



Australian Government

Recommendations about education

The Australian Government response to
the Disability Royal Commission

Easy Read version



How to use this document



The Australian Government wrote this document.

When you read the word 'we', it means the Australian Government.



We wrote this document in an easy to read way.

We use pictures to explain some ideas.

Bold
Not bold

We wrote some important words in **bold**.

This means the letters are thicker and darker.



We explain what these words mean.

There is a list of these words on page **24**.



This is an Easy Read summary of another document.

This means it only includes the most important ideas.



You can find the other document on our website.

www.dss.gov.au/DRC-Aus-Gov-Response



You can ask for help to read this document.

A friend, family member or support person might be able to help you.



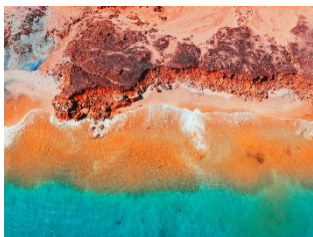
This document is quite long.

You don't need to read it all at once.

You can take your time.



We recognise Aboriginal and Torres Strait Islander peoples as the traditional owners of the land we live on – Australia.



They were the first people to live on and use the:

- land
- waters.

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About the Disability Royal Commission



We created a **royal commission** to find out how to make our community safer for people with disability.



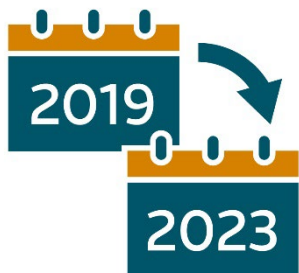
A royal commission is an official way of looking into a big problem.

It helps us work out what:

- has gone wrong
- we need to improve.



We call it the Disability Royal Commission.



The Disability Royal Commission ran from 2019 to 2023.

About the recommendations



The Disability Royal Commission shared ideas about what governments and services should change.

We call these ideas **recommendations**.



This document explains our response to some of Part 7 of the Disability Royal Commission's final report.



The document explains our response to recommendations about education.



The Disability Royal Commission says education should be more **inclusive**.



When something is inclusive, everyone:

- can take part
- feels like they belong.



This document also explains our response to recommendations about **segregated** education.



When something is segregated, it keeps people with disability separate from people without a disability.

This includes segregated:



- schools



- classes.

Our response to the recommendations

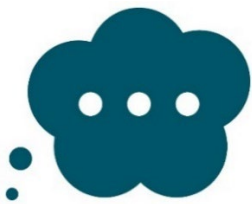
On the following pages, we explain the recommendations we:



- agree with



- mostly agree with

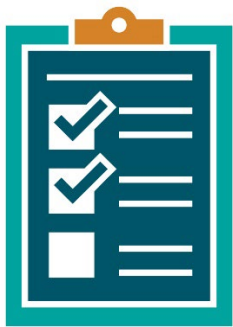


- need to think about more.

Recommendation about making education more inclusive



The Disability Royal Commission shared a recommendation about how to make education more inclusive.



The recommendation says we should create a plan that:

- has goals for inclusive education
- explains how governments will achieve these goals.



We should work with state and territory governments to create this plan.



We mostly agree with the goals in this recommendation.

Recommendation about protecting students with disability from discrimination



The Disability Royal Commission shared a recommendation about protecting students with disability from **discrimination**.



Discrimination is when someone treats you unfairly because of a part of who you are.



It is against the law to make students leave a school because of their disability.

The recommendation says it should also be against the law to:



- keep students away from their school for a short time because of their disability
- stop students from taking part in school activities because of their disability.



We mostly agree with the goals in this recommendation.

Recommendations about standards

Education standards



The Disability Royal Commission shared recommendations about education **standards**.



Standards are rules about how to do things well.



One recommendation says we should look at changes to the education standards for **reasonable adjustments**.

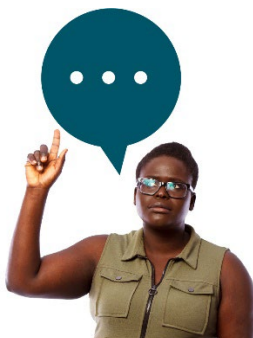


Reasonable adjustments are changes to part of a school so people with disability can learn there.

One recommendation says we should update the education standards to make sure:



- students can have their say about decisions that affect them because of their disability



- parents and carers can have their say about changes to the school that affect students with disability.



One recommendation says we should look at changes to the education standards for managing **complaints**.



When you make a complaint, you tell someone that something:

- has gone wrong
- isn't working well.



The standards should help all governments:

- manage complaints the same way
- focus on supporting students.



We mostly agree with the goals in these recommendations.

Teacher standards



The Disability Royal Commission shared a recommendation about standards for teachers.



The recommendation says we should make sure teachers focus on students' **rights**.



Rights are rules about how everyone must treat you:

- fairly
- equally.



The recommendation also says we should have a plan for teachers to learn about inclusive education.



We mostly agree with the goals in these recommendations.

Recommendation about data and research



The Disability Royal Commission shared a recommendation about **data** and research for students with disability.



When we talk about data, we mean:

- facts
- information
- records.

The recommendation says we should:



- collect data the same way across Australia



- improve the way governments report data about disability in schools



- do more research about inclusive education.



We mostly agree with the goals in this recommendation.

Recommendation about funding



The Disability Royal Commission shared a recommendation about **funding** for reasonable adjustments.



Funding is money from governments that pays for supports.



The recommendation says every 5 years we should check how much funding we provide for reasonable adjustments.



We mostly agree with the goals in this recommendation.

Recommendations about the future of segregated education



The **Commissioners** are the people who were in charge of the Disability Royal Commission.



The Commissioners had different ideas about the future of segregated education.

Ending segregated education



3 Commissioners shared a recommendation to end segregated education.

The recommendation says:



- there should be no new segregated education by **2025**



- all segregated education should end by **2051**.



This includes segregated classes in **mainstream schools.**

Mainstream schools are schools where anyone can go and learn.



This includes:

- primary schools
- high schools.



The recommendation also says we should use funding to support schools that need help to change.



This recommendation is for state and territory governments to respond to.

Improve segregated education



2 Commissioners from the Disability

Royal Commission shared a recommendation to make segregated education safer for students with disability.



The recommendation says we should check our work to make education inclusive for students with disability.



This recommendation is for state and territory governments to respond to.

What we will pay for



We will pay to support schools to make reasonable adjustments.



This includes **\$3.7 billion** in 2024.

Important actions and plans



Governments have already agreed to start working together on some important actions and plans with the disability community.



These actions and plans will support the recommendations about education.

We are already:



- building knowledge and skills in teachers



- checking how we manage complaints.

We are also already:



- checking the education standards



- sharing information about the rights of students with disability.



We are using funding to help universities support students with disability.



We are also using funding to improve how we work with people on the **autism spectrum**.

The autism spectrum includes the different ways people can experience autism.

Autism is a disability that can affect how you:



- think
- feel
- communicate
- connect and deal with others.

Word list

This list explains what the **bold** words in this document mean.

Autism spectrum

The autism spectrum includes the different ways people can experience autism.



Autism is a disability that can affect how you:

- think
- feel
- communicate
- connect and deal with others.



Commissioners

The Commissioners are the people who were in charge of the Disability Royal Commission.

Complaint



When you make a complaint, you tell someone that something:

- has gone wrong
- isn't working well.



Data

When we talk about data, we mean:

- facts
- information
- records.



Discrimination

Discrimination is when someone treats you unfairly because of a part of who you are.



Funding

Funding is money from governments that pays for supports.



Inclusive

When something is inclusive, everyone:

- can take part
- feels like they belong.

Mainstream schools



Mainstream schools are schools where anyone can go and learn.

This includes:

- primary schools
- high schools.



Reasonable adjustments

Reasonable adjustments are changes to part of a school so people with disability can learn there.



Recommendations

The Disability Royal Commission shared ideas about what governments and services should change.

We call these ideas recommendations.

Rights



Rights are rules about how everyone must treat you:

- fairly
- equally.

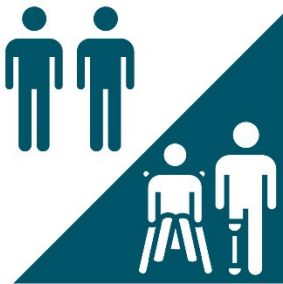
Royal Commission



A royal commission is an official way of looking into a big problem.

It helps us work out what:

- has gone wrong
- we need to improve.



Segregated

When something is segregated, it keeps people with disability separate from people without a disability.



Standards

Standards are rules about how to do things well.

Contact us



You can send us an email.

DRCResponseConsultation@dss.gov.au



You can write to us.

GPO Box 9820

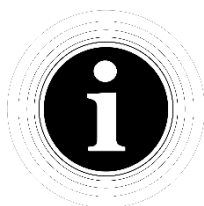
Canberra

ACT 2601



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Quote job number 5881-E.

Helen Butcher created the art on the front cover of this document.

She is an artist. Her picture is called 'Belonging'.

It is about inclusion.

She made this art for the Australian Government Response to the Disability Royal Commission.

We thank Helen for sharing her art with us.