# Recommendations about education

The Australian Government response to the Disability Royal Commission

A text-only 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 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 [13](#_Word_list).

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](http://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.

What’s in this document?

[About the Disability Royal Commission 4](#_Toc173327830)

[About the recommendations 5](#_Toc173327831)

[Our response to the recommendations 6](#_Toc173327832)

[What we will pay for 12](#_Toc173327833)

[Important actions and plans 12](#_Toc173327834)

[Word list 13](#_Toc173327835)

[Contact us 16](#_Toc173327836)

## 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](mailto:DRCResponseConsultation@dss.gov.au)

You can write to us.

**GPO Box 9820 Canberra ACT 2601**

You can visit our website.

[www.dss.gov.au/DRC-Aus-Gov-Response](http://www.dss.gov.au/DRC-Aus-Gov-Response)

The Information Access Group created this text-only Easy Read document. For any enquiries, please visit [www.informationaccessgroup.com](http://www.informationaccessgroup.com). Quote job number 5881-E.