

**Submission
No 212**

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

Organisation: Clairgate Public School

Date received: 21 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.

We have many students who have a recognised disability or learning need requiring additional support, in school specialist support or Integration funding. The Low Level Adjustment for disability equity loading we receive is very welcome and utilised fully, however the amount allocated does not allow us to fully support all children of need. Our Learning and Support Teachers and School Learning Support Officers do a tremendous job but many of our students need a lot of support every day and this is not possible with the level of funding we receive. The staff, including the Assistant Principals do not have enough time to work collaboratively with teachers, parents/carers, and other support personnel to put in place comprehensive support plans. I have to use some funds to take my AP off class to effectively consult with parents/carers, learning support personnel and teachers to do all that is required to put Learning/Education Plans in place. I also need to use funds to enable our Learning Support Team to run as effectively as possible.

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.

I see the implementation of this policy as a good thing for our school - however the Low Level Adjustment for Disability Resource Allocation Loading is not sufficient to enable our school to significantly improve the outcomes of students with "low level needs". If the Gonski Students for Disability Loading was fully implemented we would be better able to cater for all these children's needs.

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.

Our staff have to complete many Individual Education Plans and we simply do not have enough time to do this. One recommendation from this committee that I would definitely like to see implemented is recommendation 25: "That the Department of Education and Training provide additional resources, including relief time for teachers to develop Individual Education Plans".

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

E) Any other related matters.

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