

REASONABLE ADJUSTMENT PLAN (RAP) 2014 - 2017

Values diversity within its
staff and student populations

Provides quality and equitable
education and training

Commits to enhancing the provision
of high quality education and training
within an environment of inclusivity



GOTAFE REASONABLE ADJUSTMENT PLAN 2014 - 2017

INTRODUCTION

Since the development and implementation of its inaugural Disability Action Plan in 2004 GOTAFE has seen many achievements made in the areas of facilities, curriculum and cultural change embracing diversity as the accepted ethos. The concept of diversity encompasses inclusiveness and respect; it means understanding that each individual is unique and recognises our individual differences. It's the exploration of these unique differences in a safe, positive and inclusive environment that simply goes beyond tolerances to embracing and celebrating the richness of an individual's dimensions contained therein.

The legislations of both Federal and State Governments requires that particular attention ensuring equitable treatment of Individuals be followed, in saying that GOTAFE regards the legislative compliance as being the baseline to measure and build upon than go beyond the minimum standard required by legislation.

After an extensive consultation process with students and staff, it was suggested that GOTAFE's previous title and terminology of its Disability Action Plan might have inadvertently labelled and singled out individuals. With some reporting the terminology and the plan its self could be interpreted to be compliance focused. Due to this consultation process it was agreed that we develop a plan moving away from what we have to do, to a plan with an emphasis on what we can do. It's for this reason that we build on the substantial work undertaken by GOTAFE since its first Disability Act Action Plan and moving forward to a Reasonable Adjustment Plan.

Reasonable is what most people would agree is fair and sensible, when they carefully think about it; Adjustment means you are able to change something. Reasonable adjustments are about responding to individual needs by taking account of their circumstances embracing their diversity, which an individual brings to the GOTAFE community, celebrating this diversity and drawing strengths from it.

In light of these recommendations and many other achievements, I am very pleased to endorse our new Reasonable Adjustment Plan this is a living plan and will be continually updated as we achieve important milestones and encounter new challenges that reflect an on-going commitment by GOTAFE to embrace, respect and celebrate diversity.



Paul Culpan
CEO GOTAFE

EXECUTIVE SUMMARY

ABOUT US

GOTAFE is the largest post-compulsory, educational provider in North East Victoria, Australia delivering vocational education and training to more than 20,000 students annually.

Our campuses are located in regional Victoria at Shepparton, Wangaratta, Seymour, Benalla, Terang, Warragul and Werribee. Activities are conducted locally, state-wide, nationally and internationally. Education and training is delivered to the business sector, industry, community, local, state and national governments and to the non-profit sector.

GOTAFE has entered a new era of educational innovation that aims to be flexible, creative and provide the outstanding service to students, employers and industry. We provide training on campus, off campus, online, in the workplace, or a mix of these delivery methods.

VISION

To be a world class Institute delivering quality education and training beyond expectations.

PURPOSE

To deliver quality vocational training and tertiary education that responds to the needs of industry, enterprises, communities and individuals in the regions we serve.

VALUES

GOTAFE's people, practices and processes commit to the following values:

RESPONSIVENESS	Timely and accurate actions with a willingness to deliver flexible solutions.
CREATIVITY	The freedom to generate ideas and to apply them to improve our services and products.
COLLABORATION	Through external alliances and internal teamwork.
EXCELLENCE	Achieving the highest standards in all that we do.
ACCOUNTABILITY	To be responsible for your own actions, your role within your team and as a representative of GOTAFE.
INTEGRITY	At all times being honest, reliable and trustworthy. Ensuring that if you cannot meet your commitment that you communicate this and renegotiate an outcome.
RESPECT	To be open to each other's perspective and to appreciate and accept the different points of view of student's staff and customers.

EXECUTIVE SUMMARY

WHY A REASONABLE ADJUSTMENT PLAN?

Throughout the consultation process to inform this action plan both students and staff reported their concerns about the use of the language around Disability as being negative and setting stereotypes, and often became a barrier to understanding the reality of disability. In recent years people with disability have also claimed individual and collective rights and sought to change their circumstances in part by changing the words used to describe them.

For this reason we have adopted the Disability Discrimination Act's use of the principle of reasonable adjustment, sometimes called reasonable accommodation, to ensure equity of treatment for people with disabilities. This means that, wherever possible, reasonable steps will be made to meet the individual needs of a person with a disability.

Creating a Reasonable Adjustment Plan (RAP) supports our commitment to Universal Access, an adjustment is a measure or action taken to assist a student with a disability to participate in education and training on the same basis as other students. It provides our organisation with strategic direction in addressing issues and ensuring that Universal Access is embedded into everything that we do.

AQFT

The Australian Qualifications Training Framework (AQTF) defines reasonable adjustment as adjustments that can be made to the way in which evidence of student performance can be collected. Good vocational education, training and assessment include making adjustments to what we do to meet the learning and assessment needs of individuals. Whilst reasonable adjustments can be made in terms of the way in which evidence of performance is gathered, the evidence criteria for making competent decisions should not be altered in anyway. Standards expected should be the same, irrespective of the group and/or individual being assessed.

EXECUTIVE SUMMARY

WHAT DO YOU MEAN BY DISABILITY?

The Australian Qualifications Training Framework (AQTF) defines reasonable adjustment as adjustments that can be made to the way in which evidence of student performance can be collected. Good vocational education, training and assessment include making adjustments to what we do to meet the learning and assessment needs of individuals. Whilst reasonable adjustments can be made in terms of the way in which evidence of performance is gathered, the evidence criteria for making competent decisions should not be altered in anyway. Standards expected should be the same, irrespective of the group and/or individual being assessed.

The United Nations Convention on the Rights of Persons with Disabilities, ratified by Australia on 17 July 2008, recognises that disability is an evolving concept and that “disability results from the interaction between persons with impairments and attitudinal and environmental barriers that hinders their full and effective participation in society on an equal basis with others”.

GOTAFE adopts the definition of disability in section 4 of the Disability Discrimination Act 1992 (Cth), under which disability, in relation to a person, means:

- Total or partial loss of the person’s bodily or mental functions; or
- Total or partial loss of a part of the body; or
- The presence in the body of organisms causing disease or illness; or
- The presence in the body of organisms capable of causing disease or illness; or
- The malfunction, malformation or disfigurement of a part of the person’s body; or
- A disorder or malfunction that results in the person learning differently from a person without the disorder or malfunction; or
- A disorder, illness or disease that affects a person’s thought processes, perception of reality, emotions or judgment or that results in disturbed behaviour; and includes a disability that:
 - Presently exists; or previously existed but no longer exists.
 - May exist in the future (including a genetic predisposition to that disability); or is imputed to a person.

LEGAL FRAMEWORK

DISABILITY DISCRIMINATION ACT 1992 (CTH)

The Disability Discrimination Act 1992 (Cth) is a federal law that aims to:

- Eliminate discrimination against people with disability
- Promote community acceptance of the principle that people with disability have the same fundamental rights as all members of the community
- Ensure, as far as practicable, that people with disability have the same rights to equality before the law as other people in the community.

The Act prohibits unlawful discrimination against people with disability and promotes an inclusive approach whenever possible, rather than the provision of separate or parallel services. Areas covered by the Act that are relevant to GOTAFE include: employment; education; access to premises; and the provision of goods, services, accommodation and facilities.

EDUCATION STANDARDS 2005 (CTH)

The Disability Standards for Education 2005 were formulated under the Disability Discrimination Act and clarify the obligations of education and training providers to ensure that students with disabilities can access and participate in education without experiencing discrimination. GOTAFE is committed to meeting its requirements as set out in the Standards.

DISABILITY ACT 2006 (VIC)

Requires that a public sector body must ensure that a Disability Action Plan is prepared for the purpose of:

- Reducing barriers to persons with disability accessing goods, services and facilities
- Reducing barriers to persons with disability obtaining and maintaining employment
- Promoting inclusion and participation in the community of persons with disability.
- Achieving Tangible changes in attitudes and practices, which discriminate persons with disability.

THE VICTORIAN CHARTER OF HUMAN RIGHTS & RESPONSIBILITIES (VIC)

The Victorian Charter of Human Rights and Responsibilities Act 2006 (Charter) requires all public authorities including educational providers to properly consider human rights when, developing policies and providing services. Accordingly, GOTAFE must protect and promote human rights to such reasonable limits as can be demonstrably justified in a free and democratic society based on human dignity, equity and freedom.

LEGAL FRAMEWORK

VICTORIAN EQUAL OPPORTUNITY ACT 1995 (VIC)

The Victorian Equal Opportunity Act 1995 (Equal Opportunity Act) recognises everyone's right to equity of opportunities and prohibits discrimination based on various attributes. It informs the social policy framework A Fairer Victoria providing for a range of strategies to address disadvantage in the community.

ALIGNMENT OF REASONABLE ADJUSTMENT PLAN (RAP)

In the consultation and development process of this reasonable Adjustment Plan it was agreed to align all actions under each section against the organisational strategic plan with the aim to embed inclusive practices, fair and equal treatment of all people in all business actions and future decisions.

SUPPORT FOR APPRENTICES WITH DISABILITY (DISABLED AUSTRALIAN APPRENTICE WAGE SUPPORT DAAWS)

Government assistance is available to registered training organisations for tutorial, interpreter and mentor services for apprentices with a disability, up to \$5,500 per annum. Disabled Australian Apprentice Wage Support (DAAWS) is an Australian Government incentive payable to an employer who employs an Australian Apprentice with a disability in an Australian Apprenticeship/traineeship and school based apprenticeship.

STATISTICS

DISABILITY DISCLOSURES OVER PAST 5 YRS

YEAR	2009	2010	2011	2012	2013
Total Student Enrolment	14,673	17,598	17,590	20,705	26,534
Total Student Disclosure	859	849	916	1,099	1,106
Percentage	5.85%	4.82%	5.20%	5.30%	4.17%
Individuals accessing Support	349	421	452	536	652

Since the introduction of a student entitlement to vocational training in Victoria it has led to a large increase in participation by a number of cohorts, including people with a disability which has increased by 8.4% from 2010-11. GOTAFE has also seen an increase in students disclosing disability and accessing the supports necessary to assist them to participate with about 92% successfully completing their chosen course.

It is always difficult for any TAFE to gain accurate information when it comes to disclosure upon enrolment of students with disability. There is no legal requirement for students to disclose their disability status and nor should there be, our focus is to create a supportive, learning environment that is free of discrimination where students feel comfortable to disclose their disability status.

Many students report that they don't feel comfortable in disclosing their disability status in fear of being ostracised based on previous experiences before coming to study with GOTAFE. With this in mind, we have listened to and implemented strategies to address these concerns in the creation of this Reasonable Adjustment Plan (RAP) with the removal of possible barriers for students to disclose their disability in an environment that is supportive and free of judgement.

OUTCOMES

REDUCING BARRIERS TO PERSONS WITH DISABILITY OBTAINING AND ENGAGING IN EMPLOYMENT OUTCOMES

STRATEGIC GOAL: WORK FORCE PLANNING

OBJECTIVE	ACTION	RESPONSIBILITY	TIMELINE
Explore the synergies between employment strategies and the opportunities for collaboration and early identification of vacancies and matching of applicants with disability in local areas.	<ul style="list-style-type: none"> Enhance stronger partnerships with targeted Disability Employment Agencies, Job Network providers, mainstream recruitment agencies to identify skill sets and capabilities sought by local employers. 	Manager Student Services	Ongoing
	<ul style="list-style-type: none"> Investigate the feasibility of a pathways model in partnership with Centrelink for people with disability considering entry into tertiary education. 	Manager Student Services	February 2015
	<ul style="list-style-type: none"> Improve Career development opportunities for identifying potential candidates with disabilities suitable for employment upon successful completion of course. 	Manager SS Careers Advisors	June 2015
	<ul style="list-style-type: none"> Develop guidelines for ease of referral to employment agencies which places the individual at the center of the process and which responds flexibly and sensitively to his/her needs. 	Manager SS Careers Advisors	July 2015
	<ul style="list-style-type: none"> GOTAFE to work with local Government in the development and sponsoring of an inclusive Employer Award through local business awards. 	Manager People & Performance, Manager SS	March 2016
Foster a workplace that is inclusive of staff with a disability and promotes equitable participation.	<ul style="list-style-type: none"> Promote the Reasonable Adjustment plan on GOTAFE Intranet and in staff induction. 	Manager SS Disability Liason	Ongoing
	<ul style="list-style-type: none"> Ensure all staff with disability affecting mobility has a Personal Emergency Evacuation Plan (PEEP) in place. 	Disability Liason OHS Co-ordinator	August 2014
	<ul style="list-style-type: none"> Continually provide staff with information about and access to GOTAFE Employee Assistance Program (EAP). 	Manager People & Performance, Manager SS	Ongoing
	<ul style="list-style-type: none"> Provide advice and support to Managers, team leaders and Human Resources on reasonable adjustments for staff with disability. 	Managaer SS Disability Liason	Ongoing
	<ul style="list-style-type: none"> Develop a disability employment strategy for the recruitment and retention of staff with disability. 	Manager P&P, Manager SS	January 2016

OUTCOMES

REDUCING BARRIERS TO PERSONS WITH DISABILITY ACCESSING GOODS & SERVICES

STRATEGIC GOAL: TEACHING & LEARNING

OBJECTIVE	ACTION	RESPONSIBILITY	TIMELINE
GOTAFE will be a leader in actively developing and promoting products and services for people with a disability.	<ul style="list-style-type: none"> Promote an Institute wide definition of “reasonable adjustments” for equity minority groups with the use of multiple plat forms e.g. Website, staff intranet, student hand-books and external media. 	Whole of Institute Approach	Ongoing
	<ul style="list-style-type: none"> Develop and implement a resource with examples that inform new and existing staff of “reasonable adjustments” in differing contexts. 	Manager SS Disability Liason	December 2015
	<ul style="list-style-type: none"> Promote a culture and awareness of Universal Design and inclusive delivery mechanisms throughout GOTAFE with regular information sharing. 	Manager SS Manager P&P	Ongoing
	<ul style="list-style-type: none"> Communicate GOTAFE’s commitment to its Reasonable Adjustment Plan as part of the new employee induction process. 	Manager SS Manager P&P	Ongoing
	<ul style="list-style-type: none"> Communicate GOTAFE’s commitment to its Reasonable Adjustment Plan in the upgrade of the TAE. 	Manager SS L&D Coordinator	Ongoing
Foster a model of service delivery that is culturally appropriate for Aboriginal and Torres Strait Islander people (ATSI) with disability and Aboriginal people who support them.	<ul style="list-style-type: none"> Work with members of the Aboriginal community to develop culturally friendly images and terminology for use in information publications with ATSI people with disability. 	Manager SS Manager Koorie Edu	July 2015
	<ul style="list-style-type: none"> Facilitate collaborative and culturally appropriate practice and dialogue between Aboriginal and Disability practitioners. 	KLO Disability Liason	Ongoing
	<ul style="list-style-type: none"> Improve access, participation and outcomes for students who identify as ATSI People with disabilities. 	Manager SS Manager Koorie Edu DLO/KLO	Ongoing
	<ul style="list-style-type: none"> Information signs and brochures are made accessible to people from culturally and linguistically diverse backgrounds in five most used languages in the Shepparton area. 	Manager MCE Manager SS	December 2015

OUTCOMES

REDUCING BARRIERS TO PERSONS WITH DISABILITY ACCESSING GOODS & SERVICES (continued)

STRATEGIC GOAL: TEACHING & LEARNING

OBJECTIVE	ACTION	RESPONSIBILITY	TIMELINE
Forster and provide an environment that is inclusive with enhanced duty of care to Minors while undertaking study.	<ul style="list-style-type: none"> Investigate the feasibility and potential of becoming a registered provider of “Out of home care education commitment” through Department of Human Services. 	Manager SS	March 2015
	<ul style="list-style-type: none"> Investigate the feasibility and potential of becoming a registered provider of “Out of home care education commitment” through Department of Human Services. 	Manager SS L&D Coordinator	June 2015
	<ul style="list-style-type: none"> Develop and initiate enhanced frameworks in the better understanding of roles and responsibilities of Institute staff in the management of minors within tertiary educational environments. 	Manager SS Manager P&P	November 2015
	<ul style="list-style-type: none"> Develop new or align current policy and procedures to the Foyer Project in Shepparton. 	Manager SS Manager P&P	August 2015
	<ul style="list-style-type: none"> In conjunction with all stakeholders develop a framework for seamless transitioning from the Foyer project into GOTAFE courses. 	Manager SS Manager P&P	July 2015
	<ul style="list-style-type: none"> Ensure all recommended additional courses for minors registered through the Foyer are on our scope of registration, ready for enrolment upon completion and opening of building project. 	Manager SS Manager LSU	July 2015

OUTCOMES

ACHIEVING TANGIBLE CHANGES IN ATTITUDES & PRACTICES, WHICH DISCRIMINATE PERSONS WITH DISABILITY

STRATEGIC GOAL: POLICY & CULTURE

OBJECTIVE	ACTION	RESPONSIBILITY	TIMELINE
Increase capacity and confidence for staff through targeted training in addressing the learning needs of students with mental health within their teaching and interaction practices.	<ul style="list-style-type: none"> Raise awareness of the presence of people with mental health in the classroom by increasing staff knowledge, about the range of mental illnesses, their symptoms and how to manage appropriately. 	Manager SS	Ongoing
	<ul style="list-style-type: none"> Improved teacher confidence in accommodating students with mental illness through the delivery of Youth Mental Health First Aid (YMHFA). 	Manager SS	Ongoing
	<ul style="list-style-type: none"> Set targets for all full-time and part-time PACCT and Teaching EFT staff to be trained in YMHFA. 	Manager SS Counsellor	December 2017
	<ul style="list-style-type: none"> Improve linkages and coordination between mental health, alcohol and other drug, and primary care services to facilitate earlier identification of and improved referral/ treatment for mental and physical health problems. 	Manager SS Counsellor	Ongoing
GOTAFE will continually improve feedback and reporting mechanisms, then use that information to improve current and future planning and service delivery.	<ul style="list-style-type: none"> GOTAFE to participate in public awareness events such as, International Day of People with Disability. 	Manager SS Manager Marketing	Ongoing
	<ul style="list-style-type: none"> Carry out an annual review of the Reasonable Adjustment Plan taking into consideration items that arise through various feedback streams. 	Manager SS Manager QS	Ongoing
	<ul style="list-style-type: none"> Provide complaint-handling training to staff including issues relating to students, staff and parents/carers who have a disability. 	Manager SS Manager P&P	December 2017
	<ul style="list-style-type: none"> Complaints resolution process, to be clear and robust to ensure complaints are resolved swiftly to promote a workplace that is free of discrimination, bullying and harassment. 	Manager SS Manager QS	July 2015
	<ul style="list-style-type: none"> Investigate the feasibility of creating a Customer Liaison Officer to investigate and handle client/student feedback 	Manager SS Manager P&P	December 2015
	<ul style="list-style-type: none"> Seek and actively apply for Government funding opportunities in the development of initiatives to further enhance an inclusive learning environment. 	Manager SS Manager P&P	Ongoing

OUTCOMES

PROMOTING INCLUSION & PARTICIPATION IN THE COMMUNITY OF PERSONS WITH DISABILITY

STRATEGIC GOAL: STUDENT & STAFF EXPERIENCE

OBJECTIVE	ACTION	RESPONSIBILITY	TIMELINE
Provide teaching, learning and an environment that is flexible, inclusive and allows Reasonable Adjustments to meet the needs of our diverse staff and student populations.	<ul style="list-style-type: none"> Report progress of Reasonable Adjustment plan actions to Higher Education Skills Group (HESG) on an annual basis in the required format. 	Manager SS	Annually
	<ul style="list-style-type: none"> Promote positive stories and images through websites and publications about students and staff with a disability. 	Manager SS Manager Marketing	Ongoing
	<ul style="list-style-type: none"> Develop and deliver training to staff that further promote positive communications and teaching practices to students with a disability. 	Manager SS Manager Teaching	Ongoing
	<ul style="list-style-type: none"> Further enhance partnerships with secondary schools with the aim of seamless transition for students with disability into Vocational Education and Training (VET). 	Manager SS Commerical Managers	Ongoing
	<ul style="list-style-type: none"> Investigate the use of the Helpdesk as a data collection platform for greater targeted statistical information to enhance future and present reasonable adjustment needs of students and staff. 	Manager SS Manager NS	October 2014
Provide an environment that can meet the reasonable adjustment needs for mums with infant care needs.	<ul style="list-style-type: none"> Develop a proposal for the provision of an allocated Baby Care Room for the Shepparton campus as a trial with the intent to roll out the other campuses. 	Manager SS Manager P&P	Ongoing
	<ul style="list-style-type: none"> Work with the Australian Breastfeeding Association in the development of a strategy to assist GOTAFE to become a baby friendly environment. 	Manager SS	Ongoing
	<ul style="list-style-type: none"> Promote GOTAFE as a baby friendly organisation in the support of mums with infants to enter into or remain within their chosen studies. 	Manager SS Manager Marketing	December 2017

OUTCOMES

PROMOTING INCLUSION & PARTICIPATION IN THE COMMUNITY OF PERSONS WITH DISABILITY (continued)

STRATEGIC GOAL: STUDENT & STAFF EXPERIENCE

OBJECTIVE	ACTION	RESPONSIBILITY	TIMELINE
Regularly update a GOTAFE Reasonable Adjustment Plan to reflect current and future legislative requirements and build on these capacities beyond expectation.	<ul style="list-style-type: none"> GOTAFE will further enhance programs that are delivered culturally appropriate to people from culturally and linguistically diverse backgrounds with disability. 	Manager SS Disability Liason Manager MCE	Ongoing
	<ul style="list-style-type: none"> Review GOTAFE's selection and enrolment processes and develop a Flow Chart to assist teachers in the recruitment of students with disability into the tertiary educational environment. 	Manager SS Manager EDS Manager LSU	December 2014
	<ul style="list-style-type: none"> Lodge the Bi-annual revised Reasonable Adjustment Plan with HREOC in both PDF and Word format and Higher Education and Skills Group (HESG) Victoria. 	Manager SS	August 2014
	<ul style="list-style-type: none"> Report on GOTAFE Reasonable Adjustment Plan targets and actions to Executive each semester. 	Manager SS Manager QS	End of each Semester

KEY TERMS

ACRONYMS

DDA	Disability Discrimination Act (1992)
DLO	Disability Liason Officer
EDS	Education Development Services
SS	Student Services
LS	Learner Support Services
HR	Human Resources
CEO	Chief Executive Officer
IT	Information Technology
NS	Network Systems
TAE	Training and Assessor
PD	Professional Development
TEC	Technical Education Centre
MEC	Multicultural Education Centre
IA	Information Access
EOA	Equal Opportunity Act (1995)
PDF	Portable Document File
CM	Corporate Marketing
CC	Careers Counsellor
WCAG2.0	Web Content Accessibility Guidelines 2.0
VEOHRC	Victorian Equal Opportunity and Human Rights Commission

PHRASES

Continuous Improvement	Constantly improving our processes and systems to better meet the needs of our staff and student population.
Inclusive Practice	Is understood to be attitudes, approaches and strategies taken to ensure that students are not excluded or isolated from the learning environment because of any of these characteristics and take into account individual learning styles/preferences and individual needs related to disability, race, socio-economic status, gender, language, ethnicity, geographical isolation, sexuality, work commitments and family responsibilities.
Reasonable Adjustment	Is a measure or action taken to assist a student with a disability to participate in education and training on the same basis as other students.
Universal Design	Defined by the United Nations Convention on the Rights of Persons with Disabilities as the design of products, environments, programmes, and services to be usable by all people, to the greatest extent possible, without the need for adaptation or specialised design. Universal design shall not exclude assistive devices for particular groups of persons with disabilities where these are needed.
Principle of Inclusive Curriculum Design	Provides the opportunity for students from diverse backgrounds to access, participate and succeed, building on the life experiences and differing points of view of students to enhance the learning of all students, not just those with disability. This good course design builds in flexibility to accommodate a range of abilities and cultural backgrounds

KEY TERMS

PHRASES

Australian Quality Training Framework

Are the Standards for Registered Training Organisations with the focus on a strong quality training outcomes but also fundamentally addresses Access and Equity requirements.

Social Inclusion

Refers to a situation where all people feel valued and can participate in decision-making that affects their lives, allowing them to improve their overall wellbeing.

Social Exclusion

The process of being shut out from the social, economic, political and cultural systems that contribute to the integration of a person into the community.

Target Groups

Target groups include women, Aboriginal and Torres Strait Islander people, people from non-English speaking backgrounds, people with disability, youth at risk, mature aged workers; people living in locational disadvantaged communities (including under serviced, isolated and rural communities) and emerging groups as may be identified by future development of social policy).

Consultation

In the development of this Reasonable Adjustment Plan GOTAFE conducted lengthy consultations with management, staff and students GOTAFE acknowledges that people are experts in their own lives and values their input.

Aboriginal and Torres Strait Islander Peoples (ATSI)

The range of issues that impact on Indigenous participation in education and training are well documented. The rate of disability between Aboriginal and Torres Strait Islander Australians is almost twice as high as the non-Aboriginal peoples.

CALD

It has also been estimated that one in four people with a disability come from a non-English speaking background, or is the child of parents from a non-English speaking background and almost a quarter of Victoria's population was born overseas.

SMART Principle

- S** Specific
- M** Measurable
- A** Achievable
- R** Realistic
- T** Timely

The Inclusive Practices is grounded in the Social Model of disability access that emphasises lessening the impact of disability rather than the cause. This model describes disability as a complex interaction of environmental and social factors with the functioning ability of the individual. Essentially by taking a proactive approach to environmental design and challenging certain attitudes, many of our general work and teaching practices can incorporate the capacity to accommodate a wide range of abilities.