A close-up of a paper

Description automatically generated

Annual report

# 2023 to 2024

# Children and Young People with Disability Australia

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| About this book | |
| A logo for a child and disability  Description automatically generated | This book is from CYDA. |
|  | CYDA stands for Children and Young People with Disability. |
| A yellow rectangle with black lines  Description automatically generated | This book has some hard words. |
| A black arrow pointing at a black x  Description automatically generated | The hard words are bold. |
|  | We tell you what hard words mean. |
|  | You can ask someone to help you read  this book. |
|  | This book is about our **annual report**. |
|  | Our annual report says what we did in 2023 and 2024. |
| A calendar with numbers and a question mark  Description automatically generated | Our annual report also says our plans for 2025. |
|  | Our annual report has 5 areas. |

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| We made the report on First Nations land | |
| A close up of a flag  Description automatically generated | **First Nations people** were in Australia first. |
|  | First Nations people are |
| A close up of a flag  Description automatically generated | * Aboriginal |
| A close up of a flag  Description automatically generated | * Torres Strait Islander. |

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| How we support the world to be inclusive | |
| A group of people standing together  Description automatically generated | **Inclusive** means everyone can be part  of something. |
|  | For example, books should have  disabled characters. |
|  | Characters are people in books. |

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|  | We asked disabled young people to tell us |
|  | * what is good about books with  disabled characters |
|  | * what is bad about books with  disabled characters. |
|  | We told the government we want  **inclusive education**. |
|  | Inclusive education means that disabled children and non disabled children can learn together. |
|  | We talked to employers about how to make  jobs inclusive. |
|  | We have meetings |
| A group of people sitting around a table  Description automatically generated | * in person |
|  | and |
| A computer with a person and person on the screen  Description automatically generated | * online. |
| How we support equality | |
|  | Equality means everyone is treated the same. |
|  | We told the government that staff need to have training to work with disabled young people. |
| A cartoon of a child pointing up  Description automatically generated | We asked disabled young people to tell us their ideas about equality. |

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| A blue circle with a microphone and text  Description automatically generated | We worked with disabled young people for  our **summit**. |
|  | Our summit was an event for disabled young people. |
|  | We told the government to support disabled young people in **poverty**. |
|  | Poverty means you do not have enough money. |

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| How we change what people think about disability | |
|  | We talk about disability on **social media**. |
|  | Social media includes |
|  | * Facebook |
|  | * Instagram. |
|  | We shared information about jobs for disabled  young people. |
|  | We worked with other disability organisations. |

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| **A computer with a logo on the screen  Description automatically generated** | We made our website more **accessible**. |
|  | Accessible means that everyone can |
|  | * use our website |
|  | * understand information on our website. |

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| How we support young people | |
|  | We support disabled young people to be leaders. |
|  | We share information about things that are important to disabled young people. |
|  | For example, the NDIS. |

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|  | We work with disabled young people to do **research**. |
| A cartoon of a person holding a magnifying glass  Description automatically generated | Research is when you learn more about something. |

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| How we talk about discrimination, abuse  and neglect | |
|  | **Discrimination** means people are not fair to you because of something about you. |
|  | For example, because you have disability. |
|  | **Abuse** means someone hurts you. |
| A yellow rectangular sign with red writing  Description automatically generated | **Abuse** can also mean someonesays things to make you sad or scared. |
|  | **Neglect** means people do not care for you. |
|  | We tell the government what to do to keep young people with disability safe. |

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|  | We share information about **rights** in education. |
|  | Rights are things that everyone should |
|  | * get |
| A close-up of a red ball  Description automatically generated | * have |
| A cartoon of a child giving thumbs up  Description automatically generated | * do. |
|  | For example, you have the right to learn in a place that is accessible. |

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| What we will do in 2025 | |
|  | We will support disabled young people and family of disabled young people to |
|  | * get inclusive education |
| A person and child with crutches  Description automatically generated | * know what to do when life changes. |
| A cartoon of a child sitting at a desk  Description automatically generated | For example, when a child starts school. |
|  | We will use a new computer program to keep our information safe. |
| A paper with a check box and a check mark  Description automatically generated | We will have a new **strategic plan**. |
| A black line with a question mark and a green and orange logo  Description automatically generated | A strategic plan says how we will do our work. |

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| More information | |
| A logo for a child and disability  Description automatically generated | For more information contact CYDA. |
| A computer with a letter on the screen  Description automatically generated | info@cyda.org.au |
| A black cell phone with a white screen  Description automatically generated | 03 9417 1025 |
| A computer with a logo on the screen  Description automatically generated | cyda.org.au |

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