

Submission
No 140

INQUIRY INTO THE PROVISION OF EDUCATION TO STUDENTS WITH A DISABILITY OR SPECIAL NEEDS

Organisation: Primary Principals Association, Muswellbrook
Name: Mr John Millburn
Position: President
Date received: 17/02/2010

NSW LEGISLATIVE COUNCIL INQUIRY INTO THE PROVISION OF EDUCATION TO STUDENTS WITH A DISABILITY OR SPECIAL NEEDS

SUBMISSION

The Inquiry is requesting submissions from the public that address some or all of the following terms of reference. You are invited to detail your views, examples and recommendations for improvement in the spaces provided (*copy additional forms if more space is required*):

NB: Not all terms of reference need be addressed.

1. The nature, level and adequacy of funding for the education of children with a disability.

Disability diagnosis is growing & the \$bucket is not changing to keep up with the growth. It is vital that schools have flexibility in funds allocation. This should not be tied to staff appointments but rather schools be given

2. Best practice approaches in determining the allocation of funding to children with a disability, particularly whether allocation should be focused on a student's functioning capacity rather than their disability.

funds to best allocate to meet the needs of the children in their own school.

3. The level and adequacy of current special education places within the education system.

4. The adequacy of integrated support services for children with a disability in mainstream settings, such as school classrooms.

- currently inadequate
- coming into kinder, from pre-school transition is OK, NO pre-school - transition is problematic/difficult

5. The provision of a suitable curriculum for intellectually disabled and conduct disordered students.

The current K-6 syllabus is completely unsuitable for many 10/15 K-6 students. The 712 LifeSkills syllabus is brilliant.

6. Student and family access to professional support and services, such as speech therapy, occupational therapy, physiotherapy and school counsellors.

There are not enough School Counsellors! The support from DADHC is very patchy. ~~It~~ If support is available, there is a very long wait and it is only consultative, not ordering.

7. The provision of adequate teaching training, both in terms of pre-service and ongoing professional training.

Pre-service training is very poor in providing training teachers with behaviour management strategies for children with autism in mainstream classes.

8. Any other related matters.

Speech pathology services should come under the blanket of education rather than health.

Name: John Millburn

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(Please tick)

<input type="checkbox"/> Parent	<input type="checkbox"/> Teacher
<input type="checkbox"/> Principal	<input checked="" type="checkbox"/> Other (please specify)

If you are making a submission on behalf of an organisation, please indicate who has authorised it, for example, the executive committee, president or chairperson.

Organisation: Primary Principals Association - Murrumbidgee

Authorised by: John Millburn
President

Send your submission to:

The Director
General Purpose Standing
Committee No. 2
Parliament House
Macquarie Street
Sydney NSW 2000

Fax: (02) 9230 3416

Email: gpscho2@parliament.nsw.gov.au

Online: www.nswtf.org.au and click on Special Education Inquiry

NSW LEGISLATIVE COUNCIL INQUIRY INTO THE PROVISION OF EDUCATION TO STUDENTS WITH A DISABILITY OR SPECIAL NEEDS

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1. The nature, level and adequacy of funding for the education of children with a disability.

- Students with Mild Intellectual Disabilities are not supported.

- Mental Health / behaviour students are not supported enough. ~~not~~

= High needs students in mainstream classes not adequately supported

2. Best practice approaches in determining the allocation of funding to children with a disability, particularly whether allocation should be focused on a student's functioning capacity rather than their disability.

- Where there is no 'sign off', it should be on functioning ability.

3. The level and adequacy of current special education places within the education system.

Not enough BD, ED facilities

High level students with disabilities in mainstream classes should ~~be~~ have additional staffing allocation eg severe student counted as 1.5

4. The adequacy of integrated support services for children with a disability in mainstream settings, such as school classrooms.

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Itinerant teachers are valued by schools. There is a huge need & so few itinerate teachers. Travel time reduces class time

5. The provision of a suitable curriculum for intellectually disabled and conduct disordered students.

Learning adjustments for students with disabilities is good. Inadequate for mild intellectual, conduct disorder & mental health have to access mainstream

6. Student and family access to professional support and services, such as speech therapy, occupational therapy, physiotherapy and school counsellors.

In remote and rural areas it is inadequate (definitely for Conduct Disorder & Mental Health) with teacher adjustments. In this area we usually get new graduates, inexperienced personnel.

7. The provision of adequate teaching training, both in terms of pre-service and ongoing professional training.

It appears to be no training for the management of students with mental health / conduct disorder.

8. Any other related matters.

Name: John Millburn

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Organisation: Muswellbrook Primary Principals Assoc

Authorised by: John De Millburn President

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Committee No. 2
Parliament House
Macquarie Street
Sydney NSW 2000

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1. The nature, level and adequacy of funding for the education of children with a disability.

- not nearly enough funding or support.
- little or no interagency support or relationship
- lack of personnel - more localised services.
- restrictions placed on funding

2. Best practice approaches in determining the allocation of funding to children with a disability, particularly whether allocation should be focused on a student's functioning capacity rather than their disability.

- should reflect the individual needs of the child.
- not a blanket approach.

3. The level and adequacy of current special education places within the education system.

- ~~the~~ distance from available places is impossible for most rural/regional children.
- special edⁿ classes should be maintained within regular schools.

4. The adequacy of integrated support services for children with a disability in mainstream settings, such as school classrooms.

Totally inadequate!!! Interagency support is very poor, mainly because lack of funding. Perception very clear that regional schools lose out to country schools.

5. The provision of a suitable curriculum for intellectually disabled and conduct disordered students.

We don't have one K-6, which is totally inappropriate.

6. Student and family access to professional support and services, such as speech therapy, occupational therapy, physiotherapy and school counsellors.

Does it exist? It can be bought but access is disgusting.

7. The provision of adequate teaching training, both in terms of pre-service and ongoing professional training.

There is some access, but funding is a major problem, and distance from major centres also causes major difficulty.
* Should be a DET website allocated to Disabilities with links, basic facts, etc.

8. Any other related matters.

Current program v proposed changes - neither is achieving success for chⁿ.

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Organisation: Primary Principals Association Newcastle

Authorised by: John Millburn
President

Send your submission to:

The Director
General Purpose Standing
Committee No. 2
Parliament House
Macquarie Street
Sydney NSW 2000

Fax: (02) 9230 3416

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Pool of funds - stays the same but increasing numbers of children trying to access the funds. Mental health ~~services~~ is grossly underfunded.

2. Best practice approaches in determining the allocation of funding to children with a disability, particularly whether allocation should be focused on a student's functioning capacity rather than their disability.

Some discretionary funding should be available for those students who do not satisfy the current funding criteria.

3. The level and adequacy of current special education places within the education system.

Grossly inadequate.

4. The adequacy of integrated support services for children with a disability in mainstream settings, such as school classrooms.

Support for physical disability - good. Mental health issues grossly underfunded.

Poor support from health services for expressive/receptive language delay or speech pathology issues.

5. The provision of a suitable curriculum for intellectually disabled and conduct disordered students.

Lack of professional learning for teachers. No such thing as a curriculum for conduct disordered children.

6. Student and family access to professional support and services, such as speech therapy, occupational therapy, physiotherapy and school counsellors.

Very poor - there isn't enough to go around! There should be a team appointed to every school.

7. The provision of adequate teaching training, both in terms of pre-service and ongoing professional training.

Not adequate

8. Any other related matters.

Name: *John Millburn*

(Please tick)

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Organisation: *Macquellbrook Primary Principals Association*

Authorised by: *John Millburn*
President

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The Director
General Purpose Standing
Committee No. 2
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Sydney NSW 2000

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