

**Submission  
No 47**

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

**Name:** Ms Aarti George

**Date received:** 6 February 2017

---



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.**

Teachers cannot meet the needs of their students with disabilities, or their students without disabilities unless they have support and resources. It is not a failing of the teacher, but of the system which is not designating funding for support for dedicated teachers, especially in the form of Teacher Assistants.

**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.**

This must include students in rural and remote areas.

**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.**

These mechanisms should be to support students but not to increase power of parents to put unreasonable stress on dedicated teachers.

**E) Any other related matters.**

Teachers who are caring for students with disabilities, and other students, are at times in danger from possible violent outbursts from some students with special needs. There should be stronger measures in place to deal with students with special needs and their aggression in schools, that does not compromise safety or equity.

Name Arati George

I am a Teacher

This email was sent from the NSW Teachers Federation website.