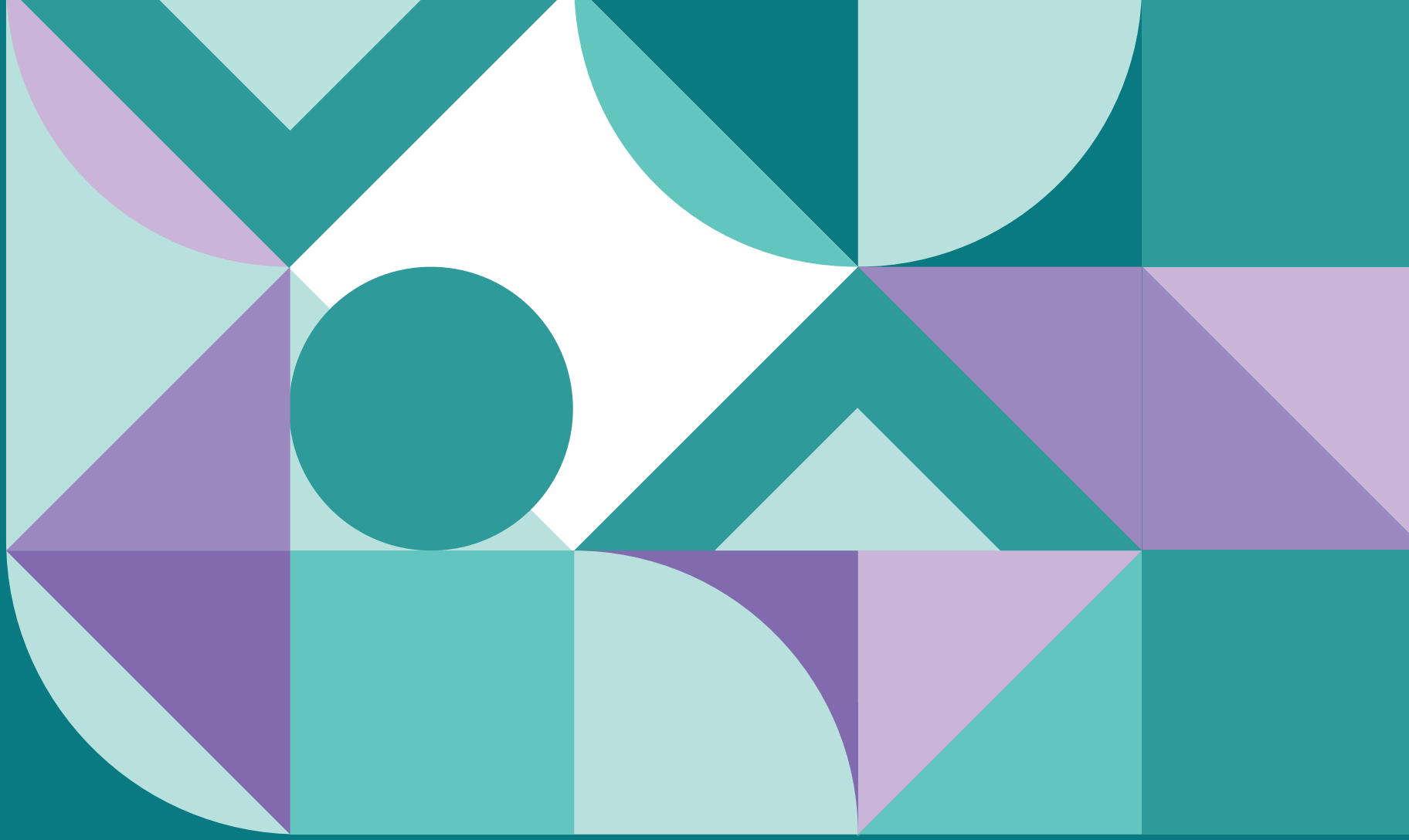


Disability Access and Inclusion Plan

2026 – 2030

Government of South Australia

Department for Education

Contents

Acknowledgement of Country 2

Message from the Chief Executive, Martin Westwell 3

About us 4

What we mean by disability, access and inclusion 4

Our vision 5

Priority groups 6

Our workforce 6

Strategic context 7

Disability Access and Inclusion Plan development 8

Consultation 8

Achievements 9

Additional achievements 10

Actions 11

Children and Young People 11

Celebrating excellence in inclusive education 13

Workforce 14

Big win for Berri and their Inclusion House Cup 17

Community 18

Building better pathways for senior learners with disability 19

Strengthening inclusive education with new legislation 20

Environments 21

Golden standard in inclusion from Golden Grove 22

First Autism Inclusion Student Roundtable 25

Systems 26

Growing capabilities and pathways with Disability Transition Advisors 27

Acknowledgement of Country

We acknowledge and respect the traditional custodians of the lands and waters across Australia and acknowledge that the work undertaken to develop this plan was completed on the lands of the Kaurna people, with input from and for the benefit of all people across the many Aboriginal Countries across South Australia.

We pay our respects to all Aboriginal and Torres Strait Islander peoples and recognise their deep spiritual connection to Country and the cultural authority that they bring.

We also acknowledge that Aboriginal and Torres Strait Islander peoples with disability experience additional and intersecting barriers to access and inclusion and are an important priority group in the development and implementation of this plan.

Message from the Chief Executive, Martin Westwell

Public education is for every child and young person, in every community across our state. Our commitment is clear: all learners must feel safe, included and valued, and be supported to achieve meaningful and equitable outcomes. Equitable access to opportunities, resources and support is essential but not the end. It is how we ensure every learner can thrive, succeed and realise their potential, both in the classroom and beyond.

This Disability Access and Inclusion Plan 2026–2030 (DAIP) sets out how we will continue to embed inclusion in our services, environments and culture. It reflects, and contributes to, the whole-of-government ambition in the State Disability Inclusion Plan 2025 - 2029 (State Plan): A South Australia where no one is left behind.

The State Plan calls on all state authorities to remove systemic, environmental and attitudinal barriers across 5 domains:

- Inclusive environments and communities
- Education and employment
- Personal and community support
- Health and wellbeing
- Safety, rights and justice.

We also recognise and act on the voices of Autistic people, their families and carers through the SA Autism Strategy 2024 - 2029 and its 2025–2029 Action Plan. From pathways to diagnosis and positive educational experiences, to thriving in the workplace and participation in community life, our plan follows the Office for Autism's leadership in building belonging and understanding across government and communities.

This DAIP is grounded in lived experience, guided by strong executive oversight and delivered through shared leadership and accountability at all levels of the department. A cross-divisional working group helped shape its strategic direction and ensure alignment with workforce, culture and service delivery priorities.

Leaders across the organisation play a key role in removing barriers, enabling collaboration and embedding accessibility and inclusion into everyday practice. We all share responsibility for creating positive change and building a culture where everyone is valued, respected, connected, progressing and contributing to success.

Guided by our Strategy for Public Education, we'll prioritise wellbeing, equity and excellence, learner agency and effective learners, while partnering with families and communities. We'll measure progress, listen to lived experience and keep improving.

When our children and young people thrive, so does South Australia.



Martin Westwell, Chief Executive

Department for Education

About us

The Department for Education delivers high-quality public education and early childhood services across South Australia, from preschools and schools to specialist support services, working in partnership with families, communities and sector partners.

Our purpose is to nurture, develop and empower every child and young person with the knowledge, skills and capabilities to become fulfilled individuals, active, compassionate citizens and lifelong learners.

Our work contributes directly to the State Disability Inclusion Plan 2025–2029 and the SA Autism Strategy 2024–2029, ensuring our services are accessible, our information is inclusive and our practices uphold rights and dignity - particularly for learners with disability and their families.

What we mean by disability, access and inclusion

Disability is diverse and experienced by people of all ages, backgrounds and cultures. It can include physical, sensory, cognitive, intellectual, psychosocial and invisible disabilities.

Access involves identifying and removing physical, attitudinal and systemic barriers to ensure people with disability have the same opportunities to participate, contribute and thrive as everyone else.

Inclusion is about creating a culture (in our schools, preschools and workplaces) where people feel respected, valued and trusted, and feel safe to contribute the diversity of their lived experiences.



Our vision

As a department, we are committed to creating and sustaining inclusive, accessible education environments, services and workplaces where learners, staff and community members with disability are valued and feel that they belong. This means removing barriers to participation and achievement, honouring the rights and choices of people with disability and reflecting the diversity of our communities.

This approach reinforces our Strategy for Public Education by ensuring all learners feel they belong, are culturally safe, and have their needs recognised and supported to learn and thrive. The Strategy emphasises wellbeing, equity and excellence, learner agency and effective learners as the areas of impact we're prioritising to deliver on our purpose for public education.

Our Direction Statement on Inclusive Public Education also commits to ensuring that every child and young person is welcome, included and able to fully participate in high-quality learning. We know learners are at their best when they are valued, supported and feel that they belong.

Our Workforce Strategy is focused on building and supporting an inclusive, high performing and future-ready workforce to enable every child and young person to learn and thrive. A key focus area is diversity and inclusion, with clear success measures tracked through employee engagement surveys, including:

Inclusive culture: Our workforce reflects the diversity within communities and actively leverages these perspectives to drive innovation, enhance collaboration and foster a culture of inclusivity.

Safe environments: Our workplaces are environments where our people feel safe and experience a strong sense of belonging, value and respect.

To achieve our vision our DAIP is structured around 5 interconnected focus areas:

- Children and Young People
- Workforce
- Community
- Environments
- Systems.

These areas reflect a whole of system approach, recognising that inclusive outcomes for children and young people with disability are shaped not only by classroom practice, but also by the capability of our workforce, the strength of our partnerships, the accessibility of our environments and resources, and the systems that underpin how we work.

Our DAIP aligns closely with the State Disability Inclusion Plan 2025–2029, which sets out a whole-of-government ambition 'for a South Australia where no one is left behind'. It also aligns with the SA Autism Strategy, which focuses on building understanding, knowledge and belonging for Autistic people of all ages.

Priority groups

Our departmental actions focus on children and young people with disability. We also acknowledge the importance of the priority groups identified in the State Plan, recognising that these groups are also represented across our workforce and within school and preschool communities as parents, carers, volunteers, visitors and community partners.

The priority groups identified in the State Plan include:

- Aboriginal and/or Torres Strait Islander peoples with disability
- people with disability from culturally and linguistically diverse backgrounds
- women with disability
- children with disability
- people with disability who identify as LGBTIQA+
- people with intellectual disability or people who experience acute barriers to access and inclusion
- people with disability living in regional communities.

Older people with disability and carers are also acknowledged as additional groups who experience unique access and inclusion challenges.

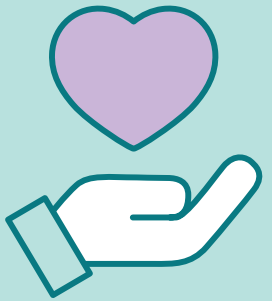
Our workforce

We know that when our workforce thrives, so do our children and young people. Pivotal to this success is ensuring our workplaces foster an inclusive culture that reflects the diversity of our communities, along with providing safe environments where our people feel a strong sense of belonging, value and respect.

The number of employees identifying as living with disability varies across data sources. Higher rates are typically reported in anonymous, wellbeing-focused surveys, while lower rates are seen in administrative systems. This pattern is consistent with greater psychological safety and broader interpretations of disability in survey contexts, alongside known under-disclosure in workforce data.

To improve the consistency and confidence of disability data across our workforce, we'll strengthen how we support disability identification and disclosure. This includes reviewing and aligning disability questions across surveys and systems, clearly communicating why and how disability information is used, and reinforcing privacy and confidentiality protections.

Importantly, we'll continue to focus on building a psychologically safe and inclusive workplace through leadership capability, inclusive practices and targeted wellbeing initiatives. This will ensure employees feel safe and confident to share their lived experience. Over time, these actions will support more accurate insights, inform better-designed supports and adjustments, and strengthen our ability to create an inclusive workplace for people with disability.



Strategic context

Consistent with the State Disability Inclusion Plan, this DAIP is grounded in a human rights-based approach that recognises children, young people and staff with disability as rights holders with the right to access, participate and succeed in education on an equal basis with others. It adopts the social model of disability, which recognises that barriers within learning environments, systems, attitudes and practices are the primary contributors to exclusion, rather than individual impairment. This approach shifts the focus from deficit or diagnosis to designing inclusive schools, workplaces and services that enable participation, belonging and achievement, informed by lived experience.

Our DAIP is anchored within a comprehensive international, national and state policy and legislative framework, as well as key departmental strategies. It is also aligned with the findings of the Disability Royal Commission, which identified education as a priority reform area and affirmed the responsibility of education systems to uphold the rights, safety and inclusion of children and young people with disability. Through this DAIP, we commit to progressing reforms that strengthen inclusive education, safe and accessible learning environments and workforce capability, guided by lived experience. Actions aligned with relevant Disability Royal Commission recommendations are identified in the actions table, supporting accountability and transparency in our response.



International: at the international level, the UN Convention on the Rights of Persons with Disabilities establishes fundamental human rights principles that shape Australia's approach.

- United Nations Convention on the Rights of Persons with Disabilities
- Universal Declaration of Human Rights



National: sets out obligations, protections and systemic reforms that guide inclusive practice across jurisdictions.

- Disability Discrimination Act 1992
- Australia's Disability Strategy 2021–2031
- National Autism Strategy 2025-2031
- Disability Royal Commission
- National Disability Insurance Scheme (NDIS)
- NDIS Review



State: translates these commitments into coordinated, state wide action, with a strong emphasis on co-design and lived experience.

- Disability Inclusion Act 2018 (SA)
- State Disability Inclusion Plan 2025–2029
- SA Autism Strategy 2024–2029 and Autism Strategy Action Plan 2025–2029



Department for Education: connects these broader directives to our purpose and system priorities, ensuring our DAIP aligns with and contributes to existing efforts to advance access and inclusion.

- Strategy for Public Education
- Aboriginal Education Strategy
- Workforce Strategy
- Direction Statement on Inclusive Public Education in South Australia
- 20-Year Infrastructure Plan for Public Education and Care
- Country Education Strategy
- Disability Access Provision (DAP) procedure
- Inclusive Education Support Program
- Practice Guides for learners with additional needs
- Specialised education options for children and young people with disability
- Various internal policies and procedures

Disability Access and Inclusion Plan development

Consultation

The consultation process for the State Disability Inclusion Plan 2025–2029 (State Plan) captured extensive feedback from people with disability, their families and carers, service providers, advocacy groups and the broader community. This feedback informed the development of the domains, priority areas and mandatory measures that underpin both the State Plan and this DAIP.

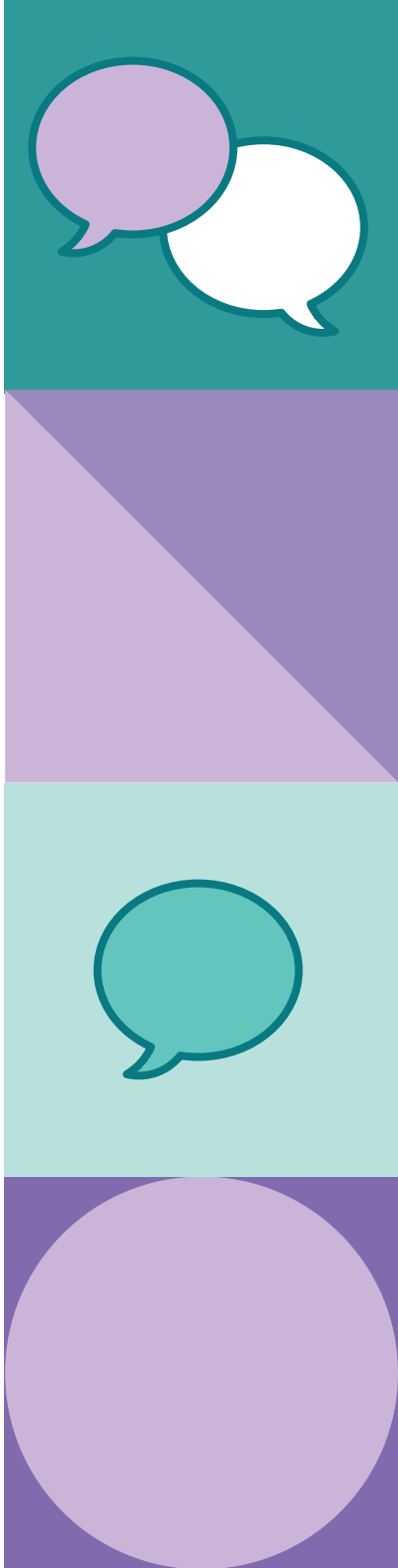
To support the development of this DAIP, the department established a representative group with contributors from every division across the organisation. This group played a central role in building awareness of our obligations, identifying opportunities for improvement, and ensuring that disability access and inclusion considerations were embedded in divisional planning and decision-making.

Public consultation was conducted through the YourSAy platform, which was promoted both internally and externally to encourage wide participation. Feedback was sought from school and preschool associations, unions and departmental reference groups to ensure that the perspectives of educators, families and sector partners were captured. Employees were engaged directly through the department's Disability Inclusion Network, which ensured staff with lived experience were included in shaping this plan.

The Statewide Inclusive Education Services Parents Forum, a network of parents, carers and others who support children and young people with disability were also asked to provide feedback. Their insights provided valuable lived experience perspectives on the features of effective inclusive education environments, and the supports families need to participate meaningfully in the public education system.

Recognising the importance of culturally responsive and community-driven input, contributions from registrants of our Aboriginal Voice Framework ensured the DAIP reflects the experiences and priorities of Aboriginal and Torres Strait Islander staff.

All feedback received through these engagement processes was carefully considered. Where appropriate, it has been incorporated directly into the plan or shared with relevant areas of the department for further consideration, action or future planning. This approach ensures the DAIP reflects both lived experience and sector expertise, and that the work of improving access and inclusion is embedded across our system.



Achievements

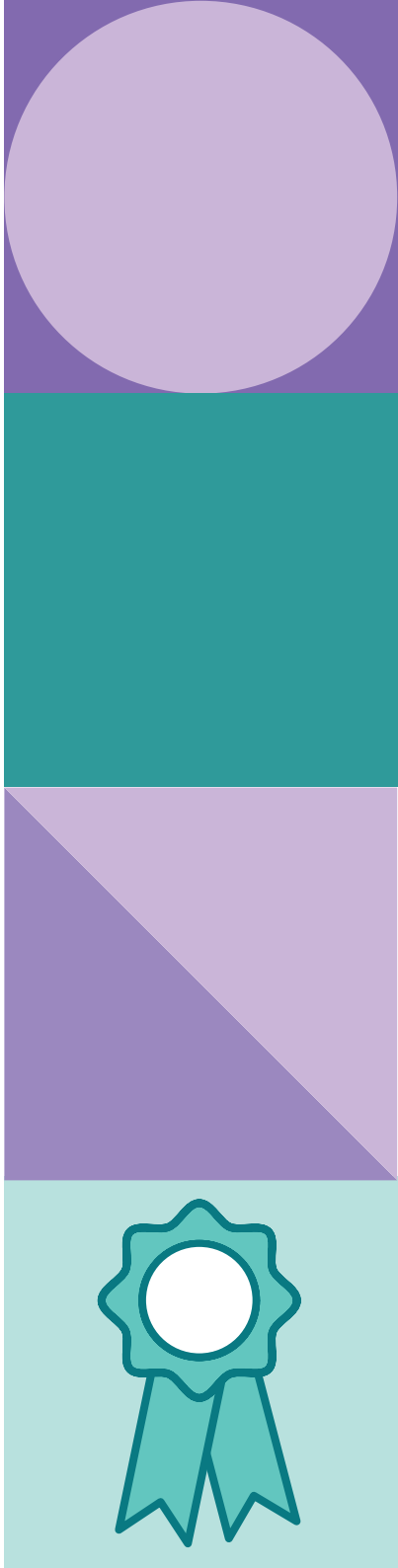
Engaging the community to create an inclusive Strategy for Public Education

In 2022, we embarked on a statewide conversation with the community of South Australia on the purpose and value of public education. More than 12,000 views and perspectives were provided by learners, staff, families, industry and interested organisations and peak bodies over a 7-month period.

Through a series of forums, meetings, discussions, surveys and submissions, we received views on:

- our learners' hopes for the future and how education can help
- what learners want to learn more about at school to support them to thrive in the future (including targeted conversations with learners with disability)
- what parents and carers think public education should prioritise and how education can help their children have a bright future
- the skills, tools and support our staff need to benefit learners
- what changes could be made for the biggest impact on public education for the young people of South Australia
- the role of industry and non-government organisations in supporting public education and to help learners prepare for life after school.

The feedback directly shaped our Strategy for Public Education, embedding a commitment to inclusion, accessibility and equity throughout its priorities and actions. The result is a Strategy that truly reflects the aspirations and needs of all learners, supporting every child and young person in South Australia to thrive in an inclusive and supportive education system.



Additional achievements

The department has progressed a range of important changes to support students and staff with disability and build more inclusive and accessible places to learn and work. More examples are highlighted throughout this document.



Unconscious bias training made available for all staff – promoted through the intranet, along with other guidance materials.



SBS Disability Inclusion online learning modules were made available to all staff and embedded in the new employee induction program. The modules combine key information with powerful stories that reflect diverse experiences and intersectional identities.



Our employee Disability Inclusion Network (DIN) launched on International Day of People with Disability 2024 to provide a voice for lived experience in the department.



Performance Development Plan (PDP) guidelines promote discussion through the 'My Wellbeing' segment of the PDP template which provides an opportunity to disclose disability status and discuss supports.



Employee experience surveys, Perspective and myWellbeing, now include disability demographic questions that allow the department to gather information and understand the experiences of employees with disability and other intersecting identities. Up to 58% of the workforce have taken part in these voluntary surveys. Insights from this data play an active role in contributing to future strategies and initiatives.



Our Communications team works to make materials as accessible as possible, following SA Government guidelines. Support is given to leaders and managers to create clear, inclusive communication on digital channels, at events and in everyday interactions. By working together, we make accessibility a shared responsibility and help ensure all employees, including those with disability, can easily access information and opportunities.



The Department's Aboriginal Workforce Network (DAWN) was established to engage with Aboriginal and Torres Strait Islander employees on workforce matters in a culturally safe, supportive and respectful environment.



The Department's Aboriginal Voice Framework provides a mandated mechanism for Aboriginal knowledge, expertise and experience to be embedded in corporate department policy and project development.



IncludED was collaboratively designed with and supported by the department's Workplace Inclusion Reference Group (WIRG) to provide a platform for LGBTQIA+ employees and allies to share their voices and shape meaningful actions. Nearly 100 participants, including those with intersectional lived experience, attended the forum. High engagement levels generated valuable insights, informing future initiatives to strengthen inclusion and respectful practice across the department.



The Education and Care Facilities Design Framework (ECFDS) was finalised in 2025 and incorporates updated planning and design standards applicable to preschools, primary and secondary schools. It includes an enhanced focus on inclusion with principles that promote flexibility in spaces, enable responses to diverse needs, and facilitate attendance at local sites.



We are investing $3.5 million annually in a new local school approach to undertake Special Options infrastructure projects. This involves early planning to increase opportunities over time for eligible students to attend their local school.

Actions

Children and Young People

The department provides significant day-to-day practice to support children and young people with disability to access, participate and achieve in learning. This work is central to our commitment to equity and excellence for every learner. Through this Disability Access and Inclusion Plan, we are strengthening our commitment by identifying specific actions that go beyond business as usual. These actions focus on improving learning journeys for children and young people with disability by reducing barriers, increasing participation, and ensuring every learner is supported to belong, thrive and succeed in public education.

Action Number	Action	Strategic alignment	Measure	Timeframe	Responsibility
1.1	Support learners with disability to complete their South Australian Certificate of Education (SACE).	Department for Education measure	The number and proportion of learners with disability who complete SACE. The number of learners who complete SACE who: • are Aboriginal and/or Torres Strait Islander • have disability.	Reported annually 2026-2030	Strategy and Performance Data Source: Data insights: SACE completion data
1.2	Implement new reporting relating to inclusion of children and young people with disability as a result of the Education and Children's Services (Inclusive Education) Amendment Act 2025.	Disability Royal Commission recommendation (7.1, 7.2, 7.3)	Release of Minister's report on enrolment refusal and cancellation, suspension and exclusion actions for students with disability.	2028	Support and Inclusion Data source: Support and Inclusion Reform
1.3	Provide training and resourcing for educators, families and learners in accessible communication modes. (ie Auslan, augmentative and alternative communication (AAC), soundfield system / FM system) to improve learner outcomes.	State Plan measure 1.5.2	The number of Auslan, assistive listening devices, and augmentative and alternative communication services provided to meet support needs, including at emergency presentations.	Reported annually 2026-2030	Support and Inclusion Data source: Inclusive Teaching and Learning and Statewide Inclusive Education Services
		Department for Education measure	The number of activities and engagements specifically related to accessible communication modes.		
1.4	Provide support and advice to schools when providing adjustments to learners with disability.	State Plan measure 2.2.2	The number and proportion of government school students receiving an adjustment to access education.	Reported annually 2026-2030	Support and Inclusion Data source: Inclusive Teaching and Learning: disability data (IESP and SEO)

Action Number	Action	Strategic alignment	Measure	Timeframe	Responsibility
1.5	Strengthen our personalised learning system for priority cohorts, including learners with disability, to enable children and young people to have a voice in their learning journey and build the capability of educators in supporting these learners by a personalised learning approach.	Department for Education measure Disability Royal Commission recommendation (7.3, 7.6)	New personalised learning system implemented.	2028	Support and Inclusion/Business Improvement Data source: Inclusive Teaching and Learning and Business Improvement: Project reporting
1.6	Implement programs and initiatives that support learners with disability to participate in VET in Schools (VETiS), Pathway and Transition Programs. This includes working with schools to provide opportunities for learners with disability to engage fully in VETiS and pathway programs in school settings.	State Plan measure 2.3.1 Disability Royal Commission recommendation (7.1, 7.2)	The number of initiatives taken to improve transition support from secondary school to tertiary education and/or employment for people with disability.	Reported annually 2026-2030	Student Pathways and Careers Data source: Services and Programs: VET data, SPC program data
		State Plan measure 2.3.3 Disability Royal Commission recommendation (7.1, 7.2)	The number and proportion of people with disability undertaking apprenticeships (including school-based), vocational education and training (VET) and Adult Community Education (ACE).		
		Department for Education measures	The number and proportion of learners with disability undertaking workplace learning. Retention and completion rates for senior secondary learners with disability. The number of schools delivering and accessing VETiS, Pathway and Transition Programs for their learners with disability.		
1.7	Provide additional supports and program modification to enable Aboriginal and Torres Strait Islander learners with disability to access South Australian Aboriginal Secondary Training Academy (SAASTA) programs.	Department for Education measure	Number and percentage of learners supported by SAASTA Academies (school based and specialist) that: • are Aboriginal and/or Torres Strait Islander • have disability.	Reported annually 2026-2030	Student Pathways and Careers Data source: Aboriginal Pathways
1.8	Ensure the Workabout Centre provides additional supports and program modification to enable Aboriginal and Torres Strait Islander learners with disability to access their programs.	Department for Education measure	Program reviewed annually.	Reported annually 2026-2030	Student Pathways and Careers Data source: Aboriginal Pathways



Celebrating excellence in inclusive education

The Public Education Awards celebrate our dedicated employees for their innovation, passion and expertise which are the driving forces of our public education system, empowering children and young people to learn and thrive.

The Inclusive Practices in Education Award recognises individuals and teams who exemplify inclusive education and demonstrate outstanding practice to improve outcomes for learners with diverse needs, regardless of their backgrounds. They personalise learning, value individual strengths and build strong relationships with learners, families and colleagues. As inspiring role models both within and beyond their sites, it's their collective effort that drives the biggest difference in the lives of learners.

Workforce

Our workforce is at the heart of supporting children and young people to learn, grow and thrive. In line with the Strategy for Public Education and the Workforce Strategy, we recognise that inclusive outcomes for learners depend on a skilled, supported and diverse workforce. That is why this DAIP includes actions to strengthen capability, confidence and wellbeing across our workforce, ensuring our people are supported to work inclusively, value diversity and contribute to safe, respectful and accessible workplaces for all.

Action Number	Action	Strategic alignment	Measure	Timeframe	Responsibility
2.1	Implement workplace initiatives to build staff capability, strengthen workplace culture, and promote positive community attitudes towards people with disability.	State Plan measure 1.2.1	The number of initiatives undertaken to promote disability inclusion and improve community attitudes towards people with disability in the community, including: • The number of staff and volunteers participating in disability awareness training, including Universal Design. • The number of workplace initiatives promoting disability inclusion.	Reported annually 2026-2030	People and Culture Data source: Workforce Capability
	2.1.1 - Review current disability awareness, rights, and inclusion, and universal design training provided to staff and volunteers to identify role-specific training needs across the organisation and establish evaluation mechanisms to understand the effect of the training on workforce confidence and capability.	Department for Education measure	Review completed with outcomes and recommendations identified, planned for and reported on.	2027	People and Culture Data source: Workforce Capability and Workforce Strategy
	2.1.2 - Promote engagement in the SBS Disability Inclusion program.	Department for Education measure	Increase the number of staff and volunteers who complete the SBS Disability Inclusion Program.	Reported annually 2026-2030	People and Culture Data source: Workforce Capability
	2.1.3 - Evaluate the impact of the SBS Disability Inclusion Program by implementing post course assessment surveys.	Department for Education measure	The number of staff and volunteers who complete the SBS Disability Inclusion Program who indicate an increase in knowledge and understanding about people with disability.	Reported annually 2026-2030	People and Culture Data source: Workforce Capability
	2.1.4 - Through consultation with learners with disability, their parents, carers and staff, develop and facilitate training to build staff confidence to provide respectful relationships education to all children and young people.	Disability Royal Commission recommendation (7.3)	The number of staff trained to deliver respectful relationships education.	2028	Curriculum and Learning Data Source: Curriculum Connections and Engagement
	2.1.5 - Recognise and celebrate International Day of People with Disability and Autism Awareness Day.	Department for Education measure	The number and type of initiatives implemented.	Reported annually 2026-2030	People and Culture Data source: Workforce Capability

Action Number	Action	Strategic alignment	Measure	Timeframe	Responsibility
2.2	Support and encourage teachers and educators to complete training for supporting children and young people with disability, including Disability Standards for Education training.	State Plan measure 2.1.1	The number and proportion of teachers and educators who have completed training for supporting students with disability, including Disability Standards for Education training.	Reported annually 2026-2030	Support and Inclusion Data Source: Inclusive Teaching and Learning: plink data.
2.3	Encourage engagement of people with disability as volunteers in the Department for Education's schools and preschools.	State Plan measure 2.3.5	The number of initiatives undertaken to encourage people with disability to volunteer.	Reported annually 2026-2030	Support and Inclusion Data source: Engagement and Wellbeing
2.4	Review and update recruitment policies, information and training material to ensure it is supportive of inclusive recruitment practices.	State Plan measure 2.4.3	The number of organisational changes adopted to improve inclusive recruitment for people with disability. For example, tailoring roles to fit individuals and employer incentives.	Reported annually 2026-2030	People and Culture Data source: Workforce Management and People and Culture Operations
2.5	Implement inclusive workplace practices that enable people with disability to access equal opportunities for employment, development, and retention.	State Plan measure 2.5.1	The number of workplace practices implemented to support people with disability to have equal opportunities for growth and success, including support to remain in employment.	Reported annually 2026-2030	People and Culture Data source: Workforce Capability and Workforce Management
	2.5.1 - Implement a reasonable adjustments guideline that supports all staff.	Department for Education measure	Reasonable adjustments guideline implemented.	December 2027	People and Culture Data source: Workforce Capability and Workplace Relations and Safety
2.6	Develop and implement a workforce plan to achieve a workforce representation of at least 3% people with disability.	Department for Education measure Disability Royal Commission recommendation (7.8)	Workforce data indicates a minimum of 3% of the workforce having disclosed a disability.	Report annually 2026-2030	People and Culture Data source: Workforce Strategy

Action Number	Action	Strategic alignment	Measure	Timeframe	Responsibility
2.7	Strengthen organisational data capability (HR systems and employee surveys) to capture disability demographics and understand lived experience, to guide inclusive workforce design and strengthen disclosure confidence.	State Plan measure 2.6.2	Development and implementation of data collection and reporting systems.	Reported annually 2026-2030	People and Culture Data source: Workforce Capability and People and Culture Operations: Various HR systems and employee surveys
	2.7.1 - Update terminology relating to disability groups on the Department for Education's relevant HR systems to align with best practice.	Department for Education measure	Terminology updated in relevant HR systems.	June 2027	People and Culture Data source: People and Culture Operations: Various HR systems
	2.7.2 - Measure and monitor the lived experience of employees with disability to evaluate, inform and continuously improve key business plans and decisions.	Department for Education measure	Workforce measures and self-reported experiences of workplace culture impacting feelings of inclusion, belonging, engagement and wellbeing, as indicated in employee surveys.	Reported annually 2026-2030	People and Culture Data source: Workforce Capability: Various HR systems and employee surveys
	2.7.3 - Update employee experience surveys to measure and analyse disability disclosure and reasons behind disclosure or non-disclosure.	Department for Education measure	Updates to employee experience surveys implemented. Responses interpreted and analysed.	Reported annually 2026-2030	People and Culture Data source: Workforce Capability: Multiple Department for Education employee surveys
2.8	Pilot and make available professional learning and resources for school leaders to support the deployment and practice of school services officers (SSOs) in classroom support roles.	Disability Royal Commission recommendation (7.3, 7.7, 7.8)	Project tested and evaluated.	2027	Support and Inclusion Data Source: Inclusive Teaching and Learning
2.9	Build the capability of school support staff through professional learning that strengthens support for learners with additional needs.	Disability Royal Commission recommendation (7.8)	Number of school support staff participating in professional learning aligned to classroom support roles. Feedback from schools indicating improved classroom support.	2027	People and Culture Data source: Workforce Capability
2.10	Engage the employee Disability Inclusion Network (DIN) and other employee groups to assess, strengthen and co-design inclusion initiatives across employee lifecycle stages such as recruitment, onboarding, professional development and career advancement.	Department for Education measure	The number of people actively engaged in the DIN. The number of initiatives consulted on.	Reported annually 2026-2030	People and Culture Data source: Workforce Capability



‘The Inclusion House Cup was created based on some students’ feedback and proposals around continuing our house competition throughout the whole year into term 3. And it’s about making sure that every student can be involved, every student can participate and have some fun and connect with each other.’

– Year 12 Student, Cruz

Big win for Berri and their Inclusion House Cup

Berri Regional Secondary College won the 2025 Public Education Award in Inclusive Practices in Education for their Inclusion House Cup program which worked to make traditional house sports more inclusive and celebrate diversity and belonging.

The program supports learners to design and lead activities that reflect their own strengths rather than assuming that all learners are confident and able to compete in traditional sports activities.

Community

Our school and preschool communities extend well beyond learners and educators to include families, carers, Aboriginal and Torres Strait Islander communities, volunteers, partner agencies and broader stakeholders. These relationships are critical to the success and wellbeing of children and young people. Consistent with the State Disability Inclusion Plan, this DAIP recognises the importance of meaningful engagement and shared responsibility. The actions in this section focus on strengthening inclusion, participation and partnership with our communities so that everyone can contribute, feel valued, and access information, services and opportunities.

Action Number	Action	Strategic alignment	Measure	Timeframe	Responsibility
3.1	Embed inclusive and culturally responsive co-design and partnership practices across all public engagement activities.	State Plan measure 1.7.1	The number of public consultations that included and sought input from people with disability, including engagement with Aboriginal Community Controlled Organisations (ACCOs).	Reported annually 2026-2030	Strategy and Performance Data source: Legislation Reform Unit, External Relations and Online Communications Unit
3.2	Ensure relevant department-led consultations on legislative amendments include input from people with disability.	Department for Education measure	The number of disability stakeholders, including Aboriginal Community Controlled Organisations (ACCOs), consulted on legislative amendments relating to people with disability.	Reported annually 2026-2030	Strategy and Performance Data source: Legislation Reform Unit
3.3	Promote the Department for Education's Stakeholder Engagement Framework and Corporate Guidelines, outlining our commitment to seeking and supporting diverse stakeholder voices in decision making.	Department for Education measure	The number of visits to the Stakeholder Engagement intranet page.	December 2026	Strategy and Performance Data source: External Relations and Online Communications Unit
3.4	Strengthen lived experience participation in committees and working groups.	State Plan measure 1.7.2	The number of people with disability (including parents and carers) serving on committees and working groups.	Reported annually 2026-2030	Support and Inclusion Data Source: Inclusive Teaching and Learning and Statewide Inclusive Education Services People and Culture Data source: Workforce Capability
	3.4.1 - Maintain Statewide Inclusive Education Services (SIES) advisory services, programs and engagement with parents and carers of children with disability.	Department for Education measure	The number of SIES activities and engagements specifically with parents and carers annually.	Reported annually 2026-2030	Support and Inclusion Data Source: Inclusive Teaching and Learning and Statewide Inclusive Education Services
3.5	Make information about community supports and services available for families and children with disability.	State Plan measure 3.1.1	The number of initiatives and improvements made to connect people with disability to community supports and services wherever they present.	Reported annually 2026-2030	Support and Inclusion Data Source: Inclusive Teaching and Learning
3.6	Engage in inter-agency meetings and initiatives to support implementation of the State Plan and DAIP.	State Plan measure 3.3.1	The number of inter-agency meetings and initiatives to support the implementation of the State Plan and DAIP.	Reported annually 2026-2030	People and Culture Data source: Workforce Strategy: Inclusive SA Community of Practice meetings.



Building better pathways for senior learners with disability

The Disability Transition Program provides year 12 learners with disability opportunities to undertake career education, industry immersion activities, and workplace learning. Led by specialist teachers and support staff, the weekly program provides learners with the opportunity to build employability skills and develop decision-making skills so that they are set up for success once they leave school.

In 2025 the program had 125 learners enrolled across 4 locations and continues to grow. In 2026, the introduction of an online learning and resource platform to support schools in delivering their own Transition Program will extend its reach even further. Insights from the pilot will inform a resource support network to all government schools across South Australia in 2027.



Strengthening inclusive education with new legislation

The department led the development of new law that outlines that education and children's services in South Australia must be inclusive and support children and students with disability to take part and reach their full potential. The law is called the Education and Children's Services (Inclusive Education) Amendment Act 2025 and was made official in November 2025.

The department wrote the draft legislation, asked the public for feedback, and worked closely with Catholic Education SA, the Association of Independent Schools of SA and disability advocates. This helped make sure the changes would apply to both government and non-government schools.

The new law also increases transparency. It requires schools to provide accessible information about their policies and to report on children and young people with disability who are refused enrolment, have enrolments cancelled or are suspended, or expelled from school. These changes will be introduced slowly to give all school sectors time to prepare how they will do this.

These changes will help improve inclusion in schools by making it easier to see what is working and review trends over time.

Environments

Inclusive, accessible and well-designed environments are essential to participation, safety and wellbeing. In line with the State Disability Inclusion Plan, we are committed to creating environments that are welcoming, accessible and usable by everyone, regardless of ability. This includes physical spaces, digital platforms, information and resources. The actions in this section focus on reducing environmental barriers and promoting universal design, so that children and young people, workforce members and community members can access our schools, preschools and workplaces with dignity, independence and confidence.

Action Number	Action	Strategic alignment	Measure	Timeframe	Responsibility
4.1	Ensure large department led events implement best practice inclusive event management principles. Note: large department led events include the Public Education Awards, Length of Service and Retirement celebrations, Autism Inclusion Teachers event and Inclusive Education Expo.	State Plan measure 1.1.2	The number of inclusive and accessible events, both internal and external, with 50+ people following best practice event management principles. For example, the Accessible and Inclusive Community Events Toolkit.	Reported annually 2026-2030	People and Culture Data source: Workforce Capability Support and Inclusion Data source: Inclusive Teaching and Learning and Statewide Inclusive Education Services events
		Department for Education measure	Evaluation of event feedback indicates positive responses in relation to accessibility and inclusion.	Reported annually 2026-2030	
4.2	Promote the use of best practice event management principles across the department.	Department for Education measure	The number of visits to intranet event management page.	June 2027	People and Culture Data source: Workforce Capability
	4.2.1 - Review and update the event management page and resources on the department's intranet to ensure it aligns with best practice event management principles and links to the Accessible and Inclusive community event toolkit.	Department for Education measure	Review and update completed.	December 2026	People and Culture Data source: Workforce Capability Strategy and Performance Data source: Online Communications Unit
	4.2.2 - Update the 'Request for Minister/CE attendance' form to refer to best practice event management principles for people with disability.	Department for Education measure	Review and update completed.	December 2026	Strategy and Performance Data source: Communications Unit People and Culture Data source: Workforce Capability

Action Number	Action	Strategic alignment	Measure	Timeframe	Responsibility
4.3	Ensure all modifications to facilities to meet individual needs are undertaken in line with the department's Disability Access Provision (DAP) procedure and Education and Care Facilities Design Standards (ECFDS).	State Plan measure 1.3.2	The number of public-facing government buildings, spaces and infrastructure that are modified to improve accessibility.	Reported annually 2026-2030	Infrastructure Data source: Asset and Facility Services
		Department for Education measure	The number and percentage of modifications made in line with the DAP procedure and ECFDS.		
4.4	Ensure all new Capital Projects, of internal and external spaces, are designed following the principles of Universal Design.	State Plan measure 1.3.2	The number of new developments that incorporate Universal Design.	Reported annually 2026-2030	Infrastructure Data source: Capital Works, Capital Programs and Projects
		Department for Education measure	The number and percentage of new Capital Projects that incorporated Universal Design principles.		
4.5	Ensure any new and reviewed Department for Education corporate websites, intranet and department assisted school and preschool websites, conform with Web Accessibility Guidelines 2.2 (WCAG) Level AA accessibility standard or above.	State Plan measure 1.5.1	The number of resources or materials that have been developed in accessible formats. For example, websites that meet Web Content Accessibility Guidelines (WCAG) 2.2 level AA accessibility standard or above, Auslan translations and Easy Read documents.	Reported annually 2026-2030	Strategy and Performance Data source: Online Communications Unit
		Department for Education measure	The number of new or reviewed websites that conform with Web Accessibility Guidelines 2.2 (WCAG) Level AA accessibility standard or above.		
4.6	Review and update Department for Education corporate communication templates to ensure accessibility guidelines provide clear instructions.	Department for Education measure	Review and updates completed.	December 2026	Strategy and Performance Data source: Communications Unit
4.7	Review and update Communications Directorate guides used to support schools, preschools and business units to consider accessible formats in communication planning.	Department for Education measure	Review and updates completed.	December 2026	Strategy and Performance Data source: Communications Unit

Action Number	Action	Strategic alignment	Measure	Timeframe	Responsibility
4.8	Review and update the Disability Access Provision (DAP) procedure with input from key stakeholders including learners, families, carers, and those responsible for administering the procedure.	Department for Education measure	Review and updates completed.	December 2027	Infrastructure Data source: Asset and Facility Services
4.9	Review the Emergency Management Planning (EMP) procedure to incorporate prompts referring parents and caregivers to Emergency Services for accessible communication options including the National Relay Service.	Department for Education measure	EMP reviewed and updated.	December 2026	Infrastructure Data source: Security and Emergency Management
4.10	Review and update existing information, policy and training resources to ensure school bus drivers understand their responsibilities when it comes to supporting children and young people with disability to access transport services.	Department for Education measure	Review and update completed.	Reported annually 2026-2030	Office of the Chief Operating Officer Data source: Procurement Contracting and Transport
4.11	Enable eligible learners with disability to access their education by providing transport options.	Department for Education measure	The number of learners with disability accessing the Transport Assistance Program (TAP).	Reported annually 2026-2030	Support and Inclusion Data Source: Inclusive Teaching and Learning - TAP database
4.12	Continue to maintain and review emergency response resources and systems to identify opportunities for improvement for people with disability.	State Plan measure 5.2.1	The number of emergency response resources and systems developed or updated for people with disability.	Reported annually 2026-2030	Infrastructure Data source: Security and Emergency Management



‘Golden Graze is like an opportunity, it’s like being in a workforce, like being in a job environment. I feel like it’s helped with problem solving, my confidence. I guess proving that we can do more than people think we can.’

- Year 12 Student, Bailey

Golden standard in inclusion from Golden Grove

Golden Grove High School, a finalist in the 2025 Public Education Award in Inclusive Practices in Education, is leading the way with their learner-led business initiative run through their disability unit where learners are supported to sell handmade meal kits to staff, learners and community members. The project ‘Golden Graze’ empowers learners with disability to gain valuable skills in a range of areas such as budgeting, food preparation, customer service and event planning.

The initiative also supports learners in forming regulation strategies, reinforcing learner agency and forming stronger peer connections and support. The mix of support, passion and community connection has inspired replication in other schools across the state.



First Autism Inclusion Student Roundtable

More than 50 Autistic high school learners from across South Australia shared their thoughts about school and inclusion through the state's first Autism Inclusion Student Roundtable. This roundtable was part of the Autism Inclusion in Secondary Schools (AISS) trial. Learners said they felt safe, respected and listened to before, during and after the event. Most learners (94%) said the topics discussed were important to them and could help make schools better.

Learners were able to share their ideas in different ways, such as talking, writing, drawing or creative activities. This helped everyone take part in a way that suited how they like to communicate and supported their choice and self-advocacy.

Learners said they feel more confident when teachers ask what helps them learn, when routines are clear and predictable and when learning adjustments are made together. They also said it is important to have trusted relationships, clear communication, quiet spaces and flexible supports that help them stay calm and join in.

Learners valued the chance to share their views and said they want ongoing opportunities to help shape inclusive education across the system. Because of this, the Department for Education and the Office for Autism plan to keep working with Autistic learners in 2026 to strengthen student voice and provide advice to government on changes that may affect learners now and in the future.

Systems

Our systems shape how we plan, make decisions and deliver services across public education. Strong, inclusive systems are essential to embedding disability access and inclusion into everyday practice. This section of the DAIP focuses on the policies, processes, governance and data that support consistent implementation and continuous improvement. Through these actions, we are strengthening system level capability to deliver on our intentions, monitor progress, and ensure disability inclusion is embedded, sustainable and accountable across the organisation.

Action Number	Action	Strategic alignment	Measure	Timeframe	Responsibility
5.1	Ensure Aboriginal and Torres Strait Islander peoples with disability are actively considered in the department's Closing the Gap actions.	State Plan measure 1.2.3	The number of actions embedded in our DAIP working towards Closing the Gap targets.	December 2026	Strategy and Performance Data source: Closing the Gap Policy and Transformation
		Department for Education measure	The number of actions in the department's SA Closing the Gap Implementation Plan that align with DAIP outcomes.	December 2026	Strategy and Performance Data source: Closing the Gap Policy and Transformation
5.2	Prepare and submit an annual report for executive endorsement and publication.	Department for Education measure	Annual report endorsed by executive level group and published.	Report annually 2026-2030	People and Culture Data Source: Workforce Strategy



Growing capabilities and pathways with Disability Transition Advisors

The Disability Pathways Team is supported by Disability Transition Advisors who work with government secondary schools and special education sites to build school staff capability in delivering high-quality career education and post-school pathway planning.

In 2025, this support enabled learners to complete nationally accredited training in horticulture, leading to outcomes including direct employment, self-employment, further training and volunteering opportunities. The training program was designed to provide additional time, adapted spaces and a supportive learning environment, while still meeting all accredited competency requirements.

These results demonstrate how learners with disability can thrive when differentiation, inclusive practice and collective responsibility are embedded.

Contact details

This Disability Access and Inclusion Plan (DAIP) is available on the Department for Education website **education.sa.gov.au**.

If you require a copy in an alternative format, such as a fully accessible word version, please contact:

education.daip@sa.gov.au

Workforce Strategy
Department for Education
GPO Box 1152
Adelaide SA 5001

EDU0526_232

Government of South Australia
Department for Education