

DoE Disability Service Plan 2017–2020 — Supporting Actions

| Priority 1: Communities for all | | | | | |
|---|--|--|---|---|------------|
| Year 1 2017–2018 Activities/success measure | Year 2 2018–2019 Activities/success measure | Year 3 2019–2020 Activities/success measure | Overall measure | Responsible area | Comments |
| 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. | Continue to implement Disability Service Plan actions. | Continue to implement Disability Service Plan actions. | DoE participates and contributes to national communication strategies and activities. | Policy, Performance and Planning Division | WoG action |
| Action: Queensland Government Ministers act as champions with business, industry and organisational partners within their portfolio to raise awareness of disability and build partnerships and opportunities | | | | | |
| | DoE to enter into a partnership with JobAccess and work with Disability Employment Service Agencies. DoE to work with Autism Spectrum Disorder (ASD) support agencies to develop a pilot traineeship program. | Measure impact on recruitment of employees of all abilities and refine where required. | Information pack provided to Ministers to support development of partnerships. | Diversity, Culture and Engagement (HR) | WoG action |
| Action: Encourage Local Governments, non-government organisations and businesses to develop disability access and inclusion plans and use processes to engage with people with disability in the design and delivery of services | | | | | |
| | Correspondence to be sent to non-state school governing bodies advising them that they may wish to consider developing disability access and inclusion plans in support of the State | | Correspondence sent to non-state schooling governing bodies. | Policy, Performance and Planning Division | WoG action |

| | | | | | | |
|---|--|---|--|--|---|------------|
| | Disability Plan. Publish OIR/DoE DSP on the WorkSafe website as a guide for business. | | Continue to update OIR/DoE DSP and provide updates on DSP outcomes and achievements on the WorkSafe website. | Publish OIR/DoE DSP and provide updates on outcomes and achievements on the WorkSafe website. | Office of Industrial Relations | |
| Action: Promote uptake of the Companion Card Program by businesses, including Queensland Government venues and events | | | | | | |
| | Publish a link to the Queensland Government Companion Card website on the Queensland Government Events Page – Education. | | | Increase the awareness and uptake of the Companion Card Program. | Early Childhood and Community Engagement Division | WoG action |
| 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. | Ongoing | Ongoing | | 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 | WoG action |
| 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. | Implementation of new Inclusive Education Policy Statement. | Collection of feedback from stakeholders on Inclusive Education Policy Statement. | | Publication and promotion of new Inclusive Education Policy. | State Schools Division | |

| | | | | | |
|--|--|---|---|---|--|
| Review and develop information for 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> . | Promotion and distribution of materials to schools. | Ongoing Development of specific guideline for making reasonable adjustments at the time of recruiting. | Publication of reasonable adjustment requirements. Ongoing training as part of workforce strategy. | State Schools Division Early Childhood and Community Engagement Division Diversity, Culture and Engagement (HR) | Reference to ECCE services is New New |
| Develop guidance for DoE business areas when reviewing policies, procedures and guidelines on inclusive practices and legislative requirements. | Work across DoE to ensure policies, procedures and guidelines incorporate inclusive practices as part of ongoing business improvement processes. | Ongoing Development of all Abilities Workforce Strategy and associated guidelines. | Departmental policies, procedures and guidelines progressively reviewed to ensure inclusive practices are embedded. Ongoing training and cultural awareness materials developed. | State Schools Division Policy, Performance and Planning Division Diversity, Culture and Engagement (HR) | New |
| Commence the review of the policy for enrolment in Special Schools. | Implementation of the revised policy for enrolment in Special Schools. | Review of the policy for enrolment in Special Schools. | Policy for enrolment in Special Schools reviewed every two years. | State Schools Division | |
| | Work across OIR to ensure policies, procedures and guidelines incorporate inclusive practices as part of ongoing business improvement processes. | Ongoing | | Office of Industrial Relations | New |

| 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. | Ongoing | Ongoing | 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. | Ensure tender and other construction documents for new builds include accessibility requirements. | Review accessibility requirements in tender and other construction documents for new builds. | 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. | Ensure that the use of new documentation is embedded and adopted in all DoE procurement and purchasing activities. | Review documentation and compliance with policy, spot checks and feedback from suppliers. | Tender and other procurement documentation includes updated compliance section and revised contractual terms and conditions are employed. | Corporate Services Division | New initiative in 2018 |
| Ensure DoE websites continue to provide accessible information for the community. | Review currency of DoE websites for accessibility for people with disability. | Ongoing | Links to the National Relay Service and Translating and Interpreting Service (TIS National) on the DoE website. Compliance of key content to Web Content Accessibility Guidelines 2.0. | Corporate Services Division | |
| Provide access to language translating and communication services. | Ongoing | Ongoing | Links to National Translation and Interpretation service available on DoE websites. | Early Childhood and Community Engagement Division | |

| | | | | | |
|---|---|---|--|--------------------------------|----------|
| Review of OIR engagement of interpreter services procedures. | Ongoing | Ongoing | Interpreter services processes are reviewed. | Office of Industrial Relations | New |
| OIR to supply Queensland Interpreter Cards, staff cards and posters to all OIR offices. | Ongoing | Ongoing | Cards and posters are displayed where appropriate. | Office of Industrial Relations | New |
| Develop a communication strategy to ensure all OIR staff know their obligations for providing translating and communication services. | Implement communications in line with strategy to ensure OIR staff know their obligations for providing translating and communication services. | Ongoing | Communication strategy developed and implemented. | Office of Industrial Relations | New |
| Ensure WorkSafe website provides accessible information for Queensland business and workers. | Review currency of WorkSafe website for accessibility for people with disability. | Ongoing | Links to National Relay Service on WorkSafe website. | Office of Industrial Relations | New |
| 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. | Information provided to business areas on service and options available to staff. | Ongoing provision of support to business areas. Development of the All Abilities Workforce Strategy and associated guidelines. | 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. | Implement the revitalised strategy. | Ongoing promotion of the strategy. | Publication of strategy. | State Schools Division | Complete |
| Work with key agencies to develop information tailored for the families of Aboriginal and Torres Strait islander students | Provide information packages to schools for use with families. | Support schools to use the information packages for families. | Parent information packages published and promoted to schools. | State Schools Division | |

| | | | | | |
|---|---|---|--|---|-----|
| with disability. | | | | | |
| Ensure inclusion of students with disability in Creative Generation - State Schools Onstage and other DoE cultural activities. | Ongoing | Ongoing | Participation of students with disability. | Early Childhood and Community Engagement Division | |
| Recognise and promote excellence in inclusive education for students with disability through the Showcase Award for Excellence. | Ongoing | Ongoing | Schools recognised through Showcase Award for Excellence. | Early Childhood and Community Engagement Division | |
| Develop guidance and support for business units across OIR to identify options for assistive technology in the workplace. | Information provided to business areas on service and options available to staff. | Ongoing provision of support to business areas. | Access to assistive technology for staff. | Office of Industrial Relations | New |
| 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. | Ongoing | Ongoing | Issues are identified and reported to OIR Health, Safety and Wellbeing Committee or building maintenance for resolution. | Office of Industrial Relations | New |
| 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. | Ongoing | Ongoing | Gap analysis undertaken and adjustments identified are implemented. | Office of Industrial Relations | New |

Priority 2: Lifelong learning

| Year 1 2017-2018 Activities/success measure | Year 2 2018-2019 Activities/success measure | Year 3 2019-2020 Activities/success measure | Overall measure | Responsible area | Proposed action for new DoE DSP |
|--|--|--|---|---|---------------------------------|
| 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. | Ongoing | Ongoing | 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. | Ongoing | Ongoing | Services accessing the program. | Early Childhood and Community Engagement Division | |
| Provide kindergartens with free access to specialised equipment and professional resources. | Ongoing | Ongoing | Services accessing support. | Early Childhood and Community Engagement Division | |
| Subsidise industry endorsed skill sets under the Higher Levels Skill Program. | Ongoing | Ongoing | Educators accessing program. | Early Childhood and Community Engagement Division | |
| Provide sessional kindergartens with free access to translating and interpreting services. | Ongoing | Ongoing | 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. | Ongoing | Ongoing | 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. | Ongoing | Ongoing | Implementation of recommendations. | State Schools Division | |
| Provide assistive and information technologies support materials and targeted professional development to improve student access to learning. | Ongoing | Ongoing | Assistive and information technologies support materials and targeted professional development provided. | State Schools Division | |
| <p>Review suite of behaviour management procedures to incorporate differentiation in teaching and learning including:</p> <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. | Communication and professional development to support implementation of revised procedures. | Ongoing | <p>Disaggregated school disciplinary absence data for students with and without disability.</p> <p>Departmental measurement and monitoring of restrictive practices in schools.</p> | State Schools Division | |
| Trial implementation Positive Behaviour for Learning (PBL) with fidelity and identify PBL Demonstration Schools. | Review and update PBL professional development products and train regional coordinators. | Ongoing PBL conference held. | PBL demonstration schools operating. | State Schools Division | |

| | | | | | |
|--|---|--|--|------------------------|-------------------------------|
| | Evidence-Based Classroom Management guide and coaching package for school leaders released. | | | | |
| Build the confidence and capability of school staff to include and engage all students through professional learning, coaching and online resources and information. | Ongoing | Ongoing | Provision of evidence-based professional learning, advice and resources. | State Schools Division | |
| 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 | | | | | |
| Consult stakeholders on the education and vocational training program at the Adolescent Extended Treatment Facility (AETF). Review current programs into a statewide continuum of educational delivery. | Implement two-day programs at Logan and Gold Coast locations. Embed statewide educational continuity for all students in education programs in hospital/health settings. | Open a new Adolescent Extended Treatment Facility (AETF) at Prince Charles Hospital, with education and vocation training programs for adolescents with severe and complex mental health conditions. | Information on implementation included in DoE Annual Report. | State Schools Division | DoE led Qld Government action |

Priority 3: Employment

| Year 1 2017-2018 Activities/success measure | Year 2 2018-2019 Activities/success measure | Year 3 2019-2020 Activities/success measure | Overall measure | Responsible area | Proposed action for new DoE DSP |
|---|---|---|---|--|---|
| 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). | Ongoing New EEO form to be released July 2018. | Ongoing Measure and monitor uptake and cultural change. | Proportion of people with disability employed in the Queensland Public Sector workforce increases towards eight per cent by 2022. | Diversity, Culture and Engagement (HR) | |
| Review recruitment practices to promote accessibility for people with a disability and support recruitment through partnering with the National Disability Recruitment Coordinator. | Ongoing Partnership to commence 1 July 2018. Development of All Abilities Workforce Strategy and associated guidelines. | Ongoing Measure impact and develop ongoing training and awareness materials. | | | |
| Develop flexible work policy and guidelines, with reference to employees with a disability and the Department's Reasonable Adjustment Procedure. | Implement DoE's flexible work policy and guidelines, with reference to employees with a disability. New Flexible by Design Toolkit and cultural change program to be launched in 2018. | Monitor DoE's flexible work policy and guidelines, with reference to employees with a disability. Measure impact and develop training and awareness materials. | | | |
| Promote accessibility for staff with disability in leadership and development processes. | Ongoing Development of All Abilities Workforce Strategy and associated guidelines. | Ongoing Measure and monitor uptake and cultural change. | | | |
| Review flexible work policies and procedures to be inclusive and | Implement any changes to flexible work policies and procedures to be | Monitor OIR's flexible work policies and procedures to be | | | The proportion of people with disability employed |

| | | | | | |
|---|--|--|---|--|-----|
| accommodating of people with disability. | inclusive and accommodating of people with a disability. | inclusive and accommodating of people with a disability. | in the Queensland Public Sector will reach eight per cent by 2022. | | |
| Review job advertising and applicant processes, including how and where jobs are advertised, and communication that OIR is an inclusive employer. | Provide options for unconscious bias training for job selection panel members and hiring managers. Review of job advertisement processes. | Regular provision of training. Review of job advertisement processes. | Policies reviewed and amended. | | New |
| 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. | Regular provision of training. Disability Awareness Training delivery to commence in September 2018. | Ongoing | Proportion of people with disability employed in the Queensland Public Sector workforce increases towards eight per cent by 2022. | Diversity, Culture and Engagement (HR) | |
| Promote diversity and the success of staff with disability in delivering educational outcomes. | Ongoing "We all Belong" Framework to be launched in July 2018. | Ongoing Measure and monitor success and develop additional cultural change materials as required. | | | |
| Launch and implement the DoE Diversity and Inclusion Framework, including awareness sessions and messaging to all employees. | Ongoing | Ongoing | | | |
| | Launch and implement the OIR Diversity and Inclusion Policy, including awareness sessions and messaging to all employees. | Ongoing | Proportion of people with disability employed in the Queensland Public Sector workforce increases towards eight per cent by 2022. | Office of Industrial Relations | New |
| | Promote diversity and success of staff with disability through internal leadership development programs. | Ongoing | | | New |

| 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. | Roll-out of training across central office. Disability Awareness Training delivery to commence in September 2018. | Roll-out of training across regional offices | Staff accessing disability awareness training. | Diversity, Culture and Engagement (HR) | |
| Support DoE workplaces to make reasonable adjustments to enhance the working environment for staff with disability including improving physical environment. | Provide guidance and advice to leaders and managers on options for improving workplace access. Specific guidelines developed. | Ongoing | Reasonable adjustments made for staff with disability. | | |
| Support OIR workplaces to make reasonable adjustments to enhance the working environment for staff with disability including improving physical environment. | Provide guidance and advice to leaders and managers on options for improving workplace access. | Ongoing | Reasonable adjustments made for staff with disability. | Office of Industrial Relations | New |
| OIR to review ethics training to include the obligations and expectations of staff working with people with disability and their carers. | Delivery of ethics training inclusive of obligations and expectations of OIR staff working with people with disability and their carers. | Ongoing | Annual ethics training includes content regarding awareness and staff obligations around disability and carers. | | New |
| | Facilitate inclusive work practices by developing disability awareness training for OIR workplaces to improve understanding. | Roll-out training across regional offices, and then central offices. | OIR frontline staff completed disability awareness training. | | New |
| Action: Encourage innovation and inclusion of employees with disabilities and carers in Safe Work Month Awards and associated events | | | | | |
| | Include speakers and awards category in Safe Work Month Awards and associated events that | | Innovation and inclusion of employees with disabilities and carers | Office of Industrial Relations | New |

| | | | | | |
|--|---|--|---|--|--|
| | encourage innovation and inclusion of employees with disabilities and carers. | | are included in Safe Work Month Awards and associated events. | | |
|--|---|--|---|--|--|

Priority 4: Everyday services

| Year 1 2017-2018 Activities/success measure | Year 2 2018-2019 Activities/success measure | Year 3 2019-2020 Activities/success measure | Overall measure | Responsible area | Proposed action for new DoE DSP |
|---|---|--|---|---|---------------------------------|
| 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. | Monitor implementation issues to ensure continuity of service for students with disability. | Ongoing | 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. | Ongoing | Ongoing | | | |
| Support students with disability and their families who are transitioning from school to be aware of the NDIS. | Ongoing | Ongoing | | | |
| Provide information to the early childhood sector about potential impacts of the NDIS for ECEC services. | Ongoing | Ongoing | Outcomes are consistent with the Queensland NDIS bilateral agreement. | Early Childhood and Community Engagement Division | New |
| 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 | Distribute information to schools and parents. | Ongoing | Parent information packages published. | State Schools Division | |

| | | | | | |
|---|---------|---------|------------------|------------------------|--|
| strengthen connections between families and schools. | | | | | |
| Review processes that support parents and families to partner with schools and regions to resolve issues and/or concerns. | Ongoing | Ongoing | Parent feedback. | State Schools Division | |

Priority 5: Leadership and participation

| Year 1 2017-2018 Activities/success measure | Year 2 2018-2019 Activities/success measure | Year 3 2019-2020 Activities/success measure | Overall measure | Responsible area | Proposed action for new DoE DSP |
|---|--|--|--|--------------------------------|---------------------------------|
| 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. | Ongoing | Ongoing | 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 | WoG action |
| Develop a strategy to engage with experts and key stakeholders in inclusive education. | Consultation with experts and people with disability strengthened across DoE business areas. | Ongoing | Implementation of the engagement strategy. | State Schools Division | |
| Promote the inclusion of people with disability on State Government boards, steering committees and advisory boards. | Ongoing | Ongoing | 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. | Ongoing | Ongoing | Feedback from consultation with people with disability in the implementation of DSP actions. | Office of Industrial Relations | WoG action |
| Promote the inclusion of people with disabilities on departmental steering and advisory committees. | Ongoing | Ongoing | Appointment of people with disability to steering and advisory committees. | | New |

| 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. | Ongoing | Ongoing | 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. | Ongoing | Ongoing | All leadership programs include disability and inclusion content. | | |
| Incorporate disability and inclusion leadership content into existing leadership programs. | Ongoing | Ongoing | | | |
| Build the capacity of Heads of Special Education Services to support evidence-based practice. | Ongoing | Ongoing | 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. | Ongoing | Ongoing | All leadership programs include disability and inclusion content. | Office of Industrial Relations | New |
| 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. | Promote communication materials and identify further network opportunities to share good practice and outcomes of inclusive practices. | Ongoing | 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 practices | Implementation of amended induction processes to include reasonable adjustment content. | Ongoing consultation and development of support for beginning teachers. | Teacher feedback. | Corporate Services Division | |

| | | | | | |
|--|--|--|--|--|--|
| <p>through improved induction processes including Essential Skills Professional Development, Teacher Education Centres of Excellence (TECEs) and Professional Learning Hubs.</p> | | | | | |
|--|--|--|--|--|--|