

DoE Disability Service Plan — 2017–18 (Year 1) Progress report

Priority 1: Communities for all			
Year 1 2017–2018 Activities/success measure	Progress/Achievements 2017–2018	Overall measure	Responsible area
Action: Support national communication strategies and activities to promote the <i>National Disability Strategy 2010–2020</i>			
Develop and publish DoE Disability Service Plan 2017–2020 and implement actions.	The Department of Education and Training Disability Service Plan (DSP) 2017–2020 was published in July 2017. Due to machinery-of-government changes in early 2018 the DSP has been reviewed to remove the Training portfolio and add the Office of Industrial Relations portfolio. The new Department of Education DSP 2017–2020 was published in July 2018.	DoE participates and contributes to national communication strategies and activities.	Policy, Performance and Planning Division
Action: Promote the Respectful Relationships Education Program in Queensland schools			
Continue to promote Respectful Relationships Education Program (RREP) as a resource to support the implementation of the Australian Curriculum: Health and Physical Education, and the Health and Wellbeing education requirement outlined in the department's P-12 Curriculum, Assessment and Reporting Framework.	Respectful relationships education program (RREP) is available through the Learning Place for state schools and Scootle for non-state schools. State-wide professional development events were conducted during Term 4, 2017 to assist schools make decisions about how to implement RREP. The annual updating of the RREP is now considered business as usual.	All state schools implemented Australian Curriculum: Health and Physical Education, and meet the requirements of the P-12 Curriculum, Assessment and Reporting Framework by the end of 2020.	State Schools Division
Action: Provide clear policy advice and direction to our staff, leaders and partners that outline our expectations for inclusive services			
Review Inclusive Education Policy Statement to provide clear guidance on inclusive education in Queensland state schools.	The renewed Inclusive Education Policy and associated support materials have been published.	Publication and promotion of new Inclusive Education Policy.	State Schools Division
Review and develop information for Early	The department has internally published the Legal	Publication of reasonable adjustment	State Schools

<p>Childhood Education and Care (ECEC) services and schools about responsibilities for making reasonable adjustments as required under the <i>Disability Discrimination Act 1992</i>, and <i>Disability Standards for Education 2005</i>.</p>	<p>requirements – students with disability fact sheet outlining the responsibilities for schools for making reasonable adjustments as required under the <i>Disability Discrimination Act 1992</i>, and <i>Disability Standards for Education 2005</i> on the department’s internal website and. All Queensland state schools also received a hard copy of the fact sheet at the commencement of the 2018 school year.</p> <p>The department has also continued to provide on-line training for the <i>Disability Standards for Education 2005</i>.</p> <p>Early Childhood and Community Engagement Division has undertaken:</p> <ul style="list-style-type: none"> • Redevelopment and publication of information sheets for ECEC services, unpacking the legislation and outlining the responsibilities of services under the <i>Disability Discrimination Act 1992</i>, and <i>Disability Standards for Education 2005</i>. https://qed.qld.gov.au/earlychildhood/service-providers/inclusion-of-children-with-disability/early-years-connect • Review and redevelopment of an online professional development module for ECEC educators titled ‘Making educational adjustments.’ https://learningplace.eq.edu.au/cx/resources/file/3929d73e-9001-4673-b3e5-e02eaed97e2b/1/content/m01/m01_c05_p01.html • Development of a new ECEC web page ‘Inclusion of children with disability’ providing information and links to the disability related legislative obligations of services. https://qed.qld.gov.au/earlychildhood/service-providers/inclusion-of-children-with-disability 	<p>requirements.</p>	<p>Division</p> <p>Early Childhood and Community Engagement Division</p>
<p>Develop guidance for DoE business areas when reviewing policies, procedures and guidelines on inclusive practices and legislative requirements.</p>	<p>The department has published information and guidance regarding inclusive education and legislative obligations for students with disability to access and participate at school on the Policy and Procedure Register Help Resource Centre.</p>	<p>Departmental policies, procedures and guidelines progressively reviewed to ensure inclusive practices are embedded.</p>	<p>State Schools Division</p>
<p>Commence the review of the policy for</p>	<p>The department has commenced the review of the policy</p>	<p>Policy for enrolment in Special Schools</p>	<p>State Schools</p>

enrolment in Special Schools.	for enrolment in special school.	reviewed every two years.	Division
Action: Apply principles of universal design and access where appropriate to our working and learning environments and the information we provide to children/students, staff, community and partners			
Develop appropriate disability access requirements for inclusion in DoE Design Standards.	<p>The Department's Design Standards currently meet the requirements of the <i>Disability Discrimination Act 1992</i> and the National Construction Code, including the Building Code of Australia, as it relates to accessibility.</p> <p>A Working Party has been established to review and update the current Design Standards, ensuring that schools are being designed for the future, including being inclusive and engaging.</p> <p>The All Abilities Queensland: State Disability Plan 2017-2020 and the Department's Disability Review Response Plan, will inform the Review and the principles of universal design and access to ensure schools are accessible for all.</p> <p>The Department will also support the findings of the Australian Building Codes Board's Regulatory Impact Statement (RIS), which may lead to changes to the Australian Building Code. The RIS is scheduled for completion in May 2019.</p>	Appropriate disability access requirements included in DoE Design standards.	Corporate Services Division
Develop standard tender and other construction documents for new builds that include accessibility requirements, such as early childhood services and schools.	The Design Standards form part of the tender and construction procurement arrangements. The Standards will be updated to meet changed disability Building Code or Regulatory changes.	Tender and other construction documents include accessibility requirements.	Corporate Services Division
Develop and deploy revised procurement and purchasing templates, updated training for delegates and amend contractual terms and conditions.	<p>Templates and updates to training are underway and will be completed by September 2018.</p> <p>Procurement, purchasing and contract templates currently meet the requirements of the <i>Disability Discrimination Act 1992</i> and the National Construction Code, including the Building Code of Australia. Templates are updated when changes to legislation or regulation occur.</p>	Tender and other procurement documentation includes updated compliance section and revised contractual terms and conditions are employed.	Corporate Services Division

<p>Ensure DoE websites continue to provide accessible information for the community.</p>	<p>Access is provided to language translating and communication services through links to the Translating and Interpreting Service (TIS National) on departmental websites including, but not limited to, https://qed.qld.gov.au/; http://education.qld.gov.au/; https://qed.qld.gov.au/earlychildhood and all Websites for Schools. Links to the National Relay Service is also provided across all major corporate departmental websites.</p> <p>All new websites launched and new key website content published by the department within the period is accessible and complies with Web Content Accessibility Guidelines 2.0.</p>	<p>Links to the National Relay Service and Translating and Interpreting Service (TIS National) on the DoE website.</p> <p>Compliance of key content to Web Content Accessibility Guidelines 2.0.</p>	<p>Corporate Services Division</p>
<p>Provide access to language translating and communication services.</p>	<p>Access information about the Translating and Interpreting Service (TIS National) remains available online at the Queensland Government Education https://www.qld.gov.au/help/languages and Early Childhood https://qed.qld.gov.au/earlychildhood/service-providers/kindy-every-child/interpreting-support websites</p>	<p>Links to National Translation and Interpretation service available on DoE websites.</p>	<p>Early Childhood and Community Engagement Division</p>
<p>Review of Office of Industrial Relations (OIR) engagement of interpreter services procedures.</p>	<p>Scheduled to be included in next review of internal policies and procedures.</p>	<p>Interpreter services processes are reviewed.</p>	<p>Office of Industrial Relations</p>
<p>OIR to supply Queensland Interpreter Cards, staff cards and posters to all OIR offices.</p>	<p>Consultation with OIR offices underway – developing list of required materials.</p>	<p>Cards and posters are displayed where appropriate.</p>	<p>Office of Industrial Relations</p>
<p>Develop a communication strategy to ensure all OIR staff know their obligations for providing translating and communication services.</p>	<p>Internal communications strategy in development, including content re staff obligations for providing translating and communication services.</p>	<p>Communication strategy developed and implemented.</p>	<p>Office of Industrial Relations</p>

Ensure WorkSafe website provides accessible information for Queensland business and workers.	To be included in upcoming review of WorkSafe website content.	Links to National Relay Service on WorkSafe website.	Office of Industrial Relations
Action: Create welcoming and inclusive environments for all Queenslanders			
Develop guidance and support for business units across DoE to identify options for assistive technology in the workplace.	Developed a Draft Workforce Strategy which outlines the department's commitment to developing a workforce accessibility action plan which will outline key roles and responsibilities for ensuring assistive technology is available to staff. The department will continue to look for ways to enhance the accessibility of workplaces and systems through assistive technology.	Access to assistive technology for staff.	Corporate Services Division
Review the DoE Parent and Community Engagement (PACE) strategy to address the inclusion of parents of students with disability.	The department's Parent and Community Engagement Framework for Queensland state schools was revitalised and relaunched on 17 January 2018. The framework reaffirms the importance of parents, families and the community engaging in a child's education and the benefits for learning outcomes and wellbeing. The revitalised framework provides a range of strategies for state schools which promotes strong engagement of parents of students with a disability. As part of the relaunch, the department is partnering with P&Cs Qld to focus its 2018 state conference on the theme Every Child, Every Chance – Parents as partners in learning. Good practice engagement with parents and families of students with a disability will be showcased at the state conference on parent engagement.	Publication of strategy.	State Schools Division
Work with key agencies to develop information tailored for the families of Aboriginal and Torres Strait islander students with disability.	The department is developing a suite of resources to support Indigenous families. In consultation with key agencies including Autism Queensland.	Parent information packages published and promoted to schools.	State Schools Division

<p>Ensure inclusion of students with disability in Creative Generation - State Schools Onstage and other DoE cultural activities.</p>	<p>Students of all abilities were able to audition and participate in Creative Generation – State Schools Onstage (Creative Generation). In 2018:</p> <ul style="list-style-type: none"> • 12 students from Mackenzie State Special School participated in the “Diamonds” dance item. • 12 students from Caboolture Special School participated in the “You Will Be Found” and CGEN Finale dance items. • 27 hearing impaired students from Indooroopilly State High School, Toowong State School and Aspley East State School performed together in the signing choir. • Creative Generation provided interpreter services at auditions, rehearsals and backstage during show week for three hearing impaired dancers. • Promotional material for Creative Generation featured a dancer from Caboolture Special School. 	<p>Participation of students with disability.</p>	<p>Early Childhood and Community Engagement Division</p>
<p>Recognise and promote excellence in inclusive education for students with disability through the Showcase Award for Excellence.</p>	<ul style="list-style-type: none"> • The Showcase Awards for Excellence in Schools continues to recognise and promote excellence in inclusive education. • In 2017, the Bundaberg Public Secondary Schools Alliance (Bundaberg North State High School, Bundaberg State High School, and Kepnock State High School) was awarded The Village Roadshow Theme Parks Showcase Awards for Excellence in Inclusive Education. • In 2018, 17 submissions have been received for The QUT Showcase Awards for Excellence in Inclusive Education category, involving 21 schools. These submissions represent 6440 students in a range of programs from all seven departmental regions. 	<p>Schools recognised through Showcase Award for Excellence.</p>	<p>Early Childhood and Community Engagement Division</p>
<p>Develop guidance and support for business units across OIR to identify options for assistive technology in the workplace.</p>	<p>Access to assistive technology for staff is supplied as needed.</p>	<p>Access to assistive technology for staff.</p>	<p>Office of Industrial Relations</p>

Action: Undertake health and safety audits to identify potential hazards that may obstruct or be inadequate for employees or customers with a disability

Undertake regular workplace audits to identify and control potential hazards for people with disability.	New Workplace Health & Safety (WHS) audit tool currently being developed by OIR Health, Safety and Wellbeing Committee – hazards for employees/customers with a disability to be explicitly referenced in systems tool.	Issues are identified and reported to OIR Health, Safety and Wellbeing Committee or building maintenance for resolution.	Office of Industrial Relations
Action: Continue to ensure that employees with a disability receive appropriate support and technology to perform their job			
Perform gap-analysis across all OIR offices to identify any immediate adjustments required.	To be completed in the roll out of the new WHS audit tool.	Gap analysis undertaken and adjustments identified are implemented.	Office of Industrial Relations

Priority 2: Lifelong learning

Year 1 2017-2018 Activities/success measure	Progress/Achievements 2017–2018	Overall measure	Responsible area
Action: Create opportunities for children with disability and their families to access and engage in early childhood programs and services			
Provide access to the Early Years Connect resources and interactive online learning modules to early childhood educators to support children with disability and complex additional needs.	<ul style="list-style-type: none"> • Redevelopment and provision of free online access for early childhood educators to a range of Early Years Connect professional development resources, including 15 information sheets, 8 online learning modules and 16 webinar recordings. • Materials are available at https://qed.qld.gov.au/earlychildhood/service-providers/inclusion-of-children-with-disability/early-years-connect 	Provision of quality professional learning resources for early childhood educators.	Early Childhood and Community Engagement Division
Deliver the Disability Inclusion Support for Queensland Kindergartens (DISQK) program.	<ul style="list-style-type: none"> • In 2017, 277 kindergarten services accessed funding through the DISQK program to support 733 children with disability. • Demand continues to grow with 193 services accessing support for 449 children with disability in 2018 for the year to date. 	Services accessing the program.	Early Childhood and Community Engagement Division
Provide kindergartens with free access to specialised equipment and professional resources.	<ul style="list-style-type: none"> • In 2017, 363 kindergarten services accessed the Specialised Equipment and Resources for Kindergartens (SERK) program to support 456 children. • This program continues to operate over the 2018 school year. 	Services accessing support.	Early Childhood and Community Engagement Division
Subsidise industry endorsed skill sets under the Higher Levels Skill Program.	<ul style="list-style-type: none"> • For the period 1 July 2017 until 31 May 2018, Department of Employment, Small Business and Training (DESBT) reported a total of 145 enrolments (44 enrolments in the building inclusive practices in early childhood education and care skill set and 101 enrolments in the supporting children and families with 	Educators accessing program.	Early Childhood and Community Engagement Division

	<p>complex needs skill set).</p> <ul style="list-style-type: none"> Data for period to year ending 30 June 2018 is yet to be received: 		
Provide sessional kindergartens with free access to translating and interpreting services.	<ul style="list-style-type: none"> A total of 18 jobs were lodged (4 phone jobs and 14 on-site jobs) by sessional kindergartens accessing translating and interpreting services during 2017/18. 	Services accessing translating and interpreting services.	Early Childhood and Community Engagement Division
Provide parents with braille versions of resources promoting the importance of early learning.	<ul style="list-style-type: none"> Recent campaigns have favoured provision of online audio resources including YouTube clips, transcripts and interpreting services. A key example of this is in <i>The Early Years Count</i> campaign, a video was produced that features Jay Laga'aia speaking about the importance of a quality early childhood education. This features script and interpreting services. https://ged.qld.gov.au/earlychildhood/families/kindy/jay-laga-aia 	Braille resources accessed.	Early Childhood and Community Engagement Division
Action: Lift the quality of state schooling for students with disability through the Every student with disability succeeding plan			
Implement recommendations from the Queensland Disability Review through the actions outlined in the Every student with disability succeeding plan.	The department has completed and embedded 7 of the recommendations; significant progress has occurred for 7 recommendations; and 3 recommendations are in the planning phase.	Implementation of recommendations.	State Schools Division
Provide assistive and information technologies support materials and targeted professional development to improve student access to learning.	The Department's Statewide Advisory Visiting Teacher (AVT) – Assistive Technology in collaboration with regional AVTs have delivered professional learning, provided expert advice and produced online information and resources for teachers and school specialist staff.	Assistive and information technologies support materials and targeted professional development provided.	State Schools Division
Review suite of behaviour management procedures to incorporate differentiation in teaching and learning including:	Review of Behaviour Procedures Working Group established with representatives from Queensland Teachers' Union, Principals' Associations, P&C's Qld, State Schools Division, Information and Technology Branch.	Disaggregated school disciplinary absence data for students with and without disability.	State Schools Division

<ul style="list-style-type: none"> • Safe, Supportive and Disciplined School Environment • Temporary Removal of Student Property by School Staff; and • Refusal to Enrol – Risk to Safety or Wellbeing. • Code of School Behaviour • Statement of expectations for a disciplined school environment. 	<p>Individual consultations with peak bodies and stakeholders have also been completed as part of this work package, including Community Resource Unit, Office of the Public Guardian, Queensland Ombudsman and Queensland Police Service. Revised materials are now being drafted for consideration by the Working Group.</p> <p>An Expert Panel has also been established with specialists from a number of Australian Universities providing advice on the current Queensland Department of Education procedure on restrictive practices, and guidance on a new stand-alone procedure and monitoring processes.</p>	<p>Departmental measurement and monitoring of restrictive practices in schools.</p>	
<p>Trial implementation Positive Behaviour for Learning (PBL) with fidelity and identify PBL Demonstration Schools.</p>	<p>Trial has been scoped and is being rolled out in Semester 2 2018. All regions will be participating in the trial.</p>	<p>PBL demonstration schools operating.</p>	<p>State Schools Division</p>
<p>Build the confidence and capability of school staff to include and engage all students through professional learning, coaching and online resources and information.</p>	<p>The Department's Regional Inclusion Coaches have provided advice and professional learning to support schools to include all students to successfully engage in learning. A suite of resources and information regarding inclusive education have been made available on the Department's website.</p>	<p>Provision of evidence-based professional learning, advice and resources.</p>	<p>State Schools Division</p>
<p>Action: Develop a state-wide continuum of educational delivery to ensure that students with severe and complex mental health needs have access, across the state, to specialised and appropriate educational support at all stages of their illness</p>			
<p>Consult stakeholders on the education and vocational training program at the Adolescent Extended Treatment Facility (AETF).</p> <p>Review current programs into a state-wide continuum of educational delivery.</p>	<p>The department is gathering evidence of best practice education programs informed by:</p> <ul style="list-style-type: none"> • Academic research • Similar facilities interstate and overseas • Consultation with a wide range of stakeholders, including current staff and students. <p>The department is moving towards consistency of practice across the state by building the capability of regional hospital teaching staff in delivering the Australian Curriculum and in managing the operations of complex offsite programs.</p>	<p>Information on implementation included in DoE Annual Report.</p>	<p>State Schools Division</p>

Priority 3: Employment

Year 1 2017-2018 Activities/success measure	Progress/Achievements 2017–2018	Overall measure	Responsible area
Action: Develop targeted strategies to lift the employment of people with disability in the Department of Education (DoE) by valuing the talent in all abilities			
Implement system changes to allow employees to update Equal Employment Opportunity (EEO) data through Employee Self Service (ESS).	Completed – new EEO census form sent out in July 2018 with the ‘your uniqueness is our strength’ animation.	Proportion of people with disability employed in the Queensland Public Sector workforce increases towards eight per cent by 2022.	Diversity, Culture and Engagement (HR) Corporate Services Division
Review recruitment practices to promote accessibility for people with a disability and support recruitment through partnering with the National Disability Recruitment Coordinator.	Partnership with Job Access commenced 1 July 2018. A Factsheet on the “recruitment of staff of all abilities” has also been completed. Currently rolling out training as part of the Brisbane Metropolitan pilot.		
Develop flexible work policy and guidelines, with reference to employees with a disability and the Department’s Reasonable Adjustment Procedure.	Draft flexible work procedure, agreement, animation and toolkit has been submitted for approval.		
Promote accessibility for staff with disability in leadership and development processes.	All abilities champions network for employees to be established September 2018. Factsheet for onboarding and developing meaningful career pathways for employees of all abilities being developed.		
Review flexible work policies and procedures to be inclusive and accommodating of people with disability.	To be included in next review of internal policies and procedures.	The proportion of people with disability employed in the Queensland Public Sector will reach eight per cent by 2022.	Office of Industrial Relations
Review job advertising and applicant processes, including how and where jobs are advertised, and communication that OIR is an inclusive employer.	To be included in next review of internal policies and procedures.	Policies reviewed and amended.	

Action: Build the capability of leaders and managers to understand and value different abilities and ensure inclusive employment practices			
Develop and deliver unconscious bias training to hiring managers.	<p>Disability Awareness Training is being delivered in September 2018 during Disability Action Week (9-15 September) in partnership with JobAccess.</p> <p>The focus of the training is myth busting embedded public service recruitment practices and will help attendees:</p> <ul style="list-style-type: none"> understand how to recruit for people of all abilities; and learn more about the metro pilot and how to fund reasonable adjustment. 	Proportion of people with disability employed in the Queensland Public Sector workforce increases towards eight per cent by 2022.	Diversity, Culture and Engagement (HR) Corporate Services Division
Promote diversity and the success of staff with disability in delivering educational outcomes.	The department's diversity and inclusion framework 'We all belong' was released in July 2018. A specific supporting disability workforce strategy is currently under development.		
Launch and implement the DoE Diversity and Inclusion Framework, including awareness sessions and messaging to all employees.	Completed launch of framework to all staff with appropriate messaging. Training sessions will be rolled out on an ongoing basis.		
Action: Provide inclusive work environments that support staff with disability and enable career opportunities and pathways			
Facilitate inclusive work practices by developing disability awareness training for DoE workplaces to improve understanding.	Currently rolling out training with Job Access as part of the Brisbane Metropolitan pilot.	Staff accessing disability awareness training.	Diversity, Culture and Engagement (HR) Corporate Services Division
Support DoE workplaces to make reasonable adjustments to enhance the working environment for staff with disability including improving physical environment.	Reasonable Adjustment toolkit is under development.	Reasonable adjustments made for staff with disability.	Diversity, Culture and Engagement (HR) Corporate Services Division
Support OIR workplaces to make reasonable adjustments to enhance the working environment for staff with disability including improving physical environment.	Reasonable adjustments are made as requested/required.	Reasonable adjustments made for staff with disability.	Office of Industrial Relations
OIR to review ethics training to include the	To be included in development of online ethics training	Annual ethics training includes content	

<p>obligations and expectations of staff working with people with disability and their carers.</p>	<p>module for new learning management system.</p>	<p>regarding awareness and staff obligations around disability and carers.</p>	
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Priority 4: Everyday services

Year 1 2017-2018 Activities/success measure	Progress/Achievements 2017–2018	Overall measure	Responsible area
Action: Work with the National Disability Insurance Agency, non-government organisations and other government agencies to support the implementation of the National Disability Insurance Scheme (NDIS)			
Collaborate with the National Disability Insurance Agency (NDIA) and the Department of Communities, Child Safety and Disability Services (DCCSDS) to resolve issues between the National Disability Insurance Scheme (NDIS) and education services.	The department continues to work closely and with officers from the Department of Communities, Disability Services and Seniors and the NDIA to address any emerging issues during the NDIS transition.	Outcomes are consistent with the Queensland NDIS bilateral agreement.	State Schools Division
Develop and distribute resources to support staff to understand NDIS and engage with students and families.	The department provides information to schools about the NDIS roll out on its intranet site. In addition, face to face NDIS information sessions and webinars continue to be run for regional and school staff as the NDIS implementation continues.		
Support students with disability and their families who are transitioning from school to be aware of the NDIS.	Regional and school staff continue to provide information about the roll out of the NDIS to students with disabilities and their families. This includes building relationships with local NDIA and the NDIS partners in community to assist students and families connect with the NDIA or to manage any local interface issues.		
Provide information to the early childhood sector about potential impacts of the NDIS for ECEC services.	<ul style="list-style-type: none"> • Provision of 'Introduction to NDIS' webinars for educational regions prior to the phased roll out of the NDIS across the State.(A recording of one of these webinars is available at: https://qed.qld.gov.au/earlychildhood/service-providers/inclusion-of-children-with-disability) • Development of a resource sheet for the ECEC sector providing guidance in relation to 'Attendance by external support professionals at ECEC services'. https://qed.qld.gov.au/earlychildhood/service/Docume 	Outcomes are consistent with the Queensland NDIS bilateral agreement.	Early Childhood and Community Engagement Division

	<ul style="list-style-type: none"> • nts/pdf/ndis-external-support-professional.pdf Publication of a variety of links to resources to support services and families with the implementation of the NDIS. https://ged.qld.gov.au/earlychildhood/service-providers/inclusion-of-children-with-disability 		
Action: Focus on partnering with children/students and their families/carers to identify individual learning needs and make learning adjustments			
Develop information for parents to support them to engage in their child's learning journey and strengthen connections between families and schools.	The department has published information for parents on the revised departmental website.	Parent information packages published.	State Schools Division
Review processes that support parents and families to partner with schools and regions to resolve issues and/or concerns.	The department has engaged in social market research to determine how the department can better communicate and engage with parents of children with disability.	Parent feedback.	State Schools Division

Priority 5: Leadership and participation

Year 1 2017-2018 Activities/success measure	Progress/Achievements 2017–2018	Overall measure	Responsible area
Action: Ensure consultation processes are accessible and maximise participation opportunities for people with disability			
Consult with DoE employees with disability when implementing Disability Service Plan actions.	The department has consulted with staff in the creation and review of the DoE Disability Service Plan 2017–2020.	Queensland Governments Disability Service Plans 2017–2020 include details of consultation with people with disability or details of consultation with people with disability in the implementation of actions is reflected in reporting.	All DoE divisions
Develop a strategy to engage with experts and key stakeholders in inclusive education.	The Department has consulted with a range of internal and external experts, parents and students to develop the renewed Inclusive Education Policy and associated support materials.	Implementation of the engagement strategy.	State Schools Division
Promote the inclusion of people with disability on State Government boards, steering committees and advisory boards.	<p>The Information and Technologies Branch steering and advisory committee meetings align to the Code of Conduct and our core Values.</p> <p>Further advice has been requested from Disability Services regarding how the department implement this action in 2018–19 and 2019–20.</p>	Appointment of people with disability to advisory boards.	All DoE divisions
Provide opportunity for consultation with OIR employees with disability when implementing Disability Service Plan actions.	OIR employees with disabilities will be consulted via the OIR WHS Committee and WHSRs upon development of any new policies, procedures and audit tools.	Feedback from consultation with people with disability in the implementation of DSP actions.	Office of Industrial Relations
Promote the inclusion of people with disabilities on departmental steering and advisory committees.	OIR will continue to review representation on all advisory and steering committees to be inclusive of employees with a disability.	Appointment of people with disability to steering and advisory committees.	
Action: Build the capability of leaders through awareness and skill development opportunities to create inclusive work and service environments			

Provide advice and guidance to leaders on requirements to effectively support people with a disability for frontline/support roles.	To be included as part of the workforce strategy and reasonable adjustment toolkit.	Annual Working for Queensland Survey increase in inclusion and diversity measures.	Corporate Services Division
Implement Scholarships in Master of Education – Inclusive Education for State School Principals.	12 scholarships to undertake Master of Education study at Queensland University of Technology were awarded in July 2017 to Qld State School Principals. The purpose of their study is to build educators' and leaders' knowledge of theories, current research and instructional practice to best support the learning, social and behavioural needs of diverse learners in inclusive classrooms. The recipients have sufficiently progressed their study throughout 2017/18.	All leadership programs include disability and inclusion content.	
Incorporate disability and inclusion leadership content into existing leadership programs.	NAPLAN Online Program Team provides school leadership teams with information on how to meet access needs for students with disability in NAPLAN testing.		
Build the capacity of Heads of Special Education Services (HOSES) to support evidence-based practice.	State-wide HOSES conference delivered for over 500 HOSES. Targeted workshops delivered in each DoE region in partnership with Queensland Education Leadership Institute. Presentations focused on key elements of the HOSES role delivered as part of Queensland Association of Special Education Leaders (QASEL) Conference.	Implementation of the revised role of Head of Special Education Services.	State Schools Division
Incorporate disability awareness and mechanisms to effectively support people with a disability through internal leadership development programs.	To be included in future leadership development programs run internally through OIR via the OIR People Strategy (draft).	All leadership programs include disability and inclusion content.	Office of Industrial Relations
Action: Support our teams to improve their knowledge and skill in delivering inclusive learning opportunities			
Develop a series of vignettes that showcase good practice and outcomes of inclusive practices across Queensland state schools.	13 vignettes have been published on the department's website showcasing schools engaging in good inclusive practices.	Publication of good practice and outcomes of inclusive practices across Queensland state schools.	State Schools Division
Review support to beginning teachers to build capability in inclusive education	The six Teacher Education Centres of Excellence continue to support pre service teachers to be high quality,	Teacher feedback.	Corporate Services

<p>practices through improved induction processes including Essential Skills Professional Development, Teacher Education Centres of Excellence (TECEs) and Professional Learning Hubs.</p>	<p>classroom ready practitioners in subject areas and locations where they are needed most. In 2017, 135 TECE graduates commenced permanent (and full time) work in classrooms across Queensland.</p> <p>Four Professional Learning Hubs (located in Rockhampton, Mount Isa, Roma and Ipswich) provide support to new and beginning teachers through provision of regionally identified areas for Professional Development and have also coordinated mentoring support to enhance the Mentoring and Beginning Teachers program.</p> <p>An evaluation of both the TECE and Hub programs is due to be finalised by the end of July and will provide greater insight into future scope and delivery of work units that support a streamlined/continuous professional learning program for preservice to beginning and experienced teachers.</p>		<p>Division</p>
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