

Department of Education and Training

Disability Service Plan 2014–16 Year 2 Progress Report

DISABILITY SERVICE PLAN 2014-2016

Year 2 Progress Report – 1 October 2014 to 30 November 2015

Priority 1	Support people with disability and communities to be well-informed and confident about what the NDIS means for them			
Strategy	1.1 Provide information, in partnership with the National Disability Insurance Agency, to people with disability, families, carers, service providers, government and community about the NDIS			
NDS Outcome Area	Outcome Area 5: Learning & Skills			
Actions	Year 2 Products/Activities 2015	Progress/Achievements	Stakeholder Engagement	Responsible Area
1.1.1 Participate in whole-of-government planning activities and inform schools and their communities of changes resulting from implementation of the NDIS.	Implement DET NDIS transition planning.	<p>DET is working in collaboration with the Department of Communities, Child Safety and Disability Services and with other mainstream agencies such as health and transport to prepare for the NDIS transition. DET is contributing to a range of NDIS transition planning issues across government including ensuring consistency in messaging.</p> <p>DET is continuing its participation in the whole-of-government forums, such as Queensland NDIS Reform Leader's Group and the Interagency Working Group.</p>	<p>Communication activities undertaken in accordance with whole-of-government requirements regarding the announcements of the early launch of the NDIS in North Queensland.</p> <p>Enacting the DET Communication and Engagement Plan aligned to the whole-of-government Communication and Engagement Framework.</p> <p>Meetings with the non-State School sector representatives</p>	Cross-departmental responsibility, led by State Schools Division

		DET has also participated in whole-of-government communication and engagement strategy development workshops.	continue on an ongoing basis to undertake collaborative planning.	
Priority 4	Develop a skilled and strong workforce			
Strategy	4.1 Implement a Queensland workforce strategy including an Aboriginal and Torres Strait Islander workforce strategy that builds the skills of existing and new workers and attracts, recruits and retains staff including people with disability			
NDS Outcome Area	Outcome Area 5: learning and skills			
Actions	Year 2 Products/Activities 2015	Progress/Achievements	Stakeholder Engagement	Responsible Area
4.1.1 Work with the Department of Communities, Child Safety and Disability Services to implement the Queensland workforce strategy.	Implement the Queensland workforce strategy actions relevant to DET as required.	<p>A Workforce Management and Engagement Plan has been prepared and is ready for implementation.</p> <p>DET provided advice to the Department of Communities, Child Safety and Disability Services on the Workforce Agreement Process Map.</p> <p>Release of DET Workforce Management and Engagement Plan pending Public Service Commission development of whole-of-government plan and Government announcement once bilateral agreement with Australian Government signed.</p>	Ongoing liaison with the Public Service Commission to ensure whole-of-government continuity.	Corporate Services Division
Priority 5	Prepare Queensland Government departments to transition disability funding and services to the National Disability Insurance Agency			
Strategy	5.1 Develop a clear understanding of disability funding and services currently provided across the Queensland Government to			

	inform transition planning for the NDIS			
NDIS Outcome Area	Outcome Area 5: learning and skills			
Actions	Year 2 Products/Activities 2015	Progress/Achievements	Stakeholder Engagement	Responsible Area
5.1.1 Identify and analyse disability services provided by DET to inform transition planning for the NDIS.	Use the analysis (of specific characteristics of disability services provided by DET) to inform participation in whole-of government NDIS transition planning.	<p>The initial analysis of the services, which might be potentially affected or will have an interface with the NDIS when it is introduced in Queensland, is being used to inform the transition planning in the lead up to the NDIS early launch in North Queensland in early 2016.</p> <p>Additional analysis will be undertaken as the transition planning progresses over the coming years and as the bilateral negotiations about the phasing of the NDIS in Queensland are finalised.</p>	Collaborative work with the Program Management Office in the Department of Communities, Child Safety and Disability Services is continuing to examine implications of the NDIS for services provided by DET.	Cross-departmental responsibility, led by State Schools Division
Strategy	5.2 Ensure staff affected by the transition to the NDIS are engaged and supported and aware of new opportunities for employment under the scheme			
Actions	Year 2 Products/Activities 2015	Progress/Achievements	Stakeholder Engagement	Responsible Area
5.2.1 Develop and implement DET'S NDIS Transition Plan, including DET workforce strategy.	Implement DET NDIS transition plan including workforce readiness activities.	DET is in the process of reviewing its Agency Plan to ensure the commitments in its transition plan are current and reflect the recent developments, such as the early launch in Queensland to commence in early 2016. All	<p>DET NDIS Governance Group includes representation from all Divisions across the department.</p> <p>Regular updates provided to regional directors on the NDIS</p>	Cross-departmental responsibility, led by State Schools Division

		<p>Divisions across the department continue to lead relevant work required to prepare the department for the NDIS transition.</p> <p>The DET Governance and Assurance Working Group and departmental governance structures continue to monitor the DET NDIS readiness as per commitments in DET's Agency Transition Plan.</p> <p>Other Divisions have developed specific working groups to provide input into the key aspects of the transition planning.</p>	transition planning and progress on preparedness.	
Strategy	5.3 Maintain funding and services to people with disability, families and carers until the transition to the NDIS is completed in 2019			
Actions	Year 2 Products/Activities 2015	Progress/Achievements	Stakeholder Engagement	Responsible Area
5.3.1 Maintain quality service provision to students with disability in Queensland state schools throughout the transition to the NDIS.	<p>Provide information to schools and parents about services to be provided by the NDIS in schools.</p> <p>Maintain disability service provision and continue to make reasonable adjustments for all students who meet criteria (including NDIS-eligible students).</p>	<p>Information sessions held in various locations across the State as and when requested.</p> <p>Information about the NDIS early launch in North Queensland and further transition planning provided to schools.</p> <p>Work with the National Disability Insurance Agency (NDIA) and the</p>	<p>Information provided to schools regarding no change to their reasonable adjustment obligations irrespective of a student's NDIS eligibility. These obligations are under the Disability Standards for Education and <i>Disability Discrimination Act 1992</i>.</p>	State Schools Division

		Department of Communities, Child Safety and Disability Services is continuing to clarify a range of issues regarding the NDIS and education interface. This will ensure the quality of the service provision to students and children with disability is not compromised while NDIS transition is occurring.		
Strategy	5.4 Engage across government to promote understanding of ongoing responsibilities to improve access and inclusion in mainstream services such as education, health care, transport and housing			
Actions	Year 2 Products/Activities 2015	Progress/Achievements	Stakeholder Engagement	Responsible Area
5.4.1 Communicate with early childhood education and care providers, schools and school communities, and education and training providers regarding the NDIS and mainstream education services that will continue to be provided to support students with disability and their families.	Prepare key messages and engagement approaches relevant for each DET stakeholder group.	<p>The DET NDIS Communication and Engagement Plan aligns to the whole-of-government approach to stakeholder engagement and key messages to reflect the gradual transition of the NDIS in Queensland.</p> <p>Divisions across the department are developing their specific communication plans (as a sub-set of the departmental plan) to meet the needs of their diverse stakeholders.</p>	<p>A range of mechanisms have been established to support the communication and engagement activities regarding the NDIS. These include:</p> <ul style="list-style-type: none"> • establishment of a dedicated NDIS webpage • an NDIS Mail Box • an NDIS One Portal Page • regular messages and updates provided as the NDIS transition planning is progressing. 	Cross-departmental responsibility, led by State Schools Division
Priority 6	Enhance mainstream services and facilities to enable genuine choice and participation in areas including education, employment, health, justice services and housing			
Strategy	6.1 Improve capacity of early childhood, education and care, and education and training settings to meet the learning and development needs of children, young people and adults with disability			
NDS Outcome Area	Outcome Area 5: learning and skills			

Actions	Year 2 Products/Activities 2015	Progress/Achievements	Stakeholder Engagement	Responsible Area
6.1.1 Support kindergarten services to access professional development and special needs assistance to help in the delivery of inclusive programs and meet the needs of children with disability.	<p><i>Note: Years 2 (and 3) of the Disability Service Plan 2014-2016 do not include any products/activities for this Action.</i></p> <p><i>The product/activity listed for Year 1 was "Administer the Disability Support Funding Program".</i></p>	<p>Secured an additional \$14.2 million in State funding over four years to fund kindergartens to meet demand and build their capacity to deliver sustainable, inclusive programs.</p> <p>Supported over 551 children with disability to access and actively participate in kindergarten in 2015 through the Disability Support Funding (DSF) scheme.</p> <p>Developed a new funding program designed to provide additional support for children with complex multiple disability.</p> <p>Developed an innovative professional development package to support early childhood educators working with children with disability, significant development delay and complex social, emotional and behavioural needs.</p>	<p>Worked with stakeholders, service providers, families and the community to review the existing scheme and develop the new support and funding model.</p> <p>Continued proactive and targeted stakeholder engagement activities to support service providers working with children with disability.</p> <p>Delivered 29 face to face workshops as part of the roll out of the new professional development package.</p> <p>Sponsored targeted stakeholder engagement activities at both state and federal levels as part of the 2014 review of the Workforce Action Plan. Early childhood educators, peak bodies and cross agency representatives participated in surveys, workshops and forums.</p>	Early Childhood Education and Care Division
6.1.2 Provide kindergarten services with access to	Administer the Specialised Equipment and Resources Program.	Funded Noah's Ark Resource Centre to provide kindergarten	Worked with Noah's Ark to engage with a range of early	Early Childhood Education and Care Division

specialised equipment and professional resources to help children with disability or additional needs participate in their kindergarten program.		services with specialised equipment, professional resources and services for inclusion practices and enhanced educational outcomes for children with disability at no cost.	childhood staff, kindergarten services and non-government organisations to identify service delivery issues and opportunities. Noah's Ark promoted the Specialised Equipment and Resources for Kindergarten Services program at early childhood related conferences, networking events and other support activities across Queensland.	
6.1.3 Strengthen inclusive education in Queensland state schools to provide equitable opportunities for students with disability to access, participate and succeed in education.	Implement a funding model with resources being allocated directly to schools. Support the State Schools – Students with Disability Board. Review departmental website.	Funding for students with disability and behaviour, learning and guidance support will be provided directly to schools in 2016. The Board has met monthly. Review of the website is in progress.	Consultation through the State Schools – Students with Disability Board which includes Principal Associations, Queensland Teachers' Union and Regional Directors. Please note the name has changed to <i>State Schools – Operations Advisory Group</i> to reflect the inclusive engagement of students, i.e. not only students with disability. Internal stakeholder engagement.	State Schools Division
6.1.4 Promote and support inclusive training	Promote <i>VET Inclusive Learning: A Way Forward</i> and deliver online	Framework and online learning modules have been published on	Availability of the modules has been promoted to DET	Training and Skills Division

environments to enhance access to, participation in, and outcomes from, VET qualifications for learners with a disability, through the delivery of online modules to raise awareness and increase understanding of inclusive practices and VET <i>Inclusive Learning: A way forward.</i>	training modules.	the Training Queensland website. Completion of the modules continues to be promoted through pre-qualified supplier arrangements. Inclusive practice is embedded in the reintroduction of <i>Skilling Queenslanders for Work</i> which targets training for people who experience disadvantage.	pre-qualified suppliers throughout Queensland and through the Australian Disability Clearinghouse on Education and Training.	
6.1.5 Promote consistent understanding and practices for the monitoring and reporting on education outcomes of students with disability.	Continue use of support materials and tools including: <ul style="list-style-type: none"> • completing OneSchool enhancements • further Curriculum into the Classroom for students with disability materials. Implement the Nationally Consistent Collection of Data on School Students with Disability in all Queensland state schools.	OneSchool Student plan – deployed and enhancements ongoing. All Curriculum into the Classroom materials for students with disability have been completed and published. All Queensland state schools participated in the 2016 data collection.	Consultation with key departmental stakeholders through meetings. Internal stakeholder engagement. Face to Face workshops, telephone help desk and website information was provided to support schools' participation.	State Schools Division
6.1.6 Support whole of school approaches that effectively target resources to meet the needs of every student, through: <ul style="list-style-type: none"> • professional development for staff to enable them to address 	Continue delivery of materials and resources including: <ul style="list-style-type: none"> • Online Training Australia programs • Disability Standards for Education online training • complex case management • mental health hub of capability • OneSchool planning tool. 	Six Online Training Australia courses delivered with 9033 completions. Six Disability Standards for Education modules offered and 11,410 completions.	Ongoing network activities with regional lead tutors Quarterly national user group. Internal stakeholder engagement.	State Schools Division

<p>the learning needs of all students in state schools</p> <ul style="list-style-type: none"> • development of school-wide approaches for students requiring additional support to address a disability. 	<p>Deliver further supports/resources including:</p> <ul style="list-style-type: none"> • classroom pedagogy • Inclusivity mentor program • post-school transitions support. 	<p>Complex case materials reviewed and updated.</p> <p>Mental health hub in development.</p> <p>Student plan functionality deployed.</p> <p>Quality Schools, Inclusive Leaders teacher mentoring/coaching initiative completed. Report and case examples to be published in the Learning Place. Regional inclusion coach positions approved for 2016.</p>	<p>All relevant stakeholders reviewed content.</p> <p>Internal stakeholder engagement.</p>	
<p>6.1.7 Support rural and remote students with disability with financial assistance to access schools that provide the required support services.</p>	<p>Administer the Remote Area Disability Supplement of Living Away from Home Allowance Scheme to eligible students.</p>	<p>The Remote Area Disability Supplement continues to be included as a component of the Living Away From Home Allowance Scheme.</p> <p>The 2016 Remote Area Disability Supplement rate is set at \$7,412 p.a. per student following a recent increase of 6.5%. The 2015 Remote Area Disability Supplement rate was \$6,959.</p>	<p>Engagement with key stakeholders, including the Isolated Children's Parents Association and School Financial Services.</p>	<p>Corporate Services Division</p>
Strategy	6.2 Improve transition planning and pathways from school to post-school, further education, training and employment			
Actions	Year 2 Products/Activities 2015	Progress/Achievements	Stakeholder Engagement	Responsible Area
<p>6.2.1 Reduce barriers, make reasonable</p>	<p>Deliver:</p> <ul style="list-style-type: none"> • online transition to post-school 	<p>Five modules of online content in development.</p>	<p>Internal – reference group.</p>	<p>State Schools Division</p>

adjustments and establish best practice for transition planning, support and implementation through all stages of schooling for children and students with disability so they are able to access, participate and succeed in education on the same basis as their peers.	package <ul style="list-style-type: none"> contemporary practices, school to post-school transition course for students with disability to teachers and school transition officers. 	Senior phase decision-making resource in development.		
6.2.2 Implement Great skills. Real opportunities, a five-year action plan to reform the state's further education and training sector, which will work to improve pathways for school to employment including assisting young people with disability to make the most of their training opportunities.	Implement the Certificate 3 Guarantee to assist Queenslanders, including those with disability, to obtain a certificate 3 level qualification. Deliver the Community Learning program to support learners to gain qualifications up to certificate 3 level.	The Pre-Qualified Supplier Policy contains a range of measures to support the learning needs of students. These measures include access to foundation skills training where required and when appropriately identified, access to lower- level qualifications to support disadvantaged learners prior to undertaking a certificate III qualification. In both instances it is a requirement for the Pre-Qualified Supplier to develop training and support plans tailored to the individual student's circumstances and abilities. The Certificate 3 Guarantee and the Higher Level Skills programs also provide higher subsidies to support participation by disadvantaged learners. Community Learning was	The department provides access to free resources to support pre-qualified suppliers in implementing effective inclusive practice strategies consistent with the Queensland VET Inclusive Learning Framework- Inclusive Learning: <i>A way forward</i> . Availability of the modules has been promoted to pre-qualified suppliers throughout Queensland and also through the Australian Disability Clearinghouse on Education and Training.	Training and Skills Division

		delivered in 2014–2015 and has been replaced by <i>Skilling Queenslanders for Work</i> .		
6.2.3 Continue the operation of the VET Disability Support Service (VDSS) to support learners with disability participate in VET.	Make VET Disability Support Service available to Registered Training Organisations via the Training Queensland website.	<p>The VET Disability Support Service continued operation until 30 June 2014, replaced by Skills Disability Support on 1 July 2014. Skills Disability Support services are available to all DET pre-qualified suppliers in Queensland.</p> <p>187 learners have been supported through Skills Disability Support between 1 July 2014 and 30 October 2015.</p> <p>Information about Skills Disability Support is available on the Training Queensland website, including information for learners with disability.</p>	<p>Skills Disability Support has been promoted to DET pre-qualified suppliers and through requested presentations to regional offices and state-wide networks.</p> <p>In 2015, technology available through Skills Disability Support has been promoted through monthly newsletters to DET pre-qualified suppliers.</p>	Training and Skills Division
Strategy	6.4 Improve the capacity and accessibility of health services, including preventative services and health promotion to people with disability			
Actions	Year 2 Products/Activities 2015	Progress/Achievements	Stakeholder Engagement	Responsible Area
6.4.1 Support integrated early years services that provide vulnerable children and their families with early childhood education and care, parenting and family support and selected health services.	Continue to fund and support services to deliver integrated early years and health programs.	<p>Secured the future of Queensland's 10 Children and Family Centres with \$38.8 million in state funding over four years.</p> <p>Commenced work to establish seven new early years services across Queensland.</p>	<p>Delivered professional development workshops and networking events for service providers working in Family Support Hubs.</p> <p>Continued engagement with early years services through ongoing strategic meetings</p>	Early Childhood Education and Care Division

		Continued to fund non-government organisations to deliver integrated early childhood services through purpose-built facilities and mobile outreach services including 25 Child and Family Support Hubs and 10 Children and Family Centres.	<p>with centre managers and organisations.</p> <p>Continued to support Children and Family Centres and other remote services through regular communications and monitoring visits.</p> <p>Worked with service providers to develop a Results Based Accountability Framework to better measure the impact their service delivery has on the outcomes for children.</p>	
Priority 7	Promote genuine participation in the community			
Strategy	7.1 Increase opportunities to take part in and enjoy sports, tourism, arts, cultural and recreational activities			
NDS Outcome Area	Outcome Area 5: learning and skills			
Actions	Year 2 Products/Activities 2015	Progress/Achievements	Stakeholder Engagement	Responsible Area
7.1.1 Support access to vacation care programs for school-age children with disability in targeted regional areas.	Administer the Vacation Care Access Program.	Funded five Vacation Care Access services providing support to children with disability to participate in vacation care program.	<p>Worked with vacation care services to develop a Results Based Accountability Framework to better measure the impact their service delivery has on the outcomes for children.</p> <p>Continued to support services through regular</p>	Early Childhood Education and Care Division

			communication activities and service visits.	
7.1.2 Ensure key student and school-focused events, such as Creative Generation – State Schools Onstage and the Showcase Awards for Excellence, continue to encourage participation from individuals with diverse needs and their schools.	Celebrate diverse learners and encourage participation of individuals with diverse needs in school-focused events.	Students of all abilities auditioned and participated in <i>Creative – Generation State Schools Onstage</i> . In 2015 students who were deaf, students with Asperger’s Disorder and students with physical disability performed in the event. The Showcase Awards for Excellence in Schools continues to recognise schools that provide programs for students with diverse needs through The Village Roadshow Theme Parks Showcase Award for Excellence in Inclusive Education.	Worked with Deaf Services Queensland to provide interpreters for all <i>Creative Generation – State School Onstage</i> auditions, rehearsals and performances.	Community Engagement and Partnerships
Strategy	7.2 Improve accessibility of public places and spaces			
Actions	Year 2 Products/Activities 2015	Progress/Achievements	Stakeholder Engagement	Responsible Area
7.2.1 Consider accessibility issues for all people including those with disability, and the need for inclusiveness in the design of kindergartens, school buildings and other departmental workplaces. In particular, ensure access is adequate for the purpose and the amount of intended use, for example,	Develop tender and other construction documents associated with new builds that address accessibility issues in compliance with existing standards and legislation, ensuring that dignified, equitable, cost-effective and reasonably achievable access to buildings, and facilities and services within buildings, is provided for people with a disability.	Since May 2011, all DET Infrastructure projects have been designed and built to comply with “AS1428.1 - Design for Access and Mobility Part 1: General Requirements” which requires compliance for building matters such as door widths, corridor widths, contrasting colour schemes for vision impairment, provision of accessible toilets, circulation space around	Infrastructure projects are developed in conjunction with school and community groups to provide accessible access around school sites. Where required, Disability Access Consultants provide specialist advice on a project level to ensure compliant and equitable access is obtained.	Corporate Services Division

high-use school environments.		bathrooms, heights of tables, counters and benches and signage heights.		
Strategy	7.3 Provide government and public information in diverse languages and accessible formats, including formats that best meet the needs of Aboriginal and Torres Strait Islander people			
Actions	Year 2 Products/Activities 2015	Progress/Achievements	Stakeholder Engagement	Responsible Area
7.3.1 Provide kindergarten services with access to free interpreting support to facilitate kindergarten enrolment for families with low English proficiency.	Deliver translation and interpreting services.	Linked kindergarten services to the free Translating and Interpreting Service to support kindergarten participation of children from non-English speaking families.	Promoted availability of the Translating and Interpreting Service through factsheets and regular bulletins to services.	Early Childhood Education and Care Division
7.3.2 Provide parent information sheets about kindergarten services in braille and 31 languages.	Make translated parent information sheets available.	Supported parents to access information about kindergarten providing factsheets in braille and 34 languages.	Worked with Vision Australia to develop materials about kindergarten for people with visual impairment.	Early Childhood Education and Care Division
Strategy	7.5 Promote and provide access to communication and assistive technologies that are appropriate and affordable			
Actions	Year 2 Products/Activities 2015	Progress/Achievements	Stakeholder Engagement	Responsible Area
7.5.1 Provide assistive and information technologies and targeted professional development for teachers to support students with disability to access the Australian Curriculum and enhance student learning opportunities.	Continue availability of tools and resources developed through the assistive technology initiative as a sustainable regional model.	State-wide provision of JAWS and MAGiC software licences. Assistive technology activities continuing in each region.	Regional.	State Schools Division
7.5.2 Provide all teachers and students in Queensland state schools	Ensure relevant web-based resources and information is accessible for people with diverse abilities.	The Curriculum into the Classroom team has developed a range of resources to support a diverse	Principal's Associations Special Education Leaders Association	Corporate Services and State Schools Division

with access to a range of web-based teaching and learning resources, compliant with the Queensland Consistent User Experience Standard that can be used and adapted for those with diverse abilities.		<p>range of learners.</p> <p>The Learning Place has a range of teaching and learning resources to support students.</p> <p>OneChannel has partnered with a range of external organisations to provide online resources for staff and students.</p>	<p>Regions and Schools</p> <p>External providers including SPELD, Centacare, Autism Qld, Epilepsy Qld, Headspace, Family Planning and Ronald McDonald House.</p> <p>More Support for Students with Disability Project Team.</p>	
7.5.3 Investigate and trial a range of tools, including laptops, tablets, slates, applications and interactive white boards to improve access to, and participation in, education and training facilities and programs.	Investigate and trial tools aimed at improving access.	A range of innovative technologies are being trialled in special education units and special schools around the state in conjunction with the More Support for Students with Disabilities team.	<p>Regional Technology Managers</p> <p>Special Schools</p> <p>Special Education Units</p> <p>More Support for Students with Disability team.</p>	Corporate Services and State Schools Division
7.5.4 Undertake a review of the eLearning for special needs program to identify the benefits and implications of new mainstream technologies such as laptops and tablets in educational settings for promoting social inclusion and improving the educational experience and outcomes for students with disability.	Undertake research specified in outcomes from the program review.	<p>eLearning for special needs survey has been collated and will be sent in December 2015. Responses will inform the final report.</p> <p>Research and trials are underway in special schools in relation to new technologies.</p>	<p>State Schools</p> <p>Special Education Leaders Association</p> <p>Special School Principals.</p>	Corporate Services and State Schools Division
Other actions	Other actions (for example, policies and procedures; complaints mechanisms; staff attitudes and awareness raising; access to buildings; information and communication; and recruitment and retention).			

Actions	Year 2 Products/Activities 2015	Progress/Achievements	Stakeholder Engagement	Responsible Area
Establish a sub-committee of the Agency Consultative Committee available under clause 9.2 of the <i>State Government Departments Certified Agreement 2009</i> to review the participation of people with disability on consultative and advisory committees and make recommendations on ways to increase participation.	Review implementation of initiatives.	Participation by people with disabilities into consultative mechanisms to be incorporated as an agenda item and tabled for discussion at the Workforce Management Working Group Committee. The next meeting is scheduled for early December. It is anticipated that the Performance and Culture team within HR will: <ul style="list-style-type: none"> • present an overview of the Disability Service Plan and the specific action item that relates to consultative mechanisms • outline a proposed action plan to review participation on consultative mechanisms of people with a disability • gain agreement to report back to the committee at its next meeting on progress of the proposed action plan. 	Development of strategies to increase participation will require consultation and collaboration with unions and professional associations as an ongoing method.	Corporate Services Division
Celebrate the valuable contribution of employees with disability to enhance retention and career opportunities, within an inclusive work environment.	Promote the contributions of employees with disability aligned with relevant national events.	Employees with identified disabilities are supported through a number of initiatives: <ul style="list-style-type: none"> • Reasonable Adjustment Procedure and funding for specialist equipment and workplace modifications • Workplace Rehabilitation Procedure for temporary 	Human Resources continue to support schools and workplaces in identifying the appropriate supports and reasonable adjustments available for employees that identify with a disability. At the workplace level	Corporate Services Division

		<p>impairment and funding for specialist advice and equipment to support employees within the workplace</p> <ul style="list-style-type: none"> • broker financial assistance through the Federal Job Access program for staff with disabilities • structural modifications to buildings to enable access to facilities • flexible work practices. <p>DET is currently developing a Reward and Recognition Framework which proposes to include opportunities for recognition of inclusive workplace practices.</p>	<p>support is provided by supervisors to ensure employees with disabilities are accommodated and their contributions valued.</p> <p>DET also works closely with a number of internal and external stakeholders to provide support, services and equipment to employees with a disability including, Infrastructure Services Branch, Job Access, Vision Australia, Deaf Services Qld, MS Association, allied health professionals and specialist and general medical providers.</p>	
Work with Department of Communities, Child Safety and Disability Services to enhance recruitment, retention and career advancement for people with a disability.	Continue cooperation with the Department of Communities Child Safety and Disability Services to meet the needs of applicants who identify as having disability.	<p>Continuous review of recruitment, retention and career advancement activities to facilitate equity of access to employment.</p> <p>Maintain support assistance available to people with a disability to enable equity of access to employment and career advancement.</p>	<p>Department of Communities Child Safety and Disability Services.</p> <p>Job Access.</p>	Corporate Services Division
Review departmental website content to ensure feedback and complaint mechanisms are clearly outlined.	Undertake ongoing review of departmental processes and website.	Visible links to the 'contact us' section on the education and DET homepages. 'Feedback' link available on the 'contact us' page. Information on how to make a	All information and communication is developed in consultation with the NDIS project team and Department of Communities, Child Safety	Community Engagement and Partnerships

		complaint is accessible from the 'parent and careers page'.	and Disability Services. Other stakeholders such as Early Childhood Education and Care will also be updated when changes occur.	
Continue to promote and celebrate key external activities such as Disability Action Week.	Promote external disability related activities.	Community Engagement and Partnerships will continue to support the communication and promotion of key external activities that impact the department's clients and stakeholders when required.	Ongoing consultation channels will be used to provide and source information, and respond enquiries as required.	Community Engagement and Partnerships
Educate staff on effective communication strategies for employees, clients/stakeholders and visitors with disability by incorporating effective communication strategies into diversity training, in consultation with employees with disability and relevant associations.	Deliver updated diversity training.	DET has a Diversity Training Program, available to all employees which is designed to raise awareness of workplace diversity issues including disability awareness. During 2015 training module content was updated. A further review is scheduled to occur during 2016.	The Diversity Training Program is available to all DET employees.	Corporate Services Division
Make adjustments, such as flexible attendance, for adults and students caring for people with disability while their personal needs are recognised and their leadership capabilities encouraged.	Monitor departmental information for managers and principals, with continued reference to the Rights of Australia's Carers Statement.	DET employees with caring responsibilities have access to: <ul style="list-style-type: none"> • carers leave • flexible work arrangements through the work life balance procedure. 	Relevant employment conditions and HR policies are available on the DET website, which is accessible to all employees. All employees have access to the department's Employee Assistance Program services.	Corporate Services Division

			At a local level, the Human Resources team are proactive in supporting employees with appropriate carer's leave approvals.	
Implement systems that enable more informed decision making regarding movement of employees with disabilities, ensuring reasonable adjustments are implemented.	Review and update information systems to support informed decision making.	Information systems concerning the mobility of employees were reviewed to determine their effectiveness to inform and support the needs of employees with disabilities and updated accordingly (including the implementation of reasonable adjustments). This was completed in March 2015.	<p>Relevant employee unions including Qld Teachers' Union, Together, United Voice.</p> <p>Principal Associations DET Human Resource Branch DET Infrastructure Services Branch Job Access.</p>	Corporate Services Division