



# Disability Access and Inclusion Plan 2023–2027

## Acknowledgement of Country

Kaya. The School Curriculum and Standards Authority (the Authority) acknowledges that our offices are on Whadjuk Noongar boodjar and that we deliver our services on the country of many traditional custodians and language groups throughout Western Australia. The Authority acknowledges the traditional custodians throughout Western Australia and their continuing connection to land, waters and community. We offer our respect to Elders past and present.

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School Curriculum and Standards Authority

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Our DAIP is available in alternative formats on request from the Authority on 9273 6340 or [info@scsa.wa.edu.au](mailto:info@scsa.wa.edu.au). This document is available on our website at [www.scsa.wa.edu.au](http://www.scsa.wa.edu.au).

## Message from the Board Chair

The School Curriculum and Standards Authority (the Authority) *Disability Access and Inclusion Plan 2023–2027* (DAIP) demonstrates our commitment to and framework for fulfilling the Authority's obligations under the *Disability Services Act 1993*. We aim to provide all persons with disability with the same opportunities and choices in accessing and using the Authority's facilities and services that are comparable to other persons without disabilities.

We are committed to create an accessible and inclusive environment in delivering the Authority's functions outlined in *the School Curriculum and Standards Act 1997*. The Authority's values of integrity, fairness, equity, transparency and respect are documented in the *Board of the School Curriculum and Standards Authority Strategic Plan 2021–2023* (Strategic Plan).

Our strategic plan sets out the goals that the Authority is working to deliver. Disability access and inclusion as outlined in this DAIP is most closely aligned with our goal to *actively promote a high level of community confidence in the Western Australian Curriculum and Assessment Outline and the Western Australian Certificate of Education through conduct and stakeholder engagement that is ethical, transparent and in the public interest*.

The Authority's DAIP documents our approach to access and inclusion, and lists specific initiatives and outcomes across the seven principles relating to services and events, information, office accommodation, quality of service, complaints, consultation processes, and engagement of individuals to deliver the Authority's functions. It builds on the successes achieved reported annually through the life of the previous plan.

I acknowledge the contribution of the Western Australian community, the Authority's stakeholders, Department of Communities staff, Department of Education staff and relevant disability service organisations in developing this plan. Your valuable input and feedback during the DAIP development and consultation process has helped to improve the experiences of people with disability in accessing the Authority's services, programs and facilities.

I ask all individuals engaged in delivering the Authority's functions or acting on behalf of the Authority to embrace our commitment to improving the inclusion of people with disability and access to services and information.

**Mrs Pauline White**

**Board Chair**

**School Curriculum and Standards Authority**

## 1.0 Introduction

The School Curriculum and Standards Authority (the Authority) is an independent statutory authority responsible to the Western Australian Minister for Education. It is administered by a seven-member board appointed for their expertise in education and assessment.

Responsible for implementing the *School Curriculum and Standards Authority Act 1997* (the Act), the Authority's role is to:

- develop and accredit school curriculum
- assess student achievement in relation to the curriculum through the administration of
- standardised testing and Australian Tertiary Admission Rank (ATAR) course examinations
- certify senior secondary achievement
- report on the standards of student achievement.

The Authority's work is supported by a secretariat provided by the Department of Education (the Department).

### Operational Structure

The School Curriculum and Standards Division (SCS Division) of the Department delivers the Authority's legislated functions. The Director General of the Department holds the position of Chief Executive Officer (CEO) of the Authority under section 20 of the Act and Part 3 of the *Public Sector Management Act 1994*.

Under section 17 of the Act, the Board has delegated some of its powers to a specific officer of the Department, i.e. the Executive Director, School Curriculum and Standards (Executive Director, SCS). In exercising the delegations of the Board, the Executive Director, SCS is accountable to the Board. In exercising all other functions, the Executive Director, SCS is accountable to the CEO of the Department.

The Authority does not employ staff directly. Under a service level agreement, the Authority has arranged with the Department to use employees of the Department to deliver its functions. Employment practices are guided by the Department's policies and processes.

The SCS Division staff are bound by the Department's policies and procedures, including the *Department of Education Disability Access and Inclusion Plan 2018–2023* and the Department's Code of Conduct.

The Authority's purchasing is undertaken by the Division staff. Suppliers are contracted following the Department of Finance and Department of Education policies for procurement and contract management. The Division staff are encouraged to consider Aboriginal business and Australian Disability Enterprises to support diversity and benefit the WA Community.

### Policy Statement

The *School Curriculum and Standards Authority Strategic Plan 2021–2023* articulates the Authority's strategic directions, including its vision, values and goals.

The plan has three strategic priorities:

- curriculum, assessment and standards
- examinations, testing and certification
- communication, engagement and partnerships.

The Authority will seek regular feedback on its performance against the Strategic Plan and use the information to improve its approaches, policies and procedures.

### Our vision

To provide quality curriculum, assessment and standards of achievement for all students studying the Western Australian curriculum so that they become confident, creative individuals, successful lifelong learners and active, informed members of the community.

### Our values

- Integrity
- Fairness
- Equity
- Transparency
- Respect

All individuals employed, appointed or otherwise engaged to work for the Authority are provided with a copy of the Authority's Code of Conduct to read, understand, sign and return to the Authority.

The Code of Conduct directs individuals to behave in a way that ensures the Authority workplace is free from all forms of discrimination and informs them that it is illegal to discriminate on grounds of impairment or disability. It states that:

Authority staff should behave in a way that ensures that the workplace is free from all forms of harassment and discrimination. It is illegal to discriminate on the grounds of gender, marital status, pregnancy, age, ethnic or national origin, physical or intellectual impairment, sexual preference or religious or political convictions, irrelevant criminal record and family carer's responsibility. In particular, the Authority does not tolerate bullying in any form.

The Code of Conduct is reviewed and updated annually.

### Our stakeholders

The Authority serves:

- students and teachers from Kindergarten to Year 12 in every school in Western Australia
- students and teachers in international schools using the Western Australian curriculum by arrangement with the Authority
- parents, school administrators and bodies representative of the school sector/systems, including the Association of Independent Schools of Western Australia, Catholic Education Western Australia, the Department of Education, preschools and early learning centres, home educators, Technical and Further Education (TAFE) institutions, universities, national education authorities and the community of Western Australia.

Opportunities for community consultation occur through committees, working parties and other forums. Members of the public (including students, parents, teachers, staff of tertiary institutions, employers and interested members of the public) may be affected by the decisions of the Authority in the areas of curriculum provision, syllabus changes, certification, assessment procedures and tertiary entrance examinations. All stakeholders can provide feedback and comments to the Authority via email to [info@scsa.wa.edu.au](mailto:info@scsa.wa.edu.au), by telephone on 08 9273 6300 or in person by visiting the Authority office at Level 2, 303 Sevenoaks Street, Cannington, Western Australia.

## 2.0 Development

Our DAIP is intended to benefit all people including, but not limited to, people with disability, the elderly, the young, and people from culturally and linguistically diverse backgrounds. The Authority considered previous DAIP strategies, outcomes, and research into good practice in access and inclusion in developing its DAIP 2023–2027.

The *Disability Services Act 1993* sets out the minimum consultation requirements for public authorities in relation to the DAIP. For the purposes of section 28(10) of the *Disability Act*, the Authority conducted a DAIP survey inviting all people with disability, families, carers, and disability organisations to provide feedback into the development of DAIP. The DAIP survey was designed to evaluate the performance of the previous DAIP and provided stakeholders with the opportunity to provide feedback by writing or emailing the Authority.

To enable external consultation with and reach all Authority stakeholders, a public notice with a link to the survey was placed in the *West Australian* on 2 February 2023. The survey was also made available via the Authority website and social media page (Facebook). Direct promotion to key stakeholders was achieved through the Authority’s K–10 and Year 11 and 12 eCirculars. The survey was strictly confidential and did not ask respondents for identifying details.

Internal consultation included feedback from the Authority Board, Executive Group, Management Group and staff involved in the delivery of the Authority’s functions. Each business area was given the opportunity to consider and propose actions to support each of the seven DAIP outcome areas in their operations.

The consultation process outlined above did not indicate any significant gaps in the Authority’s DAIP. Therefore, the focus of DAIP 2023–2027 is on maintaining existing strategies as well as introducing new priorities to align with the Authority’s desire to remain vigilant and respond to any emerging areas lacking in access and inclusion support.

## 3.0 DAIP Strategies

The Authority strategies to achieve the seven DAIP outcomes are detailed in Appendix 1. There are seven DAIP outcomes which the Authority seeks to achieve.

**Outcome 1: Services and events.** People with disability have the same opportunities as other people to access the services of, and any events organised by, the Authority.

**Outcome 2: Buildings and facilities.** People with disability have the same opportunities as other people to access the buildings and other facilities of the Authority.

**Outcome 3: Accessible information.** People with disability receive information from the Authority in a format that will enable them to access the information as readily as other people are able to access it.

**Outcome 4: Service.** People with disability receive the same level and quality of services from the staff of the Authority as other people receive from the staff of the Authority.

**Outcome 5: Complaints.** People with disability have the same opportunities as other people to make complaints to the Authority.

**Outcome 6: Consultation.** People with disability have the same opportunities as other people to participate in any public consultation by the Authority.

**Outcome 7: Employment.** People with disability have the same opportunities as other people to obtain and maintain employment with the Authority.

## 4.0 Implementation

Implementation is the responsibility of all staff and individuals engaged in the delivery of the Authority's functions. The Authority's DAIP identifies 23 actions in support of the seven DAIP strategies and outcomes. Implementation of those actions will be achieved through the following measures:

- the DAIP will be promoted to all individuals engaged in the delivery of the Authority's functions, so they are aware of their responsibilities in implementing the 23 actions in support of the DAIP strategies in this plan
- the DAIP Working Group will meet three times a year to monitor and review the progress of the implementation of the strategies identified in this DAIP
- all SCS Division staff, including casual and contract staff, will be advised of their obligations to implement the DAIP and demonstrate their understanding and acceptance via signing the Authority's Code of Conduct
- relevant DAIP actions will be assigned to specific roles and/or business areas, and implementation responsibilities documented in individual performance planning documents.

A progress report on the DAIP implementation will be submitted to the Department of Communities at the end of each financial year for the life of the plan.

The Authority will also include an update in the Authority's Annual Report produced each financial year.

## 5.0 Promotion and Communication

The Authority takes an active approach to ensure staff delivering the Authority services are aware of the DAIP and contribute to the success of the DAIP. These initiatives are detailed in Section 4.0 with further strategies noted in the Appendix.

Staff involved in the delivery of the Authority's functions are inducted in the DAIP on commencement. Articles to promote the DAIP are published on the Authority's intranet to remind staff of their responsibilities and the requirement to apply the DAIP strategies when applicable in providing Authority services.

The DAIP 2023–2027 is published on the Authority website, with copies made available in alternative formats on request.

The DAIP will be promoted to schools through the Authority’s eCirculars. On release of the DAIP, alerts will be published in the news section of the Authority website and via its social media platform (Facebook).

## 6.0 Review and Reporting

The Authority (as the Curriculum Council) developed its inaugural DAIP in 2008 to address the barriers and opportunities for people with disability to access the Authority’s services, events and facilities. The Authority DAIP is renewed every five years. The implementation of this DAIP and future DAIP development will continue to be informed by the *Disability Services Act 1993*, the *State Disability Strategy 2020–2030* released in December 2020, and stakeholder engagement and feedback.

The DAIP implementation progress is reviewed annually, with a progress report submitted to the Department of Communities in July each year. Some of our key achievements in access and inclusion to date are included here:

- Disability adjustment guidelines: the Authority recognises that access to timed assessments could be significantly affected for students with a diagnosed disability, impairment or medical condition. Adjustments may need to be made for these students to access the assessment equitably. The *Equitable Access to Assessment Policy*, published on the Authority website, provides a summary of the adjustments that may be appropriate for a particular student in the National Assessment Program – Literacy and Numeracy (NAPLAN), Online Literacy and Numeracy Assessment (OLNA), externally set tasks (ESTs), school-based timed assessments for courses and ATAR course examinations. Details about how to apply for adjustments for the various assessments are available to schools on the Authority website. Adjustments may include rest breaks, extra working time, special format papers (such as braille or large print) and the use of assistive technology.
- Special educational needs: some students with special educational needs require modifications or adjustments to their learning programs and assessments to access the curriculum equitably. The Authority provides a range of support for students with special educational needs. These are students who have been identified as having a disability recognised under the *Disability Discrimination Act 1992* and who, as a consequence of their disability, cannot access the ATAR, General or Foundation course content with adjustment and/or disability provisions or require modified and/or independent education plans. If enrolled in ATAR, General or Foundation courses, the achievement of these students should be reported against the achievement standard of the course. In Years 11 and 12, Preliminary courses are designed to accommodate the broad range of abilities of students with special educational needs. They allow for adapted approaches to teaching and learning. This supports students to access learning they need to develop essential skills.
- Vocational education and training (VET): the Authority continues to make provisions that will assist candidates who have a permanent or temporary disability to demonstrate their knowledge, understanding and skills in the VET Awards process. Adjustments were made during VET Awards interviews to provide additional time for students who required an

oral/Auslan interpreter. Schools can seek permission from the Authority to have achievements in VET units of competency (achieved through VET credit transfer/ VET qualifications) contribute towards the Western Australian Certificate of Education (WACE) for Year 8 or Year 9 students who are accessing VET as part of an individual education plan (IEP). This is to support students who have special learning needs.

- Authority policy and disability access inclusion planning: the Authority advocates inclusion in curriculum. Schools and teachers are encouraged to adopt and apply the three principles:
  - eliminate, as far as possible, discrimination against persons on the ground of disability in the area of education and training
  - ensure, as far as practicable, that persons with disabilities have the same rights to equality before the law in the area of education and training as the rest of the community
  - promote recognition and acceptance within the community of the principle that persons with disabilities have the same fundamental rights as the rest of the community.
- The principles focus on the provision of a school and class environment that is intellectually, socially and physically supportive of learning. The principles assist whole-school planning and individual classroom practice. The *WACE Manual* provides principles and common practices to address special needs in schools. The Principles of Assessment are mandated for all learning in schools from Pre-primary to Year 12, with fairness stipulated in the design of all assessments; assessment must take into account the diverse needs of students and not discriminate on grounds that are irrelevant to learning. More specifically, assessment must be equitable with regard to gender, disability, background language and socio-economic status.
- The Authority has developed Preliminary courses for teaching and learning in senior school specifically for students with special needs or a recognised disability. The *Pre-primary to Year 10: Teaching, Assessing and Reporting Policy* encourages schools to develop modified curriculum (for example, gifted and talented students, students with disability and additional learning needs, and students for whom English is an additional language/dialect), negotiate any variation to the Western Australian curriculum with the student and their parents/carers, and document the decisions made (for example, a documented individual education plan and documented learning plan).
- ABLEWA – abilities-based learning education, Western Australia: the Authority provides a curriculum that is inclusive of students' individual strengths and needs in order for every child in Western Australian schools to achieve their full potential. The ABLEWA resources include curriculum materials and an assessment tool (ABLES) that supports teachers to plan for the teaching and learning of students with disability and additional learning needs who are unable to access the P–10 curriculum. The ABLEWA curriculum for all learning areas, other than Languages, is integrated into the *Western Australian Curriculum and Assessment Outline* as Stages A to D and includes Scope and Sequence documentation.
- The Kindergarten to Year 10 – Resources section of the Authority website (<https://k10outline.scsa.wa.edu.au/home/resources/ablewa>) includes the following resources:
  - The ABLES Assessment Tool, which assists Western Australian teachers to create high-quality targeted classroom programs by applying the tool to identify their students' readiness to learn across the seven learning domains (Critical and Creative Thinking,

Digital Literacy, English – Reading and Writing, English – Speaking and Listening, Mathematics, Movement and Physical Activity and Personal and Social Capability). The Online Professional Learning Course comprising five modules, each focussing on a specific element of the ABLEWA suite of resources, assists teachers to effectively implement the ABLES Assessment Tool and ABLEWA curriculum.

- The ABLEWA Content Descriptions, Elaborations and Achievement Standards for all seven learning domains plus the individual contexts for Technologies and The Arts support teachers in their planning.
- The Western Australian P–10 curriculum, together with the ABLEWA Stages A to D curriculum and associated resources, may be used by teachers in designing teaching and learning programs for students with disability and additional needs.  
Note: the ABLES materials were developed by the Victorian Department of Education and Training and the Victorian Curriculum and Assessment Authority and used under Creative Commons Attribution - NonCommercial - ShareAlike 3.0 Australia licence.
- Website inclusion: all Western Australian government websites are required to meet the *Equal Opportunity Act 1984* and comply with the Western Australian Government’s Accessibility and Inclusivity Standard. This requires the Authority sites to meet the *World Wide Web Consortium’s Web Content Accessibility Guidelines* version 2.0 (WCAG 2.0) at level AA standard. The Authority website has a responsive design to ensure it is accessible to users across various devices and aims to include text alternatives for images. In line with the *Digital Strategy for the Western Australian Government 2021–2025*, the Authority will strive to grow the ability for stakeholders to choose how Authority services are accessed. Whether through the website, over the phone or visiting the office, accessible and inclusive solutions to optimise service delivery will be available.

Review of the DAIP forms a part of the reporting process. As and when the DAIP is amended, a copy of the amended plan is lodged with the Department of Communities. The Authority also reports on the implementation of DAIP in its annual report.

The Authority is committed to improving access and inclusion for people with disability, their families and carers. The Authority’s customers and stakeholders are provided with suitable options to comment on access to services and advice provided by the Authority. These include interpreter, AUSLAN and braille services on request, and opportunity to make a complaint or request access to information through a dedicated email service, [info@scsa.wa.edu.au](mailto:info@scsa.wa.edu.au), telephone and in person.

## Contact Details

The Authority welcomes feedback on this DAIP.

Feedback can be provided via:

**Email:** [info@scsa.wa.edu.au](mailto:info@scsa.wa.edu.au)

**Phone:** +61 8 9273 6300

**In person:**

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## Appendix

### Outcome 1: Services and events

People with disability have the same opportunities as other people to access the services of, and any events organised by, the Authority.	Timeframe	Responsibility
1.1 Develop an accessibility and inclusion checklist that considers the requirements of people with disability and multiple options to access services and attend Authority events, meetings, and training.	June 2023	Event Organisers Team Managers Principal Consultant – Executive Services Principal Consultant – Digital Strategy and Delivery
1.2 Consider the objectives of the DAIP 2023–2027 in the Authority’s strategic planning, relevant plans and strategies, and budgeting processes.	June 2023	SCS Executive Group Team Managers Manager Finance
1.3 Monitor and/or promote use of technology to ensure inclusion of people with disability in meetings and when using online services (for example, use of WebEx for meetings with closed captions enabled, text-to-speech or speech-to-text services).	Ongoing Case-by-case, depending on requirements of the specific function	Principal Consultant Digital Strategy and Delivery Manager – Publications and Communication Principal Consultant – Strategic Engagement

## Outcome 2: Building and facilities

The Authority's accommodation is leased until 2030 and is in a building shared with other government agencies. Building and facilities management is outsourced and centrally managed by a contractor. The office accommodation amenities include ACROD parking spaces, accessibility ramps, lifts to fit wheelchairs, designated parking for staff and visitors, ambulant (for people with disabilities who are not wheelchair bound), unisex or gender-based toilets. The premises are located close to transport facilities, opposite the Cannington Train Station.

DAIP Outcome 2 Buildings and Facilities is covered in the Department of Education's *Disability Access and Inclusion Plan 2018–2023*.

People with disability have the same opportunities as other people to access the buildings and other facilities of the Authority.	Timeframe	Responsibility
2.1 Ensure that office accommodation leased by the Authority remains accessible. Should the Authority accommodation require relocation, as part of new lease arrangement, ensure that an accessibility audit is undertaken of the building and facilities to confirm access for people with disability.	June 2027	Manager – Finance Principal Consultant – Executive Services
2.2 Explore improvements to the current office accommodation with Building Management, targeting signage (to include Braille), soft-close door options, and improved access for wheelchairs.	June 2023	Manager – Finance Principal Consultant – Executive Services
2.3 Provide training to improve staff awareness of communication access to ensure that Authority functions are accessible, with adequate facilities and signage and close to public transport (related to 1.1 above).	June 2023	Team Managers or delegates Event Organiser

### Outcome 3: Accessible Information

People with disability receive information from the Authority in a format that will enable them to access the information as readily as other people are able to access it	Timeframe	Responsibility
3.1 Provide Authority information and documentation in an appropriate format, using clear and concise language, including plain language and key documents translated in languages other than English.	Ongoing	Manager – Publications and Communication
3.2 Ensure the Authority Style Guide is maintained and published on the Authority intranet to enable staff to produce documents that are of high standard and that meet accessibility standards; e.g., Web Content Accessibility Guidelines (WCAG) or the <a href="#">WA Government’s Digital Services Policy Framework</a> .	Ongoing	Principal Consultant – Digital Strategy and Delivery Manager – Publications and Communication
3.3 Improve staff awareness of accessible information needs and how to obtain information in other formats, i.e., promote services including interpretation and translation services, Auslan.	December 2023	Principal Consultant – Executive Services
3.4 Explore and implement use of text-to-speech technology on the Authority website to make pages accessible to support people with a disability or impairment that requires the use of assistive technology.	December 2024	Principal Consultant – Digital Strategy and Delivery Manager – Publications and Communication

## Outcome 4: Service

People with disability receive the same level and quality of service from the staff of a public authority as other people receive from the staff of the Authority.	Timeframe	Responsibility
4.1 Conduct a risk assessment in disability inclusion, support and access to the Authority's services.	December 2024	Executive Group
4.2 Provide opportunities for customer-facing staff knowledge and skills development to support people with disability to access services.	December 2023	Executive Group Team Managers Principal Consultant – Executive Services
4.3 Promote the Authority's DAIP and commitment to create an accessible and inclusive environment for all people and induct staff in responsibilities associated with the DAIP.	Induction in DAIP on commencement  Promote DAIP annually on International Day of People with Disability.	Principal Consultant – Executive Services
<p>4.4 ABLEWA: procure the ABLES licence from the University of Melbourne to provide the Authority with ongoing access to the ABLES Assessment Tool.</p> <ul style="list-style-type: none"> <li>Review the ABLEWA Online Professional Learning Course to reflect the recent changes to the assessment platform by the University of Melbourne (Note: currently we have a two-year contract until June 2024 with the company that hosts the professional learning modules – subject to time and funding to continue beyond 2024).</li> <li>Provide ongoing local help desk for Western Australian users of the ABLES Assessment Tool. (Note: Principal Consultant – Strategic Projects responds to all emails sent to <a href="mailto:ablewa@scsa.wa.edu.au">ablewa@scsa.wa.edu.au</a>).</li> <li>Ongoing adopting/adapting of any changes to the ABLES curriculum made by the Victorian Department of Education and Training in response to the F–10 Australian Curriculum review.</li> </ul>	<p>June 2024</p> <p>Ongoing</p> <p>Ongoing</p>	Principal Consultant – Strategic Projects

## Outcome 5: Complaints

People with disability have the same opportunities as other people to make complaints to the Authority.	Timeframe	Responsibility
5.1 Monitor complaints policy and procedures to ensure available mechanisms for complaints meet the needs of people with disability.	Ongoing	Info@ Coordinator Team Managers Principal Consultant – Executive Services
5.2 Ensure customer-facing staff have the knowledge and skills to facilitate access and respond to complaints received from people with disability.	Ongoing Customised training provided by team (Programs and Data, K–10 Testing, Exam Logistics, Reception etc.)	Team Managers Principal Consultant – Executive Services
5.3 Monitor complaints received and the complaint outcome to identify opportunities for improvement and feed into annual DAIP reports.	Ongoing	Executive Group Team Managers Principal Consultant – Executive Services Info@ Coordinator

Outcome 6: Consultation

People with disability have the same opportunities as other people to participate in public consultation by the Authority.	Timeframe	Responsibility
<p>6.1 Promotion of events and services to allow more people to participate:</p> <ul style="list-style-type: none"> <li>• presentations to Principals</li> <li>• relationship building with system/sectors representative bodies</li> <li>• eCirculars</li> </ul>	Ongoing	<p>Executive Director and Assistant Executive Directors</p> <p>Team Managers</p> <p>Manager Publications – and Communications</p>
<p>6.2 Establish a DAIP Working Group to monitor, review and promote DAIP strategies.</p>	June 2023	<p>DAIP Working Group</p> <p>Principal Consultant – Executive Services</p> <p>Executive Group</p>
<p>6.3 Include DAIP as an element that informs the review of the <i>School Curriculum and Standards Authority Strategic Plan 2021–2023</i>.</p> <p>High-level strategic priorities are documented in the <i>School Curriculum and Standards Authority Strategic Plan 2021–2023</i>. Priority 3: communication, engagement and partnerships focus on consultative strategies.</p>	June 2024	<p>Executive Group</p> <p>Manager – Publications and Communication</p>

## Outcome 7: Employment

The Authority has a Service Level Agreement with the Department of Education (the Department) to provide a secretariat, including staffing and corporate services, to enable the Authority to fulfil its functions. The Department plans and implements improvements to access and inclusion in relation to employment, staffing, finance, building and facilities. Recruitment of employees of the SCS Division is governed by the Department's policies, procedures and processes.

Outcome 7: Employment is covered in the Department of Education's *Disability Access and Inclusion Plan 2018–2023*.

People with disability have the same opportunities as other people to obtain and maintain employment with the Authority.	Timeframe	Responsibility
7.1 Practise inclusive recruitment practices when undertaking recruitment process and advertising new positions.	Ongoing	Team Managers Recruitment Chair and Panel
7.2 Engagement with providers of disability employment services to attract, recruit and retain staff with disability when required.	Ongoing	Team Managers Recruitment Chair and Panel
7.3 Ensure the implementation of the Authority's Service Level Agreement with the Department of Education.	Ongoing	Executive Group