

ISA SUBMISSION - NATIONAL AUTISM STRATEGY

and administered as systems, for example Lutheran schools. Systemic schools account for 20 per cent of schools in the Independent sector. Four out of five schools in the sector are autonomous non-systemic schools.

ABOUT THIS SUBMISSION

ISA prepared this submission in response to the Australian Government's National Autism Strategy Discussion Paper.

ISA consulted with the state and territory Associations of Independent Schools (AISs) in preparing this submission.

INTRODUCTION

3.1 Background

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- Creation of programs and awareness campaigns to develop more inclusive cultures within our communities, developed and informed by extensive consultations with Autistic people and their families.
- Further investment in Autism Spectrum Disorder research to assist in informed decision-making and the development of effective interventions.

5.2 Education and Equity

All Autistic students, whether in a regional, remote or metropolitan school, should receive equitable opportunities

As the unemployment rate for Autistic people is relatively high, the explicit teaching of transferrable skills and self-advocacy (understanding own needs and being able to communicate needs to others) and being able to use supports independently is necessary.

5.4 Disadvantage

ISA acknowledges on-going challenges for improving ASD knowledge and understanding among educators at all levels, early childhood, school and tertiary. These challenges are compounded for Autistic students in disadvantaged cohorts such as those with low socio-economic background, Aboriginal and Torres Strait Islander students and those in remote and regional areas. Building capacity in schools with disadvantaged students and providing quality education for Autistic students in these schools requires increased resources and investment and is also a focus of the current

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ISA suggests that specific measures should be embedded into the Strategy to improve services for Autistic people in low socio-economic, and regional and remote areas as they

diagnostic criteria

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