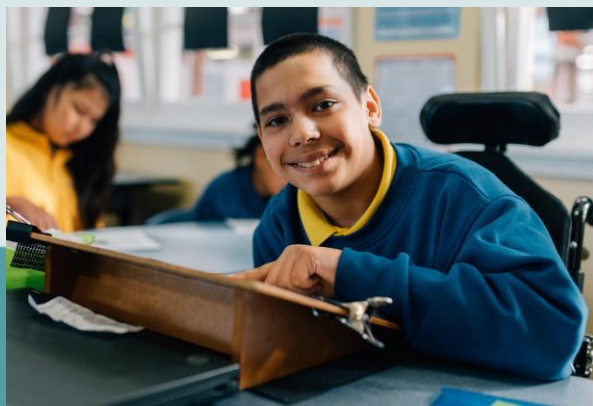


DISABILITY ACTION PLAN

ANNUAL REPORT 2019



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

Annual Report to the Premier's Disability Advisory Council for 2018-2019

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Version 1.0 – 10/09/2019

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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*](#) Strategic Plan, the Department's [*Disability Action Plan 2018-2021*](#) 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.

The Department is committed to delivering on [*Accessible Island: Tasmania's Disability Framework for Action 2018-2021*](#) 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 2019. This report highlights the priorities and strategies DoE is implementing that has contributed to equitable and inclusive learning and working environments across our Department. This report also highlights a collaborative effort and system wide approach to implementing the Department's Disability Action Plan. Over the past year, the Department has strengthened this commitment and implemented a continuous improvement agenda, professional learning and improved resource supports that build staff capability system-wide.

The work of the Department's Inclusion and Diversity Services team is key to this improvement agenda and a lead business unit in driving inclusive education practice and improved outcomes for students with disability across Tasmanian Government Schools.

Over the past two years, the Department has made significant progress in improving supports and educational outcomes for students with disability, by implementing the Ministerial Taskforce Recommendations. I am incredibly proud of the progress that has been made and am grateful for the dedicated and passionate professionals who have driven this work at a system and school-level to support quality educational outcomes for Tasmanian students with disability.

While we know there is still work to do, we will continue to progress implementation of the Department's *Disability Action Plan 2018-2021* and will continue to monitor and evaluate our progress to ensure improved inclusive and accessible communities, economic security, and learning skills is achieved for all staff and students with disability.

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

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.

This report highlights the priorities and strategies the DoE is implementing that will contribute to equitable and inclusive learning and working environments for all of our learners and employees across the three key outcome areas.

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 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.
- 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 statewide. 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's Inclusion and Diversity Services unit proactively seeks to consult with schools, families and students on a regular basis in relation to the supports provided to students with disability across Tasmanian Government schools. DoE undertakes biannual surveys and forums with school principals, classroom teachers, support teachers and parents to seek feedback in relation to system level supports for students with disability.
- The Department is currently developing a new needs-based funding model, called *Educational Adjustments*, for students with disability in Tasmanian Government schools. Working in collaboration with an external consultant, KPMG, and the DoE business units of Inclusion and Diversity Services and Budget and Resource Services, the new funding model has become fully developed and will be implemented from 2020 across all Tasmanian Government schools. During Term 1 and 2, 2019, 26 consultation forums were held statewide, facilitated by an external consultant, to share information and seek feedback on the components of the model with schools, key stakeholders, families/parents, and community members. All information pertaining to the model is publically available at: <https://www.education.tas.gov.au/educational-adjustments/>.

With the rollout of the Educational Adjustments funding model consultation and communication has been ongoing throughout 2019 and will continue in 2020, including:

- Group and individual stakeholder briefings
- Media campaign, including social media
- Website information and videos
- School level information with parents and school staff discussing educational adjustments for students with disability.
- 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 the Education of Students with Disability.
- The Department continues to work with a range of stakeholders in relation to the education intersect with the National Disability Insurance Scheme (NDIS). DoE has been involved at all levels of the state-wide implementation, working collaboratively with the National Disability Insurance Agency (NDIA), NDIA Access Partners, State Government agencies, and the Tasmanian community. DoE has been



actively involved in supporting children, students, families and school communities throughout the transition to the NDIS to ensure quality education provision for children and students 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.
- Staff with disability are actively encouraged to join the Advisory Group for the new Diversity and Inclusion project to ensure that their experiences and needs are accurately represented within the upcoming Diversity and Inclusion action plans.

Note:

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

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 are unable to be specified for these actions which occur on a daily basis in our education settings – this is part of our core education delivery for students with disability. Please note the reasoning behind this commentary, as we have acknowledged PDAC's feedback at agencies reporting in this manner.

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 students with disability.

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.



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 to 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 2018-2019 financial year, the DoE completed 62 individual projects totalling over \$616 000 to improve access for persons with a disability.</p> <p>Refer to Table 1.1 and 1.2 below for an overview of the minor works and major projects, modifications and total expenditure across DoE for 2018-2019.</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. This provides a dedicated process which ensures that issues of</p>

physical access are accounted for in schools where modifications are required (e.g. ramps, steps, installing specialised toilet/change facilities). 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.

Support School Capital Works Projects

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.

PDAC has been involved in the Northern Support School project and Southern Support School since commencement.

During 2017, 2018 and 2019, the Department has undertaken two capital works projects for support schools:

- 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 is \$10.2 million. The redevelopment was largely completed in February 2018 when students commenced the school year. The Department has continued to work with the Northern Support School 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.
- 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 concept is currently under consideration by the Department. It is anticipated that works will commence in 2020.

1.5	Provide reasonable workplace modifications for employees with disability as identified through individual occupational assessments (see also Action 3.4)	Human Resources Facility Services	DoE provides workplace adjustments on an ongoing basis, as and when required.	<p>The Department is committed to providing 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 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 senior staff to advise them during such circumstances.</p> <p>The Department has commenced work to align the current DoE process outlined in the Reasonable Adjustment Guide with the State Service Workplace Adjustment Policy Template (see also Action 3.4).</p> <p>In anticipation of the release of the State Service Workplace Adjustment Policy Template, HR Recruitment and Staffing Services have sought advice from the Diversity and Inclusion project officer to review existing policies and processes.</p> <p>In response to the release of the whole of government template, best practice policy will be updated and communicated across DoE.</p>
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1.6	Promote the <i>Tasmanian Government Accessible Events Guidelines and Checklist</i> to agencies and event organisers in receipt of Government funding.	Strategic Media, Communications and Marketing Ministerial Services Libraries Tasmania	DoE provides accessible events information to event organisers on an ongoing basis, as and when required.	<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>The Department's Strategic Media, Communications and Marketing and Ministerial Services units continue to use the policy as a guide to provide accessibility support to event organisers when planning and preparing to host events.</p> <p>The Marketing section of the DoE Staff Intranet has a section on Event Management in place and this presence and search ability will be strengthened when the updated DoE Intranet platform is released later in 2019.</p> <p>Libraries Tasmania continues to provide the Department's <i>Event Management Policy and Guidelines</i> and the <i>Tasmanian Government Accessible Events Guidelines and Checklist</i> to event organisers.</p> <p>As an example, an Auslan interpreter service was made available for a 26TEN public plain English workshop held at Glenorchy Library on 6 August 2019. The workshop provided participants with an understanding of the importance of, and skills involved in using, plain English to communicate more clearly with adults with low levels of literacy.</p>
1.7	Ensure off-premise events are accessible.	Strategic Media, Communications and Marketing Ministerial Services Learning Services Libraries Tasmania	DoE provides accessible events information to event organisers on an ongoing basis, as and when required.	<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 provide accessibility support to event organisers when planning and preparing to host off-premise events. For example, the Department's International Day of People with Disability events, the Together We Inspire DoE Awards and school and community-based events. 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>Libraries Tasmania ensures that staff organising off-site events are aware of and follow the Department's <i>Event Management Policy and Guidelines</i> and the <i>Tasmanian Government Accessible Events Guidelines and Checklist</i>, so that our events are accessible for people with disability.</p> <p>As an example, in preparing for the Australian Children's Laureate event at the Derwent Entertainment Centre in June 2019, Libraries Tasmania staff ensured that there were facilities at the Entertainment Centre for children and adults with disability.</p>

				This included access to an elevated viewing platform, making the stage area visible for children and accompanying adults who use wheelchairs.
DoE	Ensure all refurbishments of Libraries Tasmania sites provide computer and other resource accessibility for people with disability	Libraries Tasmania Facility Services	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>An example is refurbishments at Sorell Library in 2019, which increased access by replacing a manually operated front door with an automatic door, and relocating the computer hub space to a more central and accessible area in the library, providing more space for clients in wheelchairs to access the public computers.</p>

Table 1.1 Minor Works Program – DDA Projects 2018-19

In 2018-19, the Department funded 58 separate projects totalling \$279 137 that improved accessibility outcomes to 37 individual sites.

School	Minor Works Projects 2018-19	Budget
Austin Ferry	Creation of accessible pathways	6,250
Bellerive Primary	Doorway modifications	1,220
Brooks High	Creation of accessible pathways	7,800
Brooks High	Creation of accessible crossovers and installation of handrail	6,500
Campania District	Installation of safety handrails	5,120
Claremont College	Install handrails	6,600
Clarence Child and Family Centre	Installation of lip ramps	700
Clarence High	Installation of hoist	4,942
Clarendon Vale Primary	Toilet modifications	935
Cooee Primary	Toilet modifications	1,130
Cosgrove High	Construct accessible pathways	5,100
Cressy District	Lighting modifications	4,436
Deloraine Primary	Creation of accessible ramp	2,627
Devonport High	Custom workbench and step	2,695
Dover District	Installation of safety fencing	3,910
Dover District	Installation of safety handrails	8,450
Evandale Primary	Installation of safety fencing	23,130
Exeter High	Create accessible doorways	1,400
Fairview Primary	Installation of safety fencing	9,585
Glenora District	Creation of accessible pathways	4,250

Hillcrest Primary	Installation of lever taps	760
Hobart College	Creation of ramp and doorway	3,125
Illawarra Primary	Install handrails	3,500
Invermay Primary	Installation of ramp and handrails	4,450
Kingston Primary	Toilet modifications	470
Lauderdale Primary	Installation of safety fencing	10,580
Lindisfarne North Primary	Installation of platform lift	10,950
New Norfolk High	Toilet modifications	8,900
New Norfolk Primary	Install safety gates	1,050
Nixon St Primary	Installation of accessible ramps	3,480
Penguin District	Create accessible learning kitchen	790
Queechy High	Installation of handrails	2,100
Risdon Vale Primary	Creation of accessible pathways	2,230
Risdon Vale Primary	Installation of ramps and safety gate	2,845
Rokeby Primary	Installation of accessible ramps	6,020
Rokeby Primary	Installation of accessible plumbing fixtures	4,375
Rokeby Primary	Installation of safety vinyl	3,750
Rokeby Primary	Repair walls, floor and paint	4,235
Rokeby Primary	Create accessible doorway with ramps and handrails	4,380
Rokeby Primary	Installation of handrails	1,200
Rokeby Primary	Installation of stair climber	10,950
Rokeby Primary	Electrical works to support wheelchair	1,143
Rosny College	Internal modifications	1,390

Rosny College	Toilet modifications	2,960
Strahan Primary	Creation of accessible doorway	4,730
Scottsdale Primary	Creation of accessible pathways	8,400
St Helens District	Doorway modifications	5,755
Tasman District	Construct accessible pathways	8,100
Ulverstone High	Installation of safety fencing	4,320
Warrane Primary	Installation of ramp and hand rails	1,490
Warrane Primary	Installation of hand rails	2,100
Warrane Primary	Lip ramps	400
Winnaleah District	Creation of accessible pathways	8,300
Winnaleah District	Installation of handrails	9,000
Wynyard High	Installation of ramps and door furniture	1,570
Yolla District	Installation of safety fencing	8,192

Table 1.2 Department Funded Major Projects 2018-19

In 2018-19, the Department funded four separate projects totalling \$333 529 that improved accessibility outcomes to four individual sites.

School	Major Projects 2018-19	Budget
Bothwell District	Various external improvements	43,031
Hillcrest Primary	Creation of accessible pathways	51,618
Huonville High	Installation of Lift	214,287
Yolla District	Various external improvements	24,591

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
I.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.	<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 2017, the Department has supported connections between relevant DoE staff, students, families and National Disability Insurance Scheme (NDIS) providers as eligible students with disability transition to the NDIS and access their packages of supports.</p> <p>Libraries Tasmania continues to provide free enrolment for carers who accompany and support clients who enrol in Adult Education courses.</p> <p>Libraries Tasmania provides welcoming, inclusive and accessible spaces, and universal access to programs and services, which are free or low cost, to all Tasmanians. Our services and programs have a strong focus on digital inclusion, providing access to public computers and internet-enabled devices, as well as support from staff and volunteers to help clients to engage in the digital world.</p> <p>At Latrobe Library, staff hosted weekly visits by clients from the NDIS provider Devonfield. Accompanied by a Devonfield carer, these clients use the public computers and iPads to engage in a range of fun, online activities, including watching You Tube videos, and playing online puzzle games. Staff and volunteers are on hand to provide support to these clients in accessing and navigating the online world.</p>
I.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.	<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>

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 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.

Through the Department's Annual Awards program, there is a Volunteering Awards category where we have had a number of finalists who have a disability. Their stories have been promoted through social media campaigns and achievements shared with the DoE community.

In 2018-2019, 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.

Libraries Tasmania's Volunteer Management Policy Training is aligned with national Volunteering Guidelines, as well as the Department of Premier and Cabinet's Guidelines for State Agency Management of Volunteers.

The Policy reflects relevant sections of the State Service Diversity and Inclusion policy, requires active volunteers to commit to the Tasmanian State Service Code of Conduct, and the vision of Libraries Tasmania, which both embody equal opportunity and anti-discrimination principles.

Libraries Tasmania supports universal access and participation for the Tasmanian community, and its staff are accessible and welcoming to all people. Staff are aware of and observe this inclusive principle, and work with all Libraries Tasmania volunteers on this basis, including tailoring tasks to suit each volunteer's specific ability and capacity.

Potential volunteers are provided with opportunities to access information about volunteering with Libraries Tasmania in various formats, and using a range of communication methods, such as face-to-face information sessions, enabling people with different abilities to gather information about and engage in Libraries Tasmania's volunteer program. Within the volunteer programs, coordinators work with volunteers

and agencies to enable volunteer participation and engagement, such as by liaising with carers and tailoring volunteer activities to individual capacity and ability.

Libraries Tasmania volunteers with mobility issues are able to donate their time from home, helping to provide greater access to digitised records held by the Tasmanian Archives. Using the Digivol crowd sourcing platform, volunteers are increasingly going online, indexing and transcribing digitised Tasmanian collections in order to make them more discoverable to the public.

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 an ongoing way of working.

As part of the Department's *Learners First: Every Learner, Every Day 2018-2021* 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.

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.

DoE is 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.

We provide quality education based on the principles of equity and inclusion, and support the rights of people with disability.

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.

These obligations include:

- United Nations Convention on the Rights of Persons with Disabilities 2008 (UNCRPD)
- *Disability Discrimination Act 1992* (DDA)
- *Disability Standards for Education 2005* (DSE)

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.

The Department currently employs 2.0 FTE Inclusion and Access Coordinators who work with schools to ensure students with disability have equitable access to education and learning experiences.

Inclusion and Access Coordinators provide support in the following areas:

- Assistive technology
- Physical access and equipment including minor works
- Transport assistance

Inclusion and Access Coordinators provide professional learning for school teams in areas such as assistive technology, manual handling and specific physical and medical issues to ensure appropriate supports are provided to students with disability in schools.

Across all Tasmanian Government schools, a Support Teacher FTE allocation is provided as a dedicated position to support the education of students with disability in every school.

Within Learning Division, there are now 12 FTE (an increase in 2.0FTE) allocated to the Respectful Schools Support Team (RSST) to support inclusive practice, including disability. DoE school psychologists and social workers have participated in state-wide Critical Incident Response and Vicarious Trauma training to enhance support for students and staff.

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 Diversity and Inclusion Project Officer, DoE has agreed to convert two of its four graduate roles into disability-identified roles. Associated support has been provided to the line managers of the incumbent roles to ensure a positive experience for the successful applicant about reasonable adjustment and workplace support.

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.

MHFA is a highly interactive two-day program with DVDs, workshop exercises, group discussions and informative material content. Key outcomes from the course include:

- Improved confidence and skill when dealing with a mental health problems in the workplace.
- A greater awareness of mental health, and reduced stigma about mental illness.
- Better promotion of good mental health and wellbeing in the workplace.
- Early intervention techniques which lead to faster recovery for people experiencing mental health problems.
- 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 stressoverload or the emergence of a mental health problem.
- A nationally recognised certificate qualification as a mental health first aider, provided by Mental Health First Aid Australia.
- Participants also receive a Mental Health First Aid manual

In the 2018-2019 reporting period, three MHFA program courses were delivered with a total of 59 participants. The course groups were made up of employees from mixed workplaces to incorporate diverse ideas.

A further twelve courses are scheduled to take place between late June and mid-November 2019.

In 2019, Libraries Tasmania expanded a program that supports people with reading and writing to communicate more independently by accessing and using assistive technology apps on their own personal computers and smart devices. Many Tasmanians with low literacy skills unknowingly carry tools on their smart phones to help them read, write and overcome literacy barriers. Standard smart phone and tablet apps can read out text messages, convert text-based signage into speech, and convert speech into text.

Launceston Library, Glenorchy Library and the Risdon Prison Literacy Service are leading this project through trials with clients, as well as supporting Libraries Tasmania staff to develop greater awareness of these every day, assistive technology apps, and develop skills in supporting clients in their use.

This project is also expanding through a collaboration with TasTAFE.

On the Libraries Tasmania website, location pages display the wheelchair accessible icon and description: 'Wheelchair accessible'.

On public PCs, clients can access Windows readability tools to enlarge print size and use the Windows screen reader to enable a 'text to speech' function.

An increasing range of eResources is available for clients to access and connect to the collections, including audio and eBooks, eFilms, eMusic, eMagazines and eComics, broadening the range of formats that Libraries Tasmania clients can access, enjoy and engage with.

The *paranaple* centre, a new multi-purpose civic centre in Devonport, which is home to a new and contemporary Devonport Library, along with a Service Tasmania shop offering integrated customer service with the council, was opened in September 2018. The building's spaces and facilities provide best-practice access and inclusion for all clients, including 'hearing loop' technology in a number of meeting rooms, a low gradient internal ramp, and a wide escalator and spacious lift.

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
I.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 annual basis. 26 consultation sessions occurred in Terms 1 and 2 2019.	<p>The Department is committed to consulting with people with disability on the design and implementation of Tasmanian Government policy and legislation.</p> <p>We believe it is important that our policies and service delivery is informed by the needs and voice of people with disability.</p> <p>The Advisory Group within the Governance Structure of the newly approved Diversity and Inclusion project requires the input of staff with lived experiences of diversity – in particularly staff with disability.</p> <p>Through a scan and assess of the relevant issues to the Department, priorities for the project – under which an action plan will be developed – will be identified and scoped. It is anticipated that the broad staff consultation will highlight a number of ways in which support for staff with disabilities can be better communicated and streamlined across DoE.</p> <p>Recruitment and employment policies are under review as part of a project to update policies across DoE. Continued focus will be on ensuring refinements are inclusive of people with disability.</p> <p>The Department is currently developing a new needs-based funding model, <i>Educational Adjustments Disability Funding Meeting Learner Needs</i>, for implementation in 2020. As part of this work, 26 consultation and information sessions (24 face to face and 2 online) were conducted in 2019.</p> <p>Ongoing communication is taking place through the following:</p> <ul style="list-style-type: none"> • Stakeholder forums/information sessions • Information on the public website: https://www.education.tas.gov.au/educational-adjustments/ • Media campaign

- Professional learning at principal forums, support teacher PL days, school business managers' conferences etc.

All feedback received through this process will be used to inform the funding model implementation and associated policy development.

The Department's Hearing and Vision Services teams engages and consults with people with disability regularly in the following ways:

- Hearing Services liaises with Expression Australia as appropriate, 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 Hearing Services events, as appropriate.
- Hearing Services employs adults who have a hearing loss as deaf tutors/mentors for our students. This occurs in the South, due to a recent retirement in the North West the position is yet to be filled to cover the North and North West.
- Vision Services consult 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 (Technology, Sporting, Music, Art and Design).
- 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.
- 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.

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>To support the development of the DoE <i>Diversity and Inclusion</i> 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</p>
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people informing the D&I project with their own experiences and voices. In particular, staff with disability have been invited to participate.

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:

- Partnerships with the NDIS, NDIA and related service providers and local area coordinators, including Baptcare and Mission Australia.
- Transport related service providers, working relationship with these contracted services to provide supported transport for students with disability.
- Allied health for provision of prescriptions for travel related equipment for students.
- TasEquip for equipment to support students in schools – e.g. change tables, modified seating equipment etc.
- Allied health professionals – e.g. physiotherapy, occupational therapy, manual handling training.
- Specialist IT providers and technology experts to guide the choice for students to access education.

During 2018-2019, the Department has again contracted Life Without Barriers (LWB) to provide a Liaison and Mediation service for families and schools to support the resolution of issues or conflict in relation to students with disability. DoE and LWB have termly meetings to continue to build links and track referrals for families and schools state-wide.

In addition to publicly available services, each year DoE contract services in each region of the state to provide consultative Occupational Therapy (OT) and Physiotherapy (PT) services to children and young people enrolled within the government schools of Tasmania to support their educational programs. For 2019, the delivery of this support will occur via the following service providers:

- PANDA Therapy in the Southern region of Tasmania
- St Giles in the Northern region of Tasmania
- North West Regional Hospital in the North Western region of Tasmania

The DoE also has strong working relationships with other providers in each region of the state to provide quality care and intervention to students with disability.

The Department's Hearing Services team meets every three months with the following service providers to continue ongoing service provision to students who are deaf or hard of hearing:

- Hearing Australia, Royal Hobart Hospital Audiology meet to share information/concerns regarding student needs.
- Annual Technology update meetings with Hearing Australia to build the working knowledge of Teachers of the Deaf regarding new technology for students.
- Expression Australia to support students who are Auslan first language users.

The Department's Vision Services team undertakes the following activities with service providers in relation to supports for students who are blind or have low vision:

- Lions Low Vision Clinic (RHH) – 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.
- Multidisciplinary Paediatric Low Vision Clinic – collaborative work by low vision clinicians (THS), orthoptists (THS), 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.
- Blind Cricket Australia – further development of working relationship and expansion of state-wide clinics to provide students opportunities for specialist skills development.
- Vision Australia - 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 2019 VS have had a greater involvement with Vision Australia particularly in terms of provision and effective use of specialised Braille technology.

- Visibility – increased collaboration to work towards a more streamlined and supported transition process as senior students leave school
- 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.
- State-wide Vision Resource Centre – sharing of resources and attendance at professional development

During 2019 the Department's Vision Services team has a focus on:

- Improving provision of accessible documentation (to ensure that documents can be accessed using screen readers)
- Improving access to Braille literacy resources. Students now have access to the NSW Braille catalogue and Braille House Library as well as the Vision Australia Library.
- Developing increased local expertise with Braille literacy via formal professional development offerings
- Supporting inclusive practices and providing opportunities for students who are blind to access Braille in the community (eg accessing Braille menus at restaurants)
- Developing increased local expertise with Braille numeracy via formal professional development offerings
- Developing increased local expertise in physical education and wellbeing for students who are blind or have low vision via formal professional development offerings
- 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
- Considering future developments with 3D printing (using recycled materials) to develop tactual learning resources
- Continuing to establish links with the NDIA for children and students who are blind or have low vision.

I.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.</p>
I.29	Work with Tasmanian Government statutory authorities, state owned companies and government business enterprises to achieve the outcomes of <i>Accessible Island</i> .	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"> • Office of the Education Registrar • Office of the Tasmanian Assessment Standards and Certification (TASC) • Teachers Registration Board • Education and Care Unit. <p>Refer to I.23 above for an overview of the working relationships the Department has established to support achievement of the outcomes of <i>Accessible Island</i>.</p>
DoE	Continue to maintain ongoing internal and external working groups and reference groups which focus on inclusion and diversity.	Disability Services Human Resources	DoE engages in internal and external working groups on a termly basis as needed/ requested.	<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"> • Disability Action Plan Working Group

- Educational Adjustments Disability Funding Working Group
- Disability Services Internal Working Group
- Inclusive Practice Working Group
- NDIS – Early Childhood Intervention Service Working Group
- Support/Special School – Placement Committee
- Autism Support Class Program – Placement Committee
- Workforce Diversity and Inclusion Working Group
- Out of Home Care (OOHC) Steering Committee
- International Day of People with Disability – Internal Working Group

State:

- Inclusion Advisory Panel
- Disability Action Plan Convenors Working Group
- Interagency Diversity and Inclusion Reference Group
- NDIS – Inter-Departmental Committee
- NDIA – State Implementation Team
- TasEquip Working Group
- Therapy Oversight Committee

National:

- Joint Working Group (JWG) – Reform for Students with Disability
- Nationally Consistent Collection of Data (NCCD) – Online Platform Working Group
- Australian Association of Special Education (AASE) – National Council
- ACARA – Schools with Disability Advisory Group
- National Disability Services Working Group.

PROVIDE INFORMATION THAT IS ACCESSIBLE FOR CLIENTS AND EMPLOYEES

Action No.	Output/brief description	Lead Unit	Key dates /milestones	Comments
I.31	Develop a Tasmanian Government strategy for digital innovation and ICT that will take into account the need to ensure government digital and ICT services are accessible by customers and staff.	Led by Premier and Cabinet (DoE implementation through Information Technology Services Strategic Media, Communications and Marketing Libraries Tasmania).	DPAC to advise	<p>The Department is committed to supporting the development of a new Tasmanian Government strategy for digital innovation and ICT.</p> <p>The Department is still waiting on DPAC to advise of progress on this action.</p> <p>DPAC's Tasmanian Government Chief Information Officer has indicated that they are planning to release the Tasmanian Government digital plan before the end of 2019 but no further information has been provided.</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>
I.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	DoE monitors web accessibility	<p>The Department is committed to collaborating across Government to strengthen efficiencies across online communication platforms, and alignment with accessibility guidelines.</p> <p>The whole of government meetings on the maintenance, rebuild and design of intranet and internet sites have not been active in the last twelve months. However DoE's Strategic Media, Communications and Marketing team has actively sought out interaction with other Departments especially in the redevelopment of its new Intranet.</p> <p>SMCM developed a relationship with Victorian Education Department to share lessons learnt on the redevelopment of their public site. Victoria shared information on the testing and user research they conducted in consultation with Vision Australia.</p> <p>Department staff actively collaborate with business units across the Department when engaging new vendors for redevelopments on websites.</p>

				<p>Libraries Tasmania consults and collaborates within the Department to share lessons learned and ensure a consistent approach in maintaining, rebuilding and designing intranet and internet sites.</p> <p>Libraries Tasmania also consults and collaborates with national bodies, including National and State Libraries Australia, and the Australian Library and Information Association. An example of our consultation and collaboration was the implementation of the National eDeposit platform, enabling publishers to lodge new electronic items into a single repository from which Australians can access digital items. Libraries Tasmania played a key role in enabling this platform, working to ensure a consistent approach across all Australian states and territories.</p> <p>Libraries Tasmania aims to have a consistent approach across all our web systems, including third party platforms, in line with Departmental website standards.</p>
I.33	Work towards achieving WCAG 2.0 guidelines for all content material.	Strategic Media, Communications and Marketing Libraries Tasmania	<p>DoE is continuing to achieve WCAG 2.0 guidelines for all content material.</p> <p>Accessibility Reports will be produced on a 6 monthly basis.</p>	<p>The Department's Strategic Media, Communications and Marketing (SMCM) unit utilises the WCAG 2.0 guidelines for all new websites and redevelopments.</p> <p>SMCM leads engagement with vendors for redevelopment projects and ensures that business units are aware of the importance of including accessibility requirements within vendor procurements. SMCM continues to collaborate with business units to provide feedback on existing website maintenance.</p> <p>SMCM continues to utilise reporting capabilities of SiteImprove to gather data on accessibility and to prioritise redevelopment work. During redevelopment projects other plugin tools and screen readers are utilised to support compliance testing.</p> <p>The web design staff within the Department have continued to develop their skills in accessibility by attending Vision Australia training with specific focuses on contrasts, readability, user experience and scaling when planning the design.</p> <p>In the coming year, five staff are enrolled in the website accessibility testing course with Vision Australia to further support the development of staff skills and understanding in the accessibility area.</p> <p>The Department is also engaging with DPIPWE to share their learnings on the development of guides for creating accessible word and PDFs documents. Any new word templates developed are being made accessible before being included in the</p>

				<p>Department's online template library. In 2019/2020 existing templates will all be updated to be made fully accessible.</p> <p>SMCM has started including functionality within WordPress templates that will support content editors in maintaining accessibility standards by making alt tagging mandatory and restricting formatting changes. This will minimise the risks of websites compliance standards dropping after the initial release of the site.</p> <p>The Department is working towards compliance with the main public site by implementing incremental changes. This work includes incorporating learnings from Victorian Education and Vision Australia.</p> <p>Libraries Tasmania continues to work towards achieving WCAG 2.0 recommendations, across our websites, so that online content is accessible for Libraries Tasmania's clients.</p> <p>A new website that hosts the 26TEN chat resources was designed to meet these requirements and went live in February 2019. The website meets WCAG (AA) 2.0 Guidelines, with optical character recognition, enabling read-aloud function via Screen reader, and high contrast pages that enhance visibility.</p> <p>The 26TEN website is continuously reviewed to meet accessibility requirements. All website case-study videos have captions and website text is presented in an accessible format. For example, we recently made the 26TEN Communities Guide available in html.</p>
DoE	Develop a digital information accessibility Action Plan	Strategic Media, Communications and Marketing Libraries Tasmania	DoE continues to work towards meeting web accessibility compliance.	<p>The Department continues to implement improvements in digital information through template improvements, professional learning for staff and the development of support materials.</p> <p>A formal Action Plan has not been produced however, the Department is still progressing towards meeting accessibility compliance.</p> <p>Meeting web accessibility requirements requires resourcing of time, tools, and funds to support the development of staff and to progress more rapidly towards an environment of full compliance that is sustainable.</p> <p>The Department is making progress within the capacity of its current resource allocation. The approach could be more rapid with support of a whole of government</p>

approach to training, resources for content editors and web accessibility testing software.

I.35

Improve readability of our information by:

- continuing to build on organisational capability by offering both Plain English and Easy Read training opportunities for web content and document authors;
- review the accessibility of online forms.
- Video compliance
- Ensure all publications meet accessibility guidelines.

Strategic Media,
Communications
and Marketing
Libraries
Tasmania

DoE will continue to improve the quality and readability of information on an ongoing basis.

The Department's SMCM units provides advice to business units on the importance of Plain English and writing content for a primary audience. There is more time being taken in the preparation and structure of web content to consider the literacy level of the audience and the tone of voice.

The Department's SMCM unit has improved the accessibility of online forms produced for event registration and surveys.

The production of video outputs has increased in the Department during 2018-19, with this increase has been a focus on ensuring the captioning requirements have been met. All procurement for video work has the requirement for captioning to be included resulting ensuring all new videos published to YouTube, Vimeo and Social Media by the Department are compliant.

In 2018, the Department arranged for Microsoft to present to DoE Disabilities Support staff and Curriculum Services regarding the accessibility options in Windows 10 and associated Office products.

Libraries Tasmania demonstrates best practice plain English internally and externally. Plain English principles inform the design and use of briefing notes and other documents. Flyers and other promotional materials are developed using Easy Read elements, along with following Style Guide and plain English guidelines. We continue to work to ensure that videos that we create are enabled for closed captioning to support screen readers. Our content and document authors continue to undertake 26TEN plain English training, and staff access tools, such as Stylewriter, to measure and improve the readability of documents.

On public PCs, clients can access Windows readability tools to enlarge print size and use the Windows screen reader for a text to speech function. Public PCs also have a 'magnifier reader' to support those with vision impairment to better read information on the screen.

26TEN continues to promote the benefits of plain English to improve accessibility of information to all Tasmanians.

- 26TEN facilitated plain English tutorials with The Magistrates Court and Safe Families Coordination Unit, Tasmanian Police, to update two court documents
- Libraries Tasmania hosted eight 26TEN public Plain English workshops attended by public and Libraries Tasmania staff
- DoE school psychologists had both literacy awareness and plain English training for eight of their staff
- DPAC hosted two plain English workshops for staff that missed the training last year
- Two pop-up sessions were delivered to the public and staff on writing emails in plain English

The plain English training package was updated to strengthen the link between plain English and making information accessible.

Libraries Tasmania continued to provide collections and facilities to meet the access needs of people with disability. While the number of Large print books and Audiobook CDs both issued and available in the collection, decreased, the number of eBook and eAudio item issues increased by over 42% between 2017-18 and 2018-19 financial years.

Comparative number of items	2017-18 July snapshot	2018-19 July snapshot
Size of Large print collection	34,895	33,862
Audiobooks CDs available	19,083	18,645

Issues	2017-18 FY	2018-19 FY
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				<table><tr><td>Large print issues</td><td>216,081</td><td>201,408</td></tr><tr><td>Audiobook issues</td><td>85,300</td><td>84,670</td></tr><tr><td>Number of eBook and eAudio issues</td><td>191,132</td><td>271,642</td></tr></table>	Large print issues	216,081	201,408	Audiobook issues	85,300	84,670	Number of eBook and eAudio issues	191,132	271,642			
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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 is committed to providing a Home Library Service to enable access to physical items in our collection for people who are unable to visit the library in person.</p> <p>Libraries Tasmania clients continued to access physical items in our collection through the Home Library service. While the number of items issued to home library clients decreased by less than 2%, the number of clients accessing the service remains above 950, and the number of sites from which the service operates, increased by one, compared to the 2017-18 financial year period.</p> <table><tr><th>Home Library Service Data:</th><th>2017-18</th><th>2018-19</th></tr><tr><td>Number of home library clients (July snapshot)</td><td>951</td><td>953</td></tr><tr><td>Number of issues to home library clients</td><td>86,989</td><td>85,267</td></tr><tr><td>Number of Library Tasmania sites where Home library service is offered</td><td>26</td><td>27</td></tr></table>	Home Library Service Data:	2017-18	2018-19	Number of home library clients (July snapshot)	951	953	Number of issues to home library clients	86,989	85,267	Number of Library Tasmania sites where Home library service is offered	26	27
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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.



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	DoE's draft Action Plan will be developed in mid-2020.	<p>The Department is committed to implementing the Tasmanian State Service <i>Diversity and Inclusion Policy and Framework 2017-2020</i>.</p> <p>The Department's Executive Group had approved the funding for a three year fixed-term contract for a dedicated resource - the Diversity and Inclusion Project Officer. The role was advertised in November 2018, with the successful applicant commencing in March 2019.</p> <p>The new D&I Project Officer is an experienced Diversity and Inclusion Practitioner, who has redeveloped the DoE Project brief to reflect best practice as recognised within the sector.</p> <p>The D&I Project Brief has been approved by Executive and there is an EOI open across the department for interested staff to join the governance structure. It is anticipated that a project plan and associated action items will be developed in mid-2020.</p>
3.2	Facilitate stronger relationships and identify placements in	Human Resources	DoE will continue to	The Department is committed to promoting and raising awareness to staff around employment initiatives, programs and available services for employees with disability.

	collaboration with Disability Employment Service providers.		progress this work.	As part of the 2019 State Service Graduate Program, DoE officially identified two out of four graduate positions as only open to graduates with a defined disability. This was supported by an Exemption from discrimination law by the Office of Equal Opportunity Tasmania.
3.3	<p>Build an inclusive and diverse workplace by:</p> <ul style="list-style-type: none"> developing an online resource to support all applicants to access information about applying for State Service jobs; and 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. 	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>Staff with disability are specifically identified under the new Diversity and Inclusion Project Brief and have been actively encouraged to apply to join the advisory council (within the governance structure).</p> <p>The advisory council is open to staff with a lived experience of diversity to ensure authentic insight and advice into the project.</p> <p>Promotion of workplace flexibility and the importance of reasonable adjustments for people with disability continues under the messaging of DoE's value of Respect.</p> <p>DoE is committed to supporting interagency programs aimed broadly at Diversity and Inclusion. The D&I Officer regularly attends interagency D&I meetings hosted by SSMO, and is involved with providing feedback to SSMO as it begins to review the disability employment register.</p> <p>As per 1.23, DoE is currently exploring options for relationship building with disability organisations and service providers.</p>
3.4	<p>SSMO/DPAC to work with agencies to:</p> <ul style="list-style-type: none"> roll out the Workplace Adjustment Policy Template; access training and other tools to increase awareness of unconscious bias and inclusive leadership; improve awareness and use of flexible work across the State Service; 	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>DoE commits to progressing these initiatives with DPAC within the Diversity and Inclusion Framework.</p> <p>Work continues to align the current DoE process outlined in the Reasonable Adjustment Guide with the State Service Workplace Adjustment Policy Template.</p> <p>DoE is participating in the development of an online disability awareness module for all staff in consultation with DPAC and the Australian Network on Disability.</p>

- include workforce diversity outcomes as a component of the performance management of senior leaders; and
- improve the ability of Human Resource systems to collect self-identified workforce diversity data to support workforce planning and reporting.

The DoE Senior Leadership Group, Curriculum Services and Libraries Tasmania engaged the Hobart Human Library to deliver presentations about the challenges faced by people with diverse backgrounds including people with a disability.

To support the development and implementation of the DoE Workforce Diversity and Inclusion Action Plan, the Diversity and Inclusion Project Officer is actively seeking to engage with staff who have a disability to include their voice within the development of the project.

Delivery of unconscious bias training to the Senior Leadership Group is included in the initial set of draft actions in the development of the DoE Workforce Diversity and Inclusion Action Plan and will be considered when exploring options for an online diversity and inclusion awareness training package for all staff.

The development of a comprehensive suite of workforce profile data to better inform diversity and inclusion initiatives as part of a broader Workforce Planning Framework is included as a draft action in the development of the DoE Workforce Diversity and Inclusion Action Plan – this will also be included within the upcoming Capability Capturing System Solution being developed by HR.

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.

The Department is committed to collecting data to inform diversity and inclusion strategies and initiatives as outlined in the Department's Workforce Diversity and Inclusion Action Plan.

DoE continues to promote whole-of-service surveys as they are rolled out.

The Diversity and Inclusion Project Officer also shares carriage of the newly established DoE Wellbeing Project. With the view to both capture a better understanding of diversity demographic data across DoE and to draw the links between inclusion and positive wellbeing, an all Staff survey will be developed which looks at both D&I and Wellbeing. The comprehensive suite of data which comes from this survey will then be used to progress the development of both projects.

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 per 3.4, DoE has engaged the Hobart Human Library to deliver presentations about the challenges faced by people with diverse backgrounds including people with a disability and also participated in a session with the Hobart Human Library, coordinated through the SSMO Diversity and Inclusion Reference Group, with the purpose of reporting back to the DoE Workforce Diversity and Inclusion Working Group for consideration of further sessions.</p> <p>The Department is exploring options to identify and share best practice diversity and inclusion leadership, which is a draft action in the development of the DoE Workforce Diversity and Inclusion Action Plan.</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.



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 inclusive education and seeks improved 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>We value students and their school communities, and support school teams to understand and respond to the diverse learning needs of students.</p> <p>We work collaboratively to achieve positive outcomes for learners with disability.</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>

New needs-based funding model will be implemented in 2020 for the start of the school year.

Students with disability and diverse needs 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.

The Department has three Support Schools for students with disability and four Early Childhood Intervention Services (ECIS), which provides support for children with a disability or developmental delay from birth to school entry, and their families.

Across the Department, we abide by the requirements of the *Disability Standards for Education 2005*, 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 educational programs.

This is achieved by schools delivering 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. Learning Plans are used by teachers to help personalise learning programs and note adjustments which help students learn best. Teachers work with students, families, specialist staff and others who are relevant to the student's learning and wellbeing to create, implement, evaluate and revise learning plans

The Department has developed a series of visual illustrations of practice that reflect personalised learning to support learning for students with disability. These illustrations are available to help build staff capacity and can be found at: [Students with Disability Illustrations of Practice](#).

During 2018-19, the Department is currently working on developing a new special education funding model that will align resourcing to a needs based funding model for students with disability. The purpose of developing a new disability funding model is to move away from the current medical/categorical model (Severe Disability Register and IQ 55-70 funding) to a new model which 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. Information in relation to the new funding model can be found at: <https://www.education.tas.gov.au/educational-adjustments/>

Funded Specialist Programs

The Department also funds a range of specialist programs for students with disability, including the following:

- Transport Assistance for Students with Disability
- Minor Access Works – building modifications for students with disability
- Provision of Specialist Equipment
- Mediation and Liaison Services
- Therapy Services – contracted Physiotherapy and Occupational Therapy services delivered by regional providers
- Tasmanian Autism Diagnostic Service – joint service with Communities Tasmania.

Support Teachers are teachers with specialist skills who support classroom teachers to improve outcomes for students with disability. All schools receive a Support Teacher staffing allocation, which ranges from one day a week to more according to the needs of the school.

The Manager of Inclusive Learning and the Manager Professional Support Staff continue to liaise with staff from DoE and other agencies in relation to enhancing support for students with disability.

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

Professional support staff have delivered professional learning as part of the Support Teacher forums. For example management of anxiety, understanding and supporting intellectual disability and management of specific learning disability.

Telehealth is also being used in some schools to increase students' access to specialist services (e.g. speech and language pathology).

An inclusive practice framework for schools that complements the National School Improvement Tool is in development. Anecdotally, schools and staff are presenting with a marked increase in their understanding of educational adjustments.

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.

Principal Project Officer Autism continues to liaise with staff from DoE and other agencies in relation to enhancing support for students with Autism

Autism Support Classes have been established at Lindisfarne North Primary School and Rose Bay High School in the South. In the North, at Summerdale Primary School and Prospect High and in the North West at Romaine Park Primary School and Parklands High school also operate Autism Support Classes.

These Autism Support Classes form part of the Government's commitment to implement best practice in relation to ASD and give learners with ASD an increased opportunity to reach their full potential while continuing to be included in a mainstream school environment.

Hearing Services

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.

Hearing services provide the following additional supports:

- Provide Auslan interpreters or signing teacher assistants
- Provide professional learning for teachers and classroom peers, this is an area that needs to be looked at further going into 2020
- Provide deaf mentors to support in schools to enhance students' language and cultural identity. At this time in the South only.
- Provide technology support for assistive listening devices. When requested we do, many parents and classroom teachers are quite adept at trouble shooting. We have delivered and collected equipment for repair when the family circumstances have warranted this support.
- 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. This is

evidence with support plans. Need to work more on adjustments the high school subject areas, and getting more teachers on board to co-plan

- Early intervention playgroups focussing on developing links between students and families, development of play and language. These occur regularly across the three districts, and are well attended.
- Social programs to promote the wellbeing and connectedness of students with a hearing loss e.g. Cool Kids program, state-wide camp, weekend family get together, Social and Community Access program. Each district now has regular social get togethers, we attend and participate in the Hearing Australia social get togethers for families. Students in the North and South have social community outings, and there will be one between the North and North West this term as a tester for continuation next term/year

Vision Services:

The Vision Services team provide state-wide support to students who are blind or have low vision. The team provides a comprehensive program of support to meet individual student and family needs. This may include:

- Access to a specialist teacher (vision) who will provide direct 1:1 programs and who will work collaboratively with class teachers/families to develop ILPs and ensure access and participation across all school settings and activities.
- 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).
- 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).
- Formal statewide and regional professional development for educational teams and families with a focus on the practical implications of vision impairment and appropriate adjustments.
- Training of teacher assistants in Expanded Core Curriculum (disability specific) areas such as Braille literacy, Orientation and Mobility, adaptive technology.
- Orientation and Mobility specialist assessment, and programs with support based on the needs of students, families and schools.

- Mainstream and specialist technology provision (hardware, software, training and ongoing maintenance) in conjunction with Vision Australia and adaptive technology suppliers.
- 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.
- 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).
- Dedicated whole day Blind Cricket student workshops facilitated by members of the Blind Cricket Australia team and Vision Services teachers.
- 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.
- Senior Students Leadership Program aims to develop student voice and control within their learning. The Vision Services Student Leadership camp was held in Term 4 2018.
- Develop direct connections with Disability Sports Leaders and with mainland sports including Paralympic Talent Spot, October 2018.
- Vision Services 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)
- Increase in the number of qualified specialist VI teachers available to schools
- Continuance of scholarship support to complete Masters qualifications.
- Extension of qualified Braille interpreters
- Building greater knowledge and understanding of universal design – accessible documents.

Vision Services staff are on a waiting list to participate in the Family Partnerships Model training.

Inclusion and Access Coordinators provide specialist programs and services (including professional learning) in the following areas to support students to access and participate in education:

- Transport assistance
- Assistive technology
- Physical access issues requiring structural modifications
- Manual task and support for students with physical disability.

Working 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.

In addition, the Department provides the following Specialist Staff Teams who support students with disability across the Department of Education:

- School Psychologists
- Social Workers
- Speech and Language Pathologists
- Autism Consultants.

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 for Students with Disability</i> .	Disability Services Learning Services Finance and Budget Services	DoE continues to implement the recommendations of the Ministerial Taskforce – and will continue to do so as part of the Tasmanian Government Election	<p>The Department is committed to continuing to implementing a range of programs and initiatives aligned to the Ministerial Taskforce recommendations, <i>Improved Support for Students with Disability</i>, across the following key areas:</p> <ul style="list-style-type: none"> • Enhance capacity and awareness of schools becoming increasingly disability ready and responsive. • Improved access and provision of high quality teaching and learning • Improved engagement, communication and collaboration with families
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Commitment, which is committed until 2023.

- New funding model will be implemented across all DoE schools in 2020.
- Grad Cert delivered during Term 1 and 2 each year.
- Family Partnership courses delivered each Term during 2019.
- Undertaken during Terms 3 and 4 in 2018 and 2019.
- Biannual process – will be undertaken again in late 2020.

- Realignment of educational resources to better support inclusive education practice.

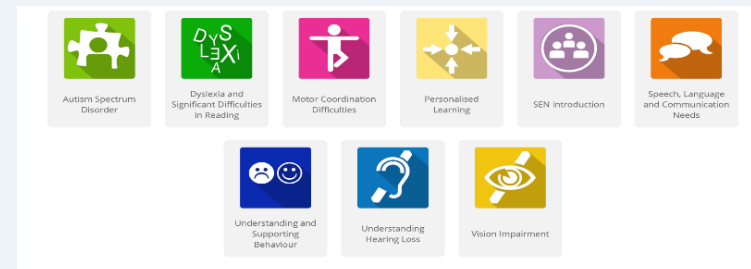
Since 2016, DoE has implemented a significant number of reforms aligned to the Taskforce recommendations, these include:

- Development of the new needs-based funding model, *Educational Adjustments*, for students with disability for implementation in 2020.
- Continued delivery of the Graduate Certificate in Inclusive Education through UTAS to build teacher capacity in inclusive practice for students with disability.
- Continued delivery of professional learning in Family Partnership training for staff in schools and Child and Family Centres.
- Annual quality assurance processes for learning plans of students with disability across 33 per cent of Tasmanian Government Schools.
- Biannual inclusive practice data collection to establish baseline data on inclusive practices and supports in schools.
- Increase in professional support staffing and resources to assist with the implementation of the professional support staff network model.

- Allocations across the State's Special/Support schools to enable staff relief for teachers to share specialist skills and knowledge in specialist supports for students with disability and inclusive education with mainstream school colleagues.
- Ongoing development and delivery of professional learning to support schools in inclusive practices utilising an inquiry-based, spaced professional learning program.

Professional Learning continues to be a priority for the Inclusion and Diversity team's work. 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. During 2018 and 2019, the Department has promoted and delivered the following professional learning to DoE staff:

- In 2019, Inclusion and Diversity staff have work alongside staff to develop a shared understanding of differentiation and what this looks like within their context. Through Professional Learning opportunities and mentorship school staff have shared their own classroom experience to support the further development of expertise and skills with their colleagues.
- OnLine Training (OLT) on disability specific modules has again been strongly promoted in 2019 to encourage greater participation rates and tutors at a local level. Approximately 70 teachers, professional support staff and teacher assistants have enrolled between May and August 2019, across a wide range of areas including:



- (ASD; Dyslexia; Motor Coordination Difficulties; Personalised Learning; Support and Special Education Needs; Speech, Language and Communication; Behaviour Support; Hearing Loss; and Visual Impairment).
- Enrolments increased in 2019 with participation rates also increasing.

- 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.

The Department continues to utilise and develop online resources and support materials to provide professional learning for staff in inclusive practice. Currently 1 379 staff members have access to online resource Support Staff: Inclusive Teaching for Students with Disability. These resources are accessed on a regular basis with approximately 736-12 732 page views per week (during Feb-July 2019).

An updated on-line resource focused on Inclusive Schools is in development. Currently, 410 staff are enrolled with this course. Between 19-25 August, 2019, there were 9 452 page views.

The *Disability Standards for Education 2005* seek to ensure that students with disability can access and participate in education on the same basis as other students. The DSE is Australian law under Disability Discrimination Act 1992 (DDA), which clarifies the obligations of education and training providers, and the rights of people with disability.

The DSE online modules are now available on the NCCD portal. They have been reviewed and updated in 2019 and are available free to all education staff nation-wide.

The Department continues to support school teams to provide access to online disability specific professional learning modules in partnership with module providers (DSE and OLT).

Staff work alongside schools and families to support the strategies and adjustments appropriate to each individual student as evidenced in the student's learning plan on the Student Support System (SSS). These conversations support schools and families to engage in collaborative inclusive education practices to support student learning goals and outcomes.

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. Inclusion and Access Coordinators also support schools to provide inclusive learning environments via recommendations for

environmental, learning modifications, and curriculum adjustments for students with disability.

In 2018, the Department held two events in celebration of International Day of People with Disability, one in the North and South of the state. Southern Support School is planning to hold an event to celebrate IDPwD with students, families, and broader school community in December 2019.

During Term 4 2019, the Department will promote the information and resources available via the national IDPwD website: <https://www.idpwd.com.au/>, specifically the Grow Inclusion schools competition.

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"> • accommodating work exposure events for students with disability • updating resources in CANVAS (online learning platform) from Kindergarten to Year 12 to ensure accessibility. <p>The introduction of <i>Myfuture</i>, a national online career service platform, is now available to students in Years 7-12, so that students can identify interests and work values, and explore education, training and career pathways. <i>Myfuture</i> is accessible and accommodating for students with learning disabilities.</p> <p><i>My Education</i> has introduced a 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> assisted in the National Disability Service's initiative Project ECHO survey. (Project ECHO works to Engage, Connect, Help and Open opportunities for Tasmanian organisations to include all Tasmanians with disability in their services and in the broader community.) The survey checked in on stakeholders' readiness to be a</p>
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more inclusive service. Information from the survey has provided vital information that has built on the current work of *My Education* as per the *Accessible Island – Tasmania's Disability Framework for Action 2018-2021*.

My Education continues to be a member of a National Disability Services working group.

The Australian School-based Apprenticeships (ASbA) team are continuing to work with students to identify and support ASbA pathways for students with disability. In light of this, work an ASbA Diversity and Inclusion Program Officer will be appointed in early 2020 as part of the Tasmanian Government's commitment of \$1.48 million over four years to increase the utilisation of ASbAs.

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.)

The Department continues to support students through the NDIS School Leaver Employment Supports (SLES) program.

The Department's Hearing Services team works alongside colleges to ensure that those students who may benefit from SLES are participating in the eligibility process. Hearing Services have supported alternate educational options, and are supporting work placements for college students.

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.

Forward planning, listening, gathering information and reviewing choices are the keys to fostering positive outcomes for students and their families. This may include:

- 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 Tadopac).

- Assisting families with NDIS access and ensuring students receive the necessary support they require.

Libraries Tasmania provides a range of informal, non-formal and formal learning opportunities to all clients, targeting skills to support clients into employment, further education and training. Libraries collaborate closely with schools and VET-sector organisations to support post-school transitions into employment, further education and training, with a focus on digital inclusion and digital literacy, as well as foundation literacy, language and numeracy skills. Libraries Tasmania administer an internal grants program which provides funding to target literacy skills development, which focuses on embedding Language Literacy and Numeracy skills development into vocational skills training. In addition, volunteers provide inclusive support to clients across a range of learning and skills areas including, learning mentoring, adult literacy and numeracy support, home library couriers, general and digital literacy support.

DoE	Continue to improve the accessibility and distribution of information for schools and families in relation to disability support, policy, programs and initiatives to ensure quality educational outcomes for students with disability.	Disability Services	DoE Inclusion and Diversity new website Launched in Term 4 2018. Policy review undertaken during 2019 – for completion by start of 2020. Ongoing policy updates and revisions undertaken on an ongoing basis.	<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>The work of the Department's Inclusion and Diversity Services team is underpinned by the values and goals of our agency in our work in program and initiative development, support for students and staff, and maintaining a high performing workforce with a strong improvement agenda.</p> <p>During 2018, Inclusion and Diversity Services updated the Department's Supporting Student Need public website, which is now fully accessible and provides an accurate reference point for schools and families in relation to disability supports in Tasmanian Government Schools. The website is available at: https://www.education.tas.gov.au/supporting-student-need/</p> <p>The Department of Education is also undertaking a system-wide policy review to ensure all information is up to date, in line with current best practice and supports a consistent, state-wide approach. Throughout 2019, Inclusion and Diversity Services has commenced a stage 1 review of policies and policy supporting documentation. Stage 2, substantive review of identified policies will be undertaken in the coming six months, for the commencement of the 2020 school year.</p> <p>For example, the Augmentative and Augmentative Communication in Schools policy has been updated and is now in use to support schools to be disability ready and</p>
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ensure inclusive communication practices to create and sustain a learning environment where diverse communicators fulfil their potential.

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	DoE continues to undertake learning plan quality assurance processes in 2018 and 2019.	<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>Again in 2018, the Department undertook a Learning Plan Quality Assurance Project, which reviewed the quality of learning plans for students with disability across 33 per cent of Tasmanian Government Schools. This review process has involved scanning and assessing learning plans for students with disability using the Department's rubric as a measurement tool. The 2019 process has begun and will continue through until mid-Term 4 2019.</p> <p>The outcomes of the Learning Plan audit have been shared with Learning Services and each of the schools included in the 2017 and 2018 sample group. The percentage of plans that were rated either excellent or good in the 2018 data collection was 59 per cent. This was a 16 per cent increase from the 2017 data collected. The 2019 data will again add to the data to give a data set illustrating 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>In response to PDAC's request to provide the percentage of students achieving the goals identified in learning plans - This quality assurance process can not include the achievement of goals by students as attainment as formative assessment activities are school based and summative assessment accounts are registered in a discrete reporting framework.</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"> • Maintain high expectations and support for personalised learning and professional learning to drive this
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- Strengthen the position of personalised learning within quality teaching and learning
- Collaborate to interact over practices that best contribute to improving teaching and learning for students with disability
- Continue to provide opportunities for professional learning
- Continue to update administration processes to better enable teachers to maintain dynamic information in learning plans

To support schools develop, monitor and review student Learning Plans in 2019, the Department undertook the following activities with staff:

- Focus session on improving Learning Plans at Support Teacher Professional Learning day in Term 2 2018.
- Professional Support Staff facilitated at Support Teacher Professional Learning in Terms 1, 2, 3 and 4 in 2019. Additional online resources added to support improvement of Learning Plans.
- 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)
- Autism Consultants have presented at Support Teacher Professional Learning in Terms 2, 3 and 4 2019.
- Respectful Schools Support Team provided feedback to schools on learning plans when requested
- Contact made with schools after the NCCD moderation when schools needed additional support around Learning Plan rigor.

As at 26 August 2019, 132 Support Teachers have responded to a survey aimed at gauging the level of understanding and confidence in supporting schools with the Learning Plan Process. 77.3per cent of these 132 Support Teachers report feeling very confident or confident. Refer to the data table below. Data from 2018 has been included by comparison to show the improvement in support teacher confidence.

Feedback from Support Teachers – ‘My understanding and confidence in supporting my school with the Learning Plan Process’ – comparison between 2019 and 2018 responses

	2019 Responses	2018 Responses
Very Confident	20%	12%
Confident	57.3%	54%
Somewhat Confident	21.3%	28%
Uncertain	1.3%	6%
Very Uncertain	0.1%	0%

DoE

Continue to collect feedback from DoE school staff, families and students on an annual basis in relation to support for students with disability.

Disability Services

DoE continues to seek feedback from staff, families and students on an annual basis.

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.

As part of the Department's work to develop a new needs-based, *Educational Adjustments*, funding model for students with disability, a series of consultation sessions have been held state-wide during 2018 and 2019 with school staff, families and key stakeholders. During Terms 1 and 2, 2019, 26 consultation forums were held state-wide, facilitated by an external consultant. In addition, Inclusion and Diversity Services staff have undertaken face-to-face moderation visits with every DoE school to support transition to the new funding model in 2020.

The Department continues to undertake biannual inclusive practice data collection processes with schools and families to gather feedback on inclusive practices and supports for students with disability in DoE schools. This data collection process will be undertaken again in 2020, and data will be used to inform school improvement planning.

During May 2019, Inclusion and Access Coordinators with the support of a consultant, conducted a survey with 160 Support Teachers to gauge the level of understanding and

confidence in supporting schools with Assistive Technology for students with disability. Refer to the data table below:

Feedback from Support Teachers – “My understanding and confidence in supporting my school with Assistive Technology for students with disability”	
Confident/ Very Confident	56 people
Somewhat Confident	70 people
Uncertain/Very Uncertain	34 people

157 people surveyed answered yes to the question “I would appreciate additional support to grow my knowledge of inclusive technologies” This will be provided via support teacher forums once a term; targeted input for individual students; and development of a CANVAS site in partnership with the University of Tasmania in 2019.

Both of the Department’s Vision Services and Hearing Services teams conduct annual family, student and Principal surveys which seek feedback regarding the support and programs provided. This feedback allows the Services to be responsive to needs and preferences of stakeholders and ensures improvements can be made on an annual basis.

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.

The Department is committed to continuing to provide specialised ICT and equipment to ensure students’ access, participation and engagement in education.

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, and also coordinate professional learning for larger groups as well as school based groups in regional settings.

In 2018-19, the Department has continued to provide educational adjustments for students with disability using alternative assistive technology. For example, DoE is currently analysing data obtained from students and school teams regarding the use of scanning pens for students who have been diagnosed with dyslexia or other significant

literacy difficulties that impact on their ability to access and engage with the curriculum. The scanning pens support students with reading difficulties and are reported to increase confidence and independence, allowing students to independently access age appropriate curriculum texts when their reading ability may otherwise prevent access.

DoE staff are involved in ongoing collaboration with the Online Assessment Expert Advisory Group to explore Braille options for NAPLAN online.

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:

- Hardware (laptops, desktop computers)
- Software (magnification and screen reading options, literacy acquisition and development programs, speech to text and text to speech options)
- Braille reading and writing options (manual and electronic)
- Braille embossers
- Desktop and portable video magnifiers
- iPads with specialist apps for people with vision impairment (magnification, visual enhancements, optical character recognition/text reading)

Specialist CD and Auditory Equipment. 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.

Hearing Services work alongside Hearing Australia and Audiology Services to ensure that student's 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>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>
DoE	Continue to support students, families and schools in relation to the intersect between education and the National Disability Insurance Scheme (NDIS).	Disability Services	DoE continues to support students, families and schools transition to the NDIS.	<p>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.</p> <p>Refer to the Department's website for further information about the supports provided in relation to the intersect with the NDIS:</p> <p>https://www.education.tas.gov.au/supporting-student-need/national-disability-insurance-scheme-ndis/</p>
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>Libraries Tasmania continues to provide universal access to physical and online spaces and places, programs, and services, enabling inclusive opportunities for all Tasmanians to connect with their communities, online and with learning.</p> <p>Libraries Tasmania continues to provide opportunities for learning support to all Tasmanians, to help our clients improve their digital literacy, foundational literacy and numeracy skills, as well as learning for life and recreation.</p>

Monitoring and Evaluation

<i>Access and inclusion</i>	Quantitative Data	Qualitative / Comments
Number of building appraisals to ensure accessibility.	No set figure – based on need as all appraisals are undertaken to ensure accessibility as and when needed for students and staff.	As requested by the Department's Access and Minor Works Committee
Number and scope of modifications to buildings and other infrastructure to ensure accessibility.	During the 2018-2019 financial year, the Department of Education completed 62 individual projects totalling over \$616,000 to improve access for persons with a disability.	Refer to Table 1.1 and 1.2 in the attached file for an overview of the minor works and major projects, modifications and total expenditure.
Proportion of websites that are WCAG 2.0 Level AA compliant.	7 / 14 Department sites are ACAG 2.0 AA compliant.	All new and redeveloped sites that have been redeveloped in the last 12 months are compliant. The Department also has 197 school public websites. 74 of these sites are in a platform called Schoolzine where an accessible template has been used. In total, there are approximately 50 per cent of school websites that are accessible and this number will increase as old websites are upgraded from an old SharePoint environment in 2020.
<i>Employment in the State Service</i>		
Number of adjustments put in place for employees with disability.	*	* Adjustments for staff with disability are managed at the local level with their Principal or

		<p>Manager, and as such is often not reported back to a central group.</p> <p>According to the TSS all staff Survey, 36 per cent of staff with a disability have a reasonable adjustment in place.</p>
Engagement with Disability Employment Service providers.	*	
Employees engaged through DES providers.	2 (<i>prospective</i>)	<p>* As part of the graduate recruitment program, SSMO approached a number of DES providers to advertise that 2 roles with DoE would be open to graduates with a disability.</p> <p>2 graduates roles are only open to applicants with disability.</p>
Number of agency specific Diversity and Inclusion plans developed and implemented.	N/A	Action plans under the new D&I project will be developed in mid 2020
Number of Diversity and Inclusion toolkits developed and implemented.	N/A	
Identification of barriers and initiatives/opportunities to support people with disability.	YES	2 graduate roles out of 4 are disability – identified as of 2019.
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.	<i>Not applicable 2019</i>	Disability Confident Workforce eLearn training package purchased from Australian Network on Disability (DCT June 2019).
Number of State Service employees identifying as having a disability.	6 per cent	TSS Survey responses

Number of senior leaders' performance management agreements that include Diversity and Inclusion indicators.	n/a	Including D&I KPIs within senior management performance agreements is recognised as best practice within the D&I sector, and will be considered under the project
<i>Collaboration and consultation</i>		
Participation in cross-agency and cross-sector work on disability initiatives.	16	The D&I Project Officer 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.
Consultation with people with disability on policy and service delivery.		Consultation is undertaken regularly with staff, students and families in relation to key policy areas (refer to information above regarding the new needs-based funding model and biannual data collection processes).
Annual Stakeholder Survey to provide feedback on progress of the State Service Diversity and Inclusion Framework and propose new initiatives..	Upcoming	Survey will be developed in conjunction with D&I and Wellbeing projects.

