

**INQUIRY INTO STUDENTS WITH A DISABILITY OR
SPECIAL NEEDS IN NEW SOUTH WALES SCHOOLS**

Name: Name suppressed

Date received: 30 January 2017

Partially
Confidential



As public school teachers and NSW Teachers Federation members we continue to campaign for the right of every student to receive a public education of the highest quality and for all students to become successful learners.

We are committed to equity and excellence for every student and in doing so assert, as was confirmed in The Review of Funding for Schooling (Gonski Review) that it costs more to deliver on these values for students with disability.

We will not stand by the currently inadequate provision of education to students with disability and the lifelong implications this inequity has.

The National Education Reform Agreement (NERA) and Australian Education Act 2013, acknowledge the requirement for, and commitment to additional funds for students with disability. The NSW government's unwavering commitment to the Gonski funding model paves the way for this investment to be realised.

We stand ready to work with our employer and NSW government in delivering equitable quality education but can only do so effectively when equipped with the necessary tools and supported by a system that is responsive to need.

We offer the following submission as an index of unmet need and a call for equity for every student.

A) Equitable access to resources for students with a disability or special needs in regional and metropolitan areas.

When working in Wilcannia, in a school where the student population was, in 2009, at a rate of every student having a Mental Health diagnosis, Most of MH1 or MH2 but several at MH3, we had access to a counsellor one day a fortnight.

On that one day a fortnight the counsellor would leave Broken Hill at 8am Central Australian (ADELAIDE) time and arrive two hours later at 10:30 EST. Then they would consult with a couple of cases (leaving time for meal breaks before leaving at 2:30 for the trip back to Broken Hill.

B) The impact of the Government's 'Every Student Every School' policy on the provision of education to students with a disability or special needs in New South Wales public schools.

The issue is that as a secondary school teacher in the Newcastle Hunter Valley region, I barely have sufficient time to complete my planning as is, but with a student with a disability, where do I squeeze in the time to meet with parents or even just to adjust my resources to accommodate differentiation for all of my students?

C) Developments since the 2010 inquiry by General Purpose Standing Committee No. 2 into the provision of education to students with a disability or special needs and the implementation of its recommendations.

D) Complaint and review mechanisms within the school systems in New South Wales for parents and carers.

E) Any other related matters.

This email was sent from the NSW Teachers Federation website.