

**Submission
No 377**

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

Name: Ms Dianne Byers

Date received: 26 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.

I teach in a large public primary school. This year I have 20 students in my Kindergarten class and 5 have a diagnosed learning disability. None of them qualify for funding to provide additional support. I am not 'entitled' to SLSO support and all differentiation to the curriculum I make for them ie. additional teaching resources, I must do in my own time and often at my own expense. For equity for these students, it is imperative that the Student With Disability loadings are implemented immediately.

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 don't feel that online learning is anywhere near as valuable as being trained by a colleague who has experience in the classroom, dealing with the particular need I am addressing. Whilst the Learning Support Teacher at my school is very knowledgeable, it is impossible to be an 'expert' in all disabilities. The implementation of ESES has not addressed the needs of my students or the professional training I need as their teacher.

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.

Point 1 states, 'That the NSW Government substantially increase funding for students with disabilities and special needs in NSW Government schools to ensure all students have equitable access to

education.' Although we are receiving additional funding through the Gonski funding model, as we are only in the fourth year of this model, our school is still two thirds behind in being at the minimum resource standard.

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

E) Any other related matters.

To deliver real equity to my students, apply the SWD NOW! Implement the fourth and fifth year of the Gonski funding at both State and Federal levels to bring my school up to the minimum resource standard.

Name Dianne Byers

I am a Teacher