

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

**Name:** Name suppressed (PC)

**Date received:** 9 February 2017

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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.**

After collecting data for the National Consistent Collection Of Data for 2016 our school identified 146 students as requiring additional support.

Only a very small percentage of these students qualified for integration funding support, whilst the majority of students accesses support through the schools annual flexible funding allocation.

Staff at our school rely heavily on the Learning Support team for support in the classroom and in adjusting educational programs for students who have difficulty in accessing the curriculum content.

#### **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.**

Ap Learning and Support has a large group of schools to support in the area and could not possibly provide support to all of them.

With the restructure of Regional office and retirement of highly qualified staff in our region it is extremely difficult to access timely and experienced support.

Our school does not access support from SSP schools in our area due to time constraints and work overload.

Adequate training is not provided when new systems are implemented in schools.

We have not implemented PLASST as we are now using a new student recording system Sentral.

No training was provided for PLASST anyway.

Who are the expert support in our regional area?

Our principal is highly supportive and works with the Learning Support staff on programs to improve student outcomes funding for these programs comes from equity funding.

**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.**

An ever increasing number of students are presenting with mental health issues. Many staff do not have the expertise to deal with the complex issues students present.  
A functional assessment tool if ever implemented would again come with no training and would continue to increase work overload.  
Satellite autism classes are something that needs to be addressed in our area . We have a very high incidence of students with ASD in this regional area.

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

Transition support in our school works well, however this is a shared position between two schools. We have strong and connected relationships with families at our school whose students receive Learning support.

**E) Any other related matters.**

Gonski SWD loading needs to be implemented to allow delivery of promised support, planning and access to specialist support.
