

PC3 Inquiry into children and young people with disability in NSW educational settings

Supplementary questions

NSW Education Standards Authority

1. How many requests for HSC Disability Provisions has NESA received from non-government schools, in each school year from 2019 to 2024?

- Please break down by type of provision (scribe, computer, etc).
- Of these, how many requests were rejected?
- How many were accepted?

Table 1: Independent schools - requests for HSC Disability Provisions 2019-2024

Independent schools	2024 [^]	2023	2022	2021	2020	2019
Number of disability provisions applications received from Independent schools	2,732	4,014	3,600	3,493	3,129	2,675
Number of fully approved applications	987	2,713	2,377	2,337	2,114	1,727
Number of partially approved applications	364	1,189	1,083	1,030	918	834
Number of fully declined applications	61	112	140	126	97	114

[^] As at 2 May 2024. The 2024 data at this time of year is inconclusive and cannot be used to predict the final number.

Table 2: Catholic systemic schools - requests for HSC Disability Provisions 2019-2024

Catholic systemic schools	2024 [^]	2023	2022	2021	2020	2019
Number of disability provisions applications received from Catholic system	1,237	1,992	1,770	1,786	1,634	1,396
Number of fully approved applications	444	1,361	1,212	1,169	1,098	930
Number of partially approved applications	189	556	475	544	468	406
Number of fully declined applications	31	75	83	73	69	60

[^] As at 2 May 2024. The 2024 data at this time of year is inconclusive and cannot be used to predict the final number.

Break down by type of provision: provision types are not calculated or reported by sector. Refer to **Table 4** (page 4) for the total number for each provision type for 2019 to 2024.

2. How many requests for HSC Disability Provisions has NESAs received from government schools, in each school year from 2019 to 2024?

- a. Please break down by type of provision (scribe, computer, etc).
- b. Of these, how many requests were rejected?
- c. How many were accepted?

Table 3: Government schools - requests for HSC Disability Provisions 2019-2024

Government schools	2024 [^]	2023	2022	2021	2020	2019
Number of disability provisions applications received from government schools	2,166	4,729	4,246	4,207	3,904	3,322
Number of fully approved applications	649	3,345	2,966	2,955	2,687	2,245
Number of partially approved applications	283	1,262	1,165	1,100	1,087	953
Number of fully declined applications	43	122	115	152	130	124

[^] As at 2 May 2024. The 2024 data at this time of year is inconclusive and cannot be used to predict the final number.

Break down by type of provision: refer to **Table 4** (page 4).

3. What data collection does NESAs conduct in relation to families whose children were enrolled in a mainstream public school and then started homeschooling?

Application forms for initial and renewal of home schooling registration have optional questions, including the reasons for seeking home schooling registration and any educational issues or special needs related to the application. From 29 April 2024, NESAs has included an optional question that relates to a child’s schooling history.

4. What data collection does NESAs conduct in relation to families whose children were enrolled in an SSP and then started homeschooling?

Application forms for initial and renewal of home schooling registration have optional questions, including the reasons for seeking home schooling registration and any educational issues or special needs related to the application. From 29 April 2024, NESAs has included an optional question that relates to a child’s schooling history.

5. What data collection does NESAs conduct in relation to families whose children were expelled from a school and subsequently started homeschooling?

NESAs does not collect data in relation to families whose children were expelled from a school and subsequently started home schooling.

6. Does NESAs initiate any supportive engagement to query the reason why families may have decided to homeschool their child?

When an applicant submits an application for home schooling registration, it is optional for the parent to provide a reason as to why they are seeking registration. NESAs does not initiate any supportive engagement to query the reason why families may have decided to home school their child.

7. What support is given to families who begin homeschooling their child?

NESA provides free access to syllabuses and an extensive range of teaching and learning resources, including sample programs, templates and programming tools, and a list of support groups..

a. Are there specific dedicated supports given to children with disability?

Advice and curriculum programming support for children with disability can be found in each syllabus. The NESA website also provides information about:

- accessing the curriculum;
- making adjustments to learning plans to suit individual children;
- ways of providing opportunities for children with disability to demonstrate what they can do and what they have achieved; and
- guides and resources, support materials, and illustrations of practice in relation to the curriculum.

b. Are there specific dedicated supports given to children who have been expelled from a school?

There are no specific dedicated supports given to children who have been expelled from a school.

8. How many hours does a mandatory priority area professional development on supporting students with disability take?

To be NESA-accredited, a professional development (PD) course relating to the students with disability priority area need to be at least one hour in duration. Accredited courses address the principles of effective PD and meet rigorous content requirements.

9. How many hours does a voluntary disability elective for professional development take?

There is no minimum duration of a PD activity that is counted as elective PD by NESA.

10. How many teachers completed voluntary disability electives for professional development, in each school year since 2015? Please break down by SSP, support unit within a mainstream public school and mainstream public school.

Referred to the Department of Education for response.

Table 4: Break down by type of disability provisions from 2019 to 2024

Provision	Details	2024 [^] (as of 2 May)	2023	2022	2021	2020	2019
Assistance	Approved for students who require assistance in negotiating the examination, for example, an aide to turn pages or prompt student with an obsessive condition to move to the next question.	68	231	204	191	174	129
Bite-sized food*	Approved for students who have a medical need for regular nutrition.	77	299	265	305	306	251
Black and white paper	Approved for students with colour blindness who cannot interpret the colour material in Geography or Visual Arts.	6	17	23	24	26	17
Coloured lenses / overlay	Approved for students who need coloured filters to address glare or print distortion	46	114	105	146	148	153
Diabetic provisions	Approved for students with diabetes who need to check their blood glucose level and possibly take remedial action.	101	214	214	201	228	216
Drink*	Approved for students who have a medical reason for regular hydration, or who require a drink such as glucose or electrolytes. Note: all students may take water in a clear container into the examinations.	53	169	158	226	227	216
Examiner aware	Approved for performance examinations where the examiner may mistake a pre-existing condition (such as a stutter) for performance anxiety.	19	66	39	0	77	54
Extra time	Approved for students with demonstrated vision or cognitive disability or very limited reading ability. Additional two and a half minutes or five minutes per half hour. See also reader or extra time.	414	1,158	1,105	1,095	1,056	947
Extra time - work or rest	Approved for students who require both extra time and rest breaks, but not cumulatively. Additional five minutes per half hour.	0	6	1	3	7	5
Extra time to type	Approved for students granted a computer with a very slow demonstrated typing speed; conditions such as cerebral palsy.	0	3	5	16	11	5
Extra time to write	Approved for students with demonstrated slow writing speed on extended responses. Additional 2.5 minutes per half hour.	39	339	354	380	333	272
Feeding breaks	Approved for recent mothers who need to feed their baby regularly. This is not a disability but uses the provision application process.	2	2	2	3	2	1
Heat or ice pack*	Approved for students with shown to be alleviated by this provision.	50	195	131	141	177	139

Provision	Details	2024 [^] (as of 2 May)	2023	2022	2021	2020	2019
Hospital or alternative venue	Approved for students currently in hospital, or unable to attend a school due to medical or psychological conditions.	7	167	132	115	134	84
Illness/misadventure if required	Advised to students with an irregular condition such as migraine that is better supported by an illness/misadventure appeal should it occur during an exam.	0	0	0	1	1	1
Individual audio	Approved for students who have a hearing disability which affects their access to a listening examination in the examination centre.	2	2	0	4	6	16
Individual instructions*	Approved for students with hearing or attention disabilities who may not hear general announcements.	38	119	100	118	132	133
Individual supervision	Approved for students who are unable to sit with other students, generally for reasons such as anxiety or vocal tics.	76	237	245	213	224	169
Medication*	Approved for students with a medical need to take prescribed medication at regular intervals.	60	302	267	346	397	305
Modified examination paper	Approved for students with a demonstrated need for modified examination papers such as enlarged print, a split paper or inability to use mathematical instruments.	99	223	219	425	299	196
Oral and/or Sign interpreter	Approved for students who communicate by lip reading and/or signing.	5	29	17	23	50	42
Personal computer	Approved for students with a demonstrated handwriting disability and for whom no other provision (rest, extra time or writer) is shown to be effective.	24	74	100	95	114	69
Reader	Approved for students with low reading ability, as demonstrated on an accepted reading test.	574	1583	1,475	1,382	1,358	1,167
Reader OR extra time	Approved for students with very low reading ability who may elect at each examination to use a reader OR extra time.	136	359	348	309	282	246
Rescheduled examination	Approved for students with a condition such as cystic fibrosis, chronic fatigue or sleep apnea who are unable to sit an examination at the scheduled time.	10	37	35	55	51	40
Rest breaks	Approved for students with demonstrated pain, anxiety disorder or concentration issues who have difficulty completing the examination without a break. Provided as five minutes per half hour without access to examination paper or responses.	2,102	7855	6,924	6,732	5,917	4,657
Special furniture*	Approved for students requiring special furniture such as a tilted desk, padded chair or footrest.	95	403	341	367	402	298
Special lighting*	Approved for students with vision disability who have problems with fluorescent or artificial lighting.	55	147	123	162	154	153

Provision	Details	2024 [^] (as of 2 May)	2023	2022	2021	2020	2019
Stand / stretch*	Approved for students with chronic pain or concentration disability that prevents sitting for an extended period.	259	887	747	756	746	575
Thesaurus/dictionary	Approved for students with a moderate to profound hearing loss.	5	23	14	21	43	39
Toilet breaks	Approved for students with an infection or chronic condition that requires frequent or extended visits to the toilet.	40	162	177	182	188	160
Towel*	Approved for students with hyperhidrosis who need to dry their hands frequently.	16	38	41	31	31	27
Varied seating*	Approved for students who require particular seating, for example students with a hearing or vision disability which requires sitting at the front, or students needing to sit near a window or exit.	141	430	362	447	446	425
Ventilation provisions*	Approved for students who require a controlled temperature range.	16	45	44	47	47	36
Vision aids*	Approved for students who require magnification or other vision assistance.	5	17	24	19	31	14
Writer	Approved for students unable to write/type (fracture or sprain), persistent pain when writing/typing, illegible writing or poor spelling. Includes additional five minutes per half hour to compensate for dictation.	251	1030	921	867	909	807
Various other provisions	Provisions approved for a very small number of students, for example, braille, audio headphones* or talking calculator.	287	718	516	355	347	220

[^] The 2024 data at this time of year is inconclusive and cannot be used to predict the final number.

* Refers to a provision approved by the principal under delegation from NESAs. Students may be approved for more than 1 provision (for example, a reader and a writer).