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

Feb 04 2010 18:48:10 Fax Msg To:

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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.

January Coscus
1. The nature, level and adequacy of funding for the education of children with a disability.
and the education of children with a disability.
Ursabuty du and
I my source a dre
Disability diagnosis is growing a the
Pucket is not character in the
manging, to keep up well
the are sel I in with Mot schools house
Strucket is not changing to keep up will the growth. It is vital that schools have
Plaxibility in funds allowation This should not
Find the phonon against the first without
Playbility in funds allocation. This should not 1. Best practice approaches in determining the allocation of funding to the schools be 91
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.
disability. disability. High to best allocate to meet the reeds of the children in their own school.
Turbon 10 moon
PANDAM IN YAUT OUDA SCILOOL.
UNICOTOTE

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/

5. The provision of a cuitable curriculum for intelligent				
5. The provision of a suitable curriculum for intellectually	disabled and conduct disordered students.			
The current K-6 syl	idous w completely			
unsuitable for many	10/15 K-6 students			
The 7-12 LifeSkills syllad	bus is brilliant.			
6. Student and family access to professional support and s	ervices, such as speech therapy,			
occupational therapy, physiotherapy and school counsellor There are not enough School	"Councellors!			
The support from DADH The If support is avoidant	C is very patchy.			
The if support is avoidas	ble, there is a very			
long wait and it is only a	consultative, not			
7. The provision of adequate teaching training, both in term	ns of pre-service and ongoing professional			
a and a grant and a grant a gr				
Preservice training is very training teachers with below	poor in providing			
Harring reachors touth benow	vieur management			
strategies for children with	autism in mainstream			
classes.				
8. Any other related matters.				
Speech poethology sprin	icas should come			
Speech poethology services should come under the blanket of education rather than walth				
La HI	ation 101701- Man			
health.				
Name: JOHN HILLS				
	Send your submission to:			
A	The Director			
Τι	General Purpose Standing			
Di L	Committee No. 2 Parliament House			
(Pigase IICK)	Macquarie Street			
☐ Parent ☐ Teacher	Sydney NSW 2000			
Principal (Sother (please specify)	Fax: (02) 9230 3416			
If you are making a submission on beliate of an organisation, please indicate who has authorised it, for	Email: gpscno2@parliament.nsw.gov.au			
example, the executive committee, president or	Online: www.nswtf.org.au and click on			
Organisation: Trimary Principals Association Musualbroad Special Education Inquiry				
Organisation: Illimary Principals Historius on Plus wellbrook	Special Education Inquiry			
	Special Education Inquiry			
Authorised by: John Millburn	Special Education Inquiry			
	Special Education Inquiry			

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1. The nature, level and adequacy of funding for the education of children with a disability.
- Students with Mild Interlectual Disabilities.
are not supported.
- Mental Health / behaviour students are
not supported enough.
3 Both needs Students in mainstreum, classes not
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 sloud be an have additional Staffing allocation eg Severe studient

4. The adequacy of integrated support services for children with a disability in mainstream settings, 1 tude such as school classrooms.

Itunerant teachers are valued by schools. There is a high need of so few itherate teachers. Travel time reduces class time

Learning adjustin	ents for students
with disabilities i	1 001
Tools	and all active of Conduct
Inadequate for mild	inferiection
6. Student and family access to professional support and soccupational therapy, physiotherapy and school counseller	th have to access mainstre
occupational therapy, physiotherapy and school counsellor	
	acia real
In remote and r	
it is inadequate (definately for Conduct Dis
In this area is	the record feath,
120xperienced per	(course) new graduous,
7. The provision of adequate teaching training, both in terr training.	ns of pre-service and ongoing professional
	l
Appears to be	no trawing
for the management	of Student miles
Man to 1 (a .H)	J. J
mental hearth / condu	et disorder.
8. Any other related matters,	
Name: JOhn Millauin	Send your submission to:
A	The Director
π	General Purpose Standing
E .	Committee No. 2 Parliament House
foreser was	Macquarie Street
☐ Parent ☐ Teacher	Sydney NSW 2000
D Principal C Other (please specify)	Fax: (02) 9230 3416
If you are making a submission on behalf of an	Email: gpscno2@parliament.nsw.gov.au
organisation, please indicate who has authorised it, for example, the executive committee, president or	
chairperson,	Special Education Inquiry
organisation: I would have trincipals three	
example, the executive committee, president or chairperson. Organisation: Miswellbrook Primary Principals Misce Authorised by: John M. Millburn President	
All	
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5. The provision of a suitable curriculum for intellectually disabled and conduct disordered students.

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	the nature, level and adequacy of funding for the education of children with a disability.
	That I disability.
	-not rearly enough funding or support.
	I whomas
	1. Let
	= 1/1/11 or no linta-
	10 VIULIGENCY SUPPORT OF OLATIONING
	- little or no interagency support or plationing
	= lack at processes
	- lack of personnel - more localised services.
	The second services.
	- hat a content of the
	resurrounts placed on funding
	-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

-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.

- distance from available places is impossible for most rural/regional children

- special ed" 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 madequate!! Interagency support is very poor, mainly because lack of funding.
Perception very clear that regional schools lose out to country schools.

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

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

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 tunding is a major problem, and distance from major centres also causes major difficulty.

* Should be a DET website allocated to Disabilities 8. Any other related matters. with links, basic facts, etc.

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

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☐ Parent	☐ Teacher		
☐ Principal	Other (please sp	ecity)	

example, the executive committee, president or chairperson,

Organisation: Trimary Principals Association Makelland Authorised by: John

Send your submission to:

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

Fax: (02) 9230 3416

Email: gpscno2@parliament.nsw.gov.au

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

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

 Pool of funds stays the same but increasing numbers of children trying to access the funds. Mental health warms 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 oursent funding Citeria.

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.

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3. The provis	sion of a suitable curriculum f	for intellectually disabled and conduct disordered students.
here	k ef professional le	arning for teachers. No such thing as
a u	ussiculum for Condi	uet disordered children.
·		
6. Student an occupational	nd family access to profession therapy, physiotherapy and s	nal support and services, such as speech therapy, school counsellors.
		enough to go around 'There should be
a team	appointed to every	school.
	•	
7. The provision	on of adequate teaching train	ning, both in terms of pre-service and ongoing professional
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	·	•
. Any other re	lated matters.	
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		General Purpose Standing
		Committee No. 2
	:	Parliament House Macquarie Street
Bacant		Sydney NSW 2000
Parent	☐ Teacher	The state of the s
) Principal	ther (please specify)	Fax: (02) 9230 3416
ganisation, plu	ng a submission on behalf of ease indicate who has autho	orised It. for
ample, the ex- airperson.	ecutive committee, presider	Online: www.nswif.org.au and click on

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Organisation: McGuellbrock Prinary Principals Association.

Authorised by: John Millburn De

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