](#)
Cc: [EDU, CBS & WHS](#); [EDU Media](#); [EGMSDD](#); [Short, Paul](#); [Van Aalst, Sally](#); [Harper, Charlotte](#)
Subject: FOR INFORMATION: Question regarding Senior Practitioner review of incident
Date: Tuesday, 17 September 2024 1:50:51 PM
Attachments: [image001.png](#)

OFFICIAL: Sensitive - Personal Privacy

Hello all,

Please see below information regarding a follow up media enquiry to CSD about restrictive practice, including in relation to an incident at an ACT public school on May 7, as well as the responses CSD have just provided to [REDACTED] on behalf of the Office of the Senior Practitioner.

I am providing this to all of you for your information. Please let me know if you believe I need to send this on to anyone else for their information.

Cheers,

Brenton Sloane | Director, Media and Content

Communications and Engagement | Education | ACT Government

P: (02) 6205 4196 | M: 0431 252 698 | E: brenton.sloane@act.gov.au

Level 4, Government Office Block, 220 London Circuit Civic | GPO Box 158 Canberra ACT 2601

www.education.act.gov.au | [Facebook](#) | [Twitter](#) | [Instagram](#) | [LinkedIn](#)

From: CSD Media <CSD.Media@act.gov.au>
Sent: Tuesday, September 17, 2024 1:28 PM
To: EDU Media <EDU.Media@act.gov.au>
Cc: Sloane, Brenton <Brenton.Sloane@act.gov.au>
Subject: FW: Question regarding Senior Practitioner review of incident

OFFICIAL: Sensitive - Personal Privacy

FYI, our follow up response to [REDACTED] for your information.

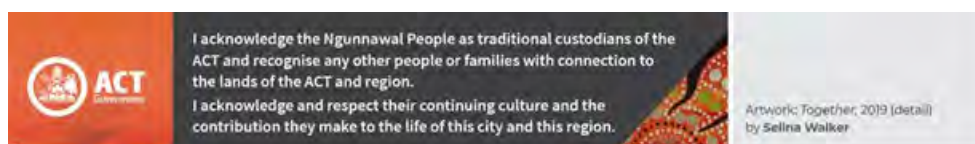
Rachael Whiteley-Black | Director, Media and Issues Management

CSD Media Line: 0478 401 117

Email: CSDMedia@act.gov.au

Communications & Engagement | Community Services Directorate | ACT Government

220 London Circuit, Canberra City | GPO Box 158 Canberra City ACT 2601 | www.act.gov.au



From: CSD Media <CSD.Media@act.gov.au>

Sent: Tuesday, September 17, 2024 1:27 PM

To: [REDACTED]

Cc: CSD Media <CSD.Media@act.gov.au>

Subject: RE: Question regarding Senior Practitioner review of incident

OFFICIAL: Sensitive - Personal Privacy

HI [REDACTED]

Thank you for your enquiry, please see below our response to be attributed to an ACT Government spokesperson please:

STARTS

What stage is the Senior Practitioner's office at with its review of this incident?

The Office of Senior Practitioner (OSP) has concluded the review of this incident.

Has the Senior Practitioner conducted interviews in relation to this incident?

The OSP has had several meetings with both original complainant and Education staff.

How will the Senior Practitioner's findings be documented?

The findings, and subsequent recommendations, will be outlined in a report that is provided to the Education Directorate.

When is this review likely to be finalised?

The review report will be provided to the Education Directorate shortly.

Is the Senior Practitioner likely to make any recommendations to the school and the Education Directorate based on this review?

The report will outline recommendations. The OSP will continue to work with the Education Directorate to ensure appropriate actions are undertaken in response to the recommendations.

Will the outcomes of this review be made public?

The report contains recommendations which are specific to particular individuals, therefore it cannot be made public due to personal privacy.

ENDS

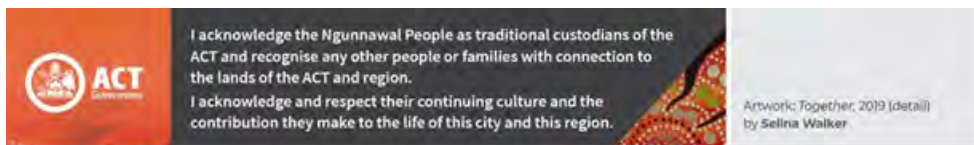
Rachael Whiteley-Black | Director, Media and Issues Management

CSD Media Line: 0478 401 117

Email: CSDMedia@act.gov.au

Communications & Engagement | Community Services Directorate | ACT Government

220 London Circuit, Canberra City | GPO Box 158 Canberra City ACT 2601 | www.act.gov.au



From: [REDACTED]

Sent: Monday, September 16, 2024 8:00 AM

To: CSD Media <CSD.Media@act.gov.au>

Subject: Question regarding Senior Practitioner review of incident

Caution: This email originated from outside of the ACT Government. Do not click links or open attachments unless you recognise the sender and know the content is safe.

Good morning,

I have some questions regarding a review the Senior Practitioner is undertaking of an incident involving restrictive practices that occurred in an ACT public school on May 7. The details of the incident were published in [an article in the Canberra Times on August 6](#).

My questions are:

- What stage is the Senior Practitioner's office at with their review of this incident?
- Has the Senior Practitioner conducted interviews in relation to this incident?
- How will the Senior Practitioner's findings be documented?
- When is this review likely to be finalised?
- Is the Senior Practitioner likely to make any recommendations to the school and the Education Directorate based on this review?
- Will the outcomes of this review be made public?

I would appreciate a response by close of business tomorrow (September 17). Please let me know if there are any concerns. I intend to ensure the privacy of the child at the centre of this incident in any reporting on this matter.

Kind regards,

[REDACTED]

[REDACTED]



Education Directorate

To:	Minister for Education and Early Childhood	Tracking No.: FILE2024/110932, REC25/71335
Date:	21/03/2025	
CC:	Deputy Director-General; Executive Group Manager System Policy and Reform	
From:	Executive Branch Manager Governance	
Subject:	Draft Implementation Plan – Directorate response to Commission-Initiated Consideration	
Critical Date:	14/11/2025	
Critical Reason:	The Directorate has committed to providing the Human Rights Commission (HRC) with an Implementation Plan by 11 April 2025.	
- DG .../.../... - EGM .../.../...		

Recommendations

That you:

- 1. Endorse the draft Implementation Plan in response to the HRC’s recommendations in the Commission-Initiated Consideration Report relating to an incident at [redacted]

	Noted / Please Discuss
Yvette Berry MLA	[redacted]/...../.....
Minister’s Office Feedback	

Background

1. On 27 February 2025 you were briefed on the HRC Report following the Commission-Initiated Consideration of an incident with a student at [REDACTED] (FILE2024/110932, REC25/44893).
 2. On 17 March 2024 the Director-General wrote to the Discrimination, Disability and Community Services Commissioner to accept the eight recommendations in the HRC Report and confirm an Implementation Plan would be provided to the Commissioner by the requested date of 11 April 2025.
- 



Signatory Name: Kristen Laurent

Action Officer: Kristen Laurent

Attachment/s -

Attachment	Title
Attachment A	Draft Implementation Plan – Directorate response to HRC Report

2025

**ACT HUMAN RIGHTS COMMISSION
COMMISSION-INITIATED CONSIDERATION: STUDENT INCIDENT**

EDUCATION DIRECTORATE IMPLEMENTATION PLAN

April 2025

Introduction

On 21 July 2024 the Minister for Education and Youth Affairs (the Minister) notified the ACT Human Rights Commission (the Commission) about an incident that occurred on 7 May 2024 in an ACT public primary school relating to allegations of a [REDACTED] [REDACTED]

[REDACTED] The Minister requested the Commission undertake an independent review into this matter.



Directorate response to Human Rights Commission recommendations



Recommendation 2: Review procedures

The Education Directorate, in consultation with the ACT Senior Practitioner's office, to review the Education Directorate's Safe and Supportive Schools Procedure B – Safely responding to complex and challenging behaviour in Canberra Public Schools and consider whether any amendments to the procedures are required and establish a process to regularly remind schools to socialise the procedure with school staff.

Agreed.

The Safe and Supportive Schools Policy, and associated procedures is currently under review, with completion expected by December 2025. Specific consultation will occur with the ACT Senior Practitioner as the policy is reviewed.

Recommendation 3: Training on restrictive practices

Noting the prevalence of students with disabilities in non-specialist schools the Education Directorate, in consultation with the ACT Senior Practitioner's office, to develop and implement a resource on understanding restrictive practice laws and obligations in the ACT and include in induction and onboarding processes for school staff.

Agreed.

Revised Restrictive Practice Factsheets have been developed, in consultation with the ACT Senior Practitioner and will be published on the Directorate's website on 21 March 2025. This will be communicated to schools via an all-staff bulletin notice on Tuesday 25 March 2025.

A workshop with the ACT Senior Practitioner to co-design Education specific training resources is scheduled for 06 May 2025. The aim of this workshop is to develop training resources for both Education and the ACT Senior Practitioner to share with education staff.

As part of the Principal Induction program, training in restrictive practices is included within the Complex Behaviour Support and Work Health and Safety branch presentation. The induction and training for new educators program will be strengthened to include specific restrictive practices training commencing from mid-year 2025.

An all-staff bulletin notice was published on 26 November 2024 reminding schools of restrictive practice definitions and reporting requirements.

Recommendation 5: Positive Behaviour Support Plans/Protective Action Plans

The Education Directorate to communicate with schools on a regular basis during each school term regarding the need for staff awareness of Positive Behaviour Support Plans and Protective Action Plans and for regular plan reviews, plan updates and compliance monitoring of plans.

Agreed.

Communications will be distributed to schools no less than once per term, at the start of every term through the all-staff bulletin promoting staff awareness of types of plans, and the need to review and update plans.







DRAFT

Education Directorate

FOR OFFICIAL USE ONLY

To:	Director-General	Tracking No.: FOL25/1519, REC25/88452
Date:	07/04/2025	
From:	Executive Branch Manager Governance	
Subject:	Human Rights Commission (HRC) Report – [redacted] incident: Directorate Implementation Plan	
Critical Date:	11/04/2025	
Critical Reason:	The HRC has requested we provide a copy of or Implementation Plan by Friday 11 April 2025 and we have made a commitment in writing to meet this timeframe.	

Recommendations

That you:

- 1. Sign the cover letter to the Implementation Plan at Attachment A

Agreed / ~~Not Agreed~~ / ~~Please Discuss~~

- 2. Agree to Executive Branch Manager Governance sending the signed letter and Implementation Plan to the Human Rights Commission by 11 April 2025, subject to the Minister for Education and Early Childhood’s endorsement of the draft Implementation Plan (refer FILE2024/110932, REC25/71335)

Agreed / ~~Not Agreed~~ / ~~Please Discuss~~



Noted / ~~Please Discuss~~

.....[redacted].....10/04/25

Executive Feedback

Background

1. A brief is currently with the Minister for Education and Early Childhood seeking endorsement of the Implementation Plan in response to the Human Right Commission's (HRC) recommendations in the Commission-Initiated Consideration Report relating to an incident at [REDACTED]
2. The Minister's Office are aware of the critical date for Ministerial clearance to meet the 11 April 2025 deadline for submission to the HRC.

Issues





Signatory Name: Kristen Laurent

Phone:

Action Officer: Kristen Laurent

Phone:

Attachments

Attachment	TRIM No	Title
Attachment A	REC25/88765	Cover letter to the Human Rights Commission
Attachment B	REC25/88901	Endorsed Implementation Plan



Ms Karen Toohey
Discrimination, Health Services,
Disability and Community Services Commissioner
ACT Human Rights Commission,
56 Allara Street,
CANBERRA, ACT 2601

Dear Ms Toohey

Commission- Initiated Consideration (CIC) into a student incident at [REDACTED]

I am pleased to present the ACT Education Directorate's Implementation Plan in response to the Commission's recommendations outlined in the Commission-Initiated Consideration report regarding the incident at [REDACTED].

The Directorate has carefully reviewed and accepted all eight recommendations provided by the Commission. The Implementation Plan outlines the specific steps the Directorate will take to address the identified concerns and ensure compliance with human rights standards.

To facilitate closure of this complaint with the Commission, the Directorate will monitor progress of the Implementation Plan and deliver an update to the Commission by the end of Term 4, 2025.

Should you have any questions or require further information, please do not hesitate to contact me.

Thank you for your attention to this important matter.

Yours sincerely

[REDACTED]
Jo Wood
Director-General
ACT Education Directorate
10 April 2025

2025

**ACT HUMAN RIGHTS COMMISSION
COMMISSION-INITIATED CONSIDERATION: STUDENT INCIDENT**

EDUCATION DIRECTORATE IMPLEMENTATION PLAN

April 2025

Introduction

On 21 July 2024 the Minister for Education and Youth Affairs (the Minister) notified the ACT Human Rights Commission (the Commission) about an incident that occurred [REDACTED]

[REDACTED] The Minister requested the Commission undertake an independent review into this matter.

[REDACTED]

Directorate response to Human Rights Commission recommendations

[REDACTED]

Recommendation 2: Review procedures

The Education Directorate, in consultation with the ACT Senior Practitioner's office, to review the Education Directorate's Safe and Supportive Schools Procedure B – Safely responding to complex and challenging behaviour in Canberra Public Schools and consider whether any amendments to the procedures are required and establish a process to regularly remind schools to socialise the procedure with school staff.

Agreed.

The Safe and Supportive Schools Policy, and associated procedures is currently under review, with completion expected by December 2025. Specific consultation will occur with the ACT Senior Practitioner as the policy is reviewed.

Recommendation 3: Training on restrictive practices

Noting the prevalence of students with disabilities in non-specialist schools the Education Directorate, in consultation with the ACT Senior Practitioner's office, to develop and implement a resource on understanding restrictive practice laws and obligations in the ACT and include in induction and onboarding processes for school staff.

Agreed.

Revised Restrictive Practice Factsheets have been developed, in consultation with the ACT Senior Practitioner and will be published on the Directorate's website on 21 March 2025. This will be communicated to schools via an all-staff bulletin notice on Tuesday 25 March 2025.

A workshop with the ACT Senior Practitioner to co-design Education specific training resources is scheduled for 06 May 2025. The aim of this workshop is to develop training resources for both Education and the ACT Senior Practitioner to share with education staff.

As part of the Principal Induction program, training in restrictive practices is included within the Complex Behaviour Support and Work Health and Safety branch presentation. The induction and training for new educators program will be strengthened to include specific restrictive practices training commencing from mid-year 2025.

An all-staff bulletin notice was published on 26 November 2024 reminding schools of restrictive practice definitions and reporting requirements.

Recommendation 5: Positive Behaviour Support Plans/Protective Action Plans

The Education Directorate to communicate with schools on a regular basis during each school term regarding the need for staff awareness of Positive Behaviour Support Plans and Protective Action Plans and for regular plan reviews, plan updates and compliance monitoring of plans.

Agreed.

Communications will be distributed to schools no less than once per term, at the start of every term through the all-staff bulletin promoting staff awareness of types of plans, and the need to review and update plans.







From: [Flynn, Charlie](#)
To: [Kidney, Greg](#); [Douk, Varo](#)
Cc: [Bobbin, Ryan](#); [Cusack, Grant](#)
Subject: RE: ACAP - Asset Condition Assessment Program 2025
Date: Friday, 9 January 2026 1:33:51 PM
Attachments: [Malkara School \(1\).pdf](#)

OFFICIAL

Hi Greg and Varo

I have added outdoor learning areas, Carparks, Sheds and covered area into spm and marked the location on the attached map

Kind Regards
Charlie Flynn

Charlie Flynn | **Asset Condition Assessor** - Asset Strategies
Strategic Infrastructure & Sustainability | Asset Management & Delivery Branch
ACT Government| Education |
Mobile: 0478 486 107| Email: Charlie.Flynn@act.gov.au
Level 4, 220 London Circuit, Canberra City | GPO Box 158 Canberra ACT 2601
www.education.act.gov.au |

From: Flynn, Charlie <Charlie.Flynn@act.gov.au>
Sent: Wednesday, 7 January 2026 8:18 AM
To: Assets.EDU <assets.edu@act.gov.au>; Tashi, Sonam (ACTEDU) <Sonam.Tashi@ed.act.edu.au>; GHamilton, Morgan (ACTEDU) <Morgan.GHamilton@ed.act.edu.au>
Cc: Bobbin, Ryan <Ryan.Bobbin@act.gov.au>; Cusack, Grant <Grant.Cusack@act.gov.au>; Douk, Varo <Varo.Douk@act.gov.au>; Kidney, Greg <Greg.Kidney@act.gov.au>
Subject: Re: ACAP - Asset Condition Assessment Program 2025

Hi Morgan and Sonam

As discussed, attached is the drawings we have from sail for your reference
Any changes you can see please mark them on the drawings so we can have the cad manager update them

King regards
Charlie Flynn

Get [Outlook for iOS](#)

From: Assets.EDU <assets.edu@act.gov.au>
Sent: Tuesday, November 11, 2025 11:08:24 AM
To: Tashi, Sonam (ACTEDU) <Sonam.Tashi@ed.act.edu.au>; GHamilton, Morgan (ACTEDU) <Morgan.GHamilton@ed.act.edu.au>
Cc: Bobbin, Ryan <Ryan.Bobbin@act.gov.au>; Cusack, Grant <Grant.Cusack@act.gov.au>; Pathak, Niyanta <Niyanta.Pathak@act.gov.au>; Ehsani, Hooman <Hooman.Ehsani@act.gov.au>; Douk, Varo <Varo.Douk@act.gov.au>; Flynn, Charlie <Charlie.Flynn@act.gov.au>; Kidney, Greg <Greg.Kidney@act.gov.au>; BM FrontDoor <BMFrontDoor@act.gov.au>; BM.MLKS@ed.act.edu.au <bm.mlks@ed.act.edu.au>; Mosely, Ben <Ben.Mosely@act.gov.au>; Watson, Andy <Andy.Watson@act.gov.au>; Shaw, Leanne <Leanne.Shaw@act.gov.au>
Subject: ACAP - Asset Condition Assessment Program 2025

OFFICIAL

Morgan and Sonam

A requirement of the Strategic Asset Management Plan is that the Education Directorate (EDU) conduct condition assessments of its school portfolio by site inspection. Regular inspection and condition assessment and recording of school assets forms the basis for developing asset management plans for building assets under the responsibility of the EDU.

Condition Assessments are visual inspections to evaluate the physical state of building elements and services. These inspections can inform the ongoing and future maintenance, upgrade, and replacement requirements of the school.

In cooperation with your staff and students we would like to conduct a condition assessment at your school. The condition assessors will use a mobile device and measuring tools to capture and record information. The duration of the assessment will vary based on the site's size, accessibility, and complexity.

<i>School:</i>	Malkara School
<i>Address:</i>	53 Wisdom Street Garran ACT 2605
<i>Proposed Date of Inspection:</i>	From 19 December 2025 (Pending availability over the Christmas Shutdown and School Holiday staff attendance) Our auditors will get in touch to coordinate availability onsite
<i>Time:</i>	<u>Daily - Monday to Friday 7:30am – 3:51pm</u>
<i>Expected time to complete assessment:</i>	7 – 14 days
<i>Contact:</i>	BM.MLKS@ed.act.edu.au Morgan.GHamilton@ed.act.edu.au Sonam.Tashi@ed.act.edu.au 6142 0269

We will carefully consider the needs of the school to minimise disruption to staff and students. We are committed to being flexible and accommodating to ensure the process is as smooth and unobtrusive as possible. Please advise if a member of the facilities staff such as the Business Manager or BSO is available to provide access to the building/s and site as required.

Could you please confirm your acceptance via email assets.edu@act.gov.au to allow for the finalisation of scheduling.

Feel free to contact our team via assets.edu@act.gov.au or Ryan.Bobbin@act.gov.au

Thank you for your cooperation.

Leanne Shaw

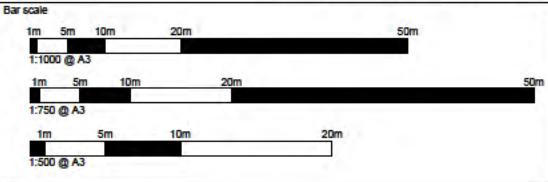
Project Officer – Strategic Infrastructure – Asset Strategies
Asset Management & Delivery Branch | Education | ACT Government
Email: Leanne.Shaw@act.gov.au | Phone + 61 02 6205 4497
220 London Circuit, Level 4|GPO Box 158 Canberra ACT 2601
www.education.act.gov.au | [Facebook](#) | [Twitter](#) | [Instagram](#) | [LinkedIn](#)



Report all changes and discrepancies directly to Assets.edu@act.gov.au

Building and room numbers displayed (example B03-012) cross-reference to EDU Asset Management Software System

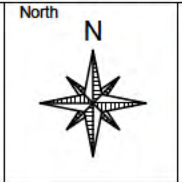
Amendments		
No	Description	Date
1	DRAWN TO NEW EDU STANDARDS	16/01/25
2		
3		
4		
5		
6		



Client

 ACT Education

ACT Education Directorate
220 London Circuit
Canberra City ACT 2601

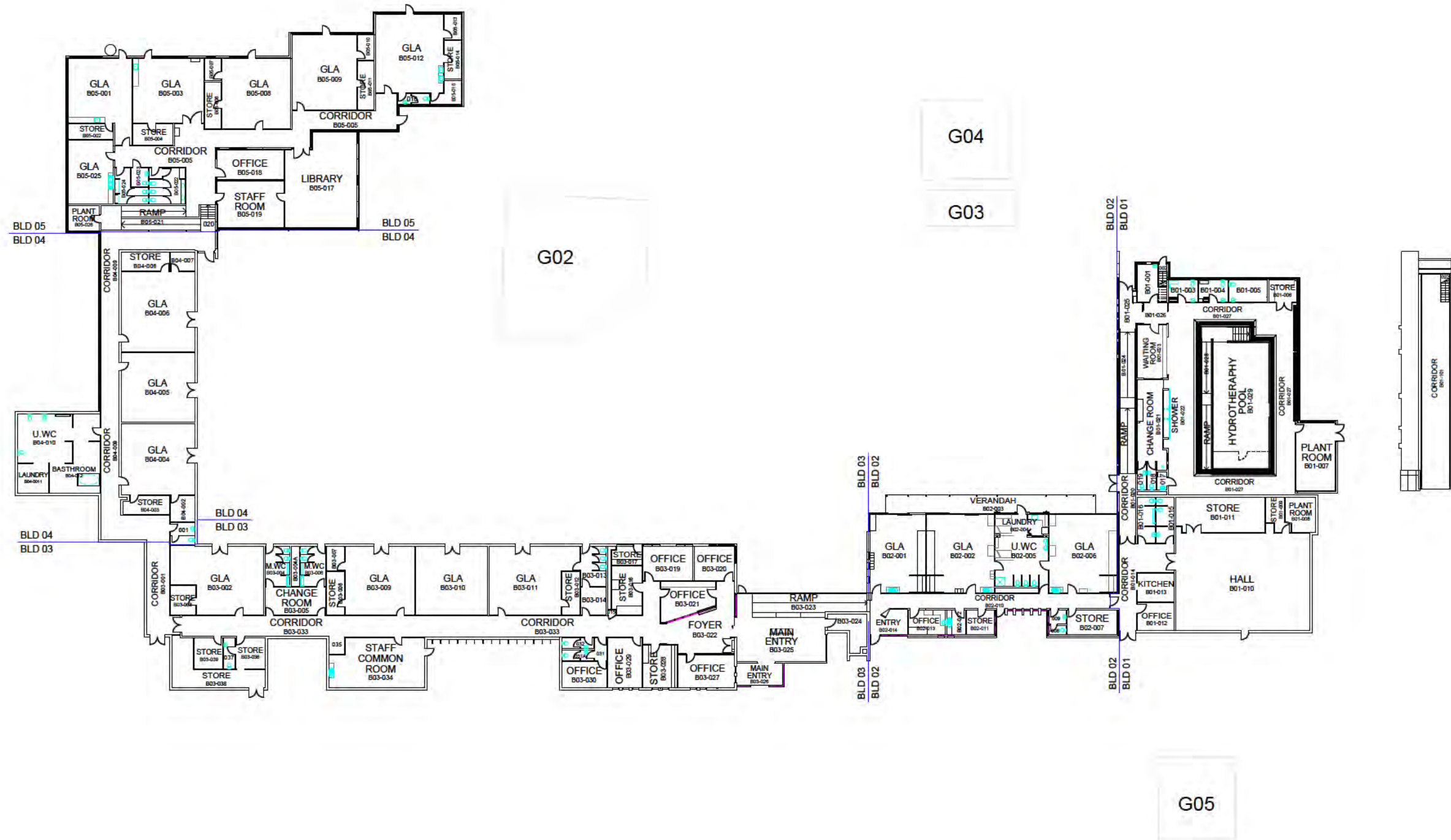


ED School Drawings
School:

MALKARA SCHOOL
53 WISDOM ST
GARRAN ACT 2605

EDU Cost Centre 40406

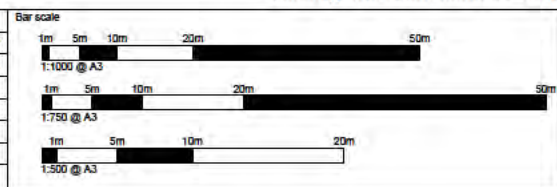
Drawing Title		
SITE PLAN Block 45 Section 8		
Scale: 1:1000@A3	Date 16/01/2025	Revision
Drawing Number	Page 3 of 4	1
MLKS-SP-01		



Report all changes and discrepancies directly to Assets.edu@act.gov.au

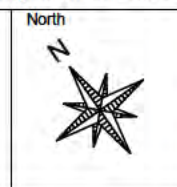
Building and room numbers displayed (example B03-012) cross-reference to EDU Asset Management Software System

No	Amendments	Date
1	DRAWN TO NEW EDU STANDARDS	15/01/25
2		
3		
4		
5		
6		



Client

ACT Education Directorate
220 London Circuit
Canberra City ACT 2601



ED School Drawings
School: **MALKARA SCHOOL**
53 WISDOM ST
GARRAN ACT 2605

EDU Cost Centre 40406

Drawing Title FLOOR PLAN Block 45 Section 8		
Scale: 1:500 @ A3	Date: 16/01/2025	Revision
Drawing Number MLKS-AP-01	Page 4 of 4	1

Bobbin, Ryan

From: Kidney, Greg
Sent: Thursday, 22 January 2026 8:38 PM
To: Stanford, Scott; Bobbin, Ryan; Pathak, Niyanta
Cc: Flynn, Charlie; Douk, Varo
Subject: FW: Malkara Mark ups
Attachments: Malkara School - Updated toilet floor plan - B05-022 & B05-023 & B05-024.jpg; Malkara School - updated floor plan (Varo - 14 Jan 2026).pdf; RE: Malkara Mark ups; Malkara school update drawing greg.png

Categories: Red Category

OFFICIAL

Hi Scott,

Please find updated drawing for Makara School.

Thanks

Greg Kidney | Asset Condition Assessor - Asset Strategies
 Strategic Infrastructure & Sustainability | Asset Management and Delivery Branch | Education | ACT Government

Phone: 0435552957 | Email: Greg.Kidney@act.gov.au
www.education.act.gov.au | [Facebook](#) | [Twitter](#) | [Instagram](#) | [LinkedIn](#)

From: Douk, Varo <Varo.Douk@act.gov.au>
Sent: Saturday, 17 January 2026 11:40 AM
To: Kidney, Greg <Greg.Kidney@act.gov.au>
Cc: Flynn, Charlie <Charlie.Flynn@act.gov.au>
Subject: RE: Malkara Mark ups

OFFICIAL

Hi Greg

Please find the completed update/markup of the floor plan of B04 & B05 in the attachments.

Regards

Varo Douk | Asset Condition Assessor – Asset Strategies
 Strategic Infrastructure and Sustainability | Asset Management and Delivery Branch
 Education Directorate | ACT Government
 Mobile: 0435 442 927 | Email: varo.douk@act.gov.au
 L4, 220 London Circuit Canberra City ACT 2601
 GPO Box 158 Canberra ACT 2601
www.education.act.gov.au | [Facebook](#) | [Twitter](#) | [Instagram](#) | [LinkedIn](#) | [Google+](#)

From: Flynn, Charlie <Charlie.Flynn@act.gov.au>
Sent: Friday, 16 January 2026 9:35 AM
To: Kidney, Greg <Greg.Kidney@act.gov.au>
Cc: Douk, Varo <Varo.Douk@act.gov.au>
Subject: RE: Malkara Mark ups

OFFICIAL

FYI

Charlie Flynn | **Asset Condition Assessor** - Asset Strategies
 Strategic Infrastructure & Sustainability | Asset Management & Delivery Branch
 ACT Government | Education |
 Mobile: 0478 486 107 | Email: Charlie.Flynn@act.gov.au
 Level 4, 220 London Circuit, Canberra City | GPO Box 158 Canberra ACT 2601
www.education.act.gov.au |

From: Kidney, Greg <Greg.Kidney@act.gov.au>
Sent: Thursday, 15 January 2026 6:49 PM
To: Flynn, Charlie <Charlie.Flynn@act.gov.au>
Cc: Douk, Varo <Varo.Douk@act.gov.au>
Subject: RE: Malkara Mark ups

OFFICIAL

Hi Charlie,

Can you send them across please, or have you sent to sail

Cheers

Greg Kidney | Asset Condition Assessor - Asset Strategies
 Strategic Infrastructure & Sustainability | Asset Management and Delivery Branch | Education | ACT
 Government
Phone: 0435552957 | Email: Greg.Kidney@act.gov.au
www.education.act.gov.au | [Facebook](#) | [Twitter](#) | [Instagram](#) | [LinkedIn](#)

From: Flynn, Charlie <Charlie.Flynn@act.gov.au>
Sent: Thursday, 15 January 2026 1:49 PM
To: Kidney, Greg <Greg.Kidney@act.gov.au>
Cc: Douk, Varo <Varo.Douk@act.gov.au>
Subject: Malkara Mark ups

OFFICIAL

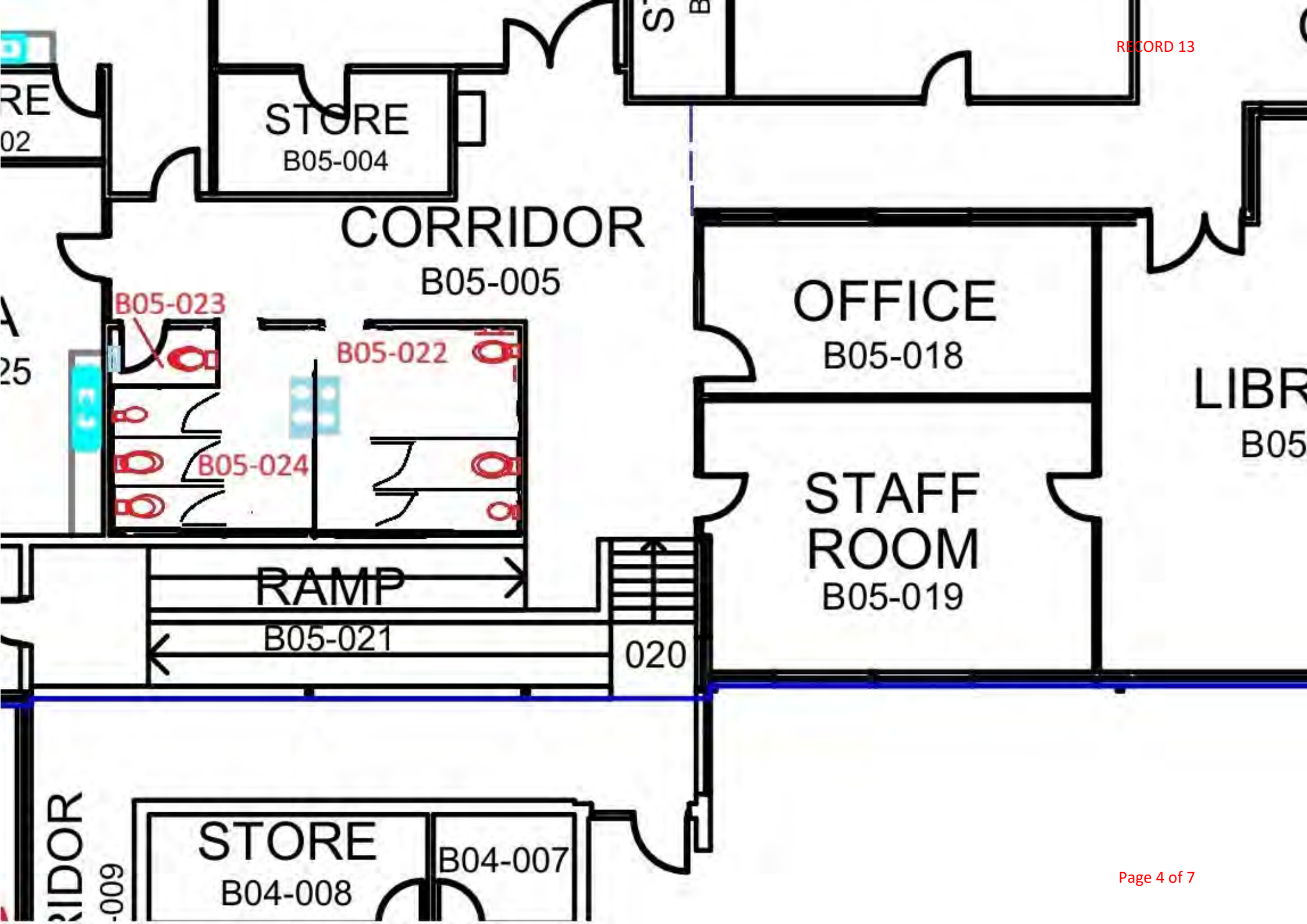
Hi Greg

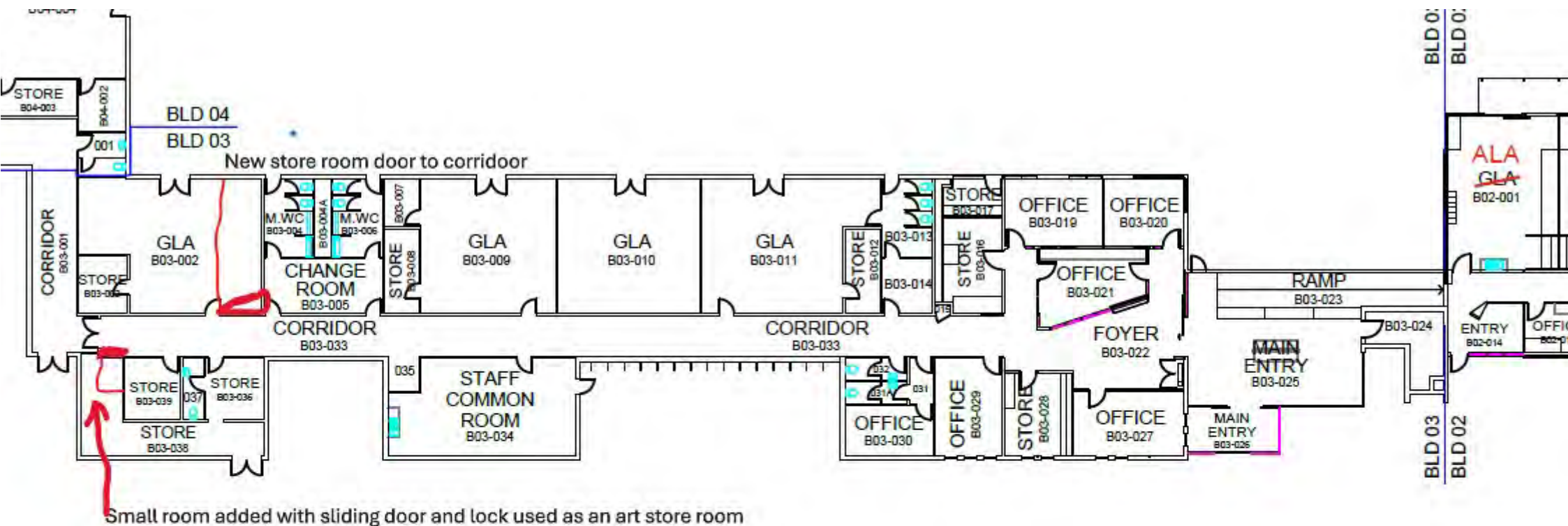
I have completed my markups for Malkara

Kind Regards

Charlie Flynn

Charlie Flynn | **Asset Condition Assessor** - Asset Strategies
Strategic Infrastructure & Sustainability | Asset Management & Delivery Branch
ACT Government| Education |
Mobile: 0478 486 107| Email: Charlie.Flynn@act.gov.au
Level 4, 220 London Circuit, Canberra City | GPO Box 158 Canberra ACT 2601
www.education.act.gov.au |



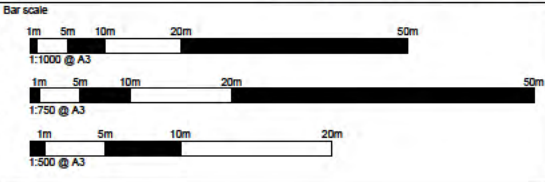




Report all changes and discrepancies directly to Assets.edu@act.gov.au

Building and room numbers displayed (example B03-012) cross-reference to EDU Asset Management Software System

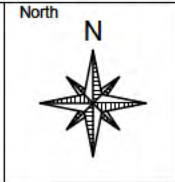
Amendments		
No	Description	Date
1	DRAWN TO NEW EDU STANDARDS	16/01/25
2		
3		
4		
5		
6		



Client

 ACT Education

ACT Education Directorate
220 London Circuit
Canberra City ACT 2601

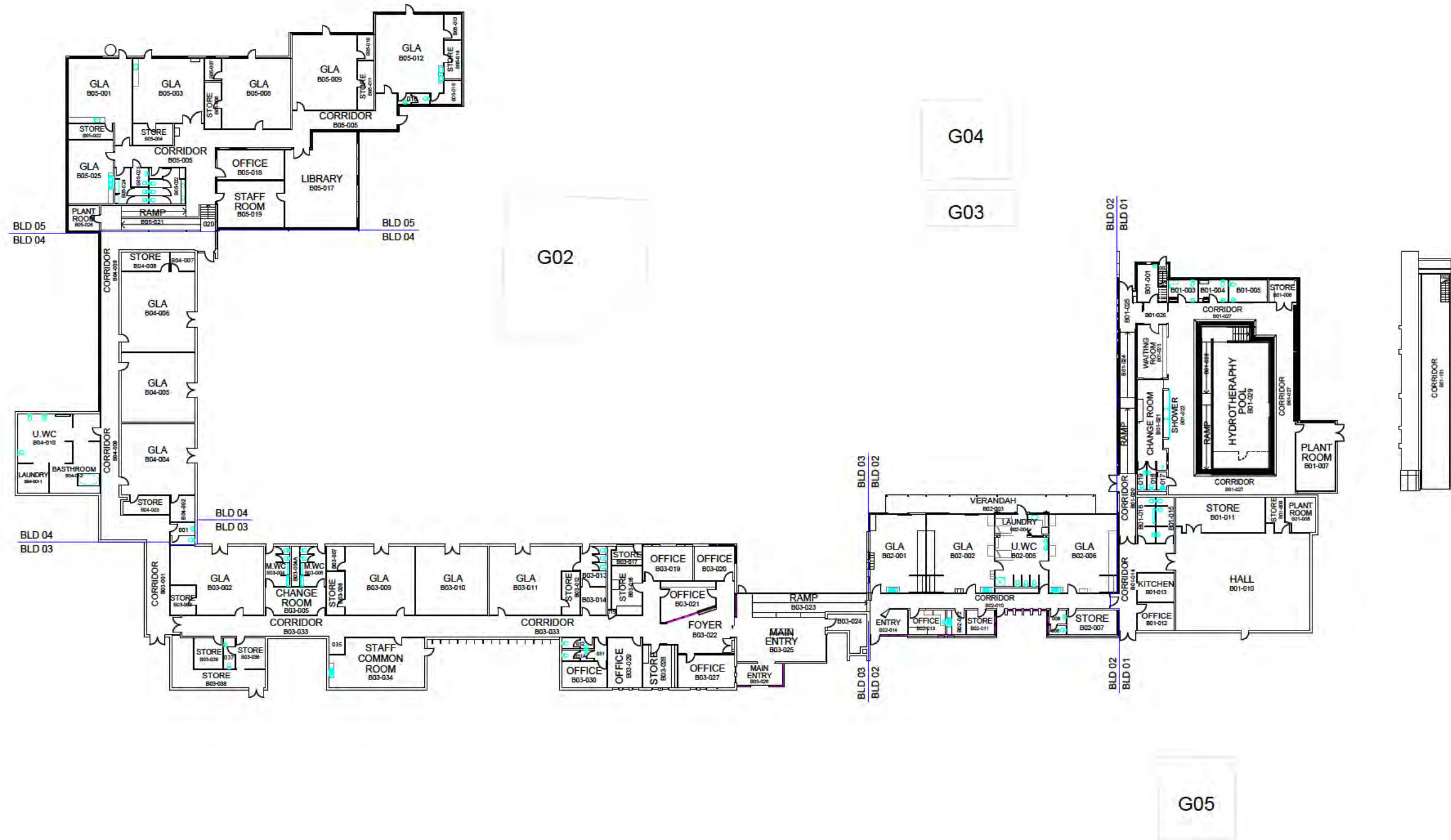


ED School Drawings
School:

MALKARA SCHOOL
53 WISDOM ST
GARRAN ACT 2605

EDU Cost Centre 40406

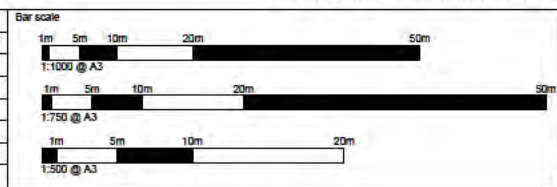
Drawing Title		
SITE PLAN Block 45 Section 8		
Scale: 1:1000@A3	Date 16/01/2025	Revision
Drawing Number	Page 6 of 7	1
MLKS-SP-01		



Report all changes and discrepancies directly to Assets.edu@act.gov.au

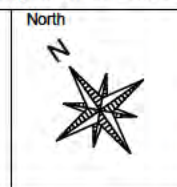
Building and room numbers displayed (example B03-012) cross-reference to EDU Asset Management Software System

No	Amendments Description	Date
1	DRAWN TO NEW EDU STANDARDS	16/01/25
2		
3		
4		
5		
6		



Client

ACT Education Directorate
220 London Circuit
Canberra City ACT 2601



ED School Drawings
School: **MALKARA SCHOOL**
53 WISDOM ST
GARRAN ACT 2605

EDU Cost Centre 40406

Drawing Title		
FLOOR PLAN Block 45 Section 8		
Scale: 1:500 @ A3	Date: 16/01/2025	Revision
Drawing Number MLKS-AP-01	Page 7 of 7	1

From: [Gumley, Clair](#)
To: [Cusack, Grant](#); [Bobbin, Ryan](#)
Subject: FW: FOR ACTION : SUB26/5037 : MIN CORRO - MIN RESPONSE : Malkara [REDACTED] maintenance
Date: Friday, 13 February 2026 12:22:41 PM
Attachments: [image001.png](#)
[image002.png](#)
[image003.png](#)
[MIN CORRO - MIN RESPONSE Malkara \[REDACTED\]_maintenance \(Fiona Carrick MLA\).tr5](#)

OFFICIAL

Hi Gents,

As discussed, can we please pull the data for Malkara [REDACTED]

Happy to discuss.

Kind regards,

Clair Gumley | Senior Director

Phone: 02 6207 5816 | Email: clair.gumley@act.gov.au

Strategic Infrastructure Section, Asset Management and Delivery Branch

Education Directorate | ACT Government

www.education.act.gov.au | [Facebook](#) | [Twitter](#) | [Instagram](#) | [LinkedIn](#)

From: Bailey, Anthony <Anthony.Bailey@act.gov.au>

Sent: Thursday, 12 February 2026 8:38 PM

To: Gumley, Clair <Clair.Gumley@act.gov.au>

Cc: Nakkan, John <John.Nakkan@act.gov.au>; EDU, EBM AMD <EBM.AMD@act.gov.au>; EDU EBMSFM <EDU.SFMEBMO@act.gov.au>; Hooper, Richard <Richard.Hooper@act.gov.au>; Voysey, Grant <Grant.Voysey@act.gov.au>

Subject: FW: FOR ACTION : SUB26/5037 : MIN CORRO - MIN RESPONSE : Malkara [REDACTED]
[REDACTED] maintenance [REDACTED]

OFFICIAL

Hi Clair

We have a number of Min Corro's coming through in relation to Malkara [REDACTED] (I think we got 7 more today alone) and many of them are seeking Condition Assessment advice.

Can you please share all info that your teams may have collected during their visits to help us shape our responses? They are coming thick and fast with short turnaround so any assistance would be greatly appreciated!

Thanks
Anthony

From: EDU EBMSFM <EDU.SFMEBMOOffice@act.gov.au>
Sent: Thursday, 12 February 2026 6:24 PM
To: Hooper, Richard <Richard.Hooper@act.gov.au>; Morton, Phillip <Phillip.Morton@act.gov.au>
Cc: Bailey, Anthony <Anthony.Bailey@act.gov.au>; EDU EBMSFM <EDU.SFMEBMOOffice@act.gov.au>
Subject: FW: FOR ACTION : SUB26/5037 : MIN CORRO - MIN RESPONSE : Malkara [REDACTED]
[REDACTED] maintenance [REDACTED]

OFFICIAL

Hi Team,

Apologies, we have received another request.

Please see attached SUB26/5037 : MIN CORRO - MIN RESPONSE : Malkara [REDACTED]
maintenance [REDACTED]

[REDACTED]

[REDACTED]

Due
SFMO 23/02/26
IDSO 24/02/26

Kind regards,

Nicole

Nicole Scandura | Executive Support Officer to Executive Branch Manager Anthony Bailey
School Facilities Management Branch | Infrastructure and Digital Services Group
MS Teams | Email: nicole.scandura@act.gov.au | Phone: 0435 039 181
Education Directorate | ACT Government
Level 4, 220 London Circuit, Canberra ACT 2601 | GPO Box 158 Canberra ACT 2601
www.education.act.gov.au | [Facebook](#) | [Twitter](#) | [Pinterest](#) | [LinkedIn](#) | [Google+](#)

I often work outside of regular business hours. I do not expect you to respond to my request outside of your normal working hours.

From: Kuar, Sarabjit <Sarabjit.Kuar@act.gov.au> **On Behalf Of** EDU, Ministerial Liaison Officer
Sent: Thursday, 12 February 2026 5:04 PM
To: EDU EBMSFM <EDU.SFMEBMOOffice@act.gov.au>

Cc: EDU, EGMIDS <EGMIDS@act.gov.au>; EGMSlooffice <EGMSlooffice@act.gov.au>; EDU, Ministerial Liaison Officer <EDUMinisterial@act.gov.au>

Subject: FOR ACTION : SUB26/5037 : MIN CORRO - MIN RESPONSE : Malkara [REDACTED] maintenance [REDACTED]

OFFICIAL

Hi,

Please see attached for action.

Minister Response Request	
TRIM Number	SUB26/5037
Title/Question	Malkara [REDACTED] maintenance [REDACTED]
Action(s)	1. Prepare Ministerial response to correspondent
Responsible Area	SFM [REDACTED] [REDACTED] [REDACTED]
Response type	MIN corro – MIN response
Clearance level required	EGM
Response Due	27/02/2026
Executive Support Office	1. Executive office staff to coordinate response with BU to meet due date or request extension if required 2. Executive office staff to complete final review before progression 3. Executive office staff to finalise TRIM workflows and finalise notes 4. Executive office staff to progress response to EDU Ministerial for final QA and progression to DLO
Further information	If a redirection is required: Please liaise directly between business units and once redirection is accepted, please forward allocation email to the accepting business unit with EDU Ministerial Cc'd for visibility. If input from another EDU line area is required: Please liaise directly between business units.
Comment	Please contact eduministerial@act.gov.au if you have any questions.

Thanks.

Sarabjit Kuar | Ministerial Liaison Officer

Phone: Microsoft Teams | Email: Sarabjit.Kuar@act.gov.au

Communications, Engagement and Government Support | ACT Education Directorate | ACT Government

220 London Circuit Canberra City ACT 2601|GPO Box 158 Canberra ACT 2601

www.education.act.gov.au | [Facebook](#) | [Twitter](#) | [Instagram](#) | [LinkedIn](#)

I often work outside of regular business hours. I do not expect you to respond to my request outside of your normal working hours.

From: Whitty, Anna <Anna.Whitty@act.gov.au>

Sent: Thursday, 12 February 2026 12:50 PM

To: Education DLO <EDUDLO@act.gov.au>

Cc: BERRY <BERRY@act.gov.au>

Subject: FW: [REDACTED] maintenance

Hi Adrienne,

Please can EDU provide a priority MIN response to [REDACTED]

Many thanks,

Anna

Anna Whitty | Senior Adviser

02 6207 7937 |

Office of Yvette Berry MLA | Member for Ginninderra

Deputy Chief Minister

Minister for Education and Early Childhood

Minister for Homes, Homelessness and New Suburbs

Minister for Sport and Recreation

Phone: +61 2 6205 0233 | Email: berry@act.gov.au

[Facebook](#) | [Twitter](#) | www.yvetteberry.com.au



I acknowledge the traditional custodians of the land, the Ngunnawal people, and pay my respect to their Elders past, present and emerging.

From: Berry, Yvette <Yvette.Berry@act.gov.au>

Sent: Thursday, 12 February 2026 12:48 PM

To: Hobbs, Rebecca <Rebecca.Hobbs@act.gov.au>; Whitty, Anna <Anna.Whitty@act.gov.au>

Subject: Fw: [REDACTED] maintenance

Get [Outlook for iOS](#)

From: [REDACTED]
Sent: Thursday, February 12, 2026 12:46:55 PM
To: BERRY <BERRY@act.gov.au>; Berry, Yvette <Yvette.Berry@act.gov.au>
Subject: [REDACTED] maintenance

Minister

Would you please provide the following information for the [REDACTED] and Malkara, in the context of [REDACTED] and more generally:

- the assessment report for the maintenance requirements
- the maintenance work that has been done
- the outstanding maintenance work and when it will be completed.

Thank you

Regards



From: [Page, Vicki](#) on behalf of [EGMSDD](#)
To: [DDGEDUoffice](#)
Cc: [EGMSDD; EDU, Cabinet & Assembly](#)
Subject: FOR CLEARANCE: SUB26/288: Question Time Briefs for Assembly Sitting Period – Sitting Week 24-26 February 2026 (SDD)
Date: Monday, 16 February 2026 12:30:00 PM
Attachments: [Question Time Briefs.tr5](#)
[24. Restrictive Practices in ACT Government Schools.tr5](#)

Hi Courtney

As discussed, please see attached for DDG clearance.

Branch	Brief number and title	Status
	24. Restrictive Practices in ACT Government Schools	QA'd - No changes

Thanks

Vicki

Vicki Page | A/g Executive Officer to Mark Stirling

A/g Executive Group Manager, Service Design and Delivery | **Education Directorate** | ACT Government

T: MS Teams | E: egmsdd@act.gov.au

GPO Box 158, Canberra, ACT 2601 |

From: Do, Patrick <Patrick.Do@act.gov.au> **On Behalf Of** EDU, Cabinet & Assembly
Sent: Thursday, 5 February 2026 5:42 PM
To: EDU, EBM Engagement & Wellbeing Support Services <EBMEWSS@act.gov.au>; Kaur, Tej <Tej.Kaur@act.gov.au>; EDU, CBS & WHS <EBMCBS.WHS@act.gov.au>; Atkins, Jessie <Jessie.Atkins@act.gov.au>; EDU, Learning & Teaching <EDUlearningandteaching@act.gov.au>; McKay, Murray <Murray.McKay@act.gov.au>; EDU, Programs and Services Branch <EDUprogramsandservices@act.gov.au>; Borton, Jason <Jason.Borton@act.gov.au>
Cc: EGMSDD <EGMSDD@act.gov.au>; DDGEDUoffice <DDGEDUoffice@act.gov.au>; Burn, Emma <Emma.Burn@act.gov.au>; EDU, Cabinet & Assembly <EDUCabinetAssembly@act.gov.au>
Subject: FOR ACTION: SUB26/288: Question Time Briefs for Assembly Sitting Period – Sitting Week 24-26 February 2026 (SDD)

OFFICIAL

Dear all,

Please see below and attached for action. We are seeking review and updates to QTBs ahead of the 24-26 February 2026 Sitting Week. Please review all QTBs listed and update as required.

MO have raised some things that need to be considered when drafting, reviewing, or updating QTBs:

- QTBs must always be updated to reflect recent changes before Sitting Week
- QTBs should be thoroughly reviewed for accuracy and data
- QTBs should be clear, concise, and correct
- The Minister **should not** be notified of project developments for the first time in a QTB
- If you need to discuss content or require assistance, please reach out to MCR Senior Director (Emma Burn)

QUESTION TIME BRIEFS REQUEST	
TRIM Number	SUB26/288
Branch, title and status	

		24. Restrictive Practices in ACT Government Schools	Existing
Action(s)	1. Draft/review/update Question Time briefs as required		
Clearance level required	EGM/DDG		
Date due to EDUCabinetAssembly@act.gov.au	COB Tuesday 17 February 2026		
Date due to MO	COB Tuesday 17 February 2026		
BACKGROUND INFORMATION			
Sitting week dates	24-26 February 2026		
Other details	Grateful if redirections can be managed between branches directly.		
For more info	Please contact EDUCabinetAssembly@act.gov.au if you have any questions.		

Kind regards

Pat

Patrick Do | A/g Assistant Director - Ministerial, Assembly and Cabinet

Phone: via MS Teams | Email: EDUCabinetAssembly@act.gov.au or patrick.do@act.gov.au

Ministerial & Corporate Reporting – Communication, Engagement and Government Service Branch| Education Directorate| ACT Government

220 London Circuit, Canberra City, ACT 2601 | GPO Box 158 Canberra ACT 2601

Restrictive Practices in ACT Government Schools

Talking points

- The ACT Government is committed to reducing and eliminating the use of restrictive practice in ACT public schools, where possible.
- All staff across the ACT public school network are required to report anything they consider may be a restrictive practice to the Education Directorate's Restrictive Practice team.
- The Education Directorate reports all reported incidents of restrictive practice to the Office of the Senior Practitioner twice weekly in compliance with their obligations under the *Senior Practitioner Act 2018* (the Senior Practitioner Act).

Key information

- A set of education-specific policies, procedures and protocols have been developed and implemented to reflect the unique service provided by the Education Directorate (Directorate) and the individual needs and abilities of ACT public school students.
- These policies and protocols mandate that all incidents of restrictive practice are reported via the Student Administration System within one day of occurrence.
- Each reported incident is followed up by the Restrictive Practice team to assess whether the incident meets the legislative definition of restrictive practice, which triggers the need to report details of the incident to the Office of the Senior Practitioner.
- Restrictive practice data is compiled by the Restrictive Practice team and interrogated by two separate teams within the Education Support Office to ensure data integrity prior to provision to the Office of the Senior Practitioner via email.
- Reports are sent within five calendar days of the incident occurring, as stipulated in the legislation. Prior to 2024, by agreement, reports were sent within five business days consistent with the business cycle of schools.
- The ACT's Restrictive Intervention Data System is administered by Health and Community Services Directorate to record and analyse all incidents of restrictive practice in the ACT.
- The Directorate is not required to use Restrictive Intervention Data System under the Senior Practitioner Act.
- The Directorate utilises a separate comprehensive data and reporting system to accurately and effectively record, monitor, report, assess and track all incidents of restrictive practice and identify any emerging patterns at individual, school, and system level.

Background information

- Restrictive practice is defined by the Senior Practitioner Act as a practice that is used to restrict the rights or freedom of movement of a person for the primary purpose of protecting the person or others from harm and does not include reasonable action taken to monitor and protect a child or vulnerable person from harm.
- In a school setting “reasonable action” is a community accepted, developmentally appropriate and proportionate action to monitor and protect a student (or another person) from harm.
- If a student engages in a recurring pattern of behaviour that results in frequent disruption or poses a minor risk of harm, schools should consider developing a one-page Behaviour and Safety Plan.
- If behaviour occurs with frequency, duration, and/or intensity resulting in an imminent risk of harm and/or occurs in a location where there is an imminent risk of harm; and less restrictive procedures have been attempted and have not mitigated the risk of harm; and modifications beyond the typical provision for a student are required to maintain safety; then the Restrictive Practice Team assists schools to develop a restrictive practice protocol.
- A restrictive practice protocol is completed in addition to a ‘full’ positive behaviour support plan and requires collaboration and review with the restrictive practice team. The restrictive practice protocol describes when and how to implement a restrictive practice with a focus on safety procedures and a plan to fade the use of the restrictive practice.
- Once the full positive behaviour support plan with restrictive practice protocol has been reviewed by the Restrictive Practice team, the plan is sent to the Education Positive Behaviour Support Panel for approval. The panel can authorise the use of the submitted practice for up to 12 months.
- Following authorisation, the plan is submitted to the Office of the Senior Practitioner (OSP) for decision to register and for the authorisation period or a registration period deemed acceptable by the Senior Practitioner.
- The Directorate currently has no plans registered with the OSP. During the process of developing a positive behaviour support plan with a restrictive practice protocol the Restrictive Practice team engage in a functional behaviour assessment and look to other strategies that may be used to avoid the use of restrictive practice where an alternative can be identified.



From: [Gumley, Clair](#)
To: [Nakkan, John](#); [EDU, EBM AMD](#)
Subject: RE: FOR ACTION : SUB26/5037 : MIN CORRO - MIN RESPONSE : Malkara [REDACTED] maintenance
Date: Monday, 16 February 2026 5:26:51 PM
Attachments: [Summary Report_Malkara_2026 \(Draft\).pdf](#)
[\[REDACTED\]](#)
[image001.png](#)
[image002.png](#)
[image003.png](#)
[image004.png](#)

OFFICIAL

Hi John,

Please see attached reports for your review, and if you are happy with them please pass on to Anthony for his information to respond to the ministerial request.

The Summary report is still somewhat under development as some of the business processes that sit around the ACAP (and actions coming from data captured through the program) are still being established across the various ESO branches and with Schools.

We have included:

- General Condition Summary Overview, including CGI rating
- Asset components in C4-C5 for consideration for lifecycle monitoring and/or replacement
- Defects list (lower critical repairs and maintenance)
- Work Orders (with higher focus on WHS)
- Glossary to support reading the report

Our intent is to work with SPM to fine tune the reports through the implementation of the SAMP/OAMPs.

Happy to discuss.

Kind regards,

Clair Gumley | Senior Director

Phone: 02 6207 5816 | Email: clair.gumley@act.gov.au

Strategic Infrastructure Section, Asset Management and Delivery Branch

Education Directorate | ACT Government

www.education.act.gov.au | [Facebook](#) | [Twitter](#) | [Instagram](#) | [LinkedIn](#)

From: Gumley, Clair

Sent: Friday, 13 February 2026 12:48 PM

To: Bailey, Anthony <Anthony.Bailey@act.gov.au>

Cc: Nakkan, John <John.Nakkan@act.gov.au>; EDU, EBM AMD <EBM.AMD@act.gov.au>; EDU

EBMSFM <EDU.SFMEBMOOffice@act.gov.au>; Hooper, Richard <Richard.Hooper@act.gov.au>;
Voysey, Grant <Grant.Voysey@act.gov.au>

Subject: RE: FOR ACTION : SUB26/5037 : MIN CORRO - MIN RESPONSE : Malkara [REDACTED]
[REDACTED] maintenance [REDACTED]

Hi Anthony,

Sure thing, we will see what data we can pull from the AMSS to support your response on this one.

We should have some data on the first dot point.

We will aim to send you what we can on Monday 16/2/26.



Kind regards,

Clair Gumley | Senior Director

Phone: 02 6207 5816 | Email: clair.gumley@act.gov.au

Strategic Infrastructure Section, Asset Management and Delivery Branch

Education Directorate | ACT Government

www.education.act.gov.au | [Facebook](#) | [Twitter](#) | [Instagram](#) | [LinkedIn](#)

From: Bailey, Anthony <Anthony.Bailey@act.gov.au>

Sent: Thursday, 12 February 2026 8:38 PM

To: Gumley, Clair <Clair.Gumley@act.gov.au>

Cc: Nakkan, John <John.Nakkan@act.gov.au>; EDU, EBM AMD <EBM.AMD@act.gov.au>; EDU
EBMSFM <EDU.SFMEBMOOffice@act.gov.au>; Hooper, Richard <Richard.Hooper@act.gov.au>;
Voysey, Grant <Grant.Voysey@act.gov.au>

Subject: FW: FOR ACTION : SUB26/5037 : MIN CORRO - MIN RESPONSE : Malkara [REDACTED]
[REDACTED] maintenance [REDACTED]

OFFICIAL

Hi Clair

We have a number of Min Corro's coming through in relation to Malkara [REDACTED] (I think we got 7 more today alone) and many of them are seeking Condition Assessment advice.

Can you please share all info that your teams may have collected during their visits to help us shape our responses? They are coming thick and fast with short turnaround so any assistance would be greatly appreciated!

Thanks
Anthony

From: EDU EBMSFM <EDU.SFMEBMOOffice@act.gov.au>
Sent: Thursday, 12 February 2026 6:24 PM
To: Hooper, Richard <Richard.Hooper@act.gov.au>; Morton, Phillip <Phillip.Morton@act.gov.au>
Cc: Bailey, Anthony <Anthony.Bailey@act.gov.au>; EDU EBMSFM <EDU.SFMEBMOOffice@act.gov.au>
Subject: FW: FOR ACTION : SUB26/5037 : MIN CORRO - MIN RESPONSE : Malkara [REDACTED]
[REDACTED] maintenance [REDACTED]

OFFICIAL

Hi Team,

Apologies, we have received another request.

Please see attached SUB26/5037 : MIN CORRO - MIN RESPONSE : Malkara [REDACTED]
maintenance [REDACTED]

[REDACTED]

Due
SFMO 23/02/26
IDSO 24/02/26

Kind regards,
Nicole

Nicole Scandura | Executive Support Officer to Executive Branch Manager Anthony Bailey

School Facilities Management Branch | Infrastructure and Digital Services Group
 MS Teams | Email: nicole.scandura@act.gov.au | Phone: 0435 039 181
 Education Directorate | ACT Government
 Level 4, 220 London Circuit, Canberra ACT 2601 | GPO Box 158 Canberra ACT 2601
www.education.act.gov.au | [Facebook](#) | [Twitter](#) | [Pinterest](#) | [LinkedIn](#) | [Google+](#)

I often work outside of regular business hours. I do not expect you to respond to my request outside of your normal working hours.

From: Kuar, Sarabjit <Sarabjit.Kuar@act.gov.au> **On Behalf Of** EDU, Ministerial Liaison Officer
Sent: Thursday, 12 February 2026 5:04 PM
To: EDU EBMSFM <EDU.SFMEBMO@act.gov.au>
Cc: EDU, EGMIDS <EGMIDS@act.gov.au>; EGMSlooffice <EGMSlooffice@act.gov.au>; EDU, Ministerial Liaison Officer <EDUMinisterial@act.gov.au>
Subject: FOR ACTION : SUB26/5037 : MIN CORRO - MIN RESPONSE : Malkara [REDACTED] maintenance [REDACTED]

OFFICIAL

Hi,

Please see attached for action.

Minister Response Request	
TRIM Number	SUB26/5037
Title/Question	Malkara [REDACTED] maintenance [REDACTED]
Action(s)	1. Prepare Ministerial response to correspondent
Responsible Area	SFM [REDACTED]
Response type	MIN corro – MIN response
Clearance level required	EGM
Response Due	27/02/2026
Executive Support Office	- Executive office staff to coordinate response with BU to meet due date or request extension if required - Executive office staff to complete final review before progression - Executive office staff to finalise TRIM workflows and finalise notes - Executive office staff to progress response to EDU Ministerial for final QA and progression to DLO
Further information	If a redirection is required: Please liaise directly between business units and once redirection is accepted, please forward allocation email to the accepting business unit with EDU Ministerial Cc'd for

	visibility.
	If input from another EDU line area is required: Please liaise directly between business units.
Comment	Please contact eduministerial@act.gov.au if you have any questions.

Thanks.

Sarabjit Kuar | Ministerial Liaison Officer

Phone: Microsoft Teams | Email: Sarabjit.Kuar@act.gov.au

Communications, Engagement and Government Support | ACT Education Directorate | ACT Government

220 London Circuit Canberra City ACT 2601|GPO Box 158 Canberra ACT 2601

www.education.act.gov.au | [Facebook](#) | [Twitter](#) | [Instagram](#) | [LinkedIn](#)

I often work outside of regular business hours. I do not expect you to respond to my request outside of your normal working hours.

From: Whitty, Anna <Anna.Whitty@act.gov.au>

Sent: Thursday, 12 February 2026 12:50 PM

To: Education DLO <EDUDLO@act.gov.au>

Cc: BERRY <BERRY@act.gov.au>

Subject: FW: [REDACTED] maintenance

Hi Adrienne,

Please can EDU provide a priority MIN response to [REDACTED]

Many thanks,

Anna

Anna Whitty | Senior Adviser

02 6207 7937 |

Office of Yvette Berry MLA | Member for Ginninderra

Deputy Chief Minister

Minister for Education and Early Childhood

Minister for Homes, Homelessness and New Suburbs

Minister for Sport and Recreation

Phone: +61 2 6205 0233 | Email: berry@act.gov.au

[Facebook](#) | [Twitter](#) | www.yvetteberry.com.au



I acknowledge the traditional custodians of the land, the Ngunnawal people, and pay my respect to their Elders past, present and emerging.

From: Berry, Yvette <Yvette.Berry@act.gov.au>
Sent: Thursday, 12 February 2026 12:48 PM
To: Hobbs, Rebecca <Rebecca.Hobbs@act.gov.au>; Whitty, Anna <Anna.Whitty@act.gov.au>
Subject: Fw: [REDACTED] maintenance

Get [Outlook for iOS](#)

From: [REDACTED]
Sent: Thursday, February 12, 2026 12:46:55 PM
To: BERRY <BERRY@act.gov.au>; Berry, Yvette <Yvette.Berry@act.gov.au>
Subject: [REDACTED] maintenance

Minister

Would you please provide the following information for the [REDACTED] Malkara, in the context of [REDACTED] and more generally:

- the assessment report for the maintenance requirements
- the maintenance work that has been done
- the outstanding maintenance work and when it will be completed.

Thank you

Regards



Malkara Special School - Asset Condition Summary

Construction: 1970

Survey Date: January 2026

Condition Grade Index (CGI): 1.97 – Overall Very Good

Overall Condition Summary

Malkara Special School is generally performing well for a school of its age. The Condition Grade Index of 1.97 indicates a largely very good asset base, with most building elements operating effectively and only routine maintenance required.

Condition Distribution

The site has a very high proportion of components in very good or good condition, with only a small fraction of total replacement value represented by components assessed as being in poor to very poor condition.

These lower-condition items represent well under 1% of total asset replacement value and are typically age-related.

Asset Systems

The various asset categories — including interior finishes, external fabric, building services, and site infrastructure — are performing consistently and reliably, with most systems tracking within expected lifecycle ranges for a 1970-era facility that has undergone periodic upgrades.

Defects and Risks

- Identified defects are minor, maintainable, and low risk.
- These relate to routine items that are commonly addressed through operational maintenance activities.
- There is no evidence of systemic failures or major risks across the site.

Operational Impact

All issues identified are manageable within standard maintenance programs. There are no defects that materially impact service delivery, safety, or operations.

Data Considerations

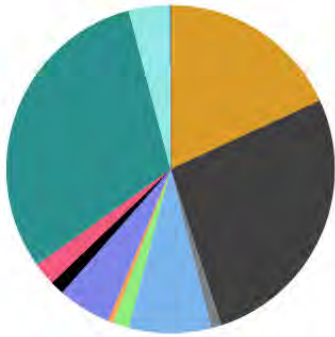
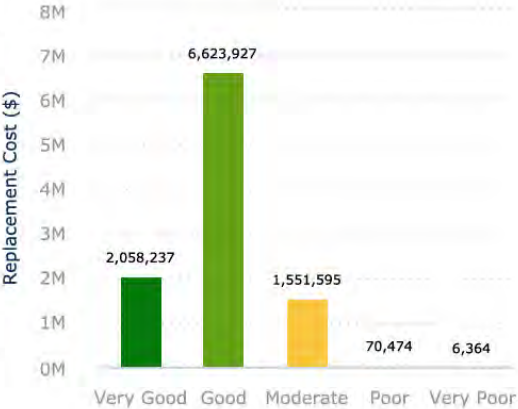
The condition survey results reflect the professional judgement of the assessor at the time of inspection, based on observed condition, available information, and standard assessment criteria. As with all point-in-time surveys, findings may evolve as assets age or as further information becomes available. Additionally, the dataset currently represents only the condition information collected through the Asset Condition Assessment Program. It does not yet incorporate supplementary data held by external contractors, including specialist reports, service records, or compliance-related inspections.

Property Summary
Malkara Special School
80272



Address: 53 Wisdom Street Garran ACT 2605
Construction Year: 1970
Floor Area (m²): 3258
Survey Date: 14 January 2026

Depreciated Replacement Cost (\$): 5,722,063
Standard Components (\$): 10,310,581
Special Components (\$): 8
Condition Grade Index: 1.97



- BCG-Special
- Exterior & Sundries
- External Fabric
- FFE-Other Equipment
- FPE-Electrical Services
- FPE-Fire Services
- FPE-Lift/Hoist
- FPE-Mechanical Services
- FPE-Security Services
- FPE-Water Services
- Hazardous Materials
- Interior Finishes
- Roading
- Test

Property Summary**Malkara Special School****80272****Components in Poor or Very Poor Condition**

Group	Type	Component	Location	C1/R1	C2/R2	C3/R3	C4/R4	C5/R5	Repl. Yr.
MLKS-Carpark gravel rear									
EXS	FNG	Fence - Pool Safety	G24				100		2033
Missing bent gates missing damaged									
EXS	FNG	Fence - Pool Safety	G24				100		2033
Temp fence bm has indicated been installed for 5 years now she indicated it would be good to have replaced									
EXS	FNG	Fence - Retaining Walls (Timber)	G24				100		2035
Incomplete fence missing Timbers									
EXS	FNG	Fence - Steel Security	G24				100		2031
Missing fence only part section installed									
EXS	FNG	Gate - Pool Safety	G24				100		2033
Damaged gate and fence incomplete									
MLKS-Bathroom									
INF	FNF	Hoist	B04-F0-RM012				100		2026
Hoist 2 is already marked by school as the out of order one.									
MLKS-Change Room (Male Student)									
INF	CEI	Gyprock	B03-F0-RM005				100		2036
Water damage cracked									
MES	HTS	Strip Heaters	B03-F0-RM005					100	2026
Unsure if they are still in use									
MLKS-Cleaner									

Property Summary
Malkara Special School
80272

Group	Type	Component	Location	C1/R1	C2/R2	C3/R3	C4/R4	C5/R5	Repl. Yr.
ELE	LIT	Light Switch	B03-F0-RM039				100		2027
Face plate starting to crack									
MLKS-Corridor									
EXF	WND	Emergency Exit Door - Double	B03-F0-RM001					100	2030
Doors are chained together with a d shackle									
MLKS-External Covered Learning Area									
EXS	ACP	Paving - Softfall (Playground)	B04-F0-RM013				100		2028
Approx. 3square meters of the rubber softball are broken.									
MLKS-General Learning Area (GLA)									
MES	VENT	Ceiling Fan	B03-F0-RM002				100		2028
Reaching its useful service life									
MLKS-Outdoor Play Store									
INF	IND	Paint Finish - Doors (Interior)	B03-F0-RM017				100		2028
Door paint is flaking off surface									
MLKS-Plant Room									
INF	CEI	Gyprock	B01-F0-RM008				100		2036
Missing									
INF	CEI	Paint Finish - Ceiling (Interior)	B01-F0-RM008				100		2028
Water damage									
INF	CEI	Suspended Panel - Acoustic	B01-F0-RM008				100		2036
Removed missing panels grid damage									
MLKS-Stairs									

Property Summary
Malkara Special School
80272

Group	Type	Component	Location	C1/R1	C2/R2	C3/R3	C4/R4	C5/R5	Repl. Yr.
INF	FLO	Vinyl	B05-F0-RM020				100		2030
The vinyl stair floor is heavily stained and worn out.									
MLKS-Toilets (Boys Junior)									
MES	HTS	Strip Heaters	B03-F0-RM004				100		2027

Property Summary
Malkara Special School
80272

 Poor to Very Poor Components by Group and Type

Name	Group	Type	Component Records
MKLS-Carpark gravel rear	Exterior & Sundries	Fences/Gates	5
MLKS-Bathroom	Interior Finishes	Fixtures & Fittings	1
MLKS-Change Room (Male Student)	FPE-Mechanical Services	Heating System	1
MLKS-Change Room (Male Student)	Interior Finishes	Ceiling Finishes	1
MLKS-Cleaner	FPE-Electrical Services	Lighting	1
MLKS-Corridor	External Fabric	Windows & Doors	1
MLKS-External Covered Learning Area	Exterior & Sundries	Access/Paving	1
MLKS-General Learning Area (GLA)	FPE-Mechanical Services	Ventilation and Exhaust	1
MLKS-Outdoor Play Store	Interior Finishes	Interior Doors	1
MLKS-Plant Room	Interior Finishes	Ceiling Finishes	3
MLKS-Stairs	Interior Finishes	Floor Finishes	1
MLKS-Toilets (Boys Junior)	FPE-Mechanical Services	Heating System	1
Total			18

Property Summary

Malkara Special School

80272



Components and Details

Location	Component	Condition	Repl. Year	Detail	Detail Comment	Detail Quantity	Detail Unit
Malkara-Learning Hub							
B05	Fluorescent Lights	C3	2032	Light fitting loose	3 loose light fittings.	3.00	Fix (cnt)
Malkara-Preschool							
B02	Roof Access Point	C3	2032	DEFECT-Standard	One label is from Rigcom and out of date. Ancor point is labeled as anchorsafe. Confirm if currently certified and remove old out of date plates	2.00	
MKLS-Carpark							
G16	Access - Carpark (Asphalt)	C2	2035	Trip Hazard	Tree root causing surface to crack	6.00	Fix (m)
G16	Kerb - Concrete	C2	2049	Trip Hazard	Tree lifted kirbing up	4.00	Fix (m)
G22	Road Surface - Asphalt	C2	2035	DEFECT-Standard	Pot holes patched with cement	4.00	
MKLS-Carpark gravel rear							
G24	Fence - Pool Safety	C4	2033	Leaning	Fence and gate damaged missing	9.00	Fix (m2)
G24	Fence - Pool Safety	C4	2033	Leaning	Temp fence has been in place for 5 years as per bm comment would like replacement	40.00	Fix (m2)
G24	Fence - Retaining Walls (Timber)	C4	2035	Retaining Wall requiring SME inspection	Missing timbers in complete	5.00	Fix (cnt)
G24	Fence - Steel Security	C4	2031	Panel Bent	Only part of fence installed rest missing	6.00	Fix (m2)
G24	Gate - Pool Safety	C4	2033	DEFECT-Standard	Missing damaged gate	4.00	
MKLS-Courtyard Shade Structure							
G01	Concrete Floor	C3	2042	DEFECT-Standard	Minor marks patches	2.00	
G01	Downpipes - Colorbond	C3	2037	DEFECT-Standard	Damaged	4.00	

Property Summary

Malkara Special School

80272

Location	Component	Condition	Repl. Year	Detail	Detail Comment	Detail Quantity	Detail Unit
G01	Paint Finish - Floor (Interior)	C2	2031	Defect-Paint	Flaking paint		
MKLS-Outdoor Learning Area							
G10	Paving - Softfall (Playground)	C3	2030	Cracking	Cracking surface	1.00	Fix (m2)
G15	Paving - Softfall (Playground)	C3	2030	Cracking	Cracking along the softball floor joint.	1.00	Fix (m2)
MKLS-Outdoor Learning Area sand pit							
G13	Footpath - Concrete	C2	2049	Trip Hazard	Tree root causing concrete to lift	3.00	Fix (m)
MKLS-Shed							
G04	Eaves - Fibro	C3	2042	Cracked	Hanging eaves sheet and water damage	4.00	Fix (m2)
G05	Metal Roller Door - Commercial	C2	2043	DEFECT-Standard	Roller door scaping	1.00	
MLKS-Airlock							
B01-F0-RM026	Exit Signs (Illuminated)	C2	2032	Light Not Working	Light not working	1.00	Fix (cnt)
MLKS-Bathroom							
B04-F0-RM012	Hoist	C4	2026	DEFECT-Standard	Hoist is out of order.	1.00	
MLKS-BSO (Store/Office)							
B03-F0-RM036	Skirting - Timber	C2	2038	Paint Status			
MLKS-Change Room							
B01-F0-RM021	Tap - Shower	C2	2035	Leaking	Shower currently dripping	1.00	Fix (cnt)
MLKS-Change Room (Male Student)							
B03-F0-RM005	Gyprock	C4	2036	Cracked	Water damage cracked	4.00	Fix (m2)

Property Summary**Malkara Special School****80272**

Location	Component	Condition	Repl. Year	Detail	Detail Comment	Detail Quantity	Detail Unit
B03-F0-RM005	Strip Heaters	C5	2026	DEFECT-Standard	Strip heaters need inspection	2.00	
MLKS-Change Room (Staff)							
B01-F0-RM004	Towel Rail	C2	2031	DEFECT-Standard	Damaged requires re fixing to wall	1.00	
MLKS-Change Room (Student)							
B01-F0-RM003	Brick Wall - Internal	C2	2062	Brickwork Cracked	Crack forming in brick wall and corner of tiles	6.00	Fix (m2)
B01-F0-RM003	Towel Rail	C2	2031	DEFECT-Standard	Damaged required re fixing to wall	1.00	
MLKS-Cleaner							
B01-F0-RM017	Door Hardware (Handles/Locks)	C3	2034	Damaged	Discoloured and rusting hardware	2.00	Fix (cnt)
B03-F0-RM039	Light Switch	C4	2027	Cracked	Face plate starting to crack	1.00	Replace (m2)
B03-F0-RM039	Render	C1	2068	Cracked	Minor crack forming	1.00	Fix (m2)
MLKS-Corridor							
B01-F0-RM014	Fluorescent Lights	C2	2036	Diffuser cracked	Cracked diffuser	1.00	Fix (cnt)
B01-F0-RM014	Gyprock	C2	2050	Cracked	Crack between suspended panel and wall	1.00	Fix (m2)
B01-F0-RM020	Gyprock	C2	2050	Cracked	Joint tape failed	2.00	Fix (m2)
B01-F0-RM027	Brick Wall - Internal	C2	2062	Brickwork Cracked	Minor cracks in wall	13.00	Fix (m2)
B01-F0-RM027	Data Outlet	C2	2036	Missing	Data outlet cover has been taped on	1.00	Replace (cnt)
B02-F0-RM010	Fluorescent Lights	C2	2036	Diffuser missing	Missing diffuser	1.00	Replace (cnt)
B03-F0-RM001	Emergency Exit Door - Double	C5	2030	Hardware	Door handles are chained together	1.00	Fix (cnt)

Property Summary
Malkara Special School
80272

Location	Component	Condition	Repl. Year	Detail	Detail Comment	Detail Quantity	Detail Unit
B03-F0-RM001	Skirting - Timber	C2	2038	Paint Status			
B03-F0-RM001	Suspended Panel - Acoustic	C3	2042	Panels Cracked	Panels damaged	3.00	Fix (m2)
B03-F0-RM033	Fluorescent Lights	C2	2035	Diffuser missing	Missing fitting cover	1.00	Fix (cnt)
B03-F0-RM033	Gyprock	C2	2050	Cracked	Cracking every 20 metres on each side	19.00	Replace (m2)
B03-F0-RM033	Skirting - Timber	C2	2038	Paint Status			
B03-F0-RM033	Softboard/Pinex Tiles/Lining	C2	2050	DEFECT-Standard	Minor marking	1.00	
B03-F0-RM033	Suspended Panel - Acoustic	C2	2050	Frame Damaged	Not sitting in frame correctly	4.00	Fix (m2)
B03-F0-RM033	Suspended Panel - Acoustic	C2	2050	Panels Cracked	Cracked panels	2.00	Fix (m2)
B03-F0-RM033	Suspended Panel - Acoustic	C2	2050	Panels Sagging	Panels sagging	3.00	Replace (m2)
B05-F0-RM005	Vinyl - Tiles	C3	2032	Heavily Stained	Heavily stained and worn out.	46.00	Replace (m2)
B05-F0-RM005A	Gyprock	C2	2050	Cracked	Crack between suspended panel and wall. Repair underway in another area	1.00	Fix (m2)
B05-F0-RM005A	Suspended Panel - Acoustic	C2	2050	Moisture Damage	Stains from water damage	6.00	Fix (m2)
B05-F0-RM005A	Vinyl - Tiles	C2	2035	Worn	Surface starting to show signs of wear	1.00	Replace (m2)

MLKS-External Covered Learning Area

B04-F0-RM013	Paving - Softfall (Playground)	C4	2028	Damaged	Approx. 3 square meters of the rubber softfall are broke .	3.00	Fix (m2)
--------------	--------------------------------	----	------	---------	--	------	----------

MLKS-General Learning Area (GLA)

B02-F0-RM001	Gyprock	C2	2050	Cracked	Crack in gyprock wall bellow louver	1.00	Fix (m2)
B02-F0-RM001	Suspended Panel - Acoustic	C3	2042	Moisture Damage	Water damage and staining, cracked panels	12.00	Fix (m2)

Property Summary

Malkara Special School

80272

Location	Component	Condition	Repl. Year	Detail	Detail Comment	Detail Quantity	Detail Unit
B02-F0-RM002	Suspended Panel - Acoustic	C3	2042	Moisture Damage	Water damage and staining	3.00	Fix (m2)
B02-F0-RM006	Timber/Glass Door	C2	2050	Hardware	Door grill damaged	1.00	Fix (cnt)
B03-F0-RM002	Fluorescent Lights	C3	2032	Diffuser missing	Missing cover	1.00	Fix (cnt)
B03-F0-RM002	Render	C2	2049	Cracked	Minor crack starting	1.00	Fix (m2)
B03-F0-RM009	Accordion/Folding	C3	2032	DEFECT-Standard	No longer used	1.00	
B03-F0-RM009	Carpet	C2	2033	Visible Damage	Stains on floor	1.00	Fix (m2)
B03-F0-RM009	Curtains	C3	2030	DEFECT-Standard	Requires repairs	1.00	
B03-F0-RM009	GPO	C2	2033	Charred	Face all marked	1.00	Replace (cnt)
B03-F0-RM009	Skirting - Timber	C3	2034	Paint Status			
B03-F0-RM009	Soap Dispenser	C3	2029	DEFECT-Standard	Removed from wall	1.00	
B03-F0-RM009	Softboard/Pinex Tiles/Lining	C2	2050	DEFECT-Standard	Requires reattaching to wall	1.00	
B03-F0-RM009	Suspended Panel - Acoustic	C3	2042	Panels Holed	Holed	1.00	Fix (m2)
B03-F0-RM010	Access Panel - Ceiling	C3	2026	DEFECT-Standard	Requires repairs	1.00	
B03-F0-RM010	Accordion/Folding	C3	2032	DEFECT-Standard	Loose at base of door	1.00	
B03-F0-RM010	Motion Sensor	C2	2031	DEFECT-Standard	Starting to become loose	1.00	
B03-F0-RM010	Paint Finish - Wall (Interior)	C3	2029	Defect-Paint	Flaking paint on wall		
B03-F0-RM010	Skirting - Timber	C3	2034	Paint Status			
B03-F0-RM010	Splashback	C3		DEFECT-Standard	Water damaged	1.00	

Property Summary**Malkara Special School****80272**

Location	Component	Condition	Repl. Year	Detail	Detail Comment	Detail Quantity	Detail Unit
B03-F0-RM010	Suspended Panel - Acoustic	C3	2042	Moisture Damage	Water damage	1.00	Fix (m2)
B03-F0-RM010	Timber/Glass Door	C2	2050	Visible Damage	Hole in door marks	1.00	Replace (cnt)
B03-F0-RM010	Vinyl	C3	2032	Excessive Scuffing	Flooring marked	5.00	Fix (m2)
B03-F0-RM011	Access Panel - Ceiling	C3	2026	DEFECT-Standard	Old not sitting correctly in grid	1.00	
B03-F0-RM011	Fluorescent Lights	C3	2032	Diffuser cracked	Cracked fitting	1.00	Fix (cnt)
B03-F0-RM011	Skirting - Timber	C3	2034	Paint Status			
B03-F0-RM011	Soap Dispenser	C2	2031	DEFECT-Standard	No longer required or used	1.00	
B03-F0-RM011	Suspended Panel - Acoustic	C3	2042	Moisture Damage	Substance on ceiling tiles	3.00	Fix (m2)
B04-F0-RM004	Fluorescent Lights	C2	2035	Light Not Working	One light is not working.	1.00	Replace (cnt)
B04-F0-RM004	Vinyl	C3	2032	Heavily stained	Heavily stained and worn.	32.00	Replace (m2)
B05-F0-RM008	Carpet	C3	2031	Visible Damage	Heavily stained from room use	20.00	Replace (m2)
B05-F0-RM008	Softboard/Pinex Tiles/Lining	C2	2050	DEFECT-Standard	Starting to lift from surface	1.00	
B05-F0-RM008	Suspended Panel - Acoustic	C2	2050	Moisture Damage	Staining from water damage	1.00	Fix (m2)
B05-F0-RM008	Suspended Panel - Acoustic	C2	2050	Panels Holed	Hole in ceiling tile	1.00	Fix (m2)
B05-F0-RM008	Suspended Panel - Acoustic	C2	2050	Panels Sagging	Missaligned panels	3.00	Replace (m2)
B05-F0-RM008	Vinyl - Tiles	C3	2032	Heavily Stained	Heavily stained and scuffed tiles	15.00	Replace (m2)
B05-F0-RM009	Paint Finish - Ceiling (Interior)	C2	2031	Defect-Paint	Dark marks on ceiling		
B05-F0-RM009	Suspended Panel - Acoustic	C2	2050	Moisture Damage	Water marks on ceiling	1.00	Fix (m2)

Property Summary

Malkara Special School

80272

Location	Component	Condition	Repl. Year	Detail	Detail Comment	Detail Quantity	Detail Unit
B05-F0-RM009	Suspended Panel - Acoustic	C2	2050	Panels Holed	Holes in panels	1.00	Fix (m2)
B05-F0-RM009	Vinyl	C2	2035	Excessive Scuffing	Large area of scuff marks	36.00	Fix (m2)
B05-F0-RM012	Door Hardware (Handles/Locks)	C2	2038	Loose	Cover plate loose	1.00	Fix (cnt)
B05-F0-RM012	Gyprock	C3	2042	Moisture Damage	Areas of water damage and joint tape failing	5.00	Fix (m2)
B05-F0-RM012	Vinyl	C3	2032	Excessive Scuffing	Scuffing and scrapes	8.00	Fix (m2)

MLKS-General Learning Area (GLA) (Art room)

B05-F0-RM025	Fluorescent Lights	C2	2036	Light fitting missing	Two lights' covers are missing.	2.00	Install (cnt)
--------------	--------------------	----	------	-----------------------	---------------------------------	------	---------------

MLKS-Hall (General Purpose)

B01-F0-RM010	Fluorescent Lights	C2	2036	Light Not Working	Light not working	2.00	Fix (cnt)
B01-F0-RM010	GPO	C2	2034	Missing	Still secured to wall but loose	1.00	Replace (cnt)
B01-F0-RM010	Paint Finish - Doors (Interior)	C2	2031	Defect-Paint	Marks on paint surface		
B01-F0-RM010	Skirting - Timber	C3	2034	Paint Status			
B01-F0-RM010	Suspended Panel	C2	2050	Moisture Damage	Water damage and cracked panels	4.00	Fix (m2)

MLKS-Laundry

B02-F0-RM004	Gyprock	C2	2050	Moisture Damage	Water damage	1.00	Fix (m2)
B02-F0-RM004	Gyprock	C3	2042	Moisture Damage	Water damage	3.00	Replace (m2)
B02-F0-RM004	Paint Finish - Ceiling (Interior)	C2	2031	Defect-Paint	Water damage		
B02-F0-RM004	Paint Finish - Wall (Interior)	C3	2029	Defect-Paint	Water damage		

MLKS-Library

Property Summary
Malkara Special School
80272

Location	Component	Condition	Repl. Year	Detail	Detail Comment	Detail Quantity	Detail Unit
B05-F0-RM017	Suspended Panel - Acoustic	C2	2050	Moisture Damage	Staining from water damage	3.00	Fix (m2)
MLKS-Main Entry							
B03-F0-RM025	Gyprock	C2	2050	Holed	Minor marks in wall	1.00	Fix (m2)
B03-F0-RM025	Paint Finish - Ceiling (Interior)	C2	2031	Defect-Paint	Possible pest issue within ceiling		
MLKS-Meeting Room							
B05-F0-RM018	Gyprock	C2	2050	Cracked	Damage to joint tape	1.00	Fix (m2)
B05-F0-RM018	Paint Finish - Ceiling (Interior)	C2	2031	Defect-Paint	Damage to joint tape		
MLKS-Office							
B01-F0-RM001	Gyprock	C2	2050	Moisture Damage	Water damage	3.00	Fix (m2)
B05-F0-RM015	Gyprock	C3	2042	Holed	Minor damage on walls	1.00	Fix (m2)
B05-F0-RM015	Paint Finish - Wall (Interior)	C3	2029	Defect-Paint	Damage to corner and flaking paint		
B05-F0-RM018A	Gyprock	C2	2050	Cracked	Crack between wall and suspended panel	1.00	Fix (m2)
B05-F0-RM018A	Paint Finish - Wall (Interior)	C1	2035	Defect-Paint	Hole from door handle		
B05-F0-RM018A	Plaster Board	C1	2065	Visible Damage	Hole from door handle	1.00	Replace (m2)
MLKS-Office (Exec)							
B03-F0-RM029	Fluorescent Lights	C2	2035	Light Not Working	Only one tube working out of two	2.00	Fix (cnt)
MLKS-Office foyer							
B03-F0-RM022	Gyprock	C1	2069	Cracked	Ceiling damaged near access panel	1.00	Fix (m2)
B03-F0-RM022	Paint Finish - Wall (Interior)	C1	2035	Defect-Paint	Minor marks on corner		

Property Summary
Malkara Special School
80272

Location	Component	Condition	Repl. Year	Detail	Detail Comment	Detail Quantity	Detail Unit
MLKS-Outdoor Covered Learning Area							
B05-F0-RM012A	Eaves - Fibro	C3	2042	Holed	Fibro eave is broken and made a hole.	1.00	Fix (m2)
B05-F0-RM012A	Paint Finish - Ceiling (Interior)	C3	2029	Defect-Paint	Patching and new paint is needed		
MLKS-Outdoor Learning Area							
B05-F0-RM009A	EWIS - Speaker	C2	2033	DEFECT-Standard	Top part of the speaker is popped up.	1.00	
MLKS-Outdoor Play Store							
B03-F0-RM017	Gyprock	C2	2050	Holed	Holed	1.00	Fix (m2)
B03-F0-RM017	Paint Finish - Doors (Interior)	C4	2028	Defect-Paint			
MLKS-Plant Room							
B01-F0-RM008	Detector - Smoke	C3	2028	Loose	Not installed in ceiling	1.00	Fix (cnt)
B01-F0-RM008	Gyprock	C4	2036	Moisture Damage	Water damaged missing	5.00	Replace (m2)
B01-F0-RM008	Hollow-Core Door	C3	2037	Visible Damage	Both doors base is water damaged	2.00	Replace (cnt)
B01-F0-RM008	Paint Finish - Ceiling (Interior)	C4	2028	Defect-Paint	Moisture damage		
B01-F0-RM008	Suspended Panel - Acoustic	C4	2036	Panels Missing	Ceiling missing	12.00	Replace (m2)
B03-F0-RM024	Make Up Tank	C3	2033	DEFECT-Standard	Unused	1.00	
B03-F0-RM024	Paint Finish - Doors (Interior)	C2	2031	Defect-Paint	Marks on inside door		
B03-F0-RM024	Paint Finish - Floor (Interior)	C2	2031	Defect-Paint	Paint flaking on floor surface		
MLKS-Quiet room							
B05-F0-RM013	Softboard/Pinex Tiles/Lining	C2	2050	DEFECT-Standard	One area that has been secured with screws	1.00	

Property Summary
Malkara Special School
80272

Location	Component	Condition	Repl. Year	Detail	Detail Comment	Detail Quantity	Detail Unit
MLKS-Quiet Room							
B05-F0-RM010	Suspended Panel - Acoustic	C2	2050	Moisture Damage	Water marks	1.00	Fix (m2)
MLKS-Ramp							
B03-F0-RM023	Gyprock	C2	2050	Holed	Minor marks on wall surface	1.00	Fix (m2)
B03-F0-RM023	Window - Aluminium/Glass (Commercial)	C2	2052	Leaking	Sealing strip falling out of window	2.00	Fix (cnt)
B05-F0-RM021	Downlights	C3	2031	Light fitting missing	One light bulb is missing.	1.00	Install (cnt)
MLKS-Staff Common Room							
B03-F0-RM034	Carpet	C3	2031	Visible Damage	Wear marks on carpet	2.00	Fix (m2)
B03-F0-RM034	Fluorescent Lights	C2	2035	Light Not Working	Light not operating	2.00	Fix (cnt)
B03-F0-RM034	Gyprock	C2	2050	Moisture Damage	Possible water damage	1.00	Fix (m2)
B03-F0-RM034	Skirting - Timber	C2	2038	Paint Status			
MLKS-Staff Resource Room							
B05-F0-RM019	Gyprock	C2	2050	Cracked	Crack between suspended panel and wall	1.00	Fix (m2)
B05-F0-RM019	Suspended Panel - Acoustic	C2	2050	Moisture Damage	Staining from water damage	2.00	Replace (m2)
MLKS-Stairs							
B05-F0-RM020	Vinyl	C4	2030	Heavily stained	Heavy stained and worn.	5.00	Replace (m2)
MLKS-Store							
B01-F0-RM009	Paint Finish - Floor (Interior)	C3	2029	Defect-Paint	Paint flaking on floor		

Property Summary
Malkara Special School
80272

Location	Component	Condition	Repl. Year	Detail	Detail Comment	Detail Quantity	Detail Unit
B01-F0-RM011	Brick Wall - Internal	C3	2050	Brickwork Missing	Un filled holes in brick wall	4.00	Replace (m2)
B02-F0-RM011	Paint Finish - Ceiling (Interior)	C2	2031	Defect-Paint	Missing top coat in areas		
B03-F0-RM008	Hollow-Core Door	C2	2043	Jamb	Door jamming to frame	1.00	Fix (cnt)
B03-F0-RM030	Gyprock	C2	2050	Detached	Small crack appearing in ceiling to wall	2.00	Fix (m2)
B03-F0-RM030	Render	C2	2049	Cracked	Minor cracks forming in wall	4.00	Fix (m2)
B05-F0-RM006	Gyprock	C2	2050	Moisture Damage	Water damage	1.00	Fix (m2)
B05-F0-RM006	Paint Finish - Ceiling (Interior)	C2	2031	Defect-Paint	Water damage and flaking paint		
B05-F0-RM006	Paint Finish - Wall (Interior)	C3	2029	Defect-Paint	Cracks and brown marks running from ceiling		
B05-F0-RM006	Render	C3	2042	Cracked	Large and hair line cracks in render finish	14.00	Fix (m2)
B05-F0-RM006	Render	C3	2042	Visible Damage	Dark stains on walls coming from ceiling. Further investigations required	2.00	Replace (m2)
B05-F0-RM006	Vinyl - Tiles	C3	2032	Heavily Stained	Stained tiles	5.00	Replace (m2)
B05-F0-RM011	Door Hardware (Handles/Locks)	C2	2038	Missing	Missing cover plate	1.00	Install (cnt)
B05-F0-RM014	Fluorescent Lights	C3	2033	Diffuser missing	Missing defuser and tube	1.00	Replace (cnt)
B05-F0-RM014	Gyprock	C2	2050	Moisture Damage	Dark stains coming from ceiling. Recomend further investigations to source cause	3.00	Fix (m2)
MLKS-Store art							
B03-F0-RM040	Fluorescent Lights	C3	2032	Light fitting damaged/cracked	Relocate fitting to new location	1.00	Replace (cnt)
B03-F0-RM040	Paint Finish - Doors (Interior)	C2	2031	Defect-Paint	Requires painting		

Property Summary
Malkara Special School
80272

Location	Component	Condition	Repl. Year	Detail	Detail Comment	Detail Quantity	Detail Unit
B03-F0-RM040	Sliding Doors - Cavity	C2	2050	DEFECT-Standard	Missing cover door unpainted	1.00	
MLKS-Store (Cloaks)							
B03-F0-RM035	Access Panel - Ceiling	C2	2026	DEFECT-Standard	Requires paint	1.00	
B03-F0-RM035	Fluorescent Lights	C2	2035	Light Not Working	Missing a tube	1.00	Fix (cnt)
B03-F0-RM035	Vinyl - Tiles	C3	2032	Heavily Stained	Marked tiles	3.00	Replace (m2)
MLKS-store room							
B03-F0-RM012	Fluorescent Lights	C3	2032	Diffuser missing	Cover missing	1.00	Fix (cnt)
B03-F0-RM012	Gyprock	C3	2042	Moisture Damage	Water damage possible roof leak	2.00	Fix (m2)
B03-F0-RM012	Render	C2	2049	Cracked	Minor cracks appearing	3.00	Fix (m2)
B03-F0-RM012	Roofing - Skylight	C3	2042	DEFECT-Standard	No longer used	1.00	
B03-F0-RM012	Skirting - Timber	C3	2034	Paint Status			
MLKS-Store/server room							
B03-F0-RM016	Gyprock	C1	2069	Holed	Hole in gyprock ceiling	1.00	Fix (m2)
B03-F0-RM016	Skirting - Cable Duct	C3	2034	DEFECT-Standard	Missing cover high level no student access	1.00	
MLKS-toilet							
B03-F0-RM014	Electric Panel Heater	C3	2031	Damaged	Unsure if it's used		
B03-F0-RM014	Fluorescent Lights	C3	2032	Diffuser missing	Missing light cover	1.00	Fix (cnt)
B03-F0-RM014	Roofing - Skylight	C3	2042	DEFECT-Standard	No longer used	1.00	
MLKS-Toilets							

Property Summary

Malkara Special School

80272

Location	Component	Condition	Repl. Year	Detail	Detail Comment	Detail Quantity	Detail Unit
B05-F0-RM016	Door Hardware (Handles/Locks)	C2	2038	Loose	Loose cover ring	1.00	Fix (cnt)

MLKS-Toilets #14 (Male)

B01-F0-RM016	Render	C2	2049	Chipped/Flaking	Chipped render	1.00	Fix (m2)
B01-F0-RM016	Render	C2	2049	Cracked	Minor cracks in render	3.00	Fix (m2)
B01-F0-RM016	Toilet Partition Door	C2	2036	Hardware	Missing internal indicator bolt	1.00	Fix (cnt)

MLKS-Toilets #15 (Female)

B01-F0-RM015	Render	C2	2049	Chipped/Flaking	Chipped render	1.00	Fix (m2)
B01-F0-RM015	Render	C2	2049	Cracked	Minor cracks in render	2.00	Fix (m2)
B01-F0-RM015	Tap - Water Saving	C2	2035	Mismatched	Loose to basin	1.00	Replace (cnt)

MLKS-Toilets (Boys Junior)

B03-F0-RM004	Ceramic Tiles	C2	2050	RegROUT	Requires regroup	2.00	Fix (m2)
B03-F0-RM004	Strip Heaters	C4	2027	DEFECT-Standard	Confirm if still used	1.00	

MLKS-Toilets (Staff Unisex)

B02-F0-RM008	Gyprock	C2	2050	Cracked	Crack in ceiling near exhaust fan	1.00	Fix (m2)
--------------	---------	----	------	---------	-----------------------------------	------	----------

MLKS-Toilet Staff

B03-F0-RM037	Ceramic Tiles	C3	2042	Visible Damage	Missing wall tiles	2.00	Replace (m2)
B03-F0-RM037	Handbasin	C3	2037	Cracked	Cracked base	1.00	Fix (cnt)
B03-F0-RM037	Render	C3	2042	Cracked	Crack in wall	2.00	Fix (m2)
B03-F0-RM037	Tap - Generic	C3	2032	Corroded	Leaking	2.00	Fix (cnt)

Property Summary
Malkara Special School
80272

Location	Component	Condition	Repl. Year	Detail	Detail Comment	Detail Quantity	Detail Unit
MLKS-Toilet (Staff Unisex)							
B02-F0-RM009	Paint Finish - Ceiling (Interior)	C1	2035	Defect-Paint	Paint finish missing in one location		
MLKS-Toilets unisex							
B01-F0-RM018	Door Hardware (Handles/Locks)	C2	2038	Damaged	Door hardware has been removed and new indicator bolt installed above. Holes still have not been repaired	1.00	Fix (cnt)
B01-F0-RM018	Toilet - China Bowl/Cistern	C2	2042	Visible Damage	Cistern lid missing	1.00	Replace (cnt)
B01-F0-RM019	Door Hardware (Handles/Locks)	C2	2038	Damaged	Indicator has been replaced with one installed above. Holes need filling as they go through the door	1.00	Fix (cnt)
MLKS-Toilets (Unisex)							
B02-F0-RM005	Gyprock	C3	2042	Moisture Damage	Holes, water damage, cracks and partial repairs, exposed cables and electrical equipment. By advised at time of inspection	14.00	Fix (m2)
B02-F0-RM005	Paint Finish - Ceiling (Interior)	C3	2029	Defect-Paint	Miss matched paint and partial repairs		
B05-F0-RM022	Fluorescent Lights	C2	2036	Light Not Working	One light is not working.	1.00	Fix (cnt)
B05-F0-RM024	Fluorescent Lights	C2	2036	Light Not Working	One light is not working.	1.00	Fix (cnt)
MLKS-Verandah							
B02-F0-RM003	Drainage Pit - Grate	C2	2054	Inlet/Outlet Blocked	Blocked with leaf litter	1.00	Fix (cnt)
B02-F0-RM003	Paving - Concrete (In-Situ)	C2	2055	Cracking	Cracks in joint	4.00	Fix (m2)
MLKS-Workshop (BSO)							
B03-F0-RM038	Fluorescent Lights	C3	2032	Light Not Working	Wall mounted light not operating	1.00	Replace (cnt)

Property Summary
Malkara Special School
80272

 Work Orders

Name	Created
MLKS-Change Room (Male Student)	
Asset: Strip Heaters, Defect: DEFECT-Standard, Comment: Strip heaters need inspection , Priority: High	12 Jan 2026
MLKS-Toilets (Boys Junior)	
Asset: Strip Heaters, Defect: DEFECT-Standard, Comment: Confirm if still used, Priority: High	12 Jan 2026

Property Summary
Malkara Special School
80272



Glossary

Component	The specific asset at the lowest level of detail, i.e. solid door, aluminium window, etc.
Component Group	High level categorisation of a component, i.e. roof, floor coverings, etc.
Component Type	Mid-level categorisation of components that fit under Component Group, i.e. roof drainage, lights, extinguishers, etc.
Component Criticality	This is the measure of the relative importance of a building component by identifying which components are more critical to the building. Criticality factors include; Likelihood of failure, risk to service delivery, appearance, health and safety impacts.
Condition Grade Index (CGI)	Condition Grade Index is the combined weighting of the assessed components in relation to their stated condition. The index value gives a structural overview of the condition of replacement components and is utilised in production of various lifecycle programs. A structure that has a low CGI value will require less capital works in comparison to a structure with a higher CGI value.
Critical Assets	Assets for which the financial, business or service level consequences of failure are sufficiently severe to justify proactive inspection and rehabilitation. Critical assets have a lower threshold for action than non-critical.
Depreciated Replacement Cost	The cost to replace the component, accounting for depreciation.
Hierarchical Data	 This symbol preceding a section heading indicates information within the section represents the chosen property and any child properties that are linked within the property hierarchy.

Bailey, Anthony

From: EDU EBMSFM
Sent: Wednesday, 18 February 2026 3:01 PM
To: Hooper, Richard; Morton, Phillip
Cc: Bailey, Anthony; EDU EBMSFM
Subject: FW: FOR ACTION : SUB26/5037 : MIN CORRO - MIN RESPONSE : Malkara and [REDACTED] maintenance [REDACTED]
Attachments: MIN CORRO - MIN RESPONSE Malkara and [REDACTED] maintenance [REDACTED].tr5; FW: FOR ACTION : SUB26/5037 : MIN CORRO - MIN RESPONSE : Malkara and [REDACTED] maintenance [REDACTED]

OFFICIAL

Hi Richard and Phill,

I have been asked (see below) by IDSO to progress this request back to their office today.

Can you please provide an eta on when this will be ready for EBMSFM review and clearance and I will advise accordingly.

Kind regards,

Nicole

Nicole Scandura | Executive Support Officer to Executive Branch Manager Anthony Bailey
 School Facilities Management Branch | Infrastructure and Digital Services Group
 MS Teams | Email: nicole.scandura@act.gov.au | Phone: 0435 039 181
 Education Directorate | ACT Government
 Level 4, 220 London Circuit, Canberra ACT 2601 | GPO Box 158 Canberra ACT 2601
www.education.act.gov.au | [Facebook](#) | [Twitter](#) | [Pinterest](#) | [LinkedIn](#) | [Google+](#)

I often work outside of regular business hours. I do not expect you to respond to my request outside of your normal working hours.

From: EDU, EGMIDS <EGMIDS@act.gov.au>
Sent: Tuesday, 17 February 2026 11:20 AM
To: EDU EBMSFM <EDU.SFMEBMO@act.gov.au>
Cc: EDU, EGMIDS <EGMIDS@act.gov.au>
Subject: FW: FOR ACTION : SUB26/5037 : MIN CORRO - MIN RESPONSE : Malkara and [REDACTED] maintenance [REDACTED]

OFFICIAL

Hi Nic,

Is it possible to receive this one in IDS office today?

Thank you
 Christy

From: Kuar, Sarabjit <Sarabjit.Kuar@act.gov.au> **On Behalf Of** EDU, Ministerial Liaison Officer
Sent: Thursday, 12 February 2026 5:04 PM
To: EDU EBMSFM <EDU.SFMEBMO@act.gov.au>
Cc: EDU, EGMIDS <EGMIDS@act.gov.au>; EGMSlooffice <EGMSlooffice@act.gov.au>; EDU, Ministerial Liaison Officer <EDUMinisterial@act.gov.au>
Subject: FOR ACTION : SUB26/5037 : MIN CORRO - MIN RESPONSE : Malkara and [REDACTED] maintenance [REDACTED]

OFFICIAL

Hi,

Please see attached for action.

Minister Response Request	
TRIM Number	SUB26/5037
Title/Question	Malkara and [REDACTED] maintenance [REDACTED]
Action(s)	1. Prepare Ministerial response to correspondent
Responsible Area	SFM [REDACTED]
Response type	MIN corro – MIN response
Clearance level required	EGM
Response Due	27/02/2026
Executive Support Office	1. Executive office staff to coordinate response with BU to meet due date or request extension if required 2. Executive office staff to complete final review before progression 3. Executive office staff to finalise TRIM workflows and finalise notes 4. Executive office staff to progress response to EDU Ministerial for final QA and progression to DLO
Further information	If a redirection is required: Please liaise directly between business units and once redirection is accepted, please forward allocation email to the accepting business unit with EDU Ministerial Cc'd for visibility. If input from another EDU line area is required: Please liaise directly between business units.
Comment	Please contact eduministerial@act.gov.au if you have any questions.

Thanks.

Sarabjit Kuar | Ministerial Liaison Officer
 Phone: Microsoft Teams | Email: Sarabjit.Kuar@act.gov.au
 Communications, Engagement and Government Support | ACT Education Directorate | ACT Government
 220 London Circuit Canberra City ACT 2601 | GPO Box 158 Canberra ACT 2601
www.education.act.gov.au | Facebook | Twitter | Instagram | LinkedIn

I often work outside of regular business hours. I do not expect you to respond to my request outside of your normal working hours.

From: Whitty, Anna <Anna.Whitty@act.gov.au>
Sent: Thursday, 12 February 2026 12:50 PM
To: Education DLO <EDUDLO@act.gov.au>
Cc: BERRY <BERRY@act.gov.au>
Subject: FW: [REDACTED] maintenance

Hi Adrienne,

Please can EDU provide a priority MIN response to [REDACTED]

Many thanks,
 Anna

Anna Whitty | Senior Adviser
 02 6207 7937 |

Office of Yvette Berry MLA | Member for Ginninderra
 Deputy Chief Minister
 Minister for Education and Early Childhood
 Minister for Homes, Homelessness and New Suburbs
 Minister for Sport and Recreation
 Phone: +61 2 6205 0233 | Email: berry@act.gov.au
 Facebook | Twitter | www.yvetteberry.com.au



ACT
 Government



I acknowledge the traditional custodians of the land, the Ngunnawal people, and pay my respect to their Elders past, present and emerging.

From: Berry, Yvette <Yvette.Berry@act.gov.au>
Sent: Thursday, 12 February 2026 12:48 PM
To: Hobbs, Rebecca <Rebecca.Hobbs@act.gov.au>; Whitty, Anna <Anna.Whitty@act.gov.au>
Subject: Fw: [REDACTED] maintenance

Get Outlook for iOS

From: Carrick, Fiona <Fiona.Carrick@parliament.act.gov.au>
Sent: Thursday, February 12, 2026 12:46:55 PM
To: BERRY <BERRY@act.gov.au>; Berry, Yvette <Yvette.Berry@act.gov.au>
Subject: [REDACTED] maintenance

Minister

Would you please provide the following information for the [REDACTED] and Malkara, in the context of [REDACTED] / and more generally:

- the assessment report for the maintenance requirements
- the maintenance work that has been done
- the outstanding maintenance work and when it will be completed.

Thank you

Regards



From: [Hooper, Richard](#)
To: [Morton, Phillip](#); [Mosely, Ben](#)
Cc: [EDU EBMSFM](#)
Subject: FW: FOR ACTION : SUB26/5037 : MIN CORRO - MIN RESPONSE : Malkara and [REDACTED] maintenance
Date: Tuesday, 17 February 2026 9:33:22 AM
Attachments: [Summary Report Malkara 2026 \(Draft\).pdf](#)
Importance: High

Hi Gents,
 To be included in the response.
 Kind regards,

Richard Hooper | Senior Project Director

School Facilities Management Branch | Infrastructure and Digital Services Group

MS Teams | Email: richard.hooper@act.gov.au | Phone: 0408 366062

Education Directorate | ACT Government

Level 4, 220 London Circuit, Canberra ACT 2601 | GPO Box 158 Canberra ACT 2601

www.education.act.gov.au | [Facebook](#) | [Twitter](#) | [Pinterest](#) | [LinkedIn](#) | [Google+](#)

From: Bailey, Anthony

Sent: Tuesday, 17 February 2026 9:28 AM

To: Hooper, Richard

Cc: EDU EBMSFM

Subject: FW: FOR ACTION : SUB26/5037 : MIN CORRO - MIN RESPONSE : Malkara and [REDACTED] maintenance [REDACTED]

Importance: High

For information and inclusion in this MIN Response.

Thank you

Anthony

From: Nakkan, John <John.Nakkan@act.gov.au>

Sent: Tuesday, 17 February 2026 9:18 AM

To: Bailey, Anthony <Anthony.Bailey@act.gov.au>

Cc: Gumley, Clair <Clair.Gumley@act.gov.au>; EDU, EBM AMD <EBM.AMD@act.gov.au>; EDU EBMSFM <EDU.SFMEBMO@act.gov.au>

Subject: FOR ACTION : SUB26/5037 : MIN CORRO - MIN RESPONSE : Malkara and [REDACTED] maintenance [REDACTED]

Importance: High

Hi Antony,

Please see condition reports for Malkara School and [REDACTED] attached. The reports contain the following information:

Section	Malkara School (Page number)	
General Condition Summary Overview, including CGI rating	1	
Asset components in C4-C5 for consideration for lifecycle monitoring and/or replacement	3	

Defects list (lower critical repairs and maintenance)	7
Work Orders (with higher focus on WHS)	21
Glossary to support reading the report	22

Thanks to Clair and the team for assembling the reports.

Regards,

John Nakkan | Executive Branch Manager

Phone: +61 2 6205 1289 | Mobile: 0466 015 922 | Email: john.nakkan@act.gov.au

Asset Management and Delivery | Education | ACT Government

Level 4, 220 London Circuit | GPO Box 158 Canberra ACT 2601

Ngunnawal Country

www.education.act.gov.au | [Facebook](#) | [Twitter](#) | [Instagram](#) | [LinkedIn](#)

Advice/Input request

Title:		Reports on Malkara School Infrastructure
TRIM number		FOL26/988
Request date		12 February 2026
Response Type		Advice for MO
Requested Response Format		Dot-Point
If input to another directorate which?		N/a
Approved by:	Name	Vanessa Attridge Executive Group Manager, Infrastructure & Digital Services
Date Approved		06/03/2026

Directorate's Response

Request

Summary

Regular Repairs, Maintenance and Infrastructure Compliance Activities

Records confirm the school has received regular annual assessment across a range building operations and compliance functions. Records indicate that all maintenance and associated licensing, certifications and assessments have been completed in accordance with scheduled plans.

- o Annual scheduled monitoring and assessments are conducted across all mandatory safety requirements (including roof safety systems, fire panels etc.), security, electrical, plumbing, trees and playground spaces.
- o Work Orders are issued by iCBR (generally immediately) for any defects or issues identified through scheduled maintenance.

- As a result of scheduled maintenance activities, 64 Work Orders for various matters have been raised for the Malkara site since 2019. These have addressed a range of infrastructure related functions including alarms, battery replacement, trees, playgrounds, auto doors and general repairs.
- Outside of scheduled maintenance, iCBR identified 263 call outs for repairs at Malkara School since 2019.
 - Repair call outs address immediate concerns and involve matters such as security issues (locks, missing keys etc.), HVAC failures, fallen trees / branches, faulty equipment etc.

Background

School Condition Assessment - 2026

- A visual building Condition Assessment was completed by the Directorate at Malkara School in January 2026.
- The overall condition grade index rating was assessed as 1.97, which is deemed 'very good'.
- The assessment identified defects that are deemed minor, maintainable, and low risk, relating to routine items that are commonly addressed through maintenance activities. Issues assessed as requiring attention included the car park, fencing in a number of areas, bathroom and changeroom facilities, which will be resolved.
 - No issues were identified in the condition assessment that may have contributed to the impacts of the storm event of 7 February 2026.

From: Harkness, Tracey
Sent: Wednesday, 18 March 2026 2:20 PM
To: Allison, Drew; Hayward, Susan
Cc: Vogel, James; School Restrictive Practice support; HCSD, ACTRIDS
Subject: RE: school visits

OFFICIAL

Thanks Drew – much appreciated

From: Allison, Drew <Drew.Allison@act.gov.au>
Sent: Wednesday, 18 March 2026 2:13 PM
To: Harkness, Tracey <Tracey.Harkness@act.gov.au>; Hayward, Susan <Susan.Hayward@act.gov.au>
Cc: Vogel, James <James.Vogel@act.gov.au>; School Restrictive Practice support <SchoolRPsupport@act.gov.au>; HCSD, ACTRIDS <ACTRIDS@act.gov.au>
Subject: RE: school visits

OFFICIAL

Hi Tracey

I have attached the information that we requested from Malkara School. I have added (italicised in red) some additional information and questions that we have for them.

See you in the morning

Drew Allison | Director - Complex Behaviour Support | Restrictive Practice Team
Complex Behaviour Support and WHS | Service Design and Delivery | Education Directorate | ACT Government
Emails: drew.allison@act.gov.au and schoolrpsupport@act.gov.au
Hedley Beare Centre for Teaching and Learning , 51 Fremantle Drive Stirling ACT 2611
GPO Box 158 Canberra ACT 2601 | www.education.act.gov.au

I acknowledge the Ngunnawal people as traditional custodians of the land we are meeting on and recognise any other people or families with connection to the lands of the ACT and region. I wish to acknowledge and respect their continuing culture and the contribution they make to the life of this city and this region.



From: Harkness, Tracey <Tracey.Harkness@act.gov.au>
Sent: Tuesday, 10 March 2026 3:41 PM
To: Allison, Drew <Drew.Allison@act.gov.au>
Cc: Vogel, James <James.Vogel@act.gov.au>; School Restrictive Practice support <SchoolRPsupport@act.gov.au>; HCSD, ACTRIDS <ACTRIDS@act.gov.au>
Subject: RE: school visits

OFFICIAL

Thanks Drew

From: Allison, Drew <Drew.Allison@act.gov.au>
Sent: Tuesday, 10 March 2026 2:38 PM
To: Harkness, Tracey <Tracey.Harkness@act.gov.au>
Cc: Vogel, James <James.Vogel@act.gov.au>; School Restrictive Practice support <SchoolRPsupport@act.gov.au>; HCSD, ACTRIDS <ACTRIDS@act.gov.au>
Subject: RE: school visits

OFFICIAL

Thanks Tracey

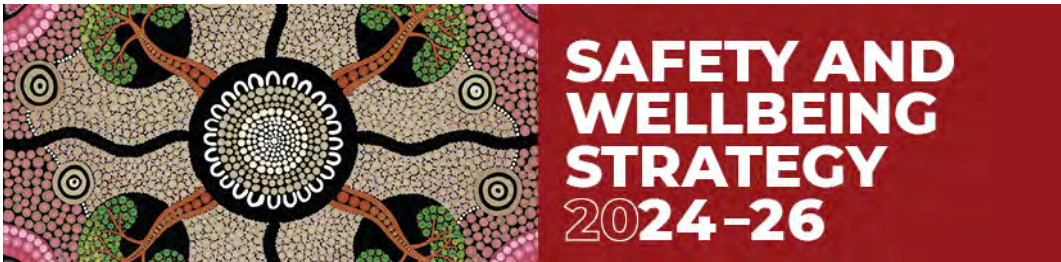
I have attached some information that we will request from the school prior to the visit.

I will confirm times as soon as I have a response.

Regards

Drew Allison | Director - Complex Behaviour Support | Restrictive Practice Team
Complex Behaviour Support and WHS | Service Design and Delivery | Education Directorate | ACT Government
Emails: drew.allison@act.gov.au and schoolrpsupport@act.gov.au
Hedley Beare Centre for Teaching and Learning , 51 Fremantle Drive Stirling ACT 2611
GPO Box 158 Canberra ACT 2601 | www.education.act.gov.au

I acknowledge the Ngunnawal people as traditional custodians of the land we are meeting on and recognise any other people or families with connection to the lands of the ACT and region. I wish to acknowledge and respect their continuing culture and the contribution they make to the life of this city and this region.



From: Harkness, Tracey <Tracey.Harkness@act.gov.au>
Sent: Tuesday, 10 March 2026 1:35 PM
To: Allison, Drew <Drew.Allison@act.gov.au>
Cc: Vogel, James <James.Vogel@act.gov.au>; School Restrictive Practice support <SchoolRPSupport@act.gov.au>; HCSD, ACTRIDS <ACTRIDS@act.gov.au>
Subject: RE: school visits

OFFICIAL

Hi Drew,

Thanks for the updated information [REDACTED]. Yes visits to [REDACTED] Malkara are welcomed.

Regards,

Tracey

Tracey Harkness (she/her)
Senior Practitioner/Executive Branch Manager

Office of the Senior Practitioner | Health and Community Services Directorate | ACT Government

P (02) 6207 8140/0466 478 907 | E tracey.harkness@act.gov.au
220 London Circuit, Canberra City | GPO Box 158, Canberra City ACT 2601
www.act.gov.au

<https://www.act.gov.au/directorates-and-agencies/community-services-directorate/office-of-the-senior-practitioner>

I acknowledge the Nggunawal people as traditional custodians of the ACT and recognise any other people or families with connection to the lands of the ACT and region. I acknowledge and respect their continuing culture and the contribution they make to the life of this city and this region.

IMPORTANT NOTICE

The information contained in this email and any attachments is for the intended recipient only. It may contain material of a confidential nature relating to the operations of the Community Services Directorate, or its clients, contractors or stakeholders. Information of this nature may be subject to the provisions of the Senior Practitioner Act 2018, Privacy Act 1988, Public Sector Management Act 1994, Health Records (Privacy and Access) Act 1997, Children and Young People Act 2008, Housing Assistance Act 1987 and/or the Crimes Act 1900. Any person who inappropriately discloses this information may be subject to disciplinary/criminal proceedings under any of these Acts. If you have received this email in error, please notify the sender and then delete this transmission and any attachments.

From: Allison, Drew <Drew.Allison@act.gov.au>
Sent: Tuesday, 10 March 2026 12:40 PM
To: Harkness, Tracey <Tracey.Harkness@act.gov.au>
Cc: Vogel, James <James.Vogel@act.gov.au>; School Restrictive Practice support <SchoolRPsupport@act.gov.au>
Subject: FW: school visits

OFFICIAL

Hi Tracey
Please could we check re the schools as we are very conscious of their time in relation to the number of instances of RP reported?

[REDACTED]

As an alternative, we could visit [REDACTED] Malkara to check on egress controls as tis has been raised in discussion recently.

Happy to chat if useful.
Thanks

Drew

From: Harkness, Tracey <Tracey.Harkness@act.gov.au>
Sent: Tuesday, 3 March 2026 12:31 PM
To: School Restrictive Practice support <SchoolRPsupport@act.gov.au>
Cc: HCSD, ACTRIDS <ACTRIDS@act.gov.au>
Subject: school visits

OFFICIAL

Hi team

Time has gotten away from me, I note that we have school visits pencilled in for 19 March 2026. At this point in time I would like to visit [REDACTED] [REDACTED] ?

I will send through questions later this week

Thanks

Tracey

Tracey Harkness (she/her)
Senior Practitioner/Executive Branch Manager

Office of the Senior Practitioner | Health and Community Services Directorate | ACT Government

P (02) 6207 8140/0466 478 907 | E tracey.harkness@act.gov.au

220 London Circuit, Canberra City | GPO Box 158, Canberra City ACT 2601

www.act.gov.au

<https://www.act.gov.au/directorates-and-agencies/community-services-directorate/office-of-the-senior-practitioner>

I acknowledge the Ngunnawal people as traditional custodians of the ACT and recognise any other people or families with connection to the lands of the ACT and region. I acknowledge and respect their continuing culture and the contribution they make to the life of this city and this region.

IMPORTANT NOTICE

The information contained in this email and any attachments is for the intended recipient only. It may contain material of a confidential nature relating to the operations of the Community Services Directorate, or its clients, contractors or stakeholders. Information of this nature may be subject to the provisions of the Senior Practitioner Act 2018, Privacy Act 1988, Public Sector Management Act 1994, Health Records (Privacy and Access) Act 1997, Children and Young People Act 2008, Housing Assistance Act 1987 and/or the Crimes Act 1900. Any person who inappropriately discloses this information may be subject to disciplinary/criminal proceedings under any of these Acts. If you have received this email in error, please notify the sender and then delete this transmission and any attachments.

Senior Practitioner School Visit Information Request

Reports of RP from 14/10/205 – 06/03.2026	3 Incidents reported to Edu, all submitted to Office of the Senior Practitioner. 05.11.2025, [REDACTED], Physical Restraint, 1 minute. 03.02.2026, [REDACTED], Physical Restraint, 20 seconds. 18.02.2026, [REDACTED], Physical Restraint, 30 Seconds
Has post incident review of incidents been undertaken?	Yes / No
Have any specific actions been taken by the school in response to the incidents?	[REDACTED]
Please identify EDU / external supports being accessed?	ACT Health – HAAS Team. Occupational Violence Complex case Management Team
Does the school have any access control mechanisms (e.g. Swipe, Snib, Sliding Bolt, Handle, Push Button, Keypad) installed that restrict or prevent egress or access to / from classrooms?	Yes / No
If yes:	
Number of Mechanisms Installed?	10 (rooms [REDACTED], [REDACTED], [REDACTED], [REDACTED], [REDACTED]) <i>(Dec '24 school reported 16 locations with swipe card access to SFM)</i>
Approximate date of installation.	Various – all pre 2025.
Were the mechanisms installed due to a student's behaviour of concern?	Yes / No: <i>Installation and use of a mechanism due to BoC likely to be ER. Need to check how these mechanisms are utilised or, if historic installations, why they remain in place.</i>
If No, why was the mechanism installed:	

Senior Practitioner School Visit Information Request

Is the mechanism referenced in a plan?	Room [REDACTED], [REDACTED], [REDACTED], [REDACTED] No. Recommendations in OVRAs include 'step out and step back', 'remove self from immediate area', 'safe withdrawal', OVRAs in place for [REDACTED] Room [REDACTED] Yes – [REDACTED] OVRA 'ensure locks are working' (<i>No description or recommendation in the OVRA of how the mentioned lock is utilised</i>)
--	---

From: Harkness, Tracey
Sent: Thursday, 26 March 2026 4:05 PM
To: Allison, Drew; Hayward, Susan; Atkins, Jessie
Cc: School Restrictive Practice support; Vogel, James; EDU, CBS & WHS; ACT Senior Practitioner
Subject: RE: Malkara [REDACTED] visit summary

OFFICIAL

Thanks Drew – much appreciated, I think we need to discuss further about clear expectations of reports of routine environmental restraints for the students below, happy to have this as part of the remediation actions for the broader plan.

From: Allison, Drew <Drew.Allison@act.gov.au>
Sent: Thursday, 26 March 2026 3:10 PM
To: Harkness, Tracey <Tracey.Harkness@act.gov.au>; Hayward, Susan <Susan.Hayward@act.gov.au>; Atkins, Jessie <Jessie.Atkins@act.gov.au>
Cc: School Restrictive Practice support <SchoolRPSupport@act.gov.au>; Vogel, James <James.Vogel@act.gov.au>; EDU, CBS & WHS <EBMCBS.WHS@act.gov.au>; ACT Senior Practitioner <ACTSeniorPractitioner@act.gov.au>
Subject: RE: Malkara [REDACTED] visit summary

OFFICIAL

Hi Tracey
 I have responded to the questions in the table.

Below is the information that I provided to Jessie after last week's visits to the specialist schools. Hopefully, this is helpful:

Malkara – The school's response to the pre visit information request was that 10 swipe mechanisms, across 5 classrooms, are installed in response to behaviours of concern.

- [REDACTED] students were identified by the school.
- [REDACTED] plans do not recommend or mention locks or behaviours that would have risks mitigated by their installation.
- One student's OVRA [REDACTED] states 'ensure locks are working'. There is no description or recommendation in the OVRA of how the mentioned lock is utilised.
- This information was shared with the SP prior to the visit, along with the RP team's assessment that ER is likely being implemented.
- RP team visited Malkara in March 2025 and informed the school that locks could not be installed to prevent [REDACTED] from leaving [REDACTED] classroom due to the breaches of legislation outlined below.
- Despite this [REDACTED] and all other students in these classrooms are subject to the blanket use of environmental restraint.
- At this visit Kyie outlined the significant improvement in [REDACTED] behaviour and that [REDACTED] will be moving to [REDACTED] where [REDACTED] is anticipated to thrive. This is a school that does not routinely limit student egress from classrooms with locking mechanisms.

Locks on rooms [REDACTED] were inspected at the visit.

- Kyrie Douch asked to confirm that the locks were in place due to BoC of specific students (even though installation took place pre-2025). She confirmed that they were.
- Kyrie informed by RP team, and confirmed by SP, that this constitutes environmental restraint, breaching Senior Practitioner & Human Right legislation. Kyrie stated that the school planned to remove the swipes from the classrooms to the courtyards to become compliant. She was informed that to become compliant with SP / HR legislation would require the removal of the classroom door staff-controlled swipes.
- Kyrie asked if the mechanisms are linked to the fire system and disabled in the event of an alarm activation. She confirmed that they are not and that she has been told the school has an exemption from these being construction code / fire compliant. RP team informed her that she should seek clarification on this and that they would do the same.

Thanks

Drew Allison | Director - Complex Behaviour Support | Restrictive Practice Team
Complex Behaviour Support and WHS | Service Design and Delivery | Education Directorate | ACT Government
Emails: drew.allison@act.gov.au and schoolrpsupport@act.gov.au
Hedley Beare Centre for Teaching and Learning , 51 Fremantle Drive Stirling ACT 2611
GPO Box 158 Canberra ACT 2601 | www.education.act.gov.au

I acknowledge the Ngunnawal people as traditional custodians of the land we are meeting on and recognise any other people or families with connection to the lands of the ACT and region. I wish to acknowledge and respect their continuing culture and the contribution they make to the life of this city and this region.



From: School Restrictive Practice support <SchoolRPsupport@act.gov.au>
Sent: Thursday, 26 March 2026 8:48 AM
To: Allison, Drew <Drew.Allison@act.gov.au>; Vogel, James <James.Vogel@act.gov.au>
Subject: FW: Malkara [REDACTED] visit summary

OFFICIAL

FYI

From: Harkness, Tracey <Tracey.Harkness@act.gov.au>
Sent: Wednesday, 25 March 2026 6:00 PM
To: School Restrictive Practice support <SchoolRPsupport@act.gov.au>; EDU, CBS & WHS <EBMCBS.WHS@act.gov.au>
Cc: ACT Senior Practitioner <ACTSeniorPractitioner@act.gov.au>; Hayward, Susan <Susan.Hayward@act.gov.au>
Subject: Malkara [REDACTED] visit summary

OFFICIAL

Hi team,

Please see attached, overall both schools are greatly improved.

Regards,

Tracey

Tracey Harkness (she/her)
Senior Practitioner/Executive Branch Manager

Office of the Senior Practitioner | Health and Community Services Directorate | ACT Government

P (02) 6207 8140/0466 478 907 | E tracey.harkness@act.gov.au
220 London Circuit, Canberra City | GPO Box 158, Canberra City ACT 2601
www.act.gov.au
<https://www.act.gov.au/directorates-and-agencies/community-services-directorate/office-of-the-senior-practitioner>

I acknowledge the Ngunnawal people as traditional custodians of the ACT and recognise any other people or families with connection to the lands of the ACT and region. I acknowledge and respect their continuing culture and the contribution they make to the life of this city and this region.

IMPORTANT NOTICE

The information contained in this email and any attachments is for the intended recipient only. It may contain material of a confidential nature relating to the operations of the Community Services Directorate, or its clients, contractors or stakeholders. Information of this nature may be subject to the provisions of the Senior Practitioner Act 2018, Privacy Act 1988, Public Sector Management Act 1994, Health Records (Privacy and Access) Act 1997, Children and Young People Act 2008, Housing Assistance Act 1987 and/or the Crimes Act 1900. Any person who

inappropriately discloses this information may be subject to disciplinary/criminal proceedings under any of these Acts. If you have received this email in error, please notify the sender and then delete this transmission and any attachments.

Notes from Site Visits

19 March 2026

Malkara

The OSP visited 15 classrooms at Malkara.

Positive Feedback	Questions/ concerns
The majority of classrooms had free external access to an outdoor space.	
We were pleased to see that all internal facing doors were unlocked and snibs were disabled.	
Classrooms from [REDACTED] were locked limiting egress. This appeared to be environmental restraint required for [REDACTED] but was being applied to the whole classroom.	What is the purpose of these locks? The information provided by the school prior to the visit states that they are in place due to behaviours of concern. Principal informed at the visit that the locking mechanisms prevent free egress for all students, constituting breaches of SP & Human Rights legislation. Principal confirmed that she is aware of this.
We understand that swipe card access is being phased out.	Could we have further information about a brief plan for how this will be achieved? - Principal stated that she planned to remove locks that limited access to the courtyards. - She was informed that this was insufficient and that the prevention of free egress from the main classroom door is still environmental restraint. - It was identified that the locks are probably in breach of fire regulations. - The Principal is of the opinion that the school has an exemption from this particular regulation, but was informed that even if that is the case it does not provide exemption from SP/HR legislation.



From: [GHamilton, Morgan](#)
To: [Kidney, Greg](#); [Assets.EDU](#)
Cc: [Mosely, Ben](#); [Bobbin, Ryan](#); [Cusack, Grant](#); [BM FrontDoor](#); [Howard, Madeline \(ACTEDU\)](#); [BMMalkara Specialist School](#)
Subject: RE: Malkara School
Date: Tuesday, 7 April 2026 1:49:03 PM
Attachments: [image001.jpg](#)

OFFICIAL

Good afternoon Greg,

I can confirm that the items you noted in the Asset Condition Assessment Report to be actioned have now been completed.

Kind regards,

Morgan Gibson-Hamilton

Business Manager

Malkara School

0478 275 833

6142 0266 | Morgan.GHamilton@ed.act.edu.au

Malkara Email Signature Block



I acknowledge the Ngunnawal people as traditional custodians of the ACT and recognise any other people or families with connection to the lands of the ACT and region. I acknowledge and respect their continuing culture and the contribution they make to the life of this city and this region.

From: Kidney, Greg <Greg.Kidney@act.gov.au>
Sent: Friday, 16 January 2026 4:00 PM
To: GHamilton, Morgan <Morgan.GHamilton@ed.act.edu.au>
Cc: Mosely, Ben (ACTGOV) <Ben.Mosely@act.gov.au>; Bobbin, Ryan (ACTGOV) <Ryan.Bobbin@act.gov.au>; Cusack, Grant (ACTGOV) <Grant.Cusack@act.gov.au>; BM FrontDoor <BMFrontDoor@act.gov.au>
Subject: Malkara School

OFFICIAL

Hi Morgan,

The Asset Condition Assessment Program recently audited Malkara School during the period 7/1/2026 to 15/1/2026. We appreciate your collaboration and support throughout the assessment process.

This email is to inform you of issues that were identified during the assessment. These have been recorded in the Asset Management Software System. It is the responsibility of the school and the School Facilities Management (SFM) team to address these issues in a timely and appropriate manner. Our role is to support and inform relevant stakeholders.

Please note:

- The issues identified reflect the observations of the condition assessor at the time of the assessment. Some items may already be under management by the school or SFM. Some items may need to be prioritised or escalated promptly. It is the responsibility of the school and the SFM team to engage with the relevant stakeholders and professionals to address these issues.
- Locations of identified issues are referenced using the naming and numbering conventions outlined in the school floorplans available on the S.A.I.L. (School Asset and Information Library) SharePoint site. Please reach out if you need help with access.

Below is a summary of the commentary and attached images above:

Electrical HVAC

- Building 3 Change room toilets (location marked on drawing for reference)

BO3-004 Strip heater installed on wall, confirm and adjust heater. Inspection required

-

BO3-005 Strip heater installed on wall excessively close to cupboard. Assume the heater is no longer operational, unable to establish if supply power is still connected to the heater. Inspection required

Once these issues have been resolved, please notify the Asset Strategies team at assets.edu@act.gov.au so we can update the Asset Management Software System accordingly.

If you have any questions or concerns, please don't hesitate to get in touch.

Kind regards,

Asset Strategies Team

Regards

Greg Kidney | Asset Condition Assessor - Asset Strategies

Strategic Infrastructure & Sustainability | Asset Management and Delivery Branch |

Education | ACT Government

Phone: 0435552957 | Email: Greg.Kidney@act.gov.au

www.education.act.gov.au | [Facebook](#) | [Twitter](#) | [Instagram](#) | [LinkedIn](#)

Greg Kidney | Asset Condition Assessor - Asset Strategies

Strategic Infrastructure & Sustainability | Asset Management and Delivery Branch |

Education | ACT Government

Phone: 0435552957 | Email: Greg.Kidney@act.gov.au

www.education.act.gov.au | [Facebook](#) | [Twitter](#) | [Instagram](#) | [LinkedIn](#)

From: Harkness, Tracey
Sent: Wednesday, 6 May 2026 8:54 AM
To: School Restrictive Practice support
Cc: HCSD, ACTRIDS; ACT Senior Practitioner
Subject: response to Malkara
Attachments: Response to EDU re Malkara.pdf

OFFICIAL: Sensitive

Hi Team,

Please see attached in Jessie's absence.

Happy to discuss next steps

Regards,

Tracey

Tracey Harkness (she/her)
Senior Practitioner/Executive Branch Manager

Office of the Senior Practitioner | Health and Community Services Directorate | ACT Government

P (02) 6207 8140/0466 478 907 | E tracey.harkness@act.gov.au
220 London Circuit, Canberra City | GPO Box 158, Canberra City ACT 2601

www.act.gov.au

<https://www.act.gov.au/directorates-and-agencies/community-services-directorate/office-of-the-senior-practitioner>

I acknowledge the Ngunnawal people as traditional custodians of the ACT and recognise any other people or families with connection to the lands of the ACT and region. I acknowledge and respect their continuing culture and the contribution they make to the life of this city and this region.

IMPORTANT NOTICE

The information contained in this email and any attachments is for the intended recipient only. It may contain material of a confidential nature relating to the operations of the Community Services Directorate, or its clients, contractors or stakeholders. Information of this nature may be subject to the provisions of the Senior Practitioner Act 2018, Privacy Act 1988, Public Sector Management Act 1994, Health Records (Privacy and Access) Act 1997, Children and Young People Act 2008, Housing Assistance Act 1987 and/or the Crimes Act 1900. Any person who inappropriately discloses this information may be subject to disciplinary/criminal

proceedings under any of these Acts. If you have received this email in error, please notify the sender and then delete this transmission and any attachments.



6 May 2026

Ms Jessie Atkins
Executive Branch Manager, Complex Behaviour Support and WHS
Service Design and Delivery
Education Directorate
SchoolRPsupport@act.gov.au

Dear Jessie,

Thank you for providing the response from Malkara School regarding the locks on the doors of classrooms [REDACTED]. The questions posed by your team and the recent visit to the school indicate that each of these locks have been in place prior to 2026 in response to behaviours of concern from specific students.

In providing the position of the Office of the Senior Practitioner, I have relied on the conversations had during the school visit itself. The response provided indicate that this is a long-standing approach to managing perceived risks at the school. To rely on 'whole of classroom' behaviour management plans this unduly restricts the rights of all other students within the classroom that are not at risk. Such plans do not consider the individual strengths of students and the skill building that should be occurring for all students within this context. Malkara School is reminded that restrictive practices need to be the least restrictive alternative and having locks on classrooms all day is not the least restrictive alternative for any student.

If locks are in place in response to an individual student's behaviour of concern this would meet the definition of an environmental restraint within the Senior Practitioner Act (2018) (the Act) as the school are restricting their access to the playground or an area outside the classroom. Malkara School is not compliant with this aspect of the Act. To improve their compliance, Malkara School needs to identify the individual students that require the environmental restraints to manage their risk and develop individualised positive behaviour support plans for those students.

In addition, as the doors are locked for all students there is no reason to limit free access to other students who do not require risk management,, this extra restriction for every student is unacceptable and a breach of their human rights.

I look forward to working with the Directorate and Malkara School over the coming months and expect Malkara and the Directorate to provide a remedial action plan.

Regards,

[REDACTED]
Tracey Harkness
Senior Practitioner

From: School Restrictive Practice support
Sent: Monday, 11 May 2026 12:31 PM
To: Douch, Kyrie (ACTEDU)
Cc: School Restrictive Practice support
Subject: Response to EDU re Malkara
Attachments: Response to EDU re Malkara.pdf

Follow Up Flag: Follow up
Flag Status: Flagged

OFFICIAL

Hi Kyrie,

Please find attached a letter from the Senior Practitioner.

Kind regards,

Sarah Driscoll | Executive Officer – Complex Behaviour Support
Complex Behaviour Support and WHS Branch | Safe at School Taskforce | Service Design and Delivery | Education Directorate | ACT Government

Email: sarah.driscoll@act.gov.au

Hedley Beare Centre for Teaching and Learning, Fremantle Drive, Stirling | GPO Box 158 Canberra ACT 2601 | www.education.act.gov.au



I acknowledge the Ngunnawal people as traditional custodians of the ACT and recognise any other people or families with connection to the lands of the ACT and region. I acknowledge and respect their continuing culture and the contribution they make to the life of this city and this region.

From 1 February 2024, the Service Design and Delivery Group will function under a new Operating Model and Organisation Structure

Please note some teams will have new names and transferred under the new structure

From: [Sturgiss, Kim](#) on behalf of [EDU, CBS & WHS](#)
To: [DDGEDUoffice](#)
Cc: [EGMSDD](#); [EDU, CBS & WHS](#)
Subject: FW: FOR CLEARANCE: SUB26/12049 - Term 2 Comms - Restrictive Practice compliance
Date: Thursday, 14 May 2026 11:11:40 AM
Attachments: [Comms Package - Senior Practitioner Act Compliance.tr5](#)
[image002.png](#)

OFFICIAL

Hi Team,

Just checking in on the progress of this brief? Just going through CBS inbox to see where everything is up to

Cheers

Kim Sturgiss | Assistant Director – Coordination & Stakeholder Management
 Service Design and Delivery | Education | ACT Government
 Phone: 6205 0178 | Email: Kim.sturgiss@act.gov.au
 Hedley Beare Centre for Teaching and Learning, Fremantle Drive, Stirling | GPO Box 158 Canberra
 ACT 2601 | www.education.act.gov.au



I acknowledge the Ngunnawal people as traditional custodians of the ACT and recognise any other people or families with connection to the lands of the ACT and region. I acknowledge and respect their continuing culture and the contribution they make to the life of this city and this region.

From: Pelden, Sonam-X <Sonam-X.Pelden@act.gov.au> **On Behalf Of** EGMSDD
Sent: Monday, 4 May 2026 9:00 AM
To: DDGEDUoffice <DDGEDUoffice@act.gov.au>
Cc: EGMSDD <EGMSDD@act.gov.au>; EDU, CBS & WHS <EBMCBS.WHS@act.gov.au>
Subject: FW: FOR CLEARANCE: SUB26/12049 - Term 2 Comms - Restrictive Practice compliance

OFFICIAL

Good morning DDGO

Please find attached a draft comms package around Edu compliance with the *Senior Practitioner Act 2018* and restrictive practice approved by a/g EGMSDD.

Clearance Request	
TRIM Container Number	SUB26/12049

Documentation Type	Comms package
Clearance due date / Critical Date	• QA – complete • EBM CBS & WHS - Bypass • EGM SDD – approved • DDG - 24/3
Critical date reason (if applicable)	To allow for the first round of comms to commence in week 1 of term2.
Context/Background information for clearance	• On 12 December 2025 the Education Directorate received a Compliance Notice from the Office of the Senior Practitioner (OSP) around non-compliant use of locking mechanisms are [REDACTED] • In response, the Directorate has initiated a collaborative compliance project with the OSP to review the use of locks across the directorate and developed a Corrective Action Plan. • This has prompted the need for further comms to all ESO and ACT public schools on the use of locking mechanisms within educational settings and general compliance with the Senior Practitioner Act 2018. • DDG has requested a cascading comms plan to deliver accurate advice to the relevant people, in an appropriate order. • Comms and RP Team has developed the attached comms plan, for approval and commencement in Term 2.
Consultation (who has been consulted on this brief)	Comms & Media Restrictive Practice team
Additional Comments	• Please progress to DDG once EGM cleared.
Senior Director PoC/Lead	Lucy Howe & James Vogel

Regards

Sonam Pelden | Executive Support Officer | Service Design and Delivery

Phone: 6207 8733 | Email: Sonam-x.Pelden@act.gov.au

Education Directorate | ACT Government

HBCTL Fremantle Drive Stirling ACT|GPO Box 158 Canberra ACT 2601

www.education.act.gov.au | [Facebook](#) | [Twitter](#) | [Instagram](#) | [LinkedIn](#) | [Google+](#)



We acknowledge the Traditional Custodians of the ACT, the Ngunnawal people. We acknowledge and respect their continuing culture and the contribution they make to the life of this city and this region.

From: Howe, Lucy <Lucy.Howe@act.gov.au> **On Behalf Of** EDU, CBS & WHS
Sent: Friday, 17 April 2026 3:04 PM
To: EGMSDD <EGMSDD@act.gov.au>
Cc: EDU, CBS & WHS <EBMCBS.WHS@act.gov.au>
Subject: FOR CLEARANCE: SUB26/12049 - Term 2 Comms - Restrictive Practice compliance

OFFICIAL

Good afternoon Vicki

Please find attached a draft comms package around Edu compliance with the *Senior Practitioner Act 2018* and restrictive practice.

Clearance Request	
TRIM Container Number	SUB26/12049
Documentation Type	Comms package
Clearance due date / Critical Date	• QA – complete • EBM CBS & WHS - Bypass • EGM SDD – 21/3 • DDG - 24/3
Critical date reason (if applicable)	To allow for the first round of comms to commence in week 1 of term2.
Context/Background information for clearance	• On 12 December 2025 the Education Directorate received a Compliance Notice from the Office of the Senior Practitioner (OSP) around non-compliant use of locking mechanisms are [REDACTED]. • In response, the Directorate has initiated a collaborative compliance project with the OSP to review the use of locks across the directorate and developed a Corrective Action Plan. • This has prompted the need for further comms to all ESO and ACT public schools on the use of locking mechanisms within educational settings and general compliance with the Senior Practitioner Act 2018.

	• DDG has requested a cascading comms plan to deliver accurate advice to the relevant people, in an appropriate order. • Comms and RP Team has developed the attached comms plan, for approval and commencement in Term 2.
Consultation (who has been consulted on this brief)	Comms & Media Restrictive Practice team
Additional Comments	• Please progress to DDG once EGM cleared.
Senior Director PoC/Lead	Lucy Howe & James Vogel

Kind regards

Lucy

From: Howe, Lucy <Lucy.Howe@act.gov.au>

Sent: Friday, 17 April 2026 1:45 PM

To: EDU, CBS & WHS <EBMCBS.WHS@act.gov.au>

Subject: FW: FOR APPROVAL: term 2 comms - restrictive practices review

OFFICIAL

From: Van Aalst, Sally <Sally.VanAalst@act.gov.au>

Sent: Thursday, 16 April 2026 4:49 PM

To: Howe, Lucy <Lucy.Howe@act.gov.au>

Cc: Kennedy, Hayley <Hayley.Kennedy@act.gov.au>

Subject: FOR APPROVAL: term 2 comms - restrictive practices review

OFFICIAL

Hi Lucy

Term 2 comms now ready for review and approval. Can you please also arrange EGMSDD approval?

Given timing I've bumped the timeline a little and am suggesting the below.

Imon leave next week so any updates pls chat to Hayley (ccd in)

Sal

Timing	Audience	Action
Initial advice and next steps.		
Week 1 term 2	CORPEX	Email and verbal update from EGM SDD
Week 2 term 2	Principals	Update via School Leaders News
Week 2 term 2	EDU stakeholders	Email from DDG

Sally van Aalst | Senior Director

Phone: 0416 239 266 or via Teams | Email: sally.vanaalst@act.gov.au

Communications and Engagement | Education | ACT Government

www.education.act.gov.au | [Facebook](#) | [Instagram](#) | [LinkedIn](#)

EDU & Office of The Senior Practitioner Collaborative Project Plan Locking Mechanisms & Environmental Restraint

Background

ACT Education Directorate holds a published position on the use of environmental restraint in ACT public schools. This position was developed with input from The Senior Practitioners and published as part of the suite of restrictive practice factsheets.

Environmental restraint is defined in section 7 of the Senior Practitioner Act 2018 as “any action or system that limits a person’s ability to freely— (a) access the person’s surroundings or a particular thing; or (b) engage in an activity”.

“Environmental restraint includes practices that are beyond ‘ordinary community standards’ for the purposes of addressing a behaviour of concern.

‘Ordinary community standards’ in schools are derived from a combination of Education Directorate (Directorate) policy, legislation and school level procedures that are locally agreed and communicated.

Changes in provision that are beyond ordinary community standards could include:

- *increased direct supervision (1:1, 2:1 etc)*
 - *separate spaces (learning, play)*
 - *separate learning provision*
 - *movement controls (locking mechanisms, gates, fences); and*
 - *timetabling (separate break times etc.).” (Community Standards in The School Environment)*
- Last year the directorate received a formal notification from the Human Rights Commission (HRC) about the use of swipe/key card mechanisms in one of our schools.
 - A pause on further installation of these mechanisms across all schools was put in place immediately.
 - In response the following actions were advised to the HRC to be undertaken by the directorate:
 - a rapid audit of swipe-card access in ACT public schools
 - the pause on introducing swipe-card access in disability education settings would remain in place, and
 - additional policy work would be conducted to guide how swipe-card access should be installed and used in schools.

Schools audit

- The directorate audited the 9 ACT public schools identified as using swipe-card access in small-group settings.
- This review assessed current practices at each site, with reference to all relevant legislation.
 - Further the Senior Practitioner has advised that the use of locking mechanisms that prevent students from leaving classrooms is deemed to be a “blanket” use of environmental restraint. This represents a breach of both the Senior Practitioner Act 2018 and the Human Rights Act 2004.
 - This means that many more of our schools are currently non-compliant.

The Senior Practitioner has subsequently visited the four Specialist Schools in ACT. Three of the four had mechanisms installed that prevented free egress from the classrooms. Compliance notices have been issued to two of these schools, and a third is expected. One school has disengaged the mechanisms that prevented egress and is now compliant with legislation.

Project Plan

Action	Status
Directorate Comms re the use of egress control mechanisms in classrooms. - EGMSDD verbal update to CORPEX - EGMSDD email to CORPEX - School Leaders News – week 5 - Email to EDU stakeholders from DDG	Week 5
Identify schools where locking mechanisms are installed that prevent free egress from learning areas (predominantly classrooms). Summary: Four Specialist settings visited by Senior Practitioner. Three of four specialist schools identified as using mechanisms to prevent free egress from learning areas. Compliance notifications issued to two schools. - One school has disengaged the mechanisms that prevented egress and is now compliant with legislation. A further compliance notice is expected to be issued to a third specialist school. The fourth specialist school was compliant with legislation. Nine Small Group Programme spaces are identified through the audit as having mechanisms in place that prevent free egress from learning spaces. - Review of information / records provided by SFM of installation of egress control mechanisms in other schools. - Visits to schools by Senior Practitioner and Restrictive Practice Team - Timetable for remediation / achieving compliance to be decided on school-by-school basis in agreement with Senior Practitioner.	Completed Completed Ongoing Ongoing Ongoing Ongoing
Determine if, how, and when access control mechanisms for student spaces are a reasonable, proportionate, and necessary adjustment to support equitable access to education. Summary: Before consideration of restrictive responses, an in-depth understanding of the student and their behaviour, including being able to reliably predict when responses are likely and unlikely to occur, is essential. Gathering the following information will determine if the use of an egress control mechanism is a reasonable, proportionate and necessary adjustment to a learning environment: - Without exception, a robust review of the specific provision for each student, discussion of the specific contexts where restrictive interventions may be needed, discussion of whether the recommend procedures are likely to result in their intended outcome, and whether that outcome is achieved at the detriment of the student, must be undertaken. - What is the specific behaviour of concern? What are the contexts the behaviour is most likely to occur in? least likely? - How do staff know when the behaviour is likely to occur? Can they identify precursors? - How do staff typically respond to the behaviour of concern? Precursors? - Have staff identified putative reinforcers? - What does a successful day for this student look like? What do they do when they are happy, relaxed, and engaged? - Explore programmatic changes/modifications that can be made to minimise the need for the restrictive response.	Completed

- Does the student have a PBSP? Is it up to date? Has it been reviewed? Is it effective? Can the staff describe and implement the procedures? - What is the replacement behaviour? How is this being taught? When are they teaching? - Why the need for more restrictive interventions? What has changed recently? - Are the strategies individualised for the student? - How does this student respond to guidance/prompts? - What is the student's primary mode of communication? How is this being taught? - The first safety issue is identifying contexts that are unsafe for the student. What about these contexts make them unsafe for staff? How will a restrictive intervention make these situations safer for staff? - When/what causes student to be distressed? What does this look like? If seeking out staff, can staff proactively give whatever he is seeking? - Is reliable data being regarding the behaviour available?	
Create assessment, implementation, and review criteria for the installation and use of these mechanisms. Summary There must be documented history of a specific behaviour of concern that has been subject to input, support and review from relevant ESO teams (e.g. TST, Allied Health, Inclusive Education, Restrictive Practice, PBL etc). These teams must be satisfied / demonstrate that: - the proposed interventions are legislatively compliant. - the described risks are actually mitigated by restricting the free egress of the student from the learning space. - that the Human Rights of all other students in that space are not breached. - If these conditions are met, a positive behaviour support plan, that includes a restrictive practice protocol, will be developed and progressed to the EDU Positive Behaviour Support Panel. - The independent panel will assess whether the PBSP fulfils the requirements for approval. A key element of this plan is an explicit process to fade the use of and reliance on the restrictive practice to mitigate risk. - The panel must be satisfied that any restrictive practice included in the PBSP: - is least restrictive approach reasonably available that is necessary to prevent harm to the person or harm to others. - will only be used in very limited circumstances, as a last resort and in the least restrictive way and for the shortest time possible in the circumstances. - If authorised by the panel, it will then be forwarded to the Senior Practitioner for registration. - A review of the PBS plan is then conducted at least once per term. The formal panel process will be required where a restrictive practice continues to be necessary within the plan and will convene within the recommended registration period.	Completed
Develop and implement a policy, operating procedure, and associated guidelines for access control in student spaces. - Consultation / communication with SFM, Risk Security & Emergency Management, TST, Allied Health, Inclusive Education, WHS, RP, OV etc - Identification of additional legislation that must be considered. - Process map of referral pathway when a recommendation / request for the installation of an egress control mechanism is made. - Any request or recommendation to install egress control mechanisms as a response to a behaviour of concern must be presented to the RP team for consideration against legislation. This will be cross referenced against the criteria and the process for inclusion of a restrictive practice in a PBSP.	Ongoing Ongoing Ongoing

○ Allied Health Service Occupational Therapy Environmental Standard Operating Procedure updated to include: <i>“To ensure legislative compliance with the Senior Practitioner Act 2018, the AHS OT’s will not recommend swipes or other controls that could lead to restrictive practices or seclusion. Any requests of this nature may be supported in consultation with the Restrictive Practice team or directed to CBS&WHS.”</i>	Completed
Add specific references to updated policies & procedures to the Restrictive Practice Factsheets and portal. • Review and update with Office of The Senior Practitioner.	Ongoing
Development of restrictive practice online training package for implementation 2027. • Develop with Office of The Senior Practitioner.	Ongoing

EGMSDD verbal update to CORPEX - TPs

- Last year the directorate received a formal notification from the Human Rights Commission (HRC) about the use of swipe/key card mechanisms in one of our schools.
- In response the following actions were advised to the HRC to be undertaken by the directorate:
 - o a rapid audit of swipe-card access in ACT public schools
 - o the pause on introducing swipe-card access in disability education settings would remain in place, and
 - o additional policy work would be conducted to guide how swipe-card access should be installed and used in schools.
- Further the Senior Practitioner has advised that the use of locking mechanisms that prevent students from leaving classrooms is deemed to be a “blanket” use of environmental restraint. This represents a breach of both the Senior Practitioner Act 2018 and the Human Rights Act 2004.

Next steps

- The directorate is working with the Office of the Senior Practitioner to:
 - o determine if, how, and when access-control mechanisms for student spaces are a reasonable, proportionate, and necessary adjustment to support equitable access to education.
 - o create assessment, implementation, and review criteria for the installation and use of these mechanisms.
 - o develop and implement a policy, operating procedure, and associated guidelines for access control in student spaces.
- This includes all snib locks, slide locks, handles, push-button systems, keypads, combination locks, padlocks, and remote-operated mechanisms.
- We expect this program of work to be completed by the end of Term 4 2026.
- Corrective Action Plans will be established in partnership with the Office of the Senior Practitioner.
- Throughout this process we will engage with all relevant stakeholders, ESO teams, and our schools.
- Any changes to school infrastructure, policy, processes or procedures will be then communicated.

If you have any questions please contact Executive Branch Manager, Complex Behaviour Support.

EGMSDD email to CORPEX

Swipe card access across ACT public schools

Dear CORPEX,

Please see below advice and next steps as we work to ensure we develop Corrective Action Plans for our schools in consultation with the Senior Practitioners Office with regard to swipe access. I ask that you please ensure relevant staff in your teams are aware of this work.

Following a formal notification from the Human Rights Commission (HRC) about the use of swipe/key card mechanisms in one of our schools a rapid audit of swipe-card access in our schools was carried out.

The directorate audited the 9 ACT public schools identified as using swipe-card access in small-group settings. This review assessed current practices at each site, with reference to all relevant legislation.

Next steps

The directorate is now working with the Office of the Senior Practitioner to:

- o determine if, how, and when access-control mechanisms for student spaces are a reasonable, proportionate, and necessary adjustment to support equitable access to education.
- o create assessment, implementation, and review criteria for the installation and use of these mechanisms.
- o develop and implement a policy, operating procedure, and associated guidelines for access control in student spaces.

We expect this program of work to be completed by the end of Term 4 2026. Corrective Action Plans will be established in partnership with the Office of the Senior Practitioner.

Throughout this process we will engage with all relevant stakeholders, ESO teams, and our schools. Any changes to school infrastructure, policy, processes or procedures will be then communicated.

If you have any questions please contact **XX** Executive Branch Manager, Complex Behaviour Support and WHS EBMCBS.WHS@act.gov.au

Kind regards

Tina Brendas

School Leaders News – week 5

Swipe card access across ACT public schools

- Last year the directorate received a formal notification from the Human Rights Commission (HRC) about the use of swipe/key card mechanisms.
 - o In response a rapid audit of swipe-card access in ACT public schools was undertaken.
- The directorate is now working with the Office of the Senior Practitioner to:
 - o determine if, how, and when access-control mechanisms for student spaces are a reasonable, proportionate, and necessary adjustment to support equitable access to education.
 - o create assessment, implementation, and review criteria for the installation and use of these mechanisms.
 - o develop and implement a policy, operating procedure, and associated guidelines for access control in student spaces.
- We expect this program of work to be completed by the end of Term 4 2026.

We will keep school leaders updated on this work, including working with you on any future corrective actions that may need to occur.

If you have any questions please contact Executive Branch Manager, Complex Behaviour Support and WHS EBMCBS.WHS@act.gov.au

Email to EDU stakeholders from DDG

Swipe card access across ACT public schools

Dear colleagues

I am writing to let you know that last year the directorate received a formal notification from the Human Rights Commission (HRC) about the use of swipe/key card mechanisms in one of our schools.

In response the following actions were advised to the HRC to be undertaken by the directorate:

- a rapid audit of swipe-card access in ACT public schools
- the pause on introducing swipe-card access in disability education settings would remain in place, and
- additional policy work would be conducted to guide how swipe-card access should be installed and used in schools.

Further the Senior Practitioner has advised that the use of locking mechanisms that prevent students from leaving classrooms is deemed to be a “blanket” use of environmental restraint. This represents a breach of both the Senior Practitioner Act 2018 and the Human Rights Act 2004.

Next steps

The directorate is working with the Office of the Senior Practitioner to:

- o determine if, how, and when access-control mechanisms for student spaces are a reasonable, proportionate, and necessary adjustment to support equitable access to education.
- o create assessment, implementation, and review criteria for the installation and use of these mechanisms.
- o develop and implement a policy, operating procedure, and associated guidelines for access control in student spaces.

This includes all snib locks, slide locks, handles, push-button systems, keypads, combination locks, padlocks, and remote-operated mechanisms.

We expect this program of work to be completed by the end of Term 4 2026. Corrective Action Plans will be established in partnership with the Office of the Senior Practitioner.

I will keep you updated on this work.

If you have any questions please contact **XX** Executive Branch Manager, Complex Behaviour Support and WHS EBMCBS.WHS@act.gov.au

Kind regards

Angela Spence
Deputy Director-General

Key messages

General

- Last year the directorate received a formal notification from the Human Rights Commission (HRC) about the use of swipe/key card mechanisms in one of our schools.
- A pause on further installation of these mechanisms across all schools was put in place immediately.
- In response the following actions were advised to the HRC to be undertaken by the directorate:
 - a rapid audit of swipe-card access in ACT public schools
 - the pause on introducing swipe-card access in disability education settings would remain in place, and
 - additional policy work would be conducted to guide how swipe-card access should be installed and used in schools.

Schools audit

- The directorate audited the 9 ACT public schools identified as using swipe-card access in small-group settings.
- This review assessed current practices at each site, with reference to all relevant legislation.
- Further the Senior Practitioner has advised that the use of locking mechanisms that prevent students from leaving classrooms is deemed to be a “blanket” use of environmental restraint. This represents a breach of both the Senior Practitioner Act 2018 and the Human Rights Act 2004.
- This means that many more of our schools are currently non-compliant.

Next steps

- The directorate is working with the Office of the Senior Practitioner to:
 - o determine if, how, and when access-control mechanisms for student spaces are a reasonable, proportionate, and necessary adjustment to support equitable access to education.
 - o create assessment, implementation, and review criteria for the installation and use of these mechanisms.
 - o develop and implement a policy, operating procedure, and associated guidelines for access control in student spaces.
- This includes all snib locks, slide locks, handles, push-button systems, keypads, combination locks, padlocks, and remote-operated mechanisms.
- We expect this program of work to be completed by the end of Term 4 2026.
- Corrective Action Plans will be established in partnership with the Office of the Senior Practitioner.
- Throughout this process we will engage with all relevant stakeholders, ESO teams, and our schools.
- Any changes to school infrastructure, policy, processes or procedures will be then communicated.
- For support or advice regarding compliance with the Senior Practitioner Act, you can contact the Restrictive Practice Team SchoolRPsupport@act.gov.au
- If you have any questions please contact Executive Branch Manager, Complex Behaviour Support and WHS EBMCBS.WHS@act.gov.au

Action plan

Timing	Audience	Action
Initial advice and next steps.		
Week 5 term 2	CORPEX	Email and verbal update from EGM SDD
Week 6 term 2	Principals	Update via School Leaders News
Week 6 term 2	EDU stakeholders	Email from DDG
Completion of initial program of work with the Senior Practitioners office, next steps (Corrective Action Plan).		
TBC	CORPEX	Email and verbal update from EGM SDD
TBC	ESO stakeholders • School Improvement • Inclusive Education • Strategic Policy • Governance • SFM • AMD	Email from EGM SDD
TBC	Principals Families	Update via School Leaders News ○ To include newsletter item from directorate.
TBC	EDU stakeholders	Email from DDG
Completion of initial program of work with the Senior Practitioners office, next steps.		
TBC	CORPEX	Email and verbal update from EGM SDD
TBC	ESO stakeholders • School Improvement • Inclusive Education • Strategic Policy • Governance • SFM • AMD	Email from EGM SDD
TBC	Principals Families	Update via School Leaders News ○ To include newsletter item/letter from directorate.

TBC	EDU stakeholders	Email from DDG
Regular update to stakeholders to be provided as milestones are met through this work (eg new policy, procedures etc).		

Asset Management Software System (AMSS)
Asset Condition Assessment Program (ACAP)

Standard Operating Procedure (SOP)

Conducting On-Site Condition Assessment (CA)

Direction to staff:

This procedure provides instructional guidance for undertaking on-site Condition Assessments (CA) using AMSS/SPM Mobile, including preparation, site activities, data capture, and post-assessment processes.

Stage 1 – Pre-Site Preparation

- Prepare documentation and tracking tools, including daily work records and access to room registers and reports.
- Confirm AMSS/SPM database is current and review SAIL, G: Drive, and schedules.
- Review and prepare plans (digital and/or hard copy), including enlarged plans if required.
- Load site, buildings, floors, and rooms into AMSS and confirm data readiness.

Stage 2 – Site Entry and Setup

- Complete site induction and sign-in requirements and obtain required access.
- Familiarise with site and staff and confirm workspace arrangements.
- Validate plans against actual site conditions and record discrepancies.

Stage 3 – Conducting the Condition Assessment

- A. Progress systematically through site
 - Undertake the condition assessment in a **logical and structured sequence** (building → floor → room).
 - Within each room, follow a consistent approach (e.g. **top-to-bottom, left-to-right**) to ensure no components are missed.
 - Assessments are **visual only** and must be applied consistently across all spaces.
- B. Capture property data including floor area, notes, and space identity.
 - Property information and description/comments
 - Floor area
 - Space identity (aligned to naming conventions)
 - Survey status progression (**To Survey** → **In Progress** → **Surveyed**)
 - Capture supporting **property-level photos** where appropriate.
 - Note: **GPS location is only captured at the building level**, not at individual room level.

C. Record all components and assess condition using standard grading.

- For each room:
 - Enter **all components present** within the space
 - Quantify each component accurately
 - Assess each component using the standard condition grading scale
- This process should be completed in three passes to support quality assurance:
 - **Identification and entry of components**
 - **Quantification and measurement**
 - **Condition assessment, defect identification, and work order consideration**
- Apply condition grading
 - **C1:** Up to 45% life consumed
 - **C2:** 45–60%
 - **C3:** 60–75%
 - **C4:** 75–90%
 - **C5:** 90–100%

Definitions of the Various Condition Grades Against Component Groups					
Condition (Est remaining Useful Life)	C1 Very Good (100 – 55%)	C2 Good (55 – 37%)	C3 Moderate (37 – 25%)	C4 Poor (25 – 11%)	C5 Very Poor (11 – 0%)
Structure	Sound structure.	Functionally structure.	Adequate structure, some evidence of foundation movement, minor cracking	Structure functioning but with problems due to foundation movement. Some significant cracking.	Structure has serious problems and concerns are held for the integrity of the structure.
External Fabric	Fabric constructed with sound materials, true to line and level. No evidence of deterioration or discoloration.	Showing minor wear and tear and minor deterioration of surfaces	Appearance affected by minor cracking, staining, or minor leakages. Indicators of breaches of weatherproofing. Minor damage to coatings	Fabric badly damaged, weakened or displaced. Appearance affected by cracking, staining, overflows, or breakages. Breaches of weatherproofing evident.	Fabric badly damaged or weakened. Appearance affected by cracking, staining, overflows, leakage, or wilful damage. Breaches of waterproofing. Coatings badly damage or non-existent.
Internal Fabric	Fabric constructed with sound materials, true to line and level. No evidence of deterioration or discoloration.	Showing minor wear and tear and minor deterioration of surfaces.	Appearance affected by minor cracking, staining, or minor leakages, some dampness or mildew. Minor damage to wall / ceiling finishes.	Fabric badly damaged, weakened or displaced. Appearance affected by cracking, staining, dampness, leakage, or breakages. Breaches of waterproofing evident. Finishes of poor quality and in need of replacement.	Fabric badly damaged or weakened. Appearance affected by cracking, staining, leakage, or wilful damage. Breaches of waterproofing. Finishes badly damaged, marked and in need of replacement.
Fixtures & Fittings	Well secured and operational, sound of function and appearance.	Operational and functional, minor wear and tear.	Generally operational. Minor breakage.	Fittings of poor quality and appearance, often inoperable and damaged.	Most are inoperable or damaged.
Services	All components operable and well maintained.	All components operable.	Occasional outages, breakdowns or blockages. Increased maintenance required.	Failures of plumbing, electrical, and mechanical components common place.	Plumbing, electrical, and mechanical components are unsafe or inoperable.

D. Record defects separately and include supporting comments.

- Defects are typically **repairable**
- Defects **do not automatically determine condition rating**

E. Capture supporting evidence (photos and notes)

- Work Orders are present
- Components are in poor condition (C4–C5)
- Assets are unique, complex, or high value

- Ensure photos are clear
 - **Do not capture images of staff or students.**
- F. Record components in accordance with AMSS hierarchy and rules:
- **Room level:** All internal components (walls, ceilings, floors, services, fixtures)
 - **Building level (BXX):** External building elements (e.g. roof, cladding, gutters, external services)
 - **Ground level (GXX):** External site assets (e.g. playgrounds, courts, shade structures)
 - **Floor level:** No components are to be recorded at this level
- G. Apply additional rules:
- Shared elements (e.g. walls, doors, windows) are assigned to the **smaller adjoining space**
 - Use **'special' components** where no suitable classification exists
 - Multiple identical components may be recorded where location/description fields differentiate them
 - Where uncertainty exists, include explanatory comments
- H. Complete room assessment and update status
- Ensure each room has:
 - o All components recorded and quantified
 - o Condition grades applied
 - o Defects and comments captured
 - o Photos attached where required
 - o Update the survey status to **'Surveyed'** once complete.
- I. Run QA checks and resolve any issues.
- Perform QA checks to validate completeness and accuracy of recorded data.
 - Review and resolve any system flags or inconsistencies.
 - Confirm all QA metrics are passed prior to finalising the assessment.

Stage 4 – Post-Assessment Activities

- Conduct team debrief and review issues.
- Handover data to Infrastructure Data Coordinator and highlight issues.
- Update supporting documentation and refer changes for drafting updates.

Presentation of Hierarchical Asset Locations and Assessment

SITE = Ground (in SPM hierarchy)

Entire School. Can only be one School site and are defined by the cohort of students (ie; Preschool, Primary School, High School, College) 80100, 80241,

Components to capture at this level:

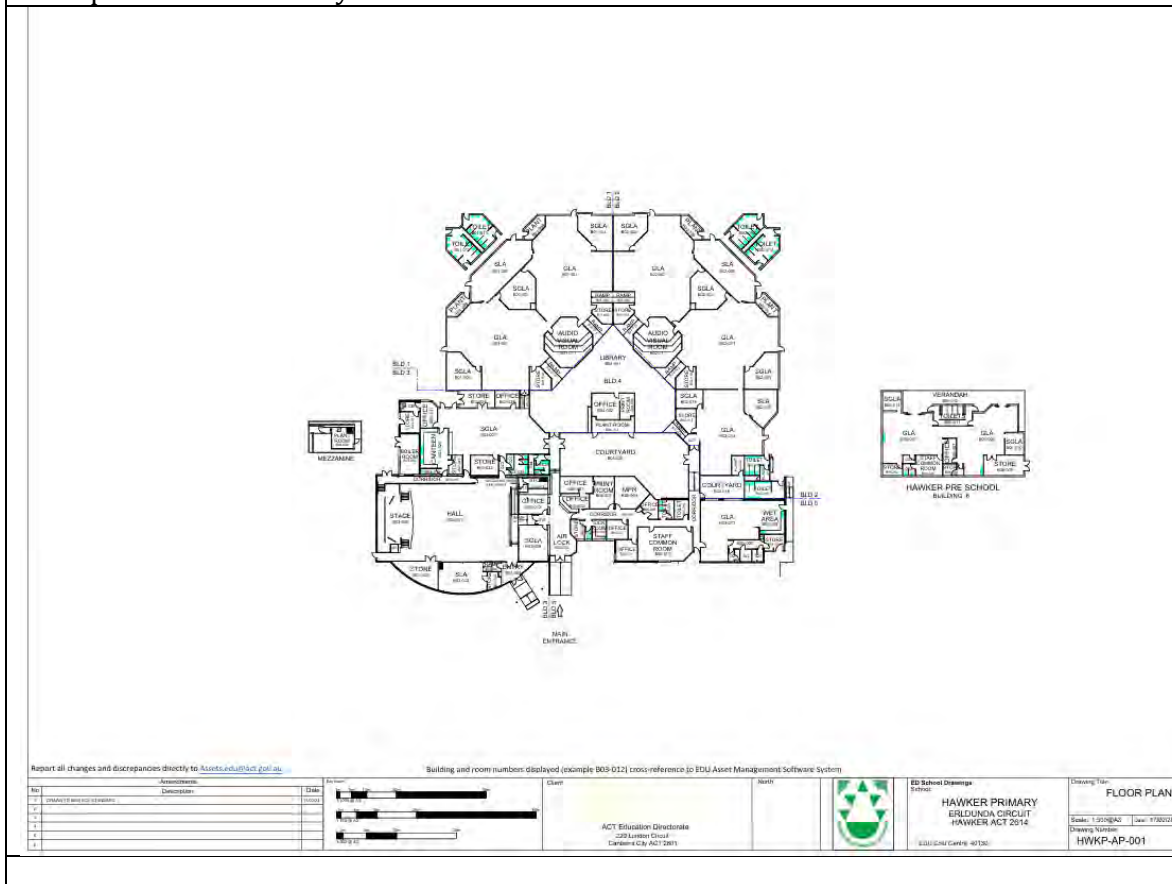
0

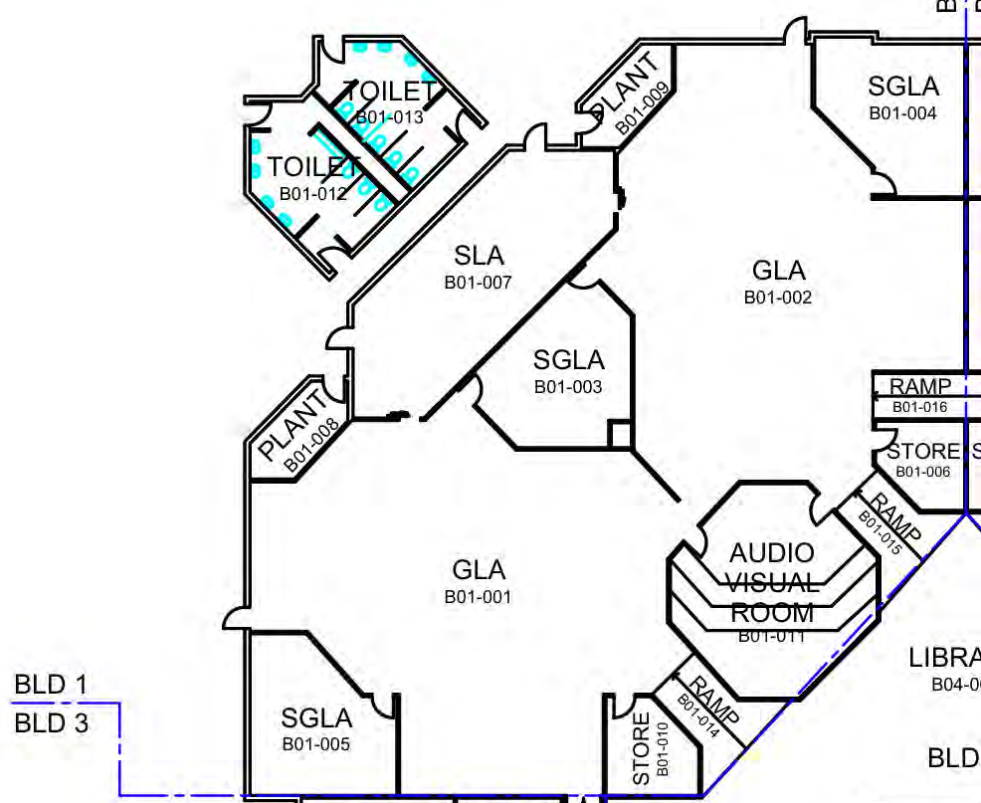
Property Code will be a five digit number beginning with 8 or 4. These series of numbers are derived from school finance and directly align with school cost codes.

Example: 80129

Property Name will be the full name of the school

Example: Hawker Primary School



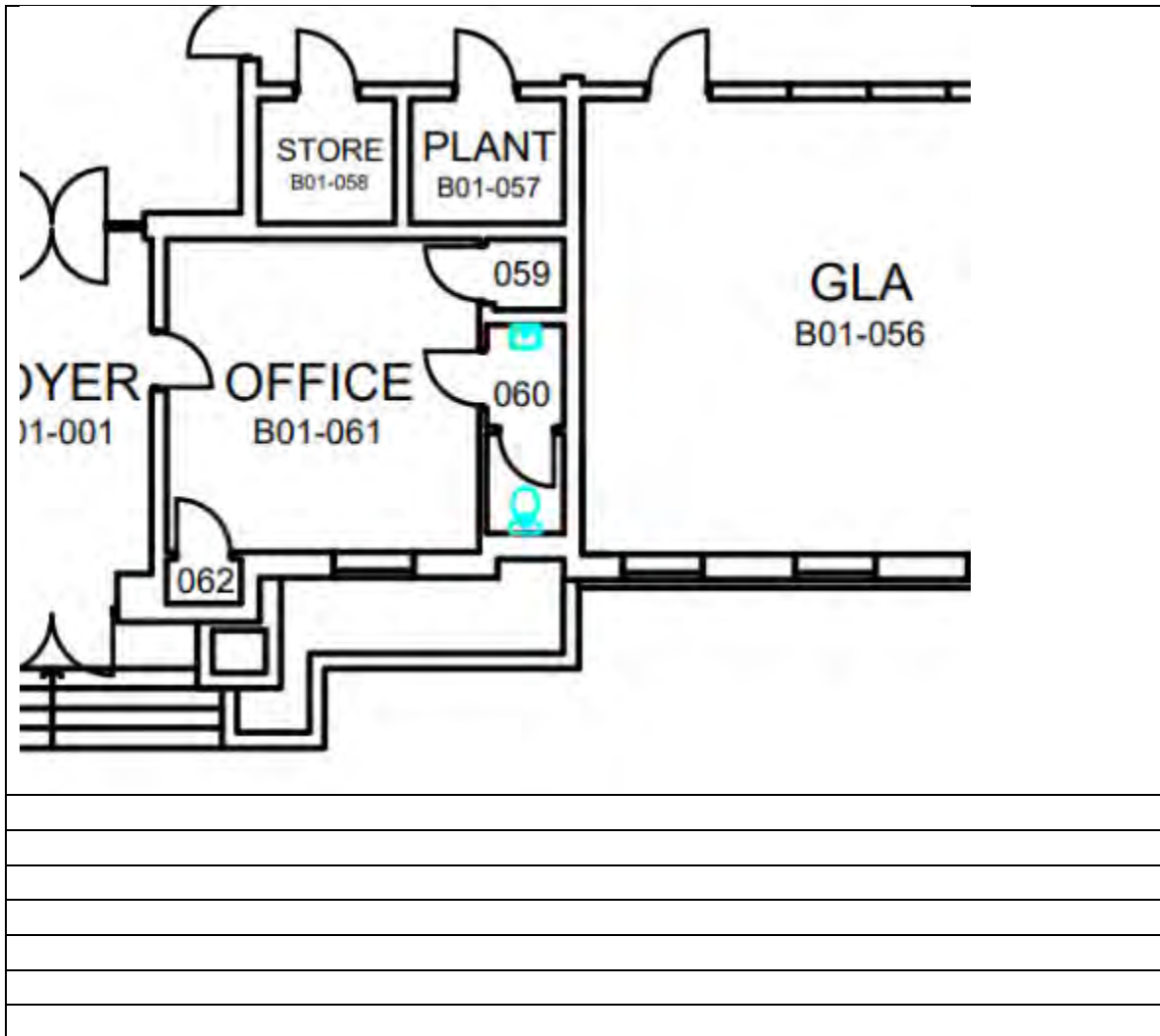
BUILDING = Block (in SPM hierarchy)
Entire Building. There may be many buildings on a site.
Components to capture at this level: - External building fabric - Cladding: Brick, Metal, shiplap, weatherboard, paint finish, timber etc - Eaves: fibro, timber, guttering, downpipes, fascia, roof access point, etc - Additional assets: lighting, power points, security, fire, HWU, distribution boards, meters (gas/water/electrical), water tanks - Exceptions: if an area of the building has NOT been identified as its own property (for example, Covered walkway, verandah, outside learning area). You may include stairs, handrails.
Property code will be three alpha numeric identifiers. Primarily starting with B for Building, followed by consecutive numbers, 01. At this block level other areas are identified; G for External Grounds, D for Demountable Building.
Example: 80129- B01 or 80129- G01 or 80129- D08
Property name will be: full name of school, short hand school type, full name of building. The naming convention should reflect common/local knowledge and may need to be inquired about if not known.
Example: Hawker PS- Learning Hub 1 or Gowrie PS- Gulla Gulla or Hawker-Col- Building 2

External Grounds - Components here may be captured under the GXX (eg G01) alphanumeric identifier; in these areas we can capture components such as carparks, paved areas, shade structures - Typically the External Grounds are not identified on the Floor Plan. It is up to the

discretion of the Condition Assessor to identify areas of the external grounds as well as develop the appropriate numbering and naming convention. For example this may look like G01-Carpark 1, G02-Carpark 2, G03-Carpark Preschool, G04-Playing Field 1, G05-Playing Field 2, G06-Large Shade Structure, G07-Shed 1, G08-Shed 2, G09-Paved Areas etc.



FLOOR = Floor/Level (in SPM hierarchy)
Entire Floor. There may be many floors in a building and can include (but not limited to) Basements, Ground Floor, First Floor, Second Floor
Components to capture at this level: • NONE. NOTHING. • This is because any components/assets of the external fabric should be captured at the Building (Block) level. Any internal components/assets should be captured within the individual room in which it is located. • Grounds components such as carparks, paved areas, shade structures will be captured at the Building (Block level)
Property code will be two alpha numeric identifiers. Starting with F for Floor, followed by a consecutive number, eg 0, 1, 2 etc. <i>F0</i> identifies the <i>Ground Floor</i> , <i>F1</i> the <i>First Floor</i> , and so on. <i>FB</i> identifies the <i>Basement</i> .
Example: 80129-B01- F0 or 80129-B09- F1 or 80129-B02- F2 , 80129-B07- FB
Property name will be: full name of school, short hand school type, full name of building, full name of floor.
Example: Hawker PS-Learning Hub 1- First Floor or Gowrie PS-Gulla Gulla- Ground Floor or Hawker-Col-Building 2- Second Floor

The image contains two architectural floor plans. The top plan, labeled 'BASEMENT LEVEL', shows a long, narrow building footprint with several rooms: a 'STORE' at the top left, a 'PLANT ROOM' and 'SERVER' in the center, and another 'STORE' at the top right. The bottom plan, labeled 'BUILDING 1 FIRST FLOOR', shows a similar but more complex footprint. It includes multiple 'OFFICE' spaces, a central 'FOYER', a 'LIBRARY', two 'STAFF ROOM's, and two 'AWC' (Air Conditioning Units) rooms. The plans are detailed with room numbers and architectural symbols for doors, windows, and stairs.
ROOM = Unit (in SPM hierarchy)
Individual room. A space that is clearly defined and identified on the floor plans. It could be a classroom, office, store, plant room, covered walkway, verandah, courtyard, etc.
Components to capture at this level: • EVERYTHING. • Ceiling; gyprock, ceiling tiles, timber, etc. Walls; gyprock, tiles, bricks etc, Floors; carpet, tiles, vinyl, etc. Windows, doors, all electrical outlets, HVAC, fire, emergency, etc. everything.
Property code will be x5 alpha numeric identifiers. Starting with RM for Room, followed by 3 numbers, eg 001, 121, 803.
Example: 80129-B01-F0-RM001 or 80129-B09-F1-RM121 or 80129-B02-F2-RM202, 80129-B07-FB-RM803
Property name will be: MAZE Code for school (a four letter acronym), followed by the room name.
Example: MCGP-Toilets or AINP-Corridor or HWKP-Store





From: ACT Senior Practitioner <ACTSeniorPractitioner@act.gov.au>

Sent: Wednesday, 20 May 2026 3:35 PM

To: [REDACTED] ACT Senior Practitioner <ACTSeniorPractitioner@act.gov.au>

Cc: ETD Student Wellbeing <ETDStudentWellbeing@act.gov.au>; EDU, Child Safety <EDUChildSafety@act.gov.au>; DDGEDUoffice <DDGEDUoffice@act.gov.au>; Douch, Kyrie (ACTEDU) <Kyrie.Douch@ed.act.edu.au>

Subject: RE: Formal Complaint Submission – Malkara Specialist School (Request for Review)
[SEC=UNOFFICIAL]

OFFICIAL: Sensitive

Good afternoon [REDACTED]

I am writing to acknowledge the concern you lodged with the Office of the Senior Practitioner on 20 May 2026, via email.

The concern/s you raised will be triaged, and a decision will be made about the best course of action moving forward.

You may be contacted for further information during the triage process.

Please let us know if you wish to remain anonymous and why, and whether you have any objections to the information you have provided being shared as part of the complaints process.

Thank you

Kind Regards
Anica Hesse

Practice Advisor
Office of the Senior Practitioner
Health and Community Services Directorate | ACT Government
P (02) 6205 2811 | E actseniorpractitioner@act.gov.au

220 London Circuit, Canberra City | GPO Box 158, Canberra City ACT 2601 www.act.gov.au

I acknowledge the Ngunnawal people as traditional custodians of the ACT and recognise any other people or families with connection to the lands of the ACT and region. I acknowledge and respect their continuing culture and the contribution they make to the life of this city and this region.

IMPORTANT NOTICE

The information contained in this email and any attachments is for the intended recipient only. It may contain material of a confidential nature relating to the operations of the Community Services Directorate, or its clients, contractors or stakeholders. Information of this nature may be subject to the provisions of the Senior Practitioner Act 2018, Privacy Act 1988, Public Sector Management Act 1994, Health Records (Privacy and Access) Act 1997, Children and Young People Act 2008, Housing Assistance Act 1987 and/or the Crimes Act 1900. Any person who inappropriately discloses this information may be subject to disciplinary/criminal proceedings under any of these Acts. If you have received this email in error, please notify the sender and then delete this transmission and any attachments.

From: [REDACTED] >

Sent: Wednesday, 20 May 2026 12:47 PM

To: ACT Senior Practitioner <ACTSeniorPractitioner@act.gov.au>

Cc: ETD Student Wellbeing <ETDStudentWellbeing@act.gov.au>; EDU, Child Safety <EDUChildSafety@act.gov.au>; DDGEDUoffice <DDGEDUoffice@act.gov.au>; Douch, Kyrie (ACTEDU) <Kyrie.Douch@ed.act.edu.au>

Subject: Formal Complaint Submission – Malkara Specialist School (Request for Review)
[SEC=UNOFFICIAL]

You don't often get email from [REDACTED]. [Learn why this is important](#)

Caution: This email originated from outside of the ACT Government. Do not click links or open attachments unless you recognise the sender and know the content is safe.

Dear Office of the Senior Practitioner

Please find attached my formal complaint and request for review regarding the determination made following the visit to Malkara Specialist School on 19 March 2026, and the subsequent removal of classroom door controls.

This letter outlines concerns regarding the classification of classroom door locks as an environmental restraint, and the resulting impacts on student safety, supervision, and the school's capacity to meet its duty of care obligations. It also sets out relevant policy, legislative, and clinical considerations supporting the need for review.

I respectfully request that this matter be reconsidered, and that a detailed response be provided addressing the issues raised, including the specific information requests outlined in the attached document.

Please confirm receipt of this correspondence. I am available to provide any further information if

required.

Kind regards,



To:

The Office of the Senior Practitioner
 Ms Tracey Harkness
 220 London Circuit, Canberra ACT 2601

Formal Complaint and Request for Review**Malkara Specialist School – Removal of Classroom Door Locks**

I write to formally raise concerns regarding the determination made by the Office of the Senior Practitioner following the visit to Malkara Specialist School on 19 March 2026, and the subsequent removal of manual door handles from classrooms and internal areas.

I understand this determination classified door access restrictions as an “environmental restraint” under the *Senior Practitioner Act 2018*, on the basis that restricting access for all students is an unjustified limitation on human rights.

In making this determination I believe the Senior Practitioner highlighted “*as the doors are locked for all students there is no reason to limit free access to other students who do not require risk management, this extra restriction for every student is unacceptable and a breach of their human rights*”.

While I support the objective of reducing restrictive practices and upholding human rights, I am concerned that the requirement for the school to implement the decision of the Office of the Senior Practitioner has not achieved an appropriate or lawful balance between human rights obligations and the duty of care owed to highly vulnerable students.

The Malkara Specialist School cohort includes students with similarly significant cognitive, adaptive, and behavioural challenges. ACT specialist schools are specifically designed to support children and young people who have been diagnosed with moderate, severe or profound intellectual disability, with enrolment and educational settings tailored to reflect their level of need, functional capacity, and requirement for intensive supports and supervision (ACT Education Directorate, Specialist Schools: [Specialist schools - ACT Government](#)).

The DSM-5 criteria for intellectual disability provide a recognised clinical framework for understanding the functional capabilities and support needs of individuals with cognitive impairment, across conceptual, social, and practical domains. Further detail is available at: <https://www.mentalhealth.com/library/dsm-5-criteria-intellectual-disabilities>

Consistent with this framework:

- **Moderate Intellectual Disability**

Individuals typically demonstrate limited academic progress (generally to an early primary level) and require ongoing support with daily living activities. They experience difficulty understanding social norms and have challenges with communication and independent decision-making.

- **Severe Intellectual Disability**

Individuals have very limited communication, often relying on single words or gestures, and require continuous supervision for most daily activities. Their ability to recognise and respond to risk is significantly impaired.

- **Profound Intellectual Disability**

Individuals have extremely limited cognitive and adaptive functioning and require constant, intensive support for all aspects of care. This is often accompanied by physical and sensory impairments that further limit independence.

In an ACT specialist school context, all students in Kindergarten to year 12 fall within the moderate to profound range of intellectual disability. As a result:

- They are unable to independently assess environmental risk.
- They cannot reliably follow safety instructions.
- They require structured, controlled environments and continuous supervision.

This clinical context is critical in assessing whether environmental controls constitute a disproportionate restriction or a necessary safety measure.

Impact of the Decision – Increased Risk and Reduced Safety

Since determination the locks are an “*environment restraint and an unacceptable and a breach of their human rights*” they have been removed. Following the removal of classroom door locks, students can freely access internal school areas and external environments.

Since the removal of classroom door controls, students are to freely access internal school environments and external areas. Based on direct experience, this has resulted in but not limited to:

- **Increased safety risks** for students who lack the capacity to recognise hazards, respond to danger, follow instructions, or self-regulate.
- **Reduced capacity for safe supervision where staffing ratios are constrained,**
- particularly in classrooms with staffing ratios such as [REDACTED] room which has a 6 students to 3 educators (1 teacher, 2 LSAs), where one or more staff must leave the room when a student exits.
- **Unrestricted and increased** exposure to hazards (e.g. storage areas, doors, bathrooms, water, access to areas and items on playground)
- **access to bathrooms and water sources**, increasing risks of falls, ingestion hazards, and other injury.
- **Heightened dysregulation and behavioural escalation**, driven by constant access to high-interest areas and reduced environmental predictability.

These factors create a less safe and less controlled learning environment for students who rely on structure, predictability, and continuous supervision.

Policy and Legislative Context

ACT Government schools owe a common law duty of care to protect students from foreseeable harm, this is also reflected in the *Senior Practitioner Act 2018*, whereby restrictive practices are regulated, but “Reasonable actions taken to protect a child from harm are *not* restrictive practices”; and the *Human Rights Act 2024*.

This is further reflected in the ACT Government's approach to [keeping children safe](#) in schools, which emphasises the responsibility of schools to provide safe, supportive, and inclusive learning environments, with appropriate supervision, risk management, and safeguarding practices in place to actively protect children from harm and ensure safe participation in education.

The ACT Education Directorate requires schools to manage safety risks and complex behaviours through structured frameworks like the [Safe and Supportive Schools Policy](#). These systems and processes prioritise a safe, inclusive environment while fulfilling legal duty of care. The ACT Education Directorate's materials recognise that schools are required to manage complex behaviours and safety risks through structured systems, specialist supports, and risk management processes.

The Education Directorate's approach to safety, risk, and restrictive practices is also reflected in publicly released material through the ACT Government's Freedom of Information (FOI) disclosure logs, including [EDU 2026 009 Records](#). This disclosure provides consolidated briefing material outlining the Directorate's focus on managing occupational violence, supporting school leaders, and strengthening safety and wellbeing frameworks across ACT public schools.

Consistent with this material, the Directorate emphasises the importance of proactive risk management, structured incident response processes, and the implementation of system-wide strategies to mitigate safety risks and respond to complex student behaviours <https://www.act.gov.au/open/foi-disclosure-logs/education-foi-disclosure-logs>).

Further to this the Directorate clearly distinguishes between restrictive practice and reasonable safety measures:

- Restrictive practice applies where a measure limits freedom of movement.
- However, this **does not include "reasonable action" taken to monitor and protect a child or vulnerable person from harm.**

Given the significant vulnerabilities of students at Malkara Specialist School, there is a valid cause to consider that the door locks constitute:

- A proportionate
- Developmentally appropriate
- Necessary measure to prevent harm, rather than a restrictive practice.

Further, restrictive practice **does not include reasonable action** taken to protect a child or vulnerable person. When considered alongside DSM-5 clinical characteristics, there is a legitimate question as to whether the classrooms door locks represent:

- A developmentally appropriate safeguard
- A proportionate response to established risk
- A necessary action to prevent harm rather than a restrictive practice.

Balancing Human Rights and Safety

The Directorate's broader policy approach recognises that decisions must appropriately balance:

- Student rights
- Safety of students and staff
- Access to appropriate education

Policy settings emphasise maintaining **safe and effective learning environments while protecting student rights**. In this case, the removal of the door locks (environmental controls)

appears to prioritise one element (freedom of movement) without adequately mitigating the resulting risks to:

- Student safety
- Staff safety
- Learning continuity

Under the *Human Rights Act 2024 (ACT)*, children have the right to protection appropriate to their vulnerability. Public authorities are required to act in ways that both respect human rights and ensure safety, including through appropriate supervision, risk management, and provision of education suited to the child's needs.

In this context, the determination that the door locks are 'environmental restrictions', without sufficiently robust alternative measures, raises concerns regarding:

- The adequacy of risk mitigation strategies
- The proportionality of the decision
- Whether duty of care obligations is being met in practice.

Restrictive Practices in ACT Government Schools ([EDU 2026 009 Records](#)) outlines '*In a school setting "reasonable action" is a community accepted, developmentally appropriate and proportionate action to monitor and protect a student (or another person) from harm*'. It is not clear why the use of the door locks at Malkara Specialist School would not meet this definition.

Malkara Specialist School has established multiple frameworks and procedures to manage student safety and wellbeing, in alignment with relevant legislative requirements and Directorate policy. These include structured, evidence-based approaches such as the [Positive Behaviour for Learning \(PBL\) framework](#), which are designed to proactively support student behaviour and mitigate risk within the school environment.

Legal and Regulatory Considerations

The determination made by the Office of the Senior Practitioner seems inconsistent with multiple statutory frameworks. Non-compliance with the *Senior Practitioner Act 2018* (ss relating to restrictive practice authorisation and oversight functions), which requires that decisions concerning restrictive or protective interventions be grounded in **individualised, evidence-based assessment** rather than categorical exclusion.

It is inconsistent with the *Human Rights Act 2004 (ACT)*, including s 9 (right to life), s 18 (protection of children), and s 28 (requirement that any limitation on rights be reasonable, necessary, and proportionate), where a blanket prohibition fails to demonstrate a rational and proportionate response to risk.

Breach of statutory and common law duties under the *Work Health and Safety Act 2011 (ACT)*, including s 17 (management of risks) and s 19 (primary duty of care), where foreseeable risks to students and staff are not minimised so far as reasonably practicable.

The rigid application of policy without allowance for context-specific determination raises inconsistencies with administrative law, including failure to consider relevant considerations. Collectively, these issues indicate that the current approach is not aligned with the integrated legal framework governing safety, rights protection, and restrictive practice oversight in the ACT.

The determination by the Office of the Senior Practitioner gives rise to a fundamental inconsistency between statutory oversight, regulatory enforcement, and operational liability. The Office of the Senior Practitioner has authority accompanied by a regulatory enforcement

framework that can compel cessation of unauthorised practices, require compliance with specified conditions, and support findings of non-compliance leading to statutory penalties.

However, this authority does not displace the Education Directorate's and Malkara Specialist School's **non-delegable duty of care** to take reasonable steps to prevent foreseeable harm. Where a determination results in the removal of an existing safety measure, such as controlled access to prevent elopement or injury without the implementation of equally effective, evidence-based alternative safeguards, the Directorate and school remain **legally responsible for any resulting harm**, including under the *Work Health and Safety Act 2011 (ACT)* and at common law. This creates a clear legal tension: the Directorate and school may face **regulatory sanction if it implements a restrictive practice without authorisation** yet cannot rely on regulatory direction as a defence if the removal of controls results in harm.

Request for Review and Information

Given the above I respectfully request that this matter be formally reviewed to ensure decisions are evidence-based, proportionate, and consistent with *Senior Practitioner Act*, human rights obligations and duty of care responsibilities. I would appreciate a detailed response addressing the matters and I also request the following:

1. Risk Assessment and Decision-Making

- Copies of the risk assessments undertaken to inform the determination made by the Office of the Senior Practitioner
- Clarification as to whether assessments were conducted:
 - o At an individual student level or at a classroom cohort level
- Evidence that the following factors were considered:
 - o Cognitive functioning and intellectual disability
 - o Adaptive skills
 - o Physical and medical conditions
 - o Behavioural and sensory needs
 - o Individual learning plans and support requirements

2. Consultation and Development of Guidelines under s27 of the *Senior Practitioner Act 2018*

- Details of consultation undertaken with:
 - o ACT specialist schools.
 - o Disability sector experts
 - o Parent and carer groups
- Information on whether the *Positive Behaviour Support Plan Guideline* has been reviewed since its introduction (20 December 2019), and whether further review is planned.

3. Application of Restrictive Practice Frameworks

- Detailed justification as to why the door locks at Malkara Specialist School are not considered a reasonable, proportionate safety measure.
- Whether alternative environmental or supervision controls were assessed
- Whether the door lock arrangement had been previously assessed and endorsed by the Directorate's Restrictive Practice team

- What consultation occurred by Office of the Senior Practitioner the with the Restrictive Practice team prior to the determination.

4. Post-Implementation Monitoring and Communication

- Whether any follow-up evaluation or site visits have occurred since 19 March 2026 to assess outcomes and impacts from the Office of the Senior Practitioner's determination
- Why families were not formally notified of the determination and its implications by the Office of the Senior Practitioner or the ACT Directorate.

Yours sincerely,



Restrictive Practice

Comply with your responsibilities to create safer learning environments

- Understand what defines a restrictive practice and the different types
- Know your responsibilities under the *Senior Practitioner Act*
- Learn essential strategies in reducing the use of Restrictive Practice
- Access the Positive Behaviour Support template.



What is Restrictive Practice?



The Senior Practitioner Act 2018



Restrictive Practice Guiding Principles



Immediate Steps after a Restrictive Practice is used



Positive Behaviour Support Plans



Working with Parents and Carers



Restrictive Practice PL



Restrictive Practice Factsheets

For further support and information about Restrictive Practice, contact

Drew Allison | Director, Complex Case Management

Email: Drew.Allison@act.gov.au

For general enquiries

SchoolRPsupport@act.gov.au

What is Restrictive Practice?

[Restrictive Practice](#) > What is Restrictive Practice?

The ACT Education Directorate is committed to reducing and eliminating restraint and seclusion of students.

The following information has been developed to help you to understand restrictive practice and use effective evidence-based responses where a student may be at risk of restraint.

What is Restrictive Practice? What is NOT Restrictive Practice?

Restrictive Practice is a practice that is used to restrict the rights or freedom of movement of a person for the primary purpose of protecting the person or others from harm.

(defined by the Senior Practitioner Act 2018 (the Act))

In a school setting, it is an action by a staff member towards a student in an emergency situation to prevent imminent harm to the student or others.

A restrictive practice may be unplanned or planned.

In a school environment the everyday rules and procedures applied to effectively run a school, keep students safe and promote learning are typically not restrictive practices.

A school's rules and procedures take into consideration the developmental age of students, apply to all students and are developed in consultation with the school community. For example, using withdrawal spaces that provide time away from classroom activity in a calming area where doors are not locked, and a student is not prevented from leaving the space is different to the restrictive practice called seclusion.

Refer also to [Use of Withdrawal Spaces in ACT Public Schools](#)

Types of Restrictive Practice

The following five types of restrictive practice are regulated and reported to the Office of the Senior Practitioner by the Education Directorate:

When Restrictive Practices may be required: When Restrictive Practices should not be used:

Restrictive Practices can be used to avoid imminent serious harm to the person or others in response to a **behaviour of concern**.

Behaviour of Concern is the term used to refer to behaviour that poses a risk to a student's own or other people's health, wellbeing and safety.

Restrictive Practices can be used as a

- planned strategy in accordance with a registered Positive Behaviour Support Plan; and/or
- as an emergency action (e.g. critical incident).

Remember:

- Restrictive Practice should only be used as a **last resort**, for **the shortest time** and in the **least restrictive way possible**.
- All incidents of Restrictive Practice need to **reported** within 1 business day on SAS (Sentral).

Restrictive Practice has the potential to be misused.

It is **not** OK to use Restrictive Practice:

- **in a non-crisis situation** (where there is not a risk of imminent serious harm) as an immediate fix rather than as the last resort. For example – it is easier to physically pick up the child and move them, rather than negotiate with them;
- to prevent **property damage**;
- when the **behaviour of concern no longer occurs**. For example, still use seclusion as a consequence for behaviour even though there is no longer risk to self or others;

- as a permanent '**unquestioned**' practice....because 'that's the way we have always done it'.

Restrictive Practice - The Senior Practitioner Act 2018

[Restrictive Practice](#) > *The Senior Practitioner Act 2018*

The ACT Education Directorate is committed to reducing and eliminating restrictive practice.

The ACT is leading the nation in its commitment to the reduction and elimination of restrictive practices by service providers in the ACT.

In a school environment restrictive practice is regulated by law using the [Senior Practitioner Act 2018 \(the Act\)](#). Under this Act, education is categorised as a 'provider' and therefore must abide by this law.

The Act and the Senior Practitioner's office play an important role in:

- providing a framework for minimising, reducing and wherever possible eliminating the use of restrictive practice;
- establishing the Senior Practitioner role in the ACT, being employed by the ACT Government to work across both government and community settings, demonstrating the ACT Government's commitment to reducing restrictive practice;
- determining the Senior Practitioner's powers and functions, ensuring restrictive practice is used in very limited circumstances, as a last resort, in the least restrictive way and for the shortest duration possible; and
- the Senior Practitioner's role in managing complaints and investigations about the use of restrictive practices by providers. Part 8 of the Act includes two offences, which took effect from 1 July 2020 (refer to [Senior Practitioner Act 2018](#) and the [Safe and Supportive Schools procedures](#)).
-

Senior Practitioner Restrictive Practice e-Learning

The Senior Practitioner's Office has developed an [e-Learning module](#) to provide more information on the Act. The module expands on the role of

the Senior Practitioner and how the Act contributes to the whole of government approach to reducing and eliminating restrictive practices.

Restrictive Practice Guiding Principles

[Restrictive Practice](#) > Restrictive Practice Guiding Principles

Restrictive Practice Guiding Principles

Restrictive Practice in our schools should be guided by these six key principles:

- only be used as a **last resort** and not replace other behavioural strategies or become the sole strategy;
- involve the **least restrictive option** possible, as evidenced by input from an appropriate professional with relevant knowledge and experience, for example a clinical psychologist (when it is a planned emergency response);
- be applied for the **minimal amount of time** required to address the safety risk (and discontinued once the risk of harm has resolved);
- only involve **force that is reasonable, proportionate and necessary** to the level of perceived risk;
- only to be applied under **direct supervision** of the student by a school staff member; and
- respect the student's **dignity**.

For more information or support with **Restrictive Practice** email: schoolRPsupport@act.gov.au

Immediate Steps after a Restrictive Practice is used

[Restrictive Practice](#) > Immediate Steps after a Restrictive Practice is used

- As soon as practical, staff should tell their Principal/Supervisor and seek help/support if needed.
- A report on the School Administration System (SAS/Sentral) must be completed ASAP (within **1 business day**).
- If a staff injury has occurred, a report on [Safety Portal](#) must be completed and ensure support is provided.
- The student's [parents/carers](#) should be notified next.
- A [Positive Behaviour Support \(PBS\) Plan](#) should be developed (or reviewed) if there is an ongoing pattern of behaviour requiring individualised support.
- If a Restrictive Practice is considered necessary to maintain safety, school staff must seek appropriate support from the Restrictive Practices Team (SchoolRPsupport@act.gov.au) to review the need for and possible development of a restrictive practice protocol.
- After a restrictive practice is reported in SAS/Sentral, contact may be made with the Principal by the Complex Case Management Team to offer support, clarify the wording and classification of the report.

Positive Behaviour Support Plans

[Restrictive Practice](#) > Positive Behaviour Support Plans

What is a Positive Behaviour Support Plan?

The **Positive Behaviour Support (PBS) Plan** is the primary planning tool for bringing about positive behavioural change for the student.

The plan:

- is evidence-based and focuses on understanding the function and purpose of the behaviour in the context of the student's school environment;
- outlines proactive strategies that build on the student's strengths and support the learning of positive replacement behaviours and skills; and
- is based upon the principle that if you can teach someone a more effective and more acceptable behaviour then the behaviour of concern will reduce.

Positive Behaviour Support Plan

The PBS Plan has been updated to enable adherence to the processes outlined within the Safe and Supportive Schools Framework and to comply with the [Senior Practitioner Act, 2018](#).

Prior to beginning a more detailed PBSP the following "one page" plan and associated process are an essential starting point:

[Click here to access the Behaviour Support and Safety Plan.](#)

[Click here to access the Behaviour & Safety Plan Template.](#)

[Click here to access the Behaviour & Safety Plan Example.](#)

[Click here to access the FBA Tool Example.](#)

[Click here to access the Worksheet for Prioritising Potential Behaviours of Concern.](#)

Positive Behaviour Support Plan Template

This PBSP template is for use with any student when there is an ongoing behaviour of concern.

[Click here to access the PBS Plan template.](#)

[Click here to access the PBS Plan template with guidance text](#) included to assist in the process.

[Click here to access a completed sample of a positive behaviour support plan.](#)

A restrictive practice can only be included in a PBSP when it has been evaluated as necessary by the student support team in consultation with the Restrictive Practices Team (SchoolRPsupport@act.gov.au).

Restrictive Practice - Working with Parents and Carers

[Restrictive Practice](#) > Working with Parents and Carers

Working with Parents and Carers

We all have a duty of care to protect our colleagues and students and may, in some exceptional circumstances, need to use physical restraint or seclusion to keep children or others safe from harm.

It is essential that we work with parents and carers in developing strategies to reduce the likelihood of a crisis arising.

Parents and carers must be informed if their child has been restrained or secluded at school as soon as possible after the incident.

Parents and Carers should be encouraged to:

- share their concerns with the school by contacting their child's teacher, year level coordinator or a wellbeing staff member;
- request support about engaging Student Support Services and other appropriate professionals to help address behavioural concerns;
- where applicable, contact their GP to eliminate any medical causes for the behaviour and to seek referrals to psychologists and other professionals with expertise in mental health and behavioural issues; and
- participate in meetings and to work with the school to develop a [Behaviour Support Plan](#).

If parents and carers are unhappy with the school's response, or would like to seek external advice, school staff should refer them to the Safe and Supportive Schools Executive Officer 6207 7581 or ETDStudentWellbeing@act.gov.au or Education's Restrictive Practice Team, part of the Complex Case Management Team on SchoolRPsupport@act.gov.au.

Restrictive Practice Professional Learning

The ACT Education Directorate has a range of materials and professional learning to support schools in planning positive behaviour support and making decisions about the use of restrictive practice.

Schools can contact the Complex Case Management Team at schoolRPsupport@act.gov.au for more information.

Senior Practitioner Restrictive Practice e-Learning

The Senior Practitioner's office has developed an [e-Learning module](#) to provide information on the Act including understanding of the role of the Senior Practitioner and how the Act contributes to the Whole of Government approach to reducing and eliminating restrictive practices.

Restrictive Practice Factsheets

[Restrictive Practice](#) > Restrictive Practice Factsheets

This factsheet is to assist ACT schools to understand their obligations under the [Senior Practitioner Act 2018](#) (the Act). The Act provides a framework for the reduction and elimination of the use of restrictive practice.

- [Restrictive Practice Definitions \(343 kb PDF\)](#)
- [Withdrawal Spaces \(291 kb PDF\)](#)
- [Guidelines for Establishing Community Standards in the School Environment \(362 kb PDF\)](#)
- [Environmental Restraint Assessment Guide \(319 kb PDF\)](#)
- [Management of Complaints Involving Restrictive Practice \(294 kb PDF\)](#)
- [When to Develop a Positive Behaviour Support Plan \(286 kb PDF\)](#)

Further information

For further information on the contents of this factsheet, please contact the Restrictive Practice team via email at SchoolRPSupport@act.gov.au.

ENVIRONMENTAL RESTRAINT

RECORD 27

ASSESSMENT GUIDE

ENVIRONMENTAL RESTRAINT ASSESSMENT GUIDE

The following information is intended to be jointly referenced with the Community Standards Factsheet. These factsheets will assist in determining whether an action might be reportable under the Senior Practitioner Act 2018 (the Act) as an environmental restraint.

Restrictive Practice in ACT public schools should be guided by the following principles:

- Only be used as a last resort and not replace other behavioural strategies or become the sole strategy.
- Involve the least restrictive option possible, as evidenced by input from an appropriate professional with relevant knowledge and experience, for example a psychologist (when it is a planned emergency response).
- Be applied for the minimal amount of time required to address the safety risk (and discontinued once the risk of harm has resolved).
- Only involve force that is reasonable, proportionate and necessary to the level of perceived risk.
- Only to be applied under direct supervision of the student by a school staff member; and
- Respect the student's dignity.

Restrictive Practice is defined by the Act as a practice that is used to restrict the rights or freedom of movement of a person for the primary purpose of protecting the person or others from harm. Restrictive Practice is NOT *reasonable action taken to monitor and protect a child or vulnerable person from harm*.

An environmental restraint is defined in section 7 of the Act as "*any action or system that limits a person's ability to freely— (a) access the person's surroundings or a particular thing; or (b) engage in an activity*". Environmental restraint includes practices that are beyond ordinary community standards for the purposes of addressing a behaviour of concern. 'Ordinary community standards' in schools are derived from a combination of Education Directorate (Directorate) policy, legislation and school level procedures that are locally agreed and communicated.

Using the definition of environmental restraint, attendance at school can be defined as a restrictive practice. Students may wish to freely access other things or engage in other activities at these times. Whilst in school, students may also wish to access other areas, students, objects, activities etc.

Supervision is required by law, in differing ratios, within schools. Supervision cannot therefore be determined as a reportable restrictive practice.

The agreed Community Standards enable us to determine what is reportable under the Act.

Whether an action is restrictive and reportable is wholly dependent upon the unique circumstances that each incidence of behaviour presents. Therefore, any case study is only relevant to the particular circumstances presented in that example.

Example:

- Student A is directly attempting to grab, pinch and bite students B, C & D in proximity within the space.

- Students B, C & D are evacuated and the staff member closes the door to prevent harm to others because:
- 1) Student A aggresses to other students. Other students are evacuated. The staff member remains in the classroom and closes the door to prevent student A from accessing other students. This is an environmental restraint.
 - 2) Student A aggresses to other students. Other students are evacuated. Student A closes the door to prevent other students re-entering the space. This is not an environmental restraint.

The crux of identifying what might be reportable is identifying what actions might be outside of the **ordinary** community standards, meaning changes in provision beyond what a student would typically receive.

If the following incidents occur without reasonable adjustments and justification within the Community Standards, the action is likely to be reportable as an environmental restraint:

- Student A is harming self and / or others and the staff member evacuates the classroom and closes the door to prevent the exit of student A, who remains inside the classroom with a staff member.
- Continuous use of separate learning or break times, with a staff member present, for a student who harms self and / or others.
- Continuous use of separate space, with a staff member present, for a student who harms other students and an exit is not facilitated.

Preventing access to a student's augmentative communication device or alternative modes of communication, denying access to essentials such as the toilet, a drink of water or food throughout the day would likely be considered reportable conduct.

FURTHER INFORMATION

For further information on the contents of this factsheet, please contact the Restrictive Practice team via email at SchoolRPSupport@act.gov.au.

COMMUNITY STANDARDS IN THE SCHOOL ENVIRONMENT

GUIDELINES FOR ESTABLISHING COMMUNITY STANDARDS IN THE SCHOOL ENVIRONMENT

Environmental restraint is defined in section 7 of the Senior Practitioner Act 2018 as “*any action or system that limits a person’s ability to freely— (a) access the person’s surroundings or a particular thing; or (b) engage in an activity*”.

Environmental restraint includes practices that are beyond ‘ordinary community standards’ for the purposes of addressing a behaviour of concern.

‘Ordinary community standards’ in schools are derived from a combination of Education Directorate (Directorate) policy, legislation and school level procedures that are locally agreed and communicated.

Changes in provision that are beyond ordinary community standards could include:

- increased direct supervision (1:1, 2:1 etc)
- separate spaces (learning, play)
- separate learning provision
- movement controls (locking mechanisms, gates, fences); and
- timetabling (separate break times etc.).

The following will dictate access to significant elements of the school environment:

- designated school attendance (age, term times, timing of the school day)
- school curriculum
- duration, location, and content of lessons; and
- designated groupings (class, subject, focus, therapeutic etc.).

Operating norms developed through consultation with key stakeholders and adherence to legislative requirements necessitate that access is often limited (by rule, procedure and / or locking) to spaces which may include:

- offices
- workrooms or conference rooms
- zones that can be isolated for use outside school hours or by community groups
- secure stores and storage rooms
- rooms containing industrial equipment or infrastructure
- rooms/spaces that may contain valuables
- rooms/spaces that may contain controlled substances (for example, the first aid room and chemical storerooms)
- rooms or spaces that are not currently in use
- areas where construction and / or maintenance is taking place
- car parks
- areas that are adjacent to publicly accessible spaces e.g. a boundary fence with a locking gate that is adjacent to a public oval or walking path.
- learning space and equipment that is in use by other students and classes
- learning spaces where access is not permitted. e.g.
 - rooms containing computers
 - specialist equipment
 - music rooms
 - instrument rehearsal rooms

- materials technology rooms
- science laboratories and science prep rooms
- kitchens
- gymnasiums
- theatres
- swimming pools
- rooms/spaces where in-progress or completed student work might need to be secured; and
- spaces in the community that may be accessed as part of an excursion.

Access may be restricted to items that are not required for the learning activity being undertaken (excluding reasonable accommodations that have been defined / prescribed for self-regulation, i.e. sensory items). These may include:

- phones / personal devices (not including designated assistive / communication devices)
- technology (not including designated assistive / communication devices)
- sharps
- tools / machinery

Access to food, drink and bathrooms may be restricted to specific times of the day.

Reasonable adjustments need to be in place that take into account the developmental age/stage, specific health needs (long and short term), and specific individual circumstances.

To fulfil a school's duty of care, free egress from an area is generally not permitted unless the student is:

- acting with permission / knowledge of a staff member; or
- accompanied by a staff member or other student.

To fulfil a school's duty of care, free egress from the school is not permitted unless the student:

- is accompanied by a parent / carer
- has obtained express permission from a parent / carer
- is attending a planned, authorised and communicated activity / appointment; or
- is accompanied / monitored by a staff member.

TIME AWAY, TIME OUT, WITHDRAWAL

Students may sometimes choose to or be directed to use withdrawal spaces to self-regulate, co-regulate or as a more suitable environment to complete work in line with conditions outlined in the Withdrawal Spaces factsheet. The types of spaces used for withdrawal will differ depending on the age and needs of students and may include:

Early Childhood and Primary Schools

- designated areas within the classroom
- break out areas adjacent to the classroom, in line of sight of the teacher
- designated sensory spaces that are supervised
- outdoor recreation areas, such as gardens, courtyards or playgrounds adjacent to classrooms; and
- open tepees or tents set up as quiet spaces.

Secondary Schools

- supervised and designated wellbeing or relaxation rooms
- designated space in a quiet area, such as the library, in line of sight of a teacher
- supervised designated areas in a staff member's office (e.g. Year Co-ordinator)

Refer to 'Withdrawal Spaces in ACT Public Schools' in the Restrictive Practices page on the Directorate's Service Portal for further guidance.

CONSEQUENCES/DETENTIONS

Detentions may be given as a consequence for minor infringements of school rules and may involve supervised time spent away from peers in a designated area with a designated member of staff. The related processes on detentions will be fully communicated to school communities and must ensure that reasonable accommodations are made to meet individual students' needs.

REFERENCES

Senior Practitioner Act 2018

Senior Practitioner Regulation 2023

RELATED POLICIES

Supervision of Students on School Sites Policy: SOSS201508

Safe and Supportive Schools Policy: SSS201611

RELATED LEGISLATION

Children and Young People Act 2008 (ACT)

Crimes Act 1900 (ACT)

Criminal Code 2002 (ACT)

Criminal Code Act 1995 (ACT)

Disability Discrimination Act 1992 (Cth)

Disability Standards for Education 2005 (Cth)

Discrimination Act 1991 (ACT)

Education Act 2004 (ACT)

Education and Care Services National Law (ACT) Act 2011

Human Rights Act 2004 (ACT)

Information Privacy Act 2014 (ACT)

Racial Discrimination Act 1975 (Cth)

Sex Discrimination Act 1984 (Cth)

Senior Practitioner Act (2018)

Work Health and Safety Act 2011 (Cth)

FURTHER INFORMATION

For further information on the contents of this factsheet, please contact the Restrictive Practice team via email at SchoolRPSupport@act.gov.au.

MANAGEMENT OF COMPLAINTS INVOLVING RESTRICTIVE PRACTICE IN ACT PUBLIC SCHOOLS

In a school environment the likelihood of using a restrictive practice might be minimal, however as it potentially involves temporarily limiting a student's human rights, all educators must understand relevant policy and legislation to ensure restrictive practice is used as a last resort in a lawful way. Educators also need to know what they are required to do to report after a restrictive practice has been used.

THE ACT SENIOR PRACTITIONER AND COMPLAINTS

The Office of the Senior Practitioner may receive complaints about the use of a restrictive practice by a provider. The Senior Practitioner has the powers to conduct investigations, either in response to a complaint or on their own initiative, where restrictive practice is a concern. The Senior Practitioner can also prosecute a provider if a restrictive practice is used in an unlawful way. As the Education Directorate (Directorate) is a provider, anyone can raise a complaint with the Senior Practitioner about the use of a restrictive practice in a school/ education setting. This outlines how investigations are conducted when a complaint is made about restrictive practice in an ACT public school. Where the complaint involves a preschool (or other early childhood setting), Children's Education and Care Assurance (CECA) will be responsible for the investigation.

REPORTABLE CONDUCT SCHEME

The Reportable Conduct Scheme aims to improve child protection within organisations in the ACT, requiring ACT Education Directorate to report allegations of child abuse and misconduct to the ACT Ombudsman including the ill treatment of a child, physical offences and inappropriate discipline or not protecting children from harm. For this reason, some complaints about restrictive practice in a school will also require investigation as part of the Reportable Conduct Scheme and reporting to the Ombudsman.

PROCEDURES WHEN A COMPLAINT IS RECEIVED

When the Senior Practitioner provides information to the Education Directorate:

- The Senior Practitioner will provide as many details about the incident as possible, including the student's name, school and a description of the circumstances, situation, or incident of concern. This is required to ensure all relevant information is gathered, and access to the school is organised if required.
- If the Directorate is notified of the complaint by email, the Customer Relationship Management system (CRM) or a phone message outside of core business hours, it will be addressed the next business day. A copy of the CRM or receipt of the email or phone message will be sent to the Office of Senior Practitioner at ACTSeniorPractitioner@act.gov.au.
- If the Directorate receives the complaint by phone, email or CRM, the details will be documented in the CRM and an email sent to the Office of the Senior Practitioner as soon as possible, to confirm the issues raised.

Initially, any complaint raised with the Senior Practitioner in relation to an ACT public school will be assessed by the Directorate in relation to all relevant legislation.

- Investigations of preschools and other early childhood settings will be undertaken by CECA.
- The Directorate will contact the principal of the relevant school, visit and/ or contact the school and complete an assessment and report to the Senior Practitioner.

- This process will be undertaken noting the *Senior Practitioner Act (2018)* provides the Senior Practitioner with broad investigation powers, including right of entry.
- If a visit to a school is required by the Senior Practitioner, Feedback and Complaints team will organise any visit to the school.
- Where the complaint involves allegations or convictions of child abuse or misconduct toward children (reportable conduct), the People and Performance People Cases team will be contacted by Student Engagement.

Once the Directorate has completed an assessment, written feedback will be provided to the Senior Practitioner. The Senior Practitioner will determine if the actions already taken are satisfactory or initiate their own investigation or make written recommendations in response to the Directorate's assessment feedback.

- Feedback will then be provided to the complainant and the school's principal.
- Should there be any dispute relating to the Directorate's assessment or Senior Practitioner's recommendations, or a belief that adoption of recommendations would contravene other legislation governing the Directorate, the Directorate will inform the Senior Practitioner

REFERENCES

Senior Practitioner Act 2018

Senior Practitioner Regulation 2023

FURTHER INFORMATION

For further information on the contents of this factsheet, please contact the Restrictive Practice team via email at SchoolRPSupport@act.gov.au.

The Executive Branch Manager Complex Behaviour Support and WHS via EBMCBS.WHS@act.gov.au can also assist to link schools with support and will communicate with the Senior Practitioner when additional advice is needed.

Where the Senior Practitioner receives a complaint that involves an early childhood service, including a preschool, the Senior Practitioner will notify Children's Education and Care Assurance (CECA) on (02) 6207 7581 and / or ComplaintsCECA@act.gov.au.

Where a parent/ carer, guardian or other interested party raises a concern directly to the Education Directorate or through Access Canberra, about the use of a restrictive practice in relation to a student, the Directorate will inform the complainant about the role of the Senior Practitioner and their right to complain.

Where the Senior Practitioner receives a complaint that involves an ACT public school, the Senior Practitioner will notify the Directorate through the Feedback and Complaints team on (02) 6205 3733 or at feedbackandcomplaints@act.gov.au.

This factsheet aligns with the Directorate's existing procedures for external complaint management, for example the avenue used by the Disability and Community Services Commissioner.

RESTRICTIVE PRACTICE DEFINITIONS

RESTRICTIVE PRACTICE DEFINITIONS

WHAT IS A RESTRICTIVE PRACTICE?

This factsheet is to assist ACT schools to understand their obligations under the Senior Practitioner Act 2018 (the Act). The Act provides a framework for the reduction and elimination of the use of restrictive practice.

The factsheet defines the 5 types of restrictive practice regulated in the ACT; what is *not* restrictive practice; and what restrictive practice may look like in a school setting.

Restrictive Practice is defined by the Act as a practice that is used to restrict the rights or freedom of movement of a person for the primary purpose of protecting the person or others from harm. Restrictive Practice is *NOT reasonable action taken to monitor and protect a child or vulnerable person from harm*.

In a school setting "**reasonable action**" is a community accepted, developmentally appropriate and proportionate action to monitor and protect a student (or another person) from harm.

Regulated restrictive practices in ACT public schools are used as an emergency response to protect a student (or another person) from harm.

Restrictive practices can only be included in a Positive Behaviour Support Plan (PBSP) once less restrictive options have been considered in conjunction with supports from the Education Directorate's (the Directorate) Service Design and Delivery Group. The Restrictive Practice team must be consulted from the outset if restrictive options are to be considered.

Restrictive practice in ACT public schools must be guided by these principles:

- only be used as a last resort and not replace other behavioural strategies
- involve the least restrictive option possible
- be applied for the minimal amount of time required to address the safety risk (and discontinued immediately once the risk of harm has resolved)
- only involve force that is reasonable, proportionate and necessary to the level of perceived risk
- only be applied by a school staff member; and
- respect the student's dignity.

The 5 types of restrictive practice regulated in the ACT are:

- Seclusion
- Environmental Restraint
- Physical Restraint
- Mechanical Restraint
- Chemical Restraint

SECLUSION

Definition: Seclusion is defined in the Act as the sole confinement of a person, at any time of the day or night, in a room or other space from which free exit is prevented, either implicitly or explicitly, or not facilitated.

Seclusion does NOT include social isolation where a child or vulnerable person is in a space away from others. This includes reasonable action taken to protect a child from harm; or routine school practices or scenarios, including but not limited to:

- a situation where a student can enter and exit a space freely

- directing a student to move to a different space, outside the classroom, or to move away from another student/s
- lunch time detention, even in circumstances where only one student is involved; and
- separating a student from other students and instructing them to cease interaction for the purpose of safety or learning.

Emergency Response: A student persistently aggresses towards another person(s) and their free exit poses the risk of imminent harm to others. The area is evacuated, and the staff member steps out and prevents the exit of the escalated student.

Inclusion in a registered Positive Behaviour Support Plan: The emergency response outlined above must be submitted to the Directorate's Positive Behaviour Support Panel which may authorise its ongoing use. If authorised, the plan is then submitted to the Office of the Senior Practitioner for registration.

An emergency response can only be included in a Positive Behaviour Support Plan once less restrictive options have been considered in conjunction with supports from the Restrictive Practice team within Service Design and Delivery Group. The Restrictive Practice team must be consulted from the outset if these options are to be considered.

ENVIRONMENTAL RESTRAINT

Definition: An environmental restraint is defined in the Act as any action or system that limits a person's ability to freely access the person's surroundings or a particular thing or engage in an activity.

Environmental restraint does NOT include the use of reasonable safety precautions such as a fence around a primary school playground. Some examples that are NOT an environmental restraint include:

- any action taken to protect a child from harm; or
- routine school practices or scenarios.

Common examples from the school environment where a developmentally appropriate limitation or rule is exercised and not categorised as an environmental restraint are: example:

- controlled entrance and exit on the front door and / or perimeters of a school
- door mechanisms for the general control of movement of all students around the school
- directing a student not to enter a particular area or space
- putting into place a consequence, such as missing an excursion or keeping a student in at break for a breach of school rules
- learning space and equipment that is in use by other students and classes
- items that are not required for the activity being undertaken, excluding reasonable accommodations that have been defined / prescribed for self-regulation or communication
- directing a student to cease an action / interaction
- student aggresses to other students causing other students evacuate i.e. the aggressing student closes the door to prevent other students re-entering the space.

Emergency Response: includes practices that are beyond ordinary community standards for the purposes of addressing a behaviour of concern.

Typically, an emergency response is a response to minimise the imminent risk of harm if a student accesses an unsafe area, item, or person(s). E.g. Student aggresses to other students and other students are evacuated, the staff member remains in the space and closes the door to prevent accessing the other students.

Inclusion in a registered Positive Behaviour Support Plan: The ongoing change in provision must be submitted to the Directorate's Positive Behaviour Support Panel which may authorise its ongoing use. If authorised, the plan is submitted to the Office of the Senior Practitioner for registration.

The following ongoing changes in provision in direct response to a named behaviour of concern are examples of environmental restraints. These can only be included in a Positive Behaviour Support Plan once less restrictive options have been considered in conjunction with supports from the Restrictive Practice team. The Restrictive Practice team must be consulted from the outset if the options below are to be considered:

- Increased direct supervision (1:1, 2:1 etc)
- Separate spaces (learning, play)
- Separate learning provision
- Movement controls (locking mechanisms, gates, fences)
- Timetabling (separate break times etc)

PHYSICAL RESTRAINT

Definition: Physical restraint is defined in the Act as the use or action of physical force to stop, limit or subdue the movement of a person's body or part of the person's body.

Physical restraint does NOT include a reflex action of reasonable physical force and duration intended to guide or direct a person in the interests of the person's safety where there is an imminent risk of harm. Physical restraint does NOT include reasonable action to protect a child from harm or routine school practices or scenarios. Some examples include:

- a reflex action of reasonable physical force and duration intended to guide or direct a person in the interests of the person's safety where there is an imminent risk of harm.
- Removing a student's hand(s) from another person when there is imminent risk of harm e.g. pulling hair, pinching, applying pressure to the neck.
- A reflex action to block a hit or kick from a student.

Emergency Response: Either holding in place or holding and moving a student who is physically attempting to harm a person or themselves

Inclusion in a registered Positive Behaviour Support Plan: The emergency response outlined above must be submitted to the Directorate's Positive Behaviour Support Panel which may authorise its ongoing use. If authorised, the plan is submitted to the Office of the Senior Practitioner for registration.

Emergency responses can only be included in a Positive Behaviour Support Plan once less restrictive options have been considered in conjunction with supports from the Restrictive Practice team. The Restrictive Practice team must be consulted from the outset if these options are to be considered.

CHEMICAL RESTRAINT

The use of chemical restraint is prohibited in the school environment.

Staff are not permitted to administer medication “as required” or “as a response to current circumstances” (i.e. PRN) with the following limited exceptions:

- with parent/carer consent, schools administer analgesics and other medication “as required” in line with allergy, asthma, diabetes or epilepsy management plans.

PRN medication to respond to behaviour is not included in these permitted categories.

Definition: Chemical restraint is defined in the Act as the use of medication or chemical substance for the primary purpose of influencing a person’s behaviour or movement.

Chemical Restraint does NOT include:

- the use of a chemical substance that is prescribed by a medical or nurse practitioner for the treatment, or to enable the treatment of a mental or physical illness or condition; and
- the use of a chemical substance used in accordance with the prescription.

Chemical restraint does NOT include reasonable action to protect a child from harm or routine school practices or scenarios.

The administration of medication in line with the Directorate’s [First Aid Policy](#) does not meet the definition of a restrictive practice as medication is only administered in ACT public schools **in accordance with the prescription** and must be prescribed by a qualified medical professional or nurse practitioner.

To ensure compliance, school staff must **only** administer medication outlined in a **Medication Authorisation and Administration Record**. This document contains explicit instructions for dosage, time of administration and parent/carer authorisation (refer First Aid Policy).

A student’s *Known Medical Condition Response Plan* must be endorsed by a health professional and completed for students with a known medical condition.

MECHANICAL RESTRAINT

Mechanical restraint in the school environment is prohibited.

Staff are not permitted to use practices that constitute mechanical restraint such as developing devices to limit a student’s movement, for example, a restraint attached to a chair.

Definition: Mechanical restraint is defined in the Act as the use of a device to prevent, restrict or subdue the movement of all or part of a person’s body.

Mechanical restraint does NOT include the use of a device to ensure the person’s safety when travelling or for therapeutic purposes. This includes reasonable action to protect a child from harm or routine school practices or scenarios. An example of this may be where a doctor or allied health professional has prescribed a therapeutic measure for medical or health reasons, schools will comply with the medical or health directions and will not consider the measure as a restrictive practice. For example, a device to maintain or correct posture, or wheelchair harness to prevent the student from falling from their wheelchair.

PROHIBITED PRACTICES

In December 2023 the [Senior Practitioner Regulation 2023](#) (the Regulation) came into effect. This regulation details prohibited restrictive practices that are not to be used in ACT.

REFERENCES

1. [Senior Practitioner Act 2018](#)
2. [Senior Practitioner Regulation 2023](#)

FURTHER INFORMATION

For further information on the contents of this factsheet, please contact the Restrictive Practice team via email at SchoolRPSupport@act.gov.au.

POSITIVE BEHAVIOUR SUPPORT PLANS

RECORD 27

WHEN TO DEVELOP A POSITIVE BEHAVIOUR SUPPORT PLAN

If a student engages in a recurring pattern of behaviour that results in frequent disruption or poses a minor risk of harm, consider developing a one-page Behaviour and Safety Plan (BSP).

One page BSP – [Instructions](#), [Template](#), [Example](#)

- Establish a student support team.
- Identify strategies to safely navigate and potentially prevent the behaviour of concern.
- Document strategies to effectively engage and safely reengage the student.
- Focus: Consistent implementation of documented strategies.

If the pattern of behaviour persists or an increase in frequency, duration, and/or intensity is observed, consider developing a 'Full' Positive Behaviour Support Plan (PBSP).

'Full' PBSP – [Instructions](#), [Template](#), [Example](#)

- Develop an operational definition of the behaviour of concern.
- Select an appropriate functionally equivalent replacement behaviour.
- Can include additional input and support from [Student Engagement Support](#).
- Focus: Establish an appropriate and effective replacement behaviour.

If behaviour occurs with frequency, duration, and/or intensity resulting in an imminent risk of harm and/or occurs in a location where there is an imminent risk of harm;

AND

Less restrictive procedures have been attempted and have not mitigated the risk of harm;

AND

Modifications beyond the typical provision for a student are required to maintain safety;

THEN

Contact the Restrictive Practice Team SchoolRPSupport@act.gov.au for assistance with developing a Restrictive Practice Protocol.

RESTRICTIVE PRACTICE PROTOCOL

- Completed in addition to a 'Full' PBSP.
- Requires collaboration and review with the Restrictive Practice team.
- Describes when and how to implement restrictive practice.
- Focus: Safety procedures, plan to fade.

Once the 'Full' PBSP with Restrictive Practice Protocol have been reviewed by the Restrictive Practice team, the plan is sent to the Education Positive Behaviour Support Panel for approval.

PANEL BRIEF

- Current behaviour snapshot.
- Description of procedure and current data snapshot.
- Summary of previous interventions and supports.
- Focus: Snapshot of current provision.

The Education Positive Behaviour Support Panel is led by an independent clinician (current chair is a school psychologist and former teacher) and at least one other member from the education sector (current panel members include principals from specialist and non-specialist settings). The panel can authorise the use of the submitted practice for up to 12 months.

Following authorisation of the plan by the Education Positive Behaviour Support Panel, the plan is submitted to the Office of the Senior Practitioner for decision to register or not and for the authorisation period or a registration period deemed acceptable by the Senior Practitioner.

REFERENCES

Senior Practitioner Act 2018

Senior Practitioner Regulation 2023

FURTHER INFORMATION

For further information on the contents of this factsheet, please contact the Restrictive Practice team via email at SchoolRPSupport@act.gov.au.

THE ROLE OF WITHDRAWAL SPACES

This factsheet is to assist ACT public schools to understand their obligations under the Senior Practitioner Act 2018 (the Act) in relation to the use of withdrawal spaces in schools.

Withdrawal spaces can be referred to by differing names, for example “break out, quiet, calm, regulation, safe and de-escalation spaces”.

Students may require time away from an environment to assist with regulation. It is important that students have access to areas as required to assist with this. Schools usually make accommodation for these spaces when planning how areas of the school are to be utilised. A regular review of these spaces by relevant teams, e.g. layout and location; is important to consider as class cohorts and their different needs change over time.

WITHDRAWAL IS DIFFERENT TO SECLUSION AND ENVIRONMENTAL RESTRAINT

Seclusion and environmental restraint are restrictive practices regulated by the Act.

Seclusion is the sole confinement of a person at any time of the day or night, in a room or other space from which free exit is prevented, either implicitly or explicitly, or not facilitated.

Environmental Restraint is any action or system that limits a person’s ability to freely access the person’s surroundings or a particular thing or engage in an activity.

Seclusion and environmental restraint is **NOT** the use of reasonable safety precautions such as a fence around a primary school playground, or where a developmentally appropriate limitation or rule is exercised, which is typical for the school setting. These ‘ordinary community standards’ in schools are derived from a combination of Education Directorate (Directorate) policy, legislation and school level procedures that are locally agreed and communicated.

If a space is used to prevent harm by not allowing a student free exit, this may constitute seclusion or environmental restraint, which presents a range of reporting, review, and planning requirements. Please refer to *Restrictive Practice Definitions* for further information.

TYPES OF SPACES TO USE FOR WITHDRAWAL

School environments have a range of spaces to support the learning of all students. The types of spaces used for withdrawal will differ depending on the age and needs of students and may include:

Early Childhood and Primary Schools

- Designated areas within the classroom.
- Break out areas adjacent to the classroom, in line of sight of the teacher.
- Designated sensory spaces that are supervised.
- Outdoor recreation areas, such as gardens, courtyards or playgrounds adjacent to classrooms.
- Open tepees or tents set up as quiet spaces.

Secondary Schools

- A supervised and designated wellbeing or relaxation room.
- Designated space in a quiet area, such as the library, in line of sight of a teacher.
- Supervised designated area in a staff member’s office (e.g. Year Co-ordinator).

WITHDRAWAL SPACE GUIDELINES

Withdrawal spaces should be:

- available for all students
- suitable for the needs of the student(s) accessing the space
- supervised; and
- safe.

Where schools require advice about making a withdrawal space appropriate to meet the sensory needs of students who may use the space, expertise from an occupational therapist (OT) may be sought. Requests for this support can be made through the Student Engagement Support Portal.

APPROPRIATE USE OF WITHDRAWAL SPACES

It is essential that the design of these spaces is carefully considered and that their safe use is monitored, including:

- which students access the space
- how students access the space, i.e. use of break cards
- number of students allowed in the space at one time; and
- length of time spent in the space.

All staff should understand the principles for appropriate use (including relief and release staff).

REFERENCES

Senior Practitioner Act 2018

Senior Practitioner Regulation 2023

FURTHER INFORMATION

For further information on the contents of this factsheet, please contact the Restrictive Practice team via email at SchoolRPSupport@act.gov.au.

For advice and support about withdrawal spaces, please contact Inclusive Education.