

**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.

The impact of the federal Coalition not implementing the Students with Disability loading under Gonski means a growing number of students are not gaining equitable access to education through schooling. This is increasingly evident in Special settings (SSP's) whose funding systems means the students with the most need within the school system actually see less of the resources

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 policy has actually seen a new Resource Allocation Model implemented via the SLNI - which sees capped funding based on school generic need not student specific needs which can differ greatly from the time the SLNI is captured to when the money is seen in schools

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.

Teachers are trying so hard to meet the needs of students without the relevant training or expertise - more funding will allow more training and specialists to work in schools to support the teachers in schools and guiding them on how to effectively maximise the use of resources available to them

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

It seems that it has to come to crisis in schools before help is received due to the low level of funding and so many schools trying to get help. By the time it reaches crisis point with some students, schools and/or families we have lost the opportunity to work collaboratively to achieve positive outcomes

E) Any other related matters.

Prevention is better than a cure - we need funding and support in all levels of schooling but most importantly in the early years for early and intense intervention