

**Submission  
No 404**

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

**Name:** Narellan Vale Public School

**Date received:** 23 February 2017

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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.**

Our school has 842 students K-6, six students are 'officially' receiving funding support while over 100 have been diagnosed with special or additional needs. The 100 students with additional needs do not receive any funding, our school entitlements are stretched to the limit as we are a large school in south west Sydney. Support units in our region are limited along with our educational support services. Teachers are expected to complete the job of a teacher and SLSO in order for the curriculum to be differentiated for individuals. Last year we applied for over ten Access Requests towards the end of the year. Four were successful, this has resulted in the other six students with diagnosed disabilities receiving no extra funding or support.

#### **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.**

Our school is very disadvantaged by receiving a 'bucket' of funding to disperse when faced with the complex needs of students, this includes the 'whole child' the physical, emotional and cognitive domains. Our teaching staff are now faced with the added pressure of meeting the individual needs of these students with limited support due to minimal funds. Teachers are more accountable with pressures that can be overwhelming. My staff have requested extra support within and outside of the classroom which I can not afford to give them!!

#### **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.**

The government needs to substantially increase funding for all students with special needs. All of the recommendations from the 2010 inquiry by General Purpose Standing Committee No.2- has not come through. I refer to point 20- that the Department increased resources for students with identified disabilities in mainstream classes- this has not happened. I now refer to point 25- that the Department provide additional resources, including relief time for teachers to develop individual education plans- I am currently organising for this to take place at my school, these funds have not been provided and will take away from other resources and professional learning for my staff.

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

Our school does have systems in place where we communicate and involve parents and carers, however, the complaints handling and the review process takes up a considerable amount of time.

**E) Any other related matters.**

Our school would greatly benefit from the full implementation of the Gonski Funding Model. The individual needs of our students with special needs would be enhanced across our school if this model is fully realised.

**Name** Narellan Vale Public School