

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

**Organisation:** Ms Julie Ross

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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.**

Students with considerable behaviour issues are in mainstream classes. There is little support, and the support that arrives is not relevant to the context. Primary school APs are attempting to advise secondary teachers on the best way to meet the needs of problematic and often aggressively violent students.

#### **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 lack of support for teachers to reintegrate students suspended for behaviour results in the students being caught in a vicious cycle of suspensions. Teachers need support from behavioural specialists in schools at the point of crisis.

#### **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.**

There is a lack of support for teachers dealing directly with students with additional needs. Redirecting low socio-economic loading in the RAM means that other worthwhile programs are unable to run. What is required are specialists who can directly support these teachers and the students.

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

**E) Any other related matters.**

Schools need support. They need it now. Students with behavioural issues that impact negatively on all students need support to develop appropriate learning behaviours so that they can engage in education.

**Name** Julie Ross

**I am a** Principal