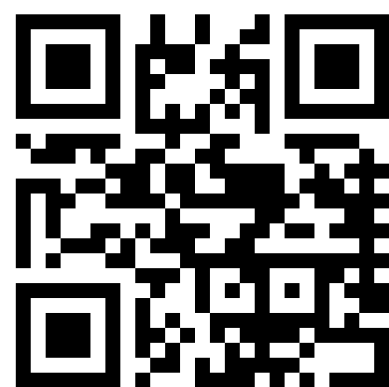# A Roadmap to an Inclusive Education System in South Australia

The Roadmap for Change:
Critical actions for inclusive education reform

| 2026–2029 | Foundations — Laying the groundwork for belonging and inclusion | 2030–2034 | Systems Transformation — Embedding inclusive practice into education policies and models | 2035–2040 | Inclusive Excellence — Sustaining and supporting a thriving inclusive community |

2026–2029 — Foundations

Culture

1.1 The education sector must develop and implement a shared, system-wide understanding of inclusive education, aligned with human rights obligations, to ensure consistent interpretation and practice across State, Catholic and Independent schools, and to clearly articulate the benefits of inclusion for all students.

1.2 South Australian State Government to establish a Cross-Sector Inclusive Education Advisory Group to ensure State, Catholic and Independent schools are accountable for change, supporting implementation and monitoring of short, medium and long term outcomes.

1.3 Introduce state-level recognition and incentive mechanisms, including awards for innovation in inclusive education, to promote, support and scale effective inclusive practice across schools and systems.

Community and Connection

1.4 Enshrine student perspective as a formal and ongoing driver of reform by establishing a Statewide Student Inclusion Reference Group, with clear pathways for advice to inform policy design, implementation and evaluation ('nothing about us without us'), led by the state Department for Education as a cross-sector initiative.

Communication and Collaboration

1.5 Leading cross-sector collaboration, the state Department for Education must establish clear, minimum requirements for schools to provide families and carers with accessible information about student rights, supports, and transparent, timely complaints processes, with escalation pathways where concerns are not resolved.

Capacity and Confidence

1.6 Require all South Australian schools to participate in a Positive Inclusion Indicator framework, as a part of the South Australian Inclusive Education Strategy by establishing a consistent baseline for inclusion practice, monitoring progress over time, and informing system-level accountability and support.

1.7 All South Australian schools will participate in ongoing, evidence-informed professional learning in inclusive education. Mandating the use of Multi-Tiered Systems of Support (MTSS) and Universal Design for Learning (UDL) into Quality Differentiated Teaching Practices (including assessments), ensuring available technology and tools are utilised appropriately to support accessibility. Teachers within segregated education settings (specialist education centres, special classes) will benefit from engagement in these programs to continue to build skills, belief and knowledge they require to deliver inclusive education in non-segregated settings.

1.8 Tertiary teaching degrees accredited in South Australia include mandatory, assessed inclusive education content aligned with UDL and MTSS. Initial teacher education programs accredited in South Australia will include mandatory, assessed inclusive education content, developed in partnership with people with disability and aligned with national best practice. The Teachers Registration Board of South Australia, the Australian Education Union and the State Government will jointly progress and oversee implementation of these reforms.

Consistency and Commitment

1.9 Department for Education, in consultation with Cross-Sector Inclusive Education Advisory Group to develop and implement a South Australian Inclusive Education Strategy, aligned with General Comment 4 of the CRPD, formally adopting the National Best Practice Framework, and integrated with the State Disability Inclusion Plan 2025–2029, to underpin coordinated, system-wide reform.
This strategy will guide implementation of inclusive education in our general education settings and set out key steps to desegregate through a workforce strategy, enrolment policies, a hub and outreach model, and provide monitoring and accountability through a positive inclusion indicator framework, and system-level key performance indicators. The key performance indicators in the areas of enrolment, participation, progress and education outcomes will ensure inclusion is embedded at a systems level.

1.10 Ensure all schools consistently meet their obligations under the Disability Standards for Education by providing timely, appropriate supports and adjustments that enable students with disability to access the Australian Curriculum on the same basis as their peers.

1.11 The South Australian Government to immediately ban the use of the most dangerous forms of restrictive practices, appoint a Senior Practitioner and adopt the recommendations of the Anti-Bullying Rapid Review.

1.12 The South Australian Government to legislate the right of students with disability to enrol in general education.

2030–2034 — Systems Transformation

Culture

2.1 Embed disability content across the curriculum to ensure all students develop an understanding that disability, diversity and difference are a normal part of the human experience, alongside expanded access to Auslan education across South Australian schools.

Community and Connection

2.2 Embed inclusion roles within all Student Representative Councils and work closely with local communities to engage mentors with disability to support students in these roles to increase their awareness, understanding and community connections.

2.3 Promote student interaction with the community through increased school engagement with local community centre and library activities, supporting 'lifelong learning' and connection with local community.

Communication and Collaboration

2.4 Increase transparency for families and carers through regular public reporting on statewide educational outcomes by the Department for Education to the Education Minister, for students with disability and school inclusion indicators.

2.5 System-level Key Performance Indicators (KPIs) in the South Australian Inclusive Education Strategy and deliverables will sit at, and above site level - with accountability sitting with Principals and Principal Consultant/Local Education Teams.

Capacity and Confidence

2.6 Schools to have inclusive education transformation plans in place. Implement a statewide hub-and-outreach model, transitioning resources and expertise into local schools to support students previously educated in segregated settings, and building sustainable, strengths-based inclusive capacity through mentoring, co-teaching and 'team around the teacher' approaches.

Consistency and Commitment

2.7 Review the role of student support officers/education support officers, acknowledging these roles must strengthen teachers' inclusive practice, be used in line with best practice guidelines, and must not replace teachers' responsibilities to deliver high quality education. The review will ensure we have qualified and confident supports in our schools where a review of the student support officer (School Services Officer/Education Support Officer/Early Childhood Worker) role is essential, with the view to support upskilling, valuing and appropriately remunerating these positions.

2.8 Legislate a full ban on restrictive practices and limit exclusionary discipline as a last resort with strict safeguards.

2035–2040 — Inclusive Excellence

Culture

3.1 Progressively phase out segregated education settings, ensuring all students are welcomed and supported to learn alongside same-aged peers in inclusive general education, with coordinated transition planning and system-level safeguards.

Community and Connection

3.2 Require active community and local government engagement with state community inclusion indicators, with the intent to have schools actively engaging local government representatives and local business in governing council roles. Building local communities where all students are valued members and are supported in their education journey to becoming engaged citizens.

3.3 Increase collaboration between local government and the education sector – recognising that libraries and community centres support students long after their 'formal education' is completed.

Communication and Collaboration

3.4 All schools to actively support students, who are given agency in planning their educational supports and journey, with families and carers seen as collaborators throughout the process.

Capacity and Confidence

3.5 Redistribute resourcing from segregated education settings into general education, ensuring specialist expertise is retained and provided through outreach models that strengthen inclusive practice in local schools. Maintaining an outreach model to support a wrap-around 'team around the teacher' and where required 'team around the school' to ensure best practice QDTP, adjustments and supports are provided.

3.6 Require the South Australian curriculum to include the same in-built flexibility as the Australian curriculum so teachers can adapt and present content from the student's year level in a way that is personalised to the student's learning needs.

3.7 Maintain support to deliver the expanded core curriculum (ECC). The expanded core curriculum (ECC) is essential for students with sensory disability (Blind or low vision, and Deaf or hard of hearing). As students with sensory disability have unique educational needs that, if not addressed, can lead to poor long-term outcomes, it is vital to maintain support for delivery of the ECC through outreach services with specialist teachers of the Deaf and hard of hearing, and teachers of the vision impaired supporting the teachers teaching these students at their local schools. It is also vital to maintain access to intensive literacy support for Braille users, and bilingual-schooling for Deaf students throughout their education.

Consistency and Commitment

3.8 Following cross-sector engagement supporting inclusive education – the sector must commit to increasing the recruitment, retention and progression of teachers and education staff with disability, recognising the importance of visibility, representation and lived experience in sustaining inclusive education. The Department for Education along with catholic and independent schools associations must work with the Teachers Registration Board to support tertiary institutions to enable students with disability to complete teaching degrees and move into the workforce.

3.9 Restrictive Practices are fully prohibited, and all responses to behaviours are inclusive and trauma informed.

3.10 The state Department for Education to evaluate the long-term impact of the reforms undertaken through the Roadmap on the enrolment, participation and outcomes of students with disability, using data to drive continuous improvement.

Scan to find out more about how we can shape inclusive education in South Australia

acie — australian coalition for inclusive education

cyda — Children and Young People with Disability Australia

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