



A bigger voice for kids

STRATEGIC PLAN 2014–2017

JULY 2014

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CHAIRPERSON'S FOREWORD

I am pleased to report that in our first strategic plan, Children with Disability Australia (CDA) achieved everything it set out to do and more.

I am incredibly proud of the organisation's achievements and it is important to reflect that within three years, the organisation went from seed funding of approximately \$80,000 to a budget of over \$400,000 in 2014.

This strategic plan aims to consolidate CDA's current achievements and set a course for future and sustainable growth as the only national peak body in Australia with the mandate to champion the rights of children and young people with disability.

Children and young people with disability contribute so much to Australia – to their friends, to their families, to their communities. Their experiences, hopes and aspirations is what drives all of us here at CDA as we aim to build a future where children and young people with disability can grow, thrive and have equal opportunities for participation.

I would like to thank CDA members who contributed to the development of this strategic plan. Your experiences and feedback have helped shape this important document.

On behalf of the Board of Directors, I present our second strategic plan to our members and our government and non-government partners as a platform to invite your ongoing collaboration and to progress the rights and opportunities for children and young people with disability.

Melinda Ewin

Chairperson



MESSAGE FROM THE EXECUTIVE OFFICER

It has been a momentous three years for CDA with the organisation growing significantly in strength, reach, size and capacity. Throughout this time CDA has had considerable involvement in major reforms. I refer to the significant work the organisation has completed regarding the focus of students with disability and the critical area of education reform, the National Disability Strategy and the National Disability Insurance Scheme. There has also been a growing focus and acknowledgement of the unacceptably high levels of abuse experienced by children with disability. I am very proud of the strong role CDA has had in progressing these reforms and their ongoing implementation. There is still much work to be done but the achievements to date are truly significant.

The direct experiences of children and young people have been fundamental in informing and driving the work of CDA. We know that the disadvantage typically confronting children and young people with disability remains profound. We know that children and young people with disability typically contend with discrimination, low expectations, limited resources and opportunities, inadequate support and exclusion.

This is why ongoing reform is critical to progress equal opportunities and inclusion of children and young people with disability. Our new strategic plan articulates the upcoming work CDA will undertake to drive the reform agenda. A key focus will be on enabling meaningful and direct engagement of children and young people with disability to inform policy development, service provision and community perceptions.

There is much work to do to challenge deeply entrenched community attitudes. The identity of children and young people is often first and foremost defined by their disability and not the identity, opportunities and privileges of being a child. Until these views are challenged and changed, the reform we achieve will be limited and be impeded by low expectations.

I would like to take this opportunity to thank the many children, young people and families who have contributed to the work of CDA. This strategic plan reflects your experiences, views and wisdom. CDA is unwavering in its belief that children and young people with disability greatly enrich our community through their participation. This strategic plan aims to create a more inclusive Australian community which values and welcomes children and young people with disability and stimulates much needed reform.

Stephanie Gotlib
Executive Officer

CHILDREN WITH DISABILITY AUSTRALIA

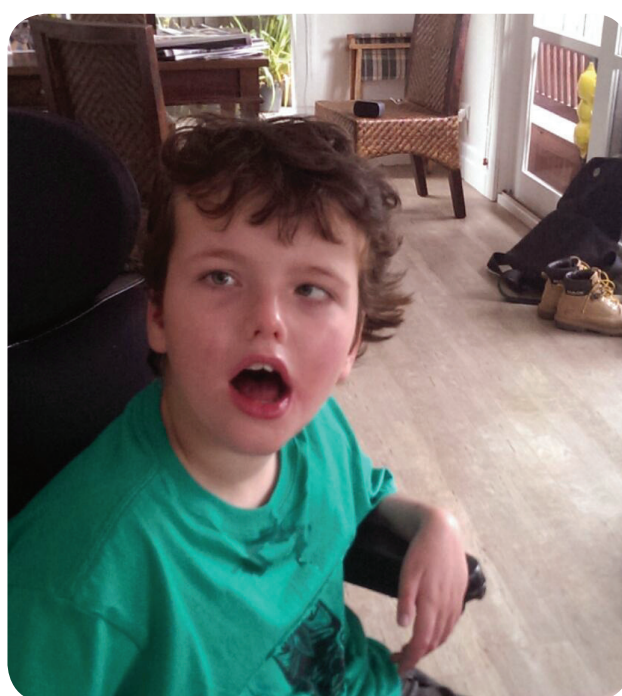
CDA is the national peak body in Australia which represents children and young people with disability aged 0-25 years. CDA is a not for profit, community organisation that was incorporated as a Company Limited by Guarantee in November 2009.

CDA provides a link between the direct experiences of children and young people with disability to the Australian Government and other key stakeholders through:

- Participation and representation of children and young people with disability;
- Development and dissemination of expert advice;
- Implementation of high impact national advocacy campaigns to positively influence policy, practice and attitudes of the Australian Government, key stakeholders and the wider community;
- Delivery of strategic projects that support the Australian Government to reform its policy and practice; and
- Partnership approach with its membership, non-government, government and philanthropic partners.

CDA receives its core funding under the Department of Social Services (DSS) national secretariat program. CDA also receives additional project funding from the Department of Education to expand the education policy capacity of the organisation.

In addition, CDA has received funding from DSS regarding the work of the Royal Commission into Institutional Responses to Child Sexual Abuse. Through this work CDA will provide information, referral and systemic advocacy regarding the experiences of children with disability who have experienced abuse.



VISION

CDA's vision is that children and young people with disability living in Australia are afforded every opportunity to thrive, achieve their potential and that their rights and interests as individuals, members of a family and their community are met.

PURPOSE

CDA's purpose is to advocate systemically at the national level for the rights and interests of all children and young people with disability living in Australia as individuals, members of a family and their community.

ROLE

CDA has the mandate to advocate for children and young people with disability living in Australia and undertakes the following to achieve its purpose:

- **Listen and respond** to the voices and experiences of children and young people with disability.
- **Advocate** for children and young people with disability for equal opportunities, participation and inclusion in the Australian community.
- **Educate** national public policy-makers and the broader community about the experiences of children and young people with disability.
- **Inform** children and young people with disability, their families and care givers about their citizenship rights and entitlements.
- **Celebrate** the successes and achievements of children and young people with disability.

GUIDING PRINCIPLES

The work of CDA is guided by the following principles:

- **Fundamental rights:** the rights and interests of children and young people with disability are CDA's highest priority consistent with Australia's obligations under the United Nations Conventions on the Rights of the Child and the Rights of Persons with Disabilities.
- **Having a childhood:** children with disability are children first and foremost and have a right to all aspects of childhood that children without disability are afforded.
- **Participating in decision making:** children and young people with disability have the right to participate, in whatever capacity, in decisions that impact on their lives.
- **An inclusive approach:** children and young people with all types of disability, from all cultural and religious backgrounds, living with all types of families and in all geographic locations are supported by the work of CDA.
- **Valuing families and care givers:** for the contributions made by families and care givers to support the rights and interests of children and young people with disability.
- **Working in partnerships:** CDA works collaboratively with relevant government, non-government, private sector agencies and the broader community to promote the rights and interests of children and young people with disability.
- **Being accountable:** CDA operates accountably, effectively and ethically as the national peak body charged with the mandate of advocating for children and young people with disability.

OBJECTIVES

CDA will work over the next 3 years to achieve the following objectives:

1. Meaningful participation of children and young people with disability is promoted and advanced by their national body.
2. Children and young people with disability have a national champion that advances and promotes their rights.
3. Children and young people with disability benefit from reforms that value and promote their contributions to Australian life.
4. Children and young people with disability live in communities where they grow, play, learn and thrive.
5. Inclusion is a reality for every child and young person with a disability.
6. Children and young people with disability have a dedicated and focused national organisation.



CHILDREN AND YOUNG PEOPLE WITH DISABILITY

CHILDREN AND YOUNG PEOPLE WITH DISABILITY LIVING IN AUSTRALIA

Current statistics state:

- Around 7% or 288,300 of Australian children aged 0–14 have a disability.¹
- Around 7% or 204,000 young people report some form of disability.²
- Boys are more likely than girls to report disability (9% and 5% respectively).³
- Around 6.8% or 185,200 children aged 5–14 have schooling restrictions.⁴ This number includes children who have core activity limitations as well as schooling restriction.
- Around 99.7% of children and young people with disability live and are cared for in their own family home (99.7%).⁵



¹ Australian Bureau of Statistics 2012, Australian Social Trends, 'Children with a Disability,' Commonwealth of Australia, Canberra.

² Australian Institute of Health and Welfare 2011, Young Australians: Their Health and Wellbeing, Commonwealth of Australia, Canberra.

³ Australian Bureau of Statistics 2012 *Children with a Disability*.

⁴ Australian Bureau of Statistics 2010, *Survey of Disability, Ageing and Carers, 2009*, Commonwealth of Australia, Canberra.

⁵ Ibid.

CONTEMPORARY UNDERSTANDINGS OF YOUNG PEOPLE

CDA's constitution extends its representation of children and young people to those aged 25 years in recognition of the developmental needs of young people with disability as they transition into adulthood.

Young adulthood is a time of transition, growing independence and significant change for young people. International research has demonstrated that the human brain does not become fully developed until 25 years of age, with a significant shift in a person's brain development after 18.⁶ This knowledge has challenged long-standing beliefs that at 18 years of age, a person has fully matured into adulthood.

In Australia, the current generation of young people are displaying characteristics and behaviours quite different to previous generations. According to the Australian Bureau of Statistics, young people are now more likely to be living with their parents than they used to.⁷

In 2006, almost one in four (23%) people aged 20–34 years were living at home with their parents, compared with 19% in 1986.⁸ Over these decades young women had the biggest relative change in their living arrangements, with the proportion living at home increasing from 13% to 18% (up 36%).⁹

However, young men were more likely than young women to live with their parents.¹⁰ In 1986, 24% of young men were living at home, increasing to 27% by 2006 (up 16%).¹¹ This is consistent with other available data in Australia which compared young people in 1976 to young people in 2011. It points to many changes in the lifestyles of young adults – compared to the same age cohort 35 years ago. Young adults in 2011 were:

- less likely to be married;
- more likely to delay moving out of their parental home;
- more likely to work part-time;
- have more educational qualifications; and
- closing the male/female gap in terms of workforce participation, and young adult women have now overtaken young adult men in educational participation.¹²

EMERGING ADULTHOODS

Overseas, the concept of “emerging adulthood” has been put forward by Dr Jeffrey Arnett, Professor in the Department of Psychology at Clark University in Massachusetts in recognition of significant demographic shifts over the past half century in industrialised societies.¹³

Arnett characterises the late teens and early twenties as not just a brief period of transition into adulthood but a distinct period of the life course, characterised by change and exploration of possible life directions. With the delay in marriage and parenthood until mid or late twenties and acquisition of more educational qualifications, these years are now more typically a period of frequent change and exploration.

6 A. Baird, C. Bennett 2006, 'Anatomical Changes in the Emerging Adult Brain,' *Journal of Human Brain Mapping*, Vol. 27, No. 9, pp. 766–777, S. Johnson et al. 2009, 'Adolescent Maturity and the Brain: The Promise and Pitfalls of Neuroscience Research in Adolescent Health Policy,' *Journal of Adolescent Health*, Vol. 45, No. 3, pp. 216–221.

7 Australian Bureau of Statistics 2009, 'Home and Away: The Living Arrangements of Young People,' *Australian Social Trends*, 2009, Commonwealth of Australia, Canberra.

8 Ibid.

9 Ibid.

10 Ibid.

11 Ibid.

12 Australian Bureau of Statistics 2013, 'Young Adults Then and Now,' *Australian Social Trends*, 2013, Commonwealth of Australia, Canberra.

13 J. Arnett 2000, 'Emerging Adulthood: A Theory of Development From the Late Teens Through the Twenties,' *American Psychologist*, Vol. 55, No. 5, pp. 469–480.

PARTICIPATION OF CHILDREN AND YOUNG PEOPLE WITH DISABILITY

To assist CDA to articulate the position that children and young people with disability hold as individuals, as members of a family (whatever form that family may take) and as members of a community, it has been useful to consider theories on childhood development.

In its last strategic plan, CDA was guided by Ecological System Theory, a theory developed by Urie Bronfenbrenner, which seeks to understand children within a series of multiple and interconnected 'systems' including the family, neighbourhood, school, peer group and the community.

As part of its commitment in this strategic plan to greater inclusion of children and young people with disability in the work of CDA, the organisation will be guided by contemporary theories of childhood that recognise children as active social beings constructing and creating social relationships and acknowledges the active role children play in shaping their environment and co-constructing the meaning of their world.¹⁴

This approach challenges longstanding assumptions about the competence of children, and their ability to be involved in decision-making. Whilst they have continued to be the subject of theory for centuries, children and young people themselves have not generally been considered as having a legitimate voice in influencing its production or practice. The United Nations Convention on the Rights of Child significantly influenced a rethinking of this and subsequent focus on listening to the views of the child.

MEANINGFUL AND GENUINE PARTICIPATION

Policy makers, service providers and legislators increasingly recognise that children and young people have a legitimate perspective, and a right to have their voices heard, make decisions about their lives and have opportunities to influence change in the community.

Nevertheless, too often these experiences do not happen. Children and young people do not participate at all, or opportunities are tokenistic and 'tick a box' when implemented, meeting other needs of organisations, government, and policy. Significant issues and barriers exist for children and young people in engaging in meaningful participation. These barriers are magnified for children and young people with disability due to a plethora of cultural and practical issues, such as stereotypes, assumptions about competency, labels, and related social constraints.

Meaningful participation in an advocacy context can be difficult to gauge. In order to understand whether participation is meaningful for children and young people, typologies of participation have been developed since the 1970's in order to explain how different levels of empowerment can be achieved within the participation process.

Perhaps the best known is Roger Hart's adapted ladder of young people's participation from Arnstein's famous ladder of participation with eight rungs which are reflective of the different levels of power obtained within participation activities.¹⁵ The first three rungs are defined as 'non-participatory'.

Moving up the ladder, the next five rungs represent increasing 'degrees of participation' where children and young people are empowered in the participation process and these experiences are increasingly child-led rather than adult-led.

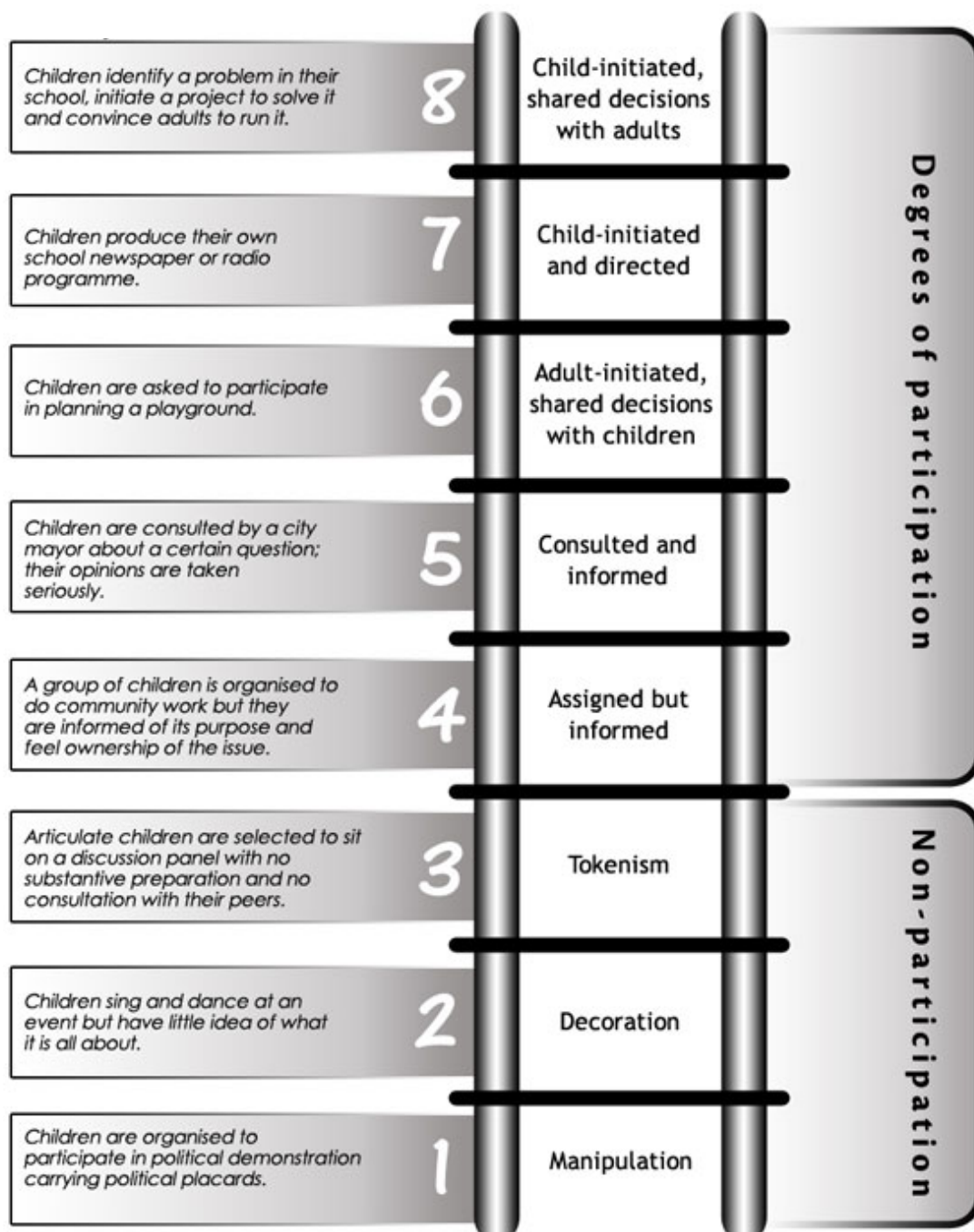
¹⁴ A. James, A. Prout 1990, *Constructing and Reconstructing Childhood: Contemporary Issues in the Sociological Study of Childhood*, Falmer Press, London.

¹⁵ R. Hart 1992, *Children's participation: From Tokenism to Citizenship*, Florence, UNICEF.

It is not until rungs four to eight of the ladder that children and young people are involved in more meaningful participation, where they have a voice in the decision making process, with rung eight being the highest level of participation, defined as 'child-initiated, shared decisions with adults' meaning children have a voice and it is acted upon. Here, children and young people are fully immersed and empowered in the decision making process, collaborating equally with adults.

In delivering on its commitments in this Strategic Plan, CDA will be guided by the work of Hart and other contemporary theorists (including Mannion, Rosenbaum, Landsdown and McCready) working in the field of participation.

HART'S LADDER OF PARTICIPATION



Join with Children with Disability Australia
and the Clifton Hill Community to celebrate...

International Day of People with Disability

Monday 3 December

Promote awareness and
acknowledge the contribution
children with disability
make to our community



**Children
with Disability**
AUSTRALIA

voice for kids



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and other activities at
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A RIGHTS FRAMEWORK

Australia is a signatory to two international treaties that provide a useful framework to guide the work of CDA:

1. The United Nations Convention on the Rights of the Child.
2. The United Nations Convention on the Rights of Persons with Disabilities.

Both Conventions clearly state that children and young people with disability are holders of rights — they do not have their rights bestowed upon them by others — and recognise their multiple and complex vulnerabilities.

While adults and other care givers make decisions that impact on children and young people (both within their families and within the community they live in), they have critical and unique perspectives into their own lives and need to be supported to contribute to decisions that impact on their lives. This is a guiding principle of the work of CDA.

While CDA recognises that rights are indivisible, the following highlights are given to provide context for the CDA Strategic Plan and reflect this key area of focus:

CONVENTION ON THE RIGHTS OF THE CHILD

Article 12: A right to participate

1. States Parties shall assure to the child who is capable of forming his or her own views the right to express those views freely in all matters affecting the child, the views of the child being given due weight in accordance with the age and maturity of the child.
2. For this purpose, the child shall in particular be provided the opportunity to be heard in any judicial and administrative proceedings affecting the child, either directly, or through a representative or an appropriate body, in a manner consistent with the procedural rules of national law.



Article 23: A right to a full and decent life

1. States Parties recognize that a mentally or physically disabled child should enjoy a full and decent life, in conditions which ensure dignity, promote self-reliance and facilitate the child's active participation in the community.
2. States Parties recognize the right of the disabled child to special care and shall encourage and ensure the extension, subject to available resources, to the eligible child and those responsible for his or her care, of assistance for which application is made and which is appropriate to the child's condition and to the circumstances of the parents or others caring for the child.
3. Recognizing the special needs of a disabled child, assistance extended in accordance with paragraph 2 of the present article shall be provided free of charge, whenever possible, taking into account the financial resources of the parents or others caring for the child, and shall be designed to ensure that the disabled child has effective access to and receives education, training, health care services, rehabilitation services, preparation for employment and recreation opportunities in a manner conducive to the child's achieving the fullest possible social integration and individual development, including his or her cultural and spiritual development.
4. States Parties shall promote, in the spirit of international cooperation, the exchange of appropriate information in the field of preventive health care and of medical, psychological and functional treatment of disabled children, including dissemination of and access to information concerning methods of rehabilitation, education and vocational services, with the aim of enabling States Parties to improve their capabilities and skills and to widen their experience in these areas. In this regard, particular account shall be taken of the needs of developing countries.

Article 28: A right to an education

1. States Parties recognize the right of the child to education, and with a view to achieving this right progressively and on the basis of equal opportunity, they shall, in particular:
 - a. Make primary education compulsory and available free to all;
 - b. Encourage the development of different forms of secondary education, including general and vocational education, make them available and accessible to every child, and take appropriate measures such as the introduction of free education and offering financial assistance in case of need;
 - c. Make higher education accessible to all on the basis of capacity by every appropriate means;
 - d. Make educational and vocational information and guidance available and accessible to all children;
 - e. Take measures to encourage regular attendance at schools and the reduction of drop-out rates.
2. States Parties shall take all appropriate measures to ensure that school discipline is administered in a manner consistent with the child's human dignity and in conformity with the present Convention.
3. States Parties shall promote and encourage international cooperation in matters relating to education, in particular with a view to contributing to the elimination of ignorance and illiteracy throughout the world and facilitating access to scientific and technical knowledge and modern teaching methods. In this regard, particular account shall be taken of the needs of developing countries.

CONVENTION ON THE RIGHTS OF PERSONS WITH DISABILITIES

Article 7: A right to childhood

1. States Parties shall take all necessary measures to ensure the full enjoyment by children with disabilities of all human rights and fundamental freedoms on an equal basis with other children.
2. In all actions concerning children with disabilities, the best interests of the child shall be a primary consideration.
3. States Parties shall ensure that children with disabilities have the right to express their views freely on all matters affecting them, their views being given due weight in accordance with their age and maturity, on an equal basis with other children, and to be provided with disability and age-appropriate assistance to realize that right.



Article 24: A right to an education

1. States Parties recognize the right of persons with disabilities to education. With a view to realizing this right without discrimination and on the basis of equal opportunity, States Parties shall ensure an inclusive education system at all levels and life long learning directed to:
 - a. The full development of human potential and sense of dignity and self-worth, and the strengthening of respect for human rights, fundamental freedoms and human diversity;
 - b. The development by persons with disabilities of their personality, talents and creativity, as well as their mental and physical abilities, to their fullest potential;
 - c. Enabling persons with disabilities to participate effectively in a free society.
2. In realizing this right, States Parties shall ensure that:
 - a. Persons with disabilities are not excluded from the general education system on the basis of disability, and that children with disabilities are not excluded from free and compulsory primary education, or from secondary education, on the basis of disability;
 - b. Persons with disabilities can access an inclusive, quality and free primary education and secondary education on an equal basis with others in the communities in which they live;
 - c. Reasonable accommodation of the individual's requirements is provided;
 - d. Persons with disabilities receive the support required, within the general education system, to facilitate their effective education;
 - e. Effective individualized support measures are provided in environments that maximize academic and social development, consistent with the goal of full inclusion.
3. States Parties shall enable persons with disabilities to learn life and social development skills to facilitate their full and equal participation in education and as members of the community. To this end, States Parties shall take appropriate measures, including:
 - a. Facilitating the learning of Braille, alternative script, augmentative and alternative modes, means and formats of communication and orientation and mobility skills, and facilitating peer support and mentoring;
 - b. Facilitating the learning of sign language and the promotion of the linguistic identity of the deaf community;
 - c. Ensuring that the education of persons, and in particular children, who are blind, deaf or deafblind, is delivered in the most appropriate languages and modes and means of communication for the individual, and in environments which maximize academic and social development.
4. In order to help ensure the realization of this right, States Parties shall take appropriate measures to employ teachers, including teachers with disabilities, who are qualified in sign language and/or Braille, and to train professionals and staff who work at all levels of education. Such training shall incorporate disability awareness and the use of appropriate augmentative and alternative modes, means and formats of communication, educational techniques and materials to support persons with disabilities.
5. States Parties shall ensure that persons with disabilities are able to access general tertiary education, vocational training, adult education and lifelong learning without discrimination and on an equal basis with others. To this end, States Parties shall ensure that reasonable accommodation is provided to persons with disabilities.

STRATEGIC PLAN: 2014–2017

To help develop the Strategic Plan, CDA sought advice from its most important stakeholders – its membership.

Consulting with members is fundamental to the work of CDA which has a clear and public commitment to ensure that the lived experiences of children and young people with disability are embedded in all of the organisation's activities. In preparing this Plan, CDA undertook direct consultation with its members via an on-line survey; extensive input from both staff and Board members of CDA was obtained; and it has been influenced by the learnings that emerged from delivering the previous Strategic Plan.

The key priority issues identified by CDA members are listed below:

- Having access to services and supports for children and young people transitioning into adulthood.
- The ability of children and young people to participate in decisions that impact on their lives.
- Focusing on prevention, like building child safe organisations, to prevent abuse and neglect for children and young people with disability.
- Ensuring that children and young people with disability who most need support can access the National Disability Insurance Scheme.
- Ensuring that teachers and other school staff have appropriate training to ensure students with disability can participate at school.



OBJECTIVE 1

Meaningful participation of children and young people with disability is promoted and advanced by their national body

STRATEGIES	GOALS
Change organisational name to Children and Young People with Disability Australia (CYDA).	<ul style="list-style-type: none"> • New organisational name is consistent with CDA's ongoing commitment to young people with disability.
<p>Publish and launch an issues paper on the strengths and limitations of participatory approaches for children and young people with disability in advocacy environments.</p> <p>Use findings from issues paper to develop tools and resources to support the disability, children, youth and education sectors to better engage children and young people with disability.</p> <p>Support the evaluation of good practice and publish learnings to promote knowledge.</p> <p>Provide leadership and progress the increased participation and representation of children and young people with disability in a range of relevant contexts.</p>	<ul style="list-style-type: none"> • Relevant sectors are aware that information, tools and resources exist to support them to meaningfully engage children and young people with disability. • Sector capacity is improved to engage meaningful participation with children and young people with disability. • Sector engagement reflects a developmental approach when working with children and young people with disability.
Use findings from issues paper to recruit and support the participation of a minimum of two young people with disability on the Board by 30 July 2015.	<ul style="list-style-type: none"> • CDA's recruitment and support of young people with disability on the Board is informed by best practice. • Young people with disability participating on the Board report a positive experience.
Work collaboratively with youth advocacy organisations.	<ul style="list-style-type: none"> • National, state and territory youth advocacy organisations (where they exist) report a positive working relationship with CDA. • Contact with national, state and territory youth advocacy organisations (where they exist) increases.
Establish a youth alliance of young people with disability.	<ul style="list-style-type: none"> • Youth sector supports CDA to establish and support a national alliance of young people with disability.

OBJECTIVE 2

Children and young people with disability have a national champion that advances and promotes their rights

STRATEGIES	GOALS
<p>Australian Government Policy</p> <p>Respond to relevant Australian Government reviews, inquiries and consultative processes.</p>	<ul style="list-style-type: none"> • CDA's responses to relevant government reviews, inquiries and consultative processes are timely and informed by the best available evidence. • Relevant government reviews, inquiries and consultative processes cite CDA's advice and input.
<p>Provide advice to the Department of Social Services (DSS) about emerging issues for children and young people with disability.</p>	<p>CDA's advice about emerging issues for children and young people with disability reflect:</p> <ul style="list-style-type: none"> • The views of its membership. • Input from established networks of relevant government agencies and non-government organisations.
<p>Provide input into submissions and/or ad hoc requests from DSS.</p>	<ul style="list-style-type: none"> • CDA's responses to submissions and/or ad hoc requests from DSS are timely and informed by the best available evidence. • DSS reports no issues or concerns with CDA's input.
<p>Submit to DSS an annual policy and/or paper/s.</p>	<ul style="list-style-type: none"> • CDA submits an annual policy and/or position paper/s to DSS on a negotiated and mutually agreed topic area. • CDA's policy and/or position paper/s is informed by the best available evidence. • Information from CDA's policy and/or position paper/s is reflected in the work of DSS.
<p>At the request of the Australian Government, disseminate information about government policy, programs, services and entitlements relevant to children and young people with disability.</p>	<ul style="list-style-type: none"> • CDA's promotional mechanisms, including its website, contain the most relevant information about government policy, programs, services and entitlements for children and young people with disability.
<p>Maintain representation on Government committees, working groups and advisory bodies.</p>	<ul style="list-style-type: none"> • CDA's advice is adopted by Commonwealth working groups, committees and advisory bodies and influences policy development and service practice.
<p>Develop and maintain key relationships with Ministerial Offices and Australian Government departments.</p>	<ul style="list-style-type: none"> • Australian Parliament and Australian Government stakeholders recognise and approach CDA as a single point of contact for issues relating to children and young people with disability. • CDA's knowledge of Commonwealth legislation, policies and programs that impact on children and young people with disability is current.

International Human Rights Mechanisms

Build agency capacity to engage with international bodies such as the United Nations as well as other relevant international non-government organisations.

- Contact with international bodies and mechanisms increase.
- International bodies report a positive working relationship with CDA.
- Australia is positioned as a world leader in championing the rights of children and young people with disability.

Respond to relevant international reviews, inquiries and consultative processes undertaken by the United Nations and/or other comparable international bodies.

- CDA's responses to relevant international reviews, inquiries and consultative processes are timely and informed by the best available evidence.
- Relevant international reviews, inquiries and consultative processes cite CDA's advice and input.

Maintain a presence at relevant national and international functions and events.

- CDA is represented at relevant national and international functions and events.
- CDA's presence at national and international forums increases.

Collaboration with Sector Partners

Participate as a member of a national cross disability alliance of Disabled Peoples Organisations (DPO).

- National disability peak bodies report a positive working relationship with CDA.
- CDA supports the alliance to successfully develop a Memorandum of Understanding (MOU) for and between each alliance member and an alliance Strategic Plan.
- CDA supports the alliance to successfully establish an alliance 'Leadership, Development and Innovations Fund'.
- CDA supports the alliance to successfully establish a range of mechanisms to enable effective collaboration and further promote the work of alliance.
- Developmental needs of children and young people with disability are better understood by disability peak bodies and actively promoted.

Work collaboratively with state and territory peak organisations for children and young people with disability.

- State and territory peak organisations (where they exist) for children and young people with disability report a positive working relationship with CDA.
- Contact with state and territory peak organisations (where they exist) for children and young people with disability increases.

Develop and maintain networks with relevant non-government organisations that promote the work of CDA.

- National, state and territory networks exist that enable and facilitate the systemic advocacy work of CDA.

OBJECTIVE 3

Children and young people with disability benefit from reforms that value and promote their contributions to Australian life

STRATEGIES

GOALS

National Disability Insurance Scheme (NDIS)

Develop and implement a comprehensive advocacy campaign (in partnership with other key peak bodies and relevant experts and champions) to influence Government to:

- create an open process for systemic consultation
- strengthen the interface between the NDIS and education
- ensure that the developmental needs of children and young people are placed at the centre of the design and operation of the scheme
- value the role that families play in the lives of children and young people with disability.

- CDA's advocacy campaign is informed by the best evidence of the day.
- CDA's change program results in positive changes to the design and implementation of NDIS and improved outcomes for children and young people with disability.

Transition of children and young people into adulthood

Develop a scoping paper on pathways through school and into post-school options to inform a high impact change program to build articulated pathways from school to post school options into employment.

Implement change program including:

- Describe an articulated comprehensive transition pathway that would provide options, supports and safeguards to students with disability and families, and locate accountability for action to all service sectors
- Design of effective demonstration project proposals that could actively address major barriers and gaps in practice, including evaluation design
- A recommended strategy to ensure successful rollout of projects and identify other advocacy interventions required to remove barriers.

- CDA's change program is informed by the best evidence of the day.
- CDA's change program results in the Australian Government supporting the creation of articulated transition pathways that provides options, supports and safeguards to students with disability and families.
- CDA's change program results in strengthened interface with the National Disability Insurance Scheme.

Royal Commission into Institutional Responses to Child Sexual Abuse

Increase awareness and understanding of the work of the Royal Commission among children with disability and their families through provision of information to members, social media networks, relevant established contacts, networks and other key stakeholders.

Increase participation in and contribution to the Royal Commission of relevant experiences (individual experience and systemic expertise) of children with disability.

Provide systemic advocacy on behalf of children with disability.

- Children with disability and their families are supported, through information and referral, if they are considering making a submission to the Royal Commission.
- Greater awareness in children, family services and the broader community regarding specific considerations relevant to abuse of children and young people with disability.
- CDA's knowledge and expertise in the treatment and prevention of abuse and neglect of children and young people with disability is informed by lived experiences.
- CDA's knowledge and expertise is informed by the best available evidence.



OBJECTIVE 4

Children and young people with disability live in communities where they grow, play, learn and thrive

STRATEGIES	GOALS
Deliver a “Stop the ‘R’ Word” awareness raising activity project to generate student and peer led changes amongst young people to change attitudes to disability and reduce bullying.	<ul style="list-style-type: none"> • CDA's project reduces discrimination against children and young people with disability.
Host community events as part of United National International Day of People with Disability.	<ul style="list-style-type: none"> • CDA has a strong and visible community presence. • CDA events raise awareness about the needs of children and young people with disability and challenge long held assumptions about this cohort.
Collaborate with other organisations to host sector wide events that raise awareness of the issues experienced by children and young people with disability.	<ul style="list-style-type: none"> • CDA is an active participant in sector wide events. • Other peak bodies report a constructive working relationship with CDA.
Increase social media reach.	<ul style="list-style-type: none"> • The number of CDA “followers” on Twitter and Facebook increases. • The level of engagement with CDA material released on Twitter and Facebook increases.
Continual publishing of CDA national publication <i>Listen Up!</i>	<ul style="list-style-type: none"> • <i>Listen Up!</i> contains timely and accurate information. • Positive feedback is received about the publication.
Use the media (where and when appropriate) to raise community awareness about children and young people with disability.	<ul style="list-style-type: none"> • Media coverage positively promotes the role of CDA and rights and interests of children and young people with disability. • Media coverage influences policy making. • Media coverage influences and challenges commonly held views about children and young people with disability.
Maintain organisational website.	<ul style="list-style-type: none"> • CDA website is continually updated and contains up-to-date information about the work of the organisation. • CDA website meets the information needs of users, including accessibility requirements. • The number of CDA website ‘hits’ continues to increase.

OBJECTIVE 5

Inclusion is a reality for every child and young person with a disability

STRATEGIES

Education

Ongoing awareness raising regarding the lived educational experience of students with disability.

Ongoing provision of high level input into reform, policy and service delivery in relation to education for children and young people with disability.

Continued advocacy of rights and best practice of inclusive education for children and young people with disability.

Develop a Parent-School Engagement Resource from a student and family perspective that includes:

- Advice for policy makers on the importance of student and parental engagement, barriers which currently exist, and issues for consideration in the development of parent-school engagement guidelines.
- A resource for parents to promote ongoing, meaningful and sustainable relationships with schools to support students with disability to enjoy a positive education experience.

GOALS

- CDA's policy advice is informed by the best evidence of the day and lived experiences and aspirations of students with disability and their families.
- CDA's published guidelines support primary and secondary schools to better engage with students with disability and their families.

National Disability Strategy

Work with the Australian Government to promote and progress the National Disability Strategy and key outcomes areas described in the document.

- CDA is an active partner in progressing the implementation of the Strategy.
- CDA's advice strengthens Governments' capacities to successfully implement the NDS.



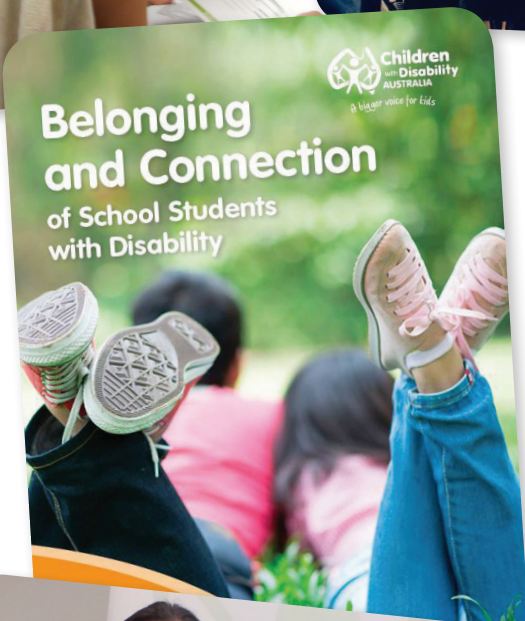
OBJECTIVE 6

Children and young people with disability have a dedicated and focused national organisation

STRATEGIES	GOALS
Secure ongoing secretariat funding via the Department of Social Services (DSS). Disability, Mental Health and Carers program.	<ul style="list-style-type: none"> • CDA secures a 5 year funding agreement from the program for core activities.
Participate in regular reviews with DSS about CDA performance once contract is executed.	<ul style="list-style-type: none"> • DSS reports no concerns with CDA's performance at its regular performance reviews.
Set long-term operational and policy direction for the organisation.	<ul style="list-style-type: none"> • Security of secretariat funding provides CDA with an opportunity to undertake long-term planning (beyond current 3 years of this strategic plan).
Independent audit of CDA governance and implement organisational risk management plan.	<ul style="list-style-type: none"> • Findings from audit used by Board members to develop and implement risk management plan. • CDA Board members develop succession planning strategies to treat key organisation risk.
Develop financial strategy for CDA to secure funding from multiple sources – government, community, philanthropic and private.	<ul style="list-style-type: none"> • CDA funding based is diversified. • Reliance on a single source of funding for core activities is reduced.
Develop and implement Board recruitment strategies.	<ul style="list-style-type: none"> • CDA attracts Board members with the skills, expertise and knowledge to successfully govern the organisation. • Interest in participating on the CDA Board increases.
Develop appropriate methods to effectively engage current and future CDA members.	<ul style="list-style-type: none"> • CDA membership increases. • CDA members have increased opportunities to provide input into the work of the organisation.
Provide supervision to CDA staff, including supporting professional development needs.	<ul style="list-style-type: none"> • All CDA staff has a professional development plan in place. • All CDA staff access regular and quality supervision.
Re-locate the CDA Office.	<ul style="list-style-type: none"> • CDA accommodation is suitable to its size and operational needs.
Publish an Annual Report with audited financial statements.	<ul style="list-style-type: none"> • CDA audited financial statements and other reports are compliant with the requirements of Australian Securities and Investments Commission (ASIC) and the Australian Charities and Not for Profit Commission (ACNC).
Host Annual General Meetings.	<ul style="list-style-type: none"> • CDA Annual General Meetings comply with the requirements of ASIC.



A group photo of four women smiling. From left to right: a woman with long brown hair, a woman with short white hair, a woman with dark hair and bangs, and a woman with long blonde hair. They are standing in front of a large glass window.

[illegible]



PO Box 172, Clifton Hill, VIC 3068

Phone 03 9482 1130 or 1800 222 660 (regional or interstate)

Fax 03 9481 7833

Email info@cda.org.au **Web** www.cda.org.au **ABN** 42 140 529 273



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