

**Submission
No 43**

**INQUIRY INTO CHILDREN AND YOUNG PEOPLE WITH
DISABILITY IN NEW SOUTH WALES EDUCATIONAL
SETTINGS**

Name: Dr David Roy

Date Received: 29 February 2024

**Inquiry into children and young people with disability in New South Wales
educational settings**

Submission

Dr David Roy
Lecturer in Education
University of Newcastle

Date: 29/02/2024

Table of Contents

Introduction	39
Context for Disability Education in Australia	40
General statistics on abuse	41
Challenges With The System	44
Students With A Disability in Education	45
NSW Education Issues	56
Abuse In Education	58
The NSW Parliamentary Inquiry Into The Education Of Children With Disabilities 2017	60
Reporting And Accountability	63
The Royal Commission into Violence, Abuse, Neglect and Exploitation of People with Disability	53
CCTV and Children with a disability	65
Summary	68
Conclusion	70
References	72
Appendix	77
1. Department of Education GIPA Release December 2015.	77
2. Records of incidents of sexual abuse allegations in NSW.	96
3. NSWDEC Internal Email for planning of cage in Hunter Region for disabled child.	97
4. Email 1	Error! Bookmark not defined.
5. Email 2	Error! Bookmark not defined.
6. Email 3	Error! Bookmark not defined.
7. Report 1	Error! Bookmark not defined.
8. Screenshot 1	Error! Bookmark not defined.
9. Multiple allegations FOI Email	Error! Bookmark not defined.

Introduction

I am academic lecturer and researcher in Education, and I was a teacher for over 17 years, working in Primary, Secondary and for the last decade in academia.

I have a lived experience of disability, having a disability as well as having close family members with a disability.

I have been employed in Public schools, as well as the Catholic and Independent systems. I was a member of the NESA **Home Schooling Consultative Group**, as well as a member of the NSW Education **Disability Strategy Reference Group**. I am also the author of numerous articles and 10 textbooks.

Whilst undertaking research in supporting diverse learner needs in all education systems, I and a colleague, have become increasingly disturbed by the widespread systemic abuse of children in our school systems and the inability/refusal of system managers and society to protect the most vulnerable children in our community. There is a widespread acceptance that the systems fail to report abuse, fail to enact neither policy, nor legal protections for children; and indeed, is designed to perpetuate the culture of protection of education managers and senior executives. No-one is held accountable.

In particular, it appears NSW may have issues. Indeed, these issues have led to wider exploration of the systems and policies that impact upon the educational attainment of children within NSW, and wider Australia.

The positions presented in this submission are not representative of my employer, but personal.

Dr. David Roy

Context for Disability Education in Australia

Disability Advocacy Groups and parents argue that reported incidents of abuse of disabled children in the public system is so widespread, and dismissed by the same accused public bodies that the time is now pertinent for there to be a Royal Commission into said alleged abuses. There are some startling international statistics in relation to abuse between the disabled and non-disabled children. One in 10 nondisabled children experience abuse in comparison to 1 in three children with a recorded disability. In Australia, there is difficulty in finding any records of abuse from the public system. Either we are a unique country with no abuse or there is something seriously wrong that is being ignored either through a deliberate cover-up or inaction.

All allegations of abuse or teacher justification for ‘physical prompts’ and so called ‘time-out rooms’ directly relate to the support and staffing provided through the funding or lack of, to schools to support children with complex, educational needs; due specifically to their disability. The ACT case of the caged child is symptomatic of a systemic culture of abuse in the public schools of disabled/special needs students. There are deep concerns as to the public school investigative processes in all States and Territories and accountability of their Professional and Ethical Standards (PES) of the alleged incidents. The public school’s system and their internal investigative groups such as PES, appear to dismiss such complaints as hearsay and close any potential investigation. There is no outside body that appears to be able or willing to challenge any of the public schools on their findings. Non-verbal, pre-school disabled children are the most vulnerable in our schools. Who will be their voice?

More and more non-verbal and disabled children are now home-schooled, as the parents do not believe they are safe in the NSW DEC public school system or indeed in other states.

Non-verbal, disabled children are the most vulnerable in our society, however teacher’s aides, as stated by the Australian Education Union, provide the majority of support. These untrained staff members are financially cheaper to employ.

Under the *Disability Discrimination Act 1992* discrimination on the basis of disability occurs when a person who experiences disability is:

- treated less favourably than a person who doesn’t experience disability in circumstances that are not materially different (direct discrimination)
- made to comply with a general requirement or condition which the person is unable to comply with because of their experience with disability, and which leads to the person being disadvantaged (indirect discrimination)
- subjected to the imposition of unreasonable terms or conditions on an activity
- denied access to a place, activity or service
- subject to unjustified termination of an activity
- asked discriminatory questions or subjected to harassment.

The Act prohibits unlawful discrimination against people who experience disability and promotes an inclusive approach whenever possible, rather than the provision of separate or parallel services. Until we fund disabled children fully in the education system, this discrimination will continue.

General statistics on abuse

1. One in three children with an identified disability for which they receive special education services are victims of some type of maltreatment (i.e., either neglect, physical abuse, or sexual abuse) whereas one in 10 nondisabled children experience abuse. Children with any type of disability are 3.44 times more likely to be a victim of some type of abuse compared to children without disabilities. (Sullivan & Knutson, 2000).
2. Looking specifically at individuals with intellectual disability, they are 4 to 10 more times as likely to be victims of crime than others without disabilities (Sobsey, et al., 1995). One study found that children with intellectual disability were at twice the risk of physical and sexual abuse compared to children without disabilities (Crosse et. al., 1993).
3. Children may not report abuse because they don't understand what abuse is or what acts are abusive. Communication problems that are inherent in many disabilities also make it difficult for children to understand and or verbalize episodes of abuse (Knutson & Sullivan, 1993). Those with limited speaking abilities have had no way to talk about or report abuse. Only recently have pictures demonstrating acts of abuse and sexual anatomy been added to communication boards to help non-communicative children and adults (or those with limited communication) report acts of abuse.
4. A number of studies have found that different types of disabilities have differing degrees of risk for exposure to violence. For example, Sullivan (2003) reported that those with behavior disorders face greater risk of physical abuse, whereas those with speech/language disorders are at risk for neglect.
5. Sullivan & Knutson (1998) also found that out of all the types of disability, children with behaviour disorders and children with intellectual disability were both at increased risk for all three forms of abuse (neglect, physical abuse and sexual abuse) compared to those children with other types of disabilities (speech/language disorders, hearing impairments, learning disabilities, health impairments and Attention Deficit Disorder).
6. Children with disabilities face greater risk of abuse going unnoticed if their behaviour change can be attributed to their disability instead of the abuse. Also, children with intellectual disability may be viewed as easily suggestible or untrustworthy, especially when the report involves abuse that seems improbable.
7. Provision of service is sporadic and lacking consistency. No records or statistics are kept. Children are often labelled as incapable of learning and not provided with any meaningful teaching or support. Public schools actively encourage parents not to enrol their children claiming lack of ability to meet their needs despite State, Federal and International legal requirements to do so. There is no excuse for abuse, and whilst funding and training is required, Australia is currently under investigation by the UN in regards to its treatment of disabled children and education. All children have

individual learning needs that need to be supported by trained teachers, not unqualified and untrained teacher's aides.

8. Multiple Australian inquiries have stated that abuse is widespread but the real numbers of instances are unknown. If there were 552 allegations of sexual abuse by staff against students in NSWDEC schools alone between 2013 and 2015, what are the statistics for physical assaults against all children, let alone children with a disability.
9. A 2015 published research study looking at 20 years of research concluded that Teacher Assistants lower academic achievement of pupils with Special Educational Needs (Webster, 2015) <http://maximisingtas.co.uk/assets/content/berj35sysobs.pdf> . This academic article from the UK analysed data from the last 20 years of pupils with Special Educational Needs (SEN). Webster's findings found that 'pupils receiving the most TA (Teacher Assistant) support made less progress than similar pupils who received little or no TA support'
10. It concluded that '*over the last 20 or so years, mainstream primary schools in England have drifted towards a situation where unqualified, non-teaching staff have taken on the role of 'primary educator' for children with often complex learning needs.*'
11. and
12. '*it is unlikely we would allow such an educational regime for pupils without SEN.*' Webster, R. (2015)

As a reference to concerns we should have over the treatment of children with a disability, in 2018 there were 657 complaints against staff in NSWDoE in relation to children with a disability.

Of the 657, only 159 were investigated.

7. How many child protection complaints were received about staff members in 2017/18 specifically relating to children with special needs or a disability?

657.

8. What was the behaviour complained about in 3? Please list where possible.

Allegation type	Sexual	Physical	Neglect	Ill-treatment	Emotional	Psychological	Other
Number received	63	375	70	80	34	23	12

9. How many of these complaints resulted in a full investigation?

159.

13. Statistics such as these were last published in NSW Legislative Council Budget Estimates in 2020. Since then the NSWDoE has refused to release such data stating the reason that individuals may be easily identified. Our family was one such previous statistic. We could not identify our own case. One therefore must ask why the Department refuses to release such data. Without said data we have no way of knowing how the mistreatment of children with a disability is dealt with.

Challenges With The System

1. The NSWDoE often fails to respond to complaints on many occasions, nor in a timely manner.
2. It appears to ‘cherry pick the laws and policies to apply.
3. The department appears more interested in protecting the department than children from abuse.
4. Department members respond with generalisations rather than specifics to questions asked.
5. Parents are not given a voice in procedures.
6. The Ombudsman appears to have a ‘close’ relationship with the office thus lacking potential impartiality.
7. The Department investigates itself.
8. Principals ‘inquire’ or investigate allegations of abuse at their own schools leading to a potential conflict of interest.
9. There is no independent investigative body
10. Families and victims are allegedly threatened by the most senior executives if the NSWDoE., directly and indirectly, through employers, other government services.
11. The dept. and the accused appear to contradict themselves and continually change prior statements without question.
12. Confidentiality settlement agreements lead to the potential of serious abuse allegations being covered up and potential abusers to stay in the system and abuse children with no knowledge of prior allegations being known about them.

Legislation

1. The rights of students with disability in NSW schools are detailed in a range of international, national, state and authority conventions, legislation and policies. Despite this, students with disability in Australia are fifty-percent less likely than their non-disabled peers to reach Year 12 (Australian Institute of Health and Welfare [AIHW], 2022).
2. The right to an education for all children is enshrined in the United Nations [UN] Universal Declaration of Human Rights (1948) and *Education Act 1990* (NSW). In addition, Australia is a signatory to the UN Convention on the Rights of the Child (1989) and the UN Convention on the Rights of Persons with Disabilities [CRPD] (2006). The former promotes the rights of children with disabilities to live a full life with active participation in their community and Article 5 of the latter provides that all persons are equal before the law deeming discrimination based on disability unlawful. Australia adopted the *Disability Discrimination Act [DDA] 1992* (Cth) with the object to eliminate discrimination based on disability. The DDA stipulates that a school cannot refuse admission, expel or limit benefits to a child based on disability. The *Disability Standards for Education [DSE] 2005* (Cth) apply nationally and clarify the objects of the DDA in relation to education. The enrolment policy of the NSW Department of Education (2023) rules discrimination on the basis of disability during enrolment unlawful. However, many argue that current NSW and federal legislation and practices regarding disability in education falls far short of Australia's obligations under international treaties.
3. The United Nations Convention on the Rights of Persons with Disabilities (UNCRPD) of 2007 champions the rights of individuals with disabilities, notably their right to inclusive education. It prioritizes an educational environment that caters to diverse learning needs, emphasizing reasonable accommodations for equal participation. Article 24 of the CRPD highlights these principles, emphasizing the prohibition of disability-based discrimination in education. States parties must provide reasonable accommodations, adjusting teaching methods, curricula, and facilities. Accessibility in educational institutions, including physical infrastructure, information, and technology, is stressed to ensure equitable education for students with disabilities. The CRPD ultimately upholds the inherent dignity of persons with disabilities, promoting their right to access education, live independently, and be included in society.
4. Australia was an early signatory of the Salamanca Statement (UNESCO, 1994) which is explicit in its focus on inclusive education for all. The Statement notes that inclusive education is cost-effective and provides the best social, economic and academic outcomes for all students. NSW rhetoric has followed suit with a move towards inclusion stated to be the goal in a myriad of declarations and strategies to which the state is an author or contributor, including: the Alice Springs (Mparntwe) Education Declaration (Education Council, 2019), *Disability Inclusion Act 2014* (NSW), the Australian Disability Strategy 2021-2031 (Department of Social Services, 2021) and the 2020 review of the DSE (Australian Government, 2020). And yet, NSW's failure to deliver inclusive education is unsurprising given that inclusion is not mandated in any state or federal legislation.

5. Article 24 of the CRPD stipulates that state parties should have inclusion at all levels. Inclusion is clarified in General comment 4 (GC4) on Article 24 (United Nations, 2016) which separates it from exclusion, segregation and integration. Inclusion is defined as a whole system approach to students with disabilities being educated in general education classrooms with structural changes to maximise social and academic achievement. Despite this clarity, segregation is widely used in NSW with numbers of students with disabilities attending schools for specific purposes (SSPs) increasing (AIHW, 2017), the NSW Parliamentary Legislative Council (2017) stating SSPs and inclusive education are not mutually exclusive and promoting SSPs as hubs of expertise, and the *Education Act 1990* and DSE allowing special measures in the form of special units and separate facilities.
6. Students with disabilities are entitled to enrol in their local community school (DSE 2005, Cth; NSW Department of Education, 2023a) and the Salamanca Statement and CRPD both underscore local placement with reasonable accommodations as the right of the learner, even subordinating parental responsibility. Despite this, a survey of 745 families with children with a disability found that 70% had experienced “gatekeeping measures” including refusal to enrol, encouragement to enrol at an alternative school, frequent suspensions and frequent requests for the early pick-up of a child (Poed et al., 2022). These measures are difficult to contest given the ambiguity of legislative language.
7. The Disability Discrimination Act stands firmly against discrimination based on disability, requiring educational institutions to make reasonable adjustments to ensure equal participation for students with disabilities. This legislation forms the cornerstone of inclusive education practices in Australia, striving to eliminate discrimination across various realms, including employment, housing, education, access to facilities, clubs, sports, and the provision of goods and services. It also aims to rectify discrimination within existing laws and government programs while ensuring that individuals with disabilities are granted equal legal rights and the recognition of their fundamental rights within society. Moreover, the DDA expressly forbids educational authorities from discriminating against individuals with disabilities, making it illegal to discriminate during admissions, impose unfavourable terms, or engage in harmful practices against these students. The Act also prohibits educational providers from developing or endorsing curricula or training programs that exclude or harm individuals with disabilities. However, it allows educational institutions primarily established to serve specific disability groups to consider that disability during admissions without constituting discrimination against those without that disability.
8. The DSE (Disability Standards for Education) mandate that schools must eliminate discrimination and ensure access to education for students with disabilities. These standards detail obligations related to enrollment, participation, curriculum, support services, and preventing harassment and victimization. Aligned with the Disability Discrimination Act 1992 (DDA), the DSE 2005 clarifies the responsibilities of educational institutions. It aims to ensure that students with disabilities can engage in education on equitable terms akin to their peers without disabilities. These standards

seek to diminish discrimination in education and training, securing equal legal rights for individuals with disabilities and promoting broader societal recognition of their fundamental rights. Achieving the DSE's goals involves implementing tailored reasonable adjustments, such as curriculum modifications, environmental changes, and additional support, to help each student reach their full potential.

9. The NCCD in Australia is a vital information source for schools, parents, education authorities, and the broader community. It's a mandated reporting requirement, aiming to provide consistent and systematic data on students with disabilities and their accommodations. This data helps schools and authorities effectively support these students, informs government funding allocations since 2018, prompts the identification of students with disabilities, improves school processes, aids professional development, and officially recognizes the support provided to these students.
10. This policy underscores the importance of inclusive environments, reasonable adjustments, and effective teaching strategies to facilitate the participation of students with disabilities. It ensures their right to enrol in local government schools and actively engage in school life. The policy empowers them to express their views, set goals, and advocate for themselves, providing access to tailored support for an enhanced learning experience. School staff are obligated to implement reasonable adjustments, consult with students and their families, and prevent any form of harassment or discrimination. Moreover, they are encouraged to collaborate with students, parents, external service providers, and the community, serving as inclusive role models and engaging in professional development related to supporting students with disabilities.
11. Even the fundamental term “disability” is defined differently between state and federal legislation which leads to inconsistent application of funding. The term was deliberately broadly defined in the DDA to maximise inclusivity while NSW has narrowed the definition and local educational policy is firmly ensconced in the medical model of disability (Duncan et al., 2020). Integrated funding support in NSW is underpinned by the Disability Criteria (NSW Department of Education, 2003) which is both very specific in its requirement for medical diagnoses and standard score cut-offs and vague in its catch-all final paragraph leaving the determination of other difficulties to the discretion of school staff. A student with ADHD in NSW may not be recognised as having a disability despite this being included as a disability in federal legislation. Furthermore, while amendments to the DDA clearly include behavioural challenges resulting from disability, state courts are hesitant to extend discrimination law where there is a complaint of aggressive behaviour based on disability (Duncan et al., 2020).
12. Australia is failing to meet the provisions for inclusive education and non-discrimination on the basis of disability as set out in international conventions to which it is a signatory. Segregated schooling continues to increase as NSW directs more funding into SSPs and considers separate schools to be congruent with inclusion. Parents are being pushed into segregation as a lack of understanding and proficiency with inclusive education in state and independent schools and gatekeeping practices

lead to SSPs providing a preferable alternative to an under-resourced or inaccessible school system. This failure could be mitigated through harmonising domestic legislation both internally and with international conventions, improving clarity and consistency of ambiguous terms, directing funding towards inclusive education including teacher training, removing the use of the medical model of disability in all education and disability legislation and improving mechanisms and transparency in the complaints process.

13. The emphasis placed by the UNCRPD on inclusive education for students with disabilities carries significant implications for policy, practice, and societal perspectives. Shifting the focus to inclusive education in New South Wales, the legislative and policy obligations for supporting students with disabilities in NSW schools encompass international, national, and state-level frameworks. These obligations aim to ensure equitable access to education, foster inclusive environments, and offer tailored support. Nonetheless, the intricacies of implementing these mandates become apparent when considering challenges related to funding, resource allocation, professional development, and shifts in attitudes. Staying true to these obligations while addressing these challenges is crucial to underscore the ongoing need for commitment and collaboration in creating an inclusive and equitable educational environment.

Students With a Disability in Education

There have been steps to improve the provision of education for students with a disability in the public system through the Disability Strategy (2019), however there were some significant issues that need to be addressed.

1. All the political parties are correct in their respective policies of a need for increased funding and/or accountability both for education in general and specifically for children with a disability.
2. It is clear pre-service training needs to be re-looked at. A specialist course in 'Special Needs' Education just reinforces the concepts of 'other' for children with a disability. All children are diverse and should be supported based upon learning need rather than 'label' of 'special needs'. Thus all the pre-service training courses (on average 4 a Semester/8 a year/32 over a 4 year degree - including discipline knowledge) should have diverse learner pedagogies embedded throughout.
3. The funding issue as reported in the survey is maybe a slight misdirection. Schools need more funding, of that there is no question. However, there is multiple evidence that suggests that 'diverted' funding by principals to support students with recognised needs is not actually directed in a method that supports the student need, but rather removes the student need from distracting the other 'normal' learners. Funding teacher aides to support students is not the answer. One might consider that the children with the greatest pedagogical needs would be better supported by the staff with the deepest pedagogical training; rather than the all too common practice of the least trained staff being left to support those with the most complex needs.
4. Increased funding will provide materials and staffing to allow adjustments to allow children to access the curriculum and schools. Funding will support staff training in the means and methods to implement tailored support for all students; but schools and education authorities need to be held accountable for their funding to ensure it does support the students it is aimed for.
5. Two Senate committee reports published in the 2015 dealt substantially with the education of children with a disability. The conclusion is stark: Australia is the unlucky country if you are disabled and a child. The reports portray a Dickensian world where our schools are the poor house. We must take stock and look for positive solutions to the multiple issues being illuminated, without ignoring the current failings in our system.
6. Both reports note that children with a disability are being denied education. Schools are not providing them a curriculum or meaningful learning experience, and they are being separated from their peers without disabilities and labelled as intellectually incapable of learning. They are often being bullied and abused by students and staff, or being restrained and 'caged'.
7. To be sure, there are teachers and schools demonstrating outstanding, inclusive practice, where children with a disability are treated with respect, given a meaningful

education and included within the mainstream 21st century classroom, which systems worldwide recognise as the path to the best pedagogical results for all students, with or without a disability. However, these instances appear to be a minority. As both recent reports state, Australia needs a National Consistent Collection of Data for students with a disability.

8. The January 2016 report *Access to real learning: the impact of policy, funding and culture on students with disability* showed a lack of consistency in application or support within and across states and territories in Australia for children with a disability. As chief executive of Children with A Disability Australia, Stephanie Gotlib, states, “To have any chance of accessing your basic education rights in Australia, students with disability must rely on fierce advocacy – usually by families – and the stars aligning.”
9. The report rightly comments on the need for increased funding to be at least maintained, but goes further by commenting on the basic human right for all children to have access to an education, something that, despite legislation, is not happening.
10. There is a need for data. There is a need for increased support and training; however, the report did not deal with the fundamental issue – the cultural attitudes to children with a disability in Australia.
11. The other recent paper does address this. The November 2017 inquiry report states, “The committee is greatly concerned with what appear to be systemic problems within the education system that are leading to many of the inappropriate practices described in this section. Many of the systemic problems that lead to the use of restrictive practices reinforce an attitude that facilitates the mistreatment of children with disability, because they are viewed as different,” states the November inquiry report, titled: *Violence, abuse and neglect against people with disability in institutional and residential settings, including the gender and age related dimensions, and the particular situation of Aboriginal and Torres Strait Islander people with disability, and culturally and linguistically diverse people with disability.*
12. Recommendations have been made that not only should pre-service teachers be fully trained but also education system leaders and principals. Training helps, but attitudes and labelling are the keys to a seismic shift to treating children with a disability as equal members of our society. One key fact that has been overlooked is that these are not ‘children with a disability’, they are just children. Like all children, they have educational needs. A good teacher and a good school will want to support and develop all children in their tutelage to help them achieve their highest potential. We must not view children as mere labels before they even enter the classroom; yet, it seems, that is what some schools and education systems are doing.
13. The most disturbing aspect of the two reports is the level of violence that children have suffered in schools, often at the hands of teachers, and even more often from teacher’s aides. In December 2015, 37 instances of violence against children with a disability were reported in NSW public schools. As horrific as those numbers are, those were just the cases deemed reportable.

14. A 2015 report published in the *British Educational Research Journal* analysing the experiences of children with special educational needs in mainstream primary schools between 1976 and 2012 found that those children who were segregated from class or received teacher's aide support regressed in their learning. It seems to be common sense that those children with particular learning challenges (whether labelled with a disability or not) should be supported by the adult with pedagogical expertise – the teacher – not an unqualified teacher's aide.
15. Schools must be funded to support students, including continuing commitments to the Gonski recommendations. Also, pre-service teachers need extended training in supporting diverse learner needs. Some universities do offer full semester courses. However, if we continue to label these courses as special education, we are causing socially constructed divisions in learning, when the best pedagogy works for all learners and their diverse needs.
16. As all reports highlight, teachers do struggle with understanding how to support student behaviour. But locking up a child or placing them in a 'time-out' room similar to the kind of solitary confinement our most violent criminals receive is not a solution. If children have sensory issues, confining them only exacerbates the condition, along with being an affront to human rights. If a child using a wheelchair does not partake in gymnastics as part of their physical education lesson, we do not discipline them. Therefore, if a child with an infantile emotional control, because of their disability, regresses into themselves and cannot complete a task – why is it acceptable to chastise or isolate them?
17. We need to rethink the structure of our schools for the 21st century, rather than relying on 19th century modes of learning delivery. Professor John Fischetti and Dr Scott Imig of the University of Newcastle, writing for *EduResearch Matters*, stated "Australia will need a lot more than fiddling at the edges of education policy if we are to have a successful future as a nation ... There are many impressive innovations occurring in Australia and around the world that we could be using more widely. These reform-based models are offering meaningful education experiences for students, often with little fanfare."
18. We need to look at these models and apply them for all, including those children with a disability. Models such as The Big Picture School, Advancement via Individual Determination or the US Early College model, offer opportunities for alternative methodologies. Neuroscience and project-based learning or indeed the international baccalaureate offer insights to alternative learning.
19. Funding is an issue, but it is not the only issue.
20. We need to offer all students access to an education that supports their learning, rather than highlighting their deficits. We need to apply the recommendations of both Senate inquiries. Students need to be able to access their local schools as a human right. Finally, systems need to stop protecting managers, principals, teachers and teacher's aides who abuse children with a disability. In many cases, they need to be charged and

prosecuted. Only then will children with a disability get a fair go. Luck has nothing to do with education for the disabled. Deliberate choice by all of us as a community is what will make the difference.

21. We should treat all children as if they were our own.

The Royal Commission into Violence, Abuse, Neglect and Exploitation of People with Disability

1. The purpose of the Royal Commission was to address the challenges for all people with a disability, and Volume 7 dealt directly with Education. with disabilities in the future. It came up with 15 specific recommendations regarding education.
2. However key to them all was a separate recommendation for all people with a disability (including children for there to be a rights Bill, I would argue that that the NSW Parliament adopt all these recommendations.
3. Australia is a signatory to the seven core International Human Rights treaties and has ratified them all (meaning we've voluntarily accepted legal obligations under international law). Once it ratifies a treaty, Australia is obliged to ensure its domestic laws comply with it. The seven treaties include the Convention on the Rights of Persons with Disability, signed in 2007. In addition, we have the 1992 Disability Discrimination Act and we are a signatory to the Salamanca Statement on the right of every child to education.
4. However there has been ongoing criticism of Australia for not fully abiding by the international treaties we have signed.
5. The Disability Discrimination Act is a reactive law. It comes into force when discrimination is already allegedly happening. The problem with this form of "formal equity" is it can reinforce inequity, even as it seeks to address it. Its focus is not achieving equal outcomes or opportunities.
6. In its final report, the disability royal commission affirmed a commitment to make the Convention on the Rights of Persons with Disabilities a reality in Australian law. A disability rights act would enshrine in law the ability to make proactive, positive actions to ensure inclusion, support and long-term structural changes. A rights act would additionally support First Nation peoples with disability giving them additional protection that is culturally sensitive, as stated in the Royal Commission Report.
7. One major challenge to breaking down barriers to inclusion and equity is the phrase "reasonable accommodation", which is outlined in the Convention on the Rights of Persons with Disabilities as: *necessary and appropriate modification and adjustments not imposing a disproportionate or undue burden [...] to ensure to persons with disabilities the enjoyment or exercise on an equal basis with others of all human rights and fundamental freedoms [...]*
8. These are often termed "reasonable adjustments". But are the changes to ensure inclusion "reasonable"? How can we tell? This interpretation has been criticised because reasonable adjustment is intended to mean what is reasonable for the person faced with the barrier. But it's usually interpreted as meaning what's reasonable for the provider – say, a school, employer, accommodation or service organisation.

9. A new disability rights act would change the burden of proof. If a business, school system or care provider did not offer inclusive supports and adjustment, they would need to prove it was an undue burden on them. The commission said: *As presently drafted, the [Disability Discrimination Act] creates little incentive for employers, schools, service providers and other duty-holders to take active measures to prevent disability discrimination.*
10. Commissioners said one of the main deficiencies of the disability discrimination act is that: *the protection of a person's rights depends on that person being prepared to make and pursue a complaint [...] to have the knowledge and personal resources to pursue the claim, including the risk of an adverse costs order should the matter reach court.*
11. Under current policies and practices, people with a disability are not sufficiently involved with decision making and the development of laws and policies. This is contrary to the Convention on the Rights of Persons with Disabilities.
12. A disability rights act would enshrine the requirement for people with a disability to be at the centre of any changes being made.
13. There also needs to be agreement across all sectors as to what constitutes disability for a rights act to be implemented. There are still today, those that question the diagnosis of attention deficit hyperactivity disorder (ADHD) and systems that conflate indicators between disabilities. If there isn't a consistent definition, people and organisations can ignore or redefine disability based on their opinion, not community consensus or law. A disability rights act would create a societal climate of positive action, to remove barriers before complaint, and for all aspects of society to promote meaningful equality and actively eliminate discrimination.
14. In the true spirit of inclusion, it could change societal attitudes and put supporting people with a disability at the core of all processes, rather than an afterthought – whether in the employment, education, housing, sport or legal sectors. It would break the vicious circle of disadvantage and exclusion.
15. In their final education recommendations, a key division emerged among the commissioners. Indeed, this split also exists within the education sector. Three of the commissioners said all children with a disability should be taught in mainstream settings and segregated settings should be closed. In this way, the streaming of exclusion that often leads to a lifetime of isolation from wider society could be disrupted.
16. A disability rights act would ensure segregated settings and potential educational deficiencies (whether in specialist or mainstream schools) would be challenged by a social model of disability rather than an archaic medical model, which focuses on specific diagnoses. It would empower us to break from the current failing systems and change the lens through which we see each other.
17. Creating a disability rights act would mean that if mainstream schools are not suitable

for many children with a disability, then we would change the schools and the systems
– not remove “certain” children.

NSW Education Issues

1. A fundamental rethink needs to happen with our Victorian schooling system if we are to have a 21st Century schooling for our 21st Century children. Staffing cutbacks, Piccoli's vision of 'mega' schools (which will only exacerbate sensory processing issues and inequity), and a limited focus on 'robotic worker skills' rather than knowledge acquisition skills are not the answer. There are outstanding teachers (and some outstanding teacher's aides) who need to be celebrated and supported and most importantly, along with the parents of children with disabilities - listened too.
2. Schools are deliberately disregarding disability standards through rejecting school places, denying the opportunity of access to activities and offering minimal, if any, support to children with disabilities.
3. Early education expert Kathy Colgan's report on inclusion for Children and Young People with a Disability Australia, as well as the findings of two recent Senate inquiries released in November 2015 and January 2016, have all commented on the exclusion of children with a disability from education.
4. According to recent research from Gill Rutherford, a special needs education expert at the University of Otago *"Essentially we value the normal over the abnormal, thus our resources are aimed at normalising. The normalising approach of special education, therefore, is one that conceals the rights of students in and of themselves as human beings not regardless of difference but because of difference."*
5. In the UK, research shows that teacher assistants (TAs) are being used as substitute teachers for those kids with the greatest pedagogical needs and this leads to those children having diminished outcomes.
6. The New South Wales auditor-general's report published in May 2016 was a further reinforcement of how schools, and more importantly education systems, are failing children with a disability across Australia but specifically in NSW. Concern was raised that one in four of the 300 respondents said they had been told there was no place for their child at their local school. When children were given a place, the report found that teachers often refused or were reluctant to make adjustments, due to poor attitudes towards disability. The reasoning being that students with disability do not need an adjustment, despite individual student medical reports demonstrating otherwise.
7. In addition to these issues, there were accounts of bullying by staff, of support teachers not having appropriate training and qualifications, and school principals not being held accountable for ensuring adjustments were made for students.
8. The report recommended that the Department of Education should provide guidance on reasonable adjustments, encourage more teachers to complete both modules of the disability standards training and use school learning and support officers more effectively in the classroom.
9. Simple measures such as ensuring prospective teachers' understanding of support for

students with disability and reviewing how schools support the behavioural needs of students with disability were also suggested. Such measures seem obvious.

10. This is not a simple funding issue. It is the cultural attitudes towards children with a disability that lead to exclusion. If we fail to recognise all children as learners and having capability, our low expectations will perpetuate attitudes of discrimination and failure.
11. A public education should be for all, not only those with acceptable criteria. It is a recognised human right.
12. In a comment made by the former NSW Education Minister Adrian Picolli about the need to spend more money on supporting disadvantaged students to keep them out of jail, he said *“Prisons are not filled with kids who went to \$30,000 private schools; they’re full of people with speech problems and autism, who had a pretty poor experience at school. This is an equity issue.”*
13. His blanket labeling of children with autism as criminals is unhelpful and highlights the attitudinal ignorance reported in the auditor-general’s report. But it also points to a wider problem within the education system.

Abuse In Education

1. There are continual reports of children who are disabled being caged or imprisoned in schools in Australia. Whether it is NSW, Queensland, Victoria and the ACT. The mainstream media is outraged, disability advocates are outraged, parents are outraged. And teachers? One needs only to read the comments posted on news sites to hear their defences: these children are aggressive, they have behaviour issues, schools are understaffed and underfunded, these are isolated incidents.
2. But these are not isolated incidents, teachers are properly trained, and not all autistic children are aggressive.
3. Many alleged cases of abuse of disabled children happen to those who have communication challenges, who can't tell tales on the abuser. This is not abuse undertaken by teachers who have reached the end of their ability to cope. We should all be outraged but not shocked or surprised. Abuse of the most vulnerable groups in our society is well documented and has been going on for years. Non-verbal children with disabilities are just the latest victims of a society that celebrates perfection and castigates all those who don't conform to what is viewed as the norm. It takes only a brief Google search to find multiple cases of abuse of disabled children in our school systems, yet no one seems to want to address the issue.
4. Cages, and martial arts training for staff to subdue children, have to be purchased. And anyone who works in education knows there are multiple documents to complete to get any funding for any resources, whether it be a pencil or a cage.
5. The terminology for excusing abuse in schools is also interesting. Staff do not request funding for cages, but for 'containment areas'. Staff do not assault children, they use 'physical prompts'. Equivocation at its best.
6. Many children with disabilities do have behaviour challenges but that is not a euphemism for aggression. When teachers and schools comment upon 'disruptive behaviour', are they referring to children's responses due to Sensory Processing Disorder (which is a symptom of many neurological conditions), or are they oblivious to this? Children who have SPD can, and often do, become highly stressed due to hypersensitivity. It's not necessarily a deliberate attempt at defiance or non-compliance. Non-verbal children (such as those with dyspraxia, autism, cerebral palsy and apraxia) who are unable to vocalise their stress and discomfort, can sometimes be disciplined because of their disability, rather than their deliberate misbehaviour. In doing so, schools and teachers would be in breach of the *Disability Discrimination Act 1992*.
7. Those teachers who do make a stand and speak up are too often disciplined for being whistle-blowers. Teachers are trained to support diverse learners and inclusion does work, but once student teachers enter the system, they learn quickly that keeping quiet and ignoring observed abuses will allow them to gain further employment. It gives the impression that the executives of education systems, area managers and principals see no evil and hear no evil and want their staff to speak no evil. How ironic that it appears

the education establishment lives in ignorant bliss.

8. I live in hope that the majority of teachers are horrified by the few bullies and abusers in their midst, but if they don't speak up, they may be seen to be complicit. If the executive directorates of education don't seek a root-and-branch investigation, then should they not be held culpable? How can we ever expect children to learn if they are not safe in schools from the very people we trust with our children?
9. In repeated Budget Estimates sittings, the NSWDoE has been asked if they insist on confidentiality clauses when there is a legal settlement. They state they do not, however I am yet to come across one family whom has taken the Department to court over the mistreatment of their child with a disability; who have not been forced to accept a confidentiality agreement/gag order as part of the settlement. This silencing of families and defacto covering up of abuse needs to be stopped.

The NSW Parliamentary Inquiry into The Education Of Children With Disabilities 2017

The purpose of the Inquiry was to make recommendations to build upon the positives for children and eliminate the some of the challenges faced for children with disabilities in the future. It came up with 38 recommendations that can be summarised into 4 key areas: inclusion, funding, training, accountability and complaints.

1. The first recommendation is that all children should be included in mainstream education as a default. Further recommendations in the report however appear to contradict this default position through the recognition of segregated Special Schools and units
2. There is limited to no research that shows segregated settings have any long-term benefit. It should be said, Units and Special schools do not demonstrate Inclusion, it is integration at best and state sanctioned discrimination at worst. The UN General Comment No. 4 24.2 states *‘only inclusive education can provide both quality education and social development for persons with disabilities, and a guarantee of universality and non-discrimination in the right to education on the rights to an education states’*.
3. We acknowledge that pragmatically to transfer all children into mainstream overnight would be a disaster for schools and children, however we argue a timeline and process for the closure of all these settings is required.
4. We also want to point out that children with specific needs cannot be moved into mainstream schooling without first changing attitudes in many mainstream school communities. Also, it cannot be done without fully funding support, training and resources for the school staff, parents and children involved.
5. Ten of the 39 recommendations have a direct impact on funding issues. To implement the report recommendations, equitable and accountable funding needs to be in place.
6. The committee recognised that Gonski 2.0 will not meet the required needs of students, so funding needs to be found and directed as purposed for the education of children with disabilities in NSW schools.
7. Funding is needed for resources, infrastructure and staff release so teachers can be given meaningful, hands-on training, not just access to online units that can appear superficial.
8. To assist in this there is a recommendation that schools should appoint trained business managers, and that funding for children with disabilities be made public and accountable.
9. Training was seen as key to implementing changes, with 16 relevant recommendations. It is seen essential to change as a successful Inclusion policy. Staff

and parents all felt additional training was required to support all learners, with attitudinal change key.

10. Children with a disability need to be seen as children first. Real, depth of professional development is recommended as a necessity.
11. ‘Snake oil’ training and teaching methods with no empirical research behind them should be challenged and removed from our schools. Staff must be given time to attend training and embed their enhanced skills. Health professionals, parents and schools should work in partnership to build on the expertise they all bring to the education of children with disabilities.
12. The Inquiry had the most to say about accountability and complaints processes in relation to the treatment of children with a disability, with 19 associated recommendations.
13. Too many reports from NSW and across Australia demonstrate that children with a disability are being denied even basic enrolment in their local public school when first applying; and even when eventually being offered a place; are marginalised, often denied access to the curriculum and wider school events.
14. The gravest of our concerns is the abuse of children with disability in schools. You would not have missed the harrowing stories of abuse that were revealed when the Inquiry released its report in September. The reaction sparked a unanimous call in the media and from organisations involved with children with disabilities, for schools, school systems and those in authority to urgently take action.
15. Recommendation 17 called for the NSW Ombudsman Inquiry into behaviour management in schools - August 2017 to be fully accepted and implemented. This calls for an outside committee to review complaints, and for protections against abuse and discrimination of children with a disability to be seen as a priority. There is harsh condemnation of the Department of Education’s ‘investigative’ processes in relation to reportable conduct and the role that the *Employee Performance and Conduct* (EPAC) has played.
16. Real concerns remain over the Department investigating itself. Statistics must be published, staff supported, whistle-blowers protected and most importantly the most vulnerable children kept safe from abuse.
17. There were some under-developed areas that the report could have been stronger on. Children with a disability in some secondary settings will still be funded at Primary school level and this could be a breach of the Disability Discrimination Act 1992. The research on the role of SSPs (Schools with a Specific Purpose), with the diminished educational outcomes for children and the heightened danger of abuse potentials, could have been made more prominent. Segregated special settings should be closed to lead to full Inclusion. The flawed role of PES that was highlighted, but I believe that should have led to a recommendation of its disbandment with an independent Educational ICAC put in its place to safeguard all children and staff equitably.

18. Many parents claim to be left with no other option than to home school their child with disabilities. There is an annual increase in home schooling of around 37% a year This has massive social, moral and economic implications for society. If children are denied an education, how can they become economic contributors to Australia in the future? If a family home schools (not through choice) they cannot work or contribute to the economy and their children receive no educational funding at all.
19. Overall what will have the greatest impact to the education of children with disabilities is leadership and attitudinal change in mainstream schools. Funding, training and processes will not be successful solutions until those in leadership at school and system levels place the emphasis on every child's ability to learn and feel safe, rather than protecting a flawed system. Of course, the leadership that matters most at the moment is that of NSW Education Minister Rob Stokes.
20. The Inquiry recommendations cannot heal or even investigate the allegations of abuse and discrimination of the past that initiated it. The current Education Minister can undertake actions to allow this, but as of yet has not, as neither have previous recent Education Ministers whom have been made well aware of the issues. It may well be the Royal Commission will be the means for this to happen, which may well be detrimental to the reputation of NSW Education. That will require the NSW Parliament to adopt the recommendations of the Royal Commission.

Reporting And Accountability

This relates directly to teacher professionalism and transparency.

1. There is a dichotomy in the systemic running of NSW education and schools through the separation of responsibility. NSW has three basic school systems, Public, Catholic and Independent. However the issue lies within the separation of government oversight and the public system. Both are one and the same, the Department of Education. NSW Education Standards Authority (NESA), whilst monitoring all three systems has direct responsibility to deal specifically with misconduct issues in the Independent and Catholic systems. When recent abuse of student allegations were revealed in both public and independent schools by the ABC 7.30 Report, NESA immediately dealt with the Independent school, whilst the Department of Education was left to internally investigate itself.
2. Recent Senate Inquiries into institutional responses to misconduct, as well as the current Royal Commission has shown the dangers of systems that self regulate and the potential for systemic cover-up. Public schools investigate themselves and the concern is that too often they appear to find themselves at no fault.
3. If you contact any outside authority such as Family and Community Services or even indeed the police, you are informed that the Department of Education investigates itself, usually through the internal section of PES – Professional and Ethical Standards <http://www.dec.nsw.gov.au/about-us/how-we-operate/how-we-handle-complaints> .
4. It is PES that decides if a complaint should be reportable and thus investigated or only a matter for local area management inquiry. In effect this usually means a principal of a school investigates her or his own school. It is therefore of little surprise to find that often a principal will find little to no fault over how they run their own school. In August 2016 when the former Minister Adrian Piccoli released information on cases of reportable conduct, multiple families and teachers found their reports of serious abuse and assaults on children were not listed as reportable. If the internal investigative body, EPAC, does not find unexplained bleeding to faces and adult bruising of children reportable there is clearly a problem in accountability and potential systemic cover-up that needs to be challenged.
5. Recent media reports of the treatment of children in schools have alluded to concerns of this being the case within the NSW public school system. With the long desired change of Minister for Education, the time is now prescient to have a fundamental change in the monitoring and accountability of the public school system. There is a valid argument that the Minister for Education should have a separation from the public school Department of Education. Currently if you have an issue with the public school system, the highest authority to whom you can complain is the Minister and thus there will be no independent body until there is a separation between the Ministry for Education and the Department of Education. Too often I have had allegations of the previous Minister referring complaints back to the very people in the Department of Education to whom the complaint was about. Ms. Car, the new Minister for Education has an opportunity to break this cycle of internal collusion.

6. The benefits of such a separation would be to parents, staff and management. As well as the Ministry. Through removing the conflict of self-interest, all parties involved in the complaints process could have a greater assurance of transparency and that the findings are valid. The 2017 NSW Parliamentary Inquiry Into Students With A Disability Or Special Needs In New South Wales Schools, was initiated in part due to the concerns of many over the potential impartiality of investigate procedures for complaints in NSW.
7. Whilst some might argue the NSW Ombudsman already has such a role, the terms of reference for the Ombudsman is to ensure that procedures are undertaken correctly, not to look at any potential conflicts of interest or impartiality. In addition, through separating the Ministry for the Department of Education, it allows parliament to have a transparent oversight over all education in NSW, and offers some protection to the Minister from accusations of corruption and cover-up if ever there are found to be any.
8. Such separation of accountability and investigation is apparent in other systems across the world. The different education systems found through the UK are all subject to HM Inspectorate. This creates a confidence in the community that the system is robust and trustworthy. Public School uptake is significantly higher in those countries where public schools are independently monitored. Having a similar body, separate to the body that sets the curriculum, allows for the protection of children and staff as well as ensuring that curriculum delivery is of a standard to be expected.
9. Currently in NSW all these areas are meshed so that those that set the curriculum, and those that review the quality of teaching are intertwined.
10. If there is no outside overview, there is the potential for a lack of perspicuity.
11. As a staff member of NSW Department of Education in PES once stated to me when I asked about the lack of transparency in their investigative procedures, 'Well they are transparent to us'.
12. Children, parents and staff have the right to open and fair protection. NSW Department of Education investigates itself, and appears to be accountable only internally, just like the Catholic Church. Until there is an independent body to investigate complaints of abuse, no child is safe.

CCTV and Children with a disability

CCTV is also a potential funding issues and the ethical question that needs to be presented.

1. For the past 30 years, across Europe and also within Australia, Close Circuit Television (CCTV) has become an omnipresent aspect of our lives. Ostensibly it is there for safety, and also for prevention of activities that society deems unacceptable. That said however there are growing concerns over the 'surveillance' of populations and the way that such technology can be abused by authorities. That said, there is little doubt it has changed our lives but one of the few areas that have not been deeply addressed is the place of CCTV in our schools.
2. Schools, staff and parents have concerns over any potential widening of usage of CCTV in schools. Leaders therefore need to be aware of its potentials and also the challenges it presents. In wider society, there is less concern. Whether we wish to admit it or not, our public life is constantly filmed. CCTV is used to monitor road congestion, not to mention speed cameras. When we step out into the streets and roads, we are being filmed. When we walk into any shops, or commercial areas, we are being filmed. If we go to the hospital, we are filmed. Many houses have security cameras protecting them. In our daily life, people are filming footage around us and containing us with their mobile phones. Police carry 'body cameras. Even when we use an ATM, we are being filmed.
3. Rarely do we question this or indeed have any concerns about the footage and how it may be used unless we look at other countries such as China or Saudi Arabia where such footage is added to the metadata of their overall monitoring of the population. Indeed, without such footage many crimes, or missing persons would not be dealt with as effectively. The recent case of an Australian woman being shot by police in the USA has argued for more CCTV/body camera usage.
4. The USA has shown the impact on CCTV can have. Children making false allegations against staff have been caught doing so through footage. Staff assaulting non-verbal children with a disability have been caught, where CCTV is the only evidence that could have revealed such repugnant behaviour. The aggression of some parents to staff in public areas has reduced, as has the number of instances of students bringing weapons into school, as CCTV has identified the weapons and the individual carrying them.
5. In the recent Oakden nursing Home inquiry in South Australia, which was investigating allegations of aged care abuse, CCTV being trailed to protect both residents from elder abuse (but also staff from false allegations) has led to at least five care homes installing CCTV in rooms, with resident consent. Indeed, the current Aged Care Royal Commission is exploring such options, given it was covert CCTV that highlighted the levels of abuse in Care Homes. It is somewhat ironic that we appear to use CCTV to protect clothing and food in our shops from theft, or to use as evidence of road danger through 'dashcams' than we do to protect the vulnerable. There are privacy concerns and how footage of residents being filmed in the privacy of their own

rooms will be dealt with, but these are not unsurmountable; so why is there such resistance to CCTV in schools and are the concerns real?

6. CCTV is present in schools. In the UK, a 2014 report found that 90% of schools have CCTV installed. The majority of cameras are placed in playgrounds, entry ways and around the perimeters. This allows for the protection of the school property, and also to ensure safety of staff and prevent playground bullying. Within Australia, Doonside Technology High School in Sydney has noted a 70% drop in bullying since 57 cameras were installed. Other schools have noted a significant drop in vandalism and damage as well as a reduction in bullying. CCTV cameras have an impact. More disturbing though are when reports of hidden cameras are found such as in a classroom in Maitland in 2017, to ostensibly curb vandalism, though staff and pupils were unaware of its presence.
7. In addition to formal CCTV, students have access to mobile phones and can easily film events of a classroom. It was such filming that alarmed parents to significant abuse and bullying of their children with special needs in a NSW public school, and having such evidence led to those staff being removed.
8. Education Union leaders have spoken out against the expansion of use cameras in schools. One such using the analogy that people still speed despite speed cameras. Using such an argument misses the point, in that such logic negates the need for any laws, for people still break the law despite their being laws. There is a truth that if people are aware of the CCTV, and they wish to undertake activities they would prefer not to be filmed; they move to an area not filmed. This will happen in any society but having CCTV may just limit the inappropriate actions of some, as the statistics for Australia and the UK have shown.
9. CCTV has many advantages for schools. Yes, it can protect property, and yes it can identify bullying in the playground, and ensure that people entering schools are more conscious of their actions and their behaviour. The larger issue is should CCTV be allowed into the classroom as well as the common areas of a school?
10. From a safety viewpoint, it is potentially a win-win for all involved. When there is an issue such of abuse of a student by another, abuse of a student by a teacher or indeed abuse of a teacher by a student; CCTV could provide the evidence required to moves beyond a legal he-said-she-said conflict. In particular, as was highlighted in the NSW Inquiry into Disability and Education for children with a disability, CCTV cameras could well be an important tool for schools to ensure that children are safe. Children with a disability are 3x more likely to be abused, non-verbal children 10x more likely.
11. CCTV could also be used to enhance learning experiences. No teacher is able to be fully aware of what is happening in a classroom at any time. CCTV could assist the teacher in identifying lack of engagement, bullying, or even students not being included as fully as possible. As a behavioural management tool, it would allow staff to identify areas and behaviours that need support, and also be used to engage parents in supporting this process.

12. As a professional development tool, to allow the now mandated observation required, CCTV may allow for a more accurate reflective learning tool. Once CCTV is in place, individuals soon lose their self-consciousness of cameras being present, meaning a filmed class learning experience has the potential to more accurately reflect teaching, rather than an ‘observer’ being present which creates a false classroom dynamic.
13. There are of course major issues with all of this. Could the footage be misused? There is a concern that Principals would be monitoring the staff and using the footage as evidence of ‘supposed’ bad practice to remove teachers, whether justified or not, or indeed to restore some teacher freedom in how they individualise learning experiences. Other have concerns over the filming of minors, and that footage getting into the wrong hands. There are also concerns over filming potentially breaching protection orders, or footage being leaked to social media (as has happened in other public space CCTV footage).
14. What surprises is the lack of trust in education professionals in maintaining privacy. The most intimate details of children from their medical histories to the family circumstances, including financial background, legal orders, and abusive situations are able to be kept private. Why should CCTV footage be any different? Concerns over misuse by authorities to remove teachers, would, like all industrial dispute case, be able to be challenged in court. What CCTV could do is protect students and staff alike. In 2018 alone, in NSW public schools there were 657 Child protection complaints against staff relating to children with special needs or disability. CCTV could change this. Increasingly there are multiple reports of abuse of staff by parents and students. CCTV could support school staff and protect them.
15. We do not question CCTV in protecting \$5.00 t shirts that can be bought in stores, and we do not question the footage is kept safe. Children and adults are worth more. Schools are not private places, they are public. What have schools to hide behind closed doors? We know that school staff are professional and responsible with privacy, more so than 18-year-old store workers. Classrooms are already being filmed everyday through mobile technology. It might be time for schools to take control, protect staff and children, and use technology to enhance teaching practice.

Summary

There are several key points to make in relation to the Terms of Reference for this Inquiry

1. Equitable access to resources for students with a disability or special needs in regional and metropolitan areas
 - i) Resources and funding for children with a disability needs to be ring-fenced to only be used for the purposes provided, with Principals held accountable for usage of said funding.
 - ii) Resources needed for learning adjustments equipment/materials.
 - iii) Pedagogically trained teachers in Special Needs.
 - iv) Improved Initial Teacher Training in Special Needs embedded into all courses, rather than a stand-alone course of c.40 hours in a 4 year degree.
 - v) Re-education of current teachers through meaningful professional development
 - vi) Resourcing Independent complaints body.
 - vii) Fully supporting the Ombudsman office in their oversight of education and disability.

2. 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) Whilst ideal in principle it has not been implemented.
 - ii) Principals need to lead by example.
 - iii) Students should not be disciplined because of their disability.
 - iv) Any classroom/school exclusion of students with a disability should be fully documented and justified with evidence, and parents informed before exclusion can be undertaken.
 - v) Isolation/timeout rooms must only be used in extreme situations. Said rooms must be fully supervised at all times. Detailed records of times and reasons for use must be kept and made available to any interested party. A published, available policy must be provided by all schools choosing to use such extreme, potentially abusive device. Isolation/timeout rooms must be clearly marked on school plans. If found to be inappropriately used, staff and schools need to be investigated for potential abusive practices of children with a disability.
 - vi) Real, meaningful inclusion in classroom learning must take place.
 - vii) All students must have an agreed IEP with parents and children. Parents must be fully involved in the education of their child with a disability, and listened to.
 - viii) Schools should heed advice of medical experts.

3. Developments since the 2010 and the 2017 Upper House inquiries into the provision of education to students with a disability or special needs and the implementation of its recommendations
 - i) Increased creation of specialist units which isolate students with disabilities from mainstream classes in wooden demountables enclosed with fences (similar to

- 1930's Germany) has become widespread and is increasing. This needs to be reversed and phased out.
- ii) Standardised testing needs to take into account learner needs more so than labels. A neurological disability may have physical impacts in accessing the curriculum.
4. Complaint and review mechanisms within the school systems in New South Wales for parents and carers.
- i) Mechanisms fail to be fully implemented. There is an ongoing distrust of the independence and honesty of said mechanisms by parents and teachers.
 - ii) NESA is, to a degree, investigating complaints in the Catholic and Independent system.
 - iii) The Public school system appears to investigate itself.
 - iv) Too often it appears that physical abuse is deemed 'administrative' and the Ombudsman and EPAC use the flawed 'class and kind agreement' which exempt schools from having to notify to my office certain allegations.
 - v) In any investigation, the child's voice (or representative) must be listened to carefully. Due to the vulnerability of said children, a higher degree of investigation and evidence of school innocence must be applied.
5. Any other related matters.
- i) Teachers whom whistle blow must be protected
 - ii) Abusers should be prosecuted
 - iii) Those that cover up abuse/enable abuse should be prosecuted
 - iv) Teachers whom are alleged should be abused should be transferred away from vulnerable children whilst investigation processes are being undertaken
 - v) All policies in relation to students with a disability needed to be reviewed in the light of the recommendations for the protection of vulnerable victims as specified in the Royal Commission into Child abuse.

Conclusion

To improve outcomes, there is a need for accountability and transparency.

1. There needs to equal treatment of all students, of access to funding that is for specific purpose.
2. Funded programs, initiatives to improve outcomes need to have an evidence base of impact.
3. There is a potential need for a independent education institute to evaluate what works and what doesn't in Australian schools. NSW could lead in this area.
4. Students and staff need to be able to feel safe. Again, PES comes into question. This is separate to how non-government schools monitor or are held to account through the intervention of the separate body NESA.
5. Local schools, local decisions has only but exacerbated these problems, in that whilst it appears to empowering to local communities, it does place great power in the hands of school executives and there are questions as to the training and suitability of Principals to implement such authority, as well as the workload issues.
6. Teacher professionalism is intrinsically linked to teacher work conditions, responsibilities and wage. There needs to be consideration as to raising the professional status of staff, and their wages; but this must be coupled with a review of work conditions, official and unofficial work hours and training.
7. The promotion structure does need to be re-evaluated. We promote the best teachers out of the classroom, where they are needed most. There needs to be both a teaching stream in promotion as well as a management one.
8. We need to support all schools. Government and non-government schools need to have the same accountability measures and working conditions, as well as equal access to resources; and transparency of data made public.
9. Currently the Minister for Education is directly linked to the public system with some oversight of non-government schools. There needs to be a separation of the Ministry of Education from the Department of Education so that the Minister is responsible for all schools, government and non-government.
10. There needs to be a review of training for staff working with children with special needs and disabilities.
11. Children must be given full access to education and also tools for engaging.
12. Teachers should not assault students
13. Students should not be 'disciplined' because of their disability.

14. Teachers who mistreat children with a disability should be disciplined or removed from the teaching register, dismissed from employment, and/or prosecuted.
15. Managers and DEC staff who cover up abuse of children with a disability should be prosecuted, and held accountable.
16. There should be an independent investigative body established.
17. Teachers who have accusations against them should be transferred from the situation whilst independent investigation is undertaken.
18. Children should be listened to.
19. Children should be given special provision when being interviewed, using independent, impartial, fully trained specialists.
20. If there is a legal settlement, the Department of Education should not insist in a confidentiality clause. Families of abused children should not be silenced, nor denied their voice.

Until this happens, there will never be the optics of full trust of accountability, transparency or equal treatment in our education system.

References

- Abacioglu, C. S., Fischer, A. H., & Volman, M. (2022). Professional development in multicultural education: What can we learn from the Australian context? *Teaching and Teacher Education*, 114, 103701–. <https://doi.org/10.1016/j.tate.2022.103701>
- Australian Government. (1992). *Disability Discrimination Act 1992*. Federal Register of Legislation; Attorney-General's Department. <https://www.legislation.gov.au/Details/C2018C00125>
- Australian Government. (2005). *Disability Standards for Education 2005*. Federal Register of Legislation; Australian Government. <https://www.legislation.gov.au/Details/F2005L00767>
- Australian Government. (2020). *Disability Standards for Education 2005: 2020 Review*. Canberra
- Australian Institute of Health and Welfare. (2017). *Disability in Australia: changes over time in inclusion and participation in education*. <https://www.aihw.gov.au/getmedia/34f09557-0acf-4adf-837d-eada7b74d466/Education-20905.pdf.aspx>
- Australian Institute of Health and Welfare. (2022). *People with Disability in Australia*. <https://www.aihw.gov.au/getmedia/3bf8f692-dbe7-4c98-94e0-03c6ada72749/aihw-dis-72-people-with-disability-in-australia-2022.pdf.aspx?inline=true>
- Boyle, C., & Anderson, J. (2020). The justification for inclusive education in Australia. *Prospects (Paris)*, 49(3-4), 203-217. <https://doi.org/10.1007/s11125-020-09494-x>
- Byrnes, L. J., Sigafos, J., Rickards, F. W., & Brown, P. M. (2002). Inclusion of Students Who Are Deaf or Hard of Hearing in Government Schools in New South Wales, Australia: Development and Implementation of a Policy. *Journal of Deaf Studies and Deaf Education*, 7(3), 244–257. <https://doi.org/10.1093/deafed/7.3.244>
- Children and Young People with Disability in Australia. (2019). *Inquiry into Free and Equal: An Australian Conversation on human rights*. <https://humanrights.gov.au/our-work/rights-and-freedoms/publications/free-and-equal-australian-conversation-human-rights-2019>
- Crosse, S., Elyse, K. & Ratnofsky, A. (1993). *A report on the maltreatment of children with disabilities*. Washington, DC: National Center on Child Abuse and Neglect, U.S. Department of Health and Human Services.

- Department of Education Skills and Employment. (2021). *2020 Review of the Disability Standards for Education 2005 Discussion Paper*. <https://www.education.gov.au/disability-standards-education-2005/resources/2020-review-disability-standards-education-2005-discussion-paper>
- Department of Social Services. (2021). *Australian Disability Strategy 2021-2031*. <https://www.disabilitygateway.gov.au/sites/default/files/documents/2021-11/1786-australias-disability.pdf>
- Disability Advocacy NSW. (2023). *Falling Behind: A need for inclusive education*. <https://www.da.org.au/publications/disability-advocacy-dsp-education-paper>
- *Disability Discrimination Act 1992*. (Cth). <https://www.legislation.gov.au/Details/C2018C00125/Download>
- *Disability Inclusion Act 2014*. (NSW). <https://legislation.nsw.gov.au/view/whole/html/inforce/current/act-2014-041>
- *Disability Standards for Education 2005*. (Cth). <https://www.legislation.gov.au/Details/F2005L00767>
- Duncan, J., Punch, R., Gauntlett, M., & Talbot-Stokes, R. (2020). Missing the mark or scoring a goal? Achieving non-discrimination for students with disability in primary and secondary education in Australia : A scoping review. *The Australian journal of education*, 64(1), 54-72. <https://doi.org/10.1177/0004944119896816>
- *Education Act 1990* (NSW). <https://legislation.nsw.gov.au/view/whole/html/inforce/current/act-1990-008>
- Education Council (2019). *Alice Springs (Mparntwe) Education Declaration*. <https://www.education.gov.au/alice-springs-mparntwe-education-declaration/resources/alice-springs-mparntwe-education-declaration>
- Hardy, I., & Woodcock, S. (2015). Inclusive education policies: discourses of difference, diversity and deficit. *International Journal of Inclusive Education*, 19(2), 141–164. <https://doi.org/10.1080/13603116.2014.908965>
- Lloyd, C. (2000). Excellence for all children false promises! The failure of current policy for inclusive education and implications for schooling in the 21st century. *International Journal of Inclusive Education*, 4(2), 133–151. <https://doi.org/10.1080/136031100284858>
- Nationally Consistent Collection of Data on School Students with Disability. (2022). *What is the NCCD?* <https://www.nccd.edu.au/wider-support-materials/what-nccd?parent=/understanding-nccd&activity=/wider-support-materials/what-nccd&step=-1>
- NDIS. (2021). *School education*. <https://ourguidelines.ndis.gov.au/how-ndis-supports-work-menu/mainstream-and-community-supports/who-responsible-supports-you-need/school-education>

- NSW Department of Education. (2003). *Disability Criteria (school sector)*. <https://education.nsw.gov.au/teaching-and-learning/disability-learning-and-support/programs-and-services/integration-funding-support>
- New South Wales Parliament. (2017). *Education of students with a disability or special needs in New South Wales* (Report No. 56/56). <https://www.parliament.nsw.gov.au/lcdocs/inquiries/2416/170921%20-%20Final%20report.pdf>
- NSW Department of Education. (2022a). *Disability Strategy*. NSW Department of Education. <https://education.nsw.gov.au/teaching-and-learning/disability-learning-and-support/our-disability-strategy/disability-strategy>
- NSW Department of Education. (2022b). *Types of schools*. <https://education.nsw.gov.au/teach-nsw/explore-teaching/types-of-schools#>
- NSW Department of Education. (2023a). *Enrolment of Students in NSW Government Schools*. Retrieved from <https://education.nsw.gov.au/policy-library/policies/pd-2002-0006>
- NSW Department of Education. (2023b). *Professional Learning for Teachers and School Staff*. <https://education.nsw.gov.au/policy-library/policies/pd-2004-0017>
- NSW Education Standards Authority. (n.d.). *NSW and the Australian Curriculum*. <https://curriculum.nsw.edu.au/teaching-and-learning/introduction#nsw-and-the-australian-curriculum>
- NSW Parliament Legislative Council. (2017). *Education of students with a disability or special needs in New South Wales*. <https://www.parliament.nsw.gov.au/lcdocs/inquiries/2416/170921%20-%20Final%20report.pdf>
- *Persons with Disability (Regulation of Restrictive Practices) Bill Draft 2021*. (NSW). <https://www.dcj.nsw.gov.au/community-inclusion/disability-and-inclusion/persons-with-disability-regulation-of-restrictive-practices-bill.html>
- Poed, S., Cologon, K., & Jackson, R. (2022). Gatekeeping and restrictive practices by Australian mainstream schools: results of a national survey. *International journal of inclusive education*, 26(8), 766-779. <https://doi.org/10.1080/13603116.2020.1726512>
- Rowley, J. L. (2012). Professional development needs of teachers to identify and cater for gifted students. *Australasian Journal of Gifted Education*, 21(2), 75–80.
- Knutson, J. & Sullivan, P. (1993). Communicative disorders as a risk factor in abuse. *Topics in Language Disorders*, 13 (4), 1-14.
- Roy D. (2016) We must do more to protect and educate children with disabilities, *Education Review*, Jan 2016, 12-13

- Roy, D. & Dock, C. (2014) Dyspraxia, drama and masks: Applying the school curriculum as therapy, *Journal of Applied Arts & Health*, 5 369-375
- Royal Commission into Violence, Abuse, Neglect and Exploitation of People with Disability. (2021). *Students with disability face serious barriers to accessing safe, quality and inclusive education*. <https://disability.royalcommission.gov.au/news-and-media/media-releases/students-disability-face-serious-barriers-accessing-safe-quality-and-inclusive-education>
- Rutherford, G. (2016). Questioning special needs-ism: Supporting student teachers in troubling and transforming understandings of human worth. *Teaching & Teacher Education*, 56, 127-137
- Sobsey, D. (1992). *Violence and abuse in the lives of people with disabilities: The end of silent acceptance?* Paul H. Brookes Publishing Co: Baltimore, MD.
- Sobsey, D., Wells, D., Lucardie, R. & Mansell, S. (1995). *Violence & disability: An annotated bibliography*. Baltimore: Brookes Publishing.
- Sullivan, P.M. (2003). *Violence against children with disabilities: Prevention, public policy, and research implications*. Conference Commissioned Paper for the National Conference on Preventing and Intervening in Violence Against Children and Adults with Disabilities (May 6-7, 2002), SUNY Upstate Medical University, NY
- Sullivan, P. & Knutson, J. (2000). Maltreatment and disabilities: A population-based epidemiological study. *Child Abuse & Neglect*, 24 (10), 1257-1273.
- Sullivan, P. & Knutson, J. (1998). The association between child maltreatment and disabilities in a hospital-based epidemiological study. *Child Abuse & Neglect*, 22 (4), 271-288.
- UNESCO. 1994. *The Salamanca Statement and Framework for Action on Special Needs Education*. Paris: UNESCO.
- United Nations [Committee on the Rights of Persons with Disabilities]. 2016. "General comment No. 4 on Article 24 - the right to inclusive education." <https://www.refworld.org/docid/57c977e34.html>
- United Nations [Committee on the Rights of Persons with Disabilities]. 2019. "Concluding observations on the combined second and third periodic reports of Australia." <http://docstore.ohchr.org/SelfServices/FilesHandler.ashx?enc=6QkG1d%2FPPRiCAqhKb7yhsnzSGolKOaUX8SsM2PfxU7sdebNJQCwIRF9xTca9TaCwjm5OInhspoVv2oxnsujKTRetaVWFXhEZM%2F0OdVJz1UEyF5IeK6Ycmqrn8yzTHQCn>
- United Nations Convention on the Rights of Persons with Disabilities, December 13, 2006, <https://www.ohchr.org/en/hrbodies/crpd/pages/conventionrightspersonswithdisabilities.aspx>

- United Nations Convention on the Rights of the Child, 20 November, 1989, <https://www.ohchr.org/en/instruments-mechanisms/instruments/convention-rights-child>
- United Nations Universal Declaration of Human Rights, December 10, 1948, <https://www.un.org/en/about-us/universal-declaration-of-human-rights>
- Webster, R. (2015) ‘The classroom experiences of pupils with special educational needs in mainstream primary schools—1976 to 2012. What do data from systematic observation studies reveal about pupils’ educational experiences over time?’ *British Educational Research Journal (BERJ)* 41(6) p. 992-1009
- Young, K. (2018). CO-CREATE : Teachers’ voices to inform special education teacher education. *Issues in Educational Research*, 28(1), 220–236.

Appendix

1. Department of Education Record of Abuse Allegations Release 2020

The following document is from NSW Budget Estimates (2020)

Complaints about treatment of children with a disability

93. Could the Department of Education provide the number of, the details of and outcomes of all complaints made against staff in the last 3 years in regards the treatment of children with a disability.

The information provided includes findings where allegations about conduct towards students with disability have been investigated by the NSW Department of Education from 1 January 2017 – 31 December 2019. Students with disability are identified using the criteria under Nationally Consistent Collection of Data for students with Disability.

The initial allegations recorded are the initial allegations as put by the complainant. The actual allegation may ultimately be different, following an investigation.

Physical abuse: may range from unnecessary physical contact with a student through to grab, push, pull, restrain, assault – conduct which, if proven, would constitute criminal conduct.

Sexual misconduct: includes making inappropriate comments; exposing a student to offensive material (even if accidentally), inappropriate touching; crossing the professional boundary, grooming behaviour, other overtly sexual behaviour.

Sexual abuse: touching which, if proven, would constitute criminal conduct. **Neglect:** includes failing to provide proper care or supervision of a student or students, failure to report an incident internally, to report risk of harm to the relevant authorities, to fail to protect a student from another student; to properly follow a behaviour management plan.

Ill-treatment/emotionally abuse: includes inappropriate use of time-out; upset; failure to follow a behaviour management plan; making a student fearful, disciplining or correcting a child in an unreasonable manner, making degrading or personal comments to a student.

Psychologically harm: to engage in conduct which is proven to cause psychological harm that is more than transient.

Misconduct has a very broad definition under employment legislation and the types of conduct that may constitute misconduct are more clearly defined in the Department's Code of Conduct. The Department is also finalising a list of examples of what constitutes misconduct following recommendations from the Tedeschi Review into the operations of the Employee Performance and Conduct Directorate. Examples of misconduct can range from relatively minor matters to very serious matters including criminal conduct.

Sustained misconduct means misconduct has been proven to have occurred.

In circumstances where the conduct of an employee may not amount to misconduct but may still demonstrate poor practice, the employment legislation permits remedial action to be taken in order to assist the employee to address the practice that resulted in allegations of misconduct being made. This means remedial action can be used for minor sustained misconduct or for matters that were not sustained to be misconduct but may amount to poor practice.

Initial Allegation	Finding	Action Taken
A male secondary teacher neglected students in his care resulting in physical harm to the students and engaged in sexual misconduct towards students and engaged in educational neglect of students.	Sustained Misconduct	Directed to Resign
It is alleged that a permanent School Learning Support Officer physically abused a student.	Sustained Misconduct	Caution & Reprimand
It is alleged that a male teacher emotionally and physically abused students.	Sustained Misconduct	Caution & Reprimand
It is alleged that a male teacher engaged in emotional abuse of students.	Sustained Misconduct	Remedial\Other
It is alleged that a male Assisted School Travel Program driver engaged in crossing professional boundaries towards students (nongovernment school).	Sustained Misconduct	Remedial\Other
It is alleged that a male secondary teacher engaged in emotional abuse of a student.	Sustained Misconduct	Remedial\Warning
It is alleged that a female School Learning Support Officer engaged in physical abuse of a student.	Sustained Misconduct	Caution & Reprimand
It is alleged that a female School Learning Support Officer engaged in physical abuse of a student.	Not Sustained - Insufficient Information	Closed - No Disc/Rem Action Taken
It is alleged that a Deputy Principal engaged in physical abuse and emotional abuse of students.	Not Sustained - Insufficient Evidence	Remedial\Warning
It is alleged that a Deputy Principal engaged in unlawful conduct towards a student and an employee.	Sustained Misconduct	Dismissal
It is alleged that a male teacher physically abused a student.	Sustained Misconduct	Reprimand
It is alleged that a female Deputy Principal physically abused a student.	Not Sustained - Insufficient Evidence	Remedial\Counselling
It is alleged that a female School Learning Support Officer neglected the care of a student.	Not Sustained - Insufficient Evidence	Closed - No Disc/Rem Action Taken
It is alleged that a female permanent Assistant Principal engaged in physical abuse of a student.	Sustained Misconduct	Caution & Reprimand
It is alleged that a female primary teacher physically abused a student.	Sustained Misconduct	Caution & Reprimand
It is alleged that a male school counsellor emotionally abused a student.	Not Sustained - Insufficient Evidence	Closed - No Disc/Rem Action Taken
It is alleged that a female School Learning Support Officer engaged in sexual misconduct towards a student.	Not Sustained - Insufficient Evidence	Closed - No Disc/Rem Action Taken
It is alleged that a female teacher physically abused a student.	Sustained Misconduct	Remedial\Warning
It is alleged that a male teacher physically and emotionally abused a student.	Not Sustained - Insufficient Evidence	Remedial\Warning
It is alleged that a female temporary Assisted Travel Support Officer physically abused a student.	Sustained Misconduct	Remedial\Warning
It is alleged that a male temporary School Learning Support Officer (SLSO) physically and emotionally abused a student.	Not Sustained - Insufficient Evidence	Closed - No Disc/Rem Action Taken
It is alleged that a male teacher has engaged in sexual misconduct towards students.	Sustained Misconduct	Caution & Reprimand
It is alleged that a male Principal failed to report an incident in which a male Year 1 student engaged in problematic conduct towards another student.	Sustained Misconduct	Fine
It is alleged that a male permanent secondary teacher neglected the care of three students.	Sustained Misconduct	Caution & Reprimand
It is alleged that a male teacher physically abused students.	Sustained Misconduct	Remedial\Warning

Initial Allegation	Finding	Action Taken
It is alleged that a female Assistant Principal physically abused a student.	Not Sustained - Insufficient Evidence	Closed - No Disc/Rem Action Taken
It is alleged that a female permanent School Learning Support Officer has physically abused students.	Sustained Misconduct	Caution & Reprimand
It is alleged that a male Assisted School Travel Program engaged in sexual misconduct towards a student.	Not Sustained - Lack Of Evidence	Closed - No Disc/Rem Action Taken
It is alleged a female Assisted Travel Support Officer neglected the care of students.	Sustained Misconduct	Remedial/Warning
It is alleged a female Assisted School Travel Program driver neglected the care of students.	Sustained Misconduct	Remedial/Warning
It is alleged a male Executive Teacher neglected the care of students.	Not Sustained - False	Closed - No Disc/Rem Action Taken
It is alleged a female Principal neglected the care of students.	Not Sustained - Insufficient Evidence	Remedial/Warning
It is alleged that a female permanent teacher physically abuses students.	Not Sustained - Insufficient Evidence	Remedial/Monitoring
It is alleged that a female special needs teacher has physically abused students.	Not Sustained - Lack Of Evidence	Closed - No Disc/Rem Action Taken
It is alleged that a male Assistant Principal physically abused students.	Sustained Misconduct	Remedial/Warning
It is alleged that a male Assisted School Travel Program driver neglected the care of students.	Sustained Misconduct	Withdraw Casual Approval
It is alleged that a male permanent secondary teacher neglected the care of students.	Not Sustained - Insufficient Evidence	Remedial/Warning
It is alleged that a female Principal engaged in improper and unlawful conduct towards a student.	Sustained Misconduct	Directed to Resign
It is alleged that a female Assisted Travel Support Office crossed the professional boundary with students.	Sustained Misconduct	Withdraw Casual Approval
It is alleged that a male School Learning Support Officer physically abused a student.	Sustained Misconduct	Caution & Reprimand
It is alleged that a male permanent teacher made inappropriate comments to students.	Sustained Misconduct	Caution & Reprimand
It is alleged that a female permanent teacher physically abused a student.	Sustained Misconduct	Remedial/Warning
It is alleged a male Assisted School Travel Program driver physically abused a student.	Not Sustained - False	Closed - No Disc/Rem Action Taken
It is alleged that a male Assistant Principal physically abused a student.	Sustained Misconduct	Caution & Reprimand
It is alleged that a male secondary engaged in sexual misconduct towards a student.	Sustained Misconduct	Caution & Reprimand
It is alleged that a female casual teacher crossed the professional boundary with a student.	Sustained Misconduct	Remedial/Warning
It is alleged that a male contracted Assisted School Travel Program engaged in inappropriate conduct towards a student.	Not Sustained - Insufficient Information	Closed - No Disc/Rem Action Taken
It is alleged that a female teacher engaged in physical abuse of a student.	Not Sustained - Insufficient Evidence	Remedial/Warning
It is alleged that a male casual teacher engaged in sexual misconduct.	Not Sustained - False	Closed - No Disc/Rem Action Taken
It is alleged that a female teacher emotionally abused a student.	Not Sustained - Insufficient Evidence	Closed - No Disc/Rem Action Taken
It is alleged that a permanent primary teacher emotionally abused and neglected students.	Sustained Misconduct	Caution & Reprimand
It is alleged that a female primary teacher has ill-treated a number of students in her class.	Sustained Misconduct	Caution & Reprimand
It is alleged that a male permanent secondary teacher physically abused a student.	Sustained Misconduct	Remedial/Warning
It is alleged that a female teacher engaged academic fraud involving a student.	Sustained Misconduct	Caution & Reprimand

Initial Allegation	Finding	Action Taken
It is alleged that a permanent School Learning Support Officer physically abused a student.	Sustained Misconduct	Caution & Reprimand
It alleged that a permanent male Assisted School Travel Program neglects students.	Not Sustained - Insufficient Information	Closed - No Disc/Rem Action Taken
It is alleged that a female School Learning Support Officer physically abused students.	Not Sustained - Insufficient Evidence	Remedial/Warning
It is alleged that a male Assisted School Travel Program driver physically abused a student.	Sustained Misconduct	Contract Terminated
It is alleged that a male Assisted Travel Support Officer physically abused a student.	Sustained Misconduct	Remedial/Warning
It is alleged that a male School Learning Support Officer physically abused a student.	Sustained Misconduct	Reprimand
It is alleged that a female teacher physically abused a student.	Sustained Misconduct	Caution & Reprimand
It is alleged that a female teacher physically abused a student.	Sustained Misconduct	Remedial/Warning
It is alleged that a male school Principal neglected the care of students.	Sustained Misconduct	Caution & Reprimand
It is alleged that a male School Learning Support Officer physically abused a student.	Sustained Misconduct	Remedial/Warning
It is alleged that during her run a female Assisted School Travel Program driver physically abused a student.	Sustained Misconduct	Contract Terminated
It is alleged that on a number of occasions a male permanent School Learning Support Officer physically abused a student.	Not Sustained - Insufficient Evidence	Closed - No Disc/Rem Action Taken
It is alleged that a female permanent Assistant Principal emotionally abused a student.	Not Sustained - Insufficient Information	Remedial/Warning
It is alleged that a female School Learning Support Officer	Not Sustained - Insufficient Evidence	Closed - No Disc/Rem Action Taken
It is alleged that a visiting volunteer trainer engaged in sexual misconduct towards a student.	Not Sustained - Insufficient Information	Closed - No Disc/Rem Action Taken
It is alleged that a male temporary secondary teacher engaged in sexual misconduct towards students.	Not Sustained - Insufficient Evidence	Closed - No Disc/Rem Action Taken
It is alleged that a volunteer engaged in ill-treatment of a student.	Not Sustained - Insufficient Information	Remedial/Other
It is alleged that an Assisted Student Travel Program neglected the care of a student.	Not Sustained - Insufficient Information	Closed - No Disc/Rem Action Taken
It is alleged that a male Assistant Principal engaged in sexual misconduct towards students.	Not Sustained - Insufficient Evidence	Closed - No Disc/Rem Action Taken
It is alleged that a female permanent School Learning Support Officer physically abused a student.	Sustained Misconduct	Caution & Reprimand
It is alleged that a male Assisted School Travel Program driver crossed the professional boundary with a student.	Sustained Misconduct	Caution & Reprimand
It is alleged that a male principal neglected the care of a student.	Not Sustained - Insufficient Evidence	Closed - No Disc/Rem Action Taken
It is alleged that a male School Learning Support Officer has engaged in ill-treatment towards students.	Not Sustained - Insufficient Evidence	Closed - No Disc/Rem Action Taken
It is alleged that a female School Learning Support Officer has engaged in ill-treatment towards a student.	Sustained Misconduct	Remedial/Warning
It is alleged that a female Assistant Principal has engaged in ill-treatment of students.	Not Sustained - Insufficient Evidence	Closed - No Disc/Rem Action Taken
It is alleged that a female School Learning Support Officer has physically abused students.	Not Sustained - Insufficient Evidence	Closed - No Disc/Rem Action Taken
It is alleged that a male School Learning Support Officer has physically abused students.	Not Sustained - Insufficient Evidence	Closed - No Disc/Rem Action Taken

Initial Allegation	Finding	Action Taken
It is alleged that a female permanent School Learning Support Officer engaged in sexual misconduct towards students.	Not Sustained - Lack Of Evidence	Closed - No Disc/Rem Action Taken
It is alleged that a contracted Assisted School Transport Program driver is crossing the professional boundary with a student.	Not Sustained - Insufficient Evidence	Remedial/Warning
It is alleged an Assisted School Travel Program driver neglected the care of students.	Sustained Misconduct	Remedial/Warning
It is alleged that a female temporary teacher engaged in ill-treatment of a student.	Not Sustained - Insufficient Information	Closed - No Disc/Rem Action Taken
It is alleged that a male Assisted School Travel Program driver neglected the care of a student.	Not Sustained - Insufficient Evidence	Closed - No Disc/Rem Action Taken
It is alleged a male temporary teacher engaged in sexual misconduct towards a student.	Not Sustained - Insufficient Evidence	Remedial/Letter of Direction
It is alleged that a male teacher engaged in ill-treatment of a student.	Sustained Misconduct	Caution & Reprimand
It is alleged that an Assisted School Travel Program driver neglected the care of students.	Not Sustained - Insufficient Evidence	Remedial/Counselling
It is alleged that a male Assisted School Travel Program neglected the care of students.	Not Sustained - Insufficient Evidence	Closed - No Disc/Rem Action Taken
It is alleged a classroom teacher engaged in ill-treatment towards students.	Sustained Misconduct	Caution & Reprimand
It is alleged a male temporary teacher physically abused a student.	Sustained Misconduct	Remedial/Warning
It is alleged that, during the morning run a male contracted Assisted School Travel Program driver neglected the care of a student	Sustained Misconduct	Withdraw Casual Approval
It is alleged that a male permanent secondary teacher physically abused a student.	Sustained Misconduct	Remedial/Warning
It is alleged that a male teacher physically abused a student.	Not Sustained - Insufficient Evidence	Closed - No Disc/Rem Action Taken
It is alleged that a female permanent teacher has engaged in ill-treatment of a student.	Sustained Misconduct	Dismissal
It is alleged that a permanent female School Learning Support Officer has engaged in ill-treatment of a student.	Sustained Misconduct	Caution & Reprimand
It is alleged a female primary school teacher has engaged in ill-treatment of a students and has ill-treated students	Not Sustained - Insufficient Information	Remedial/Warning
It is alleged that a teacher engaged in ill-treatment of a students.	Sustained Misconduct	Demote
It is alleged that a female Assistant Principal has physically abused a student.	Not Sustained - Insufficient Evidence	Closed - No Disc/Rem Action Taken
It is alleged that a male Assisted School Travel Program driver physically abused a student.	Sustained Misconduct	Remedial/Warning
It is alleged that a temporary special needs teacher has engaged in ill-treatment of a students.	Not Sustained - Insufficient Evidence	Closed - No Disc/Rem Action Taken
It is alleged that a male Assisted School Travel Program driver crossed the professional boundary with students.	Not Sustained - Lack Of Evidence	Closed - No Disc/Rem Action Taken
It is alleged that a male School Learning Support Officer crossed the professional boundary with students.	Not Sustained - Insufficient Evidence	Closed - No Disc/Rem Action Taken
It is alleged that a male school counsellor has engaged in neglect of students.	Not Sustained - Insufficient Evidence	Remedial/Other
It is alleged that a male Principal engaged in sexual misconduct towards a student.	Not Sustained - Lack Of Evidence	Closed - No Disc/Rem Action Taken
It is alleged that a male Head Teacher engaged in sexual misconduct towards a student.	Sustained Misconduct	Remedial/Warning
It is alleged that a female teacher engaged in ill-treatment of a students.	Not Sustained - Insufficient Information	Remedial/Warning

Initial Allegation	Finding	Action Taken
It is alleged that a male casual School Learning Support Officer engaged in sexual misconduct.	Not Sustained - Lack Of Evidence	Closed - No Disc/Rem Action Taken
It is alleged that a male secondary teacher allowed 2 male students with disabilities to work on another staff member's farm when they should have been at school.	Not Sustained - Insufficient Evidence	Remedial/Warning
It is alleged that a female Assisted School Travel driver engaged in sexual misconduct.	Not Sustained - Insufficient Evidence	Closed - No Disc/Rem Action Taken
It is alleged that a female employee, without the knowledge or authority of the principal, picked up three young male students from school in her motor vehicle and drove them to her farm during school hours where they worked for her during the day. It is also alleged that the students worked without appropriate supervision.	Not Sustained - Insufficient Information	Closed - No Disc/Rem Action Taken
It is alleged that a female temporary secondary teacher (engaged in ill-treatment of a students.	Not Sustained - Insufficient Evidence	Remedial/Letter of Direction
It is alleged that a female permanent School Learning Support Officer engaged in ill-treatment of a students.	Sustained Misconduct	Caution & Reprimand
It is alleged that a female temporary School Learning Support Officer engaged in sexual misconduct.	Not Sustained - Insufficient Evidence	Closed - No Disc/Rem Action Taken
It is alleged that a female School Learning Support Officer engaged in sexual misconduct and neglected the care of a student.	Not Sustained - Insufficient Information	Closed - No Disc/Rem Action Taken
It is alleged that a female teacher has engaged in sexual misconduct towards a student.	Not Sustained - Insufficient Evidence	Closed - No Disc/Rem Action Taken
It is alleged that a female Assistant Principal physically abused a student.	Not Sustained - Insufficient Evidence	Closed - No Disc/Rem Action Taken
It is alleged that a male temporary teacher neglected the care of a student.	Not Sustained - Lack Of Evidence	Closed - No Disc/Rem Action Taken
It is alleged that an Assistant Principal engaged in sexual misconduct towards a student.	Not Sustained - Insufficient Information	Closed - No Disc/Rem Action Taken
It is alleged that a male temporary special needs teacher physically abused a student.	Not Sustained - Lack Of Evidence	Closed - No Disc/Rem Action Taken
It is alleged that a female permanent School Learning Support Officer physically abused a student.	Not Sustained - Insufficient Evidence	Closed - No Disc/Rem Action Taken
It is alleged that a permanent female high school counsellor has neglected the care of a student.	Not Sustained - Insufficient Information	Closed - No Disc/Rem Action Taken
It is alleged that a male permanent teacher engaged in sexual misconduct towards a student.	Not Sustained - Insufficient Information	Remedial/Warning
It is alleged that a female temporary teacher engaged in sexual misconduct towards students.	Not Sustained - Insufficient Information	Closed - No Disc/Rem Action Taken
It is alleged that a female teacher engaged in ill-treatment of students.	Not Sustained - Insufficient Information	Remedial/Warning
It is alleged that the female teacher engaged in ill-treatment of a students.	Not Sustained - Insufficient Information	Remedial/Warning
It is alleged that the female permanent teacher crossed the professional boundary with a student.	Not Sustained - Insufficient Evidence	Remedial/Warning
It is alleged that a female teacher engaged in sexual misconduct towards a student.	Not Sustained - False	Closed - No Disc/Rem Action Taken
It is alleged that a female School Learning Support Officer engaged in ill-treatment of students.	Not Sustained - Insufficient Information	Closed - No Disc/Rem Action Taken
It is alleged that a male driver neglected the care of a student.	Sustained Misconduct	Remedial/Warning
It is alleged that a female teacher engaged in ill-treatment of a student.	Not Sustained - Insufficient Information	Remedial/Warning
It is alleged that a primary principal neglected the care of students.	Not Sustained - False	Closed - No Disc/Rem Action Taken

Initial Allegation	Finding	Action Taken
It is alleged that a female principal neglected the care of students.	Not Sustained - Insufficient Evidence	Closed - No Disc/Rem Action Taken
It is alleged that a male Assisted School Travel Program neglected the care of students.	Not Sustained - Insufficient Information	Remedial\Warning
It is alleged that a female permanent teacher engaged in ill-treatment of students.	Not Sustained - Insufficient Information	Remedial\Counselling
It is alleged that a female classroom teacher engaged in ill-treatment of students.	Not Sustained - Insufficient Evidence	Closed - No Disc/Rem Action Taken
It is alleged that a male casual teacher engaged in sexual misconduct towards students.	Not Sustained - Lack Of Evidence	Closed - No Disc/Rem Action Taken
It is alleged that a male permanent Head Teacher engaged in ill-treatment of students.	Not Sustained - Insufficient Information	Remedial\Warning
It is alleged that a male teacher has crossed the professional boundary with students.	Not Sustained - Insufficient Information	Remedial\Warning
It is alleged that a casual female teacher has, on several occasions, engaged in physical abuse of three students.	Not Sustained - Insufficient Evidence	Closed - no disciplinary action taken
It is alleged that a male casual teacher engaged in physical abuse of a Year 8 student. It is also alleged that in doing so the teacher breached a direction.	Sustained Misconduct	Remedial - warning
It is alleged that a male Assistant School Travel driver physically abused a male Year 2 student.	Not Sustained - Insufficient Evidence	Closed - no disciplinary action taken
It is alleged that a male casual teacher physically and emotionally abused students and in doing so breached a direction.	Sustained Misconduct	Remedial - conditional casual approval
It is alleged that a female School Learning Support Officer physically abused students while supervising them.	Sustained Misconduct	Remedial - warning
It is alleged that a male primary teacher physically abused a male Year 5 student.	Sustained Misconduct	Caution & Reprimand
It is alleged that a female Assistant Principal has emotionally abused students.	Not Sustained - Insufficient Evidence	Closed - no disciplinary action taken
It is alleged that a female School Learning Support Officer (SLSO) physically abused a Kindergarten and a Year One student and that in doing so, failed to comply with a relevant written direction.	Sustained Misconduct	Caution & Reprimand
It is alleged that a female Primary Principal physically abused a Year 6 male student.	Sustained Misconduct	Closed - no disciplinary action taken
It is alleged a female School Learning Support Officer restrained a male special needs student	Sustained Misconduct	Caution & Reprimand
It is alleged that a male Principal physically abused a male Year 9 student.	Insufficient Evidence To Put Allegations	Closed - no disciplinary action taken
It is alleged that a female School Learning Support Officer physically abused a male Year 2 student	Not Sustained - Insufficient Evidence	Closed - no disciplinary action taken
It is alleged that a male School Assisted Transport driver physically abused a female Year 8 student with special needs.	Not Sustained - Insufficient Evidence	Closed - no disciplinary action taken
It is alleged that a female permanent teacher physically abused a Year 7 female student.	Not Sustained - Insufficient Evidence	Remedial - counselling
It is alleged that 3-4 years ago, a male Principal physically abused an 8 year old male student.	Not Sustained - Insufficient Evidence	Closed - no disciplinary action taken
It is alleged that a male Primary Principal physically abused a student on two occasions.	Not Sustained - Insufficient Evidence	Closed - no disciplinary action taken
It is alleged that a female School Learning Support Officer (SLSO) physically abused and neglected to supervise students.	Insufficient Evidence To Put Allegations	Closed - no disciplinary action taken

Initial Allegation	Finding	Action Taken
It is alleged that a male temporary Deputy Principal physically and emotionally abused students and in doing so breached a direction.	Not Sustained - Insufficient Evidence	Remedial - warning
It alleged that a female permanent part-time teacher librarian physically abused a male Year 1 student.	Not Sustained - Insufficient Evidence	Closed - no disciplinary action taken
It is alleged that a female teacher engaged in physical abused a student.	Not Sustained - Lack Of Evidence	Closed - no disciplinary action taken
It is alleged that a School Learning Support Officer physically abused a student.	Insufficient Evidence To Put Allegations	Closed - no disciplinary action taken
It is alleged that a female School Learning Support Officer physically abused a student.	Not Sustained - Insufficient Evidence	Closed - no disciplinary action taken
It is alleged that a female permanent Assistant Principal physically and emotionally abused a 9 year old student in the support unit.	Sustained Misconduct	Caution & Reprimand
It is alleged that a male permanent teacher physically abused a female Year 3 student and in doing so may be in breach of a direction.	Sustained Misconduct	Caution & Reprimand
It is alleged that a male teacher physically and emotionally abused a student.	Not Sustained - Insufficient Evidence	Remedial - warning
It is alleged that a male teacher physically abused a student during an incident.	Not Sustained - Insufficient Evidence	Closed - no disciplinary action taken
It is alleged that a male teacher physically abused a student.	Sustained Misconduct	Remedial - warning
It is alleged that a male teacher physically abused a student and neglected to obtain authority to administer a herbal remedy.	Not Sustained - Insufficient Evidence	Closed - no disciplinary action taken
It is alleged that a female teacher physically abused students. It is further alleged that the teacher has unprofessional towards colleagues.	Not Sustained - Insufficient Evidence	Closed - no disciplinary action taken
It is alleged that a female teacher had physical contact with a student.	Not Sustained - Insufficient Evidence	Remedial - warning
It is alleged that a male permanent TAS teacher physically abused a male Year 9 student. In doing so, he has breached a direction.	Sustained Misconduct	Remedial - warning
It is alleged that a permanent School Learning Support Officer physically abused a student.	Sustained Misconduct	Caution & Reprimand
It is alleged that a male School Learning Support Officer physically and emotionally abused a student.	Sustained Misconduct	Remedial - warning
It is alleged that a female permanent School Learning Support Officer physically abused a student.	Not Sustained - Insufficient Evidence	Remedial - warning
It is alleged a female School Learning Support Officer restrained a male special needs student.	Not Sustained - Insufficient Evidence	Closed - no disciplinary action taken
It is alleged that a female primary teacher neglected her three male children.	Sustained Misconduct	Remedial - warning
It is alleged that a female teacher has engaged in sexual misconduct towards a male Year 7 student.	Insufficient Evidence To Put Allegations	Closed - no disciplinary action taken
It is alleged that a male School Learning Support Officer engaged in sexual misconduct towards and neglect of a student from the support unit.	Not Sustained - Insufficient Evidence	Closed - no disciplinary action taken
It is alleged that a male teacher engaged in physical and emotional abuse of a student and in doing so has failed to abide by a formal direction.	Sustained Misconduct	Caution & Reprimand

Initial Allegation	Finding	Action Taken
It is alleged that a male casual teacher engaged in sexual misconduct towards a student.	Not Sustained - Insufficient Evidence	Closed - no disciplinary action taken
It is alleged that a female School Learning Support Officer engaged in sexual misconduct towards a student.	Sustained Misconduct	Closed - no disciplinary action taken
It is alleged that a female Assisted School Travel officer neglected a male primary student with a disability.	Sustained Misconduct	Remedial - training and development
It is alleged that a female Assisted School Travel driver neglected a male primary student.	Sustained Misconduct	Remedial - training and development
It is alleged that a permanent male Head Teacher Welfare has engaged in sexual misconduct towards a student.	Not Sustained - Lack Of Evidence	Remedial - letter of direction
It is alleged that a female School Learning Support Officer physically abused a student.	Sustained Misconduct	Remedial - warning
It is alleged that a male teacher has exposed students to possible harm (neglect).	Not Sustained - Insufficient Evidence	Closed - no disciplinary action taken
It is alleged that a male permanent secondary teacher neglected to protect students in his classroom.	Not Sustained - Insufficient Evidence	Closed - no disciplinary action taken
It is alleged that a female temporary teacher neglected students. It is also alleged that the teacher has neglected to seek permission to post videos of students on social media.	Sustained Misconduct	Remedial - conditional casual approval
It is alleged that a male teacher has physically abused and ill-treated of students, possibly in breach of directions.	Sustained Misconduct	Caution & Reprimand
It is alleged that a female School Learning Support Officer engaged in misconduct in relation to the administration of a NAPLAN test.	Not Sustained - Insufficient Evidence	Closed - no disciplinary action taken
It is alleged that a female permanent teacher physically abused a student.	Sustained Misconduct	Remedial - warning
It is alleged that a Head Teacher has emotionally abused students and has neglected to provide students with their medication on one occasion.	Sustained Misconduct	Remedial\Other
It is alleged that a male teacher has expressed an intention not to report a child protection issue.	Not Sustained - Insufficient Evidence	Closed - no disciplinary action taken
It is alleged that a male Assisted School Travel driver has been charged with serious sexual offences against a 15 year old student with disability.	Sustained Misconduct	Withdraw casual approval
It is alleged that a male permanent teacher physically and emotionally abused students.	Sustained Misconduct	Remedial - warning
It alleged that a female Assistant Principal emotionally abused a student.	Sustained Misconduct	Remedial - warning
It is alleged that a female temporary teacher neglected to administer the behaviour management plan for a student.	Sustained Misconduct	Remedial - warning
It is alleged that a male Assisted School Travel driver neglected the supervision of students.	Sustained Misconduct	Remedial\Other
It is alleged that a male teacher has sexually abused a Year 9 female student.	Not Sustained	Closed - No Disc/Rem Action Taken
It is alleged that a male permanent Head Teacher physically abused and engaged in sexual misconduct towards students.	Not Sustained - Insufficient Evidence	Remedial - letter of direction
It is alleged that a female casual teacher	Sustained	Remedial - warning

Initial Allegation	Finding	Action Taken
neglected to provide proper care for students.		
It is alleged that a male secondary teacher emotionally abused two Year 9 students.	Sustained Misconduct	Remedial - warning
It is alleged that a female Assisted School Travel Officer neglected to provide proper care to students in her care.	Sustained Misconduct	Caution & Reprimand
It is alleged that a male Assisted School Travel driver physically abused a Kindergarten student.	Not Sustained - Insufficient Evidence	Closed - no disciplinary action taken
It is alleged that a female counsellor accessed records for a student when unauthorised to do so.	Not Sustained - Lack Of Evidence	Closed - no disciplinary action taken
It is alleged that a female principal accessed records for a student when unauthorised to do so.	Not Sustained - Insufficient Evidence	Remedial - letter of direction
It is alleged that a female Principal physically abused a Year 2 student.	Not Sustained - Insufficient Evidence	Closed - no disciplinary action taken
It is alleged that a male Assisted School Travel emotionally abused a student.	Not Sustained - Insufficient Evidence	Closed - no disciplinary action taken
It is alleged that an Assisted School Travel officer neglected students in his care.	Sustained Misconduct	Remedial - warning
It is alleged that a male Assisted Student Travel neglected students in his care.	Not Sustained - Insufficient Evidence	Closed - no disciplinary action taken
It is alleged that a female ASTP driver ill-treats students in his care.	Not Sustained - Insufficient Evidence	Remedial - warning
It is alleged that a female temporary School Learning Support Officer engaged in ill-treatment of a student and sexual misconduct towards another student.	Sustained Misconduct	Caution & Reprimand
It is alleged that an Assisted School Travel ill-treats students.	Sustained Misconduct	Closed - no disciplinary action taken
It is alleged that a female temporary teacher neglected to provide supervision of her students during an incident in the classroom.	Sustained Misconduct	Remedial - counselling
It is alleged that a permanent male teacher engaged in ill-treatment of students in his classroom.	Sustained Misconduct	Remedial - warning
It is alleged that an Aboriginal Education officer sexually abused a student.	Not Sustained - Insufficient Evidence	Closed - no disciplinary action taken
It is alleged that a female School Learning Support Officer emotionally abused a kindergarten student.	Not Sustained - Insufficient Evidence	Closed - no disciplinary action taken
It is alleged that a male permanent School Learning Support Officer physically abused students.	Sustained Misconduct	Remedial - warning
It is alleged that a male casual teacher has physically abused and ill-treated a student.	Not Sustained - Insufficient Evidence	Closed - no disciplinary action taken
It is alleged that a female teacher physical abused students.	Not Sustained - Insufficient Evidence	Remedial - warning
It is alleged that a female scripture teacher physically abused a student.	Sustained Misconduct	Remedial
It is alleged that a male Head Teacher engaged in sexual misconduct towards a Year 7 female student.	Not Sustained - Insufficient Evidence	Closed - no disciplinary action taken
It is alleged that a male temporary School Learning Support Officer engaged in sexual misconduct towards students.	Not Sustained - Insufficient Evidence	Closed - no disciplinary action taken
It is alleged that a temporary male School Learning Officer has engaged in sexual misconduct towards a	Sustained Misconduct	Withdraw casual approval

Initial Allegation	Finding	Action Taken
female Year 12 Student.		
It is alleged that a male casual teacher emotionally abused students.	Not Sustained - Insufficient Evidence	Letter of warning issued
It is alleged a male Assisted School Travel Program Driver engaged in sexual misconduct towards two students (Grades 5 & 6) with intellectual disability and neglected to provide proper care of the students.	Sustained Misconduct	Remedial - warning
It is alleged that a permanent male special education teacher neglected to properly care for 7 students in a school vehicle.	Sustained Misconduct	Remedial - warning
It is alleged that a male casual teacher physically abused and engaged in ill-treatment of students with disability.	Sustained Misconduct	Withdraw casual approval
It is alleged that the male teacher physically abused a student.	Sustained Misconduct	Caution & Reprimand
It is alleged that a teacher engaged in sexual misconduct towards three female Year 10 students.	Not Sustained - Insufficient Evidence	Closed - no disciplinary action taken
It is alleged that the female Assistant Principal physically abused an 8 year old male student.	Insufficient Evidence To Put Allegations	Closed - no disciplinary action taken
It is alleged that a male teacher physically abused a male 8 year old student.	Insufficient Evidence To Put Allegations	Closed - no disciplinary action taken
It is alleged that a teacher engaged in sexual misconduct towards primary students.	Sustained Misconduct	Remedial - warning
It is alleged that a long term temporary female Assisted School Travel Officer has neglected to provide proper care for a student.	Not Sustained - Insufficient Evidence	Remedial - letter of direction
It is alleged that a male Assistant Student Transport neglected students in his care.	Sustained Misconduct	Remedial - training and development
It is alleged that a male temporary teacher has engaged in improper administration of a test for Year 8 students It is also alleged that he engaged in ill-treatment of a Year 10 male student.	Sustained Misconduct	Remedial - conditional casual approval
It is alleged that a male temporary teacher engaged in sexual misconduct towards a 15 year old female student.	Not Sustained - Lack Of Evidence	Closed - no disciplinary action taken
It is alleged that a permanent teacher engaged in sexual misconduct towards and ill-treatment of year 6 students with disability.	Sustained Misconduct	Remedial - warning
It is alleged that a male temporary primary teacher physically abused a Year 11 male student.	Sustained Misconduct	Remedial - warning
A male student was neglected during transport.	Sustained Misconduct	Withdraw casual approval
It is alleged that a male support teacher engaged in sexual misconduct towards a female support student.	Not Sustained - Lack Of Evidence	Closed - no disciplinary action taken
A male student was neglected during transport.	Not An Employee Of The Department	Closed - no disciplinary action taken
It is alleged that a female School Learning Support Officer physically abused an 8 year old male student.	Insufficient Evidence To Put Allegations	Closed - no disciplinary action taken
It is alleged that a female permanent teacher neglected students.	Sustained Misconduct	Reprimand
It is alleged that a female School Learning Support Officer neglected to provide proper	Systemic Issue: No Evidence Of Misconduct	Closed - no disciplinary action taken. Issues

Initial Allegation	Finding	Action Taken
care for students.		referred to school
It is alleged that a male School Learning Support Officer neglected to provide proper care for students.	Systemic Issue: No Evidence Of Misconduct	Closed - no disciplinary action taken. Issues referred to school
It is alleged that a male, permanent teacher engaged in sexual misconduct towards female students.	Sustained Misconduct	Caution & Reprimand
It is alleged that a female teacher neglected the supervision of a male Year 2 support student.	Not Sustained - Lack Of Evidence	Closed - no disciplinary action taken
It is alleged a female School Learning Support Officer neglected to supervise a male Year 2 support student on two occasions	Sustained Misconduct	Remedial - warning
It is alleged a female School Administration Officer neglected to provide adequate care to a male Year 2 student	Not Sustained - Insufficient Evidence	Remedial - warning
It is alleged that an Assisted Student Travel driver engaged in ill-treatment of a student.	Sustained Misconduct	Remedial - warning
It is alleged that a male Deputy Principal threatened to harm two students.	Sustained Misconduct	Caution & Reprimand
It is alleged that a female, permanent teacher has neglected to supervise students after school	Not Sustained - Insufficient Evidence	Closed - no disciplinary action taken
It is alleged that a male, permanent teacher has neglected to supervise students after school.	Not Sustained - Insufficient Evidence	Closed - no disciplinary action taken
It is alleged that a female permanent School Learning Support Officer engaged in ill-treatment of six students. It is further alleged that the officer disobeyed multiple directions given by the Assistant Principal to leave the classroom.	Sustained Misconduct	Caution & Reprimand
It is alleged that a male Assisted School Travel driver engaged in ill-treatment of students in his care.	Not Sustained - Lack Of Evidence	Closed - no disciplinary action taken
It is alleged that a female casual teacher engaged in sexual misconduct towards a Year 11 male student. It is also alleged that the teacher engaged in ill-treatment of a female Year 9 student (sibling of the male student).	Not Sustained - Insufficient Evidence	Remedial - warning
It is alleged that a male casual teacher had unnecessary physical contact with two (2) female Year 8 students.	Not Sustained - Insufficient Evidence	Remedial - warning
It is alleged that a female temporary teacher crossed the professional boundary in relation to a group of students.	Not Sustained - Insufficient Evidence	Remedial - warning
It is alleged that a teacher engaged in ill-treatment of students.	Sustained Misconduct	Caution & Reprimand
It is alleged that a male secondary teacher neglected to report an incident involving a student.	Not Sustained - Insufficient Evidence	Remedial - warning
It is alleged that a female secondary teacher neglected to report an incident involving a student.	Not Sustained - Insufficient Evidence	Remedial - warning
It is alleged that a male casual teacher engaged in ill-treatment of a male Year 9 student.	Sustained Misconduct	Remedial - warning
It is alleged that during an excursion a male teacher and his female colleague neglected to properly supervise students.	Not Sustained - Insufficient Evidence	Remedial - warning
It is alleged that a male temporary teacher had	Sustained Misconduct	Remedial- conditional

Initial Allegation	Finding	Action Taken
unnecessary physical contact with students in Year 9 and made inappropriate comments to two female students in Year 8.		casual approval
It is alleged that a male permanent teacher has inappropriately touched students in Year 10.	Not Sustained - Lack Of Evidence	Closed - no disciplinary action taken
It is alleged that a male Deputy Principal has unlawfully / inappropriately accessed information regarding a student.	Sustained Misconduct	Dismissal
It is alleged that a male teacher physically abused and ill-treatment of a male student.	Sustained Misconduct	Reprimand
It is alleged that a female principal neglected to ensure that a male student was adequately supervised while travelling home on using an ASTP service.	Insufficient Evidence To Put Allegations	Closed - no disciplinary action taken
It is alleged that a male teacher engaged in sexual misconduct towards students.	Not Sustained - Insufficient Evidence	Remedial - warning
It is alleged that a male Assistant School Travel officer engaged in sexual misconduct towards students and engaged in ill-treatment of another student.	Not Sustained - Insufficient Evidence	Closed - no disciplinary action taken
It is alleged that a female temporary kindergarten teacher engaged in ill-treatment of a Kindergarten student and is rude towards her colleagues.	Sustained Misconduct	Remedial - warning
It is alleged that a female Assisted Travel Support Officer has had unnecessary physical contact towards a student.	Not Sustained - Insufficient Evidence	Remedial - counselling
It is alleged that a female Deputy Principal is physically handling students and engaging in ill-treatment towards students.	Not Sustained - Insufficient Evidence	Remedial - counselling
It is alleged that a male casual teacher engaged in sexual misconduct towards a student.	Not Sustained - Insufficient Evidence	Closed - no disciplinary action taken
It is alleged that a male Assisted Student Travel driver neglected to provide proper supervision of a student.	Sustained Misconduct	Withdraw casual approval
It is alleged that a male scripture teacher engaged in sexual misconduct by making inappropriate comments towards students in Years 7-10.	Sustained Misconduct	Withdraw casual approval
It is alleged that a male scripture teacher engaged in sexual misconduct by making inappropriate comments towards students in Year 10.	Sustained Misconduct	Remedial - other action
It is alleged that a male School Learning Support Officer failed to adequately supervise and has crossed the professional boundary with students.	Not Sustained - Lack Of Evidence	Closed - no disciplinary action taken
It is alleged that a female School Learning Support Officer neglected to attend to a student's hygiene.	Not Sustained - Insufficient Evidence	Closed - no disciplinary action taken
It is alleged that a casual male Lab Assistant has crossed the professional boundary with a Year 12 student.	Not Sustained - Insufficient Evidence	Closed - no disciplinary action taken
It is alleged that a casual primary teacher, while on a school excursion, neglected the care of a student.	Insufficient Evidence To Put Allegations	Remedial - warning
It is alleged that a temporary Transport Support Officer has engaged in sexual misconduct towards a male student in Year 7.	Not Sustained - Lack Of Evidence	Closed - no disciplinary action taken
It is alleged that a female permanent teacher has neglected to care properly for a male Year	Insufficient Evidence To Put Allegations	Closed - no disciplinary action taken

Initial Allegation	Finding	Action Taken
11 student.		
It is alleged that a female permanent kitchen assistant verbally abused a female Head Teacher. It is further alleged that the kitchen assistant has neglected the care of her foster son.	Insufficient Evidence To Put Allegations	Closed - no disciplinary action taken
It is alleged that a male school counsellor crossed the professional boundary with a Year 9 student.	Not Sustained - Insufficient Evidence	Closed - no disciplinary action taken
It is alleged that an Assisted Travel Support Officer physically abused a student.	Sustained Misconduct	Caution & Reprimand
It is alleged that a female temporary School Learning Support Officer has engaged in ill-treatment of a female Year 9 student.	Not Sustained - Lack Of Evidence	Closed - no disciplinary action taken
It is alleged that a male Assisted School Travel driver engages in unnecessary physical contact with students. It is further alleged that the driver fails to meet the requirements of his role.	Sustained Misconduct	Remedial - warning
It is alleged that a female School Learning Support Officer (SLSO) has crossed the professional boundary with a student. It is further alleged that the SLSO engaged in sexual misconduct towards a student.	Not Sustained - Insufficient Evidence	Closed - no disciplinary action taken
It is alleged that a male teacher physically abused a student.	Not Sustained - Insufficient Evidence	Closed - no disciplinary action taken
It is alleged that the male School Learning Support Officer physically abused a male Year 1 student.	Not Sustained - Lack Of Evidence	Closed - no disciplinary action taken
It is alleged that an Assisted School Travel Program driver engaged in physical abused and ill-treatment of a student.	Not Sustained - Insufficient Evidence	Remedial - warning
It is alleged that a male secondary teacher engaged in sexual misconduct towards female students.	Not Sustained - Insufficient Evidence	Closed - no disciplinary action taken
It is alleged that a female permanent School Learning Support Officer physically abused a student.	Not Sustained - Insufficient Evidence	Closed - no disciplinary action taken
It is alleged that a female Assisted Student Travel Officer physically abused a male student.	Not Sustained - Insufficient Evidence	Closed - no disciplinary action taken
It is alleged that a male casual teacher engaged in ill-treatment of a male Year 9 student. By engaging in the conduct the teacher may have breached a letter of direction previously issued to him by his Principal.	Sustained Misconduct	Remedial - warning
It is alleged that a female temporary Travel Support Officer physically abused a student of a non-government school.	Sustained Misconduct	Remedial - warning
A male SLSO has engaged in sexual misconduct towards a Year 11 male student.	Not Sustained - Lack Of Evidence	Closed - no disciplinary action taken
It is alleged that a female teacher neglected to report risk of harm reported to her by a female Year 6 student.	Insufficient Evidence To Put Allegations	Letter of warning issued
It is alleged that a male Assisted School Travel Officer has physically abused a student.	Not Sustained - Insufficient Evidence	Closed - no disciplinary action taken
It is alleged that a female secondary teacher engaged in ill-treatment of a student. It is further alleged that on a separate occasion, the secondary teacher was rude and	Sustained Misconduct	Caution & Reprimand

Initial Allegation	Finding	Action Taken
unprofessional towards her head teacher.		
It is alleged that a male teacher has engaged physical abuse of students.	Sustained Misconduct	Caution & Reprimand
It is alleged that a male Principal neglected the care of a male Year 1 student.	Sustained Misconduct	Fine
It is alleged that a male permanent secondary teacher neglected the care of students.	Sustained Misconduct	Caution & Reprimand
It is alleged that a permanent female special education teacher has neglected the care of a female year one student. It is further alleged that the teacher has failed to follow her supervisor's instructions.	Insufficient Evidence To Put Allegations	Closed - no disciplinary action taken
It is alleged that an Assisted School Travel Driver crossed the professional boundary with students.	Not Sustained - Insufficient Evidence	Closed - no disciplinary action taken
It is alleged that a female School Learning Support Officer physically abused a student.	Sustained Misconduct	Remedial - warning
It is alleged that a female teacher has crossed the professional boundary with a student.	Not Sustained - Lack Of Evidence	Closed - no disciplinary action taken
It is alleged that a female casual teacher has engaged in ill-treatment of a student and further, has crossed the professional boundary with the student.	Not Sustained - Insufficient Evidence	Closed - no disciplinary action taken
It is alleged that a female School Learning Support Officer sexually abused a 5 year old female student who wears a supportive body brace.	Not Sustained - Lack Of Evidence	Remedial/Other
It is alleged that a female Assisted Transport Support Officer (ATSO) emotionally abused a male student.	Not Sustained - Lack Of Evidence	Remedial - training and development
It is alleged that a male AST driver emotionally abused a female student.	Not Sustained - Lack Of Evidence	Closed - no disciplinary action taken
It is alleged a male Executive Teacher neglected to properly supervise students	Not Sustained - False	Closed - no disciplinary action taken
It is alleged a female Principal neglected to properly supervise students	Not Sustained - Insufficient Evidence	Remedial - warning
An ASTP driver failed to perform the run as directed and neglected to properly supervise a student in his care.	Not Sustained - Lack Of Evidence	Closed - no disciplinary action taken
It is alleged that a male School Learning Support Officer has breached the professional boundary with a 13 year old male student.	Not Sustained - Insufficient Evidence	Closed - no disciplinary action taken
It is alleged that a female temporary classroom teacher physically abused and engaged in ill-treatment towards a student.	Sustained Misconduct	Remedial - warning
It is alleged that a male Assisted Student Transport Program driver harmed a male student.	Not Sustained - Insufficient Evidence	Closed - no disciplinary action taken
It is alleged that a female teacher neglected to properly care for a male student.	Insufficient Evidence To Put Allegations	Remedial - warning
It is alleged that a female Assistant Principal neglected to report an incident and provide adequate supervision of a male student in the support unit.	Not Sustained - Lack Of Evidence	Closed - no disciplinary action taken
It is alleged that a male School Learning Support Officer engaged in sexual misconduct towards a female Y8 student.	Not Sustained - Lack Of Evidence	Closed - no disciplinary action taken
It is alleged that a male Assisted Student Transport neglected to properly supervise a student.	Sustained Misconduct	Remedial - warning
It is alleged that a male Assisted School Transport Program neglected to provide proper	Sustained Misconduct	Withdraw casual approval

Initial Allegation	Finding	Action Taken
supervision of the students.		
It is alleged that a male Assisted Student Transport driver engaged in ill-treatment of students.	Not Sustained - Insufficient Evidence	Closed - no disciplinary action taken
It is alleged that a male driver ill-treated three students.	Insufficient Evidence To Put Allegations	Remedial - warning
It is alleged that a male permanent secondary teacher neglected to provide proper supervision of students.	Not Sustained - Insufficient Evidence	Remedial - warning
It is alleged that a male casual teacher engaged in ill-treatment of a male year 4 student with autism and crossed the professional boundary of another student.	Not Sustained - Insufficient Evidence	Remedial - warning
It is alleged that a male casual teacher engaged in sexual misconduct towards a student.	Not Sustained - Lack Of Evidence	Closed - no disciplinary action taken
It is alleged that a male teacher has breached the professional boundary with a male Year 10 student.	Discontinued	Closed - no disciplinary action taken
It is alleged that a female Assisted Transport Support Officer (ATSO) neglected to provide proper care for students.	Sustained Misconduct	Withdraw casual approval
It is alleged that a male casual teacher engaged in sexual misconduct towards two female students.	Insufficient Evidence To Put Allegations	Remedial - warning
It is alleged that a female ASTP driver neglected to properly supervise a Year 10 student.	Sustained Misconduct	Remedial - warning
It is alleged that a male permanent teacher engaged in sexual misconduct towards two students in Year 7 and Year 8. It is further alleged by engaging in this conduct the PSOA has breached a direction.	Sustained Misconduct	Caution & Reprimand
It is alleged that an assisted travel support officer has failed to provide proper supervision of a Year 12 male student and Year 12 female student It is further alleged that the driver has engaged in ill-treatment of students.	Not Sustained - Insufficient Evidence	Closed - no disciplinary action taken
It is alleged that an assisted travel support officer has failed to provide proper supervision of a Year 12 male student and Year 12 female student	Not Sustained - Lack Of Evidence	Closed - no disciplinary action taken
It is alleged that a male secondary teacher physically abused a student, engaged in sexual misconduct towards and crossed the professional boundary of students.	Sustained Misconduct	Caution & Reprimand
It is alleged that a female casual teacher crossed the professional boundary with a male Year 10 student.	Sustained Misconduct	Remedial - warning
It is alleged that a male ASTP bus driver neglected the proper care of students.	Not Sustained - Insufficient Evidence	Closed - no disciplinary action taken
It is alleged that a female ASTP driver has neglected to provide adequate supervision of students.	Sustained Misconduct	Remedial - warning
It is alleged that a male casual teacher engaged in sexual misconduct towards two female students.	Not Sustained - False	Closed - no disciplinary action taken
It is alleged that a female teacher engaged in ill-treatment of a female student.	Not Sustained - Insufficient Evidence	Closed - no disciplinary action taken
It is alleged that a male permanent primary school teacher engaged in ill-treatment of students in his special education class.	Not Sustained - Insufficient Evidence	Remedial - letter of direction
It is alleged that a female primary teacher has ill-	Sustained Misconduct	Caution & Reprimand

Initial Allegation	Finding	Action Taken
treated a number of students in her class.		
It is alleged that the relief assisted travel driver neglected to properly supervise students.	Not Sustained - Insufficient Evidence	Remedial - warning
It is alleged that a female casual teacher engaged in sexual misconduct towards students.	Insufficient Evidence To Put Allegations	Letter of warning issued
It is alleged that two years ago a female School Learning Support Officer engaged in sexual misconduct towards a student.	Not Sustained - Insufficient Evidence	Remedial - counselling
It is alleged a male ASTP contractor driver neglected to properly supervise a Year 3 student.	Sustained Misconduct	Remedial - warning
It is alleged that a male contracted assisted transport driver neglected to provide proper supervision of a 9 year old male student.	Not Sustained - False	Closed - no disciplinary action taken
It is alleged that a male Assisted Travel Support Officer engaged in physical abuse and ill-treatment of a student.	Sustained Misconduct	Remedial - warning
It is alleged that a female Head Teacher engaged in ill-treatment of a 15 year old male student.	Insufficient Evidence To Put Allegations	Letter of warning issued
It is alleged that a female teacher engaged in physical abuse of a female student. Possible breach of direction.	Sustained Misconduct	Caution & Reprimand
It is alleged that a female teacher engaged in physical abuse of a student.	Sustained Misconduct	Remedial - warning
It is alleged that a female ASTP driver engaged in physical abuse of a 12 year old male student on the way to school.	Not Sustained - Lack Of Evidence	Closed - no disciplinary action taken
It is alleged that during her run a female ASTP driver engaged in physical abuse of a 14 year old female student.	Sustained Misconduct	Contract terminated
It is alleged that a male primary teacher engaged in sexual misconduct towards a Year 6 student of a support unit.	Not Sustained - Lack Of Evidence	Closed - no disciplinary action taken
It is alleged that a female permanent Assistant Principal engaged in ill-treatment of a male Year 5 student.	Employee Separated From The Department	Letter of warning issued
It is alleged that a female School Learning Support Officer engaged in physical and emotional abuse of students.	Not Sustained - Insufficient Evidence	Closed - no disciplinary action taken
It is alleged that an SES volunteer trainer has engaged in sexual misconduct towards a student.	Not An Employee	Liaised with NSW Ombudsman. Employing agency to investigate and make finding.
It is alleged that a male temporary secondary teacher has engaged in sexual misconduct towards Year 6 and Year 4 females.	Not Sustained - Insufficient Evidence	Closed - no disciplinary action taken
It is alleged that a female volunteer ill-treated a female Year 8 student.	Insufficient Evidence To Put Allegations	Letter of warning issued
It is alleged that an Assisted Student Travel Driver neglected to provide adequate supervision of a student.	Insufficient Evidence To Put Allegations	No further action
It is alleged that a male Assistant Principal crosses the professional boundary with students.	Not Sustained - Insufficient Evidence	Closed - no disciplinary action taken
It is alleged that a male driver engaged in sexual misconduct towards a student.	Sustained Misconduct	Caution & Reprimand
It is alleged that a male primary Principal neglected to provide proper supervision to a	Not Sustained - False	Closed - no disciplinary action taken

Initial Allegation	Finding	Action Taken
male Year 5 student.		
It is alleged that an unknown teacher physically abused a male year 7 student.	Insufficient Evidence To Put Allegations	Closed - no disciplinary action taken
It is alleged that a male Principal neglected to provide supervision to a Year 5 student.	Sustained Misconduct	Remedial - conditional casual approval
It is alleged that a male temporary teacher physically assaulted a 15 year old male Year 9 student.	Sustained Misconduct	Withdraw casual approval
It is alleged that a female driver engaged in physical abuse and ill-treatment of a male student.	Sustained Misconduct	Remedial - warning
It is alleged that a male Assistant Principal restrained a male Year 3 student.	Not Sustained - Insufficient Evidence	Closed - no disciplinary action taken
It is alleged that a female special education teacher restrained a female student with special needs.	Not Sustained - Insufficient Evidence	Closed - no disciplinary action taken
It is alleged that a male Support Unit teacher engaged in physical abuse of a student.	Sustained Misconduct	Caution & Reprimand
It is alleged that a permanent School Learning Support Officer restrained a student.	Sustained Misconduct	Caution & Reprimand
It is alleged that a School Learning Support Officer restrained a male student.	Not Sustained - Lack Of Evidence	Closed - no disciplinary action taken
It is alleged that a female School Learning Support Officer placed a female student in seclusion.	Not Sustained - Lack Of Evidence	Closed - no disciplinary action taken
It is alleged that a female primary School Learning Support Officer restrained a student with high support needs.	Not Sustained - Insufficient Evidence	Remedial - warning
It is alleged that a female teacher placed a male kindergarten student in a time out room.	Not Sustained - Insufficient Evidence	Closed - no disciplinary action taken
It is alleged that a female special education teacher engages in ill-treatment of a student.	Not Sustained - Insufficient Evidence	Remedial - letter of direction
It is alleged that a male temporary teacher neglected to properly supervise a child who uses a wheelchair.	Sustained Misconduct	Remedial - warning
It is alleged that over a period of 6 years, a male Principal isolated a male student with autism.	Not Sustained - Lack Of Evidence	Closed - no disciplinary action taken
It is alleged that over a period of 6 years a male R/Principal ill-treated a male student.	Not Sustained - Lack Of Evidence	Closed - no disciplinary action taken
It is alleged that over a period of 6 years a female teacher isolated a male student with autism.	Not Sustained - Lack Of Evidence	Closed - no disciplinary action taken
It is alleged that a female Head Teacher crossed the professional boundary with students and further that she used an inappropriate space to place students for time out.	Sustained Misconduct	Remedial - warning
It is alleged that a female SSP teacher ill-treated a student by using an isolation room for an extended period.	Insufficient Evidence To Put Allegations	Systemic issues identified and recommendations made to the school.
It is alleged that a male principal restrained a male year 10 student to prevent him from seriously assaulting another student.	Not Sustained - Insufficient Evidence	Closed - no disciplinary action taken
It is alleged that a male classroom teacher, and two other male staff members, restrained a male year 10 student.	Insufficient Evidence To Put Allegations	Closed - no disciplinary action taken
It is alleged that a female primary	Not Sustained - False	Closed - no disciplinary

Initial Allegation	Finding	Action Taken
principal restrained a male Year 2 student.		action taken
It is alleged that a female Assistant Principal physically abused a student with disability.	Not Sustained - Insufficient Evidence	Remedial - letter of direction
It is alleged that a female Principal engaged in ill-treatment of a student.	Not Sustained - Insufficient Evidence	Closed - no disciplinary action taken
It is alleged that a female teacher restrained a student.	Sustained Misconduct	Remedial - warning
It is alleged that a female a School Learning Support Officer restrained students.	Sustained Misconduct	Remedial - warning
It is alleged that a male temporary School Learning Support Officer restrained a male Year 3 student.	Not Sustained - Insufficient Evidence	Closed - no disciplinary action taken
It is alleged that a male Assisted School Travel support officer/contractor has physically abused and engaged in ill-treatment of students.	Sustained Misconduct	Remedial - warning
It is alleged that a female Assistant Principal restrained a student by using a particular hold'.	Not Sustained - Insufficient Evidence	Closed - no disciplinary action taken
It is alleged that a male casual teacher physically restrained a student with special needs. It is further alleged that in doing so, the teacher may have breached a direction.	Not Sustained - Lack Of Evidence	Closed - no disciplinary action taken
It is alleged that a female special needs teacher has physically abused a 10 year old female student.	Not Sustained - Lack Of Evidence	Closed - no disciplinary action taken
It is alleged that a male Assistant Principal physically and emotionally abused a student.	Sustained Misconduct	Remedial - monitoring
It is alleged that a male permanent secondary teacher restrained a male year 8 student and as excluded a student from class.	Not Sustained - Lack Of Evidence	Remedial - counselling
It is alleged that a male School Learning Support Officer has restrained a 5 year old student.	Sustained Misconduct	Caution & Reprimand
It is alleged that a female School Learning Support Officer physically and emotionally abused students.	Not Sustained - Insufficient Evidence	Remedial - warning
It is alleged that a male school Principal neglected to adequately protect students. It is further alleged that the Principal restrained student.	Sustained Misconduct	Caution & Reprimand
It is alleged that a male permanent teacher neglected the supervision and educational needs of a fourteen year old male student.	Not Sustained - Insufficient Evidence	Closed - no disciplinary action taken
It is alleged that a teacher restrained a male student.	Not Sustained - Insufficient Evidence	Closed - no disciplinary action taken

2. Records of incidents of sexual abuse allegations in NSW.

There are no details provided of response to parents of said allegations.

Table 2: Schools sexual misconduct and sexual offence notifications received between 1 July 2010 and 30 June 2015

Sector	Total Notifications	Total Schools in NSW	Total schools that notified	% of Total Schools that notified	Total Sexual Misconduct/ Offence notifications
Government	1520	2211	779	35%	779
Catholic Systemic	292	545	156	29%	182
Independents	390	580	197	34%	191
Total Non-Government	682	1125	353	31%	373
Total	2202	3336	1132	34%	1152

Due to the class or kind determinations that apply to the majority of schools, the nature of the notifications we receive relating to school employees tend to fall within the category of ‘serious reportable conduct’, and are comprised of a high rate of sexual / misconduct / offence allegations.

Of all sexual misconduct /offence allegations received in the past five years, 61% were notified by schools.

3. NSWDEC Internal Email for planning of cage in Hunter Region for disabled child.

