

NSW DEPARTMENT OF EDUCATION AND COMMUNITIES

STANDING COMMITTEE ON SOCIAL ISSUES

**Inquiry into transition support for students with additional or complex needs
and their families**

ANSWERS TO QUESTIONS ON NOTICE

Uncorrected transcript page 13:

Question: the Hon Natasha MACLAREN-JONES:

The Department of Education and Communities budget.

The total 2011/12 recurrent budget for Education and Communities is \$13.764 billion. Of this, \$13.335 billion relates to Education, \$0.429 billion to Communities.

\$9.919 billion will be spent on Government Schools.

\$1.18 billion will be spent on Special Education.

Commonwealth funding provides 16.5% of the budget for Government Schools

Uncorrected transcript page 17:

Question: CHAIR:

A Helping Hand; what sort of funding is provided with that or across the state?

The statewide budget for the *Transition to Year 7/Helping Hand* initiative is as follows:

<u>Year</u>	<u>\$,000</u>
2007/08	272
2008/09	2,361
2009/10	4,399
2010/11	4,507
2011/12	4,620

This funding is paid as a tied grant to the secondary or central school, for shared use between the secondary or central school and its partner primary schools. In 2010 and 2011, every school received a base grant of \$2,000 and a \$45.50 per capita amount for each Year 7 student enrolled.

In addition to grants distributed from the *Transition to Year 7 'A Helping Hand'* budget, funds were allocated in 2010 and 2011 to support further development of middle years transition programs. Up to eleven projects in developing or established learning communities (including both primary and high schools) were selected to receive \$10,000 support. The funds assist learning communities to build on current transition practices in an innovative way.

Uncorrected transcript page 17:

Question: CHAIR:

Data collection in relation to transition support strategies at a local level.

A significant number of schools have provided information that they have used the following strategies:

- additional high school orientation visits
- liaison between primary and secondary school staff in relation to class placements and learning support
- development of individual transition plans and health care plans (if needed) to support students
- liaison with parents and support agencies
- peer tutoring/peer support programs
- Provision of School Learning Support Officer to support students with special needs
- Learning support team and individual teachers briefed on the learning needs of students

Uncorrected transcript page 17:

Question: the Hon Cate FAEHRMANN:

...is there a chart that the department can provide that lists the services and programs that are available? ...the chart would be what you have jurisdiction over, but it would be great to get a broad sense of everything in terms of a chart."

Stage	Department of Education and Communities' services and programs supporting students with disabilities*	Other services and programs*
Early childhood	<ul style="list-style-type: none"> • Itinerant teacher hearing and vision support from the point of diagnosis. • Early intervention classes and outreach support for children (age 3yrs) with disabilities. • 100 Department of Education and Communities preschools, with priority access policy for children from disadvantaged backgrounds, including Aboriginal children, children with a disability and families in financial hardship. • 'Supporting Children with Additional Needs' (SCAN) funding to State Government funded preschools, occasional care and vacation care services to support the inclusion of children with additional needs in mainstream children's services, including children with disabilities and challenging behaviours. • Funding through the Children's Services Program to not-for-profit preschools • Administration of the regulation of nearly 3,500 early childhood and care services • Lead agency for Schools as Community Centres • Administration of the Commonwealth Intervention Support Program (ISP) which provides grants to non-government organisations to assist in supporting the participation of children with a disability in educational programs, including transition to school. 	<ul style="list-style-type: none"> • Disability assessment and early intervention services for children with developmental or intellectual disabilities provided by Ageing Disability and Home Care and funded non-government services. • Disability support services for children with disability and their families provided by Ageing Disability and Home Care and funded non-government services, including case management, therapy, respite, behaviour intervention, home and community support. • Screening, identification, referral and assessment and health support services provided by NSW Health • Preschools operated by non-government organisations • Commonwealth funded early intervention support for children aged 0-6 years with autism (Helping Children with Autism initiative) and children with Down syndrome, cerebral palsy, Fragile X syndrome, or a moderate or greater vision or hearing impairment including deaf blindness (Better Start for Children with a Disability initiative).
School age	<ul style="list-style-type: none"> • Transition to school programs operated by individual schools • Extended transition to school programs operated by individual schools for children with complex or special needs • Transition to Year 7 program: A Helping Hand provides funding to schools to use 	<ul style="list-style-type: none"> • Disability assessment and early intervention services for children with developmental or intellectual disabilities provided by Ageing Disability and Home Care and funded non-government services.

* This information has been compiled for the purpose of the focus of the Inquiry and may not be inclusive of all services and programs provided by the Department.

	<p>flexibly to meet the transition needs of students</p> <ul style="list-style-type: none"> • Targeted education services for students who have a confirmed disability against the department's published <i>Disability Criteria</i>. This includes additional funding support in regular classes, and support classes in regular and special schools. School/class placement of students with a confirmed disability is informed by parent choice. • Specialist Support Teachers with expertise in the following areas, who assist in providing adjustments for the learning and support needs of students with disabilities: <ul style="list-style-type: none"> • Early intervention • Integration • Hearing • Vision • Autism • Transition (secondary to post school). • School counsellors available for all students. • Careers advisors and transition advisors available for all students. • Learning support team in each school plays a central role in facilitating planning and supports for students with additional needs including support for transitions. • A range of educational consultants in regions who support schools, with expertise in curriculum, disability programs, student welfare, out of home care • Learning Assistance/ Learning Support teachers provide specialist support for students experiencing difficulties in learning, regardless of the cause, and their classroom teachers. • Behaviour programs provide additional teaching and learning assistance to students with behaviour difficulties in regular classes and support classes. • Best Start assessment program for every Kindergarten student identifies the learning each child brings to school and informs their teachers' planning and programming. • Centre for Effective Reading provides specialist assessment and intervention in partnership with NSW Health for students with complex reading difficulties in government and non-government schools from rural/regional areas. 	<ul style="list-style-type: none"> • Disability support services for children with disability and their families provided by Ageing Disability and Home Care and funded non-government services, including case management, therapy, respite, behaviour intervention, home and community support, and accommodation support. • Specialist assistive technology services provided by non-government organisations • Disability information and advocacy services provided by non-government organisations. • Screening, identification, referral and assessment and health support services provided by NSW Health
--	--	---

	<ul style="list-style-type: none"> • A range of whole school prevention and early intervention programs in the area of mental health such as MindMatters. • Assisted Student Travel Program provides transport for more than 10,500 eligible students with a confirmed disability in government and non-government schools to and from school every day. 	
Post school	<ul style="list-style-type: none"> • Involved in transition planning, employment readiness and assessments of students with moderate and severe disability for Ageing Disability and Home Care funded services, including work in collaboration with the non-government schools sectors in the annual review of these processes. Support Teachers Transition undertake all assessments on behalf of Ageing Disability and Home Care to determine access to post school programs Community Participation and Transition to Work. • TAFE NSW provides specialist Teacher Consultants who provide a range of services to assist students in the transition from school to TAFE, including as part of their Ageing Disability and Home Care funded Transition to Work or Community Participation program. Consultants have expertise in a range of disability areas. 	<ul style="list-style-type: none"> • In addition to the services included above, Ageing Disability and Home Care funds non-government services to provide post school programs for young people with disability (Community Participation and Transition to Work) and day programs for adults. • Tertiary education and vocational training and employment options available to all school leavers • Speciality services that support access to mainstream tertiary education and vocational training and employment services provided by State and Commonwealth funded programs. • The National Disability Coordination Officer (NDCO) program aims to improve transitions for people with disability move to post school education and training and subsequent employment by establishing better links between schools, universities, TAFE, training providers and disability services providers.

Uncorrected transcript page 18:

Question: Ms Smith

Provide more details of strategies being trialled in juvenile justice schools with teachers and students looking at mathematics and financial literacy.

Mudjari'elo

The *Mudjari'elo* initiative focuses on financial mathematics and numeracy in the trades to support Aboriginal students within the education and training units in juvenile justice centres.

The program develops teachers' understanding of the cognitive processes underpinning practical mathematics when the teaching of numeracy is applied to the context of learning a trade and financial mathematics. The program also encourages students to consider how they learn and the relevance of mathematics to the courses they are currently studying in Vocational Education and Life Skills through TAFE

NSW. The program is also aimed at supporting the students when transitioning into alternative school settings, further education or employment.

Norta Norta

The *Norta Norta* Program provides targeted support in the key learning areas of literacy and numeracy to improve educational outcomes for Aboriginal students.

Funds have been provided to education and training units to employ an Aboriginal tutor to work with teachers to enhance Aboriginal student engagement and improve academic achievement.

Uncorrected transcript page 19:

Question: the Hon Cate FAEHRMANN

Is there a gap for young people with disabilities who are in the juvenile justice system moving into vocational training in terms of assisting them with that transition?

All students have an individual education plan developed for them by staff of the education and training unit which includes a transition pathway. This plan is a key component of the child or young person's case plan which is developed by Juvenile Justice.

Through their individual education plans, students work towards the relevant outcomes in NSW Board of Studies syllabuses. Students may be supported by adjustments and accommodations to teaching and learning activities to enable them to achieve syllabus outcomes. Those students who require additional support beyond these adjustments and accommodations can access Life Skills outcomes and content (Years 7 – 10) or Life Skills courses (Years 11-12).

There is a strong emphasis on students working towards the School Certificate, Higher School Certificate, TAFE credentials or vocational pathways. *School to Work* programs are also offered. NSW TAFE plays a large role in the provision of vocational education programs to students, with many students combining school and TAFE delivered subjects as part of their School Certificate or Higher School Certificate.

Planning for the re-integration of a detainee from custody to the community is a key component of each detainee's case plan. Education personnel are involved in the transition process if the detainee is a student at the education and training unit and/or is planning to return to an educational setting in the community upon release. This planning process also enables the involvement of relevant TAFE Institute personnel such as the Institute Juvenile Justice Liaison Officer (IJJLO), TAFE counsellor and regional and school based education staff to support the transition process.

In addition to the work of education and training units in supporting the learning needs of all students in custody, the Department is a member the *Senior Officers*

Group on Intellectual Disability and the Criminal Justice System which provides a whole-of-government policy framework to better meet the needs of people with a disability in, or at risk of, contact with the criminal justice system.

Uncorrected transcript page 19:

Question: Ms Smith

. . . provide some explicit examples of what actually happens for young people in the juvenile justice system

Juvenile Justice is the lead agency regarding the support and supervision of children and young people involved in the justice system. The Department of Education and Communities supports Juvenile Justice by providing educational services to children and young people who have been placed on remand, or sentenced to a period of detention in juvenile justice centre across NSW.

The Department of Education and Communities manages a school for specific purposes (education and training unit) in seven juvenile justice centres and the juvenile correctional centre and provides educational services to students between the ages of 10 and 18 approximately. Education and training units are part of the range of specialist settings provided by the Department of Education and Communities to support the learning needs of all students

Education and training units are staffed by teachers with special education qualifications and/or experience working with students with behaviour difficulties and conduct orders. Class sizes are one of the smallest in government schools in recognition of the learning needs of children and young people in custody. A number of teachers are accredited to deliver vocational education and training (VET) qualifications in areas including hospitality and horticulture.

When a child or young person is admitted to a juvenile justice centre they undergo assessments by juvenile justice and justice health. If the child or young person then seeks enrolment at the education and training unit, assessment of literacy, numeracy and social skills by education staff is undertaken. The results of these assessments inform the development of an individual education plan for the student. This plan is a key component of the child or young person's case plan which is developed by Juvenile Justice.

There is a strong emphasis on students working towards the School Certificate, Higher School Certificate, TAFE credentials or vocational pathways. *School to Work* programs are also offered. NSW TAFE plays a large role in the provision of vocational education programs to students, with many students combining school and TAFE delivered subjects as part of their School Certificate or Higher School Certificate.

TAFE courses delivered to students include Building and Construction, Bricklaying, Hairdressing, Animal Care, Automotive, Personal Grooming and Senior First Aide.

Uncorrected transcript pages 19-20:

Question: Ms Smith

What TAFE NSW does to support a young person with complex needs moving from school to TAFE NSW and what information accompanies him or her.

TAFE NSW employs over one hundred Teacher Consultants across ten Institutes to support students with a disability. TAFE NSW Teacher Consultants work with other teachers to ensure that people with a disability have equal access to vocational education and training at TAFE NSW campuses.

Teacher Consultants provide a range of services to assist students in the transition from school to TAFE. These include pre-course counselling and assistance with the enrolment process. They also work to identify the most appropriate classroom support and assessment modifications to maximise student achievement, which may involve learner support, the use of adaptive technology, a sign language interpreter, note-taker or disability assistant.

A Memorandum of Understanding (MOU) is in place between Ageing, Disability and Home Care (ADHC) and TAFE NSW to ensure that young people are appropriately supported in the transition from school to TAFE as part of their Transition to Work or Community Participation program.