

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

Name: Name suppressed

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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.

There are a number of students at _____ who could benefit from further access to resources to receive the minimum standard. Being in the Parkes electorate we stand to lose a great deal if the full Gonski is not upheld. This will severely impact students in our schools especially those with a disability. To give a specific example we currently only have access to a school counsellor 1.5 days a week and are in a very isolated location. This is neither timely or adequate.

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 ESES has not created an adequate level of specialist teacher presence in our workplace due to distance and availability of specialists to attend our school. Immediate access to additional support to meet the educational needs of students with disability doesn't occur. All resources are spread thinly and students require more intensive support.

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.

I have been working at _____ since 2000 and in my time have not seen any substantial increase in funding for students with disabilities and special needs, there is still a long way to go to ensure all students have equitable access the curriculum.

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

Our school has the capacity to establish meaningful relationships with parents and carers but this is due to the staff quality and commitment and not to do with any external support from the NSW government.

E) Any other related matters.

There are a number of students in mainstream classes performing well below their age group and state standards. This is a grave concern and additional funding and support is needed to help these students reach a minimum standard of literacy and numeracy. Their self-confidence and social development is at stake because they do not have the support to succeed academically. Specific initiatives targeted at young boys with disabilities would be a very worthwhile pursuit to engage many of the young men at our school.