

Ideas to make the School Education Act better

Our response

Easy Read version



Acknowledgement of Country



Aboriginal and Torres Strait Islander peoples are the First Peoples of Australia.



They have always looked after Country.

Country means the land, water, sky and everything within them.



We respect the important connection that Aboriginal and Torres Strait Islander peoples have with Country.



And we respect their Elders from the past and now.

How to use this document



We are the Government of Western Australia.



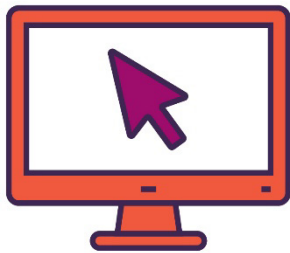
We wrote this Easy Read document.

It is a summary of another document.

This means it only includes the most important ideas.

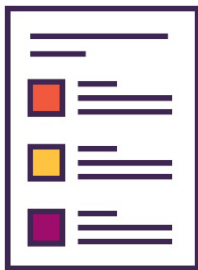


We did not write the other document.



You can find the document on our website.

www.education.wa.edu.au/review-of-the-school-education-act-1999



We wrote some words in this Easy Read document in **bold**.

We explain what these words mean.

There is also a list of these words on page **30**.



You can ask someone you trust for support to:

- read this document
- find more information.

What's in this document?

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About this document



The School Education Act 1999 is a law that makes sure schools in Western Australia work well.

We just call it the Act.



We asked for a **review** of the Act.

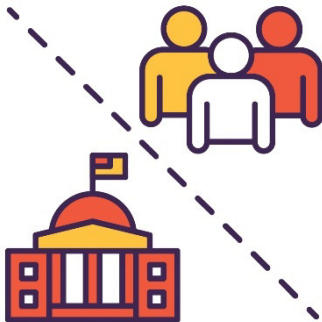


When you review something, you check to see:

- what works well
- what needs to be better.



The review was led by **2 independent** groups.



When a group is independent, they:

- make their own decisions
- don't work for the government.



The independent groups shared **15 recommendations** for changes to the Act.

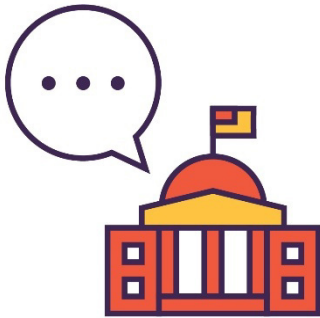


Recommendations are ideas for how to make something better.

In this document, we explain:



- the recommendations

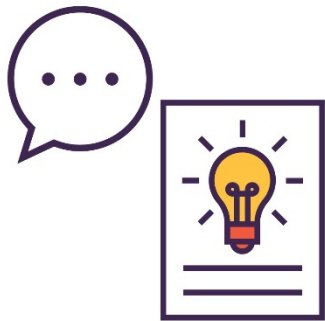


- our response to the recommendations.

About the recommendations



The independent groups heard from people in the community about how we should change the Act.



They used what they heard to create these recommendations.



They also used ideas from the **Disability Royal Commission**.

The Disability Royal Commission looked into problems that people with disability experienced.



It helped the Australian Government find out:

- what went wrong
- what we need to improve.

Our response to the recommendations

On the following pages, we explain:



- the 15 recommendations



- our response to the recommendations.

Our response means the recommendations we:



- agree with



- mostly agree with



- need to think more about.



We explain why we need to think more about some recommendations.

1. Create goals for inclusive education



This recommendation says we should create a list of goals for inclusive education in the Act.



The goals should support all students to:

- learn
- take part
- do well.



We mostly agree with this recommendation.



We will create this list of goals.

We will think about how to make these goals clear for schools.

2. Add principles



This recommendation says we should add **principles** to the Act.



Principles are ideas that help people know how they should act and treat other people.

These principles would:



- support inclusive education for students with disability



- ask education providers to think about the experiences of all students.



We mostly agree with this recommendation.



These principles will be in the list of goals we make for recommendation 1.

3. Update what disability means



This recommendation says we should update what disability means in the Act.

This new meaning should follow the **social model of disability**.



The social model of disability says people with disability face challenges because of how our world is designed.



Their challenges are not because of their disability.



We agree with this recommendation.

4. Add the idea of inclusive education



This recommendation says we should add the idea of inclusive education to the Act.



The idea of inclusive education should follow the **United Nations Convention on the Rights of Persons with Disability Convention (UN Convention)**.



The UN Convention is an agreement that helps protect the rights of people with disability.



The UN Convention says people with disability should be:

- treated fairly
- included in the community.



The Act should clearly explain inclusive education in its:

- goals
- principles.



We mostly agree with this recommendation.

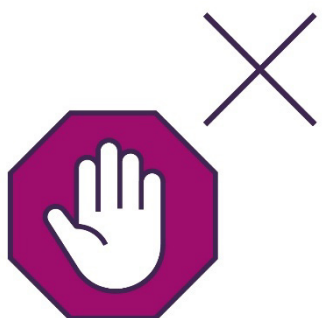


We will include this idea in the list of goals we make for recommendations 1 and 2.

5. Accept students with disability into schools



This recommendation says we should make better rules to support students with disability to go to any school they choose in Western Australia.



Updating these rules should make sure that people can't stop a student from going to school because of their disability.



We need to think more about this recommendation.



We will look at all the rules that schools follow to see:

- what works well
- what needs to be better
- who needs support to understand and follow the rules.

6. Provide reasonable adjustments



This recommendation says to add rules to the Act to support **reasonable adjustments**.



Reasonable adjustments are changes schools make so people can take part.



The new rules would mean education providers need to give students with disability reasonable adjustments to take part.



We need to think more about this recommendation.



Some laws are changing soon.

We are waiting to see what they say about reasonable adjustments.

7. Include students with disability in decisions



This recommendation says the Act should be clearer about when students with disability and their parents should have a say in decisions.



For example, decisions about supports a student needs to help them learn.

The Act should be clearer about:



- how they should be supported to have a say in decisions



- when they should be supported to have a say in decisions.



We mostly agree with this recommendation.

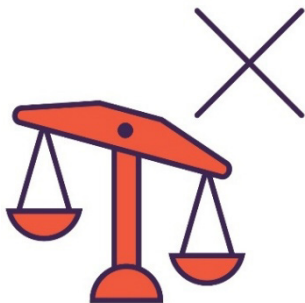


We will look into ways to improve the rules about when schools should ask students with disability and their parents to have a say.

8. Create a plan for when students break the rules



This recommendation says we should create a plan for what to do when students break the rules.



This plan should make sure students are not treated unfairly because of their disability.



We mostly agree with this recommendation.



We will look into ways to improve the rules about what to do when students break the rules.

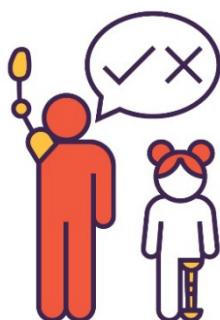
9. Only have one group to decide if students can't go to school



This recommendation says there should only be one group that decides if a student can't go to school because they have broken the rules.



This recommendation also says the group must include someone who understands the student's background.



For example, a person with disability to help make decisions about a student with disability.



We mostly agree with this recommendation.



We will change the Act so that only one group decides if a student can't go to school.

But the Act already has rules about who can be in the group that makes these decisions.

10. Add rules for the group that checks if students go to school



This recommendation says we should add a new rule for the group that checks when students are not going to school.



This rule would make sure the group includes someone who understands the student's background.



For example, a First Nations person to help make decisions about First Nations students.

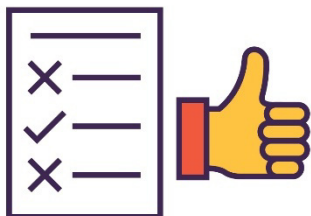


We mostly agree with this recommendation.



The Act already has rules about who can be in the group that makes these decisions.

11. Share clearer rules about restrictive practices



This recommendation says we should make the rules about **restrictive practices** clearer in the Act.



Restrictive practices are actions that stop people from:

- moving
- doing what they want.



Sometimes restrictive practices are used to keep:

- a person with disability safe
- other people safe.



This recommendation also says we should make the rules about restrictive practices in other laws that support the Act.



We need to think more about this recommendation.



Some laws are changing soon.

We are waiting to see what they say about restrictive practices.

12. Add rules for managing complaints



This recommendation says we should add rules to the Act to make an independent group manage **complaints**.



A complaint is when you tell someone that something:

- has gone wrong
- isn't working well
- isn't following the rules.



We need to think more about this recommendation.

We will look at the rules about managing complaints to see:



- what works well
- what needs to be better
- who needs support to understand and follow the rules.

13. Add rules about collecting data



This recommendation says we should add new rules to the Act about collecting **data**.

Data includes information and facts we collect to help us learn about something.



These rules will help us check how well schools are supporting students with disability to take part.



We mostly agree with this recommendation.



We will use the list of goals from recommendations 1 and 2 to think about how to check how well schools are supporting students with disability.

14. Review changes to the Act every 5 years



This recommendation says we should add a rule to the Act to review changes.

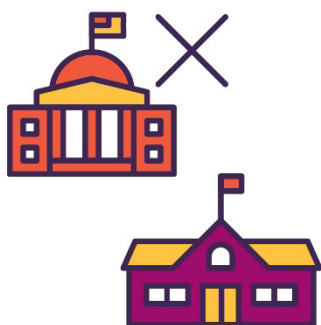


The rule would make sure we review any changes **within 5 years** after they are made.



We need to think more about this recommendation.

15. Make the rules the same for non-government schools



This recommendation says we should make the rules the same for:

- schools that we run
- schools that we don't run.

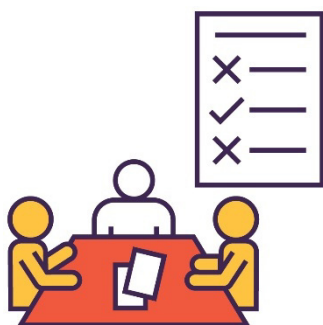


This includes rules to make sure students with disability:

- can take part in education
- feel like they belong.



We mostly agree with this recommendation.



We will work with schools we don't run to find out how we can make the rules better.

Word list

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

Complaints



A complaint is when you tell someone that something:

- has gone wrong
- isn't working well
- isn't following the rules.



Data

Data includes information and facts we collect to help us learn about something.

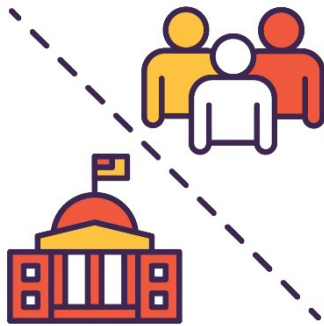


Disability Royal Commission

The Disability Royal Commission looked into problems that people with disability experienced.

It helped the Australian Government find out:

- what went wrong
- what we need to improve.



Independent

When a group is independent, they:

- make their own decisions
- don't work for the government.



Principles

Principles are ideas that help people know how they should act and treat other people.



Reasonable adjustments

Reasonable adjustments are changes schools make so people can take part.



Recommendations

Recommendations are ideas for how to make something better.



Restrictive practices

Restrictive practices are actions that stop people from:

- moving
- doing what they want.



Review

When you review something, you check to see:

- what works well
- what needs to be better.



Social model of disability

The social model of disability says people with disability face challenges because of how our world is designed.

United Nations Convention on the Rights of Persons with Disability Convention (UN Convention)



The UN Convention is an agreement that helps protect the rights of people with disability.

The UN Convention says people with disability should be:

- treated fairly
- included in the community.

Contact us



You can send us an email.

SEA.Review.Secretariat@education.wa.edu.au



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