

# DISABILITY ACTION PLAN ANNUAL REPORT 2020



**Implementing *Accessible Island: Disability Framework for Action 2018-2021***

**Annual Report to the Premier's Disability Advisory Council for 2019-2020**

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*Front cover photo: Teacher Assistant providing literacy support to student at Rose Bay High School.*

## Message from the Secretary

The Department of Education (DoE) is committed to enabling all students and staff to participate in an inclusive, high quality education system that is responsive to the diverse and unique needs of all students and staff.

Aligned to the Department's [\*Learners First: Every Learner, Every Day 2018-2021\*](#)<sup>1</sup> Strategic Plan, the Department's [\*Disability Action Plan 2018-2021\*](#)<sup>2</sup> is driving improved outcomes and building equitable and inclusive learning and working environments through increased access, participation and engagement of people with disability across our Department.

I would firstly like to start by acknowledging and thanking all staff and learners across the Department of Education for the flexibility, creativity and commitment shown through such a challenging time as COVID-19 has presented us in 2020.

Every day this year I have seen innovative, creative and new ways of supporting our staff and learners with additional needs. We have been proactive in supporting flexible working from home arrangements for staff, and we have adapted quickly to delivering a high volume of online accessible methods of communication and professional learning. Staff across all schools have gone above and beyond to cater for the learning needs of our students with disability by developing tailored learning packages (both online and hard copy resources). A significant amount of work has also gone into developing online platforms and providing personalised curriculum resources to support student learning from home during Term 2.

The amount of work undertaken in 2020 has been significant – and I want to recognise and thank everyone for their role in continuing to provide high quality of education for all learners this year.

During Term 4, 2020, we will be undertaking a consultation process with families and school staff to seek feedback on the impact of Learning from Home for students with disability. I believe this is an important process as part of our continuous improvement strategy, to understand how we can do things better to support our learners with disability in the future.

During 2020, our work priorities have changed dramatically as a result of COVID-19. However, I wish to reassure the Premier's Disability Advisory Council (PDAC) that our Department has continued to support all staff and learners with disability.

Our Department remains committed to delivering on [\*Accessible Island: Tasmania's Disability Framework for Action 2018-2021\*](#)<sup>3</sup> and continuing to strive for improved outcomes to support people with disability in relation to the following key outcome areas: inclusive and accessible communities, economic security, and learning and skills.

I am proud to present the Department's Disability Action Plan Annual Report for 2020. This report highlights the priorities and strategies DoE is implementing to drive improvements

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<sup>1</sup> <https://www.education.tas.gov.au/about-us/our-department/strategic-plan/>

<sup>2</sup> <https://publicdocumentcentre.education.tas.gov.au/library/Shared%20Documents/Disability%20Action%20plan%202018-2021%20-%20Department%20of%20Education.pdf>

<sup>3</sup> [https://www.communities.tas.gov.au/csr/policy/Policy\\_Work/accessible\\_island\\_tasmanias\\_disability\\_framework\\_for\\_action\\_2018-2021\\_dfa](https://www.communities.tas.gov.au/csr/policy/Policy_Work/accessible_island_tasmanias_disability_framework_for_action_2018-2021_dfa)

across all levels of the Department to ensure equitable and inclusive learning and working environments for all people with disability.

Despite the challenging year we have faced in 2020, I am incredibly proud of the amount of work undertaken and reported in our Department's Annual Report this year.

The Department's Disability Action Plan Working Group (DAPWG) has been responsible for the development, monitoring and reporting of the Department's DAP since 2009. The Group includes representation across the following business areas:

- Inclusion and Diversity Services
- Learning Services
- Vocational Learning and Career Education
- Strategic Media, Communications, and Marketing
- Ministerial Services
- Human Resources
- Facility Services
- Information Technology Services
- Libraries Tasmania
- Child and Student Wellbeing.

The composition of the DAP Working Group ensures that all key areas of the Department are represented and responsible for implementing and reporting on actions and strategies in relation to the relevant outcome areas of the Disability Action Plan.

In response to PDAC's 2019 Report on the Implementation of Accessible Island, I have actively requested all relevant Directors across our Department to review and address PDAC's feedback and continue to improve on progress made in implementing our actions, particularly in relation to the flagship actions.

I am committed to driving this work across our agency and leading a positive authorising environment to ensure further progress is achieved across all areas of our Department into the future.

I look forward to our ongoing collaborative relationship with the Premier's Disability Advisory Council as we work toward continual improvement in delivering improved services and opportunities for all people with disability.



**Tim Bullard**

Secretary

Department of Education

## Consultation with People with Disability

The DoE has implemented its Disability Action Plan in consultation with people with disability and in collaboration with key stakeholders, both internal and external, across the Department.

Over the past year, we have consulted with people with disability across a number of business areas, including the following:



- The Department has continued to consult with the Premier's Disability Advisory Council (PDAC) members in relation to the Department's Capital Works Projects for Northern Support School and Southern Support School during 2019-2020.
- The Department proactively seeks to consult with schools, families and students on a regular basis in relation to the supports provided to learners with disability across all schools and community settings. The following consultation activities have been undertaken during 2019-2020 (or are planned):
  - Consultation on the implementation of the new Educational Adjustments funding model for students with disability.
  - An evaluation of the Educational Adjustments model is planned for 2021 which will involve consultation with school staff and families.
  - In Term 4 2020, consultation will be undertaken with school staff and families in relation to the impact of COVID-19 on students with disability learning from home during Term 2 2020.
  - George Town Community Hub has consulted with Autism Tasmania, specifically in the Child and Family Centre space, to schedule weekly low sensory play sessions for children 0-5 years.
  - Vision and Hearing Services undertake annual family and student surveys to seek feedback regarding the support and programs provided.
- The Department's Learning Plan Procedure clearly outlines the roles and responsibilities of all staff to ensure greater consistency and involvement of parents and carers in the development of Learning Plans for students with disability state-wide. Ensuring students and families are consulted and involved (where possible) in the collaborative development of goals and expectations for the child's learning program is a pivotal step towards supporting students with disability to reach their full potential.
- The Department also regularly consults with external disability stakeholder groups through the Inclusion Advisory Panel, which is an independent panel established by the Minister for Education and Training to provide advice on the opportunities and barriers to implementing the recommendations made by the Ministerial Taskforce for Improved Support for Students with Disability.

- The Department is continuing to work with a range of stakeholders across Australia in relation to the national reforms and priorities for the education of students with disability, particularly in relation to:
  - National Disability Insurance Scheme
  - Nationally Consistent Collection of Data on school students with disability
  - Support for students impacted by trauma
  - 2020 Review of the *Disability Standards for Education 2005*
  - Royal Commission into Violence, Abuse, Neglect and Exploitation of People with Disability.
- Libraries Tasmania actively seeks feedback and assesses the needs of clients in various ways. The majority of feedback received at a local level concerns site-specific matters. Libraries Tasmania canvases the views of clients and staff periodically using structured surveys and participate in DoE-wide and cross-agency working groups as appropriate.
- A new Diversity and Inclusion Advisory Group has been established to ensure staff can share their experiences and their needs are accurately represented within the Department's Diversity and Inclusion workforce priorities.

## Notes for PDAC

Further information about DoE's progress against the key outcome areas is provided in the tables below.

Please note – the DoE has reviewed PDAC's 2019 Annual Report feedback and has addressed these comments and concerns within each of the relevant action areas of this report.

Again, please note – the DoE undertakes a significant number of these actions as part of our everyday core business in delivering high quality education provision for students with disability. As you will see, key dates and milestones have been attempted to be reported on but we are unable to be specific for all actions as many of these occur on a daily basis within our education settings – this is part of our core education delivery for students with disability.

Please also note – all information relating to school education (K-12) is provided under the first DoE Action within Outcome Area 5. This section provides a detailed overview of the Department's provision of high-quality specialist programs and services for all students with disability across the Department of Education.

Two Appendices have been provided to include data tables for relevant actions. However given the accessibility issues of having data tables within content tables, this information has been included in the two appendices and referenced within the relevant actions.



## Outcome area 1: Inclusive and Accessible Communities

*The DoE Learners First: Every Learner, Every Day* Strategy 2018-2021 has at its core the Department's commitment to supporting all learners to succeed as connected, resilient, creative and curious thinkers. A key goal for the Department is to support all people to **access**, **participate** and **engage** in learning and employment opportunities. We aspire to create a culture of high expectations and high achievement in the provision of quality inclusive and accessible education environments for people with disability.

Refer to the table below for an overview of the Department's status and progress against each of the outputs in relation to Outcome Area 1.

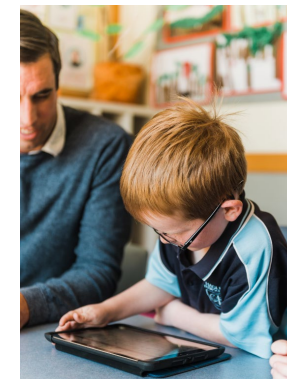



Table 1: Ensure Tasmanian Government Buildings and Events are Accessible for the Public and our Employees

Action No.	Output/brief description	Lead Unit	Key dates /milestones	Comments
1.1	Conduct appraisals to monitor the compliance of our buildings with the <i>Disability Discrimination Act 1992 (Cwth)</i> (DDA) and relevant provisions of the Building Code of Australia.	Facility Services	Minor Works Program allocates resources in Term 4 for start of the following school year, on an annual basis.	<p>The Department is committed to providing safe, accessible and compliant buildings under the <i>Disability Discrimination Act 1992</i> (DDA) and Building Code of Australia (BCA).</p> <p>The Department has a major Capital Investment Program underway which considers and incorporates disability access compliance requirements in all major projects. All major works undertaken must comply with the BCA including disability access.</p> <p>The Department conducts regular accessibility appraisals to address immediate student, staff and public needs through the annual Minor Works Program. This Program identifies specific works required to address accessibility needs on an annual basis.</p> <p>During the 2019-2020 financial year, the DoE completed 30 individual projects totalling over \$400,000 to improve access for persons with a disability.</p>



Action No.	Output/brief description	Lead Unit	Key dates /milestones	Comments
				<p>Refer to Table 1.1 below for an overview of the minor and major projects, modifications and total expenditure across DoE for 2019-2020.</p> <p>The Minor Works Program is overseen by the Access and Minor Works Committee. This Committee meets annually in Term 4 to consider Minor Works submissions for students with disability for the following school year. This provides a dedicated process which ensures that issues of physical access are accounted for in schools where modifications are required (e.g. ramps, steps, installing specialised toilet/change facilities).</p> <p>Nominations for the Minor Works Program are guided by the assessment of student and school need and advice provided by the Department's Inclusion and Access Coordinators. The Access and Minor Works Committee then prioritises and equitably distributes the funding to meet the needs of students in each school.</p> <p><b>Support School Capital Works Projects</b></p> <p>As part of the Department's Capital Works Projects, the Premier's Disability Advisory Council (PDAC) has been invited to participate in the Project Working Groups for all for support school's capital projects. Specifically, PDAC has been involved in the Northern Support School project and Southern Support School since commencement.</p> <p>During 2017, 2018 and 2019, the Department has undertaken two capital works projects for support schools:</p> <ul style="list-style-type: none"> <li>In 2017, Northern Support School underwent a major redevelopment of the Ravenswood site to accommodate all activities on the one site. Total Funding for the Northern Support School project was \$10.2 million. The redevelopment was largely completed in February 2018 when students commenced the school year.</li> </ul> <p>The Northern Support School redevelopment has included:</p>
			Northern Support School capital works project is complete.	

Action No.	Output/brief description	Lead Unit	Key dates /milestones	Comments
				<ul style="list-style-type: none"> <li>- Purpose-built Rebound therapy room</li> <li>- Purpose-built classroom spaces with internal and external break-out and learning areas</li> <li>- Specifically designed toilets, inclusive of hoists</li> <li>- Hydrotherapy pool with specifically designed change rooms inclusive of hoists</li> <li>- New staff room and staff kitchen</li> <li>- New gymnasium</li> <li>- New offices &amp; meeting room</li> <li>- Spacious purpose built outside areas with wheelchair access to passive courtyards and active play areas</li> <li>- Car parking facilities for staff, and parking areas for families with students with wheelchairs/ambulatory, inclusive of bus parking and improved traffic flow and safety</li> <li>- Sensory room.</li> </ul> <p>The Department has continued to work to resolve some outstanding issues and has undertaken further works in 2018 and 2019 regarding traffic management and the provision of a sensory room. These additional works are now complete and the project is finalised.</p> <p>Photo of completed works at Northern Support School:</p> 

Action No.	Output/brief description	Lead Unit	Key dates /milestones	Comments
			Southern Support School capital works project has commenced and is due for completion by April 2022.	<ul style="list-style-type: none"> <li>The Southern Support School Project is a \$4.3 million project to provide additional flexible learning spaces with associated independent learning spaces, amenities suitable for students with disability, breakout space and staff facilities. The Department has undertaken a detailed stakeholder consultation phase with all site users and the project design has been approved by the Department. This has included considerable input by PDAC. Works have now commenced and are programmed for completion in the first quarter of 2022.</li> </ul> <p>Message from Southern Support School Principal – Simon Ellaby – regarding the redevelopment project:</p> <p>“We’re building in the three classrooms, each classroom has its own separate sensory space with sensory lighting, there will be purpose-built breakout spaces for students, individual learning spaces and the library was specially adapted, even into the playground courtyards were specially adapted for people in wheelchairs access as well.”</p>
1.5	Provide reasonable workplace modifications for employees with disability as identified through individual occupational	Human Resources	DoE provides workplace adjustments for employees on an ongoing basis, as	<p>The Department provides reasonable workplace adjustments for employees with disability to support inclusive and respectful environments and equal access and participation for all employees.</p> <p>The Department continues to provide reasonable workplace modifications to address immediate staff needs through individual appraisals. Workplace modifications are made at a local level and are assessed in line with the Department’s Reasonable Adjustment Guide.</p> <p>Reasonable workplace modifications are made on an individual basis for employees with disability at their site of employment. For example, a staff member with chronic illness has entered into a flexible working arrangement with</p>

Action No.	Output/brief description	Lead Unit	Key dates /milestones	Comments
	assessments (see also Action 3.4)		and when required.	<p>their manager, allowing them to modify their work hours and work from home when required to ensure that they are not impacted by fatigue.</p> <p>The Department provides reasonable workplace adjustment assessments (undertaken by an appropriately skilled person such as an occupational therapist, physiotherapist, rehabilitation consultant or other qualified health professional) for staff as and when requested to meet individual needs in relation to physical access to buildings and work areas, work related communications, provision of work related information, equipment, and/or assistive technology.</p> <p>Principals and Managers are aware that it is their responsibility to ensure that work environments are accessible and equitable, and do not unreasonably create barriers for employees with disability. HR is available to advise principals and managers on providing reasonable adjustments to staff, and to staff seeking support in accessing reasonable adjustments.</p> <p>Reasonable adjustments across DoE are locally managed with centralised advice – meaning that individual employees discuss their adjustment needs with their manager/principal, and advice can be sought by either party from HR. This localised, flexible approach ensures that the staff member is best supported by their leader, and that their individual accessibility requirements are met within their specific workplace. However, DoE acknowledges that this approach has a number of limitations:</p> <ol style="list-style-type: none"> <li>1. Local-level adjustments and associated data are not captured. As such, DoE cannot accurately report on the number of staff who have a reasonable adjustment, nor can it identify these staff to seek feedback and the suitability of their adjustment, the need for regular review, to determine if the process of seeking an adjustment was accessible and appropriate etc; and</li> <li>2. The successful implementation of local-level arrangements without central oversight relies on the capacity, capability and willingness of managers/principals. While support and advice (for employee/employer)</li> </ol>

Action No.	Output/brief description	Lead Unit	Key dates /milestones	Comments
				<p>is available from HR, the current approach relies on HR being reactive and not proactive in its advice provision.</p> <p>Reviewing the current reasonable adjustment practices within DoE is one of the key issues explored in the <i>Diversity and Inclusion (D&amp;I) Project: Issues Paper</i>. A more centralised approach is being considered, allowing both the employee and employer to engage with HR support/advice when a request for reasonable adjustments is made, and ensuring that the request is responded to with all relevant considerations covered.</p> <p>Additionally, this proposed strategy utilises a two-pronged approach to support access to reasonable adjustments for 1) exiting employees and 2) prospective employees – noting that reasonable adjustments may need to be considered at multiple stages such as application, recruitment, appointment etc.</p> <p>The language in this re-design is intended to demonstrate DoE's proactive approach to offering reasonable adjustments, as opposed to the current system which relies on prospective/current staff with disability to come forward and disclose their needs firsthand.</p> <p>Another key outcome of this proposed strategy is the opportunity to centrally capture and manage data related to reasonable adjustment requests.</p> <p>It is also anticipated that this process will be automated through the implementation of the DoE Capture Workforce Capability Project (CWCP) System solution which is being progressively implemented from mid-2021.</p>
1.6	Promote the <i>Tasmanian Government Accessible Events Guidelines and Checklist</i> to	Strategic Media, Communications and Marketing Ministerial Services	DoE provides accessible events information to event organisers	<p>The Department is committed to regularly promoting DoE's <i>Event Management Policy and Guidelines</i> and the <i>Tasmanian Government Accessible Events Guidelines and Checklist</i> to ensure all DoE events are accessible to people with disability.</p> <p>In 2019 the DoE launched a new staff Intranet, as a part of this project the DoE Event Management Policy and Guidelines were significantly reviewed and updated. This was undertaken in consultation with the relevant DoE stakeholders</p>





Action No.	Output/brief description	Lead Unit	Key dates /milestones	Comments
				<p>Events Guidelines and Checklist as part of their Event Briefing preparation for Senior Executive and Ministerial events.</p> <p>Libraries Tasmania provides the Department's <i>Event Management Policy and Guidelines</i> and the <i>Tasmanian Government Accessible Events Guidelines and Checklist</i> to event organisers. This ensures that:</p> <ul style="list-style-type: none"> <li>• Venues are selected that are close to public transport, with accessible parking nearby, accessible entrances including for people who use a wheelchair, wheelchair accessible toilets, wide doorways, and meeting spaces, and a lift for multi-story venues.</li> <li>• Advertising and invitations are accessible in a range of formats, i.e. Word, HTML.</li> <li>• There are various ways to register for events including online or by phone.</li> <li>• Attendees are asked to advise of any accessibility requirements when registering so that these adjustments are managed as a part of the event.</li> </ul> <p>Libraries state-wide use Eventbrite to promote and manage attendance for their diverse range of programs and events. Libraries Tasmania has developed a template for libraries to promote digital literacy programs which now include an accessibility statement for clients with any accessibility requirements or questions to contact the library to discuss their needs. Participants can enrol in these courses via Eventbrite or be supported by a staff member in person or over the phone.</p>
1.7	Ensure off-premise events are accessible.	Strategic Media, Communicati	DoE provides accessible events information	<p>The Department is committed to ensuring off-premise events are accessible to people with disability.</p> <p>The Department's Strategic Media, Communications and Marketing and Ministerial Services units use the Event Management Policy and Guidelines to</p>



Action No.	Output/brief description	Lead Unit	Key dates /milestones	Comments
		ons and Marketing Ministerial Services Learning Services Libraries Tasmania	to event organisers on an ongoing basis, as and when required.	<p>provide accessibility support to event organisers when planning and preparing to host off-premise events. For example, the Guidelines were used to assist the DoE in coordinating our Together We Inspire DoE Awards event which was held for the first time at the Good Sheds in Hobart.</p> <p>Support and advice is regularly provided in relation to disability ramp access, transport accessibility, personal care and meal and medical management for people with disability attending DoE events.</p> <p>The Department's International Day of People with Disability event was again successfully celebrated in 2019. Events were held using accessibility guidelines. Below are some examples of how these events have been promoted across DoE's public facebook page (which has over 25,000 members).</p> <ul style="list-style-type: none"> <li>• <a href="#">IDPWD celebration flyer</a>.<sup>5</sup></li> <li>• <a href="#">IDPWD celebration post</a><sup>6</sup> of students from North West Support School at the Paranple Centre in Devonport:</li> </ul> <p><b>Case Study – Out of the Box Market</b></p> <p>In August 2019, Southern Support School started planning their school fair and market event: <i>Out of the Box Market</i> to celebrate International Day of People with Disability.</p> <p>The event was held on 7 December 2019 at Southern Support School in Howrah.</p>



<sup>5</sup> <https://www.facebook.com/tasgoveducation/photos/a.266664613449550/2678872025562118/>

<sup>6</sup> <https://www.facebook.com/sosedevonport7310/posts/3781669655192627>

Action No.	Output/brief description	Lead Unit	Key dates /milestones	Comments
				<p>The purpose of the Out of the Box Market event was to celebrate the skills, talents and abilities of their student's and showcase microbusinesses and occupations for people with disability.</p> <p>The school planned the event specifically for people with disability and utilised the Department's Event Management Policy and Guidelines to ensure all aspects of the event were accessible for their students and community members with disability.</p> <p>The School also worked with the NDCO (National Disability Co-ordinating Officer) and the Clarence Council as part of IDPWD, and sought advice from the Clarence Council in relation to planning and permits required.</p> <p>Message from the Southern Support School Principal – Simon Ellaby:</p> <p><i>What better way to finish the 2019 school year than with a market that brought together our whole community to celebrate International Day for People with Disability. The Out of the Box Market was a vibrant and unique market and the constant buzz on the day filled the school with excitement and positivity. There were over 25 stalls all run by people living with disability, including present and past students, showcasing their microbusinesses and post school occupations. Staff, parents and students all pulled together with a huge team effort to make this day a success raising over \$3000 to go directly towards resources for our students. I would like to make a special shout out to Clarence City Council, The Lions Club of Clarence and the Rotary Club of Howrah for their support both on the day and in the organisation phase. I would also like to thank the following stallholders for coming along on the day and being a part of such a wonderful celebration:</i></p> <ul style="list-style-type: none"> <li>• Southern Support School staff and Students</li> <li>• Southern Support School Association</li> <li>• Little Mr Potato Head</li> <li>• Langford Support Services</li> </ul>

Action No.	Output/brief description	Lead Unit	Key dates /milestones	Comments
				<ul style="list-style-type: none"> <li>• <i>Que Sera Sera Coffee</i></li> <li>• <i>Startupvolt – Graeme Finlayson</i></li> <li>• <i>Asha Martin – The Blind Beader</i></li> <li>• <i>Jenny Wiggins – Greeting Cards</i></li> <li>• <i>Nexus</i></li> <li>• <i>Shane MacKay – Wooden toys</i></li> <li>• <i>Training Buddies</i></li> <li>• <i>Frankster Deliveries – McHenry’s Sloe Paste</i></li> <li>• <i>TASTAS – Freedom Wheels</i></li> <li>• <i>Rachael Kelly – Tie dye t-shirts</i></li> <li>• <i>Alf Archer – woodwork</i></li> <li>• <i>Life Without Barriers</i></li> <li>• <i>Heartfelts Hues – artwork</i></li> <li>• <i>Paraquad</i></li> <li>• <i>Mission Australia</i></li> <li>• <i>Uniting</i></li> <li>• <i>BrightStars Dance Troupe</i></li> <li>• <i>Lloyd Branch – plants</i></li> <li>• <i>Clarence City Council Access Program</i></li> <li>• <i>Sound Echo</i></li> <li>• <i>Alley Kattz – Candles and Wax Melts</i></li> <li>• <i>Two Dogs Dog Treats</i></li> </ul> <p><b>Libraries Tasmania</b> follows the Department of Education Events Policy and associated Guideline when planning and running off-site events. Staff refer to checklists on the Department of Communities website to ensure off-site events are inclusive.</p> <p><b>26TEN</b> is the main business unit within Libraries Tasmania that holds external events. Most library-hosted events are run in-house at libraries. The number of</p>

Action No.	Output/brief description	Lead Unit	Key dates /milestones	Comments
				<p>events held in the past year were limited due to COVID-19 restrictions in the early half of 2020.</p> <p>Examples of off-site events during 2019-20 are provided below.</p> <ul style="list-style-type: none"> <li>• <b>26TEN</b> hosted an event at Government House Reception Room during 26TEN Week in October 2019. Accessibility at Government House was assessed and included a ramp at the main door to provide wheelchair access, suitable restrooms and parking close to the house is available by special request for the elderly and visitors requiring accessible parking. Invitations to the event were provided in different formats and attendees were able to register by email or phone. Attendees were asked if they had any special needs or dietary requirements when they registered.</li> <li>• <b>26TEN</b> co-hosted a business breakfast with the Glenorchy City Council at the Glenorchy Football Club on 19 November 2019. The Club provides ramps and a lift to the first floor to allow ease of access, with tables set up to allow wheelchair access.</li> </ul>
DoE*	Ensure all refurbishments of Libraries Tasmania sites provide computer and other resource accessibility for people with disability	Libraries Tasmania	Libraries Tasmania provides accessibility resourcing for people with disability on an ongoing basis.	<p>Libraries Tasmania is committed to ensuring all refurbishment projects consider the needs of people with disability. Libraries Tasmania works closely with the DoE Facility Services team during refurbishments, to ensure the needs of people with disability are factored into planning.</p> <p><b>Refurbishments and space improvements</b></p> <p>Libraries take the opportunity to make improvements to internal layouts, including shelving configuration, access to computer catalogues and circulation desks, as well as addressing lighting, sound issues, décor and signage.</p> <p>COVID-19 library closures in early 2020 provided many libraries with the opportunity to consider the best possible layout of spaces to maximise access for everyone. Examples of both large- and small-scale improvements made across the library network in 2019-20 are below.</p>

Action No.	Output/brief description	Lead Unit	Key dates /milestones	Comments
				<ul style="list-style-type: none"> <li>• A lighting upgrade requiring the temporary closure of the <b>State Library Service Reading Room</b> on Level 2 of the State Library Building in Hobart provided an opportunity to reorganise furniture and computer equipment to better meet client needs. Changes were made to the location of PCs to meet the specific needs of two regular clients with mental health issues. One PC was relocated to an area away from other PC users to provide a quiet environment for the user who finds any noise highly disturbing. The second PC was repositioned so that the user no longer has to face other people. In the past, facing others has fuelled paranoid feelings for a client, which has led to antisocial behaviour on occasions.</li> <li>• <b>New Norfolk Library's</b> interior painting and recarpeting provided the opportunity to widen aisles to increase accessibility and movement around the collections.</li> <li>• <b>Rosny Library</b> completed a shelving rearrangement in the adult non-fiction area. The spacing between shelves was extended beyond the minimum requirements to make browsing the collections a more positive experience for clients who use a wheelchair. The low, bottom shelves were also removed from the large print collection shelving, so older clients, or those with a disability who use it do not have to bend down to browse and retrieve books.</li> <li>• The <b>Sorell Library</b> meeting room space had a large sliding room door installed as part of the 2019 refurbishment. This provides the capacity for clients who use a wheelchair to easily access the room and participate in learning events</li> <li>• The <b>Ulverstone Library</b> Computer Hub added more seating to support clients that use the centre who require a carer to be present.</li> <li>• <b>Kingston Library</b> installed automated, adjustable library catalogue PCs to make browsing the catalogue easier for people who use a wheelchair. The library also organised shelving spacing according to Australian</li> </ul>

Action No.	Output/brief description	Lead Unit	Key dates /milestones	Comments
				<p>standards, to allow for patrons with walking aides to move freely around the collection.</p> <ul style="list-style-type: none"> <li>• A shelving refurbishment at <b>Huonville Library</b> improved access to books, magazines and DVDs.</li> </ul>

**Table 1.1 Minor Works Program - DDA Projects 2019-20**

In 2019-20, the Department funded 30 individual projects totalling over \$400, 000 to improve access for persons with a disability.

School	Minor Works Projects 2019-20	Budget (\$)
Austins Ferry Primary	Modifications to improve change table.	344
Beaconsfield Primary	Modifications to existing accessible change-room	5,520
Claremont College	Installation of handrail	4,750
Devonport High	Creation of accessible pathway	2,801
Dodges Ferry Primary	Installation of lever type tapware	802
East Devonport Primary	Installation of stair lift	24,990
East Derwent Primary	Modifications to change table and doorway.	1,654
Evandale Primary	Create accessible change-room	7,180
Evandale Primary	Installation of ramp	2,000
Glen Dhu Primary	Modify existing room to make more accessible	2,280
Glenora District	Installation of ramp	27,170
Goulburn Street Primary	Installation of safety screening	2,000
Howrah Primary	Installation of ramp	4,200
Hellyer College	Creation of accessible pathways, installation of handrails, ramp and creation of compliant car space	9,480
Hellyer College	Creation of compliant accessible bathroom	155,000
Hobart College	Installation of ramps	29,085



School	Minor Works Projects 2019-20	Budget (\$)
Huonville Primary	Installation of grab-rail	960
King Island District	Installation of handrail	1,400
Lindisfarne North	Installation of ramp	9,600
Lindisfarne North	Installation of stair lift	10,950
Mount Nelson Primary	Installation of safety fencing.	8,000
New Norfolk Primary	Installation of Gates	2,400
Norwood Primary	Creation of break out room	8,000
Penguin District	Installation of ramp	9,850
Queechy High	Installation of hand rail	1,280
Risdon Vale	Installation of ramp	29,450
Rokeby Primary	Installation of safety latches	1,687
Sprent Primary	Create accessible change-room	21,680
Trevallyn Primary	Creation of breakout room	14,000
Warrane Primary	Installation of Handrail	1,500

Table 2: provide opportunities for people with disability to participate in, and engage with, their communities

Action No.	Output/brief description	Lead Unit	Key dates /milestones	Comments
1.19	Support people with disability, their families and carers to build and strengthen supportive networks within the community.	Disability Services Libraries Tasmania Learning Services	DoE provides ongoing support to build and strengthen supportive networks within school communities. This is undertaken at a local school level in response to student and family need.	<p>The Department is committed to supporting people with disability, their families and carers to build and strengthen supportive networks within the community.</p> <p>Since the introduction of the National Disability Insurance Scheme (NDIS) in 2017, the Department has supported connections between relevant DoE staff, students, families and NDIS providers as students with disability access their NDIS packages of support.</p> <p>A significant number of students with disability who have NDIS plans, choose to access their supports and services on school sites during school time, as it relates to education and in consultation with the school.</p> <p>NDIS Registered providers sometimes access DoE school sites to deliver the following examples of supports and services for individual students:</p> <ul style="list-style-type: none"> <li>• Assistive Equipment</li> <li>• Behaviour Support</li> <li>• Communication and Information Equipment</li> <li>• Development Life Skills</li> <li>• Early Childhood Supports</li> <li>• Hearing Equipment</li> <li>• Interpreters/Translators</li> <li>• Personal Mobility Equipment</li> <li>• Specialised Hearing Services</li> <li>• Therapeutic Supports</li> <li>• Vision Equipment.</li> </ul>

Action No.	Output/brief description	Lead Unit	Key dates /milestones	Comments
				<p>The Department has a strong commitment to working positively with NDIS providers to support the educational outcomes for students with disability. DoE has range of policies and procedures in place to support schools and principals where there are interactions between NDIS providers and school staff in support of students with disability.</p> <p>In late 2019, Libraries Tasmania developed the following mission statement to describe its purpose and its overall intention. The mission serves to communicate Libraries Tasmania's purpose and direction to staff, clients and other stakeholders.</p> <p><i>Libraries Tasmania connects people with information, heritage, ideas and each other. We are places of welcome, learning and exploration for everyone.</i></p> <p>The mission statement highlights Libraries Tasmania's intention that everyone feels equally welcomed and can access with dignity the information or service in which they are interested. Examples of how libraries achieve this mission includes:</p> <ul style="list-style-type: none"> <li>• <b>Kingston Library</b> is regularly used by local disability carers with their clients as they feel comfortable and accepted in this space.</li> <li>• <b>Launceston Library</b> and <b>Catchment</b> Literacy programs support disability carers with program delivery to their clients. Carers attend <b>Launceston Library</b> reading and writing groups, English as an Additional Language groups are mentored in one-on-one tutoring. The <b>Deloraine Library</b> literacy program supports the carer of an autistic client with regular support meetings and has adapted material to meet the learner's needs.</li> </ul> <p>Libraries Tasmania is currently working with Care2Serve to cross-promote services and encourage carers to improve their digital literacy skills at their</p>

Action No.	Output/brief description	Lead Unit	Key dates /milestones	Comments
				<p>local library. A proposal is in development and is likely to be rolled out by the end of 2020.</p> <p><b>Adult Education</b></p> <p>In the last 5 years, there have been three Adult Education students who attended a class with their carer. Information about students being able to attend an Adult Education class with their carer (free) is provided on the 'How to Enrol page'.</p> <p>Libraries Tasmania has received confirmation that this information will also be included with the release of the next Discounts and Concessions Guide in December 2020.</p> <p>The following is an extract from the Adult Education website relating to people with disability or special needs.</p> <p>Disability or Special Needs</p> <p>Libraries Tasmania is committed to achieving open and equitable access to and participation in a range of adult education programs and courses. If you have a disability or a medical condition which impacts on your ability to participate in an adult education course, please complete the Special Needs Form below or contact the adult education team. This will help us to make the necessary adjustments to maximise your enjoyment and experience in your chosen course. All enquiries are confidential.</p> <ul style="list-style-type: none"> <li>• <a href="#">Special Needs Form (Word)</a><sup>7</sup> 56 kB</li> </ul> <p>Please note that carers supporting learners with disabilities can attend our classes free of charge. Please contact us for more information.</p> <p><b>Helping build and strengthen supportive community networks</b></p>

<sup>7</sup> <https://s3-ap-southeast-2.amazonaws.com/ish-encourse-tasmania/20ab0ca4-edf1-4ea7-9840-5c22a0fd197b>

Action No.	Output/brief description	Lead Unit	Key dates /milestones	Comments
				<p>All libraries have local collaborative arrangements, both formal and informal, that help people with disability develop positive community connections. Examples are provided below.</p> <ul style="list-style-type: none"> <li>Through an informal relationship with Mosaic Support Services, <b>Hobart Library</b> has started a program called 'Your Devices in the Library'. This program is aimed at people who use assistive technology to communicate with other people using a similar device. The program is open to Mosaic clients and anyone in the public who uses these types of devices, with the aim of promoting social connection and networking.</li> </ul> <p><b>Latrobe Library</b> support of Devonfield is an ongoing initiative. Devonfield supports and empowers people with a broad range of disabilities to reach their potential. Devonfield clients and their carers regularly visit Devonport Library. They are warmly welcomed into the space and staff are on hand to provide support to the clients if required.</p>
1.20	Ensure government volunteering programs and opportunities are accessible to people with disability and align with national volunteering guidelines.	Libraries Tasmania Learning Services Strategic Media, Communications and Marketing	DoE provides volunteer opportunities on an ongoing annual basis throughout the school year. This is undertaken at a local school / library level in response to local needs.	<p>The Department is committed to ensuring government volunteering programs and opportunities are accessible to people with disability and align with national volunteering guidelines.</p> <p>In Tasmanian Government Schools, volunteers and visitors are welcomed into the school environment as valued school members and role models. This includes parents, carers and friends of the school. Volunteers can make a meaningful contribution for students and staff in schools, by volunteering to assist with such activities as helping with school events or excursions, supporting students with specific classroom activities or extra-curricular tasks.</p> <p>Schools continue to have their own individual policies for volunteers and visitors, and manage and supervise volunteers at the school. Aligned to national volunteering guidelines, all schools are required to ensure that volunteers behave in a way that supports a safe school environment. All</p>

Action No.	Output/brief description	Lead Unit	Key dates /milestones	Comments
				<p>volunteers are required to have the appropriate approvals to work with children, such as a Registration to Work with Vulnerable People (RWVP). The Department's Strategic Media, Communications and Marketing team continues to regularly promote volunteering opportunities through social media campaigns and seeks to raise public awareness across the Department in relation to the capacity and contribution of people with disability as volunteers.</p> <p>Through the Department's Annual Awards program, there is a Volunteering Awards category where we have had a number of finalists over the years who have a disability. Their stories have been promoted through social media campaigns and achievements shared with the DoE community. The 2019 video was posted on <a href="https://www.facebook.com/tasgoveducation/videos/645000162746199/">DoE's Facebook page</a>.<sup>8</sup></p> <p>In 2018 and 2019, business units shared good news stories and highlighted the positive contributions of people with disability as volunteers within the education system in Tasmania. These good news stories were shared through our Divisional newsletters which are available to all DoE staff.</p> <p><b>Volunteer services and support</b></p> <p>Volunteer roles in Libraries Tasmania are open to everyone and align organisational requirements with a volunteer's capacity to fulfil those needs. Within volunteer programs, coordinators often work with volunteers, carers and agencies to enable volunteer engagement such as carer support or individual volunteering plans reflecting differing abilities. When vacancies arise for volunteer roles, information is presented in various formats.</p>

<sup>8</sup> <https://www.facebook.com/tasgoveducation/videos/645000162746199/>

Action No.	Output/brief description	Lead Unit	Key dates /milestones	Comments
				<p>Where a volunteer attends the library with a carer, Libraries Tasmania can provide an exemption from the Registration for Working with Vulnerable People (RWVP) policy, due to the fully supervised nature of the activities by the carer. Instead, the carer is required to hold a current RWVP. This removes a significant barrier for those with special needs, who may have difficulty with the RWVP application process.</p> <p>Examples of how Libraries Tasmania supports and engages people with disability to participate in volunteering programs are provided below.</p> <ul style="list-style-type: none"> <li>• <b>Rosny Library</b> has two general library volunteers who have a disability. <b>Rosny Library</b> offers a supportive environment for these volunteers by providing space that meets the needs of these volunteers (e.g. quiet) where they can be supported by their carers and negotiate volunteer duties that are tailored to the needs of the individual and are meaningful and achievable. Both these volunteers have some anxieties when it comes to interacting with other people – they have developed a rapport with staff and love coming in to have a chat and contribute to the library in a positive way.</li> <li>• One volunteer at <b>Hobart Library</b> is a student, who attends the library regularly with his carer. He particularly loves organising things and enjoys spending his time sorting and shelving picture books alphabetically and organising the children's area. He enjoys his time in the library and his activities are of great service to the library. He is a popular volunteer team member.</li> <li>• <b>Glenorchy Library</b> supported a new literacy tutor who is hearing impaired to access and complete the TasTAFE Tutor Adult Literacy Learners course - required by Libraries Tasmania for volunteer literacy tutors to work with literacy clients.</li> </ul>



Action No.	Output/brief description	Lead Unit	Key dates /milestones	Comments
				<ul style="list-style-type: none"> <li><b>Kingston Library</b> has a strong inclusive history of providing regular opportunities for volunteers with disability, with several current volunteers who are NDIS clients.</li> </ul> <p><b>Case Study – Devonport Library</b></p> <p>Devonport Library Coordinators supported a learner to transition from general volunteering within the library to both back-of-house and digital support.</p> <p>The learner has mild disabilities. She was attending several digital learning courses at <b>Devonport Library</b> and was keen to undertake work experience. Coordinators at Devonport Library invited her to join the team as a back-of-house volunteer. She came to the library once a week and completed various tasks such as preparing discarded books for book sale, restocking paper in photocopiers and preparing materials for children's programs. Just being in a workspace and working alongside our staff boosted her confidence. She continued with her digital training and staff running these sessions also noticed her confidence growing. She was a leader within the group and was regularly supporting others with their work. She was subsequently offered the opportunity to support other learners as a volunteer in digital training courses and jumped at this opportunity.</p>
1.21	Ensure access and inclusion for all people across all Department of Education settings.	DoE-wide	DoE supports access and inclusion for all people across all DoE environments	As part of the Department's <i>Learners First: Every Learner, Every Day 2018-2021</i> Strategic Plan, Respect, Aspiration, Courage and Growth are values which underpin our way of working across the Department. These values are demonstrated through our behaviours and commitment to ensuring access and inclusion for all people across all Department of Education settings, including: schools, Child and Family Centres, departmental corporate offices, and Libraries Tasmania sites state-wide.

Action No.	Output/brief description	Lead Unit	Key dates /milestones	Comments
			<p>as an ongoing way of working.</p> <p>This is provided as part of DoE's core business of education provision for all learners.</p>	<p>The Department is committed to enabling all learners and employees to access, participate and engage in education and employment and achieve quality outcomes through inclusive experiences where all people's needs and differences are recognised and respected.</p> <p>We provide quality education based on the principles of equity and inclusion, and support the rights of people with disability.</p> <p>The Department operates within a context of a wide range of legal and policy obligations and these inform the Tasmania Government's provision of education for all learners.</p> <p>These obligations include:</p> <ul style="list-style-type: none"> <li>• United Nations Convention on the Rights of Persons with Disabilities 2008 (UNCRPD)</li> <li>• <i>Disability Discrimination Act 1992</i> (DDA)</li> <li>• <i>Disability Standards for Education 2005</i> (DSE)</li> </ul> <p>The Department ensures that staff are aware of their obligations to provide reasonable adjustments, where needed, for a student with disability to participate in and access educational programs, within the DSE. We proactively support all school staff to complete the online DSE professional learning modules so that staff are aware of their legal obligations to support students with disability access education.</p> <p><b>Supports for Students with Disability</b></p> <p>Refer to Outcome Area 5: Learning and Skills, for a full overview of the supports in place to ensure access and inclusion for students with disability across all Department of Education settings.</p>

Action No.	Output/brief description	Lead Unit	Key dates /milestones	Comments
				<p>Across all Tasmanian Government schools the following disability supports are in place - all of whom support the access and inclusion of students with disability across Tasmanian Government schools.:</p> <ul style="list-style-type: none"> <li>• All schools continue to have a support teacher allocation.</li> <li>• All schools have access to professional support staff including Social Workers, Speech pathologists, School Psychologists, Autism Consultants and Respectful Schools Support Team staff.</li> <li>• All schools have access to central support services including Vision and Hearing Services, Inclusion and Access Co-ordinators.</li> <li>• There is additional central provision allocated from the special needs education budget for the Transport Assistance Program, Assistive Technologies and Minor Access Works for students with disability.</li> </ul> <p>As part of the 2018-2021 Child and Student Wellbeing Strategy, Years 4 to 12 students in all Tasmanian Government schools complete the Student Wellbeing Survey.</p> <p>The first annual Student Wellbeing Survey was conducted in September 2019.</p> <p>Following feedback from schools, an audio option was developed for the 2020 survey to support students with low literacy / English as a second language. Hard copies of the survey are also provided when requested for school support staff to work individually with students with disability to participate in the survey.</p> <p>Child and Student Wellbeing Surveys are undertaken annually.</p> <p>Guide for Inclusive Practice is in draft and out for</p> <p>The Guide for Inclusive Practice was developed in late 2019 to support a consistent approach to inclusive practice across all schools. The Guide sits alongside the National School Improvement Tool and provides schools with</p>

Action No.	Output/brief description	Lead Unit	Key dates /milestones	Comments
			<p>consultation in 2020.</p> <p>Supports for students impacted by trauma commenced in 2019.</p> <p>Professional Learning for staff is delivered every school term, annually. During COVID, this has occurred online via Teams or Zoom.</p>	<p>illustrations of inclusive practice. It aims to support schools to inquire, focus, plan and prioritise improvement actions to their inclusive practice approach.</p> <p>In 2019-20 the Department of Education committed \$7.25 million over four years to support students impacted by trauma. A key part of this initiative is focused on building capacity in schools to support students impacted by trauma. While this is not focused specifically on supporting students with disability, students who have experienced complex and/or developmental trauma have higher prevalence of disability – particularly learning disabilities.</p> <p><b>Professional Learning for staff to support students with disability</b></p> <p>The Department continues to prioritise the important of professional learning to build staff capacity – particularly in relation to inclusive practice and supporting students with disability.</p> <p>During 2019-2020, a range of professional learning opportunities have been provided for Support Teachers to support personalised learning for students in their class.</p> <p>During PL sessions, staff explore:</p> <ul style="list-style-type: none"> <li>• The importance in getting to know their learners, their strengths and interests and the way that they learn.</li> <li>• Ways to differentiate the content using the Australian Curriculum and General capabilities with opportunities to explore the ACARA diversity website.</li> <li>• The process of delivering the content, through task design, teaching strategies and the use of technology.</li> <li>• The product – ways to know what learning has taken place and in consideration of the unique learning styles of students.</li> </ul>

Action No.	Output/brief description	Lead Unit	Key dates /milestones	Comments
			Translated information was created in March 2020 – and will be updated on	<ul style="list-style-type: none"> <li>The environment in which learning takes place - this was of particular interest during Term 2 2020 when students were learning from home. During this time Teachers were engaging with students via online platforms to support student learning.</li> </ul> <p>Staff continue to have access to the Canvas course Differentiated classroom practice – learning for all.</p> <p>Staff across the Department were offered subject based professional learning as well as school wide differentiation opportunities.</p> <p>Schools are also able to access professional learning for their individual school context through the Respectful Schools Support Team (RSST) leaders, Manager of Differentiation and Diversity as well as professional learning opportunities provided internally to build staff capacity.</p> <p><b>Communications Support</b></p> <p>The Department's Strategic Media, Communications and Marketing team has delivered a series of training sessions for staff to build their knowledge, understanding and skills in preparing accessible documents and improving the readability of information produced by the Department. These sessions have covered general accessibility features in MS programs and website content management systems, and included additional tools such as Hemingway Editor, Accessibility checkers, readability scale tools.</p> <p>The Department has introduced several solutions to suit the wider range of visitors to our website:</p> <ul style="list-style-type: none"> <li>A dedicated page Translated Information for Parents where we present important information for families regarding their child's learning. Information has been prepared in plain English and has been translated into the most common languages spoken by families in Tasmanian</li> </ul>

Action No.	Output/brief description	Lead Unit	Key dates /milestones	Comments
			<p>an ongoing basis.</p> <p>The DSE review was promoted</p>	<p>Schools. The links to this page are in the prominent area of our website: on the home page and under the Parents and Carers section.</p> <ul style="list-style-type: none"> <li>The Translation page displays the links to view our site in the most common languages spoken by families in Tasmanian Schools. There are also links to information about how to translate the website or document using the Google translate tool and also how a visitor can translate the web pages using their own browser.</li> </ul> <p>The link to this page is displayed on each page in the footer.</p> <ul style="list-style-type: none"> <li>On both pages mentioned above, there is clear information “If families or students need help to translate or interpret information at this time, please contact the Translating and Interpreting Service (TIS) by phoning 131 450”</li> <li>We are improving readability of our web pages and documents to provide more accuracy in automated translations.</li> </ul> <p>Through COVID the DoE also ensured that critical information was provided in plain English and translated into a number of different languages for schools to be able to provide to their communities.</p> <p>See facebook links for evidence on the promotion of information to parents and translations.</p> <ul style="list-style-type: none"> <li><a href="https://www.facebook.com/tasgoveducation/photos/a.266664613449550/3105880069527976/">Translation facebook post</a> – 4 June<sup>9</sup></li> <li><a href="https://www.facebook.com/tasgoveducation/photos/a.266664613449550/3222020331247282/">Translation facebook post</a>- 15 July<sup>10</sup></li> </ul> <p>As part of the Disability Standards for Education 2020 Review the Department hosted a series of social media posts advertising the review and inviting people to have their say and share their experiences on the Standards.</p>

<sup>9</sup> <https://www.facebook.com/tasgoveducation/photos/a.266664613449550/3105880069527976/>

<sup>10</sup> <https://www.facebook.com/tasgoveducation/photos/a.266664613449550/3222020331247282/>

Action No.	Output/brief description	Lead Unit	Key dates /milestones	Comments
			<p>during July-August 2020.</p> <p>Microsoft Office 365 implemented in 2020 across staff devices.</p>	<p>A copy of the post is available at: <a href="#">DSE Review</a>.<sup>11</sup></p> <p>Many schools have also shared this information in their school newsletters to ensure broad engagement of Tasmanian school communities in the Review.</p> <p><b>Information Technology Supports</b></p> <p>During 2018, the department adopted Microsoft Windows 10 on all department (including associated statutory bodies) computers which enabled staff, students and library users access to new accessibility features. These native features in MS Windows 10 allow adjustments to screen size, colour filters, contrast, magnification mode and screen narration.</p> <p>2020 calendar year the department fully adopted Microsoft Office365 that delivers the benefit of best-in-class features to meet the needs of students and staff with different abilities.</p> <p>The Office 365 platform provides assistive tools. The Microsoft Immersive Reader is a tool built into; Word, OneNote, Outlook, Office Lens, Microsoft Teams, Forms, Flipgrid, Minecraft Education Edition and the Edge browser. It implements proven techniques to improve reading and writing for people regardless of their age or ability.</p> <p>Immersive Reader can help improve reading comprehension by:</p> <ul style="list-style-type: none"> <li>• Offering text decoding solutions for students with learning differences such as dyslexia</li> <li>• Increasing fluency for English language learners or readers of other languages</li> <li>• Helping to build confidence for emerging readers learning to read at higher levels</li> </ul>

<sup>11</sup> <https://www.facebook.com/tasgoveducation/photos/a.266664613449550/3270327239749924>



Action No.	Output/brief description	Lead Unit	Key dates /milestones	Comments
			<p>During COVID, 'Inclusive Classroom workshops' were delivered to staff.</p> <p>2020 annual permanent teacher recruitment process.</p>	<ul style="list-style-type: none"> <li>• Provided translation of words, or the entire text into over 60 languages (over 40 of them can be read aloud)</li> </ul> <p>Additionally, Microsoft Dictation lets you use speech-to-text to author content in Office 365 applications with a microphone and reliable internet connection. Users can speak to quickly create documents, emails, notes, and presentations.</p> <p>Office 365 services utilising audio and video conferencing support closed captioning by default, with the platform providing after event transcription services.</p> <p>The ITS Customer Engagement team worked with Microsoft to prepare and deliver the Inclusive Classroom series of workshops. Almost 130 Professional Support Staff including Speech and Language Pathologists, School Psychologists, Social Workers and School Health Nurses attended the workshops.</p> <p>Further support is offered through the Microsoft Educator Centre which provides easy access for staff to various Microsoft online support resources to support the staff member's professional development.</p> <p><b>Human Resources Support</b></p> <p>HR is always exploring ways to improve access and inclusion across DoE, and in particular, how to support prospective applicants with disabilities (and other diversity attributes) through the application, selection and recruitment stages. One of the best examples can be found in the annual permanent teacher recruitment process (as part of a Government commitment to hire large numbers of teachers across the state). 2020 is the second year in which this process is being run – noting that the majority of recruitment activities across DoE are locally managed with central support.</p> <p>The process is broken down into several stages, with accessibility, inclusion and flexibility a key consideration throughout. Rather than relying on</p>

Action No.	Output/brief description	Lead Unit	Key dates /milestones	Comments
				<p>applicants to disclose their need for reasonable adjustments (which DoE recognises may present as a barrier to people with disability), the recruitment team proactively communicates a range of interview options to staff – including face-to-face recruitment in accessible locations around the state, video interviews, phone interviews etc. The recruitment team will also proactively engage with all candidates to respond to individual accessibility needs as they arise.</p> <p>Feedback from the recruitment team has positively reflected on this proactive approach, specifically noting an increase in applicants' confidence to request adjustments, or to choose the most flexible and supportive option for themselves. While this directly supports applicants with disability, it also supports applicants with carer's responsibilities, mental health issues and other factors that require a flexible and supportive response.</p> <p>The Department has a Corporate Health Plan Agreement with Bupa offering employees a discounted corporate rate on private health insurance and providing the Department with access to Wellness Services to support our health and wellbeing strategies such as the Mental Health First Aid (MHFA) program.</p> <p>MHFA is a highly interactive 2-day programme with DVDs, workshop exercises, group discussions and informative material content. Key outcomes from the course include:</p> <ul style="list-style-type: none"> <li>• Improved confidence and skill when dealing with a mental health problems in the Workplace.</li> <li>• A greater awareness of mental health, and reduced stigma about mental illness.</li> <li>• Better promotion of good mental health and wellbeing in the workplace.</li> <li>• Early intervention techniques which lead to faster recovery for people experiencing Mental health problems.</li> </ul>

Action No.	Output/brief description	Lead Unit	Key dates /milestones	Comments
			12 Mental health first aid courses delivered during 2019-2020 – total of 82 participants.	<ul style="list-style-type: none"> <li>• Access to a network of well-trained employees (the mental health first aiders) who can be “go-to” contacts for any employees who are struggling with stress overload or the emergence of a mental health problem.</li> <li>• A nationally recognised certificate qualification as a mental health first aider, provided by Mental Health First Aid Australia.</li> <li>• Participants also receive a Mental Health First Aid manual</li> </ul> <p>In the 2019/2020 reporting period, the Department continued to deliver MHFA program courses. 12 courses were completed with a total of 82 participants. The course groups were made up mostly of Libraries Tasmania and CFC employees as part of the Libraries Tasmania Wellbeing Program. Further mental health related courses are being considered for the 2020-2021 reporting period.</p> <p>DoE recognises the importance of flexibility in the workplace, and this extends to the need for support animals (guide dogs, therapy dogs etc.) to be in the workplace; for example, a number of schools have resident support dogs on site to interact with and support staff, students and families.</p> <p>This support extends to corporate settings as well. The Assistant Director HR is a long-time volunteer with Guide Dogs Tasmania and fosters puppies up until they are old enough to undergo their formalised training. He is supported by the Director HR to regularly bring his foster dogs into the office, not only boosting staff morale, but providing a structured training environment for the dog.</p> <p>The SSMO received an exemption from Equal Opportunity Tasmania to identify four roles within its midyear 2019 Graduate program intake – two roles for Aboriginal/Torres Strait Islander people, and two roles for people with a defined disability. Following consultation between the SSMO Graduate Program Officer, the DoE Graduate Program Officer and DoE D&amp;I Project</p>

Action No.	Output/brief description	Lead Unit	Key dates /milestones	Comments
			July 2019 Graduate program intake offered two roles identified for people with disability.	<p>Officer, DoE agreed to convert two of its four graduate roles into disability-identified roles. Associated support was then provided to the line managers of the incumbent roles to ensure a positive experience for the successful applicant about reasonable adjustment and workplace support. One of these identified graduate roles was filled by a graduate with an identified disability, who is now successfully in their second year of the program.</p> <p>Unfortunately, the second identified role was not filled by an applicant with a disability, as no suitable candidates were available in the pool. It should be noted that this second role required specific ITS skill sets and qualifications, and was therefore more specialised than the other identified policy graduate role. While this process was not as successful as anticipated, it has presented an important opportunity for learning and re-evaluation of HR's approach. In particular, the following is noted:</p> <ul style="list-style-type: none"> <li>• The identified role was not filled as expected not because there were no candidates with disability, but because there were no interested candidates with disability and the specific ITS skills/qualifications;</li> <li>• It is noted that other graduate roles across the state service – while not identified – were still filled by applicants with disability;</li> <li>• DoE has 4 graduate positions – 3 in policy areas and 1 in ITS. The approach taken was to identify 1 role in policy and the one role in ITS for disability. It is accepted that a more inclusive approach in the next graduate round will be to identify 2 graduate roles as disability identified, without the need to specify if they are policy or ITS roles – this will therefore increase the opportunity for graduates with disability to secure a role with DoE.</li> </ul> <p>The DoE Graduate Program Officer intends to continue working with SSMO to secure another exemption to Anti-Discrimination Legislation to ensure that 2 out of 4 graduate roles remain disability identified.</p>

Action No.	Output/brief description	Lead Unit	Key dates /milestones	Comments
				<p><b>Libraries Tasmania - Use of technology to improve access</b></p> <p>The <b>State Library and Archive Service</b> has introduced a mobile phone to enable Government Agency clients to contact staff more easily when they arrive to collect their records. One Government Agency client who regularly collects records has a hearing impairment and found it difficult to phone the State Library and Archive service landline from a mobile. He is now able to text staff on arrival in order to gain access to the building.</p> <p>The <b>George Town Community Hub</b> building spaces and facilities provide best-practice access and inclusion for all clients, including 'hearing loop' technology in the Service Tasmania/broader Hub area linking the library to the Child and Family Centre.</p> <p>The use of the DoE Zoom platform now allows literacy tutors with mobility issues to connect with clients. An example of this in 2019-20 is when a literacy tutor broke her shoulder and was unable to physically attend <b>Launceston Library</b>. By using Zoom she was able to continue tutoring her learners.</p> <p><b>Devonport Library</b> has introduced the use of styluses with their volunteers and learners. These devices have proven very popular, particularly with those learners with big fingers who previously struggled to use a tablet or smart phone.</p> <p>The Systems Support and Delivery team has been providing assistance to a relief staff member at a Southern Library to allow her to better engage in the workplace. Technology is being used that interacts with her personal Bluetooth enabled hearing aids. This technology allows the staff member to now communicate using standard phone equipment – something she wasn't able to do previously which had led to a level of disengagement. She will now be able to answer the phone and make calls, which allows her to perform the full range of duties required of her position.</p>

Action No.	Output/brief description	Lead Unit	Key dates /milestones	Comments
				<p><b>Assistive technology</b></p> <p>Literacy tutors are trained to use and explore assistive digital technology, such as speech to text and text to speech apps for use by learners. Being able to read text and email messages independently has meant that these learners are more confident in their ability to independently take part in daily life. Specific examples of how assistive technology is being used in Libraries Tasmania is provided below.</p> <ul style="list-style-type: none"> <li>• At <b>Huonville Library</b>, a learner has benefitted from assistive technology that has meant she can now work in the family business. Another learner is now following her wish to live independently.</li> <li>• <b>Devonport Library</b> staff and volunteers attended an Assistive Technology workshop. This workshop gave the attendees the skills and confidence to assist clients to set up their devices and make full use of Assistive Technology features. As a result of this training, many literacy and learning clients are now regularly using Assistive Technology in their everyday life.</li> <li>• The Assistive Tech Pilot Project at <b>Launceston Library</b> has expanded to include learning through digital platforms such as Zoom, Skype and Messenger. Both clients and tutors have been upskilled to allow increased access to and use of these platforms for literacy tutoring.</li> </ul>

Table 3: Foster a Collaborative Approach Across Agencies, with Stakeholders and with the Tasmanian Community to Create Inclusive and Accessible Environments for People with Disability

Action No.	Output/brief description	Lead Unit	Key dates /milestones	Comments
1.24	Consult with people with disability on the design and implementation of Tasmanian Government policy and legislation.	Disability Services Human Resources Strategic Policy and Planning	DoE undertakes consultation with people with disability on an ongoing basis as part of our core business.	<p>The Department is committed to consulting with people with disability on the design and implementation of Tasmanian Government policy and legislation. We believe it is important that our policies and service delivery is informed by the needs and voice of people with disability.</p> <p>As previously reported, the Advisory Group within the Governance Structure of the newly approved Diversity and Inclusion (D&amp;I) project requires the input of staff with lived experiences of diversity – in particularly staff with disability. Maintaining diverse representation on the Advisory Group allowed the project officer to develop strong connections across the department, and draw on the staff members' experiences to develop the <i>D&amp;I Issues Paper</i> – this document addresses D&amp;I considerations holistically across all stages of the employee lifecycle model, and identify the success, and gaps for a targeted response (action, policy, strategy etc).</p> <p>Preparing this document included substantial consultation with the Advisory Group, and other self-identified diverse employees across DoE. By giving a voice to traditionally underrepresented staff, the issues paper includes several sections focusing on the personal and professional experiences of our diverse staff – including those with disability. It provides a tangible DoE-specific context when reviewing D&amp;I best practice examples and research (as presented within the paper).</p> <p>Consultation with staff with disabilities, feedback on the annual PDAC report and D&amp;I best practice has identified a number of key future working areas for the project within DoE, including:</p>



Action No.	Output/brief description	Lead Unit	Key dates /milestones	Comments
			<p>24 consultation sessions occurred October-November 2019.</p> <p>3 parent sessions were held in February 2020.</p> <p>196 schools consulted as part of the annual moderation processes.</p>	<ul style="list-style-type: none"> <li>• The need to established a more centralised reasonable adjustments process (as reported above in section 1.5); and</li> <li>• A review of selection and recruitment practices to improve accessibility and (broader disability) inclusion.</li> </ul> <p>During 2020, the Department has implemented a new needs-based Educational Adjustments disability funding model. This new needs-based funding model sees Tasmania learning the nation in aligning resources to the educational adjustments, to ensure students with disability have access to high quality teaching and learning.</p> <p>As part of the model implementation during October and November 2019, 24 consultation sessions were held with individual schools to support transition to the new model. Information sessions were also held with parent groups with the Tasmanian Association of State School Associations state-wide and feedback was sought from parents of students with disability.</p> <p>During 2020, individual meetings have been held with each individual school as part of the annual moderation process to discuss eligible students for inclusion for 2021.</p> <p>Ongoing communication is taking place through the following:</p> <ul style="list-style-type: none"> <li>• Stakeholder forums/information sessions</li> <li>• Information on the public website: <a href="https://www.education.tas.gov.au/educational-adjustments/">Educational Adjustments</a>.<sup>12</sup></li> <li>• Public Media campaigns - including social media campaigns</li> <li>• Professional learning at principal forums, support teacher PL days, school business managers' conferences.</li> </ul> <p>The Department is currently planning an evaluation process of the new Educational Adjustments model. This review is scheduled for early 2021 and</p>

<sup>12</sup> <https://www.education.tas.gov.au/educational-adjustments/>

Action No.	Output/brief description	Lead Unit	Key dates /milestones	Comments
			Evaluation consultation process planned for 2021.	will incorporate feedback from key stakeholders including, school principals, teachers, professional support staff, parents and students (where possible), to identify what has worked well and what areas need improvement in terms of the model's processes, communication, professional learning, and best practice educational adjustment professional resources (i.e. hard copy/online education resources).  All feedback received through this review process will be used to refine the model processes, supports for schools and associated policy development in future.
			Feedback from PDAC members on capital works projects during 2019-2020.	The Department has consulted and sought advice from PDAC members in relation to the Support School capital works projects – specifically at Northern Support School and Southern Support School since commencement. It is critically important that DoE infrastructure projects are designed and built in accordance with the <i>Disability Discrimination Act 1992</i> (DDA) and Building Code of Australia (BCA). Seeking feedback from PDAC has been an important component in DoE's stakeholder consultation for these projects to ensure optimised accessibility and safety for students with disability.
			Consultation to be undertaken in Term 4 2020.	During 2020, the delivery of education has been impacted as a result of COVID-19. During Term 2, schools put in place an extensive array of supports for students with disability whether they were learning from home or still attending school on site.  In September 2020, the newly appointed Ministerial Advisory Council requested information from across the Government and non-Government education sectors in Tasmania to find out about the experience of students with disability during COVID-19 – they are specifically wanting to look at: <i>What have we learnt about the effectiveness of the supports provided to students and families during the Learning from Home experience for students</i>

Action No.	Output/brief description	Lead Unit	Key dates /milestones	Comments
				<p><i>with disability, including the use of Individual Learning Plans and capacity to differentiate learning materials?</i></p> <p>In response to this request, information will be gathered across each education sector, including Catholic Education, Independent Schools and Government Schools in Tasmania. Surveys will be undertaken with Principals, teachers, support co-ordinators and parents about the supports they received for their child with disability during the Learning from Home period during Term 2. The findings will be provided to the Ministerial Advisory Council by the end of November 2020.</p> <p>During 2019 and 2020, the Department's Hearing Services and Vision Services teams have consulted with people with disability in the following ways:</p> <ul style="list-style-type: none"> <li>• Hearing Services (HS) liaises with Expression Australia to support students who are Auslan first language users, by assisting students to attend Hub groups and Deaf social events. Expression Australia staff are also invited to attend HS events, as appropriate.</li> <li>• HS employs adults who have a hearing loss as deaf tutors/mentors for students. This occurs in the South, North and North West regions.</li> <li>• An aided hearing impaired person is being trained as a signing teacher assistant on a weekly basis.</li> <li>• Vision Services (VS) consults with Tasmanian adults who are blind or have low vision for advice on current issues and develop links with national leaders who are blind or have low vision (in relation to Technology, Sporting, Music, Art and Design).</li> </ul>

Action No.	Output/brief description	Lead Unit	Key dates /milestones	Comments
				<ul style="list-style-type: none"> <li>This year VS staff attended the Blind Citizens Australia (BCA) conference and VS regularly utilises connections through BCA to support students and families and grow networks.</li> <li>Representatives from BCA provided planning input to the VS Student Leadership Camp and attended the camp as special guests. A representative from Paraquad also attended the camp.</li> </ul> <p>The <b>George Town Community Hub</b> consulted with Autism Tasmania, specifically in the Child and Family Centre space, to schedule weekly low sensory play sessions for children 0-5 years.</p>
1.23	Build working relationships with disability organisations and service providers to provide information and advice on disability issues.	Disability Services Human Resources	DoE continues to build working relationships and provides ongoing information and advice on disability issues.	<p>The Department is committed to building working relationships with disability organisations and service providers to provide information and advice on disability issues, and to create increasingly inclusive and accessible environments for people with disability.</p> <p>As previously reported, to support the development of the DoE Diversity and Inclusion strategy and associated action plan, expressions of interest have been communicated across the department, inviting all staff with a lived experience of diversity to join the Advisory Group. This part of the governance structure recognises the importance of diverse people informing the D&amp;I project with their own experiences and voices. In particular, staff with disability were invited to participate.</p> <p>Maintaining diverse representation on the Advisory Group allowed the project officer to develop strong connections across the department, and draw on the staff members' experiences to develop the <i>D&amp;I Issues Paper</i> – this document addresses D&amp;I considerations holistically across all stages of the employee lifecycle model, and identify the success, and gaps for a targeted response (action, policy, strategy etc.).</p>

Action No.	Output/brief description	Lead Unit	Key dates /milestones	Comments
			<p>These relationships have been developed over many years of working collaboratively together in support of students with disability. DoE engages with disability service providers on a daily basis in response to student,</p>	<p>Giving a voice to diverse staff members – including those with disabilities – allowed their thoughts and experiences (both positive and challenging) to be included within the paper, and further highlight DoE success and gaps.</p> <p>The responsible officer for the D&amp;I project also has several connections with the community and advocacy sectors due to his previous employment. He has regular informal engagement with a senior manager of Possability (Disability Service Provider) to seek advice and support as needed.</p> <p>The Department has an extensive range of working relationships with disability organisations and service providers in the provision of support for students with disability. A few of these include:</p> <ul style="list-style-type: none"> <li>• Partnerships with the NDIS, NDIA and related service providers and local area coordinators, including Baptcare and Mission Australia.</li> <li>• Transport related service providers, working relationship with these contracted services to provide supported transport for students with disability.</li> <li>• Allied health for provision of prescriptions for travel related equipment for students and advice on minor works to improve access for students.</li> <li>• TasEquip for equipment to support students in schools – e.g. change tables, modified seating equipment etc.</li> <li>• Allied health professionals – e.g. physiotherapy, occupational therapy, manual handling training.</li> <li>• Specialist IT providers and technology experts to guide the choice for students to access education.</li> </ul> <p>During 2019 to 2020, the Department has contracted Life Without Barriers (LWB) to provide a Liaison and Mediation service for families and schools. The aim of this is to support the resolution of issues or conflict in relation to</p>

Action No.	Output/brief description	Lead Unit	Key dates /milestones	Comments
			<p>family and school need.</p> <p>These contracts are delivered on an annual basis and are awarded through appropriate quotation / tender procurement processes.</p>	<p>students with disability. DoE and LWB have termly meetings to continue to build links and track referrals for families and schools state-wide.</p> <p>In addition to publicly available services, each year DoE contract a service provider across the state to deliver consultative Occupational Therapy (OT) and Physiotherapy (PT) services to children and young people enrolled within government schools. The purpose of the provision is to support education staff to meet the diverse learning needs of students who have a primary cognitive delay with associated physical, sensory or psychosocial support needs. For the first time this service is being provided by one organisation state-wide PANDA Therapy. This should ensure greater consistency and equity across the state.</p> <p>In 2020, DoE contracted St John Ambulance for 12 months to provide medical credentialing and training for Support School staff state-wide in order to respond to the often-complex medical conditions of their students. The following types of training have been delivered by this contract:</p> <ul style="list-style-type: none"> <li>• First aid, CPR, and defibrillation</li> <li>• Choking management</li> <li>• Asthma</li> <li>• Anaphylaxis</li> <li>• Epilepsy</li> <li>• Diabetes</li> <li>• Gastrostomy (PEG tube feeding)</li> <li>• Tracheostomy management</li> <li>• Catheterisation</li> <li>• Oxygen management</li> <li>• Manual handling</li> <li>• Administration of Class A medications.</li> </ul>

Action No.	Output/brief description	Lead Unit	Key dates /milestones	Comments
			<p>OLT training is available for staff to access each school term.</p> <p>Sessions delivered during 2020.</p> <p>Feedback from PDAC members on capital works projects during 2019-2020.</p>	<p>The Department has established a long term relationship with the online Training (OLT) organisation which has provided professional learning courses to DoE staff across Tasmania for many years. The courses are disability specific courses enabling participants to build their own capacity in an online, self-paced course across approximately 14 weeks. All participants are supported by tutors to develop three SMART goals in relation to their own learning or that of a student as well as interventions that will support the success of the educational outcome. All participants are prompted through the online platform to gauge the level of attainment of the goals and effectiveness of the planned interventions after 4 weeks.</p> <p>St Giles Society has organised a series of three 2.5 hour interactive telehealth sessions intended for all who support a person with a communication difficulty. These sessions have been promoted across DoE schools state-wide. The sessions are designed to teach participants about key word sign, and how it can be used to support communication. Parents and school staff are able to participate in these sessions at a cost.</p> <p>The Premier's Disability Advisory Council (PDAC) continues to support DoE and provide information and advice on infrastructure projects – specifically in relation to the Support School major capital works projects – at NSS and SSS. DoE has greatly appreciated PDAC members engagement in these projects and advice in relation to access requirements for people with disability.</p> <p>In 2018, the Department commissioned the Peter Underwood Centre of Education Attainment to undertake an independent evaluation of the Teacher Development Initiative – Graduate Certificate of Inclusive Education. This Graduate Certificate was developed in partnership between DoE and UTAS to</p>



Action No.	Output/brief description	Lead Unit	Key dates /milestones	Comments
			<p>Evaluation undertaken from 2018-2020 – final report due in November 2020.</p> <p>Quarterly meetings undertaken with service providers, annually.</p>	<p>enable education staff to gain additional qualifications in inclusive education. The Peter Underwood Centre is currently undertaking a 3 year project to evaluate the impact of the Graduate Certificate on Department staff who have completed the course in improving inclusive teaching practices in Tasmania. The key questions informing this study are:</p> <ul style="list-style-type: none"> <li>- What were the most important things learnt from the Graduate Certificate?</li> <li>- How has this learning changed graduates' individual teaching practice?</li> <li>- What impact have these changes had on their students?</li> <li>- Has their professional learning had an impact more broadly in the school or in the program of learning for individual students (i.e., beyond their own teaching practice)?</li> </ul> <p>The Peter Underwood Centre will be providing their final report to the Department in November 2020.</p> <p>The Department's Hearing Services (HS) team meets every three months with the following service providers to continue ongoing service provision to students who are deaf or hard of hearing:</p> <ul style="list-style-type: none"> <li>• Hearing Australia (HA), Royal Hobart Hospital Audiology meet to share information/concerns regarding student needs.</li> <li>• Annual Technology update meetings with HA occur to build the working knowledge of Teachers of the Deaf regarding new technology for students.</li> <li>• Expression Australia support students who are Auslan first language users.</li> </ul> <p>The Department's Vision Services (VS) team undertake the following activities with service providers in relation to supports for students who are blind or have low vision:</p>

Action No.	Output/brief description	Lead Unit	Key dates /milestones	Comments
				<ul style="list-style-type: none"> <li>• Multidisciplinary Paediatric Low Vision Clinic – collaborative work by low vision clinicians and orthoptists from the Tasmanian Health Service, Launceston Eye Hospital, Vision Services staff (DoE) and ECIS staff (DoE) to provide assessments of students with complex vision conditions who may also have complex developmental or medical profiles. The regularity of these clinics was restricted by Covid-19 in 2020. However, clinics were provided in Hobart and Launceston. An additional clinic was held in Burnie in response to regional need. This enabled children and families on the West Coast access to clinical expertise.</li> <li>• Lions Low Vision Clinic (Royal Hobart Hospital) – continuing work to provide access to this clinic for students state-wide as no comparable low vision provision exists in the North or North West. Liaison with the Low Vision Clinic Coordinator to reserve appointment times for students with complex visual profiles. VS Low Vision Clinician attends appointments with students/families to provide additional support and to facilitate communication and understanding.</li> <li>• Inclusive Sport: Hawthorn Blind Football Team - In March (pre COVID), VS developed direct connections with the Hawthorne Blind Football team through the Vice-Captain, Ned Brewer-Maiga. Ned presented at the VS State Professional Learning Day sharing with attending teachers his experiences as a young leader with severe vision impairment. The focus of his presentation was on the role of sport in promoting physical and social well-being for all students. Ned delivered Blind Football Workshops in 3 southern schools and intends returning</li> </ul>

Action No.	Output/brief description	Lead Unit	Key dates /milestones	Comments
				<p>to Tasmania for further workshops when the border restrictions are lifted.</p> <ul style="list-style-type: none"> <li>• Vision Australia (VA)- provision of adaptive and mainstream technology and other equipment for students who are blind or have low vision. Support to use technology effectively and efficiently. During 2020 VS worked with VA to support student's access to online learning during the COVID period. Subsequently webinars that address specific accessibility issues for screen readers with online platforms such as Canvas are being developed, alongside a series of short video presentations on basic skills training with particular pieces of assistive technology;</li> <li>• Visability – increased collaboration to work towards a more streamlined and supported transition process as senior students leave school, including the development of an online presentation regarding services offered to students with vision impairment post school.</li> <li>• Support Schools and Early Childhood Intervention Services – collaboration, support and professional development, particularly in terms of building shared understanding of complex visual conditions, implications of vision impairment for teaching and learning, and consideration of appropriate teaching strategies.</li> <li>• State-wide Vision Resource Centre – building direct connections with Victorian Specialist Teachers Vision Impairments, particularly in relation to the teaching of Braille Maths for secondary students, and the management of transcription services.</li> </ul>

Action No.	Output/brief description	Lead Unit	Key dates /milestones	Comments
				<ul style="list-style-type: none"> <li>Royal Institute for Deaf and Blind Children – liaison with Trudy Smith, to access world renowned Transition Education lecturer, Dr Karen Wolffe via the webinar “Social Skills Development: Physical and Mental Well-Being for Life”</li> <li>Participation in South Pacific Educators of Students with Vision Impairment (SPEVI) Communities of Practice meetings – enabling VS to remain connected with the educational professionals working in the field of VI across Australia and the South Pacific</li> <li>Ongoing connection with Blind Citizens Australia (BCA).</li> </ul> <p>During 2020 the Department’s VS team has multiple focus areas.</p> <ul style="list-style-type: none"> <li>Working in collaboration with schools so that students learning both at home and school have been supported, thereby enabling students to feel confident and connected to their school learning community through the COVID period and phased transition back to school.</li> <li>Improving provision of accessible documentation (to ensure that documents can be accessed using screen readers) through collaboration with senior Vision Australia staff for the development of an online resources.</li> <li>The development of webinars by the VS Low Vision Educator – thereby extending the reach of VS to build understandings of the impact of vision loss on early childhood development to teachers and educators working with young children with vision impairment.</li> <li>The development of online professional learning materials for teachers and teams working with students with vision impairment in school and college settings.</li> </ul>

Action No.	Output/brief description	Lead Unit	Key dates /milestones	Comments
				<ul style="list-style-type: none"> <li>• Developing specialist Braille teaching assessment tools and programs that are complementary to departmental best practice literacy programs. Resources from the Perkins School for the Blind, “Building on Patterns Literacy Program” and the Perkins School “Emergent Braille Literacy Program” have been shared with the relevant schools and families.</li> <li>• Improving access to Braille literacy resources. Students now have access to the NSW Braille catalogue and Braille House and Vision Australia Library. There are current negotiations to access electronic Braille resources from the State Vision Resource Centre.</li> <li>• Broadening the understanding of Cerebral Visual Impairment (CVI) through partnerships with Support Schools. Review of current research and development of a common bank of assessment tools is being developed and linked to national and international best practice.</li> <li>• Developing increased local expertise with Braille numeracy via formal professional development offerings.</li> <li>• Developing increased local expertise in physical education and wellbeing for students who are blind or have low vision.</li> <li>• Improving transition processes for students with vision impairment such that students are at the centre of planning processes. The work has involved consultation with the broader blindness community, and stakeholders such as the TAFE Disability Liaison Officer.</li> <li>• Fostering of relationships with key professionals eg at the Low Vision Clinic and Eye Clinic (RHH) to facilitate better communication and support for students and families.</li> </ul>

Action No.	Output/brief description	Lead Unit	Key dates /milestones	Comments
				<ul style="list-style-type: none"> <li>• Building connections with national and international schools that provide dedicated teaching and learning programs for children and students who are blind or have low vision (and additional needs)-Royal Blind School (Scotland), Narbethong State Special School.</li> <li>• Embracing the opportunities presented by COVID19-making use of online methods of communication and connection</li> </ul> <p>Libraries around the state have developed relationships with local service providers to create increasingly inclusive and accessible environments for people with disability. Examples during 2019-20 are provided below.</p> <ul style="list-style-type: none"> <li>• <b>George Town Library</b> has worked closely with the Early Childhood Intervention Service (ECIS) to provide a mobile library service to children with additional needs participating in its weekly sessions. These children often find it too difficult to choose a book from the library, so library staff work with an ECIS teacher to provide a range of suitable books to choose from a mobile library that's set up in the ECIS room each week.</li> <li>• <b>Rosny and Sorell Library</b> coordinators meet regularly with Disability Employment Service providers such as APM and WISE employment to discuss and promote the services and the ways in which the libraries can support clients with a disability.</li> <li>• <b>Kingston Library</b> works with a range of NDIS approved organisations and they also refer their clients to the library's programs and services. Kingston Library regularly offers program such as Wellways Understanding Mental Health sessions free for the community, and has hosted community talks by people with disability, including Paul Pritchard who presented a talk on overcoming adversity due to an acquired brain injury.</li> </ul>

Action No.	Output/brief description	Lead Unit	Key dates /milestones	Comments
				<ul style="list-style-type: none"> <li>• <b>Kingston Library</b> hosts an annual visit from Hobart College low level and disability students to showcase options the library service has for them, including the extensive range of audio books, eMusic and other eResources of interest to young people.</li> <li>• <b>Glenorchy Library's</b> Literacy Coordinators liaise with local NDIS providers to build awareness of the library's program scope and goal setting for individual program development.</li> </ul>
1.25	Develop a whole-of-government procurement framework that includes comprehensive accessibility criteria for ICT procurement.	Led by Treasury (DoE Implementation through Facility Services and Information Technology Services.)	Treasury to advise	<p>The Department is still waiting to receive advice from Treasury in relation to the proposed whole-of-government procurement framework.</p> <p>The Department's Information Technology Services and Facility Services will collaborate with Treasury when advised. DoE will ensure the all requirements are incorporated into procurement documentation and processes.</p>
1.29	Work with Tasmanian Government statutory authorities, state owned companies and government business enterprises to achieve the	DoE system-wide	DoE continues to build working relationships on an ongoing basis.	<p>The Department is committed to working with Tasmanian Government statutory authorities, state owned companies and government business enterprises to achieve the outcomes of <i>Accessible Island</i>, where relevant.</p> <p>DoE currently works closely with the following statutory authorities:</p> <ul style="list-style-type: none"> <li>• Office of the Education Registrar</li> <li>• Office of the Tasmanian Assessment Standards and Certification (TASC)</li> <li>• Teachers Registration Board</li> <li>• Education and Care Unit</li> </ul>

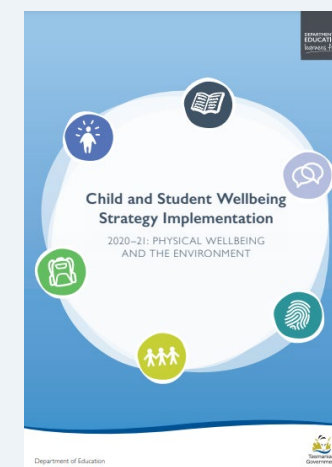


Action No.	Output/brief description	Lead Unit	Key dates /milestones	Comments
	outcomes of <i>Accessible Island</i> .			<ul style="list-style-type: none"> <li>Non-Government Schools Registration Board (NGSRB).</li> </ul> <p>Refer to the information provided for action 1.21 in relation to the new Microsoft office productivity toolsets being used by the statutory authorities.</p> <p>The Department's <i>Working Together – supporting early learning</i> is an initiative to support eligible children to participate in up to 400 hours of free, quality early learning in the year before they start kindergarten.</p> <p>Working Together works closely with the Early Childhood Education and Care (ECEC) service partners to provide additional support to promote inclusive experiences and equitable access to children with additional needs, by providing targeted support and capacity building within ECEC's.</p> <p>Inclusion and Diversity are supporting initiatives in these programs to ensure quality support and education is delivered for students that require educational adjustments. This is occurring through collaborative planning, coaching, developing protocols and through state-wide professional learning, to improve referral pathways and early intervention best practice.</p> <p>Libraries Tasmania works with Tasmanian companies and businesses in a number of ways:</p> <ul style="list-style-type: none"> <li>Providing opportunities for social and cultural participation is a critical part of Libraries Tasmania's core services. Programs and spaces are available to individuals from all walks of life, including those from non-English speaking backgrounds, with disability and with varying levels of literacy. This cross-sector participation creates an environment of respect, tolerance and understanding.</li> <li>Libraries Tasmania has a library at Risdon Prison and provides literacy and learning programs for prisoners.</li> </ul>

Action No.	Output/brief description	Lead Unit	Key dates /milestones	Comments
				<ul style="list-style-type: none"> <li>At a local level, a number of libraries have been working with carers across Tasmania to help them access relevant information and support. We are currently working with Care2Serve to trial a more formal approach to our collaborative arrangements.</li> </ul>
DoE*	Continue to maintain ongoing internal and external working groups and reference groups which focus on inclusion and diversity.	Disability Services Human Resources	<p>DoE engages in internal and external working groups on a termly basis as needed/ requested, every year.</p> <p>The frequency of meetings vary for each of these groups – some meet weekly, others quarterly every year.</p>	<p>The Department is committed to maintaining ongoing internal and external working groups and reference groups to improve collaborative connections and create increasingly inclusive and accessible environments for people with disability across the Department.</p> <p>Engagement in working groups and reference groups, both internal and external, provides the Department with the opportunity to work collaboratively to identify key issues, connect policy, and practice and help shape future guidance and support materials to better support inclusive practice.</p> <p>The Department continues to engage with the following working groups and reference groups which focus on inclusion and diversity:</p> <p><u>Internal:</u></p> <ul style="list-style-type: none"> <li>Disability Action Plan Working Group</li> <li>Educational Adjustments Disability Funding Working Group</li> <li>Inclusive Practice Working Group</li> <li>Support Teacher Forum Working Group</li> <li>Child and Students Wellbeing Group</li> <li>Senior Professional Support Staff Working Group (to develop diagnostic guidelines for Educational Adjustment Disability Funding)</li> <li>Meal Management / Augmentative and Alternative Communication State-wide Working Group</li> <li>Transport Assistance Program for Students with Disability State-wide Committee</li> </ul>

Action No.	Output/brief description	Lead Unit	Key dates /milestones	Comments
				<ul style="list-style-type: none"> <li>• Minor works Disability Modification Funding State-wide Committee</li> <li>• Support/Special School – Placement Committee</li> <li>• Autism Specific Program – Placement Committee</li> <li>• Workforce Diversity and Inclusion Advisory Group.</li> </ul> <p><u>State</u></p> <ul style="list-style-type: none"> <li>• Inclusion Advisory Panel</li> <li>• Disability Action Plan Convenors Working Group</li> <li>• Interagency Diversity and Inclusion Reference Group</li> <li>• Disability Royal Commission – Tasmanian State Group</li> <li>• Tas Equip Governance Board</li> <li>• iChat TAS Reference Group (Improving Children’s Health and Therapy Through Appropriate Services)</li> <li>• Tasmanian Paediatric Rehabilitation Service Steering Committee</li> <li>• NDIS – Inter-Departmental Committee</li> <li>• Therapy Oversight Committee</li> <li>• Minimum Hours of Physical Activity in Primary Schools Reference Group.</li> </ul> <p><u>National:</u></p> <ul style="list-style-type: none"> <li>• Interjurisdictional Directors Briefing Group - Students with Disability</li> <li>• National Inclusive Education Roundtable</li> <li>• Commonwealth Government - Nationally Consistent Collection of Data (NCCD) quality assurance working group</li> <li>• Disability Standards for Education Review Reference Group</li> <li>• Australian Association of Special Education (AASE) – National Council</li> </ul>

Action No.	Output/brief description	Lead Unit	Key dates /milestones	Comments
				<ul style="list-style-type: none"> <li>• ACARA – Schools with Disability Advisory Group</li> <li>• Online Accessibility Expert Advisory Group (OAEAG) – Naplan online Accessibility reference group</li> <li>• National Disability Services Working Group.</li> </ul> <p><b>Case Study:</b>  <b>Minimum Hours of Physical Activity in Primary Schools Reference Group</b>            As part of the Department's Child and Student Wellbeing Strategy Implementation, the <i>2020-21 Physical Wellbeing and the Environment Action Plan</i> has been developed to document DoE's commitment to implementing agreed minimum hours of physical activity in primary schools. A reference group has been established to advise on:</p> <ul style="list-style-type: none"> <li>- agreed minimum hours</li> <li>- challenges and opportunities for implementing across primary schools</li> </ul> <p>The Reference Group includes an Inclusion and Access Officer to provide advice on considerations that need to be made in implementation to ensure students with disability are included.</p> <p>Implementation of minimum hours of physical activity in all Tasmanian Government schools is expected by Term 1 2022.</p> <p><b>Libraries Tasmania</b> continues to maintain ongoing internal and external working groups and reference groups which focus on inclusion and diversity across their library sites. Three examples are provided below:</p>



Action No.	Output/brief description	Lead Unit	Key dates /milestones	Comments
				<ul style="list-style-type: none"> <li>• <b>Kingston Library</b> is a member of the Kingborough Service Providers' group, which meets bi-monthly to discuss local issues and community services. One of the meetings included a session from Disability Voices Tasmania.</li> <li>• <b>Rosny Library</b> is part of the Clarence One Community Together collective impact group. One Community Together is a collective of residents, community groups and organisations in Clarence Plains. They work together on shared goals with, and for, their local community that build on individual strengths to create positive change. When scheduling group meetings at the library, they ensure the space is suitable for people with disability and provide a Zoom option for members to participate if they cannot attend on site.</li> <li>• <b>Rosny Library</b> works with the local council to be recognised as a Right Place provider. Right Place members learn how they can assist community members to find available services and receive easy-to-understand information. Library staff are trained in helping clients find the right service to go to depending on their needs.</li> </ul>

Table 4: Provide Information that is Accessible for Clients and Employees

Action No.	Output/brief description	Lead Unit	Key dates /milestones	Comments
1.31	Develop a Tasmanian Government strategy for digital	Led by Premier and Cabinet	DPAC to advise	The Department is committed to supporting the development of a new Tasmanian Government strategy for digital innovation and ICT.

Action No.	Output/brief description	Lead Unit	Key dates /milestones	Comments
	innovation and ICT that will take into account the need to ensure government digital and ICT services are accessible by customers and staff.	(DoE implementation through Information Technology Services Strategic Media, Communications and Marketing Libraries Tasmania).		<p>The Department is still waiting on DPAC to advise of progress on this action.</p> <p>The Department's Information Technology Services, Strategic Media, Communications and Marketing and Libraries Tasmania will further collaborate with DPAC as and when advised.</p>
1.32	Collaborate across government to share lessons learned and ensure a consistent approach in the maintenance, rebuild and design of intranet and internet sites.	Strategic Media, Communications and Marketing Libraries Tasmania	<p>DoE continues to monitor web accessibility as part of our core business.</p> <p>During COVID, a greater focus was made (given the high volume) to</p>	<p>The Department's Strategic Media, Marketing and Communications team continues to collaborate internally with business units when supporting new and redevelopment projects for public websites. Specifically, the online technology staff stay abreast of new technology and changes in relation to user experience and most importantly accessibility solutions.</p> <p>During the COVID-19 response period there was cross collaboration amongst departments in the development and implementation of content sharing during this rapid time. DoE made sure its content was delivered in consistent language and did not duplicate central COVID-19 response information.</p> <p>Strategic Media, Marketing and Communications and Libraries Tasmania continue to consult and collaborate within the Department to share lessons learned and ensure a consistent approach in maintaining, rebuilding and designing intranet and internet sites.</p>

Action No.	Output/brief description	Lead Unit	Key dates /milestones	Comments
			ensure online information was accessible for DoE audiences.	<p>More broadly than websites, DoE staff attend regular meetings to collaborate and share information across Tasmanian Government agencies - with a communities-of-practise focus. These are currently being led by the Department of Premier and Cabinet.</p> <p>Libraries Tasmania is a major contributor of published content to the National eDeposit platform. The platform ensures Australian publications are available to the widest possible audience including users of assistive technology or accessibility features, and is compliant with WCAG 2.1 at Level AA. It has been designed to enable those requiring the use of assistive technologies and accessibility features access to a broader range of Australian published content than previously available. During September 2020 a project has been initiated to enhance the platform to achieve greater alignment with accessibility guidelines, the ability to adjust text size and background colours in particular.</p>
1.33	Work towards achieving WCAG 2.0 guidelines for all content material.	Strategic Media, Communications and Marketing Libraries Tasmania	DoE is continuing to achieve WCAG 2.0 guidelines for all content material.	<p>The Department continues to value and promote the importance of accessibility. During the last year a staff member within the Department's Strategic Media, Communications and Marketing (SMCM) unit has been prioritising the testing and rectification of compliance issues. This focus has included making improvements to the main <a href="https://www.education.tas.gov.au/">Department of Education website</a><sup>13</sup> towards compliance. Specifically, some of the improvements made to the site include; improved heading structure, enabling zoom, provided visual indication on hover and on focus for links and buttons.</p> <p>The achievement of compliance by the Department for all 21 (non-school) websites is an aim for the end of the 2022 calendar year. The first priorities</p>

<sup>13</sup> [www.education.tas.gov.au/](https://www.education.tas.gov.au/)



Action No.	Output/brief description	Lead Unit	Key dates /milestones	Comments
				<p>are the Libraries Tasmania and main Education sites due to the high level of traffic an engagement on these sites.</p> <p>The achievement of full compliance in PDF content available to the public is a longer term objective. The Department currently has approximately 1500 external facing documents. Training is currently available to staff producing documents for the public. This training is supported by video resources and checklists to support the development of fully compliant word documents prior to PDF generation. The Department and the vendors providing graphic design support are challenged to provide fully accessible content when the document includes complex visual design information.</p> <p>When a fully accessible solution has not been possible the Department has provided alternative ways of supporting users. For example, the School intake area maps released in 2020 were available via documents and a mapping tool. Both these solutions were not fully compliant, so a phone number and individual contact was made available to support parents. There was also the opportunity to discuss with your local school.</p> <p>SMCM continues to work closely with individual vendors who support schools and business units with new or redeveloped websites to focus on WCAG compliance. Staff provide comprehensive testing of all new websites that are launched by the SMCM unit. We use a combination of tools to ensure a full compliance check is completed and does not rely on one tool only to test WCAG compliance. This form of testing provides results of less compliant sites than other reporting methods. Tools used during testing include:</p> <ul style="list-style-type: none"> <li>• HTML Code Sniffer</li> <li>• WAVE</li> <li>• ARC Toolkit</li> <li>• Accessibility Insights for Web</li> </ul>

Action No.	Output/brief description	Lead Unit	Key dates /milestones	Comments
				<ul style="list-style-type: none"> <li>• Grayscale Black &amp; White – High Contrast Theme</li> <li>• NVDA – screen reader</li> </ul> <p>The websites tested for compliance in the last year were also tested manually for tabbing order, keyboard use and colour contrast (using Colour Contrast Analyser tool).</p> <p>A new website was launched in the last year presenting a great balance of design and accessibility achievements through the <u>B4 early years project</u>.<sup>14</sup></p> <p>In the last year a compliant school website template has been developed and launched to support schools who still need to transition away from old SharePoint website technology. The template is WCAG compliant and will support other schools looking to migrate during Term 4, 2020. An example of the template solution is the <u>Natone Primary School Website</u>.<sup>15</sup></p> <p>While components of Libraries Tasmania websites comply with WCAG 2.0 guidelines, it is working towards moving its six websites onto platforms that fully meet the WCAG 2.0 guidelines. This work is due to be completed by mid-2021. In the meantime, it is working on a replacement header and footer that has WCAG 2.0 AA compliant navigation.</p> <p>The <u>26TEN chat resource</u><sup>16</sup> and <u>26TEN website</u><sup>17</sup> meet WCAG (AA) 2.0 Guidelines.</p>
			Libraries Tasmania is working towards completing WCAG 2.0 compliance for 6 websites by mid-2021.	

<sup>14</sup> [www.b4.education.tas.gov.au](http://www.b4.education.tas.gov.au)

<sup>15</sup> [www.natoneprimary.education.tas.edu.au](http://www.natoneprimary.education.tas.edu.au)

<sup>16</sup> [www.26tenchat.tas.gov.au](http://www.26tenchat.tas.gov.au)

<sup>17</sup> [www.26TEN.tas.gov.au](http://www.26TEN.tas.gov.au)

Action No.	Output/brief description	Lead Unit	Key dates /milestones	Comments
DoE*	Develop a digital information accessibility Action Plan	Strategic Media, Communications and Marketing Libraries Tasmania	DoE has a draft Digital Information Accessibility Action Plan which will be consulted on in late 2020.	<p>The Department's Strategic Media, Communications and Marketing unit has a draft Digital Information Accessibility Action Plan. Elements of the plan are already in action and are a primary focus for the digital media consultant staff. The draft plan is structured into five key action areas;</p> <ol style="list-style-type: none"> <li>1. Raising staff awareness.</li> <li>2. Document accessibility and plain English.</li> <li>3. Website accessibility and plain English.</li> <li>4. Procurement processes</li> <li>5. Professional development</li> <li>6. Governance</li> </ol> <p>The draft Action Plan will be consulted within the Department in late 2020.</p> <p>The Department is making progress within the capacity of its current resource allocation. Specifically, the SMCM unit has focused the work of 1 FTE towards accessibility prioritisation work. The approach could be more rapid with support of a whole of government approach to training, resources for content editors and web accessibility testing software.</p>
1.35	<p>Improve readability of our information by:</p> <ul style="list-style-type: none"> <li>• continuing to build on organisational capability by offering both</li> </ul>	Strategic Media, Communications and Marketing Libraries Tasmania	DoE is continuing to improve the quality and readability of information on an ongoing basis.	<p>The Department continues to promote and educate staff on the importance of accessibility in all mediums of communication content produced by the Department.</p> <p>All video material that is produced and published centrally meets accessibility requirements. The Department continues to make it a priority to promote the importance of consistent branding and the use of captioning. Design and accessibility requirements are included in the briefs to all vendors used and highlighted to staff creating videos internally.</p>

Action No.	Output/brief description	Lead Unit	Key dates /milestones	Comments
	<p>Plain English and Easy Read training opportunities for web content and document authors;</p> <ul style="list-style-type: none"> <li>• review the accessibility of online forms.</li> <li>• Video compliance</li> <li>• Ensure all publications meet accessibility guidelines.</li> </ul>		<p>This is being undertaken in collaboration with content writers across DoE business units.</p> <p>During 2020, 100 staff members have participated in readability and accessibility workshops.</p>	<p>The Department has recently upgraded its document centre where all public PDF and Word content is published from. This process has allowed for the review of internal processes and the implementation of a centralised approval and publishing process. As part of work under 1.34 with action plan development the Department will consider what governance requirements are needed to move towards an environment of 100% compliance when publishing new documents to the public website.</p> <p>We acknowledge that our current PDF materials require attention, and this has been identified as a priority. The methods of prioritisation underway include:</p> <ul style="list-style-type: none"> <li>• Centralising publishing access</li> <li>• Increased training opportunities for staff in readability and accessibility. Including specific workshops on working in word. 100 staff have participated in the last three months. On average the rating of participant understanding the topic before training has been 2.55 out of 5 and after the training it has increased to 4.47 out of 5.</li> <li>• Resources to support content creators have been created and promoted. For example, Accessible word document checklists and video tutorials.</li> <li>• An increased awareness and promotion via our Intranet news and education of staff. This includes individual support and training when non-accessible content is provided to SMCM</li> </ul> <p>The Department promotes the 26Ten learning opportunities within internal communication channels especially the new course with a focus on communicating with Parents for school staff.</p>

Action No.	Output/brief description	Lead Unit	Key dates /milestones	Comments
				<p>The Respectful Schools Support Team (RSST) has completed training on accessibility features when designing and delivering on-line professional learning.</p> <p>Professional Support Staff are developing plain English report templates for parents.</p> <p><b>Supporting literacy clients with learning and other difficulties</b></p> <p>Some of Libraries Tasmania's literacy clients have learning difficulties such as dyslexia, which makes it harder for them to acquire literacy skills. Literacy clients with intellectual or learning disabilities are identified through their individual learning plan developed in conjunction with their volunteer tutor.</p> <p>Literacy tutors across the state-wide network are trained in strategies to best support these learners in ways that enable them to achieve their goals and identify as being lifelong learners. For example, professional learning sessions at <b>Glenorchy Library</b> were held for literacy tutors on using accessibility tools for technology.</p> <p>Libraries promote literacy services through local organisations including not-for-profit organisations such as Child and Family Centres, Men's Sheds, and Community and Neighbourhood Houses.</p> <p>Many literacy clients present with a mix of complex learning difficulties and disabilities, socio-economic disadvantage, as well as chronic mental and physical health conditions. As such, Literacy Coordinators may also refer clients to other appropriate Libraries Tasmania or external services or programs. This includes, for example, Libraries Tasmania digital literacy programs and English language eResources, or health and welfare agencies.</p>

Action No.	Output/brief description	Lead Unit	Key dates /milestones	Comments
				<p><b>Accessibility of online forms</b></p> <p>Libraries Tasmania is in the process of moving all online forms to Microsoft Forms. Ten out of 12 online forms have been migrated, with the remaining two expected to be completed by the end of 2020. Microsoft Forms is committed to inclusive design and accessible content. This is achieved by compatibility with major screen readers, utilising good colour contrast, having a High Contrast mode, allowing keyboard navigation and providing text to speech conversion for form questions.</p> <p><b>Libraries Tasmania's collections</b></p> <p>Libraries Tasmania's floating lending collection includes a diverse range of items in formats suitable for people with print disability and for culturally and linguistically diverse communities. These include audiobook CDs, large print books, eBooks and full-text electronic newspapers and journals. The size and number of large print and audiobook CDs has reduced from the previous year. This is consistent with lending items generally as during the eight-week period of COVID-19 library closures (from 25 March 2020), many libraries took the opportunity to undertake significant weeding (deselection) throughout their collections. Weeding is an essential process to make sure that library collections look appealing and are up-to-date, which promotes borrowing.</p> <p>Refer to Appendix 1 for further detail regarding the number of items available and number of items borrowed across Libraries Tasmania for this financial year.</p> <p><b>26TEN Strategy</b></p>

Action No.	Output/brief description	Lead Unit	Key dates /milestones	Comments
				<p>26TEN initiatives build individual capability for writing in plain English for the web and document authors, as well as raising literacy awareness. In 2019-20, the 26TEN team in Libraries Tasmania:</p> <ul style="list-style-type: none"> <li>• Delivered plain English training to 320 participants in 27 workshops.</li> <li>• Developed a new online course specifically for teachers to help them write more clearly for parents and carers. This course was developed in conjunction with DoE's Professional Learning Institute.</li> <li>• Adapted several workshops to be delivered online during the COVID-19 restrictions period in early 2020.</li> <li>• Added new workshop activities that demonstrates the five steps of the 26TEN Chat. These were delivered to around 428 participants from 36 different organisations.</li> </ul> <p>Added over 20 people's stories to the 26TEN website, which aims to inspire others to ask for help, and demonstrate the impact that improving skills can have not only on an individual, but also on their family, workplace and community.</p>
DoE*	Libraries Tasmania to continue to provide a Home Library Service for people who are unable to visit the library in person.	Libraries Tasmania	Libraries Tasmania continues to provide a Home Library Service.	<p>Libraries Tasmania continues to provide the Home Library Services for people who are unable to visit the library in person.</p> <p>In addition to the Home Library Service (HLS), the State Library and Archive Service also loans reference books to housebound clients. Home use of reference items has also been made available for clients with anxiety and mental health issues who find it challenging to spend long periods in public places.</p> <p>In 2019-20 Libraries Tasmania completed a review of the HLS, which resulted in the following amendments being introduced:</p>



Action No.	Output/brief description	Lead Unit	Key dates /milestones	Comments
				<ul style="list-style-type: none"> <li>• Development of a state-wide HLS policy to ensure the service is offered as a non-discretionary, consistent basis across all libraries state-wide.</li> <li>• Improved visibility of the HLS onsite and online.</li> <li>• A plan to recruit new volunteer couriers to ensure service demand is met.</li> </ul> <p>Client data provided for this review indicates that 85% of clients using the service are aged over 70 years, with the biggest age group represented by those clients aged 85-89 years of age (210 clients).</p> <p>The new HLS policy is expected to be completed and implemented by the end of 2020.</p> <p>Refer to Appendix 1 for further detail regarding the Home Library Service data for this financial year.</p>

### Outcome Area 3: Economic Security

The DoE Learners First: Every Learner, Every Day Strategy 2018-2021 has at its core the Department's commitment to supporting all learners to succeed as connected, resilient, creative and curious thinkers. The Department is committed to providing employment opportunities that are equitable for all and actively promotes itself as inclusive of people with disability, in recruitment processes, career development and employment policies.

Refer to the table below for an overview of the Department's status and progress against each of the outputs in relation to Outcome Area 3.



Table 5: Tasmanian State Service Diversity and Inclusion Policy and Framework 2017-2020

Action No.	Output/brief description	Lead Unit	Key dates /milestones	Comments
3.1	Implement the Tasmanian State Service <i>Diversity and Inclusion Policy and Framework 2017-2020</i> and develop specific plans in each Agency.	Human Resources	The Diversity and Inclusion Officer has drafted the D&I Issues Paper and made recommendations for future work, which will be	<p>The Department is committed to progressing the Tasmanian State Service <i>Diversity and Inclusion Policy and Framework 2017-2020</i>.</p> <p>Historically, implementation of broad frameworks within DoE are centrally driven, and supported by consultation from select stakeholders. Recognising the need for broader consultation, the Senior Consultant (HR Projects), who shares responsibility for both the D&amp;I project and Staff Wellbeing project – has spent the last year drafting the <i>D&amp;I Issues Paper</i>. (Note: the paper is currently being finalised so that it can be reviewed by Executive).</p> <p>This paper is a combination of literature review, jurisdictional scan, data analysis, and in-depth review of D&amp;I best practice and research, both from within Australia and internationally. It looks at D&amp;I holistically across the individual stages of the employee lifecycle model (attraction, selection, development, retention and exit), and compares the available research and data against DoE practices. It also</p>

Action No.	Output/brief description	Lead Unit	Key dates /milestones	Comments
			submitted for Executive approval before the end of 2020 for implementation in 2021.	<p>actively incorporates the voice of diverse staff members from the Advisory Group to provide insight into their experiences with DoE.</p> <p>The issues paper includes a comprehensive summary of recommendations to be considered by executive (and to subsequently inform the Action Plan), including:</p> <ul style="list-style-type: none"> <li>• Short and long term actions (with a variety of resource implications) to address any specific gaps in practice or policy;</li> <li>• Identifying (with active participation from the Advisory Group) any barriers to full inclusion with DoE, and exploring options to address these;</li> <li>• Recommending further development of policies, procedures and/or strategies;</li> <li>• Exploring a range of options for professional learning, including delivery of face-to-face workshops, online training and resources; and</li> <li>• Identifying D&amp;I issues which need further exploration before a response can be considered.</li> </ul> <p>While this approach is not reflective of SSMO's initial 2017-2020 timeframe, some important factors must be considered:</p> <ul style="list-style-type: none"> <li>• Work on the D&amp;I Project was ad hoc until a full-time staff member was directly employed to do this work in mid 2019 (as previously reported); and</li> <li>• This slower approach has allowed for meaningful consultation and collaboration across DoE, further ensuring that: <ul style="list-style-type: none"> <li>- The experiences of diverse staff are represented and responded to within the project;</li> </ul> </li> </ul> <p>Embedding D&amp;I across the strategic work of DoE will create an internal sense of ownership and responsibility for this work, rather than it being seen as a directive from SSMO.</p>

Action No.	Output/brief description	Lead Unit	Key dates /milestones	Comments
3.2	Facilitate stronger relationships and identify placements in collaboration with Disability Employment Service providers.	Human Resources	DoE will continue to progress this work.	<p>The Department is committed to developing working relations and engaging with community organisations and services, with the aim of supporting greater access to employment opportunities for people with disabilities.</p> <p>HR staff members (representing the recruitment team and policy team) have previously engaged with Disability Employment Service Providers (DESP) to discuss ways to increase access to job opportunities for their clients.</p> <p>One of the challenges identified during these negotiations is that the majority of advertised roles within DoE are not accessible to the typical DESP Client. The Department has come to understand that many people who are represented by a DESP have a disability which may impact their capacity to work independently in a professional setting – and as such, participation in meaningful employment may require significant ongoing personal supports, and potential reduction in duties.</p> <p>These kinds of roles may reflect an award classification of General Stream Band 1 or 2 – it has been discussed broadly at Whole of Government level that advertised roles within the State Service are rarely classified below a General Stream Band 4. It is recognised that this is not only a potential barrier to clients of a DESP, but also to early school leavers, people without professional qualifications and/or experience, those seeking to re-enter the workforce after significant absence, people seeking to begin their professional career later in life etc.</p> <p>DoE will continue to seek and maintain working relationships with DESP providers to consider other ways to provide access to work opportunities.</p> <p>DESPs aside, DoE does participate in the Federal Government's Supported Wage System, and has an employee working in a Band 1 role within HR since 1998 (22 years of continual service). Another employee on a similar supported wage agreement was employed within HR from 1996 – 2017 (21 years of continual service) which ended when the employee chose to retire.</p>

Action No.	Output/brief description	Lead Unit	Key dates /milestones	Comments
3.3	<p>Build an inclusive and diverse workplace by:</p> <ul style="list-style-type: none"> <li>developing an online resource to support all applicants to access information about applying for State Service jobs; and</li> <li>working with agencies and community groups to identify barriers and initiatives/opportunities to support</li> </ul>	Human Resources	DoE will continue to progress this work.	<p>The Department is committed to supporting an inclusive and diverse workplace, and continues to support the State Service Management Office (SSMO) diversity and inclusion related initiatives on an ongoing basis.</p> <p>The HR team is progressing the following activities:</p> <p><b>Developing an online resource to support all applicants to access information about applying for State Service Jobs</b></p> <ul style="list-style-type: none"> <li>An accessible webpage with this information is available at <a href="#">How to Apply</a><sup>18</sup> - and this is provided within DoE job application materials</li> <li>DoE is committed to supporting an inclusive and diverse workforce, and continues to support SSMO in all D&amp;I related initiatives – this includes co-development of this document and associated resources as required</li> </ul> <p><b>Working with agencies and community groups to identify barriers and initiatives/opportunities to support people with disability who are working or wish to work in the State Service</b></p> <ul style="list-style-type: none"> <li>As reported above in action 1.5, DoE has identified that while the current approach to reasonable adjustments meets our social and legislative obligations, the process can be altered to remove any barriers to prospective/current employees with disability, and create a more proactive response on DoE's part to provide inclusive access to people with disability</li> <li>This features strongly in the feedback from staff with disability who were involved in the D&amp;I Project's advisory group</li> <li>Promotion of workplace flexibility and the importance of reasonable adjustments for people with disability continues under the messaging of DoE's value of Respect.</li> </ul>

<sup>18</sup> [https://www.jobs.tas.gov.au/working/how\\_to\\_apply](https://www.jobs.tas.gov.au/working/how_to_apply)

Action No.	Output/brief description	Lead Unit	Key dates /milestones	Comments
	people with disability who are working or wish to work in the State Service.			<ul style="list-style-type: none"> <li>DoE is interested in participating in any conversation with internal and external stakeholders, community groups etc. to improve its employment accessibility for staff with disabilities</li> </ul> <p>As reported above, DoE intends to continue identifying 2 of our 4 corporate graduate positions as disability identified (with the support of SSMO and anti-discrimination legislation exemptions).</p>
3.4	<p>SSMO/DPAC to work with agencies to:</p> <ul style="list-style-type: none"> <li>roll out the Workplace Adjustment Policy Template;</li> <li>access training and other tools to increase awareness of unconscious bias and inclusive leadership;</li> <li>improve awareness</li> </ul>	Human Resources	DoE will continue to progress this work.	<p>The Department is committed to supporting whole-of-service initiatives identified and developed by DPAC (SSMO) in the Tasmanian State Service Diversity and Inclusion Framework 2017-2020.</p> <p>The HR team is progressing the following activities:</p> <p><b>Roll out Workplace Adjustment Policy Template</b></p> <ul style="list-style-type: none"> <li>DoE is eager to work with SSMO/DPAC on rolling out the Workplace Adjustment Template Policy, and the responsible officer within HR routinely engages in all cross-agency D&amp;I conversations and opportunities</li> <li>In the meantime, work will progress on updating our reasonable adjustment practices as per reporting above in action 1.5</li> </ul> <p><b>Access training and other tools to increase awareness of unconscious bias and inclusive leadership</b></p> <ul style="list-style-type: none"> <li>Maintaining an accurate record of all professional learning opportunities across DoE has proven to be difficult, due to a number of factors including; the geographical spread of our workforce, the diversity of roles and specific professional learning required, the local-level management approach to PL for certain worksites and cohorts (i.e. individual schools, business units etc.). The implementation of the Capturing Working Capability Program (CWCP) system will resolve these issues by creating a single point system to capture and maintain all of this data</li> </ul>

Action No.	Output/brief description	Lead Unit	Key dates /milestones	Comments
	<p>and use of flexible work across the State Service;</p> <ul style="list-style-type: none"> <li>include workforce diversity outcomes as a component of the performance management of senior leaders; and</li> <li>improve the ability of Human Resource systems to collect self-identified workforce diversity data to support workforce</li> </ul>			<ul style="list-style-type: none"> <li>DoE has purchased a licence to the SBS Cultural Competency program which is now available to all staff on our internal online learning platform</li> <li>Libraries Tasmania is currently engaging with the responsible HR officer for D&amp;I to develop, deliver and review a series of LGBTIQ inclusive practice professional learning sessions to be delivered to staff and volunteers across all libraries as part of the professional learning commitment to inclusive practice. This is being considered as a pilot to determine ways to successfully deliver large scale tailored D&amp;I training across the organisation (with the focus on LGBTIQ inclusion being adaptable to suit the D&amp;I learning needs of each intended audience)</li> <li>All schools schedule weekly professional learning opportunities for teaching staff, and many seek to implement D&amp;I elements into their PL</li> <li>DoE has continual working relationships with key community organisations such as Working it Out and the Hobart Human Library, and schools, libraries and business units are able to engage with them to deliver professional learning.</li> </ul> <p><b>Improve awareness and use of flexible work across the State Service</b></p> <ul style="list-style-type: none"> <li>As has been the case with many organisations – domestically and internationally – the Covid 19 pandemic provided a unique opportunity to test DoE's capacity to rapidly shift to flexible work. Initial anecdotal feedback has largely demonstrated that this was successfully managed across the agency; with many people reflecting on the positive benefits of a Work from Home (WFH) schedule, and the increased cross-team collaboration and communication</li> <li>With this in mind, HR has drafted a new WFH policy (currently in approval stages) which provides a more flexible approach to considering WFH requests for both regular long term and ad-hoc WFH requests</li> <li>The policy guidelines specifically identify that staff with disability, mental health issues and/or short-long term injury/illness may be more likely to</li> </ul>



Action No.	Output/brief description	Lead Unit	Key dates /milestones	Comments
	planning and reporting.			<p>benefit from a WFH arrangement and that their requests should be viewed positively.</p> <p><b>Include workforce diversity outcomes as a component of the performance management of senior leaders</b></p> <ul style="list-style-type: none"> <li>• Incorporating D&amp;I related KPIs into the performance plan of members of the executive, senior leaders, and people managers (both non-school managers and principals) is a topic of discussion covered in the D&amp;I Issues paper</li> <li>• In particular, the paper references a number of academic studies and D&amp;I best practice reports which demonstrate that long-term effective and embedded D&amp;I results are best achieved with responsibility for their success is a direct responsibility of an organisation's leaders</li> <li>• This issue will be considered by DoE Executive in their review of the D&amp;I Issues paper.</li> </ul> <p><b>Improve the ability of Human Resource systems to collect self-identified workforce diversity data to support workforce planning and reporting</b></p> <ul style="list-style-type: none"> <li>• As reported above, DoE is anticipating the implementation of its new purpose-built CWCP system solution. A vendor has been selected following a rigorous tender process, and the procurement contract is currently being negotiated. HR has also begun to engage with an external company to develop a change management and communication plan to support the 3 year implementation phase of the system.</li> <li>• This system solution is intended to replace a number of legacy systems which are not co-compatible, and make it difficult for DoE to record, manage, report on and analyse diverse staff data points at an organisation-wide scale. The CWCP system is intended to house and report on all staff HR related data, including professional development, capabilities, career progression etc.</li> </ul>

Action No.	Output/brief description	Lead Unit	Key dates /milestones	Comments
				<ul style="list-style-type: none"> <li>The capturing of diversity data – and the capability for staff to self-identify data within the system (with due consideration to the importance of confidentiality) – is a key consideration in procuring and implementing the CWCP system</li> <li>Noting that the full capability of the system will be implemented over a three year period, it is anticipated that a comprehensive <i>Employee Profile</i> will be available within the first year. This feature will allow for the capturing and self-identification of a wide range of diversity data (NB: Diversity data is not the first priority within the employee profile, but is still a priority for this aspect).</li> </ul>
3.6	Establish an annual stakeholder survey for community and agency stakeholders to provide feedback on progress of the Diversity and Inclusion Framework and propose new initiatives.	Human Resources	DoE will continue to progress this work.	<p>The Department is committed to collecting data to inform diversity and inclusion strategies and initiatives.</p> <p>As has been noted above, the implementation of DoE's new purpose-built CWCP System will drastically improve internal capacity to seek, capture, record and report on employee data. It is anticipated that this system will be a key tool in centralising the reasonable adjustment processes, and may provide a greater range of self-identifying diversity options for staff. It is also expected that the system will allow for 'pulse surveys' of staff (which can be targeted to specific staff groups). This approach is much less resource intensive than an annual survey, and will allow for quicker collation and analysis of data (which is also much more accurate as the data is collected and analyses regularly as opposed to annually).</p> <p>As previously reported, the responsible HR officer shares carriage of both the D&amp;I project and the Staff Wellbeing Project. Resourcing implications required that the work across these two projects became more integrated and embedded across strategic activities.</p> <p>In early 2020, all Principals, Managers and Directors were asked to facilitate a discussion about staff wellbeing with their teams, to inform development of the staff wellbeing framework, with surveys also being made available. Unfortunately, due to</p>

Action No.	Output/brief description	Lead Unit	Key dates /milestones	Comments
				<p>the impact of COVID-19, a number of teams and individuals did not get the opportunity to engage in these discussions or take part in the surveys.</p> <p>Alongside analysis of the feedback from the initial survey, the staff wellbeing project team also conducted an in-depth scan and assess of a number of inputs including:</p> <ul style="list-style-type: none"> <li>• a literature review/jurisdictional scan of wellbeing initiatives across the Australian public sectors;</li> <li>• analysis of DoE staff responses to the Tasmanian State Service Employee Survey;</li> <li>• analysis of other existing DoE Wellbeing and WHS data; and</li> <li>• Mapping of existing wellbeing and inclusion initiatives across DoE.</li> </ul> <p>This work has led to the development of the <i>Staff Wellbeing Framework – Possible Priorities for Improvement</i> which is now open to all DoE staff for consultation (noting the purpose of the consultation is to seek feedback on the accuracy of the priorities). The priorities are categorised into 3 focus areas; Build a Wellbeing Culture, Build Capability in our People and Support Wellbeing. Some of the specific priorities directly related to disability (i.e. ensuring safe, healthy and <i>accessible</i> workplaces) while the others broadly relate to inclusion and wellbeing for all staff.</p> <p>The <i>D&amp;I Issues Paper</i> is currently being finalised for review by executive. The paper includes a number of recommendations (in terms of actions to address gaps, strategies, policies, areas for further investigation), all of which will inform the DoE D&amp;I Action Plan. It is anticipated that each recommendation will include mechanisms for reporting and review, and will seek to distribute responsibilities for actions across DoE, thereby limiting any single person/team dependencies. Not only will this serve to embed D&amp;I across the agency, but it will highlight the responsibilities and opportunities for all staff to be involved.</p>

Table 6: Promote Inclusive Employment Practices

Action No.	Output/brief description	Lead Unit	Key dates /milestones	Comments
3.7	Seek opportunities to collaborate with local government, business and the not-for-profit sector to share our experience and identify new opportunities.	Human Resources	DoE will continue to progress this work.	<p>The Department is committed to engaging with peak disability organisations and service providers to promote inclusive employment practices.</p> <p>As COVID-19 impacted a number of planned work activities during the reporting year, the focus of the D&amp;I project (as discussed above) has been to draft an issues paper which:</p> <ul style="list-style-type: none"> <li>• provides examples of D&amp;I best practice and compares this to DoE practice;</li> <li>• analysis of a significant body of D&amp;I research to identify proposed strategies and policy approaches for DoE</li> <li>• identifies a range of issues for further consideration at whole of DoE level</li> </ul> <p>Once the issues paper is reviewed by executive and the needs of staff/communities with disability is better understood, DoE will seek to expand its relationships with external stakeholders to broaden our conversations and provide a more inclusive approach to our work.</p>
3.9	Continue to support the National Disability Services JobsABILITY and BuyAbility initiatives.	Human Resources	DoE will continue to progress this work.	<p>The Department is committed to promoting and raising awareness of National Disability Services to support inclusive employment practices across the agency.</p> <p>As per 1.23, DoE is working toward enhancing engagement with peak disability organisations and service providers such as the National Disability Service.</p>

## Outcome Area 5: Learning and Skills

The DoE *Learners First: Every Learner, Every Day* Strategy 2018-2021 has at its core the Department's commitment to supporting all learners to succeed as connected, resilient, creative and curious thinkers. A key goal for the Department is to support all learners to **access**, **participate** and **engage** in learning. We aspire to create a culture of high expectations and high achievement in the provision of quality education for learners with disability.

Refer to the table below for an overview of the Department's status and progress against each of the outputs in relation to Outcome Area 5.



Table 7: Support Students with Disability to Access Further Education, Training and Employment



Action No.	Output/brief description	Lead Unit	Key dates /milestones	Comments
DoE*	Provide a range of high quality, specialist programs and services to support all learners with disability across the Department of Education	Disability Services Learning Services	DoE continues to provide high quality specialist programs and services and actively seeks to improve outcomes for all students with disability.	<p>The DoE is committed to providing high quality inclusive education for students with disability, and supporting all schools to become increasingly disability ready and responsive to meet the needs of all students.</p> <p>We are committed to enabling all students to achieve quality outcomes through their participation in an inclusive, high quality education system that is responsive to their needs through appropriate access and participation in the Australian Curriculum.</p> <p>As part of this commitment, the Department has a focus on prioritising supports and resources for learners with disability and diverse needs. These provisions work to minimise barriers and promote wellbeing to better enable learning outcomes through a continuum of support centred on collaboration, student agency and evidence-informed practice.</p>

Action No.	Output/brief description	Lead Unit	Key dates /milestones	Comments
			<p>This is delivered as part of DoE's core business and education provision on an annual basis.</p> <p>The number of students with disability counted through the NCCD will change each year – due to the annual moderation process (undertaken from May to August annually).</p>	<p>Across the Department, we abide by the requirements of the <i>Disability Standards for Education 2005</i>, by ensuring that staff comply with their legal obligations to provide reasonable adjustments, where needed, for a student with disability to participate in and access high quality education programs.</p> <p><b>Students with Disability across all Tasmanian Government Schools</b></p> <p>As part of the Department's strong Inclusive Education philosophy, students with disability are encouraged and supported to attend their local government school and make connections with Child and Family Centres and Launching into Learning programs before they start school.</p> <p>In 2020, across all Tasmanian Government schools there are a total of <b>5,811.77 FTE</b> (Full Time Equivalent) students with disability.</p> <p>This data is captured through the Nationally Consistent Collection of Data (NCCD) annual process.</p> <p>Refer to Appendix 2 for a breakdown of the student data per level of educational adjustment for 2020.</p> <p><b>Support Schools</b></p> <p>The Department also has three Support Schools state-wide which are specialist settings for students with disability. The three schools include:</p> <ul style="list-style-type: none"> <li>• Northern Support School</li> <li>• North West Support School (formerly SOSE)</li> <li>• Southern Support School.</li> </ul> <p>In 2020, there are <b>298.5 FTE</b> students with disability enrolled across the three Support Schools.</p> <p>Refer to Appendix 2 for a breakdown of the student enrolments per school.</p>

Action No.	Output/brief description	Lead Unit	Key dates /milestones	Comments
				<p><b>Early Childhood Intervention Service (ECIS) Centres</b></p> <p>The Department also operates four Early Childhood Intervention Services (ECIS) centres state-wide, which provides support for children with a disability or developmental delay from birth to school entry, and their families.</p> <p>The four Centres include:</p> <ul style="list-style-type: none"> <li>• Early Childhood Intervention Service - Tasmania Burnie</li> <li>• Early Childhood Intervention Service - Tasmania Devonport</li> <li>• Early Childhood Intervention Service - Tasmania Hobart</li> <li>• Early Childhood Intervention Service - Tasmania Launceston</li> </ul> <p>In 2020, there are <b>199.4</b> FTE children enrolled across the four ECIS Centres.</p> <p>Refer to Appendix 2 for a breakdown of the enrolments per ECIS Centre.</p> <p><b>NEW Educational Adjustments Disability Funding Model</b></p> <p>In 2020, the Department of Education has implemented a new Educational Adjustments funding model to better provide for the individual needs of students with disability.</p> <p>The new Educational Adjustments model allocates funding and resources to the levels and types of educational adjustments that are required to implement appropriate teaching and learning programs for students with disability across Tasmanian Government schools.</p> <p>A total of \$34 million has been allocated by the Tasmanian Government to implement the new Educational Adjustments model over four years from 2019 to 2023.</p>
			New Educational Adjustments funding model was implemented from the start of the school year in 2020, and will operate annually across all	



Action No.	Output/brief description	Lead Unit	Key dates /milestones	Comments
			Tasmanian Government schools.	<p>The model will see more students included to receive disability funding from 2020 and will deliver 28 FTE more support teachers in our schools.</p> <p>This is a new nation leading approach, which was a key recommendation made by the Disability Ministerial Taskforce.</p> <p>The new model will align Tasmania towards a nationally consistent approach to funding students with disability, in line with the Nationally Consistent Collection of Data (NCCD) levels of adjustment (Supplementary, Substantial, and Extensive).</p> <p>Further information, support, and professional learning has been provided to schools to transition to the new model. Support has been tailored to individual school contexts to ensure equitable distribution and consistent implementation of the new Educational Adjustments model state-wide.</p> <p>During 2020, the moderation process is being undertaken with each school to confirm supports and resourcing for students with disability for 2021.</p> <p>The Department is proud of this work in strengthening inclusive practice across schools, which sees us leading the way in aligning resources to educational adjustments to ensure students with disability have access to high quality teaching and learning.</p> <p><b>Case Study:</b></p> <p><b>Extra Support for Students at Kingston High School</b></p> <p>A mother of a Year 9 Kingston High School student living with Down Syndrome says the new needs-based funding model for students living with disability is helping many young Tasmanians reach their full potential.</p> <p><i>I see a lot more support while she's at school where she needs it.</i></p>

Action No.	Output/brief description	Lead Unit	Key dates /milestones	Comments
				<p><i>When they went on school camp she was able to participate because the school was able to send support staff to help. I've found it really rewarding.</i></p> <p><i>I think this seems to be a lot fairer a model for the children – as a parent of a child with additional needs I feel very supported</i></p> <p><i>To see a child have the opportunity to grown to her potential is fantastic.</i></p> <p>Photo source: Mercury Newspaper.</p>  <p><b>Case Study:</b></p> <p><b>Shifting culture at Kings Meadows High School</b></p> <p>Support Teacher at Kings Meadows High School says the new Educational Adjustments funding model has helped to build a more inclusive environment and a much fairer approach to supporting students with disability.</p>  <p><i>In the past one of the major criteria for the student to be given additional funding was based on IQ whereas now it's a lot fairer because it's based on the accommodations that are being made for that student within their lessons.</i></p> <p>Photo source: Examiner Newspaper.</p>

Action No.	Output/brief description	Lead Unit	Key dates /milestones	Comments
			Funded specialist programs are delivered each year on an annual basis.	<p>Kings Meadows went from 11 students with disability receiving targeted funding in 2019 to 37 in 2020 because of the new Educational Adjustments model.</p> <p>School Principal said it's about looking at the whole student and not just the disability.</p> <p><i>We are leading the way, not Kings Meadows, but the state and this whole strategy is really fabulous for our students.</i></p> <p><b>Funded Specialist Programs</b></p> <p><b>Autism Specific Program</b></p> <p>The Autism Specific Program is currently operating in six schools state-wide to provide an additional educational program option for learners who have a diagnosis of Autism with no associated Intellectual Disability.</p> <p>As at May 2020, there were 46 students enrolled in the six Autism Specific programs state-wide.</p> <p>Refer to Appendix 2 for an overview of the current Autism Specific Programs and numbers of students enrolled at each school site.</p> <p>The Autism Specific Program, operating since 2015, is designed to provide support for students with Autism that is delivered locally within an inclusive school setting. The aim is to facilitate increased participation in education in a mainstream setting through maximising each individual's learning potential, independence, improving social thinking and developing students' self-regulatory abilities. The program includes specific staff (AST and teacher assistant) to support the program and differentiated practices. The program</p>

Action No.	Output/brief description	Lead Unit	Key dates /milestones	Comments
				<p>utilises the expertise of Autism Consultants as required as well as professional support staff where required.</p> <p><b>Hearing Services</b></p> <p>The Department's Hearing Services team offers state-wide specialist educational support for children aged from 0 to 18 years who have a hearing loss. The team supports students in their local school so they remain connected to their community, and collaborates with school staff to support the individual learning programs of students who have a hearing loss. During 2020, Hearing Services has supported <b>240 students</b> state-wide. Hearing services provide the following additional supports:</p> <ul style="list-style-type: none"> <li>• Provide Auslan interpreters or signing teacher assistants</li> <li>• Provide professional learning for teachers and peers.</li> <li>• Provide deaf mentors to support schools to enhance students' language and cultural identity. At this time in the South only.</li> <li>• Provide technology support for assistive listening devices. HS support the maintenance of equipment when required.</li> <li>• Appropriate curriculum support provided for the student so that they can access the curriculum and for the school so that they can make appropriate strategies and adjustments to provide the best access for students. Evidence of this can be seen in the student's Learning Plan. Increased focus is required on adjustments in the high school subject areas, and improving collaborative planning</li> <li>• Early intervention playgroups foster links between students and families and the development of play, learning and language skills. These occur regularly across the three regions and are well attended.</li> <li>• Social programs to promote the wellbeing and connectedness of students with a hearing loss e.g. Cool Kids program, state-wide camp,</li> </ul>

Action No.	Output/brief description	Lead Unit	Key dates /milestones	Comments
				<p>weekend family get together, Social and Community Access program. Each region now has regular social get togethers. HS attend and participate in the Hearing Australia social get togethers for families. Students in the North and South have social community outings. Some of these programs have been impacted this year due to COVID restrictions.</p> <p><b>Vision Services</b></p> <p>The Vision Services team provide state-wide support to students who are blind or have low vision.</p> <p>During 2020, Vision Services has supported <b>85 students</b> state-wide.</p> <p>The Vision team provides a comprehensive program of support to meet individual student and family needs. This may include:</p> <ul style="list-style-type: none"> <li>• Access to a specialist teacher (vision) who will provide direct 1:1 programs and who will work collaboratively with class teachers/families to develop Learning Plans and ensure access and participation across all school settings and activities.</li> <li>• Liaison with medical professionals and allied health services in order to build communication and networks of support (ophthalmology, optometry/low vision, orthoptics, speech pathology, physiotherapy, and occupational therapy).</li> <li>• Support for students and their families to attend Low Vision or Paediatric Low Vision Clinic assessment (with provision of a comprehensive explanatory report in plain English).</li> <li>• Formal state-wide and regional professional development for educational teams and families with a focus on the practical implications of vision impairment and appropriate adjustments.</li> </ul>

Action No.	Output/brief description	Lead Unit	Key dates /milestones	Comments
				<ul style="list-style-type: none"> <li>• Training of teacher assistants in Expanded Core Curriculum (disability specific) areas such as Braille literacy, Orientation and Mobility, adaptive technology.</li> <li>• Orientation and Mobility specialist assessment, and programs with support based on the needs of students, families and schools.</li> <li>• Mainstream and specialist technology provision (hardware, software, training and ongoing maintenance) in conjunction with Vision Australia and adaptive technology suppliers.</li> <li>• Provision of adapted resources to suit students' visual profiles and preferences (large print, tactual graphics, Braille, auditory) including liaison with EPR/ACARA/TASC with respect to accessibility of external assessments such as NAPLAN.</li> <li>• Provision of cluster programs (family connect nights, swimming, gymability, Blind Cricket) designed to bring children with vision impairment and their families together, address unique learning needs, build community, provide positive adult role models who are blind or have low vision, link to disability specific sporting organisations (see further information regarding Blind Cricket below) and provide information about other recreational activities and opportunities (such as Braille Music).</li> <li>• Dedicated whole day Blind Cricket student workshops facilitated by members of the Blind Cricket Australia team and Vision Services teachers.</li> <li>• Vision Services conducts annual family, student and Principal surveys which seek feedback regarding the support and programs provided – this allows the Service to be responsive to needs and preferences of stakeholders.</li> </ul>

Action No.	Output/brief description	Lead Unit	Key dates /milestones	Comments
				<ul style="list-style-type: none"> <li>• Senior Students Leadership Program aims to develop student voice and agency within their learning.</li> <li>• Develop direct connections with Disability Sports Leaders and with mainland sports including Paralympic Talent Spot.</li> </ul> <p>VS seeks to build national networks of support in relation to best practice for the Expanded Core Curriculum (ECC) and are a part of the National Accreditation of the ECC working group (2019)</p> <ul style="list-style-type: none"> <li>• Increase in the number of qualified specialist VI teachers available to schools</li> <li>• Continuance of scholarship support to complete Masters qualifications.</li> <li>• Extension of qualified Braille interpreters</li> <li>• Building greater knowledge and understanding of universal design – accessible documents.</li> </ul> <p>The Department's Inclusion and Access Coordinators work with support staff and teachers in schools to provide advice in relation to manual tasks and best practice in supporting students with physical disability.</p> <p>Inclusion and Access Coordinators (IACs) also support schools to provide inclusive learning environments via recommendations for environmental, learning modifications, and curriculum adjustments for students with disability.</p> <p>The Manual Handling documentation has been reviewed and there is now guiding documentation available including:</p> <ul style="list-style-type: none"> <li>• Definitions of Manual Handling</li> <li>• Frequently Asked Questions</li> </ul>



Action No.	Output/brief description	Lead Unit	Key dates /milestones	Comments
				<ul style="list-style-type: none"> <li>• Training Guidelines</li> <li>• Proformas for Risk Assessment and Manual Handling Plans.</li> </ul> <p>IACs work with staff in schools and support staff including speech therapists and occupational therapists to integrate the use of assistive technologies into individual student learning plans. These include but are not limited to the use of Text to Speech software, Speech to Text, Communication Apps, and adapted keyboards. There have also been opportunities to educate staff around the accessibility features of Microsoft products and the iPads.</p> <p>Autism Consultants support DoE staff to meet their obligations by ensuring that students with Autism can access and participate in education on the same basis as other students. They use evidence informed strategies and approaches, providing at the elbow support and small group and whole school Professional Learning in both face-to-face and online platforms. The Autism Consultant team have also contributed to the professional Learning of support teachers across the state.</p> <p>Principal Project Officer Autism continues to liaise and work with staff from DoE and other agencies in relation to enhancing support for students with Autism. This role includes providing professional support to the Autism Consultant team and staff working in the six Autism Specific Program schools across the state.</p> <p>The Department also funds a range of specialist programs for students with disability across the state including the following:</p> <ul style="list-style-type: none"> <li>• Transport Assistance for Students with Disability</li> </ul>

Action No.	Output/brief description	Lead Unit	Key dates /milestones	Comments
				<ul style="list-style-type: none"> <li>• Minor Access Works – building modifications for students with disability</li> <li>• Provision of Assistive Technology to support access to the curriculum and learning experiences</li> <li>• Specialist equipment</li> <li>• Mediation and Liaison Services</li> <li>• Medical credentialing and training for staff</li> <li>• Therapy Services – contracted Physiotherapy and Occupational Therapy service.</li> <li>• Tasmanian Autism Diagnostic Service – joint service with Communities Tasmania.</li> </ul> <p>In addition, the Department provides the following Specialist Staff Teams who support students with disability across the Department of Education:</p> <ul style="list-style-type: none"> <li>• Support Teachers</li> <li>• School Psychologists</li> <li>• Social Workers</li> <li>• Speech and Language Pathologists</li> <li>• Respectful Schools Support Team</li> <li>• School Health Nurses.</li> </ul>


Action No.	Output/brief description	Lead Unit	Key dates /milestones	Comments
			Additional supports were put in place during Term 2, 2020, as a result of COVID-19 impact.	<p><b>Support for Students during COVID-19 - Learning at Home</b></p> <p>During Term 2 2020, students undertook learning from home, supported by parents and carers, with teachers leading this learning.</p> <p>Those learning at home were provided with tasks from their teacher, which were adjusted for the home environment. Tasks were aligned with the Australian Curriculum or Learning Goals within the student's Learning Plan and were delivered via a mixture of online and offline activities.</p> <p>Teachers were in regular contact with students learning at home and provided students with a learning schedule each week.</p> <p>It is important to recognise the role of parents in supporting their children's learning at home during this time, and the time, dedication and commitment required of parents.</p> <p>More ideas and advice for parents who were supporting their child's learning at home was made available on the <u>Department of Education's Learning at Home<sup>19</sup></u> webpage.</p> <p>The Learning at Home site includes a comprehensive range of learning resources for ages:</p> <ul style="list-style-type: none"> <li>• Birth to 4 years of age</li> <li>• 5 – 8 years of age</li> <li>• 9 – 12 years of age</li> <li>• 13 – 16 years of age</li> <li>• Years 11 and 12.</li> </ul> <p>These resources cover diverse learning areas including: Literacy, Numeracy, Physical, Creative, and Inquiry.</p>


<sup>19</sup> <https://www.education.tas.gov.au/learning-at-home/>

Action No.	Output/brief description	Lead Unit	Key dates /milestones	Comments
				<p>These resources have been developed by Senior Curriculum staff in consultation with Disability Services to ensure resources include multiple entry points and adjustments to ensure students with disability can access and participate in the activities.</p> <p><b>Specific Supports for Students with Disability during COVID-19</b></p> <p>In response to COVID-19, the Department has worked hard to ensure all students with disability, including those students learning from home and those learning at school, have been supported to learn and provided with appropriate educational adjustments.</p> <p>The Department worked to ensure coordinated approaches to student support in Term 2, this included professional support staff service delivery options, for Speech Language Pathology and School Psychology supports to students as required.</p> <p>Inclusion and Access Coordinators also continued to collaborate with schools regarding technology and software to support student's individual learning needs where appropriate.</p> <p>Staff in schools spent a huge amount of time and effort in planning and preparing for students with disability who were Learning from Home. This work included ensuring that students with a disability had equitable access to learning opportunities utilising a variety of learning platforms which were accessible and differentiated to cater for the unique learning needs of this group of students.</p> <p>Students with disability were provided with a variety of options including face to face, online (where applicable), and concrete learning tasks in hard copy</p>

Action No.	Output/brief description	Lead Unit	Key dates /milestones	Comments
				<p>or a combination of these options aligned to the learning outcomes identified in their Individual Learning Plan.</p> <p>Staff continued to access a range of online and professional learning opportunities to assist them in meeting the demands of teaching and learning at home.</p> <p>In addition, a range of online and professional learning resources were prepared in order to support classroom teachers in their role of providing access to quality learning programs for the students in their class, as guided by the student's Learning Plans where these are in place.</p> <p>Professional support staff, specialist teams and Support Teachers continued to assist classroom teachers to provide high quality and differentiated learning programs for all of their students.</p> <hr/> <p><b>Case Study</b></p> <p><b><i>Northern Support School – Supports for parents to support their children learning at home</i></b></p> <p>In Term 2, 2020, Northern Support School established a Learning at Home Hub for parents to provide resources and links to help support their child's learning at home.</p> <p>The Hub is available on their website at: <a href="https://northernsupportschool.education.tas.edu.au/Pages/Learning-at-Home.aspx">Northern Support School – Learning at Home</a>.<sup>20</sup></p>

<sup>20</sup> <https://northernsupportschool.education.tas.edu.au/Pages/Learning-at-Home.aspx>

Action No.	Output/brief description	Lead Unit	Key dates /milestones	Comments
				<p>The Hub was designed to make it as easy as possible for parents. The resource lists some of the ways the School works with students to help provide guidance for parents to adopt at home. Staff developed home programs with visuals for parents to provide some ideas for spelling, reading, writing and drawing activities, as well as a range of resources across the following learning areas:</p> <ul style="list-style-type: none"> <li>• Communication</li> <li>• Social Stories</li> <li>• TEACCH Resources</li> <li>• English</li> <li>• Maths</li> <li>• Music</li> <li>• Home Living Skills</li> <li>• Movement and Physical Activity</li> <li>• Sensory</li> <li>• Online Story Time.</li> </ul>  <p><b>Case Study</b></p> <p><b>Eat, Learn, Grow Program – North West Support School</b></p> <p>The Eat, Learn, Grow program was established in 2019 in the commercial kitchen area of the North Block. The program offers an innovative approach to learning, touching, tasting and eating food for students from kindergarten to year 12. Students in the early years are offered sensory food and introduction to food tastes and basic cooking experiences.</p>

Action No.	Output/brief description	Lead Unit	Key dates /milestones	Comments
				<p>Our school supported by our Speech Pathologist and Occupational Therapist work with specific groups to explore new sensory tastes and smells and to encourage students to explore new food tastes and textures.</p> <p>In the Primary classes, students visit the kitchen for hands on cooking experiences using a range of seasonal fruit and vegetables. In the Secondary classes, students prepare food for the school café, with the Year 11/12 Tasmanian Assessment Standards Certification (TASC) students from the Burnie and Devonport Campus responsible for the twice weekly café and hot lunch program. Students in the Burnie TASC are currently underway with a gardening project planting herbs and vegetables, which will be used in the kitchen program.</p> 
5.2	Continue to implement a range of programs and initiatives to address the key priority areas as outlined in the Ministerial Taskforce Report, <i>Improved Support</i>	Disability Services Learning Services Finance and Budget Services	DoE has implemented a significant number of reforms aligned to the Ministerial Taskforce.	<p>Since 2016, the Department has implemented a significant number of reforms aligned to the Ministerial Taskforce recommendations, <i>Improved Support for Students with Disability</i>.</p> <p>A total of \$27.25 million has been allocated by the Tasmanian Government to implement the Ministerial Taskforce recommendations over seven years, commencing in 2016-2017.</p> <p>The most significant reform is the new Educational Adjustments disability funding model, which has been implemented across all Tasmanian government schools in 2020. This new approach supports inclusive practice</p>



Action No.	Output/brief description	Lead Unit	Key dates /milestones	Comments
	<i>for Students with Disability.</i>		<p>Grad Cert delivered during Term 1 and 2 2020.</p> <p>Evaluation to be completed</p>	<p>in schools and aligns supports to the educational adjustments teachers make in the classroom to assist students with disability to access, participate and engage in quality learning programs.</p> <p>Other key Ministerial Taskforce initiatives include:</p> <p><b>Inclusive Education Specialisation Initiative</b></p> <p>Since 2017, staff across the state have been given the opportunity to further their professional learning through the Graduate Certificate in Inclusive Education. This Graduate Certificate is delivered by the University of Tasmania in partnership with the Professional Learning Institute.</p> <p>To date a total of <b>84</b> staff have completed the Graduate Certificate since 2017.</p> <p>The Course is delivered across Terms 1 and 2 and includes four compulsory units:</p> <ul style="list-style-type: none"> <li>• Inclusive Practices in Education Settings</li> <li>• Re-engaging Disengaged Students</li> <li>• Educating Students with Dyslexia and Learning Difficulties</li> <li>• Educating Students with Multiple Disabilities.</li> </ul> <p>The course aims to strengthen the skills, knowledge and teaching practice of teachers to provide quality inclusive education across Tasmanian Government Schools and improve educational outcomes for students with disability.</p> <p>The Peter Underwood Centre is currently undertaking a longitudinal study to evaluate the effectiveness of the Course in relation to measuring the impact</p>

Action No.	Output/brief description	Lead Unit	Key dates /milestones	Comments
			<p>by November 2020.</p> <p>Learning Plans for students with disability are updated each year (typically by the end of first term).</p> <p>In July 2020 – 90% of students with disability had a current learning plan.</p>	<p>on teacher practice and learning outcomes for students with disability. Their final report is due in November 2020.</p> <p><b>Learning Plans for Students with Disability</b></p> <p>Across Tasmanian government schools all students with disability are required to have a Learning Plan if they received Educational Adjustments above Quality Differentiated Teaching Practice.</p> <p>It is a requirement that all Learning Plans for Students with Disability are stored in the Student Support System by the end of first term of the school year or by the end of the term that a student enrolls at a school.</p> <p>During 2020, schools were notified that the requirements for Learning Plans to be updated was extended until the end of Term 2, due to the COVID-19 interruption.</p> <p>It is important to note that the Learning Plan process occurs continuously throughout a student's schooling and they are reviewed and monitored throughout the year. Further information is available in the <u>Learning Plan procedure</u>.<sup>21</sup></p> <ul style="list-style-type: none"> <li>• As at 15 July 2020, 90% of students with a disability requiring a learning plan have a current Learning plan available in the online Student Support System.</li> <li>• This percentage represents 4,281 students out of a total of 4,781 students with disability.</li> <li>• This data includes all Learning Plans for students with a disability that have been created or edited within the 2020 school year.</li> </ul>

<sup>21</sup> <https://tasedu.sharepoint.com/sites/intranet/Document%20Centre/Learning-Plan-Procedure.pdf>

Action No.	Output/brief description	Lead Unit	Key dates /milestones	Comments
			Professional Learning for staff is delivered each school term, annually.	<ul style="list-style-type: none"> <li>The data available does not reflect the quality of the Learning Plans. Refer to DoE Action below regarding Learning Plan Quality Assurance.</li> </ul> <p><b>Professional Learning for Staff in Inclusive Practice and Support for Students with Disability</b></p> <p>Professional Learning for staff continues to be a priority for the Department. Building the capacity of front-line staff in inclusive education practices has shown to be a leading factor for improved educational outcomes for students with disability.</p> <p>During 2019 and 2020, the Department has promoted and delivered the following professional learning to DoE staff:</p> <ul style="list-style-type: none"> <li>Inclusion and Diversity staff have worked alongside school staff to develop a shared understanding of differentiation and what this looks like within their school context. Through Professional Learning opportunities and mentorship school staff have shared their own classroom experience to support further development of expertise and skills with their colleagues.</li> <li>OnLine Training (OLT) on disability specific modules has again been strongly promoted in 2019 and 2020 to encourage greater participation rates and tutors at a local level. In 2019, <b>114</b> teachers, professional support staff and teacher assistants enrolled between August and December 2019, across a wide range of course topics including: <ul style="list-style-type: none"> <li>Autism Spectrum Disorder (ASD)</li> <li>Dyslexia</li> <li>Dyspraxia</li> <li>Motor Coordination Difficulties</li> </ul> </li> </ul>

Action No.	Output/brief description	Lead Unit	Key dates /milestones	Comments
			654 staff enrolled in OLT courses from January to August 2020.	<ul style="list-style-type: none"> <li>○ Personalised Learning</li> <li>○ Support and Special Education Needs</li> <li>○ Speech, Language and Communication</li> <li>○ Behaviour Support</li> <li>○ Hearing Loss</li> <li>○ Visual Impairment.</li> </ul> <ul style="list-style-type: none"> <li>• The courses were utilised extensively by schools in 2020 as staff took advantage of the online nature during the height of the Covid-19 pandemic. From January to August 2020, <b>654 staff</b> enrolled in these courses.</li> <li>• 2020 also saw the introduction of the new Supporting Student Wellbeing and Mental Health course with 51 participants having completed the course to August 2020.</li> <li>• OLT introduced a series of open courses available to all jurisdictions as well as parents covering topics: <ul style="list-style-type: none"> <li>○ Autism for Parents</li> <li>○ ADHD for Parents</li> <li>○ Learning Theory</li> <li>○ Working in Partnership with Parents.</li> </ul> </li> <li>• This program of learning has a strong reputation amongst school's staff in Tasmania and across Australia for being highly accessible, relevant and supportive of teaching and learning for students with disability and diverse needs.</li> </ul> <p>Again in 2019-2020, the Department has promoted the Disability Standards for Education online modules which are now available on the Nationally Consistent Collection of Data (NCCD) portal. These online modules have</p>

Action No.	Output/brief description	Lead Unit	Key dates /milestones	Comments
			Guide is currently in draft form and is open for consultation during 2020.	<p>been reviewed and updated in 2019 and are available free to all education staff nation-wide. The Respectful Schools Support Team (RSST), Support Teachers and Professional Support Staff continue to promote the availability of the Disability Standards for Education and associated training materials.</p> <p>Professional support staff have delivered professional learning as part of the Support Teacher forums. For example topics covered include: inclusive practices and family engagement, attention deficit hyperactivity disorder, structured teaching and accessible professional reports.</p> <p>Microsoft Teams has been adopted by professional support staff as an additional option to deliver telehealth services to students and their families, particularly during COVID-19.</p> <p><b>Resources to Support Inclusive Practice</b></p> <p>During 2019 and 2020 the Department has developed a new resource to support inclusive practice across DoE school, called the Guide for Inclusive Practice. This Guide is currently in draft format and is available for staff feedback through an open consultation process.</p> <p>The Guide for Inclusive Practice has been designed to sit alongside the National School Improvement Tool and provide schools with illustrations of inclusive practice against each of the domains. It aims to support schools to inquire, focus, plan and prioritise improvement actions to their inclusive practice. The Guide demonstrates DoE's commitment to inclusive education and defines what Inclusive Education means across our system – which is: Inclusive Education means that all members of our school community are welcomed and supported to contribute and participate meaningfully in all aspects of school life.</p> <p>Inclusive schools are where:</p> <ul style="list-style-type: none"> <li>• All students feel they belong</li> </ul>

Action No.	Output/brief description	Lead Unit	Key dates /milestones	Comments
			566 staff access the online Canvas platform to access professional resources to support the education of students with disability.	<ul style="list-style-type: none"> <li>• The appropriate <b>supports and adjustments</b> are provided for <b>all</b> students</li> <li>• <b>All members</b> of our school community are successfully included</li> <li>• The available supports have been utilised to support inclusive practice.</li> </ul> <p>Student Support Leaders are working with schools to introduce this Guide across the DoE system. Next steps will include developing a resource to support the implementation of the guide across all schools.</p> <p>The Department continues to utilise and develop online resources and support materials to provide professional learning for staff in inclusive practice. Currently 566 staff members have access to the online Canvas Platform: Inclusive Schools: Supporting Students with Disability. These resources are accessed on a regular basis with approximately 3000 page views per week (during March - August 2020).</p> <p>To stay connected with Support Staff across the state, during 2020 a new Microsoft Teams site was created to make the sharing of resources between staff more accessible. The Teams site <i>Support Teacher Team</i> has 414 active members with locked channels dedicated to new and beginning support teachers with targeted resources. Since March 2020 all support teachers as well as professional support staff have received a weekly newsletter through Microsoft Teams highlighting Professional Learning opportunities as well as system wide messages focus on the inclusion of student with disability</p> <p>In 2020, the Department has undertaken collaborative planning for Professional Learning for all staff in the Early Years team which has been developed through the production of child developmental videos and webinars. Input across professional disciplines has been incorporated to</p>


Action No.	Output/brief description	Lead Unit	Key dates /milestones	Comments
				<p>ensure broad knowledge and understanding of child developmental milestones with an emphasis on the First Thousand Days.</p> <p>Education, physiotherapy, occupational therapy and speech pathology along with specialist education teachers have worked together to produce evidence-based scientific and holistic information for staff. Red flags for developmental concerns will support staff to refer for early intervention when needed. Working closely with families to support child and family wellbeing is a priority.</p> <p>Closer working relations across divisions within the DoE has promoted greater knowledge and insight into provision for any young student or family with the need for targeted educational adjustments. This has included considerations when developing the new Child and Family Learning Centre's and additional support in Launching into Learning when required.</p> <p>Footage and professional learning highlighting best inclusive practice within the Early Years has been produced. This has been developed collaboratively between Launching into Learning and Inclusion and Access Coordinators, increasing understanding of the benefits of inclusive practice for both students and families with and without atypical development.</p>
5.1	Provide support for the transition of students from school into post-school education, training or employment for people with disability.	Disability Services Learning Services Vocational Learning and Career Education Libraries Tasmania	DoE continues to support transition planning for students with disability on an annual basis.	<p>The Department is committed to improving access to work exposure opportunities for students and to increase the capacity of teachers to support transition planning for students with disability.</p> <p>The Department's <i>My Education</i> team ensures their work continues to align with the appropriate outcome areas of the DoE Disability Action Plan 2019. In particular, <i>My Education</i> continues to progress</p> <ul style="list-style-type: none"> <li>• accommodating work exposure events for students with disability</li> <li>• updating resources in CANVAS (online learning platform) from Kindergarten to Year 12 to ensure accessibility.</li> </ul>



Action No.	Output/brief description	Lead Unit	Key dates /milestones	Comments
			This is undertaken locally in response to student transition needs.	<p><i>My Education</i> continues to operate the new online process for Transition Plans required for students transitioning from Years 10 to 11 and 12. A Transition Statement is included in a Year 10 student's end of school report detailing their plans to move into senior secondary or other further education and training post Year 10. Transition Plans allows for differentiation among students.</p> <p><i>My Education</i> continues to be a member of a National Disability Services working group.</p> <p>Members of the Vocational Learning and Career Education (VLCE) team have had discussions with the Tasmanian National Disability Coordination Officers to consider how the number of students with a disability who are undertaking VET qualifications could be increased. A number of strategies are being explored. (Note: The National Disability Coordination Officer Program is an Australian Government initiative that works strategically to assist people with disability access and participate in tertiary education and subsequent employment.)</p> <p>Professional Learning</p> <ul style="list-style-type: none"> <li><i>My Education</i> has provided opportunities to build staff capacity in career development. This has specifically provided school support staff with the opportunity to be involved in a 3 hour <i>Introductory to Career Development Practice Online</i> session. This professional learning opportunity provided school support staff with broad knowledge of what career development is, why it is important, labour market information and supports understanding of how to engage students in career conversations.</li> </ul> <p>Training and employment</p>

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				<ul style="list-style-type: none"> <li>• The Australian School-based Apprenticeships (ASbA) team continues to work with students to identify and support ASbA pathways for students with disability.</li> <li>• In the 20219-2020 budget the Government committed \$1.48 million over four years to grow and strengthen ASbAs for Years 10 to 12 learners in Government schools. As part of this commitment, a Project Officer has been appointed to implement a Diversity and Inclusion Strategy for ASbAs in government schools.</li> <li>• The ASbA Diversity and Inclusion Strategy will support equitable opportunities to students with a disability as part of the Tasmanian Government's commitment to providing high quality, inclusive education for all students.</li> <li>• The project aims to strengthen supports available to students in order to reduce the disparity in educational outcomes for students with a disability and increase participation in the workforce as well as improve life opportunities more broadly.</li> </ul> <p>The Department continues to work with the NDIS to ensure students have information and access to the NDIS School Leaver Employment Supports (SLES) Program. The program which previously connected to students within the college system is now being shared with extension schools more broadly to encompass all eligible year 11 and 12 programs.</p> <p>The NDIA have developed, in conjunction with the Victorian Department of Education a series of online webinars, which are also being implemented in Tasmania. The SLES program is now applicable to open employment, self-employment, micro businesses rather than only ADE. The webinars will be run over a series of several weeks with some targeting individuals and their families / carers and others for school staff. Each webinar is 45 minutes and involves sharing current information for planning and time for specific Q</p>

Action No.	Output/brief description	Lead Unit	Key dates /milestones	Comments
				<p>and A. Webinars will be offered during day and evening time slots to ensure greatest access. The webinars outline what the SLES program is and can offer, the available supports, the role of LACs (Local Area Co-ordinators) in the community and other supports that are applicable to this age group outside of the NDIS.</p> <p>The Department's Hearing Services team works alongside colleges to ensure that those students who may benefit from School Leaver Employment Services (SLES) are participating in the eligibility process. Hearing Services have supported alternate educational options and are supporting work placements for college students. Additional support is given for 16-year olds and upwards in relation to any Disability Allowances they may be eligible for.</p> <p>The Department's Vision Services team recognises the importance of supporting students during transition from home to school, grade to grade, school to school and finally transition to post school options. A team approach is utilised to ensure that the needs of the students, families and school communities are carefully considered and supported to ensure positive smooth transition promoting positive outcomes.</p> <p>Forward planning, listening, gathering information and reviewing choices are the keys to fostering positive outcomes for students and their families. This may include:</p> <ul style="list-style-type: none"> <li>• Liaising with external support providers such as Vision Australia, Visability/Guide Dogs Tasmania, employment agencies (work experience), tertiary education support personnel and individual employers (eg Tadpac).</li> <li>• Assisting families with NDIS access and ensuring students receive the necessary support they require.</li> </ul>

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				<p><b>Case Study</b></p> <p><b>North West Support School – Work Placement</b></p> <p>Work placement for students currently falls under the Tasmanian Assessment, Standards and Certification (TASC) subject Access to Work. This subject is completed by students in Grade 11 or 12. Students are placed in a local business and supported by a teacher or teacher aide. Local businesses who have supported the work placement program to date have included: Crusty's, IGA Wivenhoe, IGA Spreyton, Alpha Electric and North West Off road (Spreyton) and Vinnies (Wynyard).</p> <p>Students are assessed and prepared individually. Placements are matched to the students' area of interest and tasks matched to their level of ability. Work places are visited by the teacher prior to placement. Photographs of the site and the people with whom the student will be working are undertaken. Where required, these pictures are used to make a book that will tell a story (Social Script) which assists the student to familiarize themselves with the surroundings prior to their first visit. The worksite is also assessed for OHS and the safety requirements of students. Department of Education Work Placement documentation is completed prior to the students' first visit.</p> <p>Pre-placement visits for the student are then organised. The school staff attending pass on relevant information/strategies to aid in understanding how to best work with the student. These orientation visits are initially short. Once students commence the formal placement the time at work is gradually increased as the student feels more familiar with the placement. During these</p> 

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				<p>visits the students engage in activities that they recognize and enjoy. Some students have attended work placements on more than 1 occasion during a year.</p> <p>Placements are usually of 6-8 weeks duration and are usually organised for 2nd, 3rd and 4th terms for the Year 12 students.</p> <p><b>Launceston Library</b> has an ongoing relationship with TasTAFE's Disability Liaison Officer to help recognise and remove barriers for people with disability to engage in library programs and services. Specific programming is in place to support clients with learning difficulties. For example, a Launceston Library client with a fulltime apprenticeship is supported through Zoom sessions and targeted intervention to help him use all assistive technology options. This includes support with completing theory modules in the Canvas Learning Management System.</p> <p>In collaboration with TasTAFE and UTAS, five learners took up the offer to attend one-on-one information sessions at <b>Devonport Library</b> to learn about support - available to help their transition into further education or employment.</p>
DoE*	Continue to improve the accessibility and distribution of information for schools and families in relation	Disability Services	Series of training sessions	<p>The Department continues to build staff knowledge and general public awareness of the supports available for students with disability, by improving the accessibility and distribution of information.</p> <p>In 2020, the Department's Strategic Media, Communications and Marketing team has delivered a series of training sessions for staff to build their knowledge, understanding and skills in preparing accessible documents</p>

Action No.	Output/brief description	Lead Unit	Key dates /milestones	Comments
	to disability support, policy, programs and initiatives to ensure quality educational outcomes for students with disability.		<p>delivered to staff in 2020 to build capacity in accessibility and readability.</p> <p>3 parent information sessions delivered in February-March 2020.</p> <p>Policy review undertaken during in 2019 for completion by January 2020.</p>	<p>and improving the readability of information produced by the Department. These sessions have covered general accessibility features in MS programs and website content management systems, and included additional tools such as Hemingway Editor, Accessibility checkers, readability scale tools.</p> <p>In 2020 a key focus has been on providing accessible information to schools and families in response to COVID-19. Through COVID, the DoE also ensured that critical information was provided to schools and families regularly and in plain English language. The Department also provided translated versions of this information into the most common languages spoken by families in Tasmanian schools.</p> <p>During February-March 2020 three parent information presentations (North West, North and South) were delivered to the Tasmanian Association of State School Organisations Inc. (TASSO) parent networks. These sessions were designed to provide information to parents about the importance of family involvement in the writing and reviewing of Learning Plans for their children with disability, highlighting their important role in their child's education.</p> <p>During 2020, the Department has undertaken a full systematic review of its Policy Review Process, which involved updating every policy instrument onto updated templates in January 2020. The purpose of this review was to improve the quality of information, accessibility and distribution of policy information for schools and parents state-wide. As part of this process, many policy documents relating to supporting students with disability have been updated and some have undertaken full content reviews. Some examples of the policy review work is provided below:</p>

Action No.	Output/brief description	Lead Unit	Key dates /milestones	Comments
			<p>Ongoing policy updates and reviews undertaken on an individual and regularly basis.</p> <p>Factsheet currently open for consultation – to be finalised in Term 4, 2020.</p>	<ul style="list-style-type: none"> <li>• Inclusive Language Guidelines</li> <li>• Learning Plan Procedure</li> <li>• Augmentative and Alternative Communication in Schools Policy</li> <li>• Enrolment at a State Support School Procedure</li> <li>• Meal Management in Schools Policy</li> <li>• Procedures for Principals working with NDIS External Providers</li> <li>• Conduct and Behaviour Standards - External NDIS Service Providers working in Government Schools</li> <li>• Minor Works Funding - Students with Disability</li> <li>• Transport Assistance Program for Students with Disability Guidelines and Procedure.</li> </ul> <p>In 2020, the Department developed a new draft Assistance Animals in Schools Factsheet to provide best practice guidance and support for School Principal's decision making in relation to the use of assistance animals by students with disability in Tasmanian Government schools. The Factsheet provides clarification on what are assistance animals, what is the difference between an assistance animal and a therapy animal, it provides general advice about animals in schools (non-assistance animals), and outlines the risk management process and roles and responsibilities of staff and parents where assistance animals are involved.</p> <p>It also includes a risk management plan template to support schools to identify and mitigate the risks associated with assistance animals on school sites.</p>



Action No.	Output/brief description	Lead Unit	Key dates /milestones	Comments
				<p>This Factsheet was developed in response to needs of schools and given the recent increase in schools being approached to have assistance animals accompany students at school.</p> <p>The Factsheet is currently in draft form and is being consulted with school staff prior to finalisation in Term 4, 2020.</p> <p><b>Case Study – Luna, Assistance Animal, at Rosebery District School</b></p> <p>In March 2020, Rosebery District School purchased an assistance puppy, Luna, who is owned, insured and cared for by the school.</p> <p>Luna was purchased from a breeder who specialises in assistance dogs for children who have autism.</p> <p>The school chose a Cavoodle to avoid allergies and to ensure a good temperament and size for a Kinder to Year 1 class.</p> <p>The school completed a comprehensive risk management plan prior to receiving Luna. The school also consulted parents and worked with the community to ensure a collaborative and smooth transition once Luna arrived on school site. The Delta Dog-Safe training program was delivered with students.</p> <p>The impact of Luna at Rosebery has been amazing! She arrived at the same time as COVID shutdown – which had a real positive influence on staff and students at a time of great change and uncertainty.</p> <p>Luna is a member of the school and they are thinking about giving her a staff ID!</p>



Action No.	Output/brief description	Lead Unit	Key dates /milestones	Comments
DoE*	Continue to undertake annual learning plan quality assurance processes with DoE staff to support schools to become increasingly inclusive and achieve optimal outcomes for students with disability.	Disability Services Learning Services Student Wellbeing	<p>DoE continues to undertake learning plan quality assurance processes in 2019.</p> <p>Further planning has been undertaken in 2020 to resume the process in 2021.</p>	<p>The Department upholds students' right to access rich, robust learning programs founded on curriculum frameworks such as the Australian Curriculum that offer flexibility, rigour and promote learners' success with learning. This connection is further supported through quality differentiated teaching practice that includes adjusting the content, pedagogies, products of learning and learning environments to promote achievement across the breadth and depth of learners' diversities.</p> <p><b>2017-2019 Quality Assurance of Learning Plans for Students with Disability</b></p> <ul style="list-style-type: none"> <li>Between 2017 and 2019 the learning plans for Students with Disability were assessed against the Learning Plan Quality Rubric during the Learning Plan Quality Assurance Process. This was a key recommendation made by the Disability Ministerial Taskforce.</li> <li>The Learning Plan Quality Assurance process reviews the current learning plan. These include the level of student voice, parent /carer and professional support involvement. The Key outcomes and Smart goals are assessed to ensure they are relevant to the students' current level of readiness and are linked to the Australian Curriculum. The Adjustments in place to support students to engage, participate and access education as well as important information that is relevant to the student's unique needs and key learning supports.</li> <li>100% of schools were assessed across the 3 year period. Schools received Quality assessment data and feedback regarding the quality of their learning plans in the year of their assessment.</li> </ul>

Action No.	Output/brief description	Lead Unit	Key dates /milestones	Comments
				<ul style="list-style-type: none"> <li>92% of students across the state had an active and current year learning plan during the process. In 2017 there were 15% of students with no active learning plan compared to only 3% in 2019.</li> <li>69% of Learning Plans were assessed at satisfactory or above when reviewed against the quality Rubric.</li> <li>The Quality Assurance process from 2017 shows a trend of Learning plan improvement over time.</li> <li>Learning Plans play a vital role in documenting the Educational Adjustments that each school is implementing to support the student to access, participate and engage in education on the same basis as their same age peers.</li> </ul> <p>The learning plan quality assurance process was in the beginning stages of being reviewed for 2020 when the Covid-19 pandemic disrupted normal school processes. Therefore, the process was put on hold for 2020.</p> <p>The outcomes of the Learning Plan audit have been shared with each of the schools across the 3 year cycle. The completed data illustrates trends across the state. This feedback is useful in terms of school improvement planning and professional learning activities. This data also helps inform strategies and targets for system level professional learning and resource allocation to further build staff capacity.</p> <p>Based on outcomes from the 2017-2019 learning plan quality assurance process, the Department will continue to focus effort to:</p> <ul style="list-style-type: none"> <li>Maintain high expectations and support for personalised learning and professional learning to drive this</li> <li>Strengthen the position of personalised learning within quality teaching and learning</li> </ul>

Action No.	Output/brief description	Lead Unit	Key dates /milestones	Comments
				<ul style="list-style-type: none"> <li>• Collaborate to interact over practices that best contribute to improving teaching and learning for students with disability</li> <li>• Continue to provide opportunities for professional learning</li> <li>• Continue to update administration processes to better enable teachers to maintain dynamic information in learning plans</li> </ul> <p>To support schools develop, monitor and review student Learning Plans in 2020, the Department undertook the following activities with staff:</p> <ul style="list-style-type: none"> <li>• Induction of New and Beginning Support Teacher Professional learning days in term 1 and 2 with a particular focus on the Learning Plan procedure and the Quality Rubric for writing learning plans.</li> <li>• Focus session at Support Teacher forum, Term 1 2020 on reviewing the Quality Rubric for Learning Plan document to ensure a common understanding of the document</li> <li>• Reviewing of the final data from the 3 year cycle of Quality Assurance of Learning Plans and identified areas of celebration and growth.</li> <li>• Presentation from Patrick Kelly from ACARA on the resources available from ACARA for diverse learners and how this can be applied to the students learning program.</li> <li>• Working collaboratively with Professor Michal Arthur-Kelly to explore quality educational adjustments for student with disability to improve outcomes for students at Support Teacher Forum Term 2.</li> <li>• Working with Professor Michael Arthur-Kelly to work collaboratively with Support Teachers across the state to use a self-assessment tool to support ongoing and targeted Professional Learning opportunities</li> </ul>

Action No.	Output/brief description	Lead Unit	Key dates /milestones	Comments
				<p>for the range of Support staff working with Student with Disability. Support Teacher forum Term 3.</p> <ul style="list-style-type: none"> <li>Professional Support Staff facilitated at Support Teacher Professional Learning in online workshops in Terms 2, 3 and 4 in 2020. Additional online resources added to support improvement of Learning Plans.</li> <li>Respectful School Support Team Leaders providing support and Professional Learning to individual Support Teachers, cohort, or whole school as requested (e.g. learning plans, structured teaching, zones of regulation).</li> <li>Autism Consultants have presented at Support Teacher Professional Learning in Terms 2 and 3 2020.</li> <li>Respectful Schools Support Team provided feedback to schools on learning plans when requested.</li> <li>Contact made with schools after the NCCD moderation when schools needed additional support around Learning Plan rigor.</li> <li>Manager of Differentiation and Diversity worked collaboratively with Disability Moderators and the Respectful Schools Support Team to plan for and deliver contextual Professional learning to individual schools to support Quality Learning Plans and using Learning Plans as a tool for Planning for learning.</li> </ul>
DoE*	Continue to collect feedback from DoE school staff, families and	Disability Services	DoE continues to seek feedback	The Department is committed to seeking feedback from staff, families and students on an annual basis to ensure our policies and service delivery is informed by the needs and voice of people with disability.

Action No.	Output/brief description	Lead Unit	Key dates /milestones	Comments
	students on an annual basis in relation to support for students with disability.		<p>from staff, families and students on an annual basis in response to work priorities and specific support requirements.</p> <p>Evaluation consultation planned for 2021.</p> <p>Consultation to be undertaken in Term 4, 2020.</p>	<p>During 2019 and 2020, the Department has continued to seek feedback from staff and families in relation to the implementation of the new Educational Adjustments funding model. Refer to Action 1.24 for further details.</p> <p>The Department is currently planning an evaluation process of the new Educational Adjustments model. This review is scheduled for early 2021 and will incorporate feedback from key stakeholders including, school principals, teachers, professional support staff, parents and students (where possible), to identify what has worked well and what areas need improvement in terms of the model's processes, communication, professional learning, and best practice educational adjustment professional resources (i.e. hard copy/online education resources). All feedback received through this review process will be used to refine the model processes, supports for schools and associated policy development in future.</p> <p>In September 2020, the newly appointed Ministerial Advisory Council requested information from across the Government and non-Government education sectors in Tasmania to find out about the experience of students with disability during COVID-19 – they are specifically wanting to look at: <i>What have we learnt about the effectiveness of the supports provided to students and families during the Learning from Home experience for students with disability, including the use of Individual Learning Plans and capacity to differentiate learning materials?</i></p> <p>In response to this request, information will be gathered across each education sectors, including Catholic Education, Independent Schools and Government Schools in Tasmania. Surveys will be undertaken with school staff and parents about the supports they received for their child with disability during the Learning from Home period during Term 2. The findings</p>

Action No.	Output/brief description	Lead Unit	Key dates /milestones	Comments
				<p>will be provided to the Ministerial Advisory Council by the end of November 2020.</p> <p>Vision Services conduct annual family, student and Principal surveys which seek feedback regarding the support and programs provided. This was undertaken in 2020. Feedback allows the Service to be responsive to needs and preferences of stakeholders and ensures improvements can be made on an annual basis.</p> <p>Due to the COVID challenges experienced in 2020, the annual parent survey has not yet been conducted by Hearing Services. Students and families are kept updated via the regular service newsletter. During COVID, the parents of the students that were supported remotely, were involved in online sessions. Relationships were strengthened through this process.</p>
DoE*	Continue to provide specialised Information and Communication Technology (ICT) and equipment to meet the learning needs of students with disability.	Disability Services	DoE continues to provide specialised ICT and equipment to meet the learning needs of students with disability on an annual basis.	<p>The Department is committed to continue providing specialised ICT and equipment to ensure students' access, participation and engagement in education.</p> <p>The Department's Inclusion and Access Coordinators support the provision of specialised technology to students through the ICT grants process. They provide advice to schools on a broad range of technology and organise training for schools and staff on specialised software, apps and approaches to use of technology in supporting the learning of students with disability. Coordination of professional learning for larger groups in regional settings, as well as school-based groups is provided.</p> <p>During 2020, Inclusion and Access Coordinators commenced the development of a Canvas Page to provide information and resources to Support Teachers and other DoE staff in relation to ICT and equipment for students with disability.</p>



Action No.	Output/brief description	Lead Unit	Key dates /milestones	Comments
				<p>The Vision Services team provide mainstream technology and specialist adaptive technology to students who are blind or have low vision to support their access and engagement. A 'toolkit' of equipment is provided to enable students to choose the right tool for the task. Technology equipment is updated on a regular basis via the Vision Services Technology Library and specialist training/maintenance is provided by DoE technologists, technologists from Vision Australia and specialist technology suppliers and the VS Team. The close surveillance of equipment in the Technology Library aims to minimise disruptions to learning related to technology failure or connectivity issues and it ensures that students are provided with current devices and technology options to suit various learning tasks. There is an extensive range of loan equipment which includes:</p> <ul style="list-style-type: none"> <li>• Hardware (laptops, desktop computers)</li> <li>• Software (magnification and screen reading options, literacy acquisition and development programs, speech to text and text to speech options)</li> <li>• Braille reading and writing options (manual and electronic)</li> <li>• Braille embossers</li> <li>• Desktop and portable video magnifiers</li> <li>• iPads with specialist apps for people with vision impairment (magnification, visual enhancements, optical character recognition/text reading)</li> <li>• Specialist CD and Auditory Equipment.</li> </ul> <p>Vision Services continues to collaborate with the DoE Education Performance and Review (EPR) and ACARA regarding online access to NAPLAN and how this may accommodate students with vision impairment.</p>

Action No.	Output/brief description	Lead Unit	Key dates /milestones	Comments
				<p>Hearing Services work alongside Hearing Australia and Audiology Services to ensure that students with a hearing loss have access to the technology that they require to best support their audition needs and their access to the curriculum. Students who are Deaf or HoH have their basic audiological needs met by either Hearing Australia (for hearing aids, BaHa's and Roger touch screens) or the Cochlear Implant Clinic (for cochlear implant management).</p> <p>In instances where students may not have been able to acquire the assistive technology that they require the Hearing Service has a small bank of assistive technology (namely DynaMic's and Digimasters) which are loaned to students as required. Families may also choose to purchase the assistive technology required for use at home.</p> <p>In instances where additional technology is required, most of these requirements have been met through Better Start funding and more recently the NDIS.</p> <p>In 2020 Hearing Australia fill out the paper work for the NDIS when they diagnose new students. ToD attend CIC appointment with students and their families. HS attend case conferences where use of NDIS funds is discussed. HS liaise with HA/CIC about what extra equipment may benefit the students in the classroom, they are very responsive with loan equipment to trial and then assistive devices are given to the students. Personal assistive listening devices are preferred to sound field systems. These are made accessible to students that require them.</p>
DoE*	Continue to support students, families and schools in relation	Disability Services	DoE continues to support students,	DoE Senior Officers work collaboratively with the NDIS at all levels. This includes membership on the Tasmanian Government NDIS Steering Committee and the NDIS Transition Steering Committee.

Action No.	Output/brief description	Lead Unit	Key dates /milestones	Comments
	to the intersect between education and the National Disability Insurance Scheme (NDIS).		families and schools access education-related NDIS supports in response to individual student needs.	Refer to the Department's <a href="#">NDIS website</a> <sup>22</sup> for further information about the supports provided in relation to the intersect with the NDIS:
DoE*	Provide opportunities for all Tasmanians to participate and engage in learning and be able to contribute to their local community and pursue life opportunities.	Libraries Tasmania	Libraries Tasmania continues to provide opportunities for all Tasmanians to participate and engage in learning.	<p>Libraries Tasmania is committed to enabling all Tasmanians free access to inclusive spaces, learning, information and the internet through Libraries Tasmania sites, services and programs.</p> <p>Public libraries are unique in their multi-dimensional responses to the needs of people of all ages, literally from 'cradle to grave'. No other public agency has such a broad remit, challenge and opportunity. Libraries state-wide continue to offer universal access to programs and services; that is, free learning opportunities for all Tasmanians of any ability. Examples are included in other sections of this report, as well as below.</p> <p><b>Kingston Library</b> offered community learning courses in assistive technology – providing guidance with speech to text. They also offered courses in Easy Access on your Android and iPhone for clients. This includes sight and hearing-impaired options and tips for clients in using technology.</p>

<sup>22</sup> <https://www.education.tas.gov.au/supporting-student-need/national-dissability-insurance-scheme-ndis/>

## Additional PDAC Recommendation

*How has DoE implemented the actions of Accessible Island on King Island and Flinders Island during 2019-2020?*

### **Information Technology Services**

In July 2020 the new wide area bandwidth link upgrade provided by Telstra to Flinders Island was completed resulting in improved bandwidth to the library and school. The mobile network on Flinders Island was also upgraded to 4G enabling the public improved access to mobile telephone and data services.

### **Specialist Staff**

The Respectful Schools Support Team and professional support staff now have access to Microsoft Teams which has facilitated increased access to educational and professional (allied health) support via telehealth, particularly for students, families and teachers in more remote locations such as King Island and Flinders Island.

### **Libraries Tasmania**

#### **Currie Library – King Island**

The Currie Library is managed through Burnie Library and is part of the Burnie Library Catchment.

In the past 12 months, the Currie Library acquired an additional iPad to improve digital access for clients. This augmented an existing iPad and two public computers. Both iPads have the accessibility functionality enabled to assist clients with a disability to use the devices. Library staff assist and support clients in using the iPads.

Physical access at the library is problematic as the ramp is not at a gradient that provides easy access to wheelchair clients. The facility is located on land owned by the Council and is occupied by Libraries Tasmania and the King Island RSL sub-branch. It has been unclear who owns the facility and is responsible for maintenance and upgrades. DoE Facilities are currently negotiating with the facility tenants to resolve this issue. A proposal to fix the ramp made by the King Island RSL sub-branch to the Tasmanian Community Fund in 2019-20 was unsuccessful.

The inside of the library is not large enough to allow permanent arrangement of bookshelves and furniture so that there is adequate space between all items for a wheelchair. Staff are aware of this and now take an active approach to understanding what the client needs from within the library, and retrieving it for them. Libraries staff have discussed this and have arranged for as many areas as possible to be made wide enough to ensure wheelchair accessibility.

In the past 12 months, Burnie Library supported an apprentice from Currie who was studying at TasTAFE and needed additional literacy support. The Burnie Library Literacy Coordinator arranged to meet the apprentice and provided literacy support during his off-the-job learning visit to Launceston TasTAFE. He is receiving additional support from TasTAFE to help complete this apprenticeship and is still in touch with the Burnie Literacy Coordinator.

Currie Library can now support clients on the island who need help with L1 learner driver training and testing. The learning is supported online by the Burnie Literacy Coordinator and also face-to-face through the library staff on the island. The final test can even be conducted using technology, with additional measures put in place to ensure all testing requirements are met.

### **Whitemark Library – Flinders Island**

The Whitemark Library is managed through Scottsdale Library and is part the Scottsdale Library Catchment.

In November 2019, Whitemark Library began offering a free 4G WiFi service at the library. This new service improves accessibility and connectivity to free internet. Anyone can connect to the free WiFi between 6:00 am and 9:00 pm (this includes outside library opening hours) using their device, inside or near the library.

Whitemark Library is wheelchair accessible; and the shelving and furniture layouts allow for mobility access.

As part of seeking quotes to install an accessible 24/7 return chute, quotes are being sought for other potential building access improvements.

## **Other relevant areas of work taken place during August 2019 – July 2020:**

### **Most significant changes to your service provision for people with disability**

The D&I Issues paper (developed with significant input from self-identified staff members with lived experience of diversity) has identified a range of issues to be considered by executive. Specifically for people with disability:

- reviewing our reasonable adjustment practices to ensure more central oversight
- utilising proactive language during recruitment to be more visibly inclusive of (prospective) staff with disability
- recognition of disability, mental health issue and short-long term injury as qualifying reasons for a WFH request

RSST has completed training on accessibility features when designing and delivering on-line professional learning

Professional support staff are developing plain English report templates

Where appropriate, RSST and professional support staff are now using Teams with students, families and teachers to maximise support for students with additional needs; this included drop-in sessions regarding educational adjustments for support teachers during COVID-19.

Libraries Tasmania closed its physical libraries for a number of weeks in response to the COVID-19 pandemic. During this time a number of libraries undertook facility improvements, which included reorganising physical spaces to improve accessibility for clients, including those with disability and/or mobility issues.

## Monitoring and Evaluation

<i>Access and inclusion</i>	<i>Quantitative Data</i>	<i>Qualitative / Comments</i>
1.1 Number of building appraisals to ensure accessibility.	Unable to quantify the number of building appraisals as this is undertaken to ensure accessibility as and when needed for students and staff at local sites across all DoE schools.	As requested by the Department's Access and Minor Works Committee
1.1 Number and scope of modifications to buildings and other infrastructure to ensure accessibility.	During the 2019-2020 financial year, the DoE completed 30 individual projects totalling over \$400,000 to improve access for persons with a disability.	Refer to Table 1.1 above for an overview of the minor works projects funded.
1.33 Number of websites that are WCAG 2.0 Level AA compliant.	7/20* Note School websites are not being reported on in quantitative data.	One site listed as compliant in 2019 has been removed and one newly launched site has been listed as compliant.  *Note that the number of sites being reported on has increased to include sites for Libraries Tasmania and independent bodies e.g. Teachers Registration Board and Office of Education Registrar.  The Department continues to focus its accessibility improvements on;



		<ul style="list-style-type: none"> <li>• new and redeveloped websites, and</li> <li>• improvements to the most trafficked website – The primary Department site <a href="http://www.education.tas.gov.au">www.education.tas.gov.au</a><sup>23</sup>.</li> </ul> <p>The Department uses a combination of tools to ensure a full compliance check is completed and does not rely on one tool only to test WCAG compliance. This form of testing provides results of less compliant sites than other reporting methods. Tools used during testing include:</p> <ul style="list-style-type: none"> <li>• HTML Code Sniffer</li> <li>• WAVE</li> <li>• ARC Toolkit</li> <li>• Accessibility Insights for Web</li> <li>• Grayscale Black &amp; White – High Contrast Theme</li> <li>• NVDA – screen reader</li> </ul> <p>The websites tested for compliance in the last year were also tested manually for tabbing order, keyboard use and colour contrast (using Colour Contrast Analyser tool).</p>
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<sup>23</sup> [www.education.tas.gov.au](http://www.education.tas.gov.au)

<i>Employment in the State Service</i>	Quantitative Data	Qualitative / Comments
1.5 Number of adjustments put in place for employees with disability.	No quantitative data available – as reported above	As discussed above, it is anticipated that the upcoming CWCP Solution will allow DoE to properly collect, manage and report on a wide variety of staff data. This will include the management of reasonable adjustment data.
3.1 Engagement with Disability Employment Service providers. Employees engaged through DES providers.	1 identified graduate role was filled by an applicant with a disability  No employees engaged through a DES provider	See above: 1.21  One of these identified graduate roles was filled by a graduate with an identified disability, who is now successfully in their second year of the program.  The other identified graduate role was not filled by a person with a disability as there were not suitably qualified/interested applicants for the ITS specific role – DoE will seek to continue having 2 identified positions, but not dictate which position (policy or ITS) will be identified – preferring to reflect the interest of applicants in the future  As reported in 3.2, the general client profile of a DESP does not match the requirements of the standard state

		<p>service role – this is a consideration that should be discussed at Whole of Government level.</p> <p>One DoE employee receives a Federal Government Supported Wage, and has now been with the Agency for 22 years of continual service.</p>
3.1 Number of agency specific Diversity and Inclusion plans developed and implemented.	0	<p>As reported above in 3.1, a D&amp;I Issues paper has been prepared for Executive's review. The paper has identified a number of issues for consideration, and has suggested responses in terms of:</p> <ul style="list-style-type: none"> <li>- changes/updates to policy and procedure</li> <li>- identified particular strategies to be developed</li> <li>- highlighted key issues requiring further consideration all of these to be captured in an action plan</li> </ul>
3.1 Diversity and Inclusion toolkits developed and implemented.	No	<p>Advice and professional learning on inclusive practice is provided by the responsible HR officer. This has been provided on an ad hoc basis to a number of managers, principals and directors.</p> <p>Identification and development of specific toolkits, resources etc. is a key</p>

		consideration in the D&I issues paper currently under review.
3.1 Identification of barriers and initiatives/opportunities to support people with disability.	Yes	Priority of improving our reasonable adjustment practices Continuing to identify 2/4 graduate roles as disability identified, but not limited the anti-discrimination exemption to a specific type of role (i.e. either a policy graduate or ITS graduate role, but to cover 2 out of 4 grad roles).
3.5 Number of employees completing learning packages for all State Service Employees to improve their awareness of the ways to support people with disability in the workplace.	0	Disability Confident Workforce eLearn training package purchased from Australian Network on Disability (DCT June 2019).  DoE is yet to promote this training package but will do so for use in 2021.
3.1 Number of State Service employees identifying as having a disability.	5% of staff have a disability. Within this 5%: <ul style="list-style-type: none"><li>- 78% report having disclosed their disability to their employer</li><li>- 29% report having a workplace adjustment</li></ul>	Data reported during the 2019-2020 Tasmanian State Service Survey – out of a sample size of 92 people.  As discussed above, implementation of the CWCP System will allow for more accurate reporting and collection of this data.
3.4 Number of senior leaders' performance management agreements that include Diversity and Inclusion indicators.	0	As discussed, embedding D&I related KPI into leader's performance plans (and potentially position descriptions) is

		one of the issues captured within the D&I issues paper for executives' review
<b><i>Collaboration and consultation</i></b>	<b>Quantitative Data</b>	<b>Qualitative / Comments</b>
1.32 Participation in cross-agency and cross-sector work on disability initiatives.	23 - noting that work plans and meeting schedules due to emergency priorities and distancing requirements were altered as a result of COVID-19.	The responsible officer in HR for the D&I Project attends regular interagency D&I meetings and working groups; and Inclusion and Diversity Services participate in a number of cross-agency and cross-sector advisory/working groups in relation to students with disability.
1.23 Consultation with people with disability on policy and service delivery.	YES	<p>Staff with disability were key engagement partners in the D&amp;I advisory group, and supported the responsible HR officer in drafting the D&amp;I issues and research paper</p> <p>Members of the Project Working Group, PDAC and the Southern Support School Association were heavily involved in the design process for the redevelopment of the Southern Support School major capital works project.</p> <p>People with disability are regularly consulted in relation to support for students with disability – refer to the relevant actions above for further detail.</p>

<p>3.6 Annual Stakeholder Survey to provide feedback on progress of the State Service Diversity and Inclusion Framework and propose new initiatives..</p>	<p>Upcoming</p>	<p>Survey capability to be inbuilt into the soon-to-be implementing CWCP system.</p> <p>The upcoming D&amp;I action plan will also include success measures for each action.</p>
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## Appendix 1: Libraries Tasmania's Collections Data

Additional information in response to Action 1.35.

Table 8: Snapshot of the number of items available across the last three financial years

Comparative number of items	2017-18 July snapshot	2018-19 July snapshot	2019-20 July snapshot
Size of large print collection	34,895	33,862	30,687
Audiobooks CDs available	19,083	18,645	15,605

The number of large print and audiobook issues also decreased due to COVID-19 restrictions, as the majority of user groups were in the high-risk category.

Table 9: Number of items borrowed across the last three financial years

Issues	2017-18 FY	2018-19 FY	2019-20 FY
Large print issues	216,081	201,408	155,373
Audiobook issues	85,300	84,670	63,129
Number of eBook and eAudio issues	191,132	271,642	406,060

In contrast to the physical collections, the number of eBooks and eAudio items increased significantly due to increased demand for these formats during COVID-19 library closures.



## Home Library Service Data

Table 10: Overview of Home Library Service Data across the last three financial years

Home Library Service Data:	2017-18	2018-19	2019-20
Number of home library clients (July snapshot)	951	953	869
Number of issues to home library clients	86,989	85,267	70,280
Number of Library Tasmania sites where Home library service is offered	26	27	27

The decline in the number of HLS clients over the last year, as shown in the table above, supports the review findings and resulting recommendation to improve service visibility and promotion.

## Appendix 2: Outcome Area 5 - Learning and Skills data

In response to DoE's first action of Outcome Area 5: *Provide a range of high quality, specialist programs and services to support all learners with disability across the Department of Education*, the following data is provided:

### Number of Students with Disability

The table below provides a breakdown of the number of students with disability (Full Time Equivalent) who have received adjustments at each level of educational adjustment for the 2020 school year.

Table 11: Students with Disability - NCCD Level of Adjustment Category – as at 31 March 2020

Level of Educational Adjustment	Student FTE 2020
Extensive	588.52
Substantial	1,734.50
Supplementary	1,821.85
Quality Differentiated Teaching Practice	1,666.90
<b>Total NCCD</b>	<b>5,811.77</b>

### Support School Enrolments

The table below provides an overview of the number of students enrolled at each Support School in 2020.

Table 12: Student Enrolments (FTE) per Support School as at Census 1 2020

Support School	Student FTE
Southern Support School	82.8
Northern Support School	96.2
North West Support School	119.5
<b>Total Support School Enrolments in 2020</b>	<b>298.5</b>

Note: these student numbers are included within the total NCCD FTE numbers reported above.

## Early Childhood Intervention Service (ECIS) Centres

The table below provides an overview of the number of children enrolled at each of the ECIS Centres in 2020.

Table 13: Enrolments (FTE) per ECIS Centre as at Census 1 2020

ECIS Centre	Enrolment FTE
ECIS Burnie	25.3
ECIS Devonport	23.4
ECIS Hobart	88.8
ECIS Launceston	61.9
<b>Total ECIS Enrolments in 2020</b>	199.4

Note: these numbers are not included within the total NCCD FTE numbers reported in the table above. ECIS enrolments are for children aged 0-4 years, and are therefore not counted with the NCCD school-age student cohort.

## Funded Specialist Programs Autism Specific Program

The table below provides an overview of the six schools operating the Autism Specific Program and the number of students enrolled at each site in 2020.

Table 14: Overview of the Autism Specific Program schools, the year level range and the number of students enrolled in 2020

School	Year level range	Number of students enrolled (at May 2020)
Romaine Park Primary School (North-West)	Year 3 to Year 6	8
Summerdale Primary School (North)	Year 3 to Year 6	5
Lindisfarne North Primary School (South)	Year 3 to Year 6	10
Parklands High School (North-West)	Year 7 to Year 10	8
Prospect High School (North)	Year 7 to Year 10	7
Rose Bay High School (South)	Year 7 to Year 10	8
<b>Total</b>		46