

NSW Department of Education and Communities

Disability Action Plan 2011-2015



**Education &
Communities**

Introduction

The Disability Action Plan is part of the NSW Department of Education and Communities' strategy to better engage people with a disability. The Disability Action Plan is a strategy covering the Department's education provision in NSW public schools, TAFE NSW and Community and Migrant Education, whether or not they are provided predominately for people with a disability. It sets out a process of continuous improvement over the five year period 2011 – 2015.

The Disability Action Plan 2011-2015 builds on and extends the Department's previous plan. It has been developed in accordance with the *Guidelines for disability action planning by NSW Government agencies* (2008) developed by Ageing Disability and Home Care of the NSW Department of Family and Community Services.

The Disability Action Plan has also been developed in accordance with the NSW Government's disability employment strategy 2010-2013, *EmployAbility* – a sector wide approach to employing, developing and retaining employees with a disability.

The development of the Disability Action Plan complies with the requirements of the NSW *Disability Services Act 1993* (Section 9) and is consistent with the objectives of the Commonwealth *Disability Discrimination Act 1992*.

The objects of the *Disability Discrimination Act 1992* are:

- to eliminate discrimination, as far as possible, on the ground of disability in areas of work, accommodation, education, access to premises, clubs and sport, the provision of goods, services and facilities, existing laws and the administration of Commonwealth laws and programs; and
- to ensure, as far as practicable, that persons with disabilities have the same rights to equality before the law as the rest of the community; and
- to promote recognition and acceptance within the community of the principle that persons with disabilities have the same fundamental rights as the rest of the community.

The *Disability Discrimination Act 1992* defines disability in the following terms:

- *total or partial loss of the person's bodily or mental functions; or*
- *total or partial loss of a part of the body; or*
- *the presence in the body of organisms causing disease or illness; or*
- *the presence in the body of organisms capable of causing disease or illness; or*
- *the malfunction, malformation or disfigurement of a part of the person's body; or*
- *a disorder or malfunction that results in the person learning differently from a person without the disorder or malfunction; or*
- *a disorder, illness or disease that affects a person's thought processes, perception of reality, emotions or judgment or that results in disturbed behaviour;*

and includes a disability that:

- *presently exists; or*
- *previously existed but no longer exists; or*
- *may exist in the future (including because of a genetic predisposition to that disability); or*
- *is imputed to a person.*

To avoid doubt, a disability that is otherwise covered by this definition includes behaviour that is a symptom or manifestation of the disability.

The *Disability Discrimination Act 1992* also makes it unlawful to discriminate against a person because they are an associate of a person with a disability. "Associate" in the *Disability Discrimination Act 1992* includes a relative, carer, friend or business, sporting or recreational relationship.

This document sets out the objectives of the Department's Disability Action Plan 2011-2015. It provides an overview of the Department's functions and services in relation to its education provisions and major achievements under the previous Disability Action Plan. Also included are plans for monitoring and review of the current Disability Action Plan.

Objectives of the Disability Action Plan

The objectives of this plan reflect the outcome areas set out in the *Guidelines for disability action planning by NSW Government agencies*. Strategies have been developed under each outcome area, summarised below. The actions for each strategy are contained in the table on pages 15 to 34.

Outcome 1:

Identify and remove barriers to services for people with a disability

1.1 Improve awareness among staff about issues and obligations regarding access to quality education and training for students with a disability

1.2 Raise awareness of disability issues across all areas of the Department's services and the need for an inclusive culture across the Department.

1.3 Improve the range and accessibility of information about education and training options and supports for students with a disability

1.4 Ensure the Department's complaint handling processes are accessible to people with a disability

1.5 Increase organisational capacity to positively affect student wellbeing and to meet the learning and development needs of students with a disability in NSW Government schools

1.6 Improve awareness among students with a disability regarding the provision of Vocational Education in Schools and TAFE delivered HSC Vocational Education Training Courses (TVET)

1.7 Provide training and assessment for TAFE NSW students with disclosed disability which:

- Supports their individual learning needs in a coordinated and efficient way
- Provides reasonable adjustment for assessment
- Recognises their ongoing training needs and leads to better employment outcomes

1.8 Build on improvements to Adult Community Education access for people with a disability consistent with obligations under the Commonwealth *Disability Discrimination Act 1992* and *Disability Standards for Education 2005*.

Outcome 2:

Providing information and services in a range of formats that are accessible to people with a disability

- 2.1 The Department's publications are made available in accessible formats
- 2.2 A range of assistive technologies is available in teaching and learning environments
- 2.3 The Department's websites are accessible to people with a disability
- 2.4 Accessibility is a key consideration when developing or acquiring new Information Technology systems

Outcome 3:

Making government buildings and facilities physically accessible to people with a disability

- 3.1 Physical access is a key consideration in asset decisions
- 3.2 Physical access is a key consideration when hiring non-Departmental venues

Outcome 4:

Assisting people with a disability to participate in the Department's public consultations and to apply for and participate on advisory boards and committees

- 4.1 Consultations are held with the disability community in relation to key initiatives
- 4.2 Accessibility is a key consideration when conducting public consultations

Outcome 5:

Increasing employment participation of people with a disability in the Department

- 5.1 Barriers to recruitment of people with a disability are reduced or eliminated
- 5.2 Improve employment and retention rates of people with a disability
- 5.3 Implement targeted recruitment initiatives for people with a disability

Outcome 6:

Using government decision-making, programs and operations to influence other agencies and sectors to improve community participation and quality of life for people with a disability

6.1 Contribute to national reform agendas in education regarding students with a disability

6.2 Partnerships with other Government service providers are strengthened, formalised and reviewed

6.3 Partnerships with non-government organisations are developed or enhanced

Outcome 7:

Providing quality specialist and adapted services where mainstream services are not responsive or adequate to meet the needs of people with a disability

7.1 Maintain a range of enrolment and support options for students with a disability

7.2 Strengthen services for school students with complex reading difficulties including students with dyslexia in rural and remote areas of NSW

Overview of Functions and Services

The NSW Department of Education and Communities is one of the largest public education and training systems in the world. The Department is committed to delivering high quality education and training services. In doing so, the Department meets the learning needs of children, young people and adults, and addresses industry and community training needs throughout NSW.

The NSW public education and training system is a huge, complex organisation, employing over 96,000 staff (excluding casual employees), maintaining 18,000 school buildings and over 1,000 TAFE NSW buildings.

The Department provides education services across NSW including:

- 100 preschools
- 1,649 primary and infants schools
- 394 secondary schools
- 60 central schools
- 6 community schools
- 108 Schools for Specific Purposes
- 10 TAFE NSW Institutes (including the Open Training and Education Network) across more than 130 campuses and specialist centres
- 9 Regional State Training Services Centres
- 45 Adult and Community Education Colleges
- Adult Migrant English Services.

In NSW more than 76% of all school students with a disability attend public schools. The Department provides a wide range of services and programs to support students with a disability in NSW public schools. This includes specialist services and programs supporting more than 35,000 students who have a confirmed disability against the Department's disability criteria and specialist programs that support more than 55,000 students with additional needs relating to learning difficulties.

In 2010 TAFE NSW delivered 556,340 enrolments and of these 54,220 (9.7%) indicated that the person enrolling had a disability.

Adult and Community Education Colleges received 264,334 enrolments and of these 13,423 (3.5%) identified as having a disability. Of these enrolments 8,440 were in vocational education and training which comprised 4.7% of all vocational education and training enrolments.

Statement of Commitment

The NSW Department of Education and Communities will assist people with a disability to gain the knowledge, skills and understanding they need to successfully participate as citizens by working with its staff and students to achieve the following goals:

- Students, staff and customers with a disability will be provided with the same opportunities as other people to take advantage of the range of education, training and employment opportunities provided by the Department.
- The Department will report on its progress in developing and implementing policies and practices to improve access, participation and outcomes for people with a disability annually through the Annual Report.
- The Department will strengthen strategic alliances and have a coordinated approach to the delivery of services for people with a disability.

Consultation

The Department has developed its Disability Action Plan in consultation with key personnel across all functional areas of the Department. Interviews were conducted to obtain information about existing policies, plans and practices which assist in the access to educational and training services for people with a disability. Consultation was also sought from the Department's Staff with Disabilities Network.

External consultation was sought from a number of peak organisations concerned with issues affecting people with a disability including;

- Australian Human Rights Commission
- Disability Council of NSW
- Family Advocacy
- People with Disability Australia.

Major outcomes achieved from the previous Disability Action Plan

Detailed reporting of progress towards achieving the outcomes of the previous Disability Action Plan can be found in the Department's annual reports for those years.

Some highlights of the Department's achievements from 2004 to 2010 are indicated below:

Across the Department we:

- provided professional learning for staff to raise awareness of the rights of people with a disability
- developed and maintained the assistive technology section of the Centre for Learning Innovation website and provided ongoing information for Department staff regarding equipment for students with special needs
- Regions, Institutes and State Office developed E-learning strategies focused on new technologies including video conferencing, connected classrooms, laptops with modifications, assistive software, closed circuit TVs and MP3 players
- contributed to the development of the *Career Moves* website for students with a disability. *Career Moves* is a single portal website of resources for school leavers with a disability to assist them to make transitions to further study, training and employment. The site attracts nearly 7,500 hits a month
- provided technology advice, hardware and software through schools and institutes to assist the participation of students with a disability in a broader range of curriculum choices
- continued to upgrade physical facilities in schools and institutes to provide improved access for students with a physical and/or sensory disability
- facilitated the transition of students with a disability between stages of the education continuum and from education to work through programs such as Early Learning (for young children with a disability or significant difficulties in learning or behaviour); transition from primary to secondary school projects and procedures; Vocational Education in Schools; and assistance with transition to Community Participation and Transition to Work programs, TAFE NSW, higher education and employment

- developed a new Workforce Diversity Policy and Workforce Diversity Plan
- continued membership of the Australian Network on Disability (previously known as Employers Making a Difference)
- continued the implementation of the *WorkAble* Program including workplace adjustments for staff with a disability
- published an online information resource for workplace leaders, managers and staff on employment of people with a disability

The NSW public schools sector has:

- increased resources allocated for special education programs, including establishment of additional special classes in response to increased demand
- worked with the NSW Board of Studies in developing curriculum documents inclusive of the needs of students with a disability
- established the Best Start Assessment process for every kindergarten student including those with a disability
- implemented the *Students with Disabilities in Regular Classes – Funding Support program* designed to maximise their full participation in the range of programs offered by their school
- developed the publication *Supporting Student’s Behaviour Needs*
- embraced the concept of classes supporting students based on their support needs regardless of their disability (multi-categorical classes)
- provided an additional 25 outreach teachers, special education positions which are supporting students in regular classes with moderate to high support needs
- supported a review of special education in primary school by the Auditor General and the implementation of its recommendations including the development of an administration system to be used by schools, regions and state office to support better planning for students with a disability in support classes

- established the School Learning Support Coordinator initiative in 265 schools in 40 communities of schools across NSW
- reviewed and updated the booklet, *Who's Going to Teach my Child?*, which is aimed at assisting parents and carers of children with a disability understand the process for establishing educational needs and the learning options available to them
- introduced the *individual health care plan* to formalise the plan of support for students diagnosed at risk of an emergency and students with complex health care needs
- provided additional professional learning for school staff including "*Administration of Prescribed Medication and Asthma Treatments*" and "*Health Care Procedures*"
- issued the *Curriculum planning and programming, assessing and reporting to parents K-12* policy statement which sets out standards for curriculum planning and programming to account for the needs of all students. The standards require consultation on curriculum outcomes and content occurs with parents/carers of students with a disability working at different age/stage outcomes. Reporting that shows achievement against a personalised learning program for those students is also specified in the standard
- developed *NSW Guidelines for the National Assessment Program - Literacy and Numeracy (NAPLAN)* including participation expectations, special provisions and consent requirements from parents/carers regarding withdrawal and/or exemption from testing. Participated in item reviews during the test development process to improve test accessibility for students with a disability
- increased professional learning opportunities for teachers and counsellors to provide understanding and skill development in Autism Spectrum Disorders
- participated in the development of the *Critical Bridges* DVD which deals with education and transitional stages experienced by people with a disability
- reviewed and updated student welfare systems and released the *Anti-bullying plan for schools*

TAFE NSW has:

- increased the targeting of regional school leavers with a disability for entry into mainstream TAFE NSW courses and specialised programs
- participated in a review of TVET for students with a disability resulting in revised TVET guidelines
- entered into a partnership with Autism Spectrum Australia (ASPECT) to improve delivery of training courses to students with Autism Spectrum Disorders
- developed on-line training for staff to increase understanding of students with Autism Spectrum Disorder and how to better support them
- developed a Memorandum of Understanding with Corrective Services NSW which included clarification of roles for the provision of vocational training courses to inmates with an intellectual disability at Long Bay Correctional Complex and Goulburn Correctional Centre
- produced and distributed the *Beyond Expectations* DVD aimed at employers and industry groups highlighting the valuable contribution made by employees with a disability
- developed a Memorandum of Understanding with the NSW Department of Family and Community Services, Ageing, Disability and Home Care for young people attending ADHC funded post school programs who also attend TAFE NSW
- delivered *Mental Health First Aid* programs to staff including security staff, counsellors, teacher/consultants for students with a disability, student services and administration staff

Adult and Community Education has:

- developed a resource *On the Same Basis* to better inform community colleges about the *Disability Standards for Education 2005*
- conducted audits and identified gaps in community college enrolment processes and procedures to improve accessibility for people with a disability
- established the Community Partnerships Program which brought together community colleges and key agencies working with people with disability. As a result of this program every community college in NSW has developed a Disability Action Plan, outlining best practice procedures for providing increased information, online registration and support officers during the enrolment period for learners with disability
- implemented a code of conduct for office staff and tutors and updated college policy to reflect their action plans, to improve customer service for learners with a disability
- developed Regional Strategic Disability Plans to ensure that community colleges coordinate approaches to increasing the number of people with a disability who access adult and community education

State Training Services has:

- paid incentives to providers for delivering training to people with a disability under both the Apprenticeship and Traineeship Training Program and the Strategic Skills Training Program
- identified learners with a disability as one of the priority groups for funded training administered under the Strategic Skills Program
- provided a priority incentive for new apprenticeships and trainees with a disability employed through the Joint Group Training Program
- funded pre-vocational training courses that aim to enhance employment opportunities for learners with a disability
- included in the State Training Services website (created in 2009) features that assist accessibility for people with vision impairment and met the Web Content Accessibility Guidelines

Monitoring and review of the Disability Action Plan 2011-2015

Progress against the Disability Action Plan will be reported each year as part of the Department of Education and Communities' annual report, with the relevant section being submitted to Ageing, Disability and Home Care of the NSW Department of Family and Community Services.

The final phase of this Disability Action Plan will be the 2015 end-of-period review and report which will document the progress the Department has made towards the achievement of the outcomes in the plan and form the basis for developing the next five-year plan.

The Disability Programs Directorate in the Department coordinates the development, review and reporting of this plan across the Department.

While specific functional areas within the Department have particular responsibility for the achievement of certain actions (as indicated in the tables later in the document) all managers have certain responsibilities in relation to the plan as a whole. These responsibilities include:

- ensuring staff are appropriately trained in disability awareness
- ensuring that students with a disability are supported to access and participate in all aspects of education and training on the same basis as other students
- supporting the Department's policies on equal employment opportunity and workplace diversity
- supporting staff with a disability in the workplace, including the provision of reasonable adjustments as required and access to capability development opportunities
- providing information about the Department's education services in accessible formats
- assisting the Department's to meet its legal obligations under the *Disability Discrimination Act 1992* and associated *Disability Standards for Education 2005*.

Outcome 1: Identify and remove barriers to services for people with a disability

Strategies	Action	Lead Responsibility	Timeframe
1.1 Improve awareness among staff about issues and obligations regarding access to quality education and training for students with a disability	Ensure disability awareness raising initiatives, including relevant anti-discrimination legislation, are included in staff professional learning in schools, TAFE NSW Institutes and leadership programs	General Manager, Learning and Development TAFE NSW Institute Directors	Ongoing
	Review induction programs for new principals to ensure they appropriately address rights and obligations including obligations under the <i>Commonwealth Disability Discrimination Act 1992</i> and <i>Disability Standards for Education 2005</i> Review induction programs for new senior TAFE NSW officers to ensure they appropriately address rights and obligations including under the <i>Commonwealth Disability Discrimination Act 1992</i> and <i>Disability Standards for Education 2005</i>	General Manager, Learning and Development TAFE NSW Institute Directors	December 2011
	Ensure staff responsible for access and equity programs and services are provided with regular professional learning and current information related to students with a disability, their associates and parents with a disability, including mental health issue	General Manager, Access and Equity TAFE NSW Institute Directors	Ongoing

Strategies	Action	Lead Responsibility	Timeframe
1.2 Raise awareness of disability issues across all areas of the Department and the need for an inclusive culture across the Department	Promote information and opportunities to participate in International Day of People with a Disability activities across the Department	Director, Disability Programs General Manager, TAFE Training and Education Support	Annually in Term 4
	Promote positive stories and images through websites and publications about students and staff with a disability	Director, Corporate Communications Chief Executive Officer, DEC International and TAFE NSW National Business	Ongoing
	Ensure that the achievements of the Disability Action Plan are reported in the Department's Annual Report	Director, Disability Programs	Annually

Strategies	Action	Lead Responsibility	Timeframe
1.3 Improve the range and accessibility of information about education and training options and supports for students with a disability	Continuous improvement of the Department's website to improve the information available to students, parents and teachers about support available for students with a disability	Director, Corporate Communications Chief Executive Officer, DEC International and TAFE NSW National Business Director, Disability Programs	Ongoing
	Improve the range of information available to students with a disability and their families about processes, services and support through the website and publications	Director, Corporate Communications Chief Executive Officer, DEC International and TAFE NSW National Business Director, Disability Programs	Ongoing

Strategies	Action	Lead Responsibility	Timeframe
1.4 The Department's complaint handling processes are accessible to people with a disability	Ensure information regarding the Department's complaint processes is available in accessible formats on request	Director, Employee Performance and Conduct	Ongoing
	Provide complaint handling training to staff including issues relating to students, staff and parents/carers who have a disability and the need to consider reasonable adjustments for people with a disability through the complaint process	Director, Employee Performance and Conduct	Ongoing
1.5 Increase organisational capacity to positively affect student wellbeing and to meet the learning and development needs of students with a disability in NSW Government schools, where appropriate	Implement school-based, regional and state-wide professional learning programs that will increase teachers' capacity to support student wellbeing, meet diverse learning and development needs and manage challenging behaviours	General Manager, Learning and Development	July 2012
	Ensure the enrolment of students with a disability complies with the <i>Enrolment of Students in Government Schools</i> policy including ensuring that consideration is given to the expressed desires of the parents/carers as to where the student is enrolled	School Education Directors	Ongoing
	Monitor the numbers of school students accessing special provisions for national and state wide assessments and use the information to inform ongoing support for students with a disability	General Manager, Learning and Development	Ongoing

Strategies	Action	Lead Responsibility	Timeframe
	Ensure that data collected by school learning support teams about student learning needs is used to inform the development of School Management Plans	General Manager, Access & Equity School Education Directors	Ongoing
	Develop and implement a functional assessment tool which is positive in focus and identifies what a school student with a disability can do to inform educational planning	General Manager, Access and Equity	December 2011
	Develop guidelines relating to the use of the suspension policy in relation to school students with a disability	General Manager, Access and Equity	December 2011
	Develop additional framework and guidelines to support National Assessment Program – Literacy and Numeracy and Best Start – Kindergarten Assessment implementation for students with additional needs including students with a disability	General Manager, Access and Equity	Ongoing
1.6 Improve awareness among students with a disability regarding the provision of Vocational Education in Schools and TAFE delivered HSC Vocational Education Training courses (TVET)	Provide information regarding available Vocational Education Training (VET) courses to students with a disability in accessible formats on request	Director, Vocational Education in Schools	Ongoing

Strategies	Action	Lead Responsibility	Timeframe
	Review the Guidelines for TAFE delivered HSC VET Courses (TVET) including areas relating to students with a disability	Director, Vocational Education in Schools General Manager, TAFE Training and Education Support	Annually
<p>1.7 Provide training and assessment for TAFE students with disclosed disability which:</p> <ul style="list-style-type: none"> • Supports their individual learning needs in a coordinated and efficient way • Provides reasonable adjustment for assessment • Recognises their ongoing training requirements and leads to better employment outcomes 	Ensure that enrolment information is accessible to students with a disability and provides a range of options to support the enrolment process including the use of assistive technology	TAFE NSW Institute Directors	December 2011
	Ensure that training purchased from TAFE NSW takes into account any additional costs associated with providing training services for people with a disability	TAFE NSW Institute Directors General Manager, TAFE Strategy	Ongoing

Strategies	Action	Lead Responsibility	Timeframe
	Enhance TAFE NSW Institutes' ability to monitor and report on students with a disability through the introduction of the Department's new Learning, Management and Business Systems	General Manager, TAFE Customer Support TAFE NSW Institute Directors	December 2011
	Encourage TAFE NSW students with a disability to enrol by ensuring barriers are minimized and providing a range of learning and support services, integrated with their studies	TAFE NSW Institute Directors	Ongoing
	Provide ongoing advice and support for TAFE NSW students to transition effectively into further training or employment	TAFE NSW Institute Directors	Ongoing
1.8 Build on improvements to Adult and Community Education access for people with a disability consistent with obligations under the Commonwealth <i>Disability Discrimination Act 1992</i> and <i>Disability Standards for Education 2005</i>	Formalise referral processes to encourage students with a disability into further training	Director, Community and Migrant Education	June 2012
	Consider disability access issues when planning where courses will be delivered	Director, Community and Migrant Education	Ongoing

Strategies	Action	Lead Responsibility	Timeframe
	Ensure the acceptance of Companion Cards carried by students who require attendant care support to attend courses	Director, Community and Migrant Education	Ongoing

Outcome 2: Providing information and services in a range of formats that are accessible to people with a disability

Strategies	Action	Lead Responsibility	Timeframe
2.1 The Department's publications are made available in accessible formats	Ensure that publications and content are available in accessible formats on request	Director, Corporate Communications School Education Directors TAFE NSW Institute Directors	Ongoing
	Ensure PDF electronic documents are available in an accessible HTML, text or word processor format for students, parents and staff with a disability	State Office Directors School Education Directors TAFE NSW Institute Directors	Ongoing
2.2 A range of assistive technologies is available in teaching and learning environments	Ensure the needs of school students with a disability are incorporated into the connected classroom strategy	Connected Classroom Program School Education Directors	Ongoing

Strategies	Action	Lead Responsibility	Timeframe
2.2 A range of assistive technologies is available in teaching and learning environments	Ensure students with a disability are provided the same reasonable adjustments for testing and assessment events that they receive in the learning environment, including digital and blended learning environments	School Education Directors TAFE NSW Institute Directors	Ongoing
	Review test material for state and national tests to ensure that alternate formats are suitable for school students with a vision impairment	Director Disability Programs	Ongoing
	Ensure that technology strategies, such as computers for students through the Commonwealth Department of Education, Employment and Workplace Relations, meet the access requirements of all school students	Director, Disability Programs	Ongoing
	Incorporate assistive technology centres in libraries and Open Learning Centres across TAFE NSW Institutes	TAFE NSW Institute Directors	Ongoing

Strategies	Action	Lead Responsibility	Timeframe
2.3 The Department's websites are accessible to people with a disability	The Department's websites (including digital learning environments) meet a minimum of Level AA of the Web Content Accessibility Guidelines 2.0 by agreed dates outlined in the Australian Government's Web Accessibility National Transition Strategy: Work Plan	Director, Corporate Communication Chief Executive Officer, DEC International and TAFE NSW National Business School Education Directors	Ongoing
	Ensure that accessibility issues are considered when developing rich media including podcasts and vodcasts for websites including the intranet	Director, Corporate Communication School Regional Directors TAFE NSW Institute Directors	Ongoing
2.4 Accessibility is a key consideration when developing or acquiring new Information Technology systems	Ensure that specifications for the development or acquisition of new IT systems include access considerations	Director, Information Technology	Ongoing

Outcome 3: Making government buildings and facilities physically accessible to people with a disability

Strategies	Action	Lead Responsibility	Timeframe
3.1 Physical access is a key consideration in asset decisions	Ensure specifications for all new buildings require compliance with the Australian Standards 1428 and the Disability (Access to Premises – Buildings) Standards 2010	Director, Procurement and Services	Ongoing
	Ensure specifications for all modifications of existing buildings require compliance with the Australian Standards 1428 and the Disability (Access to Premises – Buildings) Standards 2010	Director, Procurement and Services	Ongoing
	Ensure a timely Regional Planning process for students with a disability who require modifications to school premises to assist in the smooth transition for students with a disability to school and between schools.	School Regional Directors	Annually
	Continue to maintain and develop the Access Review Tool which records the level of accessibility of schools to assist in the smooth transition of students with a disability to school, and between schools	Director, Planning and Delivery Director, Procurement and Services	Ongoing

Strategies	Action	Lead Responsibility	Timeframe
3.2 Physical access is a key consideration when hiring venues	Ensure wherever possible all venues hired for Departmental purposes comply with the Australian Standards 1428 and the Disability (Access to Premises – Buildings) Standards 2010	State Office Directors School Education Directors TAFE NSW Institute Directors Director Community and Migrant Education	Ongoing

Outcome 4: Assisting people with a disability to participate in the Department's public consultations and to apply for and participate on advisory boards and committees

Strategies	Action	Lead Responsibility	Timeframe
4.1 Disability communities are consulted in relation to key initiatives and are identified for participation on advisory boards and committees	Engage with relevant disability stakeholder groups when key policies, strategies or projects are being developed or reformed in relation to students or staff with a disability	Deputy Director General, Public Schools Deputy Director General, TAFE and Community Education TAFE NSW Institute Directors	Ongoing
4.2 Accessibility is a key consideration when conducting public consultations	Ensure access provisions are considered when conducting public consultations including physical access and accessible formats of information delivery	Deputy Director General, Public Schools Deputy Director General, TAFE and Community Education	Ongoing

Outcome 5: Increasing employment participation of people with a disability in the Department

Strategies	Action	Lead Responsibility	Timeframe
5.1 Barriers to recruitment of people with a disability are reduced or eliminated	Ensure staff involved in recruitment are trained in merit selection techniques which include EEO principles and understand their responsibilities under the Department's Workforce Diversity Policy and Workforce Diversity Plan	General Manager, Human Resources TAFE NSW Institute Directors	Ongoing
	Provide information and resources to create an inclusive and disability friendly work environment	General Manager, Human Resources	Ongoing
	Ensure that external recruitment agencies are informed of and uphold the undertakings in the Department's Workforce Diversity Policy and Workforce Diversity Plan	General Manager, Human Resources TAFE NSW Institute Directors	Ongoing

Strategies	Action	Lead Responsibility	Timeframe
5.2 Improve employment and retention rates of people with a disability	Provide recruitment information for job applicants in accessible formats upon request	General Manager, Human Resources State Office Directors School Regional Directors TAFE NSW Institute Directors Director, Community & Migrant Education	Ongoing

Strategies	Action	Lead Responsibility	Timeframe
	Ensure staff involved in recruitment are aware of the obligations under the <i>Disability Discrimination Act 1992</i> including the provision of reasonable adjustments	General Manager, Human Resources State Office Directors School Regional Directors TAFE NSW Institute Directors TAFE NSW General Managers and CEO DEC International Director, Community & Migrant Education	Ongoing
	Reposition the <i>Staff with Disabilities Network</i> to complement the public sector disability network for employees and to provide practical support for staff with a disability in the Department	General Manager, Human Resources Director, Disability Programs	Ongoing

Strategies	Action	Lead Responsibility	Timeframe
	Ensure staff with a disability and their managers are aware of funding support available through the Assistive Technology & Equipment Program	General Manager, Human Resources Director, Disability Programs TAFE NSW Institute Directors TAFE NSW General Managers and CEO DEC International	Ongoing
	Provide information and resources to create an inclusive and disability friendly work environment where more staff choose to disclose their disability	General Manager, Human Resources	Ongoing
5.3 Implement targeted recruitment initiatives	Ensure the Department's employment targets under the <i>Ready, Willing and Able</i> program (an initiative of the NSW Government's EmployAbility strategy) are met, including permanent positions and traineeships and apprenticeships for people with a disability	General Manager, Human Resources	2012

Outcome 6: Using government decision-making, programs and operations to influence other agencies and sectors to improve community participation and quality of life for people with a disability

Strategies	Action	Lead Responsibility	Timeframe
6.1 Contribute to national reform agendas in education and training regarding students with a disability	Provide input to the development of a national curriculum through Australian Curriculum Assessment and Reporting Authority (ACARA) ensuring the needs of school students with a disability are met	General Manager, Learning and Development	Ongoing
	Provide input into the development and review of national training packages to ensure the needs of TAFE NSW students with a disability are met	General Manager, TAFE Training and Education Support	Ongoing
	Contribute to the development of support materials for implementing the National Professional Standards for Teachers ensuring the needs of school students with a disability are considered	Director, Disability Programs	Ongoing
6.2 Partnerships with other Government service providers are strengthened, formalised and reviewed	Work with government and non-government agencies to enhance access to specialist therapy services for school students with a disability	Director, Disability Programs	Ongoing

Strategies	Action	Lead Responsibility	Timeframe
	Participate in key senior officers' group with a focus on issues that affect people with a disability, such as criminal justice and people with an intellectual disability	Director, Disability Programs General Manager TAFE Training and Education Support	Ongoing
	Support the implementation of the Interagency Service Principles and Protocols for improving government services for people with an Intellectual Disability in contact with the criminal justice area	Director, Disability Programs General Manager TAFE Training and Education Support	Ongoing
	Work collaboratively with NSW Health to support the continuing implementation of the School-Link initiative	General Manager, Access and Equity	Ongoing
	Work with relevant government agencies at State and Commonwealth levels to improve service provision pathways for students with a disability leaving school	Director, Disability Programs General Manager TAFE Training and Education Support General Manager TAFE Strategy	Ongoing

Strategies	Action	Lead Responsibility	Timeframe
	Establish local partnerships with Centrelink to encourage enrolments at TAFE NSW from people with an acquired disability	TAFE Institute Directors	Ongoing
	Participate in the renegotiation of the Memorandum of Understanding with Corrective Services NSW ensuring provision of TAFE NSW courses to inmates including inmates with an intellectual disability	General Manager, TAFE Training and Education Support	December 2011
	Participate in the review and renegotiation of the Memorandum of Understanding with the Department of Family and Community Services– Ageing Disability and Home Care regarding young people attending ADHC post school programs and TAFE NSW	General Manager, TAFE Training and Education Support	December 2011
6.3 Partnerships with non-government organisations are developed or enhanced	Enhance partnerships between TAFE NSW, disability employment services and local employers to improve the transition of students with a disability into employment	TAFE NSW Institute Directors	Ongoing
	Work with the Northcott Society and the Cerebral Palsy Alliance in relation to the provision of assistive technology support for school students with a disability	Director, Disability Programs	Ongoing

Strategies	Action	Lead Responsibility	Timeframe
	Develop an agreement with Autism Spectrum Australia regarding the operation of satellite classes in NSW government schools	Director, Disability Programs	December 2011
	Work with universities to provide school teacher retraining programs in the provision of education for students with a disability	General Manager, Learning and Development	Ongoing
	Consult with relevant stakeholders regarding the professional development for educational personnel in supporting school students with a disability	Director, Disability Programs	Ongoing
	Work with non-government partners and cross directorate personnel to develop assessment, intervention and professional learning materials for the Centre for Effective Reading	Director, Disability Programs	Ongoing
	Develop and provide a professional development session for private and public vocational education personnel involved in support of people with a disability.	General Manager, State Training Services	Annually

Outcome 7: Providing quality specialist and adapted services where mainstream services are not responsive or adequate to meet the needs of people with a disability

Strategies	Action	Lead Responsibility	Timeframe
7.1 Maintain a range of enrolment and support options for students with a disability	Provide a range of specialist programs and services to support students with a disability in school settings, including <ul style="list-style-type: none"> • additional support for students in regular classes through the Integration Funding Support Program • specialist classes in regular and special schools on a planned basis 	Deputy Director General, Public Schools	Ongoing
	Continue to provide appropriate support services in TAFE NSW Institutes for students with a disability to enhance vocational education and training learning and transitions to further learning and/or employment.	TAFE NSW Institute Directors General Manager, TAFE Training and Education Support	Ongoing
7.2 Strengthen services for school students with complex reading difficulties including students with dyslexia in rural and remote areas of NSW	Establish the Centre for Effective Reading to provide a tiered range of interventions to meet the needs of students	Director, Disability Programs	July 2011