

Inquiry into the education of students with a disability or special needs in New South Wales schools - Post-hearing responses

1) Corrections to Proof.

The only correction required from the perspective of the NSW SPC is a minor one on page 49. The corrected page is attached to this email.

2) Response to the discussion on pages 42 – 43 essentially seeking feedback in relation to the thoughts of the NSW SPC in relation to improved means of preparing staff for the Principalship.

Our organisation has a Leadership Development Position Paper. It essentially captures our views in relation to this topic. The paper is attached to this email.

3) Response to the discussion on pages 45 – 46 requesting a copy of the new DoE Complaints Handling procedures.

The new procedures are attached to this email.

4) Response to the discussion on pages 39-40 in relation to suggestions for improving the Access Request process.

The following dot points relates to either the functionality of the Access Request software, the level of training provided or the understanding of the AR Panel of the specific school context or circumstances.

- There is difficulty encountered when trying to 're-open' an AR when it needs to be altered after initial submission. This sometimes happens when a student's circumstances change or new information comes to light regarding the available options. There should be a simpler means of making alterations to already submitted ARs.
- We are told that out of cycle placements are possible, but this rarely actually happens as they always seem to be held over to the following placement panel. It would speed things immensely if there were two additional dates each term where access requests could be considered.
- It is excessive the number of times you seem to have to click on to things and save them etc. An automatic save would be good.
- Consider introducing a decision tree type process. Maybe having a guide to help decisions that was accessible within the same platform as the AR? The domains/profiles info is good but hard to find so if it was in same section that would cut down time.
- The wrong provision is often selected so it has to be sent back to get changed; it then times out if you are working for longer periods. Better training for Principals in how to use the form and understand the language.
- Better training for everyone who uses the AR tool is needed.
- Professionally develop the EdServices personnel so that they better understand the settings they are talking about when they discuss placement.

- Ensure the EdServices teams accurately and equitably complete the spread sheets for the specialist settings.
- The turnaround time frame is very difficult for panel members when you have many applications and there exists the need to get the prioritising staff together.
- Assign each setting ONE EdServices officer to work through, not multiples. Let that person acquire expert knowledge of the setting (even spend time in the setting) and have that person be a part of the prioritising panel for that setting.