

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

**Name:** Name suppressed

**Date received:** 26 February 2017

---

,

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.**

Students that are at my school often have to wait weeks for an assessment, even with two qualified school counsellors. There are not enough resources to provide the student with additional support. In particular if the student suffers from an emotional disorder or mental illness.

#### **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.**

We need system wide best practice. The government needs to stop shirking its responsibility and have a team of capable experts for schools to reach when in need.

#### **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 has been no noticeable difference in my school as it appears no recommendations were implemented.

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

There is very little time for teachers to help support parents. Despite a willingness from both teachers and parents a lack of time, a crucial resource needed, in lacking therefore we cannot form effective

partnerships.

**E) Any other related matters.**

Often a schools priority list is determined by the most violent or "pointy end" behaviours. The longer the list grows the quiet kids are getting left behind.