# Inclusive education in Australia policy review
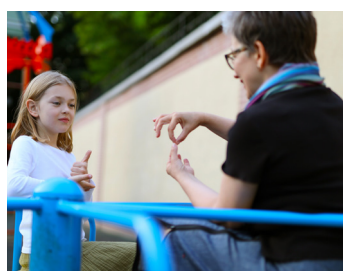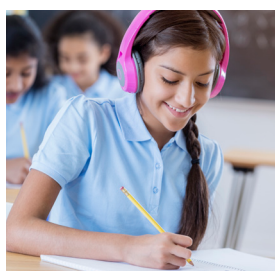
## Monograph

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**February 2024**

AutismCRC

QUT

# Inclusive education in Australia

# policy review

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## Copyright and disclaimer

# Acknowledgements

## Autism CRC

Autism CRC is the independent national source of evidence for best practice in relation to autism across the lifespan and the spectrum.

We provide the national capacity to develop and deliver evidence-based outcomes through our unique collaboration with autistic people, families, professionals, services providers, researchers, and government. Together, we are addressing agreed needs and co-producing outputs with these stakeholders for the benefit of the community.

Autism CRC was established in 2013 as the world's first national, cooperative research effort focused on autism under the Australian Government's Cooperative Research Centres (CRC) Program. We receive funding from a number of sources, including the Australian Government. Autism CRC is no longer part of, or associated with, the CRC Program.

**autismcrc.com.au**

## A note on terminology

We recognise that when referring to individuals on the autism spectrum, there is no one term that suits all people. In our published material and other work, we use the terms 'autistic person', 'person on the autism spectrum' or 'person on the spectrum'. The term 'autistic person' uses identity first language, which reflects the belief that being autistic is a core part of a person's identity.

Autism Spectrum Disorder (ASD) is diagnostic terminology used by the healthcare sector and is used in the context of a person being 'diagnosed with Autism Spectrum Disorder'.

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# 1.   Executive summary



This inclusive education policy review set out to identify strengths, gaps, and needs to enhance autistic students' opportunities in the education system.

Overall, 20 recommendations are made for policy, research, and practice to progress inclusive education in Australia.

 **Policy**          1 recommendation

 **Research**        4 recommendations

 **Practice**        15 recommendations

## 1.1 Inclusive education policy in Australia

Australia does not have a national inclusive education policy, despite having legislation such as the *Disability Discrimination Act 1992* (Cth) and the *Disability Standards for Education 2005* (Cth; reviewed every five years) and the national collection of information on Australian school students with disability who receive adjustments (Nationally Consistent Collection of Data Guidelines [NCCD]; Australian Government, 2022). The Australian government provides funding for government and non-government schools (Catholic and independent sectors), however, formal school education in Australia is primarily the responsibility of the six state and two territory governments (National Report on Schooling in Australia; Australian Curriculum, Assessment and Reporting Authority [ACARA], 2022). Responsibilities for developing and enacting education policies occur within the complex system of federal, state, and territory governments. At a national level, it is timely therefore to complete a review and analysis of inclusive education policies and documents across the states and territories to help focus attention on the policy development and cycle of implementation to progress inclusive education in Australia.

## 1.2 Policy analysis

This policy review used the United Nations Educational, Scientific and Cultural Organization's *A Guide for Ensuring Inclusion and Equity in Education* (UNESCO Guide; UNESCO, 2017) to assess the embedment of inclusion and equity in educational policies across four dimensions. These dimensions include concepts, policy statements, structures and systems, and practices. Reviewing the existing policies and strategies based on these four dimensions facilitates consideration of factors, such as institutional capacity and financial resources, that impact the establishment of inclusive and equitable education systems. While this review was informed by the UNESCO Guide underpinned by the social model of disability and *General comment No. 4 (2016), Article 24: Right to inclusive education* (CRPD/C/GC/4; United Nations Committee on the Rights of Persons with Disabilities, 2016) definition of inclusive education, it considers inclusion and equity as a process and acknowledges the importance of context in formulating policies and plans to promote inclusion in education. A step-by-step approach to the review procedure involved searching for policy documents across all states and territories, collecting evidence for inclusive education, and analysing strengths, concerns, and levels of progress, followed by recommendations for each state and territory.

## 1.3 Recommendations

A rigorous analysis procedure enabled recommendations for transforming the Australian education system into a genuinely inclusive and equitable system for everyone. At the policy level, it is recommended to adopt the CRPD/C/GC/4 definition of inclusive education to enable a consistent understanding of inclusive education across the nation. Likewise, while there is a need for more national and international collaborative research involving all stakeholders, stronger systems and structures are required at all levels to eliminate the gaps between policies and practices.

Overall, 20 recommendations are made for policy, research, and practice to enhance autistic students' opportunities to thrive in the Australian education system.

| Inclusive education | Recommendation |
|---|---|
| **Policy** | 1. State and territory documents should include definitions of inclusion (as in CRPD/C/GC/4 [United Nations, 2016]) and equity consistently across their educational policies, strategic plans, and documents guiding school practices. This will:<br><br>• develop a shared understanding and agreement about what inclusive education is and what it is not<br>• accelerate systemic reform and promote genuine inclusive practice. |
| **Research** | 2. States and territories need to engage key educational stakeholders to work in partnerships with researchers to progress a national inclusive education system.<br><br>3. States and territories need to commit to participation in comparative and international research across different contexts to address inclusive education policy to practice gaps.<br><br>4. States and territories need to increase research focused on student, parent, and teacher perspectives to better understand the perceptions, challenges, and successes associated with inclusive schooling.<br><br>5. States and territories should conduct in-depth studies about how schools and educators understand and enact inclusive education. |
| **Practice** | 6. States and territories need to ensure that professionals supporting learners and their families understand and support policy goals for promoting inclusion and equity in education.<br><br>7. States and territories need to establish systems for monitoring the presence, participation, and success of all learners and use this evidence to make informed decisions for fostering greater inclusion and equity.<br><br>8. Actions need to be taken to define leadership goals and roles at different levels and enhance education leaders' capacity, commitment, and accountability.<br><br>9. Plans and strategies should identify, challenge, and remove potential non-inclusive, discriminatory, and inequitable practices in schools and other learning centres. |

| Inclusive education | Recommendation |
|---|---|
| **Practice** | 10. Greater structure and system support for inclusive education is required: all schools should be expected and supported to be inclusive schools. |
| | 11. Special education services need to be included in strategy and planning to progress inclusive education. |
| | 12. Education sector should work collaboratively with other government sectors to progress inclusive education. |
| | 13. Mechanisms to ensure transparency for, and access to, the use of resources to support equity and inclusion need to be established. |
| | 14. Short- and long-term planning is needed to support collaboration, sharing of expertise, resources, and funds to support a unified system of inclusive education. |
| | 15. Actions need to be taken to ensure that schools, teachers, and school leaders use a range of pedagogical strategies to cater to learner differences. This needs to be outlined in school strategic plans and student support programs. |
| | 16. Schools should develop and monitor effective procedures for listening to students' views regarding their learning and aspirations. |
| | 17. School systems should provide continuing professional development to equip teachers with the knowledge and skills to assess learning progress and support students at risk of underachievement, marginalisation, or exclusion. |
| | 18. School staff should be expected to work closely with parents to strengthen support for learners at risk of underachievement, marginalisation, or exclusion. |
| | 19. Planning and action need to occur to strengthen initial training so that teachers and support staff can respond to diversity more effectively. |
| | 20. Increase professional development opportunities regarding inclusive and equitable practices. |

# 2.    Inclusive education policy review

## 2.1    Background and context

Inclusive educational policies are pivotal in informing the successful development of inclusive education environments and practices that allow all learners to flourish and be successful in their education. While overarching international instruments—The Salamanca Statement and Framework for Action on Special Needs Education (UNESCO, 1994) and the CRPD (2006)—for inclusion have been established by organisations such as UNESCO and the United Nations Department of Economic and Social Affairs, how these are translated into inclusive educational policies in different countries differs substantially and the extent to which inclusion is identifiable in these policies is highly variable internationally (Hardy & Woodcock, 2015). There is evidence of a range of differing, contrasting and inconsistent approaches to inclusion within and across inclusive policies worldwide (Hardy & Woodcock, 2015).

In Australia, the federal government has developed national laws (*Disability Discrimination Act 1992*, *Disability Standards for Education 2005*) and strategies (NCCD, Australia's Disability Strategy 2021-2031) mandating that students with disability have the right to access and participate in education and that educators have the obligation to provide adjustments so that students with disability are offered the same learning opportunities as their peers. Education state and territory authorities have developed inclusive education policies and guiding documents in alignment with international policies. However, responsibilities for developing and enacting education policies have been blurred between federal and state/ territory governments (Savage, 2021).

At a national level, it is therefore timely to complete a review and analysis of inclusive education policies and documents across the states and territories of Australia to help focus attention on the need for more "overt and systematic policy support for inclusion in school settings" (Hardy & Woodcock, 2015, p. 142) and the gaps evident in current policies across the nation.

Overarching international instruments

The Salamanca Statement and Framework for Action on Special Needs Education, 1994

United Nations Convention on the Rights of Persons with Disabilities, 2006

Australian national laws and policies

Disability Discrimination Act 1992

Disability Standards for Education 2005

Nationally Consistent Collection of Data on School Students with Disability (NCCD)

Australia's Disability Strategy 2021-2031

> **There is a timely need for focus of attention on more "overt and systematic policy support for inclusion in school settings" and the gaps evident in current policies across Australia**

Since the development and widespread ratification (187 countries as at 2023) of the CRPD (2006), education systems around the world are reconsidering the ways in which students with disabilities have been traditionally served. The focus on inclusive education in the CRPD (2006) has led many countries to review their education policies and systemic actions/efforts to make schooling more inclusive for students with disability and other marginalised students. Australia's national legislation (*Disability Discrimination Act 1992*, *Disability Standards for Education 2005*) has affirmed the right of learners with disability to access education and participate in the same opportunities in their local school and has outlined the responsibility for teachers to consult with students and make reasonable adjustments. These national policies represent critical steps towards the realisation of inclusive education across Australia. Despite the guidance for ensuring equal access to education, the Standards do not refer to inclusion for students with disability or delineate the process for systemic transformation towards genuine inclusive education. Furthermore, the use of ambiguous key terms (such as "on the same basis" and "reasonable adjustments") in federal legislation to describe adjustments for achieving equity has led to different interpretations, impacting the provision of supports to students with disability across the eight Australian education jurisdictions (Duncan et al., 2020).

An analysis of policy reviews and empirical research has raised concerns about the misalignment between inclusive education policy and practice (Mavropoulou et al., 2021). Lack of systemic coherence, bureaucratic struggles, lag between changes to policy rhetoric and changes in people's beliefs and behaviour have been identified as obstacles to achieving inclusive education in Australia. Ethical leadership and greater alignment of beliefs, attitudes, policy and practice for inclusive education have been proposed as important priorities for bridging the divide between inclusive education policy and practice (Mavropoulou et al., 2021).

Furthermore, the realisation of inclusive education in Australia has been debated in the Final Report produced by the Disability Royal Commission (2023). Commissioners Bennett, Galbally, and McEwin recommend that the Education Ministers Meeting should agree to phasing out special/segregated education as part of the National School Reform Agreement 2025-2029. However, the Chair and Commissioners Mason and Ryan recommend an alternative approach that focuses on supporting improved interaction and partnerships between mainstream and non-mainstream schools (that is, schools that enrol exclusively or primarily children and young people with complex support needs) (pp. 24-25). Moving forward, the Disability Royal Commission recommends education ministers to develop a national roadmap to inclusive education for students with disability in 2024 and phasing out and ending segregated education by 2051.

Nationally, the *Disability Standards for Education 2005* (Cth) states that students with disability are entitled to enrol in their local school and access education on the same basis as their peers without disability (p. 9). In Australia's Disability Strategy 2021-2031, Policy Priority 2 is to build capability in the delivery of inclusive education to improve educational outcomes for school students with disability (Australian Government, 2021, p. 8).

Education is a shared responsibility of the Australian Government and the individual state (6) and territory (2) governments. The Australian Government provides partial funding of government schools and majority funding for non-government schools. Public education in Australia is primarily the responsibility of the state and territory governments. Approximately one-third of all school students are enrolled in non-government schools, with this proportion increasing as students move to upper-secondary schools (Harris et al., 2018). Most non-government schools also charge fees, leaving government schools to deal with the majority of students from the more disadvantaged sections of the community (Kenway, 2013) and this includes students with disability.

The Council of Australian Governments (COAG) has representation from state and territory governments and establishes policy directions to be adopted nationally. The Department of Education and Training delivers the Australian Government's priorities and goals through policy and programs in conjunction with state and territory government networks and non-government stakeholders. The Australian education system is highly privatised compared with systems in other countries. All governments have agreed to work together under the National Education Agreement (COAG, 2009).

The Australian Institute for Teaching and School Leadership (AITSL) provides national leadership for the Australian, state and territory governments and aims to promote excellence in teaching and school leadership. The AITSL develops nationally agreed policies and provides resources to support educators to become expert practitioners and drive excellence in teaching and school leadership.

A recent analysis of Australian federal, state, or territory inquiries or reviews into the education of students with disability documented several barriers to achieving a united inclusive education system as per the requirements under CRPD/C/GC/4 (Lassig et al., 2022). In particular: the lack of a shared vision and policy for inclusive education aligned with the requirements under CRPD/C/GC/4; the call for improvement in inclusive practice to justify the maintenance of segregated educational options; the prioritising of parent/carer choice to enrol their children with disability in special schools; and, and the absence of any recommendations for transferring funding from special schools into regular and local schools. Taken together, these barriers may explain the slow progress towards a unified inclusive education system in Australia.

**Education peak bodies in Australia**

Council of Australian Governments (COAG)

Australian Institute for Teaching and School Leadership (AITSL)

## 2.1.2    What is a policy?

UNESCO (2013) suggests that a policy is a broad statement that sets out a government's main goals and priorities, defines a particular stance and explores solutions to an issue.

> **Cranston and Kimber define policy as being: "a deliberate strategy, determined at a government or system level, to guide decisions and actions, to commit resources in support of a preferred set of values and ideologies in order to achieve particular outcomes" (2010, p. 16).**

Of importance for this policy review on inclusive education, however, are Considine's words that "(p)olicy is a deceptively simple term which conceals some very complex activities" (1994, p. 2). For example, policy making has been described as a series of steps (Sabatier, 2007) or as a cycle where there is a sequence of tasks that emphasise the process of government (Althaus et al., 2023). "A cycle conveys movement of ideas and resources, the iteration of policy making, and a routine that does not finish with a decision but carries through to implementation and evaluation and fresh consideration of the issues" (Althaus et al., 2023, p. 33). The policy cycle approach acknowledges the complexity by having steps that may not be linear. The messiness of policy development and cycles is evident in the range of instruments that were reviewed in this project, such as information papers, policy documents, discussion papers, strategy documents, fact sheets, statements, frameworks, reports, strategic plans, signposts, principles, plans, frameworks for action, and a charter. It is not clear why the various jurisdictions utilise so many different terms to describe policy, strategy and plan type documents. It is important to consider how these instruments may be informed by the political decision-making process in each state and territory, recognising that context matters. Cranston and Kimber (2010) highlight the contextual challenges in Australia where governments "typically face re-election every three or four years, such that evidence of policy impact is unlikely to be available at the right time politically; that is, not available at election time" (p. 17). These authors suggest that:

> **In an Australian context, additional challenges are presented by the now ever-present tensions across federal and state/territory governments, framed by federalism notions where "school education has traditionally been the responsibility of state and territory governments, [yet] the last decade or so has seen increasing federal government influence – some would argue interference – in educational matters at both systemic and the local school levels" (Cranston et al., 2010, p. 184). "The policy process becomes even more complex in such contexts" (Cranston & Kimber, 2010, p. 26).**

**Policy analysis**

Policy analysis informs understanding of how governments enact policy and their effects. It requires a rigorous method and should be a fundamental step in the policy cycle to support a better understanding of public problems to drive change (Althaus et al., 2023). "Policy analysis implies a solution when sometimes all that is possible is iteration toward better approaches for what remain intractable problems" (Althaus et al., 2023, p.56). Analysing policy is messy and iterative with steps such as: formulate the problem, set out objectives and goals, identify decision parameters, search for alternatives, and propose a solution or options (Althaus et al, 2023). Policy analysis needs to consider the political implications that may emerge from various education policy and operational practices: political commitments may narrow the scope in different contexts.

### 2.1.3    UNESCO policy review framework

In this review of the inclusive education policy and strategy for each state and territory of Australia, we have used the UNESCO Guide (2017). In recognition of inclusive quality education as a goal in itself (Sustainable Development Goal 4) and as a means for attaining all other Sustainable Development Goals, the UNESCO Guide was developed to support countries to embed inclusion and equity in educational policy to attain system-wide reform by removing barriers to access, participation, and achievement for all learners. It was developed to assist government education policymakers to ensure that equity and inclusion are incorporated in educational policy and therefore it is an appropriate framework to guide this work.

International research identified four overlapping dimensions utilised in the UNESCO Guide as key to establishing inclusive and equitable education systems (Figure 1). Each dimension has four defining features that form the basis of the framework. UNESCO suggests that it is important to consider factors that may impact on feasibility such as institutional capacity and human resources required to implement the policy, appropriate management structures, and adequate financial resources to support achievement of the goal (UNESCO, 2017, p.16).

To assist in addressing the complexity of this policy analysis, the thinking of Kozleski et al. (2014) has been adopted, widening focus from the identification of students with disability and other marginalised groups to the "local context, history, and cultures" (p. 235), and the broader structural inequalities that advantage "some children" and disadvantage others.

This analysis has broad focus for a particular group of students who are "in need of intervention" (Kozleski et al, 2014, p. 242) to considering "power and privilege" (Kozleski et al, 2014, p. 239) and the dominant culture of the education system as a whole. This focus aligns with UNESCO (2017, p. 13) which calls on governments to see individual differences "not as problems to be fixed, but as opportunities for democratising and enriching learning." UNESCO (2013) establishes an education policy as the articulation of "the main goals and priorities pursued by the government in matters of education, at the sector and sub-sector levels, with regard to the specific aspects such as access, quality and teachers, or to a given issue or need" (p. 6). UNESCO (2013) differentiates between a policy and a strategy as the latter specifying the ways to achieve policy goals while defining a plan as another layer of policy document which determines the targets, activities, timeline, responsibilities, and resources to translate the policy and strategy into practice.
This approach aligns with the policy cycle approach discussed previously (Althaus et al., 2023).

**Figure 1:** Dimensions of the UNESCO policy review framework
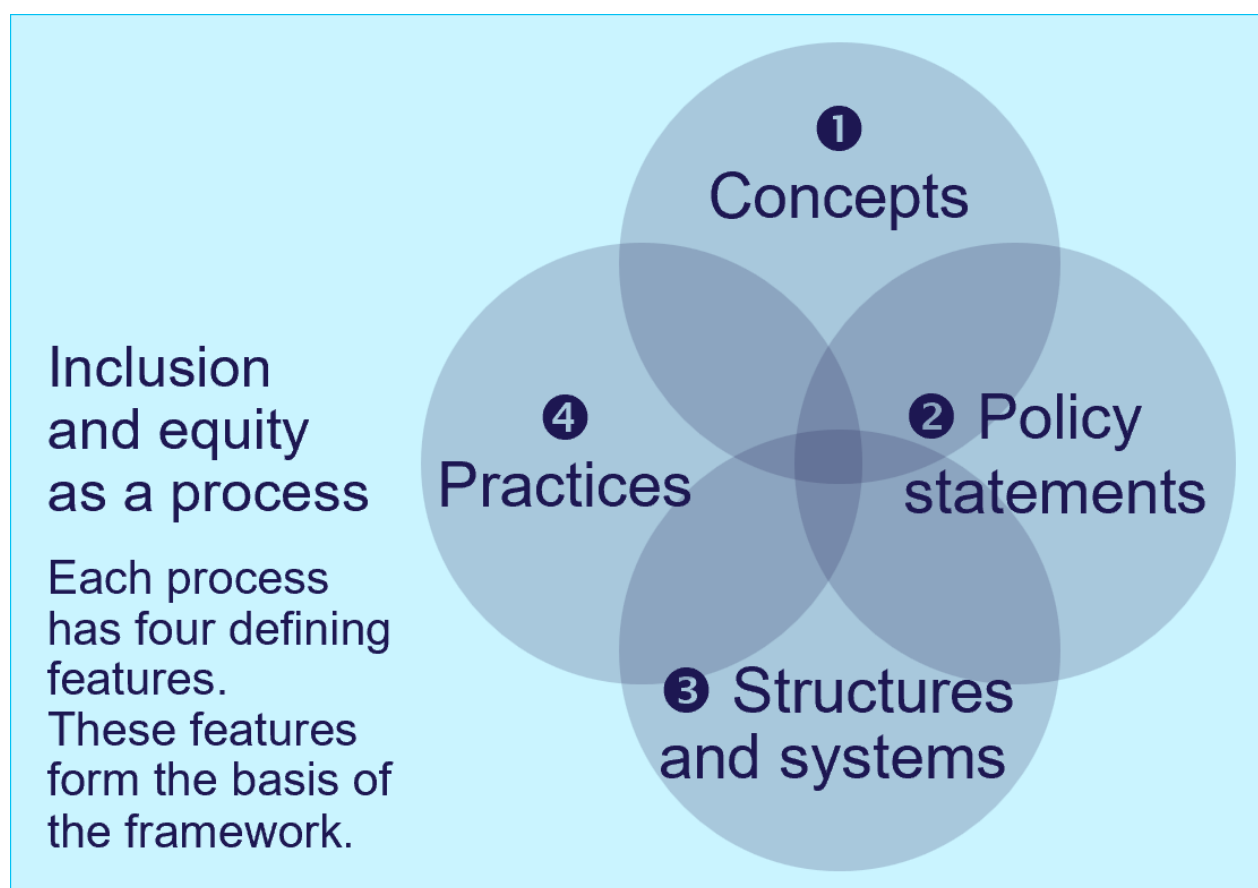


## 2.1.4 Additional value considerations for review and analysis process

Education policy is value-laden (Taylor et al., 1997) particularly when students with disability are the focus. Values can be described as "assumptions about what is desirable and about how things are" and they are often contested (Ozga, 2000, p. 47). For decades, the medical model of disability has dominated the identification and educational support of students with disabilities worldwide. The key assumption in this model is that students with a disability represent a deviation from the norm and require treatment from medical and education professionals to fit into society and in schools (Carrington & MacArthur, 2012). This model considers that disability is caused by an impairment (Thomas, 2004) which means that it is placed within the person, who experiences a tragedy as a consequence of their impairment (Cologon, 2014). A significant implication of this view of disability is that the role of the learning environment and social relationships is undermined and therefore teachers' work is viewed as least influential on students' learning. Education in segregated and special settings has been the most important consequence of the medical model dominance. Supporting students with disability in special schools or classrooms has been a long-standing paradigm in education, underpinned by the beliefs and assumptions of the medical model of disability (Hansen et al., 2020).

## Social model of disability

In contrast, the social model of disability (Oliver, 1983) places emphasis on the social context and the impact of society on individuals. This perspective considers the ways that the environment (physical and social) is constructed and responds to individuals with an impairment. This model represents a shift in our understanding of and response to difference, as it asks us to reconsider how societal norms, beliefs, values, and behaviours can create disability within individuals. In essence, a disability is viewed as a social construct rather than as a personal tragedy that needs to be fixed or cured (Cologon, 2014). The social model has underpinned inclusive practice and guided the development of inclusive school communities, where difference is regarded as a natural part of human diversity and as such, it is respected and celebrated. A critical implication of this model is that all students, irrespective of their level of (dis)ability, belong and will be educated in the same inclusive educational context and it is the responsibility of educators to ensure that all students have access to the same learning opportunities by removing any barriers encountered by students with disability.

## Definition of inclusive education

The definition of inclusive education in the CRPD/C/GC/4 (United Nations, 2016) is clearly underpinned by the social model of disability:

> Inclusive education is to be understood as "the result of a process of continuing and pro-active commitment to eliminate barriers impeding the right to education, together with changes to culture, policy and practice of regular schools to accommodate and effectively include all students."

Access to an inclusive education system at all levels has been recognised as a right for students with disability in the CRPD (2006) and has become an obligation for signatory countries. CRPD/C/GC/4 (United Nations, 2016) indicates that parties have the obligation "to move as expeditiously and effectively as possible" towards the realisation of the inclusive education rights of students with disability. This is a progressive system reform, which "is not compatible with sustaining two systems of education: a mainstream education system and a special/segregated education system" (United Nations, 2016, p. 11). These key international affirmed instruments ensure governments around the world have an obligation to "respect, protect and fulfil the right of all learners to education" (UNESCO, 2017, p. 12). The challenge is how to implement national obligations to the international instruments: "There are clear international instruments and frameworks that support [inclusive education], but there is evidence of policy confusion with a lack of alignment between international and national frameworks to progress inclusive education and diminish special education" (Sider et al., under review, p.16/25).

## Context

It is acknowledged that context is important in shaping inclusive education policies and strategic plans (UNESCO, 2013). When context is considered, geography, history (colonisation, aid, domestic, etc.), policies (local, national, regional, international), culture, and religion need to be acknowledged. It can mean a country, a region, a locality, or an organisation (Beutel et al., 2019). Figure 2 provides a visual representation of these additional considerations as part of the framework for policy review and analysis.

**Figure 2: Visual representation of additional considerations included in the review and analysis process**



Context

❶ Concepts

Inclusion and equity as a process

Definition of inclusive education (CRPD/GC4)

❹ Practices

❷ Policy statements

Social model of disability

❸ Structures and systems

Each process has four defining features. These features form the basis of the framework.
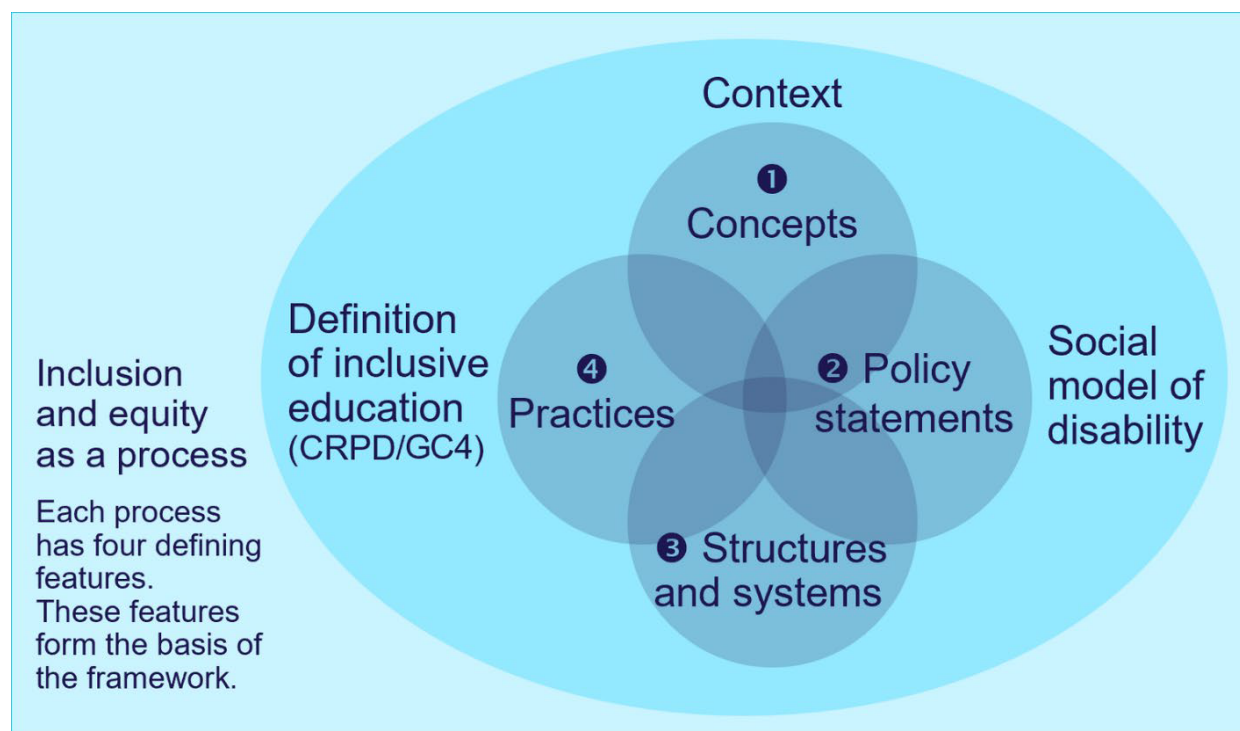
## 2.2　Review and analysis procedure

For the purpose of this review, any documents that articulated the state/territory government's goals, priorities, strategies, and plans for achieving inclusion and equity in education were considered. The search for inclusive education policy and strategy documents spanned years 2018–2023 and five key selection criteria applied. These were that documents had to have been published on the websites of education departments of states and territories of Australia and included these specific words in their name:

- policy, or framework, or charter, or strategic, or plan, or directions
- education, or inclusive education, or inclusion
- disability
- students.

After exclusions, 22 documents were reviewed nationally across the six states and two territories of Australia:

- Australian Capital Territory (ACT)
- New South Wales (NSW)
- Northern Territory (NT)
- Queensland (QLD)
- South Australia (SA)
- Tasmania (TAS)
- Victoria (VIC)
- Western Australia (WA).

Figure 3 provides a mapping summary of inclusive policy documents across Australian states and territories.

Inclusive education policy and strategy documents

search spanned years

### 2018–2023

5　key selection criteria

4　step review process

22 documents reviewed nationally across Australia's

6　states and　2　territories
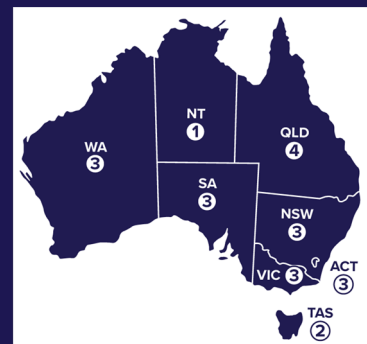
**Figure 3: Inclusive education policy and strategy documents across Australian states and territories**



**Queensland**

1. Department of Education Strategic Plan 2021-2025

2. Equity and Excellence Strategy (2023)

3. Every Student with Disability Succeeding Plan 2021-2025

4. Inclusive education policy, version 1.3 (10 June 2021)

**New South Wales**

1. Disability Strategy: A living document – improving outcomes for children and young people, and their families (2019)

2. Inclusive Education Policy for students with disability (October 2022; policy document and easy read version)

3. Inclusive Education Statement for students with disability (no date)

**Australian Capital Territory**

1. Strengthening Inclusive Education in ACT Public Schools: Discussion paper (November 2022)

2. Students with disability – meeting their educational needs procedure and hydrotherapy pools procedure (2022)

3. Students with a Disability Meeting their Educational Needs Policy (September 2022)

**Victoria**

1. Students with Disability Policy (July 2021)

2. Supported Inclusion Schools: Operational Manual (April 2021)

3. Victorian Autism Education Strategy (December 2020)

**Tasmania**

1. Accessible Island: Tasmania's Disability Framework for Action 2018-2021

2. Department of Education Strategic Plan 2022-2024

**Western Australia**

1. Disability Access and Inclusion Plan 2018-2023

2. Equity and Inclusion Charter: People and Services Committee (2021)

3. Every student, every classroom, every day: Strategic directions for public schools 2020-2024

**Northern Territory**

1. Framework for Inclusion 2019-2029 (brochure and A3 summary)

**South Australia**

1. Children and students with disability policy (July 2020)

2. Principles of inclusion for children and students with disability in education and care (November 2021)

3. State Disability Inclusion Plan 2019-2023

Four steps for the review of inclusive education policy and strategy across the states and territories (See Figure 4) were in accordance with the dimensions of the UNESCO Policy Review Framework with additional considerations regarding the social model of disability, definition of inclusive education, and context.

**Figure 4: Summary of steps taken for reviewing inclusive education policy and strategy of the Australian states and territories**

### Step 1

Evidence from the documents (Figure 3) for each state and territory were recorded in an excel spreadsheet for each dimension using the four defining features.

Regular meetings occurred between members of the team to discuss:

- the dimensions
- features of each dimension in the framework, and
- the evidence that was recorded in each spreadsheet for the dimensions.

### Step 2

This step involved each member of the team analysing the evidence from Step 1 and reporting on:

- strengths, weaknesses, and recommendations for each state and territory across the four dimensions.

These findings were documented in an excel spreadsheet.

Regular meetings occurred between team members to discuss and debate analysis process and interpretation using the UNESCO policy review framework.

Some features of dimensions were not used as there was little evidence in Step 1.

### Step 3

The third step was used to report on Step 1 and Step 2.

The team agreed to report on the review and analysis of each state and territory of Australia by using the terms:

- strengths, concerns, level of progress, and recommendations.

Level of progress comments were selected from "Annex 2: The review framework" in the UNESCO Guide (2017).

### Step 4

The team created a visual map to represent how each state and territory is progressing for each feature in the dimensions of:

- concepts, policy statements, structures and systems, and practices.

The colours represent the level of progress:

**N** = No evidence of progress found
**D** = Discussions ➔ **P** = Planning ➔ **A** = Actions

Under each table for each dimension, a summary paragraph considering strengths, progress, and recommendations drawing on the findings for each state and territory was written.

**Inclusive education in Australia policy review**
Monograph

## 2.3     Findings

### 2.3.1     Reporting framework

In this review of the inclusive education policy and strategy for each state and territory of Australia, the assessment framework in the UNESCO Guide (2017) was used to consider how well equity and inclusion are represented in their inclusive education policy and strategy documents. Also, to inform recommendations for what actions are needed to improve policies and their enactment towards inclusive and equitable education systems.

There are four dimensions in the UNESCO policy assessment framework:

1. Concepts
2. Policy Statements
3. Structures and Systems
4. Practices

Within each dimension are four defining features (as illustrated in Figure 5) that were used when assessing how well equity and inclusion are represented in the inclusive education policy and strategy of each state/territory. The features in each dimension in the UNESCO Guide make reference to national policy and strategy. In this review the Guide was used to review state and territory policy and strategies.

Figure 6 provides detailed information about areas within each dimension and the defining features that were used to analyse and report on the strengths, concerns, and level of progress of each state/territory, and to provide recommendations.

Reporting framework

| | |
|---|---|
| 4 | Dimensions |
| 16 | Defining Features |
| 47 | Areas of assessment |

**Figure 5: Four dimensions and defining features for assessment**

## Reporting Criteria

Areas

Strengths

Concerns

Level of progress
– Planning
– Discussion
– Action

Recommendations

**Dimension 1: Concepts**

1.1 Inclusion and equity are overarching principles that guide all educational policies, plans, and practices

1.2 The national curriculum and its associated assessment systems are designed to respond effectively to all learners

1.3 All partners who work with learners and their families understand and support the national policy goals for promoting inclusion and equity in education

1.4 Systems are in place to monitor the presence, participation, and achievement of all learners within the education system

**Dimension 2: Policy statements**

2.1 The important national educational policy documents strongly emphasise inclusion and equity

2.2 Senior staff at the national, district, and school levels provide leadership on inclusion and equity in education

2.3 Leaders at all levels articulate consistent policy goals to develop inclusive and equitable educational practices

2.4 Leaders at all levels challenge non-inclusive, discriminatory, and inequitable educational practices

**Dimension 3: Structures and systems**

3.1 There is high quality support for vulnerable learners

3.2 All services and institutions involved with learners and their families work together in coordinating inclusive and equitable educational policies and practices

3.3 Resources, both human and financial, are distributed in ways that benefit potentially vulnerable learners

3.4 There is a clear role for special provision, such as special schools and units, in promoting inclusion and equity in education

**Dimension 4: Practices**

4.1 Schools and other learning centres have strategies for encouraging the presence, participation, and achievement of all learners from their local community

4.2 Schools and other learning centres provide support for learners who are at risk of underachievement, marginalisation, or exclusion

4.3 Teachers and support staff are prepared to respond to learner diversity during their initial training

4.4 Teachers and support staff have opportunities to take part in continuing professional development regarding inclusive and equitable practices

**Figure 6: Areas used as reporting criteria within the four defining features of each dimension**

**DIMENSION 1 Concepts**

**1** Inclusion and equity are overarching principles that guide all educational policies, plans, and practices

How far are the principles of inclusion and equity understood and defined within the inclusive education policies?

To what extent:

- inclusion and equity embedded as core principles in all policies and plans
- education practices guided by the principles of inclusion and equity

**2** The national curriculum and its associated assessment systems are designed to respond effectively to all learners

To what extent or degree:

- national curriculum is based on the principles of inclusion and equity
- national curriculum has the robustness and flexibility to suit all learners
- assessment systems are used to celebrate different levels of achievement and to support the development of all learners

**3** All partners who work with learners and their families understand and support the national policy goals for promoting inclusion and equity in education

To what extent:

- there is a widespread commitment/agreement among all professionals who work with children, youth, and adults to act according to the principles of inclusion and equity
- those who work with children, youth, and adults and their families understand the implications of the principles of inclusion and equity for their roles

**4** Systems are in place to monitor the presence, participation, and achievement of all learners within the education system

How effective are the systems for collecting data (qualitative and quantitative) regarding the presence, participation, and achievement of all learners?

To what extent:

- data are analysed in order to determine the impact of efforts to foster greater inclusion and equity
- actions are taken in light of the data analysis to strengthen inclusive and equitable settings and practices

**DIMENSION 2 Policy Statements**

**1** The important national educational policy documents strongly emphasise inclusion and equity

To what extent or degree:

- all major educational policy documents reflect the principles of inclusion and equity
- policy priorities are informed by the principles of inclusion and equity

**2** Senior staff at the national, district, and school levels provide leadership on inclusion and equity in education

To what extent:

- education leaders at the local level encourage the development of inclusive and equitable cultures
- national policy-makers show clear and sustainable leadership to promote the principles of inclusion and equity
- local administrators provide clear and sustainable leadership regarding inclusive education
- educational leaders (local authorities, senior staff, school principals) are trained regarding their responsibilities for enhancing inclusion and removing barriers

**3** Leaders at all levels articulate consistent policy goals to develop inclusive and equitable educational practices

To what extent:

- national policy-makers encourage the development of inclusive and equitable practices
- local district administrators take action to encourage the development of inclusive and equitable practices
- school principals and those who manage other centres of learning take action to encourage the development of inclusive and equitable practices

**4** Leaders at all levels challenge non-inclusive, discriminatory, and inequitable educational practices

To what extent:

- systems for supporting schools and other centres of learning identify, challenge, and remove non-inclusive, discriminatory, and inequitable practices
- non-inclusive, discriminatory, and inequitable practices are challenged when they are found to exist

**1**

**There is high quality support for vulnerable learners**

How effective are the systems for identifying vulnerable learners?

To what extent:

- there are flexible arrangements for ensuring that support is available to individuals as and when necessary
- families are seen as partners in supporting their children's education
- learners themselves are asked about their need for support

**DIMENSION 3**
**Structures and Systems**

**2**

**All services and institutions involved with learners and their families work together in coordinating inclusive and equitable educational policies and practices**

To what extent or degree:

- schools (and other education providers) collaborate with other relevant sectors, such as health and social work
- there is effective cooperation between schools and other centres of learning
- institutions and services within districts have a shared understanding of inclusion and equity, and work together
- both public and private education providers apply inclusive and equitable education practices

**3**

**Resources, both human and financial, are distributed in ways that benefit potentially vulnerable learners**

To what extent:

- all learners are seen as being of equal importance educationally
- available resources are used flexibly, and targeted to support participation and learning

**4**

**There is a clear role for special provision, such as special schools and units, in promoting inclusion and equity in education**

To what extent or degree:

- special schools and units have a common understanding of inclusion and equity
- students from special schools and units have opportunities to take part in activities within mainstream schools
- expertise made available in special settings is also made available to teachers in other schools

**1**

**Schools and other learning centres have strategies for encouraging the presence, participation, and achievement of all learners from their local community**

To what extent or degree:

- teachers use a range of pedagogical strategies to cater to learner differences
- there are reflective procedures for taking account of students' views regarding their learning and aspirations
- school leaders support the presence, participation, and achievements of all learners

**2**

**Schools and other learning centres provide support for learners who are at risk of underachievement, marginalisation, or exclusion**

To what extent:

- teachers are skilled in assessing the progress of individual students and in supporting their development
- teaching and non-teaching staff take account of the cultures, identities, interests, and aspirations of all their students in order to enhance their learning
- teaching and non-teaching staff in schools, and other centres of learning, work closely with families in ensuring support for students

**DIMENSION 4**
**Practices**

**3**

**Teachers and support staff are prepared to respond to learner diversity during their initial training**

To what extent:

- teacher education curriculum for all teachers emphasises the principle of inclusion
- teacher trainees are guided to develop positive attitudes towards student diversity
- teacher trainees are helped to develop teaching pedagogies that respond positively to student diversity

**4**

**Teachers and support staff have opportunities to take part in continuing professional development regarding inclusive and equitable practices**

To what extent:

- schools and other centres of learning have effective staff development programmes related to inclusive practices
- teachers have opportunities to see one another working in order to share ideas and practices
- there are opportunities for teachers to attend in-service courses and benefit from customised school support regarding the development of inclusive practices

**Inclusive Education in Australia Policy Review**
Monograph

## 2.3.2   Findings reported

The review and analysis of the inclusive education policies and associated strategic documents were conducted using the UNESCO Guide (2017) to explore how inclusion and equity are foregrounded in education. The findings on each dimension included with additional considerations of the social model of disability, definition of inclusive education (CRPD/C/GC/4), and context. The analysis used these considerations as a guide to analyse and report on the strengths, concerns, and level of progress of each Australian state and territory inclusive education policies and strategic documents. Based on these findings, recommendations were made for progressing inclusive education in each state and territory in relation to the different dimensions.

Appendices A–H provide detailed evidence of the outcomes and results of the analysis under the headings:

- Strengths
- Concerns
- Level of Progress
- Recommendations

Tables 1–4 below summarise the level of progress of each Australian state and territory towards inclusive education across the four dimensions and defining features:

- Concepts                       Dimension 1, Table 1
- Policy Statements              Dimension 2, Table 2
- Structures and Systems         Dimension 3, Table 3
- Practices                      Dimension 4, Table 4

The tables illustrate no evidence of progress with the letter **N**, discussions evident with the letter **D**, planning evident with the letter **P** and actions evident with the letter **A**.

After each table there is a discussion of strengths and progress across the states and territories for each dimension. The findings reported for each dimension inform the 20 recommendations for policy, research, and practice.

**Table 1: Dimension 1 Concepts**

Level of progress of inclusive education concepts in each Australian state and territory.

| Dimensions and Features | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| **Concepts** | **ACT** | **NSW** | **NT** | **QLD** | **SA** | **TAS** | **VIC** | **WA** |
| 1.1 Inclusion and equity are overarching principles that guide all educational policies, plans, and practices | **Inclusion and equity** | | | | | | | |
| | P | A | P | A | P | P | P | P |
| 1.2 The national curriculum and its associated assessment systems are designed to respond effectively to all learners | **National curriculum and assessment systems** | | | | | | | |
| | N | N | N | N | N | N | N | N |
| 1.3 All partners who work with learners and their families understand and support the national policy goals for promoting inclusion and equity in education | **Work with learners and their families** | | | | | | | |
| | P | P | P | A | D | P | D | P |
| 1.4 Systems are in place to monitor the presence, participation, and achievement of all learners within the education system | **Monitoring systems** | | | | | | | |
| | D | P | P | A | D | P | P | P |

Legend: **N** = No evidence of progress found, **D** = Discussions, **P** = Planning, **A** = Actions

## Strengths and progress

All states and territories of Australia have clearly outlined their planning actions to strengthen the role of inclusion and equity across their educational policies, strategic plans, and practices in public schools. It is noted that two states (NSW and QLD) have made greater progress by embedding inclusion and equity as important features of their educational policies and plans. However, the definitions of inclusion in the NSW and the QLD inclusive education policies differ: the NSW policy endorses the CRPD whereas the QLD policy follows the CRPD/C/GC/4 definition of inclusion. There is variability in the progress observed to strengthen professionals' commitment to the promotion of inclusion and equity. Most states and territories have planned activities to ensure that partners working with learners and families have a shared commitment to promote inclusion and equity and understand the implications of these principles for their roles. In two states (SA and VIC) initial discussions have begun to address this issue while in one state (QLD) actions have been taken to ensure that all partners understand and support educational policy aspirations for promoting inclusion and equity in education. Similarly, states and territories are at different stages in the establishment of systems for monitoring the presence, participation, and success of all learners. In most states and territories, planning has begun in developing systems/mechanisms for collecting data regarding the presence, participation, and achievement of all learners. In two states (ACT and SA), initial discussions have begun to address the limited use of monitoring systems to determine the impact of practices, strengthen inclusive practices and create more equitable settings for all learners. One state (QLD) has taken actions to establish monitoring systems that will provide evidence for impact to guide school system reform.

**Table 2: Dimension 2 Policy statements**
Level of progress of inclusive education policy statement in each Australian state and territory.

| Dimensions and Features | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| **Policy Statements** | ACT | NSW | NT | QLD | SA | TAS | VIC | WA |
| 2.1 The important national educational policy documents strongly emphasise inclusion and equity | Emphasise inclusion and equity | | | | | | | |
| | P | A | P | A | D | D | P | P |
| 2.2 Senior staff at the national, district, and school levels provide leadership on inclusion and equity in education | Leadership | | | | | | | |
| | P | A | P | P | P | D | P | P |
| 2.3 Leaders at all levels articulate consistent policy goals to develop inclusive and equitable educational practices | Articulate consistent policy goals | | | | | | | |
| | D | A | D | P | D | D | P | D |
| 2.4 Leaders at all levels challenge non-inclusive, discriminatory, and inequitable educational practices | Challenge non-inclusive practices | | | | | | | |
| | N | P | D | P | D | N | D | P |

Legend: **N** = No evidence of progress found, **D** = Discussions, **P** = Planning, **A** = Actions

## Strengths and progress

Education policies of all states and territories reflect the principles of inclusion and equity. While NSW and QLD strongly align with the core principles articulated by the CRPD/C/GC/4, other states are working towards developing a better inclusive education system. NSW has clearly defined policy goals and roles of leadership at different levels, while other states and territories are planning or discussing ways to foster committed leadership for inclusion and equity in education.

**Table 3: Dimension 3 Structures and systems**
Level of progress of inclusive education structures and systems in each Australian state and territory.

| Dimensions and Features | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| **Structures and Systems** | ACT | NSW | NT | QLD | SA | TAS | VIC | WA |
| 3.1 There is high quality support for vulnerable learners | **High quality support** | | | | | | | |
| | D | P | D | P | P | D | D | D |
| 3.2 All services and institutions involved with learners and their families work together in coordinating inclusive and equitable educational policies and practices | **Work with learners and their families** | | | | | | | |
| | D | P | D | A | P | D | D | P |
| 3.3 Resources, both human and financial, are distributed in ways that benefit potentially vulnerable learners | **Resources distribution** | | | | | | | |
| | D | P | D | A | D | D | D | P |
| 3.4 There is a clear role for special provision, such as special schools and units, in promoting inclusion and equity in education | **Special provisions** | | | | | | | |
| | D | D | D | N | D | P | P | D |

Legend: **N** = No evidence of progress found, **D** = Discussions, **P** = Planning, **A** = Actions

## Strengths and progress

ACT, NT, TAS, VIC, and WA indicate a commitment to providing quality support for vulnerable students in policy and strategy documents and NSW, QLD, and SA have clear plans in place to provide quality support. While NSW, QLD, and SA have evidence of clear planning and QLD has evidence of actions to involve learners and their families in various ways to support policy and practice. Furthermore ACT, NT, SA, TAS, and VIC have discussed how to mobilise human and financial resources to support greater equity and inclusion in schools; NSW and WA have evidence of planning and QLD has actioned plans for resourcing models that benefit vulnerable learners. TAS and VIC are the only states/territories that have evidence of planning for clear roles for special educators from special schools and units in promoting equity and inclusion.

**Table 4: Dimension 4 Practices**

Level of progress of inclusive education practices in each Australian state and territory.

| Practices | ACT | NSW | NT | QLD | SA | TAS | VIC | WA |
|---|---|---|---|---|---|---|---|---|
| **Dimensions and Features** | | | | | | | | |
| 4.1. Schools and other learning centres have strategies for encouraging the presence, participation, and achievement of all learners from their local community | **Encouragement strategies** | | | | | | | |
| | P | P | P | A | P | P | P | D |
| 4.2 Schools and other learning centres provide support for learners who are at risk of underachievement, marginalisation, or exclusion | **Provide support** | | | | | | | |
| | P | P | D | A | P | P | P | P |
| 4.3 Teachers and support staff are prepared to respond to learner diversity during their initial training | **Initial teacher training** | | | | | | | |
| | D | A | D | N | D | D | N | N |
| 4.4 Teachers and support staff have opportunities to take part in continuing professional development regarding inclusive and equitable practices | **Continuing professional development** | | | | | | | |
| | D | A | D | A | D | P | A | A |

Legend: **N** = No evidence of progress found, **D** = Discussions, **P** = Planning, **A** = Actions

## Strengths and progress

There is evidence of planning to strengthen the quality of the strategies used to encourage the presence, participation, and achievement of all learners in the policies and strategic plans in the majority of states and territories. One state (QLD) has taken actions to ensure that effective strategies are being implemented to address these goals. Most states and territories have described their plans for strengthening the support for learners at risk of underachievement, marginalisation, and exclusion. In one state (QLD) actions have been taken to ensure that effective support is provided to learners facing the risk of marginalisation, underachievement, or exclusion. Regarding the role of Initial Teacher Education (ITE) in preparing teachers to be ready to respond to learner diversity, the evidence is quite inconsistent. For example, four states and territories have begun discussions aimed to improve ITE, whereas in one state (NSW), actions have been taken to ensure that teachers and support staff have effective training in responsive pedagogies. Education policies and strategic plans examined in three states do not contain evidence of progress in this area. However, education policies and strategic plans in ACT, NT, and SA contain evidence of discussions that have taken place to address this concern. There is evidence that half of the states and territories (NSW, QLD, VIC and WA) have provided information in their policies and strategic plans about actions taken to ensure that there are sufficient professional developmental opportunities focused on inclusive and equitable practices.

## 2.4    Discussion and recommendations

While the Final Report of the Disability Royal Commission (2023) provided divided recommendations about schooling for students with disability and inclusive education, the resulting discussions and media attention raised awareness about the importance of inclusive education and its relationship to a more equitable society for all. Research indicates that inclusive education leads to positive academic and social emotional outcomes for all students, with and without disability (Hehir et al., 2016; Szumski et al., 2017). Findings from this policy review illustrate how each state and territory has made some progress towards achieving inclusive education policy and practice in Australia. The review of the range of government documents acknowledges the policy cycle that involves steps to implementation, review, and refinement, often influenced by political decision making and problems confronting governments that are interconnected to social issues, parents' views, and public opinion. Therefore, these steps of policy refinement and implementation can result in policy confusion with lack of alignment between policy and practice (Mavropoulou et al., 2021).

Clearly there are challenges associated with achieving agreement between national legal commitments and federal, state/territory priorities which impact policy development. These challenges are influenced by the range of interpretations of what inclusive education is and is not. This range of interpretation is also evident in the various Commissioner's beliefs, views, and recommendations in the Final Report of the Disability Royal Commission (2023). Education policy is value-laden (Banks, 2009) and progressing inclusive education requires a commitment to the values associated with the social model of disability (Oliver, 1983) rather than perpetuating a special education and often associated medical model (Carrington & MacArthur, 2012). It is clear that the values associated with social justice, equity, and inclusion need to underpin a national inclusive education roadmap/framework/ approach to policy and practice. It is also important to remember that progressing inclusive education is not only about diminishing special education, it is about transforming our education system to provide equity and inclusion for everyone, highlighting the intersectionality of disability and diversity more broadly.

Drawing on our analysis, we provide recommendations for improvements in policy, practice, and research (Table 5) that we believe will progress understanding and realisation of inclusive education in Australia.

Recommendations

Inclusive education

1    Policy

4    Research

15    Practice

**Table 5: Recommendations for inclusive education policy, research, and practice**

| Inclusive education | Recommendation |
|---|---|
| **Policy** | 1. State and territory documents should include definitions of inclusion (as in CRPD/C/GC/4 [United Nations, 2016]) and equity consistently across their educational policies, strategic plans, and documents guiding school practices. This will:<br>• develop a shared understanding and agreement about what inclusive education is and what it is not<br>• accelerate systemic reform and promote genuine inclusive practice. |
| **Research** | 2. States and territories need to engage key educational stakeholders to work in partnerships with researchers to progress a national inclusive education system.<br><br>3. States and territories need to commit to participation in comparative and international research across different contexts to address inclusive education policy to practice gaps.<br><br>4. States and territories need to increase research focused on student, parent, and teacher perspectives to better understand the perceptions, challenges, and successes associated with inclusive schooling.<br><br>5. States and territories should conduct in-depth studies about how schools and educators understand and enact inclusive education. |
| **Practice** | 6. States and territories need to ensure that professionals supporting learners and their families understand and support policy goals for promoting inclusion and equity in education.<br><br>7. States and territories need to establish systems for monitoring the presence, participation, and success of all learners and use this evidence to make informed decisions for fostering greater inclusion and equity.<br><br>8. Actions need to be taken to define leadership goals and roles at different levels and enhance education leaders' capacity, commitment, and accountability.<br><br>9. Plans and strategies should identify, challenge, and remove potential non-inclusive, discriminatory, and inequitable practices in schools and other learning centres. |

| Inclusive education | Recommendation |
|---|---|
| **Practice** | 10. Greater structure and system support for inclusive education is required: all schools should be expected and supported to be inclusive schools. |
| | 11. Special education services need to be included in strategy and planning to progress inclusive education. |
| | 12. Education sector should work collaboratively with other government sectors to progress inclusive education. |
| | 13. Mechanisms to ensure transparency for, and access to, the use of resources to support equity and inclusion need to be established. |
| | 14. Short- and long-term planning is needed to support collaboration, sharing of expertise, resources, and funds to support a unified system of inclusive education. |
| | 15. Actions need to be taken to ensure that schools, teachers, and school leaders use a range of pedagogical strategies to cater to learner differences. This needs to be outlined in school strategic plans and student support programs. |
| | 16. Schools should develop and monitor effective procedures for listening to students' views regarding their learning and aspirations. |
| | 17. School systems should provide continuing professional development to equip teachers with the knowledge and skills to assess learning progress and support students at risk of underachievement, marginalisation, or exclusion. |
| | 18. School staff should be expected to work closely with parents to strengthen support for learners at risk of underachievement, marginalisation, or exclusion. |
| | 19. Planning and action need to occur to strengthen initial training so that teachers and support staff can respond to diversity more effectively. |
| | 20. Increase professional development opportunities regarding inclusive and equitable practices. |

## 2.5    Conclusion

The review and analysis of the inclusive education policy and strategic plans of each state and territory of Australia used a framework for policy analysis (Figure 2) informed by the UNESCO Guide (2017) and three additional considerations drawn from scholarly literature and international instruments:

- the social model of disability
- definition of inclusive education (CRPD/C/GC/4)
- context.

All three considerations are important in understanding and shaping inclusive education policies and strategic plans underpinned by the values of social justice and equity for all. This review highlighted how each state and territory has made some progress towards achieving inclusive education policy and practice in Australia and indicates the work that still needs to be done. Clearly, there are challenges associated with achieving agreement between governments and education districts which can be overcome with a national inclusive education roadmap/ framework/approach to policy and practice. Drawing on this analysis, recommendations for improvements in policy, research, and practice are provided to inform future dialogue and collective effort that will progress understanding and realisation of inclusive education in Australia.

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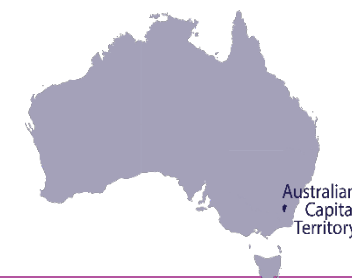
# 4. Appendices

## Appendix A. Australian Capital Territory

**Table 6: Outcomes and results of the analysis – ACT**

| Defining Features | Strengths | Concerns | Level of Progress | Recommendation |
|---|---|---|---|---|
| **Dimension 1: Concepts** | | | | |
| **1.1. Inclusion and equity are overarching principles that guide all educational policies, plans, and practices** | Definitions of inclusivity underpin the mission statement in the Strengthening Inclusive Education in ACT Public Schools Discussion Paper, and equity is mentioned as a driver for achieving inclusion. | The Policy and other documents support inclusivity in the form of personalised learning to enable equity in a range of contexts (including special schools). Inclusive practice within contexts is viewed as a goal for all contexts. There is no mention of inclusion as the transition from special to regular/local schools. | **P Planning has taken place** to strengthen the role of inclusion and equity in relation to educational policies, plans and practices. | Clarity on the definition of inclusion is essential for making progress towards systemic reform to achieve inclusive education as recommended in CRPD/C/GC/4. The principles of inclusive education as outlined in CRPD/C/GC/4 should inform the policy and plans for inclusive education in public schools. |
| **1.2 The national curriculum and its associated assessment systems are designed to respond effectively to all learners** | No evidence. | No evidence. | No evidence. | No evidence. |
| **1.3 All partners who work with learners and their families understand and support the national policy goals for promoting inclusion and equity in education** | Consultation workshops with key stakeholders have occurred to establish a shared vision of what inclusion should look like at each school. The intent of this consultation is to strengthen teacher capacity for inclusion. | Lack of accountability: There is no mention of how the department will monitor the impact of these consultations on the work of partners with learners and their families to promote inclusion and equity. | **P Planning activities are taking place** to ensure that agencies understand national policy aspirations and plans for promoting inclusion and equity in education. | Professional development on how all partners will act according to principles of inclusion and equity (as per CRPD/C/GC/4) is necessary to ensure that all partners share a common understanding of inclusion and equity and how they can promote these principles in their practice. |
| **1.4 Systems are in place to monitor the presence, participation, and achievement of all learners within the education system** | No evidence. | The policy does not mention anything about monitoring and evaluating student progress to strengthen inclusive practice. | **D** There are limited arrangements for monitoring the presence, participation and achievement of all learners but initial **discussions have begun** to address this issue. | The policy should describe specific actions for: (a) monitoring the presence, participation and achievement of all learners in regular/local schools, and (b) tracking learning outcomes in a range of settings that have students with disability enrolled. |

| Defining Features | Strengths | Concerns | Level of Progress | Recommendation |
|---|---|---|---|---|
| **Dimension 2: Policy statements** | | | | |
| **2.1 The important national educational policy documents strongly emphasise inclusion and equity** | Inclusivity is defined as the inclusion of every student in the educational programs offered by the school with reasonable adjustments for students with disability.<br>The Strengthening Inclusive Education in ACT Public Schools Discussion Paper adopts the CRPD/C/GC/4 definition of inclusive education and is informed by the core principles of equity and inclusion. | The policy appears to be influenced by the medical model of disability and considers attending local school as one of the different options for students with disability rather than showing a strong focus on an inclusive education system. | **P Planning activities have taken place** to make inclusion and equity a feature of important education policy documents. | To review the existing Students with a Disability Meeting their Educational Needs Policy and to develop the prospective inclusive education strategy adopting all the core principles of inclusion and equity with a stronger focus on developing an inclusive education system while discouraging special education. |
| **2.2 Senior staff at the national, district, and school levels provide leadership on inclusion and equity in education** | Principals and directorate staff are identified as being responsible for implementing the policy.<br>The Strengthening Inclusive Education in ACT Public Schools Discussion Paper considers an important role of school leadership for developing inclusive culture and also focuses on supporting them to lead this work.<br>The Discussion Paper also proposes 'workforce' to be one of the seven priority themes to achieve equity and inclusion for all students. | The Students with Disability Meeting their Educational Needs Policy does not clarify the policy goals and roles of leaders at different levels and is silent about their capacity development. | **P Planning has begun** to encourage senior staff, at the state and district levels, to provide leadership on inclusion and equity in education. | To revise the policy and ensure better alignment with the prospective inclusive education strategy. |
| **2.3 Leaders at all levels articulate consistent policy goals to develop inclusive and equitable educational practices** | No evidence. | The Students with Disability Meeting their Educational Needs Policy does not clarify the policy goals of leaders at different levels.<br>The policy goal of the Directorate is not clear whether is about strengthening the special education system or transitioning towards inclusive education. | **D** Although there is little evidence that leaders at different levels of the education system articulate consistent policy aspirations for the development of inclusive and equitable educational practices, **discussions have taken place** to improve this situation. | To ensure clear and consistent policy goals for developing an inclusive education system. |
| **2.4 Leaders at all levels challenge non-inclusive, discriminatory, and inequitable educational practices** | No evidence | No evidence. | No evidence. | No evidence. |

| Defining Features | Strengths | Concerns | Level of Progress | Recommendation |
|---|---|---|---|---|
| **Dimension 3: Structures and systems** | | | | |
| **3.1 There is high quality support for vulnerable learners** | The Strengthening Inclusive Education in ACT Public Schools Discussion Paper indicates a commitment to work with families and mentions making reasonable adjustments for students with disability. | There is no mention of inclusive education. Indication of a range of educational services and settings and an emphasis on 'real' parent choice with reference to quality education for all learners in the school. | **D** While support for vulnerable learners is inconsistent in documents **discussions have taken place** to consider how this can be improved. | There needs to be structural and system commitment to progressing inclusive education and diminishing special education. |
| **3.2 All services and institutions involved with learners and their families work together in coordinating inclusive and equitable educational policies and practices** | The Strengthening Inclusive Education in ACT Public Schools Discussion Paper indicates a commitment to working in partnership with other government providers and indicate strengthening of workforce as necessary. | The focus seems to be identifying support services and may not be on supporting a focus on inclusion. | **D** Although the work of services and institutions tends not to be well coordinated, **discussions have taken place** to consider how this can be improved. | There needs to be evidence of more collective commitment so that all services and institutions work together in coordinating inclusive and equitable educational policies and practices. |
| **3.3 Resources, both human and financial, are distributed in ways that benefit potentially vulnerable learners** | The Procedures document indicates that there is an allocation of resources to local schools to support students with disability based on individual need in an equitable, transparent, and consistent manner. | It is not clear if support and resourcing for inclusive education is prioritised – there is mention of resourcing specialist schools and small group programs (which may be segregated programs). | **D** While there are concerns that resources are not distributed fairly, **discussions have taken place** to address this issue. | Need for greater transparency about how resources are used to support equity and inclusion. |
| **3.4 There is a clear role for special provision, such as special schools and units, in promoting inclusion and equity in education** | The Strengthening Inclusive Education in ACT Public Schools Discussion Paper indicates the need to strengthen partnerships between specialist schools and local schools to create opportunities for students with disability and to share expertise. There is an expectation to share inclusive practices across settings. | It is not clear if there is a plan for monitoring, collecting data to support these aspirations. | **D** While special provision is mainly separate from the mainstream education system, **discussions have taken place** to consider how closer links can be encouraged. | Short- and long-term planning needs to occur to support better collaboration, sharing of expertise, resources and funds to support a unified system of inclusive education. |

| Defining Features | Strengths | Concerns | Level of Progress | Recommendation |
|---|---|---|---|---|
| **Dimension 4: Practices** | | | | |
| **4.1 Schools and other learning centres have strategies for encouraging the presence, participation, and achievement of all learners from their local community** | Strong commitment to the provision of adjustments, consultation with students, application of Universal Design for Learning (UDL), and improvement of inclusive practice in all settings. | While planning for measuring presence, participation and success of students with disability in local schools is taking place, there is no plan to assess inclusive practice with the goal to strengthen provisions in regular /local schools and move away from special schools. | **P Planning has taken place** to strengthen the quality of the strategies used to encourage the presence, participation and achievement of all learners. | Strengthening inclusive practice for students with disability in their local schools should be recognised as a priority in the state policy to achieve systemic inclusive reform. |
| **4.2 Schools and other learning centres provide support for learners who are at risk of underachievement, marginalisation, or exclusion** | Procedures are in place to strengthen supports for students with disability in response to their needs with a strong emphasis on student consultation and partnerships with parents in decision-making. | It is not clear whether the resourcing for schools will help reduce underachievement, marginalisation, or exclusion in regular/local schools. | **P Planning has been going on** to strengthen the support provided for learners at risk of underachievement, marginalisation, and exclusion. | Planning to reduce underachievement, marginalisation, and exclusion for students with disability should be foregrounded as a priority and with emphasis on the skills of teaching and non-teaching staff to support students with disability facing these risks. |
| **4.3 Teachers and support staff are prepared to respond to learner diversity during their initial training** | The Strengthening Inclusive Education in ACT Public Schools Discussion Paper mentions preservice training in workforce capability: potential action area as consideration of how best to support pre-service teachers to enhance readiness to teach all learners in inclusive education environments. | The policy does not have any reference to pre-service training for understanding and responding to learner diversity. | **D** The training of teachers and support staff for responding to learner diversity is varied in quality but **discussions have taken place** to bring about improvements. | The policy should include Initial Teacher Education in inclusive education as a priority area. Emphasis should be placed on building pre-service teachers' knowledge and understanding of inclusive principles and nurturing positive teacher attitudes towards student diversity. |
| **4.4 Teachers and support staff have opportunities to take part in continuing professional development regarding inclusive and equitable practices** | The aim to strengthen workforce capability is mentioned in the Procedures document and the Strengthening Inclusive Education in ACT Public Schools Discussion Paper. | There is no reference to professional development regarding inclusive and equitable practices in the policy. | **D** While there are only limited opportunities for professional development regarding inclusive and equitable practices, **discussions have taken place** to address this concern. | The policy should include: a) reference to professional development in flexible formats for developing teacher capacity in inclusion and equity, b) the budget allocation, and c) the timeframe for these actions. |

# Appendix B.      New South Wales

**Table 7: Outcomes and results of the analysis – NSW**

| Defining Features | Strengths | Concerns | Level of Progress | Recommendation |
|---|---|---|---|---|
| **Dimension 1: Concepts** | | | | |
| **1.1. Inclusion and equity are overarching principles that guide all educational policies, plans, and practices** | The policy is informed by the CRPD Article 24 on education. A focus on equity is embedded in the department's strategy for every student in their school system. | The broad definition of inclusive education in the policy documents perpetuates the confusion about what inclusive education is and what it is not. | **A Actions have been taken** to ensure that inclusion and equity are features of educational policies, plans, and practices. | Further clarity on the definition of inclusive and non-inclusive education contexts is essential for guiding plans and practices to enable system reform. |
| **1.2 The national curriculum and its associated assessment systems are designed to respond effectively to all learners** | No evidence. | No evidence. | No evidence. | No evidence. |
| **1.3 All partners who work with learners and their families understand and support the national policy goals for promoting inclusion and equity in education** | Capacity building for implementing inclusive practice is recognised as a priority for directors and principals supporting the needs of students in their local schools. | Capacity building for classroom support does not cover conceptual understanding of inclusion and knowledge of the implications of the inclusion and equity principles for their roles. There is no mention of professional development for inclusion for classroom teachers and other staff supporting the learning, wellbeing, and inclusion of students with disability. | **P Planning activities are taking place** to ensure that agencies understand national policy aspirations and plans for promoting inclusion and equity in education. | All partners should be included in professional development to help them build their understanding of inclusion and equity and how these principles should underpin their work in schools. |
| **1.4 Systems are in place to monitor the presence, participation, and achievement of all learners within the education system** | Teachers are tasked with monitoring student progress and reporting progress to students and parents/carers. The Disability Strategy states the lack of comparative research for student outcomes across settings. It also prioritises research into the evaluation of provisions for students with complex needs. | Tracking of student data is not associated with progressing inclusive education. | **P Planning has begun** in establishing systems for monitoring the presence, participation and achievement of all learners. | The Disability Strategy should state that the aim of collecting evidence on student outcomes is to increase the presence, participation, and achievement of all learners in regular/local schools. |

| Defining Features | Strengths | Concerns | Level of Progress | Recommendation |
|---|---|---|---|---|
| **Dimension 2: Policy statements** | | | | |
| **2.1 The important national educational policy documents strongly emphasise inclusion and equity** | The Inclusive Education Policy expresses commitment to building a more inclusive education system for all students and aspires for inclusion to be embedded in all aspects of school life, and is supported by culture, policies and everyday practices. The policy reflects principles such as valuing diversity, accessible and welcoming learning environment, partnership with students, parents, carers, external service providers, and the community, effective transitions, and professional development of staff. | The policy is not informed by all the core principles of equity and inclusion as per the CRPD/C/GC/4. | **A Actions have been taken** to ensure that inclusion and equity are a feature of important education policy documents. | To update the policy adopting all the nine principles of equity and inclusion articulated by the CRPD/C/GC/4. |
| **2.2 Senior staff at the national, district, and school levels provide leadership on inclusion and equity in education** | The Policy explicitly articulates roles and responsibilities of leaders at different levels including the directors in the department and school principals.<br>Leaders are expected to be champions of change and model inclusive practices in all aspects of their work. | It is not clear in the policy documents how the capacity of these leaders will be developed to promote inclusive education practices. | **A Actions have been taken** to ensure that senior staff at the state and district levels are providing leadership on inclusion and equity in education | To outline a strategy or plan for professional development of leaders and staff. |
| **2.3 Leaders at all levels articulate consistent policy goals to develop inclusive and equitable educational practices** | Roles and responsibilities of leaders at different levels are clearly defined. | No evidence. | **A Action has taken place** to ensure that leaders at different levels of the education system articulate consistent policy aspirations for the development of inclusive and equitable educational practices. | No evidence. |
| **2.4 Leaders at all levels challenge non-inclusive, discriminatory, and inequitable educational practices** | The Policy requires all staff to develop and implement strategies to prevent harassment, discrimination, and victimisation of students with disability. | There is no clear definition of harassment, discrimination, and victimisation. | **P Planning has taken place** to encourage leaders at all levels to challenge non-inclusive, discriminatory and inequitable educational practices. | To clearly define harassment, discrimination, and victimisation in the context of education and schools. |

| Defining Features | Strengths | Concerns | Level of Progress | Recommendation |
|---|---|---|---|---|
| **Dimension 3: Structures and systems** | | | | |
| **3.1 There is high quality support for vulnerable learners** | The Policy, the Statement, and the Strategy all indicate a commitment to a more inclusive education system. Families and student voice is acknowledged as important. There is commitment to providing reasonable adjustments and personalised support. | Special education is not mentioned but the Statement indicates parents have a choice in education setting. | **P Planning has taken place** to improve the quality of support for vulnerable learners. | The department should include short-term and long-term plans to diminish special education. |
| **3.2 All services and institutions involved with learners and their families work together in coordinating inclusive and equitable educational policies and practices** | The Policy, the Statement, and the Strategy indicate a commitment to sharing knowledge across the system by focusing on six pillars. The Plan applies to all who work in and are connected to the department. | There continues to be a focus on special education provision. | **P Planning has taken place** to encourage services and institutions to collaborate. | The department should include short-term and long-term plans to support cooperation between schools to diminish special education. |
| **3.3 Resources, both human and financial, are distributed in ways that benefit potentially vulnerable learners** | The Policy indicates that there will be changes and upgrades for students with disability to ensure that all new works comply with "best practice inclusive design principles." The Strategy indicates that schools will have more resources and those resources will be more flexible, also resources for redesigning flexible learning spaces and teacher induction for students with disability. | There is little information about how resources are used to support vulnerable learners. | **P Planning has taken place** to improve the way resources are distributed, focusing in particular on the need to support vulnerable learners. | Need for greater transparency about how resources are used to support equity and inclusion. |
| **3.4 There is a clear role for special provision, such as special schools and units, in promoting inclusion and equity in education** | The Policy and the Strategy include information about how specialists provide individualised support. There is mention of personalised learning and support classes and access to allied health and therapy services. There is also mention of providing flexible support across different settings. | There is also mention of attending learning environments in different locations; attending a school for specific purposes. | **D** While special provision is mainly separate from the mainstream education system, **discussions have taken place** to consider how closer links can be encouraged. | Short- and long-term planning needs to occur to support better collaboration, sharing of expertise, resources and funds to support a unified system of inclusive education. |

| Defining Features | Strengths | Concerns | Level of Progress | Recommendation |
|---|---|---|---|---|
| **Dimension 4: Practices** | | | | |
| **4.1 Schools and other learning centres have strategies for encouraging the presence, participation, and achievement of all learners from their local community** | Reference to the Disability Standards for Education noting that all staff must implement reasonable adjustments, consult with students and parents/carers, support students with disability to access curriculum through reasonable adjustments and personalised support. Inclusive Education Statement Principle 5 is about workforce capability for inclusion; students and their families have agency and choice to improve their school experience. Principle 1 is about student agency and self-determination. | A clear focus on strengthening responsive pedagogies in the mainstream school with the view to transition to a unified education system is missing from the documents. Strengthening teacher capacity in any setting catering for students with disability will not lead to the de-segregation. | **P** **Planning has taken place** to strengthen the quality of the strategies used to encourage the presence, participation, and achievement of all learners. | The Inclusive Education Policy and the Statement should outline how the impact of teacher pedagogical strategies in regular /local and specialist schools will be regularly monitored and assessed to ensure that the presence, participation, and achievement of students with disability in regular schools is steadily increasing. |
| **4.2 Schools and other learning centres provide support for learners who are at risk of underachievement, marginalisation, or exclusion** | In the Inclusive Education Policy, learning and support teams- identify, assess, respond to and monitor the learning needs of students. In the Inclusive Education Statement, Principle 2 is about Parent and carer inclusion: Teachers and schools work in partnership with parents/carers, collaboratively planning to achieve agreed and measurable outcomes. | Specific steps for reducing underachievement and exclusion for students with disability from general education are not outlined. The assessment of inclusion is still vague (e.g. exclusion from general school or specialist school) and therefore the basis for assessing success in inclusive education is not firm. | **P** **Planning has been going on** to strengthen the support provided for learners at risk of underachievement, marginalisation, and exclusion. | In collaboration with researchers, the Department of Education could conduct enquiries or analyse data on exclusion and underachievement for specific groups of students with disability. |
| **4.3 Teachers and support staff are prepared to respond to learner diversity during their initial training** | Teacher preparation for special education is a priority and need for improved induction and professional development is mentioned. Funding has been allocated to attract more teachers to engage in postgraduate study with a target of increasing people studying in special education by 50% by 2022. | There is no evidence of this area in the Inclusive Education Policy and the Statement. All the training is focused on specialist teachers. | **A** **Actions have been taken** to ensure that teachers and support staff have effective training in respect to the way they respond to learner diversity. | Funding for training in inclusive practice classroom teachers, education assistants and senior leaders in regular/local schools should be a priority for in the Policy, the Statement, and the Strategy. |

| Defining Features | Strengths | Concerns | Level of Progress | Recommendation |
|---|---|---|---|---|
| **4.4 Teachers and support staff have opportunities to take part in continuing professional development regarding inclusive and equitable practices** | The Policy and the Disability Strategy indicate that all staff participate in professional learning about supporting the inclusion of students with disability. The department will strengthen support (invest in teachers and support staff: coaching and co-teaching training pilot in 15 schools, for teachers with expertise in supporting children with disability to coach teachers in mainstream schools). This will be rolled out more widely from 2020. | Review of the pilot coaching model is missing from the Strategy. Strengthening the capacity of classroom teachers and increasing the number of school-based Inclusive Support Teams is not mentioned. A whole of school approach for achieving inclusion is not evident in the documents. | A **Action has been taken** to ensure that there are *sufficient professional development opportunities that focus on inclusive and equitable practices.<br><br>*There has been action but there may not be sufficient professional development opportunities. | Budget should be allocated for establishing inclusive support teams in mainstream schools. Independent review of the pilot coaching and co-teaching project should be conducted to assess impact on teacher capacity and also on learning outcomes for students with disability. |

# Appendix C.     Northern Territory

**Table 8: Outcomes and results of the analysis – NT**

| Defining Features | Strengths | Concerns | Level of Progress | Recommendation |
|---|---|---|---|---|
| **Dimension 1: Concepts** | | | | |
| **1.1. Inclusion and equity are overarching principles that guide all educational policies, plans, and practices** | The Framework includes 8 inclusion principles, and achieving equity through adjustments is a stated goal. The provision of adjustments is linked with inclusion. | The definition of inclusion does not align with CRPD/C/GC/4 and it is broad enough to include all education contexts for students with disability. The provision of inclusive practices in specialist schools as well as regular/local schools is recognised as a priority action for the territory. | **P Planning has taken place** to strengthen the role of inclusion and equity in relation to educational policies, plans and practices. | A definition of which contexts are inclusive and which are not is important for the Framework to avoid confusion about genuine inclusion and the critical importance of system reform for moving away from specialist schools. |
| **1.2 The national curriculum and its associated assessment systems are designed to respond effectively to all learners** | No evidence. | No evidence. | No evidence. | No evidence. |
| **1.3 All partners who work with learners and their families understand and support the national policy goals for promoting inclusion and equity in education** | The department is committed to the establishment of professional development and the provision of resources to school staff to build capacity for inclusive education. | The confusion around inclusive education is perpetuated given that staff in special or specialist schools will also participate in professional development for inclusion but without the vision to transition to a unified education system. | **P Planning activities are taking place** to ensure that agencies understand national policy aspirations and plans for promoting inclusion and equity in education. | Planning activities should be underpinned by the CRPD/C/GC/4 definition of inclusive education to promote education system reform. |
| **1.4 Systems are in place to monitor the presence, participation, and achievement of all learners within the education system** | The department has set as a priority to develop systems for monitoring inclusive practice based on consultation with key stakeholders. Strong emphasis on equity for engagement and achievement of all learners in the context they are enrolled in. | No focus on comparing student learning outcomes across settings to strengthen inclusion in regular /local schools. Public forums are focused on promoting equity and not measurement of inclusive practice. | **P Planning has begun** in establishing systems for monitoring the presence, participation and achievement of all learners. | To prioritise monitoring of the presence, participation and achievement of all learners including students with disability in regular/local schools that will occur within a specific timeframe. |

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| Defining Features | Strengths | Concerns | Level of Progress | Recommendation |
|---|---|---|---|---|
| **Dimension 2: Policy statements** | | | | |
| **2.1 The important national educational policy documents strongly emphasise inclusion and equity** | The Framework for Inclusion 2019-29 adopts the principles such as respecting and valuing diversity, supporting children and students, parents, carers and families to have a voice and be involved in decision-making, early assessment and intervention, inclusive learning pathway for all students, ongoing monitoring of the growth and achievement of all children and students, collaboration with agencies, and targeted resourcing. | The Framework does not reflect all the core principles of equity and inclusion as per the CRPD/C/GC/4. | **P Planning activities have taken place** to make inclusion and equity a feature of important education policy documents. | To revise the Framework adopting the nine principles of equity and inclusion articulated by the CRPD/C/GC/4. |
| **2.2 Senior staff at the national, district, and school levels provide leadership on inclusion and equity in education** | The role of school leadership is recognised to be key in lifting performance in terms of quality teaching, differentiated support, community engagement, and data and accountability. One of the focus areas is to enhance the professional practice of educators and education leaders. | The Framework does not explicitly mention the roles and responsibilities of leaders at other levels. | **P Planning has begun** to encourage senior staff, at the state and district levels, to provide leadership on inclusion and equity in education. | To specify the leadership goals, roles and responsibilities of leadership at all levels. |
| **2.3 Leaders at all levels articulate consistent policy goals to develop inclusive and equitable educational practices** | There is a commitment to equity and the opportunity to engage, grow and achieve for every child. | There are no clear policy goals for leaders at different levels. | **D** Although there is little evidence that leaders at different levels of the education system articulate consistent policy aspirations for the development of inclusive and equitable educational practices, **discussions have taken place** to improve this. | To update the policy with clear and consistent policy goals for leaders at different levels for developing inclusive and equitable educational practices |
| **2.4 Leaders at all levels challenge non-inclusive, discriminatory, and inequitable educational practices** | One of the action areas in the Framework under "Evidence-led system" is to "review existing targeted and intensive support programs for vulnerable children and students to ensure they can access and feel supported in mainstream schooling." | It is unclear who the "vulnerable children and students" are and how non-inclusive, discriminatory, and inequitable practices are challenged. | **D Discussions have taken place** to address leadership responses to non-inclusive, discriminatory, and inequitable educational practices. | To clearly define vulnerability and strategies to challenge non-inclusive, discriminatory and inequitable educational practices. |

| Defining Features | Strengths | Concerns | Level of Progress | Recommendation |
|---|---|---|---|---|
| **Dimension 3: Structures and systems** | | | | |
| **3.1 There is high quality support for vulnerable learners** | The Framework indicates commitment to inclusive education and delivering learning to meet student needs. There is a focus on differentiated learning and tailored evidence-based strategies. There are actions associated with establishing stronger partnerships with parents and student voice. | No clear flexible arrangements for providing support for students. | **D** While support for vulnerable learners is variable d**discussions have taken place** to consider how this can be improved. | There is need for stronger structural and system commitment to progressing inclusive education and diminishing special education. |
| **3.2 All services and institutions involved with learners and their families work together in coordinating inclusive and equitable educational policies and practices** | The Framework recognises the need for collaboration across government and non-government agencies and organisations to deliver their inclusive education goals. | There is no mention of how special school or segregated school program staff cooperate and collaborate to support inclusive education. | **D** Although the work of services and institutions tends not to be well coordinated, **discussions have taken place** to consider how this can be improved. | There needs to be evidence of more collective commitment so that all services and institutions work together in coordinating inclusive and equitable educational policies and practices. |
| **3.3 Resources, both human and financial, are distributed in ways that benefit potentially vulnerable learners** | The Framework indicates that resourcing is targeted where it is needed, indicating equity. There is a commitment to develop funding models for inclusive education, explore funding for new services and fit for purpose infrastructure. | There is no clear information about how resources are used flexibly and targeted to support participation and learning. | **D** While there are concerns that resources are not distributed fairly, **discussions have taken place** to address this issue. | Need for greater transparency about how resources are used to support equity and inclusion. |
| **3.4 There is a clear role for special provision, such as special schools and units, in promoting inclusion and equity in education** | The Framework indicates that service-delivery approaches to inclusion will be explored involving mainstream schools, specialist schools and external specialist agencies. | There is a need for a plan for monitoring, collecting data to support these aspirations. | **D** While special provision is mainly separate from the mainstream education system, **discussions have taken place** to consider how closer links can be encouraged. | Short and long term planning needs to occur to support better collaboration, sharing of expertise, resources and funds to support a unified system of inclusive education. |

| Defining Features | Strengths | Concerns | Level of Progress | Recommendation |
|---|---|---|---|---|
| **Dimension 4: Practices** | | | | |
| **4.1 Schools and other learning centres have strategies for encouraging the presence, participation, and achievement of all learners from their local community** | The Framework is committed to offering quality and differentiated teaching to every child, acknowledging parents as key agents in decision-making. | The goal for every student with disability to attend their local school is not explicit in the Framework. | **P Planning has taken place** to strengthen the quality of the strategies used to encourage the presence, participation, and achievement of all learners. | The Framework should affirm the vision of achieving genuine inclusive education through responsive pedagogies, ethical leadership and shared decision-making with parents and students in regular/local schools. |
| **4.2 Schools and other learning centres provide support for learners who are at risk of underachievement, marginalisation, or exclusion** | Identified need for cross-agency collaboration, partnerships with families and student consultation | Monitoring of the numbers of students with disability being excluded or underachieving is not mentioned, nor how stakeholder consultation can help decrease exclusion and underachievement. | **D** Although support for vulnerable learners is varied in quality, **discussions have taken place** to bring about improvements. | The Department of Education should examine disaggregated data for students with disability experiencing exclusion and underachievement over their school years and develop strategic actions to decrease these trends. |
| **4.3 Teachers and support staff are prepared to respond to learner diversity during their initial training** | No evidence. | No reference in the Policy and the Strategic Plan for the requirement for graduate teachers and support staff to have capacity to respond to student diversity during their initial training. | **D** The training of teachers and support staff for responding to learner diversity is varied in quality but **discussions have taken place** to bring about improvements. | The Framework should mention the importance of building teacher capacity for responding to student diversity and should include the action to build partnerships with universities in NT. |
| **4.4 Teachers and support staff have opportunities to take part in continuing professional development regarding inclusive and equitable practices** | Strengthening teacher capacity for applying responsive pedagogies is a priority area. | Commitment to enhancing professional development covering inclusive practice in general education classrooms is missing from the Strategic plan. | **D** While there are only limited opportunities for professional development regarding inclusive and equitable practices, **discussions have taken place** to address this concern. | The offering of professional development opportunities for teachers and school staff to learn how to apply inclusive and equitable practices in regular /local schools should be prioritised in the Framework for Inclusion 2019-2029. |

# Appendix D. Queensland

**Table 9: Outcomes and results of the analysis – QLD**

| Defining Features | Strengths | Concerns | Level of Progress | Recommendation |
|---|---|---|---|---|
| **Dimension 1: Concepts** | | | | |
| **1.1. Inclusion and equity are overarching principles that guide all educational policies, plans, and practices** | The state Policy Statement, the Strategic Plan, and Schools Improvement Strategy include definitions of inclusive education (as in CRPD/C/GC/4) and are informed by the principles of inclusion and equity for all students. | The Statement affirms the department's commitment to offering choice for specialist schools. There is no acknowledgement of the right of all children to inclusive education. | **A Actions have been taken** to ensure that inclusion and equity are features of educational policies, plans, and practices. | Clear commitment should be stated to the progressive closure of special schools as transformative systemic action to achieve alignment with CRPD/C/GC/4. |
| **1.2 The national curriculum and its associated assessment systems are designed to respond effectively to all learners** | No evidence. | No evidence. | No evidence. | No evidence. |
| **1.3 All partners who work with learners and their families understand and support the national policy goals for promoting inclusion and equity in education** | The department is strongly committed to continuous professional development and mentoring for school leaders, teachers, department staff, support staff and volunteers to build capacity to implement inclusive practices. | The department's commitment to build understanding and capacity to achieve the vision of transitioning to a more inclusive education system is missing from their strategic action plan, however it's mentioned in the Policy statement. | **A Actions have been taken** to ensure that agencies understand and support national policy aspirations for promoting inclusion and equity in education. | The Strategic Plan should provide a roadmap and clear direction for building knowledge and capacity of all partners for the smooth transition to a unified education system. |
| **1.4 Systems are in place to monitor the presence, participation, and achievement of all learners within the education system** | Collecting data for monitoring the presence, participation and achievement of all learners, including those with disability is recognised as an important priority for building good practice. | The purpose of monitoring and evaluation of student progress is for building good practice, not genuine inclusive practice. | **A Actions have been taken** to establish effective systems for monitoring the presence, participation and achievement of all learners. | Disaggregated data should be collected and used to determine which student groups need additional supports for their inclusion into regular education. Systems should collect comparative evidence on student outcomes across specialist and regular settings to inform transition to a unified education system. |

| Defining Features | Strengths | Concerns | Level of Progress | Recommendation |
|---|---|---|---|---|
| **Dimension 2: Policy statements** | | | | |
| **2.1 The important national educational policy documents strongly emphasise inclusion and equity** | The Inclusive Education Policy has adapted United Nation's nine core principles of inclusive education and the strategies and plans reflect those principles. | There are quite a few strategic documents and not all of them reflect all the nine principles. | **A Actions have been taken** to ensure that inclusion and equity are a feature of important education policy documents. | To have one clear and consolidated strategic document in alignment with the policy rather than developing too many fragmented ones. |
| **2.2 Senior staff at the national, district, and school levels provide leadership on inclusion and equity in education** | The policy and plans place strong emphasis on every leader committed and leading for implementing inclusive education, promoting a culture and shared values that remove barriers and support inclusion. | The policy and strategies do not explicitly specify the roles and responsibilities of leadership at different levels. | **P Planning has begun** to encourage senior staff, at the state and district levels, to provide leadership on inclusion and equity in education. | To update the policy with clear leadership roles and responsibilities at different levels to promote an inclusive education system and to ensure alignment with the strategic documents. |
| **2.3 Leaders at all levels articulate consistent policy goals to develop inclusive and equitable educational practices** | The policy and strategies focus on investment and support for schools to continually update, to meet diverse and contemporary teaching learning needs. | The policy and strategies do not explicitly specify the policy goals for leadership at different levels. | **P Planning has taken place** to encourage leaders at different levels of the education system to articulate consistent policy aspirations for the development of inclusive and equitable educational practices. | To update the policy with clear and consistent leadership goals at different levels to develop inclusive and equitable practices and to ensure alignment with the strategic documents. |
| **2.4 Leaders at all levels challenge non-inclusive, discriminatory, and inequitable educational practices** | Different levels of direct and indirect discrimination are defined. The policy differentiates between exclusion, segregation, integration and inclusive education and expresses the department's strong commitment to continue the journey towards a more inclusive education system.<br>The department also plans for reducing the impact of disadvantage through targeted interventions and culturally appropriate support. | The strategic documents do not clarify the kind and process of targeted interventions. | **P Planning has taken place** to encourage leaders at all levels to challenge non-inclusive, discriminatory and inequitable educational practices. | To clearly define the terminologies used and the strategies proposed in the documents and specify how non-inclusive, discriminatory, and inequitable practices are challenged. |

| Defining Features | Strengths | Concerns | Level of Progress | Recommendation |
|---|---|---|---|---|
| **Dimension 3: Structures and systems** | | | | |
| **3.1 There is high quality support for vulnerable learners** | The Policy, Plan, Strategic Plan and Strategy all indicate commitment to progressing inclusive education and equity and excellence for all students. There is a strong commitment to families as partners and a strong respect for student voice. Regarding flexible arrangements, there is a focus on reducing barriers to learning and participation. | The Policy indicates that parents have a choice, including enrolment in special schools. | **P Planning has taken place** to improve the quality of support for vulnerable learners. | Recognising that de-segregation (diminish special education) will take time, QLD Department of Education should include short-term and long-term plans to diminish special education. |
| **3.2 All services and institutions involved with learners and their families work together in coordinating inclusive and equitable educational policies and practices** | The Policy, Plan, Strategic Plan and Strategy indicate commitment to working with communities and government sectors to reduce vulnerability and strengthen outcomes for students. There is evidence of various divisions of the department working together to support professional learning and cooperation. | There is no mention of diminishing special education programs as a component of "applying inclusive and equitable practices." | **A Actions have been taken** to ensure that services and institutions involved with learners and their families work together. | At present, all services and institutions are not working together in coordinating inclusive and equitable policies and practices. Special education services need to be included in the strategy and planning forward to progress inclusive education. |
| **3.3 Resources, both human and financial, are distributed in ways that benefit potentially vulnerable learners** | The Strategy commits to resourcing a world class educational leadership and teaching institute. While there is a departmental new funding model to support greater equity for students with disability, it is not mentioned in these documents. | There is no clear information about how resources are used flexibly and targeted to support participation and learning. | **A Actions have been taken** to ensure that resources are distributed fairly, focusing in particular on vulnerable groups of learners. | Need for greater transparency about how resources are used to support equity and inclusion. |
| **3.4 There is a clear role for special provision, such as special schools and units, in promoting inclusion and equity in education** | No evidence. | No evidence. | No evidence. | No evidence. |

| Defining Features | Strengths | Concerns | Level of Progress | Recommendation |
|---|---|---|---|---|
| **Dimension 4: Practices** | | | | |
| **4.1 Schools and other learning centres have strategies for encouraging the presence, participation, and achievement of all learners from their local community** | The Policy, Plan, Strategic Plan, and Strategy have a strong consistent focus on using a responsive curriculum, nurturing an inclusive culture, providing support for inclusion, conducting student satisfaction surveys, monitoring student learning growth each year and reviewing Individual Curriculum Plans to assess their inclusion journey. | There is a lack of comparative evidence of academic and social learning outcomes for students with disability across settings in public QLD primary and secondary schools. | **A Actions have taken place** to ensure that there are effective strategies for encouraging the presence, participation and achievement of all learners. | To support the strong vision for an inclusive education system, the Strategic plans need to place special emphasis on the comparative evaluation of academic and social learning outcomes for students with disability across settings to generate evidence from all types of schools supporting students with disability in public QLD schools. This evidence will offer sound basis for the transition into a more inclusive system in QLD. |
| **4.2 Schools and other learning centres provide support for learners who are at risk of underachievement, marginalisation, or exclusion** | A whole-school, collaborative approach to inclusion is evidenced in all documents. They support students, parents, caregivers, and families to have a voice and be heard. Their views are considered in decision making at all levels. | It is unclear whether the school-based hubs will be reviewed for their impact on the inclusion of students with disability experiencing the risk of marginalisation or exclusion. | **A Action has been taken** to ensure effective support for learners at risk of underachievement, marginalisation, and exclusion. | The department should review the provision of school-based hubs in general education to increase the inclusion of students with disabilities in their local school. |
| **4.3 Teachers and support staff are prepared to respond to learner diversity during their initial training** | No evidence. | No evidence. | No evidence. | No evidence. |
| **4.4 Teachers and support staff have opportunities to take part in continuing professional development regarding inclusive and equitable practices** | Good practice, based on evidence, is shared and cultural capability is strengthened. Continuous professional learning and mentorship is encouraged and supported. The department is committed to building capability in the following areas: support for transitions from early childhood to prep, develop confidence of schools and staff to support students, support transitions in secondary school and to life after school. | There is no mention for building teacher capacity for transitioning students with disability from special schools into mainstream schools. No reference to the increase in the number of a) Inclusion Coaches across regions, and b) Heads of Inclusion and inclusive teaching staff in schools. | **A Action has been taken** to ensure that there are *sufficient professional development opportunities that focus on inclusive and equitable practices.<br><br>*There has been action but there may not be sufficient professional development opportunities. | The department should build teacher capacity for transitioning students with disability from special schools into mainstream schools. The department should invest on training and appointing senior inclusion leaders in all schools to enable the smooth transition of students with disability from special schools into regular/local schools and the strengthening of inclusive practice in mainstream schools. |

# Appendix E.      South Australia

**Table 10: Outcomes and results of the analysis – SA**

| Defining Features | Strengths | Concerns | Level of Progress | Recommendation |
|---|---|---|---|---|
| **Dimension 1: Concepts** | | | | |
| **1.1. Inclusion and equity are overarching principles that guide all educational policies, plans, and practices** | The policy protects the rights of all students with disability to high quality teaching in alignment with the Disability Standards for Education. | The lack of specificity of the context of implementation for inclusive education creates confusion about what inclusive education is. The State documents support that high-quality instruction is inclusive without specifying which contexts are inclusive and which are not. The State Policy follows the Disability Standards for Education and does not refer to influential international instruments such as the CRPD/C/GC/4. Inclusion is viewed as access to education and not as equal access to general education. | **P Planning has taken place** to strengthen the role of inclusion and equity in relation to educational policies, plans and practices. | A clear definition of what is and what is not inclusive education (as in CRPD/C/GC/4) should be included in the State Policy to align with the rights-based approach and the emphasis on equity in the State Policy. |
| **1.2 The national curriculum and its associated assessment systems are designed to respond effectively to all learners** | No evidence. | No evidence. | No evidence. | No evidence. |
| **1.3 All partners who work with learners and their families understand and support the national policy goals for promoting inclusion and equity in education** | The State Policy recognises the responsibility of all staff to implement and comply with an inclusive education approach. | There is no mention in the State Policy about actions to raise awareness and understanding of the Disability Standards for Education to attain the compliance mentioned in the policy. | **D** Although agencies have varied understanding of national policy aspirations and plans for promoting inclusion and equity in education, initial **discussions have begun** to address this issue. | The policy should outline what planning activities will occur and who is responsible for this planning to ensure that all partners who work with learners and their families understand and support the principles of inclusion and equity and the implications of these principles for their work. |
| **1.4 Systems are in place to monitor the presence, participation, and achievement of all learners within the education system** | Teachers (only) have the responsibility to develop and monitor the progress of students' learning plans. The intent of this data monitoring is to determine participation and success in education and training for students with disability. | The collection of evidence from early childhood and school sectors to assess their progress towards inclusion is not mentioned in the Principles of Inclusion document. Measurement of inclusive practice is not a requirement for teachers and school systems. Lack of accountability on progress towards inclusion. | **D** There are limited arrangements for monitoring the presence, participation, and achievement of all learners but initial **discussions have begun** to address this issue. | Evaluation of inclusive practice should be added a) as a principle of inclusion for children and students with disability in education and care, and b) as a requirement for teachers and school systems. |

| Defining Features | Strengths | Concerns | Level of Progress | Recommendation |
|---|---|---|---|---|
| **Dimension 2: Policy statements** | | | | |
| **2.1 The important national educational policy documents strongly emphasise inclusion and equity** | There is a commitment to inclusive education and ensuring that all students will benefit academically and socially when provided with high quality teaching. The State Disability Inclusion Plan is informed by number of principles such as fundamental human rights, individual dignity and participation in social and economic life. | The policy and plans do not reflect the principles of equity and inclusion as per the CRPD/C/GC/4. The State Policy's definition of disability is highly influenced by the medical model. | **D** Although there is little mention of inclusion and equity in important education policy documents, initial **discussions have taken place** to address this issue. | To redefine disability adopting the social model and strength-based approach. To have a consolidated inclusive education policy adopting all the nine principles of equity and inclusion articulated by the CRPD/C/GC/4. |
| **2.2 Senior staff at the national, district, and school levels provide leadership on inclusion and equity in education** | The State Policy defines the roles and responsibilities of education directors, pre-school and children's centre directors and school principals. | The education leaders are required to be compliant with the policy, however, the policy does not explicitly clarify the kinds of leadership roles they are expected to perform. The policy is silent about the capacity development of these leaders. | **P Planning has begun** to encourage senior staff, at the state and district levels, to provide leadership on inclusion and equity in education. | To update the policy with clear roles and responsibilities of the leaders and with a focus on their capacity development to promote inclusive education system. |
| **2.3 Leaders at all levels articulate consistent policy goals to develop inclusive and equitable educational practices** | No evidence. | Policy goals for leaders at different levels are not clearly articulated. | **D** Although there is little evidence that leaders at different levels of the education system articulate consistent policy aspirations for the development of inclusive and equitable educational practices, **discussions have taken place** to improve this situation. | To update the policy with clear and consistent policy goals for developing inclusive education system. |
| **2.4 Leaders at all levels challenge non-inclusive, discriminatory, and inequitable educational practices** | The State Policy recognises the need for education providers to be compliant with the standards for harassment and victimisation. | The policy neither includes clear definitions of harassment and victimisation nor provides guidelines for how to identify, challenge and remove them. | **D** Although leaders at different levels rarely challenge non-inclusive, discriminatory and inequitable educational practices, **discussions have taken place** to address this issue. | To clearly define the terminologies and concepts used and specify the roles of leadership at different levels to identify, challenge and remove them. |

| Defining Features | Strengths | Concerns | Level of Progress | Recommendation |
|---|---|---|---|---|
| **Dimension 3: Structures and systems** | | | | |
| **3.1 There is high quality support for vulnerable learners** | The Policy, the Plan, and the Principles emphasise equity, access, opportunity, and children's rights. There is an emphasis on children accessing personalised learning and support programs. Parent and student consultation are emphasised. | There is mention of providing specialised support (service or program). However, that this support may come from an external or private sector provider indicating ongoing support for segregated services. | **P Planning has taken place** to improve the quality of support for vulnerable learners. | There needs to be structural and system commitment to progressing inclusive education and diminishing special education. |
| **3.2 All services and institutions involved with learners and their families work together in coordinating inclusive and equitable educational policies and practices** | The Policy and the Plan indicate that divisions work together to improve community understanding and awareness to support Australia's Disability Strategy. | There is no mention of how special school or segregated school program staff cooperate and collaborate to support inclusive education. | **P Planning has taken place** to encourage services and institutions to collaborate. | There needs to be evidence of more collective commitment so that all services and institutions work together in coordinating inclusive and equitable educational policies and practices. |
| **3.3 Resources, both human and financial, are distributed in ways that benefit potentially vulnerable learners** | The Plan indicates that there will be a resource developed (a toolkit) that supports state authorities to consult and engage with people with disability. | There is no clear information about how human and financial resources are used flexibly and targeted to support participation and learning. | **D** While there are concerns that resources are not distributed fairly, **discussions have taken place** to address this issue. | Need for greater transparency about how resources are used to support equity and inclusion. |
| **3.4 There is a clear role for special provision, such as special schools and units, in promoting inclusion and equity in education** | The State Policy indicates the range of "special options" and refers to the placement procedures. | There is no indication of collaboration and sharing of teaching/resources between special and regular/local schools. | **D** While special provision is mainly separate from the mainstream education system, **discussions have taken place** to consider how closer links can be encouraged. | Short- and long-term planning needs to occur to support better collaboration, sharing of expertise, resources and funds to support a unified system of inclusive education. |

| Defining Features | Strengths | Concerns | Level of Progress | Recommendation |
|---|---|---|---|---|
| **Dimension 4: Practices** | | | | |
| **4.1 Schools and other learning centres have strategies for encouraging the presence, participation, and achievement of all learners from their local community** | Student voice and parent consultation are recognised as important factors for developing their fullest potential. | Students with disability will be provided with special support options which may hinder their presence in local schools. | **P Planning has begun** in establishing systems for monitoring the presence, participation and achievement of all learners. | The Policy and State Disability Inclusion Plan 2019-2023 should clearly state how local schools will be supported to strengthen their provisions for the presence, participation, and achievement of students with disability in the coming years. |
| **4.2 Schools and other learning centres provide support for learners who are at risk of underachievement, marginalisation, or exclusion** | Program planning for each student will be implemented and reviewed with parental engagement in all stages. Student safety is mentioned as a principle. | There is no mention of monitoring the supports provided to students with disability experiencing exclusion and underachievement in schools and taking actions to decrease these numbers. | **P Planning has been going on** to strengthen the support provided for learners at risk of underachievement, marginalisation, and exclusion. | To include reviews of practices to ensure they are grounded in principles of inclusion. |
| **4.3 Teachers and support staff are prepared to respond to learner diversity during their initial training** | No evidence. | There is no reference in the Policy and the Plan for the requirement for graduate teachers and support staff to have capacity to respond to student diversity during their initial training. | **D** The training of teachers and support staff for responding to learner diversity is varied in quality but **discussions have taken place** to bring about improvements. | The policy should mention the importance of building teacher capacity for responding to student diversity. The Plan should include the action to build partnerships with universities in SA offering Initial Teacher Education courses. |
| **4.4 Teachers and support staff have opportunities to take part in continuing professional development regarding inclusive and equitable practices** | No evidence. | It is notable that none of the documents included in this review mention the need for professional development for teachers and support staff regarding inclusive and equitable practices. | **D** While there are only limited opportunities for professional development regarding inclusive and equitable practices, **discussions have taken place** to address this concern. | Multiple opportunities offering flexible options (face-to-face, virtual, hybrid, in-class, school visits) for professional development in inclusive practice for teachers and support staff should be foregrounded in the policy and the Plan. |

# Appendix F. Tasmania

**Table 11: Outcomes and results of the analysis – TAS**

| Defining Features | Strengths | Concerns | Level of Progress | Recommendation |
|---|---|---|---|---|
| **Dimension 1: Concepts** | | | | |
| **1.1. Inclusion and equity are overarching principles that guide all educational policies, plans, and practices** | Alignment between the Disability Framework and the CRPD with strong commitment to inclusion and equality of opportunity. | No explanation is provided as to the principles of CRPD in the Disability Framework. There is no reference to the transition to a unified system for all students with disability. There is no state policy for inclusive education. | **P Planning has taken place** to strengthen the role of inclusion and equity in relation to educational policies, plans and practices. | The CRPD/C/GC/4 definition of inclusive education in the Disability Framework should be included Equity should be framed as an underpinning principle for high quality teaching. The department should work towards developing an inclusive education state policy. |
| **1.2 The national curriculum and its associated assessment systems are designed to respond effectively to all learners** | No evidence. | No evidence. | No evidence. | No evidence. |
| **1.3 All partners who work with learners and their families understand and support the national policy goals for promoting inclusion and equity in education** | Extensive consultations have occurred with stakeholder groups to help them make connections between policy and practice and improve inclusive practice and accessibility for students with disability. | The Strategic Plan does not mention any plans for professional development for staff to help them understand how inclusion and equity can underpin their roles. | **P Planning activities are taking place** to ensure that agencies understand national policy aspirations and plans for promoting inclusion and equity in education. | The Strategic Plan should outline planning activities to raise all professionals' knowledge of the Disability Standards for Education and state goals for inclusion and equity and the implications for their role supporting students with disability. |
| **1.4 Systems are in place to monitor the presence, participation, and achievement of all learners within the education system** | A series of reporting and monitoring activities are in place to increase physical access to school buildings for people with disability. | The Strategic Plan does not include any commitment to setting up processes for collecting evidence on inclusive practices for students with disability. | **P Planning has begun** in establishing systems for monitoring the presence, participation and achievement of all learners. | A clear commitment to collect evidence on inclusive practices for students with disability and a plan for establishing systems to monitor the presence, participation and achievement of all learners should be included in the Strategic Plan. |

| Defining Features | Strengths | Concerns | Level of Progress | Recommendation |
|---|---|---|---|---|
| **Dimension 2: Policy statements** | | | | |
| **2.1 The important national educational policy documents strongly emphasise inclusion and equity** | The Strategic Plan reflects the principles such as respecting diversity, and high expectations and achievement for all learners. The Disability Framework expresses the department's commitment to developing a system-wide approach to inclusive and respectful environments. | The Strategic Plan and the Disability Framework do not demonstrate clear policy for inclusive education. They do not reflect all the core principles of equity and inclusion. | D Although there is little mention of inclusion and equity in important education policy documents, initial **discussions have taken place** to address this issue | To formulate inclusive education policy with clear definition of inclusive education and adopting all the core principles of equity and inclusion as per the CRPD/C/GC/4. |
| **2.2 Senior staff at the national, district, and school levels provide leadership on inclusion and equity in education** | The department has developed an online nationally accredited professional learning program in collaboration with the University of Canberra for all school staff (including leaders and teachers) to access online Disability Standards for Education modules. | There is no mention of the leadership roles and responsibilities in the documents. | D While senior staff at the state and district levels provide limited leadership on inclusion and equity in education, initial **discussions have taken place** to strengthen this aspect. | To develop policies with clear leadership goals and roles at different levels to promote an inclusive education system and to ensure alignments in the strategic documents. |
| **2.3 Leaders at all levels articulate consistent policy goals to develop inclusive and equitable educational practices** | The system goals include active participation, engagement, achievement of learners in a safe learning environment. | There are no clear policy goals for developing inclusive and equitable educational practices. | D Although there is little evidence that leaders at different levels of the education system articulate consistent policy aspirations for the development of inclusive and equitable educational practices, **discussions have taken place** to improve this situation. | To update the policy with clear and consistent policy goals for developing an inclusive education system. |
| **2.4 Leaders at all levels challenge non-inclusive, discriminatory, and inequitable educational practices** | No evidence. | No evidence. | No evidence. | No evidence. |

| Defining Features | Strengths | Concerns | Level of Progress | Recommendation |
|---|---|---|---|---|
| **Dimension 3: Structures and systems** | | | | |
| **3.1 There is high quality support for vulnerable learners** | The Disability Framework and the Strategic Plan acknowledge commitment to an inclusive high quality education system. There is acknowledgement of developing new support models with greater collaborations. | There is no mention of partnering with families and valuing student voice. There is little clear policy information that would drive action. | **D** While support for vulnerable learners is of variable quality, **discussions have taken place** to consider how this can be improved. | There is a need for an updated policy for inclusive education and associated Strategic Plan. |
| **3.2 All services and institutions involved with learners and their families work together in coordinating inclusive and equitable educational policies and practices** | The Disability Framework indicates that there is a commitment between disability programs and other services and promotes the Disability Standards for Education. There are expectations for department staff to meet their obligations. | There is no mention of how special school or segregated school program staff cooperate and collaborate to support inclusive education. | **D** Although the work of services and institutions tends not to be well coordinated, **discussions have taken place** to consider how this can be improved. | There needs to be evidence of more collective commitment so that all services and institutions work together in coordinating inclusive and equitable educational policies and practices. |
| **3.3 Resources, both human and financial, are distributed in ways that benefit potentially vulnerable learners** | The Disability Framework commits to providing accessible spaces, a range of professional development support and higher education learning support on inclusive education. | There is no clear information about how resources are used flexibly and targeted to support participation and learning. | **D** While there are concerns that resources are not distributed fairly, **discussions have taken place** to address this issue. | Need for greater transparency about how resources are used to support equity and inclusion. |
| **3.4 There is a clear role for special provision, such as special schools and units, in promoting inclusion and equity in education** | The Disability Framework mentions a range of high quality, specialist programs, and services to support students with disability and indicates the specialist team will provide additional support to schools to improve the quality of learning with other Department for Education teams. | There could be a plan for monitoring, collecting data to support these aspirations. | **P Planning has taken place** to encourage ways of creating stronger links between special provision and mainstream education institutions. | Short- and long-term planning needs to occur to support better collaboration, sharing of expertise, resources, and funds to support a unified system of inclusive education. |

| Defining Features | Strengths | Concerns | Level of Progress | Recommendation |
|---|---|---|---|---|
| **Dimension 4: Practices** | | | | |
| **4.1 Schools and other learning centres have strategies for encouraging the presence, participation, and achievement of all learners from their local community** | Provision of reasonable adjustments as per the Disability Standards for Education to establish an inclusive environment for all learners. Student voice in transition planning. | There is no clear vision for providing adjustments to all students with disability in regular/local schools to increase inclusion. | **P** **Planning has taken place** to strengthen the quality of the strategies used to encourage the presence, participation and achievement of all learners. | The Strategic Plan should reinforce the role of school leaders for improving inclusive education. |
| **4.2 Schools and other learning centres provide support for learners who are at risk of underachievement, marginalisation, or exclusion** | Extensive progress in improving the quality of education for students with disability and the collaboration with parents. | Monitoring of the numbers of students with disability being excluded or experiencing underachievement is not mentioned. | **P** **Planning has been going on** to strengthen the support provided for learners at risk of underachievement, marginalisation, and exclusion. | The Department for Education should develop actions to review numbers of students with disability experiencing exclusion and underachievement over their school years and develop strategic actions to decrease these trends. The Strategic plan should outline actions for schools' accountability for these issues. |
| **4.3 Teachers and support staff are prepared to respond to learner diversity during their initial training** | No evidence. | No reference in the Disability Framework and the Strategic Plan to improve Initial Teacher Education so that teachers and support staff can better respond to student diversity. | **D** The training of teachers and support staff for responding to learner diversity is varied in quality but **discussions have taken place** to bring about improvements. | The Strategic Plan should mention the importance of Initial Teacher Education for building teacher capacity for responsive pedagogies. |
| **4.4 Teachers and support staff have opportunities to take part in continuing professional development regarding inclusive and equitable practices** | School staff are committed to complete the e-course on Disability Standards for Education. | Emphasis on professional development courses for teachers, support staff and allied health on inclusive strategies in regular /local schools is missing from the Strategic Plan. | **P** **Planning has taken place** to create more professional development opportunities that focus on inclusive and equitable practices. | The Strategic Plan should prioritise professional development opportunities on inclusive practice. |

# Appendix G.  Victoria

**Table 12: Outcomes and results of the analysis – VIC**

| Defining Features | Strengths | Concerns | Level of Progress | Recommendation |
|---|---|---|---|---|
| **Dimension 1: Concepts** | | | | |
| **1.1. Inclusion and equity are overarching principles that guide all educational policies, plans, and practices** | The department has developed their own principles of inclusion (through the provision of adjustments) for all students with disability and additional needs (with two of these aligned with two features of inclusive education in CRPD/C/GC/4). Inclusion is a priority in the Victorian Autism Education Strategy. | Lack of definition of inclusive education in the state policy for students with disability and not all principles they have developed for inclusive education are aligned with the features of inclusive education in CRPD/C/GC/4. | **P Planning has taken place** to strengthen the role of inclusion and equity in relation to educational policies, plans and practices. | Greater alignment with the definition and the features of inclusive education as outlined in CRPD/C/GC/4 in state education policy would help achieve genuine inclusive practice (especially considering that Victoria has a high number of special schools). Inclusion as defined in CRPD/C/GC/4 should be embedded as a core principle in state policy and plans for all students with disability. Equity as conceptualised in CRPD/C/GC/4 should be embedded in policy and practice to help remove barriers (i.e., special schools create barriers to inclusion in general education). |
| **1.2 The national curriculum and its associated assessment systems are designed to respond effectively to all learners** | No evidence. | No evidence. | No evidence. | No evidence. |
| **1.3 All partners who work with learners and their families understand and support the national policy goals for promoting inclusion and equity in education** | The Policy mentions educators' legal obligations and there is a quick guide to help teachers and school staff provide high-quality evidence-based provisions to students with additional learning needs. | There is no mention of the department's commitment to build a shared understanding of inclusion and equity and how partners can promote inclusion and equity through their roles. | **D** Although agencies have varied understanding of national policy aspirations and plans for promoting inclusion and equity in education, initial **discussions have begun** to address this issue. | Planning activities should be conducted to ensure that all partners working with learners and their families have a shared understanding of inclusion and equity and of how the principles of inclusion and equity should underpin their roles to enable genuine inclusion (given that Victoria has a dual education system for students with disability). |
| **1.4 Systems are in place to monitor the presence, participation, and achievement of all learners within the education system** | Accountability and transparency for students with disability is one of the priorities in the Victorian Autism Education Strategy. Measurement of student progress and student and parent consultation for evaluating key initiatives are discussed as important actions. | No mention of collecting and analysing student data from special and regular /local schools to evaluate progress and transition to a unified education system. | **P Planning has begun** in establishing systems for monitoring the presence, participation and achievement of all learners. | Comparative evaluations of student progress between special and regular/local schools should be prioritised in the coming years. Use of comparative data on student progress should guide decisions for increasing presence, participation and achievement of all learners including those with disability in regular/local schools. |

| Defining Features | Strengths | Concerns | Level of Progress | Recommendation |
|---|---|---|---|---|
| **Dimension 2: Policy statements** | | | | |
| **2.1 The important national educational policy documents strongly emphasise inclusion and equity** | The Policy and Strategy reflect the principles such as building the capacity of principals, recognising and celebrating diversity, focusing on strength of children, emphasising systemic approach to remove barriers at all levels, whole school approach, whole person approach, capacity building of school leaders and staff, and partnership with students, families, and experts. | The Policy and Strategy are not informed by all the core principles of equity and inclusion. | **P Planning activities have taken place** to make inclusion and equity a feature of important education policy documents. | To have a consolidated inclusive education policy adopting all the nine principles of equity and inclusion articulated by the CRPD/C/GC/4. Ensure proper alignment between the policy and the strategic documents. |
| **2.2 Senior staff at the national, district, and school levels provide leadership on inclusion and equity in education** | The Policy articulates the department's commitment and legal obligation of schools for embedding inclusive education in all schools. The Autism Education Strategy highlights the system's accountability for improved learning and well-being outcomes for students and supporting schools to differentiate teaching and learning, and considers building the capacity of school leaders and staff as a strategic pillar to promote inclusion. | The provision of supported inclusion schools contradicts with the department's commitment to embed inclusive education in all schools. The roles and responsibilities of education leadership at different levels are not specified. | **P Planning has begun** to encourage senior staff, at the state and district levels, to provide leadership on inclusion and equity in education. | To update the policy with clear leadership and roles and responsibilities at different levels to promote an inclusive education system and to ensure alignment with strategic documents. |
| **2.3 Leaders at all levels articulate consistent policy goals to develop inclusive and equitable educational practices** | Legal obligations of schools to make reasonable adjustments for all students with disability are defined. | The Policy and Strategy do not explicitly specify the policy goals for leadership at different levels. | **P Planning has taken place** to encourage leaders at different levels of the education system to articulate consistent policy aspirations for the development of inclusive and equitable educational practices. | To update the Policy with clear and consistent leadership goals at different levels to develop inclusive and equitable practices and to ensure alignment with the strategic documents. |
| **2.4 Leaders at all levels challenge non-inclusive, discriminatory, and inequitable educational practices** | The Policy requires education providers, including schools, to comply with the Disability Standards for Education that include elimination of harassment and victimisation. | The Policy and Strategy do not specify how non-inclusive, discriminatory, and inequitable practices will be identified, challenge, and removed. | **D** Although leaders at different levels rarely challenge non-inclusive, discriminatory and inequitable educational practices, **discussions have taken place** to address this issue. | To update the Policy and Strategy with clarity on how non-inclusive, discriminatory, and inequitable practices will be identify, challenge, and removed. |

| Defining Features | Strengths | Concerns | Level of Progress | Recommendation |
|---|---|---|---|---|
| **Dimension 3: Structures and systems** | | | | |
| **3.1 There is high quality support for vulnerable learners** | There are recent Policy, Strategy, and Operational Manual documents that support an inclusive education approach. There is a strong commitment to working with families and student voice with clear strategies about how to do that partnership work. | There is mention of a limited number of Supported Inclusion Schools that have been specially designed with targeted enrolment for students with disability. This is a step forward, but inclusion should be systemic and across all schools in Victoria. | D While support for vulnerable learners is of variable quality, **discussions have taken place** to consider how this can be improved. | Expect all schools to follow the Policy and the Strategy. There is some useful information in the Operational Manual, but this manual is for the specific Supported Inclusion Schools. |
| **3.2 All services and institutions involved with learners and their families work together in coordinating inclusive and equitable educational policies and practices** | The Policy has a range of resources and quick guides to support staff to work together to address inclusion and equity. | There is significant resourcing and support for Supported Inclusion Schools which is a limited number of schools and not all schools are supported in the same way. | D Although the work of services and institutions tends not to be well coordinated, **discussions have taken place** to consider how this can be improved. | Develop plans to ensure all schools are expected and supported to be inclusive schools. |
| **3.3 Resources, both human and financial, are distributed in ways that benefit potentially vulnerable learners** | The Strategy indicates resourcing for the Diverse Learners Hub that is described as a centre for excellence to support schools with a focus on autism. | The Supported Inclusion Schools seem to have significant resources to support the needs of enrolled students with disability in those schools and staff who teach them. There is no clear information about how resources are used flexibly and targeted to support participation and learning more broadly across the system. | D While there are concerns that resources are not distributed fairly, **discussions have taken place** to address this issue. | Need for greater transparency about how resources are used to support equity and inclusion. |
| **3.4 There is a clear role for special provision, such as special schools and units, in promoting inclusion and equity in education** | The Operational Manual describes how Supported Inclusion Schools will become centres of excellence within the Victorian system. There are plans about how these schools will support other schools by modelling best practice inclusive education and support system capability. Team-teaching between specialists and regular teachers is also mentioned. | Collaboration between specialists and regular teachers seems to be restricted to a specific group of schools. | P **Planning has taken place** to encourage ways of creating stronger links between special provision and mainstream education institutions. | To extend the Supported Inclusion Schools program to a greater number of schools. |

| Defining Features | Strengths | Concerns | Level of Progress | Recommendation |
|---|---|---|---|---|
| **Dimension 4: Practices** | | | | |
| **4.1 Schools and other learning centres have strategies for encouraging the presence, participation, and achievement of all learners from their local community** | In the Policy, there is a commitment to welcome, accept, and engage all students through inclusive education. Reference to the Disability Standards for Education and expectations, need for schools to make reasonable adjustments to accommodate students with disability and indication of the need to consult parents and students. The Operational Manual has guiding principles: focus on inclusive practices for whole of school and in-class; value of specialist expertise; collaborate and engage teacher and students, parents/carers to meet the needs of students and improve learning experiences. | The Policy, the Strategy, and the Operational Manual do not refer to the monitoring of learning progress of students with complex learning profiles requiring more intensive support in general education. There is no commitment to enhance the participation and success of students with high support needs in general education. | **P Planning has taken place** to strengthen the quality of the strategies used to encourage the presence, participation and achievement of all learners. | The Policy, the Strategy, and the Operational Manual should outline the vision, the strategic steps and the principle for the inclusion of students with complex learning profiles into general education by building the capacity of teachers and school leaders to transform their practice in general schools so that all learners with disability are enrolled, participate and succeed in their local school. Data collection should capture whether the numbers of students with disability in their local state schools is increasing across levels of education and across the state. |
| **4.2 Schools and other learning centres provide support for learners who are at risk of underachievement, marginalisation, or exclusion** | The education system is accountable for improving learning and wellbeing outcomes by supporting schools to provide differentiated outcomes. A commitment to involve students and families in collaborative planning for students' education. | The lack of monitoring of relevant areas such as the a) impact of exclusion and underachievement on student learning and wellbeing, and b) the provision of support for students with disability at risk of exclusion, marginalisation, and underachievement. | **P Planning has been going on** to strengthen the support provided for learners at risk of underachievement, marginalisation, and exclusion. | The Policy, the Strategy, and the Operational Manual should include specific information outlining their accountability for reducing the numbers of students with disability that have been excluded or have a record of underachievement, in combination with a review of the strategies that have been effective or failed to achieve these outcomes for students with disability. |
| **4.3 Teachers and support staff are prepared to respond to learner diversity during their initial training** | No evidence. | No evidence. | No evidence. | No evidence. |
| **4.4 Teachers and support staff have opportunities to take part in continuing professional development regarding inclusive and equitable practices** | The Strategy states the commitment to build capability of school leaders and staff to meet the educational needs of autistic students.<br>The Manual refers to an inclusive education professional learning program: The program supports school staff to build their capability to implement inclusive practice by providing a suite of high-quality professional learning courses. | Professional development on inclusive practice seems focused on participation in self-paced online learning, face-to-face and virtual conferences. | **A Action has been taken** to ensure that there are *sufficient professional development opportunities that focus on inclusive and equitable practices.<br><br>*There has been action but there may not be sufficient professional development opportunities. | Professional development should be continued to include in-class coaching by school-based inclusion experts to ensure that trained teachers are supported to implement inclusive strategies in their context. In particular a mentoring/coaching scheme for teachers working with students with complex needs should be in place to ensure that these students are not integrated or segregated within general schools. |

# Appendix H.      Western Australia

**Table 13: Outcomes and results of the analysis – WA**

| Defining Features | Strengths | Concerns | Level of Progress | Recommendation |
|---|---|---|---|---|
| **Dimension 1: Concepts** | | | | |
| **1.1. Inclusion and equity are overarching principles that guide all educational policies, plans, and practices** | The Strategic Directions, the Disability Access and Inclusion Plan 2018-2023, and the Charter are focused on the inclusion of students with disability in education and the provision of high-quality instruction in learning environments. | The lack of specification for inclusive contexts and the establishment of a new model of service (schools for special education needs) within regular/local schools creates confusion around the concept of inclusion as a guiding principle for educational policies, plans, and practices. | **P Planning has taken place** to strengthen the role of inclusion and equity in relation to educational policies, plans and practices. | To adopt the definitions of segregation, integration, and exclusion (as per CRPD/C/GC/4) in their Strategic Plan documents as a key feature of their educational policies, plans and practices. To foreground commitment to strengthening genuine inclusive practice in regular classrooms. |
| **1.2 The national curriculum and its associated assessment systems are designed to respond effectively to all learners** | No evidence. | No evidence. | No evidence. | No evidence. |
| **1.3 All partners who work with learners and their families understand and support the national policy goals for promoting inclusion and equity in education** | In alignment with their acknowledgement of the importance of building partnerships with families, agencies, and communities they have conducted consultations with stakeholder groups for the development of their Disability Access and Inclusion Plan. | The capacity building work with principals, teachers and allied health has not been clearly focused on inclusion. Rather, focused on building capacity to engage students and adjusting for students with disability in any context they are enrolled in. | **P Planning activities are taking place** to ensure that agencies understand national policy aspirations and plans for promoting inclusion and equity in education. | The Strategic Directions should have a greater focus on the transition to inclusive education and should outline actions to ensure that agencies understand and support state policy aspirations for promoting inclusion and equity in education. |
| **1.4 Systems are in place to monitor the presence, participation, and achievement of all learners within the education system** | There is strong emphasis on the collection and the use of evidence for decision-making for all learners at all levels of education. This evidence will also guide future professional development needs for school staff. | The data collection procedure has not been clearly described. | **P Planning has begun** in establishing systems for monitoring the presence, participation and achievement of all learners. | The analysis of comparative evidence on learning outcomes for students with disability across different settings should be recognised as an immediate action for informing system changes to increase the presence, participation, and achievement of students with disability in the education system and in regular education in particular. |

| Defining Features | Strengths | Concerns | Level of Progress | Recommendation |
|---|---|---|---|---|
| **Dimension 2: Policy statements** | | | | |
| **2.1 The important national educational policy documents strongly emphasise inclusion and equity** | Equity and inclusion are clearly defined. Policies aim for every student's access, participation and learning achievement in high quality education. | Policies do not reflect all the core principles of equity and inclusion as per the CRPD/C/GC/4. Language such as 'specific needs' or 'students with special learning needs' are repeatedly used and the concept of "an equity group" is ambiguous. | **P Planning activities have taken place** to make inclusion and equity a feature of important education policy documents. | To have a consolidated inclusive education policy adopting all the nine principles of equity and inclusion articulated by the CRPD/C/GC/4. To ensure a consistent use of inclusive language and proper alignment between the policy and the strategic documents. |
| **2.2 Senior staff at the national, district, and school levels provide leadership on inclusion and equity in education** | School principals are considered one of the improvement drivers and emphasis is placed on their capacity enhancement. | The policy documents are silent about the roles and responsibilities of education leaders other than the principals. | **P Planning has begun** to encourage senior staff, at the state and district levels, to provide leadership on inclusion and equity in education. | To revise the policy with clear leadership roles and responsibilities at different levels to promote an inclusive education system and to ensure alignment in the strategic documents. |
| **2.3 Leaders at all levels articulate consistent policy goals to develop inclusive and equitable educational practices** | Expected actions from school principals and those who manage other centres of learning are defined. | The policy documents are silent about the policy goals for education leaders other than the principals. | **D** Although there is little evidence that leaders at different levels of the education system articulate consistent policy aspirations for the development of inclusive and equitable educational practices, **discussions have taken place** to improve this situation. | To revise the policy with clear and consistent leadership goals at different levels to promote an inclusive education system and to ensure alignment in the strategic documents. |
| **2.4 Leaders at all levels challenge non-inclusive, discriminatory, and inequitable educational practices** | Potential unintended inequities while designing policies, programs and services for the majority are recognised. Direct and indirect discrimination are defined, and the grounds of unlawful discrimination are identified. Commitments are made to eliminate inequities and discriminations. | The definitions of discrimination and inequities are general and not specific to the school/education context. | **P Planning has taken place** to encourage leaders at all levels to challenge non-inclusive, discriminatory, and inequitable educational practices. | To clearly define discrimination and inequities in specific relation to the school/education context and plan for their elimination. |

| Defining Features | Strengths | Concerns | Level of Progress | Recommendation |
|---|---|---|---|---|
| **Dimension 3: Structures and systems** | | | | |
| **3.1 There is high quality support for vulnerable learners** | The Charter, the Strategic Directions, and the Plan all indicate a commitment to high quality support and acknowledge diversity in ability, location and background of families. Partnering with families is a driver in the Strategic Directions. There is mention of students with disability having a voice in the Plan. | The Charter, the Strategic Directions, and the Plan are not explicit about commitment to inclusive education. | **D** While support for vulnerable learners is of variable quality, **discussions have taken place** to consider how this can be improved. | Need for greater structure and system explicit support for inclusive education. |
| **3.2 All services and institutions involved with learners and their families work together in coordinating inclusive and equitable educational policies and practices** | The Plan describes how expertise should be shared across 8 regions, many networks and schools. Consultation and cooperation is encouraged. Agents and contractors are part of the network and have opportunity to access the Plan. | The Plan is only for public education and does not address diminishing segregated schooling. | **P Planning has taken place** to encourage services and institutions to collaborate. | To increase a focus on progressing inclusive education across schools and to involve other government sectors in this work. |
| **3.3 Resources, both human and financial, are distributed in ways that benefit potentially vulnerable learners** | The Plan indicates that there are programs for a diversity of learners and discusses a student-centred funding model and educational adjustment allocation for mainstream schools. There is a commitment that people with disability receive the same level and quality of service as other people. | There is no clear information about how resources are used flexibly and targeted to support participation and learning. | **P Planning has taken place** to improve the way resources are distributed, focusing in particular on the need to support vulnerable learners. | Need for greater transparency about how resources are used to support equity and inclusion. |
| **3.4 There is a clear role for special provision, such as special schools and units, in promoting inclusion and equity in education** | The Plan acknowledges there are a range of specialist support teams that provide support for students with disability. | There is no indication of collaboration and sharing of teaching/resources between special and regular schools. | **D** While special provision is mainly separate from the mainstream education system, **discussions have taken place** to consider how closer links can be encouraged. | Short- and long-termm planning needs to occur to support better collaboration, sharing of expertise, resources and funds to support a unified system of inclusive education. |

| Defining Features | Strengths | Concerns | Level of Progress | Recommendation |
|---|---|---|---|---|
| **Dimension 4: Practices** | | | | |
| **4.1 Schools and other learning centres have strategies for encouraging the presence, participation, and achievement of all learners from their local community** | The department has invested in capacity building for teachers supporting students with sensory impairments, mental health issues and extremely challenging behaviours. | No evidence. | **D** While there is variation in the quality of the strategies used for encouraging presence, participation and achievement of all learners, **discussions have taken place** to improve this situation. | Support teaching staff who are working in schools for special education needs (SSEN) to transition to inclusion teaching roles in regular schools. |
| **4.2 Schools and other learning centres provide support for learners who are at risk of underachievement, marginalisation, or exclusion** | Positive participation, communication and interaction between staff, students with disability, their parents and carers are fostered. Professional learning builds capacity of school leaders, teachers, and support staff to support the education needs of students with disability. | Lack of measures for evaluating progress in attendance, participation and success for students with disability across the school years. | **P** **Planning has been going** on to strengthen the support provided for learners at risk of underachievement, marginalisation, and exclusion. | To develop tools for schools to use for tracking the access, participation and learning outcomes of learners with disability who have experienced exclusion and underachievement. |
| **4.3 Teachers and support staff are prepared to respond to learner diversity during their initial training** | No evidence. | No evidence. | No evidence. | No evidence. |
| **4.4 Teachers and support staff have opportunities to take part in continuing professional development regarding inclusive and equitable practices** | High numbers of teachers, school leaders and education assistants have received professional development and training on their legal obligations (Disability Discrimination Act 1992, Disability Standards for Education 2005), evidence-based practice, personalised learning, and specific disabilities (e.g. dyslexia, autism). | It is unclear whether the professional development courses/modules have covered inclusive strategies (such as co-teaching, peer modelling, universal design for learning [UDL] and adjustments, collaboration with professionals and parents) to enable genuine inclusive education in general education schools. | **A** **Action has been taken** to ensure that there are *sufficient professional development opportunities that focus on inclusive and equitable practices. *There has been action but there may not be sufficient professional development opportunities. | Develop a stronger focus on evidence-based inclusive practices in professional development training for all school education and allied health staff needs. |

# Our values

**Inclusion**
Valuing lived experience

**Innovation**
Solutions for long term challenges

**Evidence**
Truth in practice

**Independence**
Integrity through autonomy

**Cooperation**
Capturing opportunities together

## AutismCRC

**Independent national source of evidence for best practice**