



ACCESSIBLE ISLAND: TASMANIA'S DISABILITY FRAMEWORK FOR ACTION 2018-2021

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FOREWORD

I am pleased to present to the Tasmanian community the Department of Education (DoE) Disability Action Plan 2018-2021.

The Department of Education 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 learners and staff.

This Action Plan builds on the achievements of the previous DoE Disability Access Plan 2014-2017, and gives priority to actions that will deliver equitable and inclusive learning and working environments across our Department for all people with disability.

DoE is committed to delivering on the vision of [Accessible Island: Tasmania's Disability Framework for Action 2018-2021](#) to see Tasmania as a fully inclusive society that values and respects all people with disability as equal and contributing members of the community.

DoE's Disability Action Plan will lead improvements across the agency in relation to ensuring access to and inclusion for government services, infrastructure and communications; collaboration and consultation in the planning and development of services; and improving employment outcomes across the Department.

Each individual learner we come into contact with is capable and competent; it is our role to support them to grow.

DoE has an ongoing commitment to developing a system-wide approach to inclusive and respectful environments and equal access and participation for all learners and staff with disability.

By encouraging innovation, clear communication and working collaboratively, we encourage people at all levels of the organisation to strive for the best possible outcome for learners.

We know our workforce is critical to the successful delivery of our Action Plan. By ensuring staff wellbeing, we are shaping a future workforce that can cater for the best outcomes for all learners and staff.

While we have made significant improvements over the past few years, we know there is still work to do to continually improve to make the Department of Education a leader in building system-wide inclusive cultures for all people. I look forward to leading the Department through our shared values of aspiration, respect, courage and growth to deliver on DoE's Disability Action Plan 2018-2021.

TIM BULLARD

SECRETARY

DEPARTMENT OF EDUCATION

BACKGROUND AND OBJECTIVE OF THE DISABILITY ACTION PLAN

The *National Disability Strategy 2010 – 2020* (the Strategy) is a ten year national policy for improving life for Australians with disability, their families and carers. The Strategy is the result of a nation-wide consultation process and was formally endorsed by the Council of Australian Governments on 13 February 2011.

The Strategy outlines the following six priority areas for action to improve the lives of people with disability, their families and carers:

1. Inclusive and accessible communities
2. Rights protection, justice and legislation
3. Economic security
4. Personal and community support
5. Learning and skills
6. Health and wellbeing

As part of its commitment to the Strategy, the Tasmanian Government developed *Accessible Island*, which is Tasmania's third Disability Framework for Action (DFA) and has a four-year coverage from 2018 to 2021. The DFA is a whole-of-government approach to policy and planning, service delivery and evaluation that seeks to remove barriers and enable people with disability to enjoy the same rights and opportunities as other Tasmanians.

Accessible Island is aligned to the *United Nations Convention on the Rights of Persons with Disabilities* and is guided by the following principles:

- respect for inherent dignity, individual autonomy including the freedom to make one's own choices, and independence of persons
- non-discrimination
- full and effective participation and inclusion in society
- respect for difference and acceptance of persons with disabilities as part of human diversity and humanity
- equality of opportunity
- accessibility
- equality between men and women
- respect for the evolving capacities of children with disabilities and respect for the right of children with disability to preserve their identities.

Accessible Island requires each government agency, as part of their strategic and business planning, to prepare and submit a Disability Action Plan, documenting the way in which commitments specified in the Framework will be met.

Overall, these priority areas and principles point to the Department of Education's strategic directions in supporting all people with disability across the agency to succeed as connected, resilient, creative and curious thinkers and valued members of an inclusive Tasmanian society.

Disability Legislation

The Federal *Disability Discrimination Act, 1992* (DDA) provides protection for everyone in Australia against discrimination based on disability.

A person with a disability has a right to the same employment opportunities as a person without a disability; and a person with a disability has a right to study at any educational institution on the same basis as any other student. The DDA makes it against the law for an employer or educational authority to discriminate against someone because that person has a disability.

[A brief guide to the DDA](#)¹ can be found on The Australian Human Rights Commission website.

The *Disability Standards for Education, 2005* (DSE) were developed under the DDA and came into effect in August 2005. The Education Standards provide a framework to ensure that students with disability are able to access and participate in education on the same basis as other students. The Education Standards do this by providing clarity and specificity for education and training providers and for students with disability and their families.

The Standards apply to all education providers in Australia: early childhood services, government and non-government schools, universities and TAFE colleges.

The Standards require that reasonable adjustments be provided where needed for a student with disability to ensure they can participate in educational programs on the same basis as other students. This is a requirement regardless of whether individual support funding is available for a student.

All school staff are required to meet their obligations as outlined in the *Disability Standards for Education* in their work. An online nationally accredited professional learning program has been developed with the University of Canberra for all school staff (including leaders and teachers) to access online DSE modules. These materials set out the obligations of education authorities to make reasonable adjustments for all students with disability. The eLearning Modules continue to be a focus for all schools across DoE, with regular opportunities for all staff to consider the content and reflect on their practise. The modules are available for all staff on the [Professional learning](#)² section on the Nationally Consistent Collection of Data on School Students with Disability website.

Further information is available at the Federal Register of Legislation:

[Disability Discrimination Action 1992 \(Cth\)](#)³

[Disability Standards for Education 2005 \(Cth\)](#)⁴

¹ <https://www.humanrights.gov.au/our-work/disability-rights/guides/brief-guide-disability-discrimination-act>

² <https://www.nccd.edu.au/resources-and-tools/professional-learning/format/e-learning-5>

³ <https://www.legislation.gov.au/Details/C2013C00022/Download>

⁴ <https://www.legislation.gov.au/Search/Disability%20Standards%20for%20Education>

ORGANISATIONAL CONTEXT

The 2018-2021 Department of Education Strategic Plan, *Learners First: Every Learner, Every Day*, outlines a shared commitment to Tasmania's learners; shared values; shared goals to improve learning outcomes; and a shared way of working to drive continuous improvement through the use of Inquiry Cycles.

The title of our Strategic Plan, *Learners First: Every Learner, Every Day*, keeps the learner at the centre of everything that we do, and acknowledges the positive impact we all have on learner outcomes in our day to day work.

'Our Commitment' in the Strategic Plan, to '...support all learners to succeed as connected, resilient, creative and curious thinkers', is based on the attributes that children, young people and adults need to succeed in employment and in life.

2018–2021 Department of Education Strategic Plan

LEARNERS FIRST: EVERY LEARNER, EVERY DAY

DEPARTMENT OF EDUCATION
learners first

| | | | | |
|-----------------------------|--|--|---|---|
| OUR COMMITMENT | Together we inspire and support all learners to succeed as connected, resilient, creative and curious thinkers | | | |
| OUR VALUES | <p>Aspiration – a culture of high expectations and high achievement</p> <p>Respect – respecting ourselves, others, our past and our environment</p> <p>Courage – accepting challenges and embracing opportunities</p> <p>Growth – improving by always learning and finding better ways to do things</p> | | | |
| OUR GOALS | <p>Access, Participation and Engagement – Everyone is participating and engaged in learning and able to pursue life opportunities</p> <p>Early Learning – From birth to 8 years of age, children are confident, involved learners and effective communicators</p> <p>Wellbeing – Learners are safe, feel supported and are able to flourish, so they can engage in learning</p> <p>Literacy and Numeracy – Learners have the skills and confidence in Literacy and Numeracy to successfully participate in learning, life and work</p> | | | |
| OUR PRIORITIES | All schools, services and business units will set their own priorities as part of this plan, by using Inquiry Cycles to identify 2–3 priorities for improvement that contribute to one or more of Our Goals to improve learner outcomes | | | |
| OUR APPROACH TO IMPROVEMENT | <p>Inquiry Cycles</p> <p>We will improve by implementing a process for improvement across all schools, services and business units, underpinned by an Inquiry Cycle</p> | <pre> graph TD A[Scan and Assess] --> B[Prioritise] B --> C[Develop and Plan] C --> D[Act] D --> E[Review] E --> A </pre> | <p>Co-construction</p> <p>Our improvement strategy will be co-constructed across the Department</p> | <p>Support for improvement</p> <p>We develop and enable our people to focus on improvement by realigning our system, prioritising our supports and addressing barriers to maintaining the focus on continuous improvement</p> |

Department of Education

The values in our Strategic Plan are those our organisation has identified as cornerstone to the work that we do. They reflect what is most important to us and align to the Disability Action Plan. Our shared values will be demonstrated through the following:

- **Aspiration** – supporting a culture of high expectations and high achievement in the provision of support for students and employees with disability
- **Respect** – being respectful and inclusive of all people, and valuing equitable access and participation
- **Courage** – accepting challenges and embracing opportunities to strive for quality outcomes for all people with disability across the Department

- **Growth** – being proactive and reflective in order to continually improve and create a positive impact for all people with disability across the Department.

Under the Strategic Plan, all areas of DoE will work towards the same Goals to improve learner outcomes in the areas of:

- Access, participation and engagement
- Early years
- Wellbeing, and
- Literacy and Numeracy

The Goals are based on substantial evidence of what has the greatest positive impact on learner outcomes, particularly in the Tasmanian context.

Further information regarding the Department's structure and services is available on the [Department of Education website](#)⁵.

We know our workforce is critical to the successful delivery of our Action Plan. We want a workforce that mirrors, in its diversity, the learners that it supports.

About the Department of Education

The Department of Education (DoE) is responsible for providing early years and school education services, and libraries and archive services to Tasmanians from birth.

At the commencement of 2018, there were 195 Government schools⁶ across Tasmania, which include:

- 126 primary
- 29 secondary
- 25 combined (primary and secondary)
- 8 senior secondary⁷
- 3 support/special schools and 4 Early Childhood Intervention Services.

We provide early learning and education through our Child and Family Centres, *Launching into Learning* programs (babies to five year olds and their families), primary, combined, secondary and senior secondary schools around the state, including education delivered flexibly or via blended learning.

There are 12 Child and Family Centres (CFCs) around Tasmania.

Libraries Tasmania is Tasmania's statewide publicly-funded library and archive service, which comprises a network of online and digital services and 74 physical service points in 61 locations across the state.

⁵ <https://www.education.tas.gov.au/>

⁶ This is a count of school entities and is not a count of school campuses.

⁷ Senior secondary schools are also referred to as colleges.

Key Facts

- DoE Employee figures (as at March 2018)
 - 8,165 (FTE)
- Student numbers (Headcounts as at Census 2 2017)
 - Total – 61,957
 - Early Special – 686
 - Kindergarten – 4,602
 - Primary – 33,556
 - Secondary – 15,419
 - Senior secondary – 7,694

Support for Students with Disability

- In 2017, the Department's total special needs budget was **\$82.06 million**.
- In 2017, there were **1,030.4 FTE** students receiving support through the Register for students with Severe Disability to support their learning needs.
- There were **1,545** students in 2017 with cognitive capacity between 55-70 Full Scale IQ receiving targeted funding.
- In 2017, the Department employed **426.71 FTE** staff statewide dedicated to supporting students with special needs, made up of the following:
 - Support Teachers
 - Respectful Schools Support Team
 - Professional Support Staff, including:
 - Social Workers
 - Speech and Language Pathologists
 - School Psychologists
- The Department also provides specialist services including: Vision Services, Deaf and Hard of Hearing Services; and dedicated specialist staff including: Physical Impairment Coordinators and Autism Consultants.

Students with Disability

The Department through its Learners First Strategy recognises the need to better enable all learners to achieve quality outcomes and a successful education through inclusive experiences where everyone's differences are recognised and respected. Through a drive for better outcomes where more learners with disability reach and go beyond their learning goals, the department is developing new support models and promoting stronger, more effective collaborations that build staff capabilities to better provide inclusive and responsive learning programs.

DoE has an ongoing commitment to developing more coherent approaches to inclusive and respectful learning and work environments across Tasmania. This commitment is based on a continuous improvement agenda, professional learning and improved resource supports that build staff capability system-wide and offers sufficient flexibility to provide rich, robust and wherever needed personalised teaching and learning opportunities.

The work of the Disability Programs Unit is key to this improvement agenda and a lead business unit in supporting inclusive learning settings and improved outcomes for students with disability across Tasmanian Government schools.

Promoting Partnerships

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

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

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

The Department also has a Disability Services Internal Working Group which was established in 2017 to provide strategic oversight, direction and advice to the Secretary and Executive Group on activities related to the Disability Reform agenda in schools. The Working Group meets on a quarterly basis and will provide ongoing advice and monitoring in relation to the implementation of actions within DoE's Disability Action Plan.

KEY OUTCOME AREAS

This Action Plan covers the following National Disability Strategy key outcome areas which specifically relate to Education:

- **Outcome Area 1: Inclusive and Accessible Communities**
 - Access to buildings, facilities, venues and events
 - Access to information in accessible formats.
- **Outcome Area 3: Economic Security**
 - Access to employment opportunities and career development
 - Access to workplaces which supports, values and respects diversity, and promotes inclusive employment practices.
- **Outcome Area 5: Learning and Skills**
 - Access to participate and engage in an inclusive, high quality education system that is responsive to learners' needs
 - Access to further education and training to foster ongoing learning and participation in society.

CONSULTATION

The Department values respect, equity and inclusion, which is evidenced through DoE's consistent approach to consulting with individuals and key stakeholder groups to ensure the best possible support can be provided and outcomes achieved for people with disability.

The Department has developed its Disability Action Plan in consultation with key business areas across the Department. The DoE Disability Action Plan Working Group has provided input in relation to existing policies, plans, and practices which assist in the delivery of access to services and programs for people with disability. The Department has also consulted with the Disability Services Internal Working Group in relation to the ongoing implementation and monitoring of actions, particularly in relation to students with disability.

In 2017, the Department established a new Workforce Diversity and Inclusion Working Group, led by Human Resources, which will lead the development of DoE's Workforce Diversity and Inclusion Action Plan. This Working Group will also contribute to identifying strategies to improve diversity and inclusion in identified areas, including employment of people with disability across the Department. This Working Group will be responsible for implementing, monitoring and reporting on actions as outlined in Outcome Area 3.

During 2016 and 2017, the Department consulted with a range of people with disability and those who work closely with students with disability through the KPMG surveys and forums which were held with parents and school staff state-wide. Data from the surveys and forums provided DoE with important baseline data on inclusive practices and supports in schools, and has helped to inform areas for school improvement in relation to inclusive practice. DoE will continue to engage with parents, students and teachers working with students with disability on an annual basis. This engagement will include surveys and parent forums to continue to measure the views of parents of students with disability, principals, support teachers and classroom teachers.

Disability Programs has established a new *Inclusive Practice Working Group* to provide a forum for staff from a wide range of backgrounds and levels of experience to identify key issues, connect policy and practice and help shape future guidance and support materials to better support inclusive practice and build capacity of school staff.

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 practical advice on the opportunities and barriers to implementing the recommendations made by the Ministerial Taskforce for the Education of Students with Disability.

Membership of the Panel includes:

- Tasmanian Principals Association (TPA)
- Australian Education Union (AEU)
- Tasmanian Association of State Schools Organisations (TASSO)
- University of Tasmania
- Catholic Education Office
- Independent Schools Tasmania
- Department of Education
- Equal Opportunity Tasmania
- Ministerial Taskforce representatives
- Mainstream Government school principal

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 statewide 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.

The Department's Vocational Learning and Career Education team has established a working group to plan and deliver professional learning for DoE staff specifically to look at how we can better support more students to follow their career aspirations to further education, and investigate what enables some students to succeed despite the barriers they face. With research indicating that people with disability are much less likely to complete Year 12 or gain a bachelor degree, the focus of this professional learning will be to seek a broad representation from the school and disability sectors to develop effective strategies that will make a real difference to the career pathways of young people with disability.

MONITORING AND REPORTING

The Department will monitor progress against initiatives in this Action Plan on a quarterly basis through the pre-established working groups and consultative bodies, including Disability Services Internal Working Group, Workforce Diversity and Inclusion Working Group, and Inclusion Advisory Panel.

The Department will also monitor and report through the following avenues:

- Reporting to the Australian Government Department of Education annually on Tasmania's Nationally Consistent Collection of Data (NCCD) in relation to the levels of educational adjustment being made for students with disability.
- Bi-annual reporting to the Minister for Education and Training in relation to progress against the Ministerial Taskforce recommendations.
- Feedback from the Department's annual satisfaction surveys and forums will assist with ongoing monitoring of the Department's progress in relation to building increasingly inclusive schools.
- Progress will also be reported in the Department's Annual Report.

Formal annual written reports and the Head of Agency presentation to PDAC will be prepared by the Department's Disability Programs in consultation with the Disability Action Plan Working Group on an annual basis.

EVALUATION

The Department's Disability Action Plan Working Group (DAPWG) will evaluate the Action Plan on an ongoing basis to ensure that it remains current and to ensure progress against objectives.

The DAPWG will also provide regular reports to the Secretary, Department of Education.

DoE will provide an annual report on the Disability Action Plan to the Premier's Disability Advisory Council (PDAC), as and when required.

Consideration is given to the feedback provided by PDAC in the Annual Report on Agency Implementation of *Accessible Island*.

In 2021, when the plan concludes, DoE will review the outcomes of the Disability Action Plan against *Accessible Island: Tasmania's Disability Framework for Action 2018-2021*.

OUTCOME AREA I: 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.

Where we are:

We have already:

- Embedded an annual program to assess and implement actions to ensure accessibility to all Department buildings.
- Established a team of dedicated and experienced staff to undertake regular appraisals to identify accessibility works at Department sites.
- Established collaborative processes between Facility Services and Physical Impairment Coordinators in each Learning Service to ensure infrastructure modifications are made prior to the arrival of students who require physical access adjustments.
- Implemented a 'Reasonable Adjustment Guide' to assist managers and employees when adjustments are required in the workplace for people with disability.
- Promoted the *Event Management Policy and Guidelines* to staff, which provides advice and guidance to ensure Departmental events are accessible to people with disability.
- Commenced new approaches to ensure external providers are developing websites that comply with accessibility standards.
- Implemented processes to ensure new Department Videos are accessible before publication.
- Distributed the 26TEN '*Communicate Clearly: a guide to plain English*' throughout Libraries Tasmania.
- Delivered 26Ten Plain English workshops across Tasmania
- Made the Libraries Tasmania and 26TEN websites accessible for people with a disability
- Developed our collections and services to help meet the needs of people with disability.

We will continue to:

- Conduct regular maintenance reviews and allocate funding to ensure appropriate accessibility to all Department buildings.
- Ensure all modifications of existing buildings and all new buildings meet access requirements under the Disability Discrimination Act (DDA) and Building Code of Australia (BCA).
- Ensure that individual student accessibility issues are prioritised and the required works are completed within the annual capital and minor works programs.

- Work collaboratively with school staff to map student pathways from Kindergarten to Year 12 and pre-plan required access provisions in advance of student commencement, where known.
- Provide designated accessible parking at or nearby Department facilities as required and in accordance with council requirements.
- Provide transportable accessible toilet facilities for use across the Department's asset portfolio as required.
- Review and update the workforce reasonable adjustment guide to ensure alignment with the State Service Workplace Adjustment Policy Template.
- Provide event management advice in line with the *Tasmanian Government Accessible Events Guidelines and Checklist*.
- Develop capabilities within the Department on web accessibility and share this knowledge with external providers working for the Department.
- Improve Department resources and training to support web content editors on web accessibility.
- Develop and review Department document templates to ensure consistency and compliance with accessibility guidelines.
- Provide support for plain English through 26Ten.
- Enhance and review the Libraries Tasmania and 26TEN websites for people with disability.
- Improve and augment Libraries Tasmania services, collections and facilities to meet the needs of people with disability.

Emerging issues:

- Consideration needs to be given in all new building works to designing and providing spaces suitable for change tables, grab rails, hoists and ramps for students, staff and clients with disability.

Ensure Tasmanian Government buildings and events are accessible for the public and our employees.

Actions

| DFA No. | Output/brief description | Outcome | Who | Key dates/milestones | Comments |
|---------|--|--|-------------------|----------------------|---|
| I.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. | Provide safe, accessible and compliant buildings under the DDA and BCA | Facility Services | Ongoing | Through annual Minor Works Program, accessibility appraisals to address immediate student, staff and the public needs will be conducted and specific works programmed to address these. |

| DFA No. | Output/brief description | Outcome | Who | Key dates/milestones | Comments |
|---------|--|---|--|----------------------|---|
| I.5 | Provide reasonable workplace modifications for employees with disability as identified through individual occupational assessments (see also Action 3.4) | Provide safe, accessible and compliant buildings under the DDA and BCA To ensure individual workplace adjustments are made for employees who require modifications. | Human Resources Facility Services | Ongoing | Appraisals to address immediate staff needs will be conducted and specific actions or works programmed to address these. Adjustments are currently assessed in line with the DoE 'Reasonable Adjustment Guide'. This guide will be reviewed and updated in a move to adopt the State Service Workplace Adjustment Policy Template (see also Action 3.4). |
| I.6 | Promote the <i>Tasmanian Government Accessible Events Guidelines and Checklist</i> to agencies and event organisers in receipt of Government funding. | Event organisers 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> to ensure all DoE events are accessible to people with disability. | Strategic Media, Marketing and Communications Ministerial Services Libraries Tasmania | Ongoing | The Department will regularly promote event management documentation to all staff and will support event organiser to ensure accessibility as required. |
| I.7 | Ensure off-premise events are accessible. | Event organisers 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> to ensure all DoE events are accessible to people with disability. | Strategic Media, Marketing and Communications Ministerial Services Learning Libraries Tasmania | Ongoing | The Department will regularly promote event management documentation to all staff and will support event organiser to ensure accessibility as required. |

| DFA No. | Output/brief description | Outcome | Who | Key dates/milestones | Comments |
|---------|--|--|--------------------------------------|----------------------|----------|
| | Ensure all refurbishments of Libraries Tasmania sites provide computer and other resource accessibility for people with disability | Refurbishment projects consider the needs of people with a disability in their planning. | Libraries Tasmania DoE Facilities | | |

Provide opportunities for people with disability to participate in, and engage with, their communities.

Actions

| DFA No. | Output/brief description | Outcome | Who | Key dates/milestones | Comments |
|---------|---|--|---|----------------------|--|
| I.19 | Support people with disability, their families and carers to build and strengthen supportive networks within the community. | Improve connections between relevant DoE staff, families and NDIS providers. Ensure free enrolment for carers in Libraries Tasmania programs. | Libraries Tasmania Learning Disability Programs | Ongoing | Focus work during the NDIS implementation schedule and ongoing thereafter. |
| I.20 | Ensure government volunteering programs and opportunities are accessible to people with disability and align with national volunteering guidelines. | Staff and public awareness raised in relation to volunteer capacity and contribution of people with a disability as volunteers. | Libraries Tasmania Learning Strategic Media, Marketing and Communications | Ongoing | Strategic Media, Marketing and Communications to promote volunteering opportunities through social media campaign. |
| I.21 | Ensure access and inclusion for all people across all Department of Education settings. | Increased access, participation and engagement of people with disability across all DoE | DoE-wide | Ongoing | |

| DFA No. | Output/brief description | Outcome | Who | Key dates/milestones | Comments |
|---------|--------------------------|--|-----|----------------------|----------|
| | | programs and services, including Libraries Tasmania. | | | |

Foster a collaborative approach across agencies, with stakeholders and with the Tasmanian community to create inclusive and accessible environments for people with disability.

Actions

| DFA No. | Output/brief description | Outcome | Who | Key dates/milestones | Comments |
|---------|---|--|---|----------------------|---|
| I.24 | Consult with people with disability on the design and implementation of Tasmanian Government policy and legislation. | Informed policy development and service delivery to create increasingly inclusive and accessible environments for people with disability. | Disability Programs Human Resources Strategic Policy and Planning | Ongoing | The DoE Workforce Diversity and Inclusion Working Group will consult with peak diversity groups in the development of the department's Workforce Diversity and Inclusion Action Plan. |
| I.23 | Build working relationships with disability organisations and service providers to provide information and advice on disability issues. | Increased engagement and consultation with key stakeholders to create increasingly inclusive and accessible environments for people with disability. | Disability Programs Human Resources | Ongoing | The DoE Workforce Diversity and Inclusion Action Plan to be developed by the DoE Workforce Diversity and Inclusion Working Group will seek to engage with peak diversity groups. |
| I.25 | Develop a whole-of-government procurement framework that includes comprehensive accessibility criteria for ICT procurement. | ICT and Procurement Services will collaborate to ensure all aspects required for accessibility in ICT are in place and maintained. | Led by Treasury (DoE Implementation through Facility Services and Information Technology Services.) | Treasury to advise | The procurement framework under the Treasurer's Instructions contains the mandated criteria for ICT. |
| I.29 | Work with Tasmanian Government statutory authorities, state owned | Alignment across Accessible Island: | DoE system-wide | Ongoing | |

| DFA No. | Output/brief description | Outcome | Who | Key dates/milestones | Comments |
|---------|--|---|--|----------------------|---|
| | companies and government business enterprises to achieve the outcomes of <i>Accessible Island</i> . | Tasmania's Disability Framework for Action 2018-2021. | | | |
| DoE | Continue to maintain ongoing internal and external working groups and reference groups which focus on inclusion and diversity. | <p>Improve collaborative connections with key stakeholders to create increasingly inclusive and accessible environments for people with disability.</p> <p>Continued engagement in the SSMO interagency Diversity and Inclusion Reference Group</p> | Disability Programs Human Resources | Ongoing | Engagement in working groups and reference groups, both internal and external, provides a forum for people from a wide range of backgrounds and levels of experience to identify key issues, connect policy and practice and help shape future guidance and support materials to better support inclusive practice. |

Provide information that is accessible for clients and employees.

Actions

| DFA No. | Output/brief description | Outcome | Who | 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. | Implementation of the strategy to improve accessibility of all ICT and digital content. | Led by Premier and Cabinet (DoE implementation through Information | Department of Premier and Cabinet to advise | |

| DFA No. | Output/brief description | Outcome | Who | Key dates/milestones | Comments |
|---------|--|---|--|------------------------------|---|
| | | | Technology Services Strategic Media, Marketing and Communications Libraries Tasmania). | | |
| 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. | Department efficiencies across online communication platforms, and alignment with accessibility guidelines. | Strategic Media, Marketing and Communications Libraries Tasmania | Ongoing | The Department will engage with other Departments prior to undertaking new projects for web development and engage in whole of government working groups. Libraries Tasmania website updated. |
| I.33 | Work towards achieving WCAG 2.0 guidelines for all content material. | Online content is accessible for the Department's clients Online material achieves WCAG 2.0 guidelines | Strategic Media, Marketing and Communications Libraries Tasmania | Ongoing | Guidelines are being used for all redevelopment and new websites. New processes are being introduced when procuring work to external providers to ensure compliance with the guidelines. |
| DoE | Develop a digital information accessibility Action Plan | A pathway forward to meeting and maintaining accessibility compliance | Strategic Media, Marketing and Communications Libraries Tasmania | Finalise Action Plan in 2019 | Collaborate across the Department to ensure the direction for the Department is clear and consistent. |
| I.35 | Improve readability of our information by: <ul style="list-style-type: none"> continuing to build on organisational capability by offering both Plain English and Easy Read | The Department communicates clear and concise messages | Strategic Media, Marketing and Communications Libraries Tasmania | Ongoing | Review and promote a Department web accessibility policy/guidelines to compliment training to web content editors. Annual plain English training for staff. |

| DFA No. | Output/brief description | Outcome | Who | Key dates/milestones | Comments |
|---------|--|--|--------------------|----------------------|----------|
| | training opportunities for web content and document authors; <ul style="list-style-type: none"> • review the accessibility of online forms. • Video compliance • Ensure all publications meet accessibility guidelines. | All online materials, including forms, meet Plain English standards. | | | |
| | Libraries Tasmania to continue to provide a Home Library Service for people who are unable to visit the library in person. | Clients have access to services independent of visiting a LINC site or using the Internet. | Libraries Tasmania | Ongoing | |

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.

Where we are:

We have already:

- Established a Workforce Diversity and Inclusion Working Group in 2017 to develop a department specific Workforce Diversity and Inclusion Action Plan aligned to the *Tasmanian State Service Diversity and Inclusion Policy and Framework 2017-2020*.
- Established 'Selection Procedures' for the employment of staff, which ensure that all selection processes are undertaken in a fair and transparent manner and include provision for utilising alternative assessment formats where reasonable adjustment is required for applicants with disability.
- Delivered a four-phase unconscious bias training program to increase diversity best practice and inclusive leadership across the Department's Senior Executive Group.
- Implemented a 'Reasonable Adjustment Guide' to assist managers and employees when adjustments are required for people with disability in the workplace.
- Committed to participate in the development of an online disability awareness training package for all staff in consultation with the Department of Premier and Cabinet with the assistance of the Australian Network on Disability.

We will continue to:

- Ensure that all departmental recruitment and employment policies and practices are inclusive of people with disability.
- Promote disability awareness to ensure that all staff respect the rights of people with a disability and their families/carers and engage in equitable and inclusive practices.
- Support interagency programs aimed at providing opportunities in the workplace for people with a disability by promoting programs across the Department to identify suitable placements such as 'AccessAbility Day'.
- Provide an inclusive environment and free/low cost access to all Libraries Tasmania programs and services.

Emerging issues:

- DoE will look to consider the Premier's Disability Advisory Council's recommendation to collect current baseline data on staff with disability to enable provision of trend data over time.

- Historically, scholarship programs for people with a disability have failed to attract any applicants, however there is evidence of people with a disability applying for, and being successful in gaining, non-targeted scholarship placements. The success of the general scholarship program in attracting applications from people with a disability has currently negated the need for a separate program but this will continue to be monitored through the departments Workforce Development strategies.

Tasmanian State Service *Diversity and Inclusion Policy and Framework 2017-2020*

Actions

| DFA No. | Output/brief description | Outcome | Who | 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. | Develop and implement a DoE specific Workforce Diversity and Inclusion Action Plan. | Human Resources | June 2018 – end 2020 | This will be achieved through the DoE Workforce Diversity and Inclusion Working Group. |
| 3.2 | Facilitate stronger relationships and identify placements in collaboration with Disability Employment Service providers. | Promote and raise awareness to staff around employment initiatives, programs and available services. | Human Resources | Ongoing | |
| 3.3 | Build an inclusive and diverse workplace by: <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 | Support whole-of-service initiatives identified and developed by DPAC (SSMO) in the Tasmanian State Service <i>Diversity and Inclusion Framework 2017-2020</i> . Increased engagement with disability stakeholder groups, unions, NDIS and employment agencies to support employment opportunities for people with disability. | Human Resources | Ongoing 2018 – 2020 | |

| DFA No. | Output/brief description | Outcome | Who | Key dates/milestones | Comments |
|---------|---|--|-----------------|----------------------|----------|
| | who are working or wish to work in the State Service. | | | | |
| 3.4 | SSMO/DPAC to work with agencies to: <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; 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. | <p>Support whole-of-service initiatives identified and developed by DPAC (SSMO) in the Tasmanian State Service <i>Diversity and Inclusion Framework 2017-2020</i>.</p> <p>DoE commits to progressing these initiatives with DPAC within the Diversity and Inclusion Framework.</p> | Human Resources | Ongoing 2018 - 2020 | |
| 3.6 | Establish an annual stakeholder survey for community and agency stakeholders to provide feedback on progress of the Diversity and | Survey data to inform diversity and inclusion strategies and initiatives as outlined in the Department's Workforce | Human Resources | Ongoing 2018 - 2020 | |

| DFA No. | Output/brief description | Outcome | Who | Key dates/milestones | Comments |
|---------|--|--------------------------------------|-----|----------------------|----------|
| | Inclusion Framework and propose new initiatives. | Diversity and Inclusion Action Plan. | | | |

Promote inclusive employment practices.

Actions

| DFA No. | Output/brief description | Outcome | Who | 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. | Support whole-of- service initiatives identified and developed by DPaC (SSMO) in the Tasmanian State Service <i>Diversity and Inclusion Framework 2017-2020</i> . | Human Resources | Ongoing 2018-2020 | |
| 3.9 | Continue to support the National Disability Services JobsABILITY and BuyAbility initiatives. | Promote and raise awareness to staff around the availability of these initiatives. | Human Resources | Ongoing | |

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.

Where we are:

We have already:

- Demonstrated a commitment to establishing an inclusive, high quality education system that is responsive to the educational needs of learners with disability.
- Commenced implementation of the Ministerial Taskforce Recommendations, *Improved Support for Students with Disability*. These reforms will assist all Tasmanian Government schools to:
 - become increasingly disability ready and responsive
 - improve continuously through high quality teaching and learning
 - work with communities in partnership
 - align resources to inclusive education practice.
- Established a Disability Services Internal Working Group which provides strategic advice to the Department's Senior Executive.
- Made extensive progress in improving the quality of student learning plans and personalising educational adjustments for students with disability.
- Implemented a breadth of professional learning programs to further build on the capacity of education staff to ensure students with disability can access, participate and engage in education.
- Committed to a strategy to provide additional support for inclusive practice through the Respectful Schools Support team.

We will continue to:

- Ensure all DoE staff work collaboratively to provide high quality inclusive and supportive learning opportunities for students with disability.
- Promote the *Disability Standards for Education 2005* and set clear expectations that DoE staff are required to meet their obligations by ensuring that students with disability can access and participate in education on the same basis as other students.
- Consult with and seek feedback from key stakeholders in relation to improved support for students with disability across Tasmanian government schools.
- Monitor and evaluate DoE's programs, initiatives and services through the inquiry cycle to focus on improvement by prioritising our supports and addressing barriers to maintaining the focus on continuous improvement.
- Work collaboratively to provide professional learning opportunities and resources for Support Teachers and Professional Support Staff.

Emerging issues:

- Commonwealth funding aligned to the Nationally Consistent Collection of Data (NCCD).
- Alignment of special needs targeted funding to the levels of adjustments teachers make to appropriate teaching and learning programs.
- Transition to the National Disability Insurance Scheme (NDIS).
- The Premier's Disability Advisory Council's recommendations from 2017 have been incorporated and will be reported annually:
 - Ensure that staff and support staff utilise the Student Support System.
 - Detail the outcomes of Learning Plan audits in relation to the quality and appropriateness of the Learning Plans, as well as the percentage of students achieving the goals identified.
 - Evaluation outcomes of the Family Partnership Model to be made available when completed.
 - Provide trend data on numbers of support teachers who feel confident in generating Learning Plans.
 - Include aggregated teacher assessments of the *Inclusive Teaching for Students with Disability* professional learning package.
 - Report outcomes of transitional support offered to school leavers with disability.
 - Provide updates in future reports of numbers of teachers completing a Graduate Certificate in Inclusive Education.

Support students with disability to access further education, training and employment.

Actions

| DFA No. | Output/brief description | Outcome | Who | 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 | Improved access, participation and engagement of all learners with disability across DoE learning environments. | Disability Programs Learning | Ongoing | |
| 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> . | Enhance capacity and awareness of schools becoming increasingly disability ready and responsive. | Disability Programs Learning Finance | Ongoing | Work towards developing a new disability funding allocation model aligned to a needs based approach which will allocate funding and resources to the levels and |

| DFA No. | Output/brief description | Outcome | Who | Key dates/milestones | Comments |
|---------|---|--|------------------------------|----------------------|---|
| | | <p>Improved access and provision of high quality teaching and learning</p> <p>Improved engagement, communication and collaboration with families</p> <p>Realignment of educational resources to better support inclusive education practice.</p> | | | <p>types of educational adjustments that are required to implement appropriate teaching and learning programs for students with disability.</p> <p>Include outcomes of professional learning in relation to inclusive teaching for students with disability.</p> <p>Include data on staff accessing Inclusive Teaching for Students with Disability online resources.</p> <p>Include numbers of teachers completing the Graduate Certificate in Inclusive Education.</p> <p>Making a Difference professional learning program and <i>Inclusive Practice Working Group</i>.</p> <p>Focus on inclusive practice for High and Accomplished Lead Teacher Program with the PLI – to further promote responsive school practices.</p> |
| 5.1 | Provide support for the transition of students from school into post-school | Improve access to work exposure opportunities for | Disability Programs Learning | Ongoing | Partner with My Education to ensure SSS reflects students post year 12 planning |

| DFA No. | Output/brief description | Outcome | Who | Key dates/milestones | Comments |
|---------|---|--|---|---|--|
| | education, training or employment for people with disability. | <p>students to inform transition planning.</p> <p>Increase capacity of teachers to support transition planning for students.</p> <p>Increase engagement in vocational education and training, including school-based apprenticeships, in supporting students with disability.</p> <p>Improve coordination and support through NDIS School Leaver Employment Supports (SLES) program.</p> | <p>Vocational Learning and Career Education</p> <p>Libraries Tasmania</p> | | |
| 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. | Increase staff knowledge and general public awareness of the support DoE provides in relation to students with disability. | Disability Programs | <p>Website update by December 2018</p> <p>Policy review undertaken during 2018.</p> <p>Ongoing policy updates and revisions undertaken on an ongoing basis.</p> | |
| 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. | <p>Annual Learning Plan audit of 33% of school learning plans.</p> <p>Improve the quality of learning plans by increasing staff capacity in relation to:</p> <ul style="list-style-type: none"> identifying students' needs and personalising | <p>Disability Programs</p> <p>Learning</p> <p>Student Wellbeing</p> | Ongoing | <p>Continue to provide Professional Learning for Support teachers to enable them to lead Learning Plan processes in schools.</p> <p>Include trend data on the number of support teachers</p> |

| DFA No. | Output/brief description | Outcome | Who | Key dates/milestones | Comments |
|---------|--|---|---------------------|----------------------|--|
| | | <p>learning plans to ensure student achievement</p> <ul style="list-style-type: none"> making educational adjustments to the learning environment, pedagogy or curriculum at an appropriate level. <p>Ensure DoE staff utilise the Student Support System (SSS).</p> | | | <p>who feel confident in generating Learning Plans</p> <p>Provide opportunities for Professional Support Staff to facilitate professional learning for Support teachers.</p> <p>Respectful Schools Support Team to provide additional support to schools to improve the quality of learning plans in collaboration with other DoE teams.</p> |
| DoE | Continue to collect feedback from DoE school staff, families and students on an annual basis in relation to support for students with disability. | Feedback from stakeholders to inform improvement processes and policy development in relation to support for students with disability. | Disability Programs | Ongoing | Annual satisfaction surveys and parent forums. |
| DoE | Continue to provide specialised Information and Communication Technology (ICT) and equipment to meet the learning needs of students with disability. | To embed technology to ensure students' access, participation and engagement in education. | Disability Programs | Ongoing | |
| DoE | Continue to support students, families and schools in relation to the intersect between education and the National Disability Insurance Scheme (NDIS). | To ensure seamless provision of services to learners with an NDIS package. | Disability Programs | Ongoing | Continue to develop and maintain partnerships between schools, the NDIA and NDIS providers. |

| DFA No. | Output/brief description | Outcome | Who | Key dates/milestones | Comments |
|---------|--|---|--------------------|----------------------|---|
| 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. | <p>To enable Tasmanian learners free access to inclusive spaces, learning, information and the internet through Libraries Tasmania sites, services and programs.</p> <p>Support all learners to succeed as connected, resilient, creative and curious thinkers.</p> | Libraries Tasmania | Ongoing | <p>Support people with disability to use computers and the internet.</p> <p>Clients with disability have access to staff and/or volunteer assistance at service points.</p> |

MORE INFORMATION

For further information about the Department of Education *Disability Action Plan 2018-2021* please contact:

Disability Programs

Email: disabilityprograms@education.tas.gov.au

ACCOUNTABILITIES

| | |
|----------------------------------|--|
| Implementation | The Disability Action Plan Working Group will ensure that the Plan remains relevant and monitor implementation of actions throughout the Department. |
| Compliance | The Senior Executive Group will monitor compliance through leading the implementation of initiatives across Departmental divisions. |
| Monitoring and Evaluation | The Disability Action Plan Working Group will undertake monitoring and evaluation of the Plan. |
| Development and/or Review | The Action Plan has been co-constructed by Disability Programs with the Disability Action Plan Working Group. Further development and annual review will be undertaken by the DAPWG. |

Policy History

Approved by and date XXX
Disability Action Plan Working Group chair
Commencement date XXX

Document control

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Published on:

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