

# Disability Inclusion Implementation

Disability Inclusion is an almost \$1.6 billion investment that introduces a new funding and support model for students with disability in Victorian government schools, and invests in the capability of education workforces to deliver inclusive practices.

## Tiered funding model

A new tiered funding model is introducing additional funding to support students with disability.

**Tier 3: Student level funding**  
(intensive and individualised support informed by Disability Inclusion Profile)

**Tier 2: School level funding**  
(additional targeted support and capacity building)

**Tier 1: Core student learning funding**  
(universal support for all students)

Schools are using the new Tier 2 funding to recruit and train staff and to purchase resources to strengthen supports for a broad range of students with disability.

[Find out more](#) about how schools across Victoria are using this funding to support students – [Inclusive Education in Practice](#)

**“Tier 2 funding has allowed us to ensure we’re making solid and really worthwhile adjustments for our students that are going to have an impact.”** (P-8 principal)

## Stages of implementation

Disability Inclusion is being introduced through a staged roll-out over five years and will be implemented in all government schools in Victoria by 2025.

**Year 1  
(2021)**

- Bayside Peninsula
- Barwon
- Loddon Campaspe
- Five supported inclusion schools

**Year 2  
(2022)**

- Outer Eastern Melbourne
- Central Highlands Mallee
- Two supported inclusion schools

**Year 3  
(2023)**

- Inner Gippsland
- Ovens Murray
- Western Melbourne
- Three supported inclusion schools

**Year 4  
(2024)**

- North Eastern Melbourne
- Southern Melbourne
- Brimbank Melton
- Goulburn

**Year 5  
(2025)**

- Hume Merri-bek
- Outer Gippsland
- Wimmera South West
- Inner Eastern Melbourne

## Disability Inclusion Profiles

The [Disability Inclusion Profile](#) is completed by a Disability Inclusion Facilitator, with input from key people who understand a student’s education and support needs, including the student, their family and school staff.

It helps to identify a student’s strengths, aspirations, as well as the educational adjustments schools can make to help students with disability participate and learn.

**“The profile meeting is a much nicer process to go through. You can see how much parents love talking about their child.”** (primary school teacher)

School staff are reporting confidence that the profile will lead to better adjustments for students and that “building that big picture of a student through a strengths-based approach can be really powerful.”



## Student voice and family engagement

Incorporating student voice practices is a key component of Disability Inclusion Profiles.

The [Inclusive Student Voice Toolkit](#), [Social Script](#) and [Easy English](#) are used to encourage student voice and agency in the process.

Disability Inclusion has increased family engagement, contributing to families feeling more positive about their child’s education.

Nearly 80 percent of parents/guardians that have engaged with Disability Inclusion reported an ‘excellent’ or ‘good’ experience.



**“I really feel like people understood my child.”** (parent of a student)

## Workforce Capability Building

Disability Inclusion is designed to uplift the capability of every school in educating students with disability and diverse learning needs, through the introduction of initiatives that build knowledge and skills in inclusive education across the school system. These include:

[Diverse Learners Hub](#)

[Inclusive Classrooms professional learning](#)

[Masters of Inclusive Education Program](#)

[Graduate Certificate in Education \(Learning Difficulties\) program](#)

[Inclusion Outreach Coaching](#)

## Implementation so far

Implementation is on-track, with the 2022 independent evaluation reporting that school workforces understand and feel positively about Disability Inclusion. As of May, 2023:

**1,753** students with a completed Disability Inclusion Profile

Over **850** schools have transitioned to Disability Inclusion

**3,069** school staff have completed Disability Inclusion eLearn modules

**2,953** enrolments in the Inclusive Classrooms professional learning program

**112** scholarships provided to teachers and regional staff for the Masters of Inclusive Education and Graduate Certificate Initiative

Over **90%** of profile meetings have incorporated some form of student voice

