

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

### **Annual Report to the Premier's Disability Advisory Council for 2017-2018**



# DISABILITY ACTION PLAN ANNUAL REPORT 2018

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## Message from the Secretary

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 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 2018. 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-level and school-level to support quality educational outcomes for Tasmanian students with disability.

Supporting students with disability is something that I am particularly passionate about – and am committed to ensuring the Tasmania education system continues to provide 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.

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.

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

The Department is committed to consulting with people with disability and seeks to ensure all our policies and service delivery is informed by the needs and voice of people with disability.

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



- The Department has consulted with the Premier's Disability Advisory Council (PDAC) members in relation to Department's Capital Works Projects for Northern Support School and Southern Support School. PDAC members have been invited to participate in the Project Working Groups for all support school capital projects to provide advice in relation to accessibility considerations for students with disability.
- 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 state-wide. Ensuring students and families are consulted and involved (where possible) in the collaborative development of goals and expectations for the child's learning program is a pivotal step towards supporting students with disability to reach their full potential.
- The Department'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. In 2018, DoE has contracted KPMG, an external agency, to conduct surveys with school principals, classroom teachers, support teachers and parents. A total of 1,081 parents, support teachers, classroom teachers and principals provided feedback through this process, and 22 students with disability provided feedback through face-to-face forums. Data from these surveys and forums will be shared with individual schools and will be incorporated into school improvement processes for 2019.
- The Department is currently developing a new needs based funding model for students with disability in Tasmanian Government schools. The Department has engaged KPMG to help develop this new funding model in order to better support inclusive practice by allocating resources to the educational adjustments required to meet the individual needs of students with disability. During March and April 2018, KPMG conducted 11 forums across Tasmania to seek input from principals, teachers, professional support staff, parents and key disability advisory groups into the development of the new funding model. These forums sought participants' views on the strengths and areas for improvements with respect to current funding arrangements, explored the principles that would underpin the new funding model, and discussed the structure and implementation of the new model. Feedback from this process has fed into the development of the model and has guided the next phase of consultation which will take place during August and September 2018. Through this next process 21 school visits will be undertaken state-wide to seek feedback from teachers, professional support staff and principals to gather data in relation to the resources required to provide the appropriate adjustments for students with disability to access quality learning programs.
- The Department's Hearing and Vision Services teams engages and consults with people with disability in the following ways:

- Hearing Services works alongside Tasdeaf, as appropriate, to support students who are Auslan first language users.
  - Hearing Services employs adults who have a hearing loss as deaf tutors/mentors for our students.
  - 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).
- 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.
- 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.

## Implementation of Accessible Island 2018-2021

Six outcome areas of the *National Disability Strategy 2010-2020*:

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

The Department of Education's *Disability Action Plan 2018-2021* 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.

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

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

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.

This report highlights the priorities and strategies the Department of Education 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.

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



## 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

DFA No.	What we said we would do in our Disability Action Plan	Who	Status	Progress at August 2018
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.	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 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.</p> <p>During the 2017-2018 financial year, the Department of Education completed 43 individual projects totalling over \$422,000 to improve access for persons with a disability.</p> <p>Refer to Table I.1 for an overview of the minor works sites, modifications and total expenditure.</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 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</p>



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.

The Department has a major Capital Investment Program underway which considers and incorporates disability access compliance requirements in to all major projects.

### **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, 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 through some outstanding issues and has agreed to provide additional funding for traffic management and car parking improvements to the school site in Ravenswood. These additional works will be completed by December 2018.
- 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 is currently in the stakeholder consultation phase and it is unclear at this time when construction will commence.

1.5	Provide reasonable workplace modifications for employees with disability as identified	Human Resources Facility Services	DoE provides workplace adjustments on an ongoing	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.
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through individual occupational assessments (see also Action 3.4)

basis, as and when required.

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.

Reasonable workplace modifications are made on an individual basis for employees with disability at their site of employment. For example, a Teacher Assistant with a physical disability has been assessed at their local school and modifications have been made to support wheelchair access and enable them to perform all duties relevant to their position.

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.

It is the role of the Principal/Manager to ensure that work environments are accessible and equitable, and do not unreasonably create barriers for employees with disability.

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).

1.6 Promote the *Tasmanian Government Accessible Events Guidelines and Checklist* 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.

The Department is committed to regularly promoting DoE's *Event Management Policy and Guidelines* and the *Tasmanian Government Accessible Events Guidelines and Checklist* to ensure all DoE events are accessible to people with disability.

The Department's Strategic Media, Communications and Marketing and Ministerial Services units use the policy as a guide to provide accessibility support to event organisers when planning and preparing to host events.

The Department disseminates information to staff about the Department's Event Management Policy and Guidelines regularly through its InfoStream platform. This links through to the *Tasmanian Government Accessible Events Guidelines and Checklist* to ensure all DoE events are accessible to people with disability.

				<p>Libraries Tasmania provides the Department's <i>Event Management Policy and Guidelines</i> and the <i>Tasmanian Government Accessible Events Guidelines and Checklist</i> to all event organisers who have received Libraries Tasmania funding.</p> <p>For example, in August 2017, 26TEN and LINC Tasmania supported a Children's Laureate Panel discussion on family literacy, hosted by Virginia Trioli. The event highlighted the role of all Tasmanians in supporting the parents and carers who are their child's first teacher. The event coincided with the visit to Tasmania of the Children's Laureate, Leigh Hobbs. The event organiser was provided with the guidelines to ensure appropriate accessibility requirements were met for participants.</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 <i>Event Management Policy and Guidelines</i> 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, school and community-based events.</p> <p>In 2018, the Strategic Media, Communications and Marketing team employed an Events and Marketing Coordinator and as part of their role, they will promote the <i>Tasmanian Government Accessible Events Guidelines and Checklist</i>.</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>
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 a disability. Libraries Tasmania works closely with DoE Facility Services team during refurbishments, to ensure the needs of people with disability are factored into planning.</p> <p>While Hobart Library was closed for the replacement of its ceiling in early 2018, for reasons of safety, public access computers were re-located to the State Library Reading Room on the floor above. Client access to these computers, as well as access to physical items for borrowing, was enabled through the use of the wheelchair-accessible public lift in the Hobart building.</p>

**Table 1.1 DoE Minor Works Program - DDA Projects 2017-18**

For the 2017/18 financial year, the Department of Education completed 43 individual projects totalling \$422,238 to improve access for students with disability.

School	Project	Budget
Montague Bay Primary	Installation of grabrails	\$102
Ogilvie High	Installation of handrails and visual stairs nosings	\$7,250
Woodbridge District	Install heat pump to classroom	\$5,200
Clarendon Vale Primary	Installation of locks to classroom doors and access ramp to playground	\$6,400
Taroona High	Installation of curb ramp	\$3,250
Glenora District	Creation of accessible paths	\$16,000
Bruny Island	Creation of access ramp	\$22,272
Risdon Vale Primary	Installation of stair climber	\$19,500
Warrane Primary	Modifications to overcome existing access issues	\$1,805
Lindisfarne Primary	Modifications to overcome existing access issues	\$6,000
Clarence High	Improve access to lift	\$1,820
Lauderdale Primary	Installation of child proof gates	\$4,000
Kingston High	Installation of handrails and modifications concrete lids and vents	\$18,200
Franklin Primary	Creation of new change area	\$4,924
South Hobart Primary	Modifications to overcome existing access issues	\$3,420
Clarence Plains Child and Family Centre	Creation of access ramps	\$5,675
Bayview High	Creation of accessible paths	\$7,800
New Town Primary	Creation of access ramps	\$1,495
Rokeby Primary	Installation of handrails and access ramps	\$15,800
East Tamar Primary	Installation of handrails, access ramps and general toilet alterations	\$14,800

Kings Meadows High	Installation of access ramps and alterations to toilet and classroom	\$12,527
Deloraine Primary	Installation of access ramps, mobility appropriate drain covers and adjustments to sink.	\$5,875
Hagley School	Installation of hoist	\$1,700
Evandale Primary	Installation of handrails	\$800
Perth Primary	Installation of stage lift	\$9,800
Scottsdale Primary	Installation of access ramps	\$11,200
Mole Creek Primary	Installation of access ramps	\$3,800
Cressy District	Installation of dimmer switches	\$459
Brooks High	Installation of handrails	\$7,800
Ravenswood Primary	Installation of access ramps	\$6,500
Newstead College	Installation of viewing windows and signage	\$3,600
Prospect High	Installation of access ramps	\$5,100
Glen Dhu Primary	Installation of blinds	\$1,972
Queechy High	Installation of handrails and mobility appropriate drain covers	\$4,950
St Helens District	Installation of automatic sliding door	\$12,000
Latrobe Primary	Installation of access pathway	\$3,900
Hillcrest Primary	Installation of stage lift	\$9,800
Penguin District	Installation of sensor taps and access ramps	\$3,242
Wynyard High	Installation of access ramps	\$6,200
Nixon Street	New handrails	\$3,350
Launceston College	Installation of handrails and stairs nosings	\$31,950
Glenora District	Creation of disability change facility	\$35,000
Flinders Island	Installation of new access paths and creation of disability change facility	\$75,000

## PROVIDE OPPORTUNITIES FOR PEOPLE WITH DISABILITY TO PARTICIPATE IN, AND ENGAGE WITH, THEIR COMMUNITIES

DFA No.	What we said we would do in our Disability Action Plan	Who	Status	Progress at August 2018
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>The Department is committed to improving connections between relevant DoE staff, students, families and National Disability Insurance Scheme (NDIS) providers as eligible students with disability transition to the NDIS.</p> <p>Communication between DoE, Department of Communities Tasmania and NDIS has been ongoing throughout the school-age transition process.</p> <p>To date we have:</p> <ul style="list-style-type: none"> <li>• collaboratively created an information sheet for staff from the three agencies regarding access to and use of equipment from the Tasmanian equipment Library</li> <li>• resolved issues of access to NDIS by families with children with complex needs</li> </ul> <p>DoE has also:</p> <ul style="list-style-type: none"> <li>• clarified processes for accessing and participating in NDIS for Principals, support teachers and professional support staff</li> <li>• clarified the role of DoE professional support staff regarding NDIS service providers working in schools</li> <li>• facilitated contact by NDIS with eligible families via support teachers</li> <li>• ensured staff have current information regarding the NDIS programs and processes.</li> </ul> <p>Libraries Tasmania provides free enrolment for carers who accompany and support a client access Adult Education courses.</p> <p>Arising out of local conversations about how to collaborate more effectively to support people supported through the NDIS, the Telehealth Pilot Project continued to be implemented across the September 2017 to July 2018 period. This</p>

collaboration, between St Giles and Libraries Tasmania, aligns with both organisations' strategic goal of providing access, participation and engagement for all people. The project provides support and spaces for clients to overcome barriers to connect with information about health and support, helping people with disability, their families and carers to build and strengthen supportive networks within the community.

The pilot project is being implemented across regional locations such as New Norfolk, Scottsdale and Whitemark, as well as Glenorchy, providing inclusive access to health information in remote parts of Tasmania.

A benefit for us has been that staff at pilot sites have become more aware, and strengthened their understanding, of people with disability through increased engagement. Through the project, we are better able promote our range of services and programs to clients, and help people with disability connect with and use technology.

In regional areas of Tasmania where digital exclusion is highest, according to the Australian Digital Inclusion Index, we have decreased barriers to connection through technology, support and our spaces. An expected outcome for clients engaging with us through the project is that they will feel more digitally included across all three main indicators of the Index: affordability, access and ability.

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> <p>Schools 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).</p>
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The Department's Strategic Media, Communications and Marketing team regularly promotes 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, DoE will be requesting business units to share good new stories and highlight the positive contributions of people with disability as volunteers within the education system in Tasmania.

In February 2018, Libraries Tasmania implemented a new Volunteer Management Policy. This Policy is aligned with national Volunteering Guidelines, as well as 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 embody equal opportunity and anti-discrimination principles.

Libraries Tasmania support universal access and participation for the Tasmanian community, and are accessible and welcoming to all people. Staff and the public are aware of this inclusive principle, and we promote volunteering opportunities and work with our volunteers on this basis, including tailoring tasks to suit volunteer ability and capacity.

Potential volunteers are provided with opportunities to access information about volunteering with us in various formats and using a range of methods of communication, such as face-to-face information sessions, enabling people with different abilities to gather information about and engage in our volunteer program. Within our 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. In the September 2017 to July 2018 period, there were an increasing number of volunteers with disability participating in our volunteer program.

In the period we introduced a new type of volunteer role that enables people to digitise records from their own homes, removing a significant mobility barrier for

some people. Through the contributions of Digivols, the first two registers of the Southern Volunteer Artillery have been made available through the Tasmanian Names Index.

I.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.

The Department supports schools to build inclusive school communities focused on ensuring all students with disability are supported to learn, contribute and participate in all aspects of school life. The Department's Inclusion and Diversity Services unit aims to achieve this by supporting all students with disability to access, participate and engage in education on the same basis as other students; and to support the health and wellbeing of all students with disability so that they feel safe, supported, included and engaged in learning.

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.

To support the Department of Education's Strategic Plan goal of 'wellbeing', a range of mental health programs has been offered in 2018 to DoE employees (both managers and staff), including the following:

- **Back on Track – Audience:** Principals, Managers and those with supervision of staff - This seminar is designed to assist in developing the knowledge, skills and strategies to support staff who may be experiencing mental health issues and to manage challenging workplace situations. The strategies and tools presented in the seminar will also assist managers to support staff experiencing family violence issues.

- Supportive Teams - Audience: All staff - This session explores the ways we can assist our colleagues or team members who are struggling with common life issues such as depression, anxiety, family issues, grief, and stress-related problems. It looks at recognising the signs that someone needs support, starting a discussion, confidentiality, drawing sensible boundaries and ensuring work relationships are sustainable.
- Mental Health First Aid - Audience: All staff - Course participants learn about the signs and symptoms of the common and disabling mental health problems, how to provide initial help, where and how to get professional help, what sort of help has been shown by research to be effective, and how to provide first aid in a crisis situation.
- Act Now: Crisis Response – Audience: All staff - deals with managing mental health crises at work and extreme emotional responses. Through an online introductory module and the follow-up workshop, participants will learn about the effective and appropriate responses to acute mental illness. The content will show participants how to best manage those in crisis until help arrives in the form of an ambulance, the CAT (crisis assessment team) or a family member. It covers managing trauma and grief responses, keeping people safe, as well as information about looking after your own wellbeing.
- Open Minds Mental Health Basics - Audience: All staff - Explores what the terms 'mental health' and 'mental illness' mean, how our circumstances, work practices and lifestyle habits can have an impact on our mental health, and how mental health problems like anxiety and depression can affect people at work. This includes a check list of the important markers of mental health and practical strategies for getting back on track and seeking help.

DoE also invited staff to participate in a mental health app training program - the 'Smiling Mind' through the Tasmanian Training Consortium. These programs have been promoted to all staff through internal staff newsletters and is visible on the Department's staff intranet latest news webpage.

LINC Tasmania's name was changed to Libraries Tasmania on 23 July 2018. An election commitment of the 2018 Liberal Government, this name change responded to community feedback indicating that many people did not understand what LINC

Tasmania was, what it offered and were unsure about engaging in our services and programs. The Libraries Tasmania name will clarify the core purpose of our organisation to the community—to connect Tasmanians to knowledge, ideas and community through our libraries and archives—enabling greater inclusion, participation, and access to our services and programs for all Tasmanians.

Libraries Tasmania has a pool of assistive technology tools and devices to support client visibility and hearing needs. These tools and devices can be dispatched to any site in our network where a client has identified access needs.

We are currently developing a Libraries Tasmania Digital Strategy and Standards project, which will be implemented from 2019. This strategy and standards will be aligned with key actions in the DoE Disability Action Plan, resulting in checklists to enable staff to ensure all clients are digitally included when resources, services and programs are developed, reviewed and delivered.

On our 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 are available for clients to access and connect to our collections, including audio and eBooks, eFilms and eMusic, and eMagazines and eComics, broadening the range of formats which our clients can access and engage with.

The paranapple Centre, a new multi-purpose civic centre soon to be opened in Devonport, will be home to a new and contemporary Devonport Library, along with a Service Tasmania shop offering integrated customer service with council. The building's spaces and facilities have been designed to ensure 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

DFA No.	What we said we would do in our Disability Action Plan	Who	Status	Progress at August 2018
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.	<p>The Department is committed to consulting with people with disability on the design and implementation of Tasmanian Government policy and legislation.</p> <p>The Department values providing high quality inclusive, equitable, and accessible environments, and we believe it is important that our policies and service delivery is informed by the needs and voice of people with disability.</p> <p>We consult with people with disability across a number of business areas, including the following key pieces of work:</p> <ul style="list-style-type: none"> <li>• The Department's policy development is an ongoing process which reflects student need and supports schools to become increasingly disability ready and responsive. Inclusion and Diversity Services unit will be undertaking a review of all policies and online communications during 2018-2019 and will seek to consult with schools, students, and families throughout this review process.</li> <li>• 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. In 2018, DoE has contracted KPMG, an external agency, to conduct surveys with school principals, classroom teachers, support teachers and parents to seek feedback on the Department's progress in relation to improved support for students with disability. Surveys were open for 5 weeks between Monday 21 May and Friday 22 June. A total of 1,081 parents, support teachers, classroom teachers and principals provided feedback through this process. An additional, 40 parents attended forums statewide, and 22 students with disability provided feedback through face-to-face forums. Data from these surveys and forums will be shared with</li> </ul>

individual schools and will be incorporated into school improvement processes for 2019. The Department will also look to produce a publication to share the key findings, which is likely to be released in September 2018.

- The Department is currently developing a new needs based funding model for students with disability in Tasmanian Government schools. The Department has engaged KPMG to help develop this new funding model in order to better support inclusive practice by allocating resources to the educational adjustments required to meet the individual needs of students with disability. During March and April 2018, KPMG conducted 11 forums across Tasmania to seek input from principals, teachers, professional support staff, parents and key disability advisory groups into the development of the new funding model. These forums sought participants' views on the strengths and areas for improvements with respect to current funding arrangements, explored the principles that would underpin the new funding model, and discussed the structure and implementation of the new model. Feedback from this process has fed into the development of the model and has guided the next phase of consultation which will take place during August and September 2018. Through this next process 21 school visits will be undertaken state-wide to seek feedback from teachers, professional support staff and principals to gather data in relation to the resources required to provide the appropriate adjustments for students with disability to access quality learning programs.
- The Department's Hearing and Vision Services teams engages and consults with people with disability in the following ways:
  - Hearing Services works alongside Tasdeaf, as appropriate, to support students who are Auslan first language users.
  - Hearing Services employs adults who have a hearing loss as deaf tutors/mentors for our students.
  - 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).

- In May-July 2018, the Department supported the Commonwealth Government's national consultation process regarding Supported School Transport and Transition to the National Disability Insurance Scheme. DoE coordinated face-to-face workshops state-wide with parents, carers, transport providers, non-government school representatives and key stakeholder organisations, to ensure Tasmania was able to provide feedback into how supported school transport will be funded and delivered as part of the NDIS in the future.
- The Department's Workforce Diversity and Inclusion Working Group has begun work on drafting an initial set of Actions in the development of the DoE Workforce Diversity and Inclusion Action Plan. These draft actions include promoting and raising awareness around disability employment initiatives, programs and available services. DoE is currently exploring options for relationship building with disability organisations and service providers. As an example, two DoE representatives attended an information session in March 2018 hosted by the National Disability Service and further contact has been made with a view to arranging a follow up session within the Vacancy and Staffing Services unit.

I.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.

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.

To support the development and implementation of the DoE Workforce Diversity and Inclusion Action Plan, the DoE Workforce Diversity and Inclusion Working Group will initially seek input from the broader DoE workforce through focus groups and request for feedback. The final phase of consultation will be with external stakeholders and peak diversity groups such as the Hobart Human Library.

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 2017-2018, 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 2018, 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 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:

- Australian Hearing and Audiology Services to share information regarding student needs.
- Technology update meetings with Australian Hearing to build the working knowledge of Teachers of the Deaf regarding new technology for students.
- Tasdeaf to support students who are Auslan first language users and southern Tasdeaf regarding hosting southern playgroups.

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 – state wide access- collaboration with the Low Vision Clinic, Coordinator shared planning to enable north and north west students with complex vision to attend the clinic.
- Blind Cricket Australia – further development of working relationship and expansion of state wide Clinics to provide students opportunities for specialist skills development.
- Vision Services membership of the B4 Coalition –to enable Vision Services to support young learners within Launching into Learning (LIL) and Child and Family Centres.
- Vision Australia in relation to information technology and equipment provision for 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

The Department is waiting to receive advice from Treasury in relation to the proposed whole-of-government procurement framework.

The Department's Information Technology Services and Facility Services will collaborate with Treasury when advised.

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>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.	<p>The Department is committed to maintaining ongoing internal and external working groups and reference groups to improve collaborative connections and create increasingly inclusive and accessible environments for people with disability across the Department.</p> <p>Engagement in working groups and reference groups, both internal and external, provides the Department with the opportunity to work collaboratively to identify key issues, connect policy, and practice and help shape future guidance and support materials to better support inclusive practice.</p> <p>The Department continues to engage with the following working groups and reference groups which focus on inclusion and diversity:</p> <p><u>Internal:</u></p> <ul style="list-style-type: none"> <li>• Disability Action Plan Working Group</li> <li>• Disability Services Internal Working Group</li> <li>• Inclusive Practice Working Group</li> <li>• Disability Funding Model Working Group</li> <li>• NDIS – Early Childhood Intervention Service Working Group</li> <li>• Severe Disability Register – Moderation Committee</li> <li>• Support/Special School – Placement Committee</li> <li>• Autism Support Class Program – Placement Committee</li> <li>• Workforce Diversity and Inclusion Working Group</li> <li>• Out of Home Care (OOHC) Steering Committee</li> <li>• International Day of People with Disability – Internal Working Group</li> </ul> <p><u>State:</u></p>

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

## PROVIDE INFORMATION THAT IS ACCESSIBLE FOR CLIENTS AND EMPLOYEES

DFA No.	What we said we would do in our Disability Action Plan	Who	Status	Progress at August 2018
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>To date, the Department's contribution to this whole of government strategy has been through providing a Libraries Tasmania staff member to perform chairing duties to the Digital Services Tasmania area of this strategy's development. This group is using a Tasmanian community consultation research report 'What do Tasmanians need and want from digital government services' (April 2018), along with findings from the Australian Digital Inclusion Index (2017), to ensure that the inclusion and access needs of all Tasmanians inform the strategy.</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>Three Strategic Media, Communications and Marketing (SMCM) team members actively attend and participate in whole-of-government meetings on the maintenance, rebuild and design of intranet and internet sites.</p> <p>The Project Manager of the DoE Intranet project rebuild is liaising with other Departments who have recently implemented new intranets. The updated Intranet is scheduled to be implemented in the second half of 2019. The Department is continuing to update document templates as part of our focus on ensuring compliance with accessibility guidelines.</p>

			<p>Libraries Tasmania actively collaborates and consults with colleagues across government, such as those in TasTAFE and the Department's Strategic Media, Communications and Marketing team, to share lessons learned and ensure a consistent approach in maintaining, rebuilding and designing intranet and internet sites.</p> <p>Libraries Tasmania aim to have a consistent approach across all our web systems, including third party platforms, in line with our own website's standards. When negotiating third party platform licences and agreements, we seek to raise all website areas to the standard of our core website. This is a key aim of The Libraries Tasmania Digital Strategy and Standards project. Refer to response provided under 1.21.</p>
1.33	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 is committed to working towards achieving WCAG 2.0 guidelines so that online content is accessible for the Department's clients. The Department's Strategic Media, Communications and Marketing (SMCM) unit utilises the WCAG 2.0 guidelines for all redevelopment and new websites. All new web development projects now include requirements for external providers to meet WCAG standards.</p> <p>PDF accessibility requirements are being considered through the development of a draft checklist to support compliance. This checklist will be used by graphic designers, business units and external providers to provide guidance on the importance of meeting accessibility requirements.</p> <p>Currently SMCM staff collaborate with providers and business units to give feedback, advice and resolve issues in relation to web accessibility. SMCM is developing checklists to support the training provided to web content editors on web accessibility.</p> <p>During 2018, the Department's Strategic Media, Communication and Marketing team utilised the expertise of a staff member in web and document accessibility, who provided training to staff. This training has assisted staff in gaining awareness and skills in this area to pass on to others areas of the Department.</p> <p>In response to addressing DoE website accessibility, SMCM implemented SiteImprove software to access accessibility compliance with WCAG 2.0. With the use of SiteImprove the team has been gathering data over the period of the last 6 months with the intention of producing a 6 monthly Accessibility Report. From</p>



information gathered in the report, SCMS will action any WCAG 2.0 compliance issues. This process will need to be run 6 monthly to allow for content changes.

Department of Education school websites are being updated through the development of a new web Template. This work is being completed via an external provider with accessibility included as a key standard to be met by the provider.

Infrastructure upgrades for internal websites is expected to be completed by October 2018. Updating staff documents in the Department's document libraries to WCAG AA standard is likely to take another year to complete.

Refer to Section 4 of this report for further information in relation to the Department's progress in achieving WCAG 2.0 guidelines.

Libraries Tasmania's core website meets Web Content Accessibility Guidelines (WCAG) 2.0 recommendations to the AA level.

The 26TEN website is continuously reviewed to meet accessibility requirements. A new web-based product, the 26TEN chat resources, is being developed to meet these requirements. 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. 26TEN ensures that all website case-study videos have written transcripts and that website text is presented in an accessible format.

DoE	Develop a digital information accessibility Action Plan	Strategic Media, Communications and Marketing Libraries Tasmania	DoE will finalise and implement the Action Plan in 2019.	<p>The Department is committed to developing a digital information accessibility Action Plan. This Action Plan will create clear and consistent a pathway forward to meeting and maintaining accessibility compliance across the Department.</p> <p>The Department will draft the Action Plan between September – December 2018, for finalisation and implementation in 2019.</p>
I.35	<p>Improve readability of our information by:</p> <ul style="list-style-type: none"> <li>continuing to build on organisational capability by offering both Plain English and Easy Read training</li> </ul>	Strategic Media, Communications and Marketing Libraries Tasmania	DoE will continue to improve the quality and readability of information on	<p>The Department is committed to improving the readability of our information to communicate clear and concise messages, and ensuring all online materials meet Plain English standards and accessibility guidelines.</p> <p>The Department's Strategic Media, Communications and Marketing unit is providing support to review online forms and business unit videos in meeting accessibility requirements, including the provision of closed captions. The DoE</p>

opportunities for web content and document authors;

- review the accessibility of online forms.
- Video compliance
- Ensure all publications meet accessibility guidelines.

an ongoing basis.

style guide includes advice on closed captions and is being reviewed to provide more guidance to staff on the requirements for videos.

During May-August 2018, the Department's Inclusion and Diversity Services team has undertaken a review, redevelopment, and redesign process of the 'Supporting Student Need' public web pages to ensure all information is up to date, clear, concise, easy to read and meet accessibility guidelines. The Supporting Student Need landing page provides the public with relevant information in relation to supports provided to students with disability and students for whom English is an additional language across Tasmanian Government schools. The new web pages will be publicly launched in September 2018 and will be promoted widely across the Education system and school communities.

Libraries Tasmania demonstrates best practice plain English internally and externally. Plain English principles inform the design and use of briefing notes and other documents. We also use the Stylewriter software program to check and improve the readability of documents, including online forms. Flyers and other promotional materials are developed using Easy Read elements, along with following Style Guide and plain English guidelines. Videos that we create are enabled for closed captioning to support screen readers. Our content and document authors undertake 26TEN plain English training.

There are closed captions on all You Tube videos we produce, on our channel, which enable clients to read a text version of the audio.

Online forms meet WACG 2.0 recommendations to the AA level. We continuously improve accessibility to our online forms through readability testing, and by applying plain English principles to the content, format and layout.

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 26TEN members and our staff members.

- 26TEN coordinated two Easy Read workshops in August 2017, in collaboration with DHHS. Both workshops were aimed at supporting community services providers with strategies to improve access to information they provide.

- 26TEN also coordinated a plain English workshop for National Disability Services, focussing on improving their reporting templates.
- Nine literacy awareness sessions were delivered by Libraries Tasmania Adult Literacy Coordinators to staff and the public, at a range of Tasmanian libraries.
- Libraries Tasmania hosted five public plain English workshops, state-wide. Staff and members of the public attended these sessions.
- A 'Writing student reports in plain English' course was delivered at four schools to a total of 77 teachers
- In February 2018, DPAC hosted six plain English workshops, delivered to over 50 staff.

The Plain English Foundation delivered high-level, two day plain English training to a total of 12 Government employees, including seven staff from Libraries Tasmania in August 2017.

Libraries Tasmania continue to improve and augment our services, collections and facilities to meet the access needs of people with disability. Our large print collection, and the number of recorded and audio books, have both increased over the reporting period. Also, the number of eBook and eAudio issues increased by 24% over the period.

Comparative number of items	2016-17 July snapshot	2017-18 July snapshot
Size of Large print collection	34,108	34,895
Recorded and audio books available	20,259	20,871
Number of eBook and eAudio issues	154,722	191,132

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	<p>Libraries Tasmania is committed to providing a Home Library Service to enable access for people who are unable to visit the library in person.</p> <p>Libraries Tasmania clients continue to access physical items in our collection through the Home Library service. While the number of items issued to home library clients decreased by 3%, the number of clients accessing the service</p>
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Home Library Service.

remains above 950, and the number of sites from which the service operates, increased by 37% during 2017-2018, compared to the 2016-17 financial year.

Home Library Service Data:	2016-17	2017-18
Number of home library clients (July snapshot)	953	951
Number of issues to home library clients	89,739	86,989
Number of Library Tasmania sites where Home library service is offered	19	26

## 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

DFA No.	What we said we would do in our Disability Action Plan	Who	Status	Progress at August 2018
3.1	Implement the Tasmanian State Service Diversity and Inclusion Policy and Framework 2017-2020 and develop specific plans in each Agency.	Human Resources	DoE's draft Action Plan will be finalised by end of 2018, for implementation in 2019.	<p>The Department is committed to developing and implementing a DoE specific Workforce Diversity and Inclusion Action Plan, aligned to the Tasmanian State Service Diversity and Inclusion Policy and Framework 2017-2020.</p> <p>The Department has established a Workforce Diversity and Inclusion Working Group, which has commenced developing DoE's specific Workforce Diversity and Inclusion Action Plan. This Action Plan has undergone consultation across key business units within the Department, and draft goals have been established to guide the Department's future workplace diversity and inclusion priorities. It is anticipated the draft Action Plan will be approved and finalised by end of 2018, for implementation in 2019.</p>
3.2	Facilitate stronger relationships and identify placements in collaboration with Disability Employment Service providers.	Human Resources	DoE will continue to progress this work through the Workforce	<p>The Department is committed to promoting and raising awareness to staff around employment initiatives, programs and available services for employees with disability. As per 1.23, the DoE Workforce Diversity and Inclusion Working Group has begun work on drafting an initial set of Actions in the development of the DoE Workforce Diversity and Inclusion Action Plan including a specific action aimed at promoting and</p>

			Diversity and Inclusion Working Group.	<p>raising awareness around disability employment initiatives, programs and available services.</p> <p>The Department promoted participation in AccessAbility Day in November 2017.</p>
3.3	<p>Build an inclusive and diverse workplace by:</p> <ul style="list-style-type: none"> <li>developing an online resource to support all applicants to access information about applying for State Service jobs; and</li> <li>working with agencies and community groups to identify barriers and initiatives/opportunities to support people with disability who are working or wish to work in the State Service.</li> </ul>	Human Resources	DoE will continue to progress this work through the Workforce Diversity and Inclusion Working Group.	<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>As per 1.23, the DoE Workforce Diversity and Inclusion Working Group has begun work on drafting an initial set of Actions in the development of the DoE Workforce Diversity and Inclusion Action Plan including a specific action aimed at promoting and raising awareness around disability employment initiatives, programs and available services.</p> <p>As per 1.23, DoE is currently exploring options for relationship building with disability organisations and service providers.</p> <p>As per 3.2, DoE promoted AccessAbility Day 2017.</p>
3.4	<p>SSMO/DPAC to work with agencies to:</p> <ul style="list-style-type: none"> <li>roll out the Workplace Adjustment Policy Template;</li> <li>access training and other tools to increase awareness of unconscious bias and inclusive leadership;</li> <li>improve awareness and use of flexible work across the State Service;</li> </ul>	Human Resources	DoE will continue to progress this work through the Workforce Diversity and Inclusion Working Group.	<p>The Department is committed to supporting 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> <p>Work has commenced 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> <p>The DoE Senior Leadership Group, Curriculum Services and LINC engaged the Hobart Human Library to deliver presentations about the challenges faced by people with diverse backgrounds including people with a 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.

Three DoE HR staff 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.

To support the development and implementation of the DoE Workforce Diversity and Inclusion Action Plan, the DoE Workforce Diversity and Inclusion Working Group will initially seek input from the broader DoE workforce through focus groups and request for feedback. The final phase of consultation will be with external stakeholders and peak diversity groups such as the Hobart Human Library.

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.

DoE provided extensive feedback to SSMO on the draft whole-of-service Workplace Flexibility Policy in May 2017 and a review and repackaging of DoE's flexible working options is included as a draft action in the development of the DoE Workforce Diversity and Inclusion Action Plan.

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.

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 through the Workforce Diversity and Inclusion Working Group.

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.

A draft action in the development of the DoE Workforce Diversity and Inclusion Action Plan is to explore options for a DoE workforce diversity census as part of the employee wellbeing framework needs assessment to better inform future diversity and inclusion initiatives.

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. The Working Group will also explore options for a DoE



workforce diversity census as part of the employee wellbeing framework needs assessment to better inform future diversity and inclusion initiatives.

## PROMOTE INCLUSIVE EMPLOYMENT PRACTICES

DFA No.	What we said we would do in our Disability Action Plan	Who	Status	Progress at August 2018
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 through the Workforce Diversity and Inclusion Working Group.	<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 3 – Other agency specific reporting on programs / initiatives

Key programs / initiatives	Progress at August 2018
<p>Ensure that all departmental recruitment and employment policies and practices are inclusive of people with disability.</p>	<p>DoE has established 'Selection Procedures' for the employment of staff to ensure that selections are undertaken in a fair and transparent manner and which includes provision for using alternative assessment formats where reasonable adjustment is required for applicants with disability.</p> <p>DoE has a policy review schedule in place for recruitment and employment related policies to ensure information up to date and aligns with whole-of-service requirements and the Tasmanian State Service Diversity and Inclusion Framework initiatives.</p>
<p>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.</p>	<p>As per 3.4, 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> <p>A majority of the Department's school-based staff have completed the Disability Standards for Education online professional learning modules. To date, a total of 7,533 DoE staff members have participated in the DSE online modules – this is an increase of 677 participants from the same time last year. The <i>Disability Standards for Education 2005</i> 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.</p> <p>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).</p> <p>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.</p> <p>The Department's Vision Services Professional Learning program extended in 2018 to ensure state wide opportunities for building understanding of low vision and blindness. During 2018, the following activities have been undertaken to strengthen disability awareness:</p> <ul style="list-style-type: none"> <li>• Utilising the expertise of the adults who are blind or have low vision to participate and lead PL sessions for teachers and teams supporting students in school settings.</li> </ul>

- Travelling Photographic Project 2018, hosted by Libraries Tasmania ( May 2018), Moonah Arts Centre (October 2018) UTAS NW Design Centre, ( November 2018) – inaugural fully accessible Photographic Exhibition underpinned by partnerships with Blind Citizens Australia, Print Radio Tasmania and QLD Audio Transcribers.

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 December 2017, the Department hosted two events in celebration of International Day of People with Disability. A morning tea for corporate DoE staff was held on Friday 1 December to generate awareness of disability and the common attitudes towards disability. A teacher and student also attended and shared their experience of how inclusion looks at Albeura Street Primary School. On Monday 4 December, the Department held a picnic at Bellerive Beach Park All Abilities Playground to celebrate inclusion with students from a number of local primary schools. The theme of the initiative this year was 'all abilities' and the schools event was an opportunity for students to come together, generate awareness and celebrate inclusion at the newly built all abilities playground. Representatives from the Special Olympics were on hand to play games with the students as well as Hobart Hurricanes cricket players, Variety Tasmania, Guide Dog puppies and local face painters.

The Department is currently planning events for 2018 in the North and South of the state and will look to explore opportunities to expand celebrations for International Day of People with Disability with schools in future years.

## 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

DFA No.	What we said we would do in our Disability Action Plan	Who	Status	Progress at August 2018
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 Department of Education 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</p>

through a continuum of support centered on collaboration, student agency and evidence-informed practice.

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.

The Department currently has 1,041.02 FTE students on the Severe Disability Register (SDR) for 2018, and a further 1,517.78 FTE students who receive support due to a cognitive capacity between 55-70 full scale IQ.

School staff have access to a support teacher in every school and specialist staff such as Social Workers, School Psychologists, Speech and Language Pathologists, Autism Consultants, and Inclusion and Access Coordinators to assist with physical access requirements for students.

All schools continue to receive a support teacher resource to assist classroom teachers to improve outcomes for students with disability and build whole-school capacity in relation to inclusive practice and personalised learning approaches.

The Department currently provides 145.59 FTE allocation of support teachers state-wide (as at 31 March 2018). With an additional 78.5 FTE support teacher allocation for support/special schools state-wide.

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](#).

Across the Department of Education, an extensive range of high quality, specialist programs and services are provided to support all learners with disability.

These specialist programs, supports and services include:

#### Targeted Funding Supports for Students with Disability

- The Department provides targeted funding supports to schools through the Severe Disability Register (SDR), for students who meet the eligibility criteria. Schools use this funding to provide educational adjustments for the student's learning plan which may include specific resources, assistive technology and in many cases teacher assistant support for the classroom teachers.
- Students who are not eligible for inclusion on the SDR but who have a mild to moderate intellectual disability, with an assessed intellectual capacity IQ score between 55-70, may receive an allocation of targeted funding into their school's School Resource Package (SRP).

During 2018, the Department is currently working on developing a new special education funding model that will align resourcing to a needs based funding model. The purpose of developing a new disability funding model is to move away from the current medical/categorical model (SDR 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. The funding model will continue to be developed throughout 2018, with possible implementation from 2019.

#### 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.

#### Autism Support Class Program

Autism Support Classes have been established at Lindisfarne North Primary School and Rose Bay High School in the South. In the North, Summerdale Primary School and Romaine Park Primary School operate Autism Support Classes. Two more secondary autism classes will be established in 2018 at Prospect and Parklands High schools.

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

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 support teacher allocation is provided to schools to:

- Help optimise the educational opportunities, engagement and learning outcomes for students with the highest educational needs.
- Enhance collaboration with other professional support staff to ensure expertise from a range of services is provided.



- Ensure learners have access to a relevant curriculum and effective instruction within a positive inclusive learning 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
- Provide deaf mentors to support in schools to enhance students language and cultural identity
- Provide technology support for assistive listening devices
- 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.
- Early intervention playgroups focussing on developing links between students and families, development of play and language.
- 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 togethers, Social and Community Access program.

#### 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

ILP's 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 state-wide and regional professional development for educational teams and families with a focus on the practical implications of vision impairment and appropriate adjustments.
- Teacher assistant allocation (and training of teacher assistants in disability specific curriculum areas such as Braille literacy, Orientation and Mobility, adaptive technology).
- Orientation and Mobility specialist assessment, and programs and support is 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, including: family nights, swimming gym, 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 Support 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.

In 2018, Vision Services has implemented a range of new professional learning and initiatives for students:

- The first dual qualified Specialist Teacher Vision/Orientation and Mobility graduates have led O&M programs across the State
- Vision Services staff undertaking Master's scholarship now partially completed, enabling greater local expertise to be available for families and schools on the NW coast
- Ongoing research into best practice for students who have Cortical Visual Impairment, and direct support for building capacity to develop effective teaching and learning programs for students with multiple disabilities and vision impairment.
- Vision Services Cluster and Wellbeing Program – extended program to increase the participation and enjoyment of physical activities whilst building social connection.
- Swimming Program with Tattersall's Aquatic Centre; successful submission to Hobart City Council to reduce cost – increasing participation of young children 1-4, and older students within a differentiated program. Northern program offers students in Launceston and regional areas ongoing access.
- Senior Students Leadership Program aims to develop student voice and control within their learning. A leadership camp will be undertaken in Term 4 2018.

- Develop direct connections with Disability Sports Leaders and with mainland sports – Paralympic Talent Spot, October 2018.

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.

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

- School Psychologists – provide high-quality psychological services to foster optimal student access, participation and engagement with particular focus on literacy, numeracy and wellbeing. All schools have access to a School Psychologist service to provide interventions for learning, engagement and positive student outcomes.
- Social Workers - engage with students and school communities to promote access, participation and engagement and the well-being of students through inclusive practice and the celebration of diversity. Social workers are professional practitioners who provide confidential counselling and support to students and their families around a range of issues.
- Speech and Language Pathologists - provide interventions for learning, engagement and positive student outcomes. Speech pathologists work with class teachers, support teachers and teacher assistants to help students participate at school and achieve their educational goals.
- Autism Consultants - Principal Project Officer – Autism provides strategic leadership, capacity building and support for Autism Consultants and in regards to Autism Support Classes. Autism Consultants – provide advice and direction to schools to support students with Autism.

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 Commitment, which is committed until 2023.	<ul style="list-style-type: none"> <li>• State-wide Coordinator Inclusive Learning Support provides strategic leadership for the Respectful Schools Support Team and professional learning for Support Teachers.</li> <li>• Respectful Schools Support Team (RSST) – RSST Leaders are allocated to schools to provide support at whole school and individual level to build inclusive practice for students with disability.</li> </ul> <p>The Department is committed to continuing to implementing a range of programs and initiatives aligned to the Ministerial Taskforce, <i>Improved Support for Students with Disability</i>.</p> <p>In August 2015, the Ministerial Taskforce Report <a href="#">Improved Support for Students with Disability</a> was released. The Taskforce made recommendations designed to improve support for students with disability across the following key areas across all Tasmanian education sectors:</p> <ul style="list-style-type: none"> <li>• Enhance capacity and awareness of schools becoming increasingly disability ready and responsive.</li> <li>• Improved access and provision of high quality teaching and learning</li> <li>• Improved engagement, communication and collaboration with families</li> <li>• Realignment of educational resources to better support inclusive education practice.</li> </ul> <p>The Tasmanian Government has committed a total of \$21.25 million from 2016-2023 to implement key initiatives and to drive outcomes for students with disability across Tasmanian Government schools, aligned to the Ministerial Taskforce recommendations.</p> <p>Since 2016, the Department has implemented a significant number of reforms aligned to the Taskforce recommendations, including the following:</p> <p><u>Funding Model</u></p> <p>Development of a new disability funding model aligned to a needs based approach which will allocate funding and resources to the levels and types of educational</p>
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adjustments that are required to implement appropriate teaching and learning programs for students with disability. The Department is working with KPMG to undertake financial modelling, analysis and consultation throughout 2018, with possible implementation during 2019.

#### Professional Learning

##### **Inclusive Education Specialisation Initiative –**

Again in 2018, the Department partnered with the University of Tasmania and the Professional Learning Institute to deliver the Graduate Certificate in Inclusive Education for the second year.

The Graduate Certificate took place in Term 1 and 2 in 2018, and a total of 22 teachers participated and will graduate in August 2018.

This course has now been delivered over the past two years and a total of 47 teachers have completed the qualification.

The Course includes four compulsory units:

- Inclusive Education
- Learning Difficulties and Dyslexia
- Engaging Disengaged Students
- Multiple and Complex Disability

The course aims to strengthen the skills, knowledge and teaching practice of teachers to provide quality inclusive education across Tasmanian Government schools and improve educational outcomes for students with disability.

Inclusive Education Participant Feedback:

*“This course has assisted me in developing my skills further for inclusive teaching. Learning new strategies have been invaluable to my teaching and the sharing of the many resources has allowed me to incorporate them into my lessons and put together a better program for the students.*

*I feel more informed in working with my students and helping those around me support their Students.*

*I will have more to say around inclusive practices as I am more confident in my knowledge and understanding and I will help support our students in a number of ways.”*

In 2018, the Department of Education has contracted the Peter Underwood Centre to evaluate the effectiveness of the course in relation to measuring the impact on teacher practice and learning outcomes for students with disability.

Key questions of the evaluation will focus on addressing:

1. What were the most important things learnt from the Graduate Certificate?
2. How has this learning changed their individual practice?
3. What impact have these changes had on children’s learning?
4. Has their professional learning had impact more broadly in the school or in the program of learning for individual children, beyond their own teaching/work?

This evaluation will be undertaken across 2018-2020, with the final report provided to the Department in late 2020.

**Family Partnership Model (FPM) Program** – over the past three years, the Department has continued to implement the Family Partnership Model Program.

Within the DoE context, FPM has been used to facilitate and strengthen partnerships between school staff and families to achieve positive outcomes in relation to children with disability, child mental health difficulties, learning and educational difficulties, and families experiencing multiple stresses and complex psychosocial difficulties.

To date, a total of 103 schools/workplaces (92 DoE schools, LINC’s, and CFC’s) have engaged in Family Partnership professional learning:

- 250 participants have completed the Family Partnership Foundation course
- 39 participants have completed the Family Partnership Leadership course

- 312 participants have completed the Family Partnership Workplace reflective program

FPM is an evidence-based and internationally recognised approach to partnership practice which aims to achieve better outcomes for children and families. The Model demonstrated how specific helper qualities and skills, when used in partnership, enable parents, families and others to overcome their challenges, build strengths, resilience and enable their goals to be achieved effectively. The FPM training explores all aspects of the model that support the building of genuine and respectful partnerships towards achieving improved outcomes for children and their families.

The Department is currently undertaking an evaluation process with schools and who have engaged in FPM to seek feedback on the effectiveness and impact of the model on partnerships with families and outcomes for students. The Department will continue to provide Family Partnership Model training in 2019 through the Professional Learning Institute.

### **Professional Learning for School Staff**

Each term the Department delivers a full day of professional learning for Support Teachers per region to continue to build the capacity of the Support Teacher workforce. These professional learning days focus on networking, collaborating, sharing resources and research, and building best practice knowledge in relation to inclusive practice for students with disability.

Inclusion and Diversity Programs has worked with the Professional Learning Institute (PLI) to support teacher learning sessions that promote inclusive teaching and learning from a Highly accomplished and Lead teacher level. These levels are based on the descriptors as outlined in the Australian Professional Standards for Teachers.

In 2018, the Making a Difference professional learning involves three southern high schools and one primary school working on action research using inquiry to support improved whole school policy and practice for improved outcomes for students with disability. The school teams have developed action plans and tracked



their progress towards goals in collaboration with their staff and partner schools through this professional learning.

Learning Service Student Support Leaders are now presenting at Principal Induction Sessions through the PLI with a focus on importance of inclusive practice and being disability ready as well as creating awareness of Disability Standards in Education legislation and our obligations within these standards.

Student Support Leaders, Respectful Schools Support Consultants and Leaders are continuing to work with schools around capacity building and support for individual students in these areas on a daily basis.

### **Online Professional Learning**

The Department is continuing to support school teams in providing access to online disability specific professional learning modules in partnership with the University of Canberra for the Disability Standards for Education modules (DSE) and Online Training Australia (OLT).

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.

Staff can learn more about their obligations through the DSE online training models, which includes seven online modules designed to cater for different student age groups or teacher career stages. These modules provide accredited professional learning for staff in relation to understanding their obligations with the DSE to make reasonable adjustments for students with disability.

To date, a total of 7,533 DoE staff members have participated in the DSE online modules – this is an increase of 677 participants from the same time last year.

OLT on disability specific modules has been strongly promoted in 2018 to encourage greater participation rates and tutors at a local level. Approximately 60 teachers and professional support staff have enrolled in Term 3 2018 across a wide range of areas including ASD, Speech, language and communication; Dyslexia; Behaviour Support; Motor Coordination difficulties; Hearing Loss; Visual Impairment; Personalised Learning and Support and Special Education Needs. 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.

#### Inclusive Practices Resources

The Department continues to utilise and develop online and hard copy resources and support materials to provide professional learning for staff in inclusive practice.

A website for staff has been developed to share inclusive practice, including information, resources and materials, including videos and access to online professional learning. This online room has been developed in collaboration with Curriculum Services staff, and is regularly accessed by support teachers.

Examples of resources include:

- Learning Plan materials and templates
- Inclusive Practice – Illustrations of practice
- Information about the Nationally Consistent Collection of Data and the levels of educational adjustment
- Good Teaching Guides on Inclusive Teaching, Differentiated Practice, Supporting Students Impacted by Trauma
- Online Professional Learning disability specific modules (DSE and OLT).

Regular feedback is sought from Support Teachers to inform the development and revision of professional resources to support their 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 2018).

The Department is continuing to progress implementation of the Ministerial Taskforce recommendations and will continue to monitor the educational outcomes

for students with disability and increase capacity and capability of embedding whole-school inclusive practices across all Tasmanian Government schools.

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>My Education is working collaboratively with schools to develop accessible versions of the My Education teaching and learning resources for Years 7 – 12, to ensure all students can access online career and life planning resources.</p> <p>My Education is contributing to :</p> <ul style="list-style-type: none"> <li>• professional learning “Expanding Horizons - Supporting the career Aspirations of Students with Disabilities”</li> <li>• updating the “Making it Happen” work experience resource through the National Disability Coordination Program, UTAS, to support secondary and vocational teachers in providing work experience/work placements for students with disability.</li> </ul> <p>My Education is ensuring work exposure activities are offered to learners in all DoE learning environments, including Tasmanian E-School, SPACE, RADAR, EdZone.</p> <p>The Department’s Vocational Learning and Career Education team is working collaboratively with external stakeholders (Skills Tasmania, Ticket To Work, Colony 47) to ensure Australian School-based Apprenticeships (ASbA) are accessible to learners with disability.</p> <p>The Department is working to improve the coordination and support through NDIS School Leaver Employment Supports (SLES) program for students with disability.</p> <p>To date DoE has:</p> <ul style="list-style-type: none"> <li>• Provided School Leavers Employment Scheme (SLES) NDIS information to schools with year 12 students</li> </ul>
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- Ensured support teachers in Colleges and extension schools have input into the NDIS teacher resource developed in May/June 2018 for students leaving year 12
- Met with the Manager Vocational Training and Career Education to commence a fact finding and mapping process regarding opportunities for children with disability post year 12 (ongoing work).
- Met with My Education team to progress a consistent approach to recording the aspirational goals of students with disability in the Student Support System (SSS)

The Department's Hearing Services team continues to work alongside Colleges to ensure that those students who may benefit from SLES are participating in the eligibility process.

Vision Services 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 and gathering information and reviewing choices available are the keys to foster positive outcomes for students and their families. This may include:

- Liaising with external support providers such as Vision Australia, Guide Dogs Tasmania, employment agencies (work experience) and Tertiary Education support personnel.
- Assisting families with NDIS and ensuring students will 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	<p>DoE Inclusion and Diversity new website Launched in Term 4 2018. Policy review undertaken during 2018 and 2019.</p> <p>Ongoing policy updates and revisions undertaken on an ongoing basis.</p>	<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>In relation to supporting students with diverse learning needs, the following resources have been developed to be accessible for schools and families:</p> <ul style="list-style-type: none"> <li>• Good Teaching Resources</li> <li>• Parent Fact Sheets</li> <li>• Nurturing Unique Abilities – 2017 booklet</li> <li>• Inclusive Practice – Illustrations of Practice videos</li> </ul> <p>During 2018, Inclusion and Diversity Services has undertaken a review of the Students with Disability webpages and a new webpage structure has been developed specifically to improve the accessibility and distribution of information for schools and families. This new webpage structure is currently undergoing internal consultation and will be launched in September 2018.</p> <p>The team is also undertaking a policy review to ensure information in relation to the education of students with disability is up to date, in line with current best practice and supports a consistent, statewide approach. This policy review is an ongoing process and policy development and review is discussed at fortnightly policy team meetings and policy needs are prioritised and work plans formulated. For example, the Augmentative and Augmentative Communication in Schools policy is currently in consultation phase to support schools to be disability ready</p>
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and ensure inclusive communication practices to create and sustain a learning environment where diverse communicators fulfil their potential.

In addition, the team recently developed a series of information handouts to help provide clarity to schools regarding therapy services for students with disability. These include:

- Department of Education funded Occupational Therapy and Physiotherapy in Tasmanian Government Schools
- Occupational Therapy and Physiotherapy Support in the Department of Education via St Giles contracted services
- Speech Pathology support in Southern Tasmanian schools for students who have Meal Management and Complex Communication needs.
- Cross agency liaison with DoE, NDIS and Communities Tasmania (TasEquip) has occurred to develop an information sheet on access to equipment for students with disability.

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 on an annual basis.

The Department is committed 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.

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.

In 2017-2018, the Department has undertaken 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 outcomes of the Learning Plan audit have been shared with Learning Services and each of the schools included in the 2017 sample group. The percentage of plans that were rated either excellent or good was 43%. It is not possible to establish trends until later this year when the 2018 quality assurance process has been

undertaken. This will be a valuable correlation and help determine impact on practice. However, 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.

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.

Based on outcomes from the 2017-2018 learning plan quality assurance process, the Department will continue to focus effort to:

- Maintain high expectations and support for personalised learning and professional learning to drive this
- 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

The Department will continue to review learning plans on an annual basis and maintain high expectations and support to strengthen the position of personalised learning within quality teaching and learning for students with disability.

To support schools develop, monitor and review student Learning Plans in 2018, 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 2017 (Term 4) and 2018 (Term 1) with Term 4 opportunity being



planned. Additional online resources added to support improvement of Learning Plans.

- Respectful School Support Team Leaders providing Professional Learning to individual Support Teachers, cohort, or whole school as requested.
- Respectful Schools Support Team provided feedback to schools on learning plans when requested

During 21-24 May 2018, a survey was conducted with 153 Support Teachers to gauge the level of understanding and confidence in supporting schools with the Learning Plan Process. 66% of Support Teachers report feeling very confident or confident. Refer to the data table below.

Feedback from Support Teachers – ‘My understanding and confidence in supporting my school with the Learning Plan Process’	
Very Confident	12%
Confident	54%
Somewhat Confident	28%
Uncertain	6%
Very Uncertain	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 outlined in 1.24 above, the Department collects feedback from staff, families and students through many different avenues:

- 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. In 2018, DoE has contracted KPMG, an external agency, to conduct surveys

with school principals, classroom teachers, support teachers and parents to seek feedback on the Department's progress in relation to improved support for students with disability. Surveys were open for 5 weeks between Monday 21 May and Friday 22 June. A total of 1,081 parents, support teachers, classroom teachers and principals provided feedback through this process. An additional, 40 parents attended forums statewide, and 22 students with disability provided feedback through face-to-face forums. Data from these surveys and forums will be shared with individual schools and will be incorporated into school improvement processes for 2019. The Department will also look to produce a publication to share the key findings, which is likely to be released in September 2018.

- As part of the Department work to develop a new needs based funding model for students with disability a series of consultation sessions have been held statewide in 2018. During March and April 2018, KPMG conducted 11 forums across Tasmania to seek input from principals, teachers, professional support staff, parents and key disability advisory groups into the development of the new funding model. These forums sought participants' views on the strengths and areas for improvements with respect to current funding arrangements, explored the principles that would underpin the new funding model, and discussed the structure and implementation of the new model. Feedback from this process has fed into the development of the model and has guided the next phase of consultation which will take place during August and September 2018. Through this next process 21 school visits will be undertaken state-wide to seek feedback from teachers, professional support staff and principals to gather data in relation to the resources required to provide the appropriate adjustments for students with disability to access quality learning programs.
- In 2018, a new Inclusive Practice Working Group was established (made up of a cross section of teachers and professional support staff), and have met and discussed principles and guiding actions to underpin inclusive practice across the department and within schools to support contextualisation of inclusion with a focus on access, participation and engagement for improved outcomes. They have also contributed to the development of resources to

better support personalised planning and teaching for students with disability.

- 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, the Department is looking to provide educational adjustments for students with disability using alternative assistive technology. For example, DoE is currently looking at 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.

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. 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 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.
- Support to set up programs such as Join.Me. Join.Me enables students to use their iPad or laptop to mirror what is displayed on the classroom Interactive White Boards, giving access to personal copy at close working distance.

In 2018, Vision Services has undertaken the following new activities and initiatives to support student' continued access to assistive technology:

- Personalised solutions to meet the individuals needs of students with a kit of "technology tools" available to enable access to online learning and all aspects of the school curriculum.
- New innovative tools included digital magnifiers, new braille tools for early learners and children with multiple disabilities.
- Collaboration with Vision Australia with a focus on ensuring that students and their teams in regional and remote access direct support.
- Promotion of positive partnerships with specialist providers such as Pacific Vision, Humanware and Quantum.
- 'Beginning Braille with Innovative Technology' Workshop held with families in June 2018.
- Expertise within the team to support the introduction of new Voice Activated technologies.

- Review and collaboration with the Department's Education Performance and Review (EPR) regarding online access to NAPLAN and how this may accommodate students with vision impairment.

The Speech Language Pathology team assess and prescribe Alternate and Augmentative Communication devices for students where appropriate, such as iPads with proloquo2go, touchchat or LAMP.

Hearing Services work alongside Australian Hearing 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 hard of hearing have their basic audiological needs met by either Australian Hearing (for hearing aids, baha's and Roger touch screens) or the Cochlear Implant Clinic (for cochlear implant management).

In instances where students may not have been able to acquire the assistive technology that they require the Deaf and 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.

In instances where additional technology is required, most of these requirements have been met through Better Start funding and more recently the NDIS.

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.

The Department is committed to continuing to support students, families and schools to ensure a seamless provision of services to students with an NDIS package.

The Department continues to develop and maintain partnerships between families, schools, the NDIA and NDIS providers.

The Department supports this process by undertaking the following activities:

- regularly sharing NDIS updates via the DoE communication channels with Principals and school based staff
- providing support teachers with relevant information to share with their families in their schools

- acting as a conduit between the NDIS and families in complex cases when additional support is required
- providing advice and guidance to schools in relation to external NDIS providers delivering services to students on school grounds.

The Department has developed a suite of supporting documents to guide schools in the development of appropriate and collaborative working relationships with NDIS providers in support of students with disability.

The following five documents have been developed to provide guidance to schools who have NDIS providers deliver services to students on DoE premises and during school time:

- NDIS School, Parent and External Provider Agreement
- Working with External NDIS Service Providers Procedure
- Conduct and Behaviour Standards for External NDIS Providers working in Government Schools
- NDIS Provider Fact Sheet for Principals
- NDIS Provider Checklist for Principals.

During May-July 2018, the Department supported the Commonwealth Government's national consultation process regarding Supported School Transport and Transition to the National Disability Insurance Scheme. DoE coordinated face-to-face workshops state-wide with parents, carers, transport providers, non-government school representatives and key stakeholder organisations, to ensure Tasmania was able to provide feedback into how supported school transport will be funded and delivered as part of the NDIS in the future.

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	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.  Libraries Tasmania 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.
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Tasmanians to participate and engage in learning.

Libraries Tasmania 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.  
Also refer to responses 1.21 and 5.1 above.



## Outcome Area 5 – Other agency specific reporting on programs / initiatives

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

Inclusion and Diversity Services, prior to 2018 were known only as Disability Services, but have been renamed to broaden their scope to include also English as an Additional Language. At the same time, the opportunity was taken to rename other sections of the team to limit the use of the word “impairment” to create a different perception of disability and what this means within the DoE – and more broadly to the general public.

#### Hearing Services:

- We have worked really hard to provide a consistent service model across the state.
- We are now more readily reviewing and reporting against student goals as outlined on their Learning Plan.
- We are now monitoring our student progress through both formal and informal measures.

#### Vision Services

- Extension of Cluster and recognition of the importance of this program in meeting different areas of the Expanded Core Curriculum and Student Well Being.
- Improved access to specialist Hobart based clinics for people from regional and remote areas.
- Active partnerships with adults who are blind or have low vision.

## Monitoring and Evaluation

<i><b>Access and inclusion</b></i>	<i><b>Data / comments</b></i>
Number of building appraisals to ensure accessibility.	Information unavailable.
Number and scope of modifications to buildings and other infrastructure to ensure accessibility.	<p>For the 2017/18 financial year, the Department of Education completed 43 individual projects totalling \$422,238 to improve access for students with disability.</p> <p>Refer to attached list of Minor Works - DDA Projects 2017-18 on page 12.</p>
Proportion of websites that are WCAG 2.0 Level AA compliant.	<p>Approximately 31.25% of DoE websites are WCAG 2.0 compliant.</p> <p>Refer to Section 4 for further information.</p>
<i><b>Employment in the State Service</b></i>	
Number of adjustments put in place for employees with disability.	Adjustments are recorded at the local level and at this time the data is not collated system wide.
Engagement with Disability Employment Service providers.	This is done at the local level and at this time this data is not collated system wide
Number of agency specific Diversity and Inclusion plans developed and implemented.	Nil. Refer to the Department's response against Action 3.1
Number of Diversity and Inclusion toolkits developed and implemented.	Nil. Refer to the Department's response against Action 3.3. DoE has provided detailed feedback to SSMO on the draft whole-of-service Diversity and Inclusion Toolkits.

Identification of barriers and initiatives/opportunities to support people with disability.	Refer to the Department's response against all Actions.
Take-up of a learning package for all State Service Employees to improve their awareness of the ways to support people with disability in the workplace.	[Not applicable 2018]
Workforce diversity (i.e. number of State Service employees identifying as having a disability).	169 (self-identified as at 30 June 2018)
Number of agencies with Diversity and Inclusion indicators incorporated into senior leaders' performance management.	DoE's performance management process for senior leaders includes indicators relating to diversity and inclusion.
<i>Collaboration and consultation</i>	
Participation in cross-agency and cross-sector work on disability initiatives.	The Department participates in a significant number of cross-agency and cross-sector work. Refer to I.23 and DoE I.3.
Consultation with people with disability on policy and service delivery including an Annual Stakeholder Survey to provide feedback on progress of the State Service Diversity and Inclusion Framework and propose new initiatives..	[Not applicable 2018]

## Additional reporting requested by PDAC and Secretary DPAC

### Action 1.33 Work towards achieving WCAG 2.0 guidelines for all online material.

Number of websites maintained by Department of Education	16 Public Websites 2 Internal Websites
Number of website that meet WCAG 2.0 guidelines	5 of the 16 public website met the WCAG 2.0 standards on release
Number of websites created or significantly redeveloped <sup>1</sup> Please provide links to websites:	<ul style="list-style-type: none"> <li>Science, Technology, Engineering, Mathematics: <a href="https://stem.education.tas.gov.au">https://stem.education.tas.gov.au</a></li> <li>Anything Can Happen: <a href="https://www.anything.tas.gov.au">https://www.anything.tas.gov.au</a></li> <li>Professional Learning Institute: <a href="https://pli.education.tas.gov.au">https://pli.education.tas.gov.au</a></li> <li>Years 11 &amp; 12: <a href="https://11and12.education.tas.gov.au">https://11and12.education.tas.gov.au</a></li> </ul>
Number of websites created or significantly redeveloped that are compliant with WCAG 2.0 Level AA	3**

\* The Department also supports our school websites.

\*\*Of the 4 new and redeveloped websites 3 of these were compliant with WCAG 2.0 Level AA at release.

### Action 1.6 Promote the *Tasmanian Government Accessible Events Guidelines and Checklist* to agencies and event organiser in receipt of government funding.

Internal - Does your Agency use the <i>Tasmanian Government Accessible Events Guidelines and Checklist</i> or have its own guidelines?	DoE has our own Event Management Policy and Guidelines – which includes information about the <i>Tasmanian Government Accessible Events Guidelines and Checklist</i> .
External - Does your Agency promote the <i>Tasmanian Government Accessible Events Guidelines and Checklist</i> or its own guidelines to event organisers in receipt of funding?	DoE has our own Event Management Policy and Guidelines – which includes information about the <i>Tasmanian Government Accessible Events Guidelines and Checklist</i> .

<sup>1</sup> For the purposes of this report, “significant redevelopment” of a website means re-coding the site template, which may include styles and associated scripts.

**Action 1.7 Ensure off-premises are accessible.**

Does your Agency host off-premises events?	Yes
If yes, how many of these events were accessible?	Information unavailable