

# EQUIPMENT BOOST FOR SCHOOLS:



## 2019 APPLICATION ROUND

### Application Guidelines



**In Term 3 2019, the Department of Education and Training invites Victorian government schools to apply for funding to purchase new equipment and assistive technology through the Equipment Boost for Schools initiative.**

**Applications are open from 15 July - 20 September 2019**

<b>Overview</b> .....	<b>3</b>
Inclusive Education Reform Agenda .....	3
Inclusive education policy and practice .....	3
Equipment Boost for Schools .....	4
Inclusive equipment and assistive technology .....	5
<b>Application guidelines</b> .....	<b>6</b>
Eligibility .....	6
Scope .....	6
Funding exclusions .....	8
How to apply .....	9
Requesting an extension to the application deadline .....	9
Completing your application .....	9
Additional requirements for specific equipment types .....	10
Strengthening your application .....	11
Funding priorities .....	12
Successful applications.....	12
Unsuccessful applications .....	13
Application timeline .....	13
<b>Information privacy</b> .....	<b>14</b>
Information for families .....	14
<b>Further support and guidance</b> .....	<b>15</b>
Professional Practice Guides .....	15
Contact details .....	15
Inclusive Education Grants.....	15
SmartyGrants.....	15
Hearing Australia.....	15
<b>Appendix A - Related funding</b> .....	<b>16</b>
<b>Appendix B - Related workforce capacity initiatives</b> .....	<b>17</b>
<b>Appendix C - Implementation, practice and policy</b> .....	<b>18</b>
<b>Appendix D - Equipment Boost for Schools: 2019 Application Round - Assessment matrix</b>	<b>26</b>

## OVERVIEW

The Equipment Boost for Schools initiative provides funding for new equipment and assistive technology to support students with disabilities or additional learning needs.

In Term 3 2019, schools can apply to purchase equipment and assistive technology to support students with disabilities or additional learning needs to participate, learn and succeed in all aspects of school life.

These guidelines relate to the Equipment Boost for Schools: 2019 Application Round, and includes information about:

- [who can apply for funding \(p. 6\)](#)
- [what funding can be used for \(pp. 6-8\)](#)
- [how to complete your application \(pp. 9-11\)](#)
- [How applications will be assessed and prioritised \(p. 12\)](#)
- [how the information provided in your application will be used by the Department of Education and Training \(p. 14\)](#)
- [additional guidance and support available to schools \(p. 15\)](#)
- [other inclusive education initiatives \(pp. 16-17\).](#)

### Inclusive education policy and practice

Inclusive education means that all members of every school community are valued and supported to fully participate, learn, develop and succeed within an inclusive school culture. This includes making reasonable adjustments for students with disabilities and additional learning needs.

Data shows that Victorian schools make adjustments for 19.1 per cent of students because of a disability or an additional learning need (approximately 115,000 students<sup>1</sup> in Victorian government schools). This suggests that all government schools may benefit from equipment and assistive technology that supports their capacity to deliver inclusive education.

### Inclusive Education Reform Agenda

The Inclusive Education Reform Agenda – Additional Supports Program aims to:

- maximise access, participation, achievement and wellbeing in school and early childhood education
- support children and young people with disabilities by providing learning environments that are safe, positive, supportive and suited to their needs
- ensure adequate support for families, education professionals and communities to enable inclusive education.

For more on the Department's policy and information about other inclusive education reforms, see:

[School Policy and Advisory Guide – Students with a Disability](#)

[Inclusive Education for Students with Disabilities](#)

[Supporting students with additional learning needs](#)

<sup>1</sup> Nationally Consistent Collection of Data for Students with Disabilities, 2017 & Department of Education and Training February School Census, 2017

## Equipment Boost for Schools

The Equipment Boost for Schools initiative responds to calls to strengthen inclusive education practice to provide better supports for students with disabilities and additional needs by providing all Victorian government schools with:

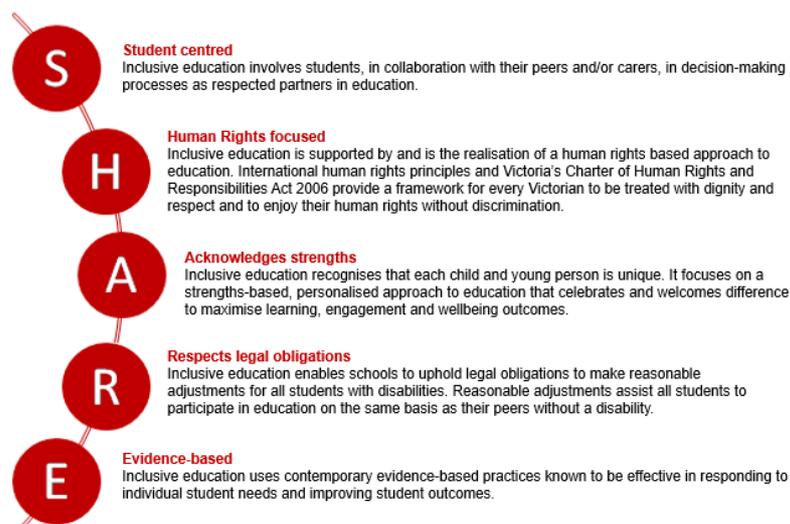
- access to funding to purchase new equipment and assistive technology to support students with disabilities or additional learning needs to participate, experience, learn and achieve on the same basis as their peers
- support to identify their needs and utilise equipment and assistive technology to implement effective, evidence-based interventions (including through the provision of training).

In 2018, the Equipment Boost for Schools initiative supported every Victorian government school to purchase new equipment and assistive technology to support students with disabilities or additional learning needs. In addition, schools were provided with implementation resources to identify needs, maximise and prioritise investments, and effectively implement equipment and technology within the school environment.

In 2019-20, the initiative builds on the learnings from 2018 and responds to known needs within the school system by:

- providing schools with an opportunity to apply for funding to purchase equipment and assistive technology through the Equipment Boost for Schools: 2019 Application Round
- developing an online catalogue of evidence-based inclusive education software, including mobile applications
- providing the Visiting Teacher service with equipment and technology to support their student caseloads and build capacity in schools
- developing Professional Practice Guides to support the appropriate and effective use of equipment and assistive technology in schools.

The Equipment Boost for Schools funding model aligns with the SHARE Principles of Inclusive Education. The model provides schools with flexibility to collaborate with students, parents, carers, teachers and support staff to tailor equipment and technology needs to the unique requirements of their school and students in line within these principles.



*SHARE Principles of Inclusive Education (developed based on feedback captured in 2017 during public consultations on the Department's Education for All inclusive education policy)*

## Inclusive equipment and assistive technology

'Inclusive equipment and assistive technology' includes any item that supports students, including those with disabilities or additional learning needs, to fully participate, learn, develop and succeed in school and school-related activities. Examples of equipment and assistive technology include:

- customised or adjustable furniture
- mobility equipment and resources
- ability switches and switch-adapted toys
- portable amplification equipment
- literacy aids
- communication software
- inclusive recreation equipment and resources.

Equipment and assistive technology support inclusive education practice by:

- removing barriers to accessing curriculum content
- supporting students to fully participate in learning activities
- supporting students to demonstrate their knowledge and strengths
- enabling all students, including those with disabilities or additional learning needs, to participate and learn together in the learning environment.

Equipment and assistive technology can be used in schools to support students at a functional level (to access curriculum content), a participatory level (to interact and engage with other students and teaching practices) or a pedagogical level (to grow as self-directed learners).

Equipment and assistive technology funded through the Equipment Boost for Schools initiative must be used primarily within the school, or outside of school for school-related activities, to promote inclusive education practices. Purchased items can be incorporated within usual practices, or to adapt existing practices to develop new 'norms' that are more inclusive for all students.

The Equipment Boost for Schools: 2019 Application Round provides schools with the opportunity to apply for funding to purchase inclusive education equipment and assistive technology that will:

- support students to participate in all aspects of school life, including co-curricular activities, recreational opportunities and Outside School Hours Care
- improve students' access to learning and enhanced communication between students, teachers and families
- enhance student engagement, independence and agency
- create inclusive school environments where all students are supported to learn together.

To determine the appropriate equipment or technology to support inclusive education, schools should consider factors such as:

- the student(s) who will most benefit from the use of equipment
- the outcomes expected from equipment use and whether these outcomes align with the school's priorities and goals
- the practicality of using, maintaining and storing the equipment within the school setting
- any training required to use the equipment appropriately and effectively
- how the school will evaluate the effectiveness of purchased items.

Adjustments, interventions and other supports should be personalised and individualised to address the strengths and learning needs of individual students. Funding requests should reflect collaboration between: students; families; teachers; education support staff; school leaders and suitably qualified professionals (e.g. allied health professionals) to support students' needs.

## APPLICATION GUIDELINES

In Term 3 2019, the Department of Education and Training invites all Victorian government schools to apply for funding to purchase new equipment and assistive technology through the Equipment Boost for Schools: 2019 Application Round.

### Eligibility

All Victorian government schools are eligible to apply for funding.

Funding is **not** linked to students' eligibility for other types of disability funding such as the Program for Students with Disabilities (PSD).

### Scope

Schools may apply for funding to purchase inclusive education equipment and technology that will:

- support individual student(s) to participate, learn and succeed at school
- support the inclusion of specific cohort(s) of students within the school
- support whole-of-school approaches to inclusive education.

Successful applications will show that:

- funding is only being used for:
  - new equipment and/or assistive technology
  - shipping/delivery of purchased equipment and technology
  - maintenance plans for purchased equipment and technology (e.g. extended warranties)
  - staff training that will directly support the implementation of the requested equipment/technology within the school's programs and practices
- the requested equipment and technology:
  - directly supports inclusive education practice within the school or in school-related activities
  - is consistent with the Victorian SHARE Principles for Inclusive Education (Student-centred, Human rights-focused, Acknowledges strengths, Respects legal obligations and is Evidence-based)
  - is within the scope of the initiative as described within these guidelines.

The table on page 7 provides additional details about the scope of funding.

### Staff training

Funding requests may include the cost of staff training that will directly support the implementation of the requested equipment/technology within the school's programs and practices. This may include:

- attendance at external training sessions
- professional development provided by external organisations (e.g. at a staff meeting).

The Equipment Boost for Schools initiative will not fund costs associated with internal on-training (e.g. CRT costs associated with taking a teacher out of their classroom to train other teachers).

In scope	Out of scope
<ul style="list-style-type: none"> <li>• New equipment</li> <li>• New assistive technology</li> <li>• Shipping/delivery of new equipment and assistive technology</li> <li>• Staff training to effectively integrate the requested equipment/technology into the school's programs and practices</li> <li>• Extended maintenance plans for new purchases of equipment.</li> </ul>	<ul style="list-style-type: none"> <li>• Equipment/technology that has already been purchased</li> <li>• Equipment that can present a risk of physical harm or danger within the school environment if not appropriately used or individually prescribed</li> <li>• Equipment that can be used to restrain or seclude students</li> <li>• Equipment that is essential to meeting students' medical and/or safety needs and required by an individual regardless of the activity they are undertaking (for example, additional to the reasonable adjustment obligations of schools)</li> <li>• Equipment readily funded elsewhere (for example, equipment funded under other departmental programs, or reasonable and necessary supports funded through the National Disability Insurance Scheme [NDIS])</li> <li>• Permanent infrastructural improvements and modifications to school buildings or grounds</li> <li>• Consumables such as braille tape, tactile stickers, spur wheels</li> <li>• General equipment that is not primarily intended to support inclusion (e.g. general school furniture)</li> <li>• Updates, upgrades or repair of existing equipment</li> <li>• Rented or leased equipment</li> <li>• Student programs (e.g. time-limited online literacy courses)</li> <li>• Staff training (other than training that is necessary to integrate the requested equipment/technology into the school's programs and practices).</li> <li>• Staffing costs (including Casual Relief Teacher [CRT] costs)</li> <li>• Equipment and assistive technology for students in non-government schools</li> </ul>

## Funding exclusions

In addition to the categories of equipment listed as 'Out of Scope' above, some specific types of equipment and assistive technology are not funded through the Equipment Boost for Schools initiative; these items are listed in the table below. Please note that this is not intended to be an exhaustive list of excluded equipment and technology.

Funding exclusion	Examples of excluded equipment/technology
Casual Relief Teacher (CRT) coverage	
Consumables	Stationery; batteries; workbooks; braille tape
Dynamic equipment (i.e. equipment that creates movement in order to support sensory processing or motor development)	Roof-fixed swings
Equipment requiring modifications to the school building/grounds, including electrical installation	Sensory gardens; fixed playground equipment; stair lifts
Items not primarily intended to support inclusive education practice	General school furniture, IT equipment (e.g. televisions, projectors)
Professional development that is not directly related to the effective implementation of requested equipment/technology	Online courses, training sessions
Sensory equipment and resources not supported by a professional recommendation	All sensory equipment and resources (e.g. wobble stools, sensory cushions, pedal desks, sensory toys, chew toys) that are not supported by a recommendation by a suitably qualified professional, based on an assessment of the relevant student(s)' needs
Specialised equipment not supported by a professional recommendation	All specialised equipment (e.g. specialised seating, toileting equipment, standing frames) that are not supported by a recommendation by a suitably qualified professional, based on an assessment of the relevant student(s)' needs
Student programs	Time-limited student programs, courses or interventions
Trampolines (full-size)	
Virtual Reality (VR) equipment	VR headsets
Weighted items	weighted blankets, lap pads, pressure vests, weighted toys

## How to apply

Applications must be submitted online via <https://inclusiveedgrants.smartygrants.com.au> by **20 September 2019**. Applications must be endorsed by the school principal prior to submission.

You may upload any additional supporting documentation that you feel will strengthen your application (see *Strengthening your application* on page 11).

You may make changes to your application at any time before the application is submitted. The Department will consider requests to make changes to submitted applications on a case-by-case basis, provided that the request is made before the closing date of 20 September 2019. The Department will not consider requests to make changes to submitted applications after the closing date.

### Requesting an extension to the application deadline

The Department will only consider requests for an extension to the application deadline in exceptional circumstances, and provided that the request is made before the closing date of 20 September 2019.

### Completing your application

Applications must include:

- school information, such as the school number, region details and number of enrolments
- contact details for:
  - a key contact for the application
  - the school principal
  - the school business manager
- details of the requested equipment and/or assistive technology, including a brief summary (50 words or less) of the requested equipment/technology and its intended purpose within the school
- responses to the Assessment Criteria listed under *Funding Priorities* on page 12
- detailed information about the requested equipment/technology, including:
  - supplier details
  - item details
  - the cost and quantity of requested items
  - itemised quote(s) from the supplier.

You will also be required to categorise the requested equipment/technology. These categories will be used by the Department to:

- refer applications to relevant experts for review
- report on the types of equipment and technology being requested
- for successful applications, include appropriate conditions on funding to ensure that equipment is used safely and appropriately in schools

The completed application **must be endorsed by the principal of your school**. To endorse the application, the principal must sign a printed copy of the application, which must then be uploaded to the application prior to submission.

## Additional requirements for specific equipment types

To ensure the safe and appropriate use of purchased equipment and technology, applications for certain types of equipment/technology must be supported by evidence that the requested items have been directly prescribed or recommended by an appropriately qualified professional based on an assessment of the relevant student(s)' needs. Depending on the type of equipment, this may include a Visiting Teacher, physiotherapist, occupational therapist or speech pathologist.

Equipment Type	Examples	Requirement
Highly specialised equipment for students with complex needs	<ul style="list-style-type: none"> <li>• Specialised seating</li> <li>• Standing frames</li> <li>• Specialised toileting equipment</li> <li>• Mobile hoists</li> <li>• Eye gaze equipment</li> <li>• Switches (intended for a specific student)</li> <li>• Adjustable furniture (intended for a specific student)</li> <li>• Specialised recreational equipment (e.g. specialised bicycles)</li> </ul>	Recommendation by an occupational therapist, physiotherapist or appropriately qualified professional
Portable hearing/amplification equipment	Portable amplification equipment (where the primary intent of the equipment/technology is to support an individual student's needs)	Recommendation by a Visiting Teacher (Hearing) and the student's audiologist
<p>The Department has engaged Hearing Australia to provide specific support for schools that are considering purchasing portable amplification equipment.</p> <p>Schools can contact Karin Gillies on 0408 202 297 or via <a href="mailto:karin.gillies@hearing.com.au">karin.gillies@hearing.com.au</a></p>		
Sensory equipment and resources	<ul style="list-style-type: none"> <li>• Sensory cushions</li> <li>• Noise-cancelling headphones</li> <li>• Mini-trampolines</li> <li>• Sensory toys</li> <li>• Wobble stools (intended for a specific student)</li> </ul>	Recommendation by an occupational therapist or appropriately qualified professional
Specialised communication equipment	Computers, mobile tablet devices, software (where the primary intent of the equipment/technology is to support an individual student's communication needs)	Recommendation by a speech pathologist or appropriately qualified professional

## Strengthening your application

The advice below has been developed based on applications received in previous application rounds, and may support your school to submit a high-quality application.

Strong applications:

- clearly demonstrate how the requested equipment/technology will support students with disabilities or additional learning needs
- articulate how the requested equipment/technology will support existing programs, initiatives and interventions within the school
- include school-level data (de-identified) in relation to students with disabilities or additional learning needs, for example:

*“To quantify student needs, our school has undertaken considerable research, in collaboration with teachers and families. Information has been sought in relation to previous assessments and diagnoses, previous interventions and family circumstances. We have analysed student data, especially in relation to progress. This data has been instrumental in the collation of accurate data for the Nationally Consistent Collection of Data for Students with Disabilities (NCCD), and highlighted that 56 per cent of our students have needs that we are working to address. This research also revealed that 28 per cent of our student population required level 2 to level 4 adjustments as defined in the NCCD.”*

- demonstrate consultation with relevant stakeholders, including:
  - families
  - teachers and education support staff
  - Visiting Teachers
  - allied health professionals
- include supporting documentation that clearly demonstrates the evidence base for the requested equipment/technology, for example:
  - recommendations from specialist staff or other appropriately qualified professionals (e.g. Visiting Teachers, Student Support Services (SSS) Officers, occupational therapists, physiotherapists, speech pathologists, psychologists, social workers), detailing the intended use, benefits and impact of the requested equipment/technology
  - evidence that the requested equipment has had a positive impact in other schools
  - results of pilot programs or trials of the requested equipment in similar contexts
  - peer-reviewed academic research
- include a detailed plan for staff training and professional development that will support staff to effectively implement the requested equipment/technology.

Less strong applications:

- do not include data in relation to students’ disabilities or additional learning needs, or include subjective opinions only, for example:
 

*“we believe that many of our students have undiagnosed learning difficulties”*
- refer to evidence that is not included with the application, for example:
 

*“internal evidence-based assessments and regular classroom formative assessment identified a large proportion of students requiring extra support in literacy”*
- refer to professional recommendations that are not included with the application
- do not include details of professional development or staff training required to implement the requested equipment/technology effectively.

## Funding priorities

If the total value of the applications received exceeds the available budget, the Department will assess and score each application against the following assessment criteria:

- The requested equipment or technology is intended to address an **identified need** within the school
- The requested equipment/technology is a **suitable solution** for addressing the identified need(s)
- The application demonstrates the **expected impact** of the requested equipment or technology, including the expected benefit for students with disabilities or additional learning needs
- The application includes a **training plan** for teachers and school staff that will ensure the requested equipment/technology will be effectively integrated into the school's teaching and learning programs
- The application demonstrates that the requested equipment **adds value** to existing supports and represents **value for money**.

Each of the five assessment criteria will be scored out of a maximum of three points, with a maximum total assessment score of 15. If the value of applications received exceeds the available budget, priority will be given to applications with the highest assessment score.

Appendix D includes the Assessment Matrix which will be used to assess applications, and provides comprehensive information about how applications will be assessed, scored and prioritised.

For applications with an identical assessment score, priority may be given to:

- applications that represent greater value for money (i.e. if two applications receive an identical assessment score, priority may be given to the application with the lower requested funding amount)
- schools that did not receive funding in the 2018 application round
- schools that are willing to co-contribute to the cost of the requested equipment/technology (i.e. contribute 50 per cent of the amount requested)

Additionally, the Department may implement a funding cap, or maximum funding amount, if the total value of applications received exceeds the available budget.

## Successful applications

Following an assessment process, the Department will notify schools of their application outcome by email in Term 4 2019. For successful schools, the notification email will include:

- the terms and conditions of funding
- a *Notice of Decision* document, outlining:
  - the approved equipment and/or assistive technology
  - any exclusions that apply
  - the approved funding amount
  - any specific conditions on funding.

To achieve greater value for money, the Department may purchase commonly-requested items in bulk, and organise delivery directly to schools. This may have an impact on the delivery date.

For the remaining equipment and technology, schools will be advised to purchase the approved items and request reimbursement for these items via the Schools Targeted Funding Portal (STFP) during Term 4 2019. The Inclusive Education Grants team will provide support and guidance to successful schools to submit reimbursement requests through the STFP.

Schools should note that:

- purchasing must follow schools' [purchasing](#), [insurance](#) and [taxation](#) policies
- equipment and technology will be the property of the school and must be managed in compliance with relevant [asset recording and control](#) policies
- all repairs, maintenance, transfer, storage and disposal of equipment are to be maintained by the school within existing resources, policies and practices (noting that applications can include maintenance costs for new equipment and technology, e.g. extended warranties)
- ongoing management of all equipment and technology must comply with relevant Department policies.

## Unsuccessful applications

Following the assessment process, the Department will notify schools of their application outcome by email in Term 4 2019. This email will include details about why the application was unsuccessful.

## Application timeline

Anticipated timelines are as follows:

Milestone	Date
2019 Application Round Opens	Monday, 15 July 2019
2019 Application Round Closes	Friday, 20 September 2019
Notification of successful and unsuccessful applications provided to schools	Friday, 8 November 2019
Purchasing of approved items <i>this may include bulk procurement of commonly-requested items by the Department (TBC)</i>	11 November – 20 December 2019
Schools request reimbursement for purchased items via the Schools Targeted Funding Portal	Term 4 2019
Bulk-purchased items delivered to schools (TBC)	Term 1 2020

## INFORMATION PRIVACY

Information provided by schools will be used for the purpose of assessing applications for equipment and assistive technology through the Equipment Boost for Schools: 2019 Application Round. In some cases this may involve referring applications to other government agencies and/or third parties with relevant expertise for advice or comment. Schools are encouraged to only provide students' health information where it is necessary for the purpose of assessing the application.

The Department may also provide de-identified information to government agencies or external experts for research and/or evaluation purposes.

The Department has an information privacy policy and handles personal information in accordance with the Victorian Privacy laws - the *Privacy and Data Protection Act 2014 (Victoria)* and *Health Records Act 2001*.

You can access the Department's privacy policy at

<http://www.education.vic.gov.au/Pages/privacypolicy.aspx>

### Information for families

In Term 3 2019, schools can apply for funding to purchase equipment and technology that will support students with disabilities and additional learning needs to participate, learn, develop and succeed within an inclusive school culture.

To support their application, schools may give the Department of Education and Training information about individual students, including personal and health information. For example, a school may include an occupational therapist's report in an application for a specialised seating system.

To support the Department's assessment of the school's application, the Department may refer this information to other government agencies or third parties with relevant expertise. These agencies are also required to handle personal and health information in accordance with Victorian privacy legislation.

If you do not want information about your child to be referred in this way, please contact the Inclusive Education Grants team:

Email: [inclusive.ed.grants@edumail.vic.gov.au](mailto:inclusive.ed.grants@edumail.vic.gov.au)

Phone: (03) 9084 8496

## FURTHER SUPPORT AND GUIDANCE

### Professional Practice Guides

The Department has developed comprehensive Professional Practice Guides to support schools to identify, purchase and implement inclusive education equipment and technology that will best meet the needs of their students. These guides include:

- a recommended process to identify and implement equipment and technology provided to support school-level decision-making
- a list of equipment and assistive technology used to support Victorian government school students, which has been collated with the support of allied health professional peak bodies and regional, area and school-based support staff.

Schools can access the following Professional Practice Guides at

[www.education.vic.gov.au/school/teachers/learningneeds/Pages/equipmentforschools.aspx](http://www.education.vic.gov.au/school/teachers/learningneeds/Pages/equipmentforschools.aspx):

- Inclusive education equipment and assistive technology
- Inclusive education software (expected in Term 3 2019)
- Portable amplification equipment (expected in Term 3 2019).

Supporting materials are not intended to be exhaustive. Professional Practice Guides are intended to support schools to identify, purchase and implement equipment and technology that is suitable for their needs.

### Contact details

#### Inclusive Education Grants

Inclusive Education Professional Practice Branch, Regional Services Group

For questions on the Equipment Boost for Schools: 2019 Application Round, including assistance with completing your application, contact:

Email: [inclusive.ed.grants@edumail.vic.gov.au](mailto:inclusive.ed.grants@edumail.vic.gov.au)

Phone: (03) 9084 8496

#### SmartyGrants

For assistance with the 'SmartyGrants' online application portal, contact:

SmartyGrants Service Team

Email: [service@smartygrants.com.au](mailto:service@smartygrants.com.au)

Phone: (03) 9320 6888

#### Hearing Australia

The Department has engaged Hearing Australia to provide specific support for schools that are considering purchasing portable amplification equipment.

Schools can contact Karin Gillies on 0408 202 297 or via [karin.gillies@hearing.com.au](mailto:karin.gillies@hearing.com.au)

## APPENDIX A - RELATED FUNDING

There is a range of policies, programs and resources for schools to support the delivery of high-quality schooling for all students, inclusive of students with disabilities and additional learning needs. There are also other state and commonwealth programs that provide funding for equipment and assistive technology.

[Hearing Australia](#) provides services under the Australian Government Hearing Services Program for children and young Australians with permanent or long-term hearing loss. This support includes selecting and fitting hearing devices as well as additional assistance to clients with complex communication needs (access to higher level technology and devices in addition to hearing aids).

The [Accessible Buildings Program](#) provides funding for infrastructure upgrades to provide access to education facilities for students, parents and staff members with a disability. Applications for funding are made through the Victorian School Building Authority (VSBA).

The [Employment Assistance Fund](#) gives financial help to eligible people with a disability or mental health condition and employers to buy work-related modifications and services. The commonwealth funding is available for staff that require modifications to access their school. Schools can also apply for funding directly to provide teachers and staff with disabilities with support, equipment and technology.

The [Inclusive Schools Fund](#) provides Victorian government schools with quality new spaces and more inclusive facilities based on best practice, research and design. Schools are able to apply to the fund for innovative building projects that improve participation and learning outcomes for students with disabilities. Applications for funding are made through the Victorian School Building Authority (VSBA).

The [Language and Learning Disabilities Support Program](#) provides schools with resources to support the delivery of teaching and learning programs for students with autism, dyslexia, language or other learning disabilities and can be used for specialist equipment or materials. Funding is provided via the Student Resource Package (SRP).

The [National Disability Insurance Scheme](#) (NDIS) provides all Australians under the age of 65 who have a permanent and significant disability with the reasonable and necessary supports they need to enjoy an ordinary life. The NDIS funds supports that are associated with the functional impact of the student's disability on their daily living activities (those not primarily relating to education attainment) including: personal care and support; transport to and from school; and specialist transition supports to and from school, further education, training or employment.

The [Program for Students with Disabilities](#) (PSD) provides a range of supports and initiatives to assist government school students with disabilities including resourcing for eligible students which assists schools to meet their obligations under the *Disability Discrimination Act*. Supports can include funding for the provision of specialist staff (for example, special needs coordinator, occupational therapists, and speech pathologists); teacher professional learning; specialist equipment/materials; and education support staff. Applications for this program are made through the Department's Wellbeing Health and Engagement Division.

The [State-wide Equipment Program](#) (SWEP) is a subdivision of Ballarat Health Services that oversees a number of different assistive technology programs. SWEP provides Victorian people who either have a permanent or long-term disability, or are frail aged, with subsidised aids, equipment and home and vehicle modifications to enhance their independence and facilitate community participation.

## APPENDIX B - RELATED WORKFORCE CAPACITY INITIATIVES

There is a range of existing workforce capacity strategies and supports to help schools understand their obligations and responsibilities to provide inclusive learning environments.

### Legal obligations

*Education and training providers must be aware of their obligations under disability discrimination legislation. In broad terms, the Equal Opportunity Act 2010 (Vic) and the Disability Discrimination Act 1992 (Cth) and the Disability Standards for Education 2005 (Cth) state that it is unlawful to discriminate against a student on the basis of their disability. This legislation also states that schools are required to provide students with disabilities with reasonable adjustments, so that they can participate in their education on the same basis as other students.*

*Schools have [Legal Obligations](#) and must comply with [Disability Standards](#) for all students with disabilities, not just those who are eligible for support under targeted funding programs.*

*Additional resources provided to schools, including the Equipment Boost for Schools, do not define or limit the support to be provided for students with disabilities or additional needs.*

*The [Disability Standards for Education eLearning modules](#) can help schools and education providers to understand their obligations.*

### Education for All policy

*The Department's [Education for All policy](#), which was released in December 2017, articulates the Department's expectations and vision for inclusive education for students with disabilities and additional needs. The Education for All policy and related Additional Supports reform agenda initiatives address recommendations from the [Review of the Program for Students with Disabilities](#).*

### Inclusion Boost

*In 2018, all Victorian government schools undertook a refresh of school-level inclusive education policies and practices under the [Inclusion Boost initiative](#). The Equipment Boost for Schools supports this review, in particular by increasing the awareness, understanding and focus on commonwealth and state legal obligations to all students with disabilities and additional learning needs, and providing funding for equipment and technology that supports schools to meet these obligations.*

### Inclusive Education Scholarships

*From 2018 to 2022, [Inclusive Education scholarships](#) are available to strengthen the capacity of teachers, schools, and regions to provide high-quality inclusive education. Victorian government teachers and departmental staff can apply to undertake postgraduate studies in Inclusive/Special Education or Applied Behaviour Analysis.*

### Inclusive Classrooms

*The [Inclusive Classrooms online professional learning program](#) supports schools to build their capability to implement inclusive practice by providing high quality professional learning. The Inclusive Classrooms courses focus on the understanding, assessment and classroom support of students with diverse learning needs. Each course is focused around a specific disability with the learning undertaken through an interactive and practical blended experience. Courses include: Supporting Students with Autism; Supporting Students with Learning Difficulties including Dyslexia; Supporting Students with Oral Language and Learning; Supporting Students with Hearing Loss; Supporting Students with Vision Impairment; and Human Rights Approach to Diversity and Inclusion.*

## APPENDIX C - IMPLEMENTATION, PRACTICE AND POLICY

The Equipment Boost for Schools: Professional Practice Guides provide schools with information on how to effectively identify, purchase and implement equipment and assistive technology. The advice below provides additional guidance to support the safe and effective implementation of specific categories or equipment and technology, including links to further information where relevant.

Equipment Type	General Guidance / Terms and Conditions
All categories - Australian Standards	Some equipment and assistive technology needs to meet Australian or international standards. Standards are designed to provide guidance to consumers and to help ensure the safety, performance and reliability of equipment/technology and may relate to materials, manufacturing and installation. Products that meet Australian or international standards will have written certification. Schools should ensure that where products are described as meeting Australian Standards they ask the supplier to show the certificate prior to purchase.
All categories – Insurance and risk management	Schools should ensure that they hold sufficient insurance for equipment, and that risk management processes are integrated into all planning and implementation activities. <ul style="list-style-type: none"> <li>• <a href="#">School Equipment Coverage Scheme</a></li> <li>• <a href="#">Risk management policy</a></li> </ul>
All categories - Safety and product design	The selection of equipment, which is both suitable and appropriate for student needs, remains the responsibility of the school. As information on products is subject to change, details should be checked with the supplier or manufacturer before purchase. This includes checking that relevant equipment meets Australian Standards.

Equipment Type	General Guidance / Terms and Conditions
<p>All categories – Using equipment and technology as part of a response to students who exhibit behaviours of concern</p>	<p>The Department has developed a range of supports for educators to holistically and proactively respond to students who exhibit behaviours of concern, including:</p> <ul style="list-style-type: none"> <li>• <a href="#">School-wide positive behaviour support (SWPBS)</a>; a whole-school framework which provides schools with an approach to promote improved behaviour at their school</li> <li>• Specific strategies to <a href="#">manage student behaviour</a> through promoting positive behaviour and to decrease and redirect inappropriate behaviour in the classroom.</li> </ul> <p>For schools seeking to purchase equipment or technology to respond to student behaviours of concern, see:</p> <ul style="list-style-type: none"> <li>• <a href="#">Student engagement policy</a></li> <li>• <a href="#">Student engagement strategies</a></li> <li>• <a href="#">Student Support Services</a></li> </ul> <p>The use of equipment and technology in these circumstances must be managed holistically and proactively to ensure that the strategies implemented to decrease and redirect inappropriate behaviour in the classroom promotes positive behaviour.</p> <p>Students with emotional regulation and/or identified sensory needs should <b>not</b> be ‘sent to’ or ‘encouraged’ to use a space, or to use equipment or technology in response to behaviour. This is likely to reinforce the behaviour. Sensory needs should be clearly assessed and any sensory program development should be overseen by someone who is trained in this area (for example, an occupational therapist).</p> <p>Behaviour support plans for identified students should have a focus on being proactive. Emotional regulation needs to be explicitly taught and directly modelled. The Department is investing in training for staff around understanding behaviour and behaviour support workshops or engaging in some of the online courses such as the <a href="#">Prevent-Teach-Reinforce</a> may also be helpful.</p>
<p>Augmentative and Alternative Communication (AAC) Equipment and Technology</p>	<p>Schools must ensure that all staff members who will use Augmentative and Alternative Communication equipment and/or technology are trained by an appropriately qualified professional (for example, a speech pathologist) prior to using the equipment.</p>
<p>Auslan Resources</p>	<p>Schools may wish to consider other Auslan resources such as the <a href="#">Auslan signbank</a>, the Conexu Foundation: OpenAccess Face to Face app and/or free resources provided by <a href="#">Deaf Children Australia</a> to support students and staff members who are not fluent in Auslan.</p>
<p>Bean bags</p>	<p>Schools should be aware that students using bean bags, or similar seating, should be supervised and should be able to get in and out of the seating independently and freely remove themselves or communicate that they wish to be removed.</p>

Equipment Type	General Guidance / Terms and Conditions
Digital technology	<p>For schools seeking to purchase digital technology, see:</p> <ul style="list-style-type: none"> <li>• <a href="#">Digital learning for teachers</a></li> <li>• <a href="#">Using digital technology to support learning and teaching</a></li> <li>• <a href="#">School Technology Architecture and Resources program (eduSTAR) for a list of authorised suppliers for education software and hardware</a></li> </ul>
Digital technology – Hardware	<p>Schools purchasing hardware, such as computers, tablets and other IT equipment, should consider value for money options such as the Department's <a href="#">EduSTAR catalogue</a> or education discounts offered by third-party suppliers.</p>
Digital technology - Software	<p>Schools purchasing software or apps should consider value for money options such as the Department's <a href="#">EduSTAR catalogue</a> or education discounts offered by third-party suppliers.</p>
Dynamic equipment	<p>Dynamic equipment (i.e. equipment that creates movement in order to support sensory processing or motor development) may be within the scope of the Equipment Boost for Schools initiative provided that:</p> <ul style="list-style-type: none"> <li>• the equipment is free-standing</li> <li>• the equipment has been prescribed or recommended for an individual student(s) following an assessment by an appropriately qualified professional</li> <li>• the primary intent of the equipment is to support inclusive education practices.</li> </ul> <p>Schools must ensure that dynamic equipment has an appropriate fall zone area around the equipment when in use and consider the use of soft fall or cushioned mats in this zone for safe use.</p> <p>Dynamic equipment that is fixed to the school building, or requires modification to the school building or grounds, is not funded through the initiative due to the structural load considerations required for safe installation.</p>
Electrical equipment	<p>For schools seeking to purchase electronic equipment or technology, see:</p> <ul style="list-style-type: none"> <li>• <a href="#">Electrical Equipment Safety</a></li> </ul>
Equipment intended to support the safe transportation of students who use wheelchairs	<p>Equipment intended to support the safe transportation of students who use wheelchairs, such as tie-downs or sash belts, must only be used to provide appropriate and safe transportation on vehicles. This equipment must not be used at any other time as it may be considered an inappropriate use of mechanical restraint.</p>
Headphones (including noise-cancelling headphones)	<p>Schools should ensure that the volume of headphones is considered and regularly monitored during use.</p>

Equipment Type	General Guidance / Terms and Conditions
<p>Hearing Equipment – Amplification Equipment</p>	<p>The Department has engaged Hearing Australia to provide specific support for schools that are considering purchasing portable amplification equipment. Schools can contact Karin Gillies on 0408 202 297 or via <a href="mailto:karin.gillies@hearing.com.au">karin.gillies@hearing.com.au</a></p> <p>Schools considering portable amplification equipment (for example, loudspeakers, portable microphones and table microphones) should consider:</p> <ul style="list-style-type: none"> <li>• compatibility with existing amplification equipment within the school. It is strongly recommended that schools consider continuing with the same brand and/or supplier, as compatibility issues may arise as a result of mixing and matching different equipment types</li> <li>• compatibility with students’ existing personal assistive listening devices, such as hearing aids or cochlear implants. This can be done by engaging with a suitably qualified professional, such as a Visiting Teacher (Hearing).</li> <li>• classroom reverberation levels and the use of soft furnishings such as carpeted room dividers or other sound absorbing treatments for noise reduction and to further support the implementation of requested amplification equipment. Visiting Teachers (Hearing) can advise schools on how to create suitable acoustic environments and how to select the best equipment for the space, the student(s) and the school. This includes eliminating potential signal interference and how to select technology which can connect with multimedia devices (e.g. TVs, MP3 players, smartboards, laptops and tablets).</li> </ul> <p>Schools that are successful in their application are strongly encouraged to engage with Visiting Teachers (Hearing) to support the implementation of amplification equipment. Visiting Teachers (Hearing) can support schools by working with students who are deaf or hard of hearing, recommending appropriate teaching strategies and supporting the implementation of new hearing equipment/technology.</p> <p>Schools should also consider how equipment will be charged regularly (where applicable), stored appropriately when not in use, and checked and tested on a regular basis by an appropriately qualified professional.</p>
<p>Hearing Equipment – Individual students who have personal assistive listening devices</p>	<p>The Department has engaged Hearing Australia to provide specific support for schools that are considering purchasing portable amplification equipment. Schools can contact Karin Gillies on 0408 202 297 or via <a href="mailto:karin.gillies@hearing.com.au">karin.gillies@hearing.com.au</a></p> <p>Most students who are deaf or hard of hearing and have assistive listening devices are eligible for support from a Visiting Teacher (Hearing). These staff can confirm the technology selected is the best solution through understanding the student’s individual needs and further advise the school in how to use requested hearing equipment. Engagement with the Visiting Teacher Service can be organised by contacting the Visiting Teacher Manager in your region.</p> <p>Where equipment supports students with assistive listening devices, daily checks must be made to ensure functionality.</p>

Equipment Type	General Guidance / Terms and Conditions
<p>Height-adjustable furniture – for use by an individual student</p>	<p>Where the requested equipment is intended to be used by an individual student, schools should ensure that height-adjustable furniture, such as height-adjustable desks, sit-to-stand desks and height-adjustable chairs, are installed and set up by an appropriately qualified professional to meet the needs of that student. Schools should also ensure that the equipment is regularly reviewed by an appropriately qualified professional and adjusted as necessary, for example to accommodate students' growth or meet students' changing needs over time.</p>
<p>Kitchen equipment</p>	<p>Kitchen equipment may be within the scope of the Equipment Boost for Schools: 2019 Application Round where the primary intent of the equipment is to support inclusive education practices. For example, modified cooking equipment may support students with disabilities or additional learning needs to participate in cooking activities or curricular areas such as Food Studies.</p> <p>Schools must ensure that all kitchen equipment is used under supervision.</p>
<p>Learning difficulties</p>	<p>For schools seeking to purchase equipment or technology to support students with diagnosed learning difficulties such as dyslexia, see:</p> <ul style="list-style-type: none"> <li>• <a href="#">Learning difficulties and dyslexia advice, guidelines and tools</a></li> </ul>
<p>Quiet and calm spaces</p>	<p>Quiet, adaptable spaces are required to cater to a diverse range of student needs. These spaces can be used for students when they need to undertake small group activities, therapy sessions, assessments or interviews.</p> <p>Quiet spaces should be connected with shared learning spaces, and allow line-of-sight supervision, but allow acoustic separation from higher activity areas. It is important that these areas are not lockable and allow free entry and exit. Should schools want to better address the needs of a particular cohort of students, through the use of quiet and calm spaces within classrooms or throughout the school, there may be benefit from some clinical assistance to develop individual and whole-of-school strategies.</p>
<p>Recreation equipment including bicycles, trampolines, etc.</p>	<p>For schools seeking to purchase recreational equipment, see:</p> <ul style="list-style-type: none"> <li>• <a href="#">Adventure activities</a></li> <li>• <a href="#">Cycling</a></li> <li>• <a href="#">Safety in Physical Education and Sport</a></li> <li>• <a href="#">School Site Safety</a></li> </ul> <p>Mini-trampolines may be within the scope of the initiative, provided that they have covered springs and are primarily intended to support inclusive education practices. Schools purchasing mini-trampolines should ensure that there is an appropriate fall zone area around the equipment when in use and consider the use of soft fall or cushioned mats in this zone for safe use.</p> <p>Full-size trampolines are not within scope of the initiative due to safety risks, policy parameters around use, and, for in-ground trampolines, excavation works required for installation.</p>

Equipment Type	General Guidance / Terms and Conditions
<p>Restraints</p>	<p>Equipment and technology must not be used to prevent the freedom of movement of any student.</p> <p>Students must be able to freely remove themselves from equipment or communicate that they wish to be removed from any equipment or furniture that restricts movement (e.g. specialised furniture, standing frames).</p> <p>For further information, see:</p> <ul style="list-style-type: none"> <li>• <a href="#">Restraint of Students</a></li> <li>• <a href="#">Restraint and seclusion</a></li> </ul>
<p>Sensory equipment and resources</p>	<p>When used appropriately and in collaboration with individual learning goals, sensory resources can support students to understand, engage and interact in their environment. Where schools make use of sensory items, students should have regular and predictable access to sensory resources, informed by engagement with an appropriately qualified professional and based on an individualised assessment and plan for use.</p> <p>Applications for sensory equipment and resources will only be considered for funding where the application is supported by evidence that the requested equipment has been specifically prescribed for an individual student(s) following an assessment by an appropriately qualified professional such as an occupational therapist or physiotherapist.</p> <p>Engagement with sensory resources to address behaviours of concern may not be appropriate without an assessment by an appropriately qualified professional as it may have the effect of reinforcing the behaviour. Students with specific sensory needs should have a program based on their individual needs, developed, and incorporated into their timetable.</p>
<p>Sensory/Multipurpose Spaces/Rooms</p>	<p>Where possible and appropriate, schools are encouraged to facilitate student use of equipment or assistive technology within shared learning spaces.</p> <p>If acoustic separation is required, schools can consider establishing a sensory or multipurpose space or room. Such spaces can also be used for small group activities, clinical interventions, therapy sessions, assessments and to store equipment.</p> <p>Where possible, these areas should be connected with shared learning spaces, and allow line-of-sight supervision from higher activity areas.</p> <p>Sensory spaces/rooms should not be lockable and must have free egress for students and staff within the room, as well as clear processes for how the room should be used.</p> <p>Students who use sensory or multipurpose spaces rooms should have undertaken a sensory assessment to best direct their engagement with the equipment and have regular and predictable access. Ideally, a program based on the individual student assessment should be developed and incorporated into the student timetable.</p>

Equipment Type	General Guidance / Terms and Conditions
<p>Specialised Equipment - Specialised seating</p>	<p>Specialised seating must only be used by students for whom the equipment has been prescribed or recommended following an assessment by an appropriately qualified professional.</p> <p>Specialised seating must be used in accordance with a clear plan for appropriate fitting, implementation and use; developed by an appropriately qualified professional; and in consultation with teachers, support staff, the student(s) who will use this equipment and their families.</p> <p>Schools should ensure that the student(s) are able to freely remove themselves, or communicate they wish to be removed, from the equipment if they choose (i.e. straps or tray attachments should not be used to keep a child in the seat or make it more difficult for them to remove themselves).</p> <p>All staff should be trained in the Department's <a href="#">Restraint of Students policy</a>.</p>
<p>Specialised Equipment – Standing Frames</p>	<p>Standing frames must only be used by students for whom the equipment has been prescribed or recommended following an assessment by an appropriately qualified professional.</p> <p>Standing frames must be used in accordance with a clear plan for appropriate fitting, implementation and use; developed by an appropriately qualified professional; and in consultation with teachers, support staff, the student(s) who will use this equipment and their families.</p> <p>The school is to ensure that the student(s) are able to freely remove themselves, or communicate they wish to be removed, from the equipment if they choose (i.e. straps or tray attachments should not be used to keep a child in the seat or make it more difficult for them to remove themselves).</p> <p>All staff should be trained in the Department's <a href="#">Restraint of Students policy</a>.</p>
<p>Specialised equipment for students with complex physical and/or medical needs</p>	<p>Schools implementing equipment to address personal care needs should consider the following:</p> <ul style="list-style-type: none"> <li>• <a href="#">Health care needs</a></li> <li>• <a href="#">Transferring and positioning</a></li> <li>• <a href="#">Continence care</a></li> </ul> <p>Schools must ensure that the equipment is only used by students for whom the equipment has been prescribed or recommended following an assessment by an appropriately qualified professional, that the equipment is set up by an appropriately qualified professional prior to use, and that all staff members who will use the equipment receive training by an appropriately qualified professional prior to using the equipment.</p>
<p>Swings</p>	<p>Indoor swings and swing chairs must be free-standing and not fixed to the roof or school building.</p> <p>Schools must ensure that free-standing swings are surrounded by a suitable fall zone when in use, for example by placing the equipment on a soft-fall surface or placing cushioned mats around the equipment.</p> <p>Swings that are fixed to the school building, or suspended from building structures, are not funded through the initiative due to the structural load considerations required for safe installation.</p> <p>Outdoor swings requiring installation and/or modifications to the school grounds are not funded through the Equipment Boost for Schools: 2019 Application Round.</p>

Equipment Type	General Guidance / Terms and Conditions
<p>Works, including minor fixtures or fittings to school buildings</p>	<p>Fixtures and fittings remain the responsibility of the school and must be completed in compliance with all relevant school policies and legal requirements to ensure safety and durability.</p> <p>Funding under this initiative is only provided on the basis that installation does not include structural and/or permanent building works. For further information, see:</p> <ul style="list-style-type: none"> <li>• <a href="#">School Building - Minor Capital Works policy</a></li> <li>• <a href="#">Building Program - program management standards and policy advice</a></li> <li>• <a href="#">Building Quality Standards Handbook</a></li> <li>• Building Code of Australia</li> <li>• Australian Standards</li> <li>• <a href="#">Disability Access to Premises Building Standards 2010</a></li> </ul>

## APPENDIX D - EQUIPMENT BOOST FOR SCHOOLS: 2019 APPLICATION ROUND - ASSESSMENT MATRIX

Assessment Criteria	Question	Supporting evidence	Scoring criteria 3 = Strong; 2 = Moderate; 1 = Weak; 0 = Does not Address
The requested equipment/technology is intended to address an <b>identified need</b> within the school	<p><b>Why is your school applying for funding?</b></p> <p><i>Please include: the need or improvement that the requested equipment/technology is intended to address; how this need was identified; details of any evidence that supports or confirms the extent and/or urgency of this need.</i></p>	<ul style="list-style-type: none"> <li>School-level or student-level data</li> <li>Self-assessments of current inclusive education practices</li> <li>Documented observations by teachers and other school staff</li> <li>Evidence of consultation with student(s), families, school staff and other relevant stakeholders</li> <li>Professional advice or assessments by a suitably qualified professional (e.g. clinical assessments and/or recommendations for a student)</li> </ul>	<p><b>3:</b> The application clearly demonstrates that the requested equipment/technology will address an acute need within the school. The application articulates how the need was identified, and includes supporting evidence that confirms the extent and/or urgency of this need.</p> <p><b>2:</b> The application clearly demonstrates that the requested equipment/technology will address an identified need within the school. The application includes information about how the need was identified, and may include some supporting evidence.</p> <p><b>1:</b> The application states that the requested equipment/technology is intended to address a particular need, but does not include information about how this need was identified or supporting evidence that demonstrates this need.</p> <p><b>0:</b> The application does not link the requested equipment/technology to an identified need within the school.</p>
The requested equipment/technology is a <b>suitable solution</b> for addressing the identified need(s)	<p><b>How was the requested equipment identified as the most suitable solution to address your school's needs?</b></p> <p><i>Please include: the process undertaken by the school to identify the requested equipment/technology as the most suitable solution; details of any consultation with relevant stakeholders (e.g. families, teachers, Visiting Teachers or suitably qualified professionals); evidence that the requested equipment/technology has successfully addressed the identified need in other contexts or settings; details of any alternative options considered and why they were not considered to be suitable.</i></p>	<ul style="list-style-type: none"> <li>Evidence that the requested equipment/technology will address the identified need (e.g. case studies from the applying school or other schools, results of 'trial periods' of using the requested equipment/technology)</li> <li>Supplier recommendations</li> <li>Supporting advice or recommendations from professionals with specialised expertise (e.g. Visiting Teachers, occupational therapists, physiotherapists, speech pathologists, psychologists, social workers)</li> <li>Evidence of consultation with key stakeholders</li> </ul>	<p><b>3:</b> The application clearly demonstrates that the school has implemented a considered process for identifying the most suitable equipment/technology for their needs, has considered a range of solutions for addressing these needs, and has selected the requested equipment/technology based on evidence that the requested equipment/technology will address their needs, including consultation with relevant stakeholders.</p> <p><b>2:</b> The application demonstrates that the requested equipment/technology has been identified as the most suitable solution for their needs, and includes evidence that the school has implemented a process for identifying the most suitable equipment/technology for their needs, including some consideration of alternative solutions and/or consultation with relevant stakeholders.</p> <p><b>1:</b> The application demonstrates that the school has identified the requested equipment/technology as an appropriate solution for their needs, but has not implemented a process to identify this solution. The application demonstrates limited evidence, or no evidence, of consultation with relevant stakeholders and/or consideration of alternative solutions.</p> <p><b>0:</b> The application does not demonstrate that the requested equipment/technology is a suitable solution for the school's needs.</p>

Assessment Criteria	Question	Supporting evidence	Scoring criteria 3 = Strong; 2 = Moderate; 1 = Weak; 0 = Does not Address
<p>The application demonstrates the <b>expected impact</b> of the requested equipment/technology</p>	<p><b>What is the expected impact and/or benefit of the requested equipment/technology?</b> <i>Please include: how the requested equipment/technology will enhance inclusive education practices within the school; details of any evidence that supports the expected impact/benefit; details of any specific benefits expected for students with disabilities or additional learning needs.</i></p>	<ul style="list-style-type: none"> <li>Evidence that the requested equipment/technology will have a positive impact within the school (e.g. case studies from the applying school or other schools, results of 'trial periods' of using the requested equipment/technology)</li> <li>Results of pilot programs or trials of the requested equipment in similar contexts</li> <li>Academic research confirming the benefit of the requested equipment/technology</li> </ul>	<p><b>3:</b> The application clearly demonstrates that the requested equipment/technology is likely to create or enhance inclusive education practices with the school, and includes evidence to support this expectation. The expected impact includes a clear benefit for students with disabilities or additional learning needs.</p> <p><b>2:</b> The application articulates the expected impact of the requested equipment/technology, and includes limited evidence to support this expectation. The expected impact includes some benefit for students with disabilities or additional learning needs.</p> <p><b>1:</b> The application states that the requested equipment/technology is expected to have a positive impact within the school, but includes limited evidence, or no evidence, to support this expectation. The expected impact includes some benefit for students with disabilities or additional learning needs.</p> <p><b>0:</b> The application does not articulate the expected impact/benefit of the requested equipment/technology.</p>
<p>The application includes a <b>training plan</b> for teachers and school staff that will ensure the requested equipment/technology will be effectively integrated into the school's teaching and learning programs</p>	<p><b>What training is required for school staff to effectively integrate the equipment into the school's teaching and learning programs?</b> <i>Please include: information about the current capacity of teachers to effectively integrate the requested equipment/technology into the school's teaching and learning programs; details of any training required for teachers and school staff.</i></p>	<ul style="list-style-type: none"> <li>School-level self-assessments of staff capability (e.g. Inclusive Schooling Index)</li> <li>Supporting advice or recommendations for training from professionals with specialised expertise (e.g. Visiting Teachers, occupational therapists, physiotherapists, speech pathologists, psychologists, social workers)Details of planned professional development/training opportunities if the application is successful</li> </ul>	<p><b>3:</b> The application clearly demonstrates that the school has considered the capacity of teachers and school staff to effectively integrate the requested equipment/technology into the school's teaching and learning programs. Where training is required, the application includes a clear plan to ensure that teachers and school staff are able to effectively integrate the requested equipment/technology into the school's teaching and learning programs.</p> <p><b>2:</b> The application demonstrates that the school has considered the capacity of teachers and school staff to effectively integrate the requested equipment/technology into the school's teaching and learning programs, and identified appropriate training (if required).</p> <p><b>1:</b> The application demonstrates that the school has considered the capacity of teachers and school staff to integrate the requested equipment/technology into the school's teaching and learning programs, and the school has committed to providing appropriate training if required.</p> <p><b>0:</b> The application does not demonstrate that the school has considered the capacity of teachers and schools staff to effectively integrate the requested equipment/technology into the school's teaching and learning programs. The school has not considered whether training is required.</p>

Assessment Criteria	Question	Supporting evidence	Scoring criteria 3 = Strong; 2 = Moderate; 1 = Weak; 0 = Does not Address
<p>The application demonstrates that the requested equipment <b>adds value</b> to existing supports and represents <b>value for money</b></p>	<p><b>Please include details in relation to any other sources of funding that you have considered.</b></p> <p><i>Please include: how the school has utilised other available funding sources, including PSD funding (where applicable) and funding provided via the Equipment Boost for Schools initiative in 2018.</i></p> <p><b>How will the school address the identified need if your application is not successful?</b></p>	<ul style="list-style-type: none"> <li>• Supplier quote(s)</li> <li>• Evidence of how other sources of funding have been utilised</li> <li>• Refused applications for other sources of funding</li> <li>• Alternative strategies to address the identified need if the application is not successful</li> </ul>	<p><b>3:</b> The application clearly demonstrates that the school has made every effort to ensure that their application does not duplicate existing supports and represents value for money. The school has sought multiple quotes for the requested equipment/technology and has exhausted all other available funding sources prior to completing their application, including funding and funding provided through the Program for Students with Disabilities and via the Equipment Boost for Schools Flexible Funding Stream in 2018.</p> <p><b>2:</b> The application demonstrates that the school has considered existing supports and ensured that their application does not duplicate these supports. The application demonstrates that the school has considered other funding sources and made efforts to ensure that their application represents value for money.</p> <p><b>1:</b> The application demonstrates that the school has considered existing supports when completing their application. The school has considered other funding sources and made efforts to ensure that their application represents value for money.</p> <p><b>0:</b> The application does not demonstrate that the school has considered existing supports, other funding sources or made efforts to ensure that their application represents value for money.</p>