

Question on Notice

No. 567

Asked on 12 May 2021

DR C ROWAN ASKED MINISTER FOR EDUCATION, MINISTER FOR INDUSTRIAL RELATIONS AND MINISTER FOR RACING (HON G GRACE)

QUESTION:

Will the Minister advise for 2014-15 to 2020-21 to date (reported separately by financial year) (a) how much money has been allocated to each state school to ensure students with disability have access to appropriate educational opportunities and (b) in relation to each school, how many students are covered by an Individual Education Plan or its equivalent?

ANSWER:

Queensland state schools are directly allocated a range of staffing resources and funding to deliver their services. In addition to directly allocated resources, state schools can access resources and specialist advice for students with disability that are provided at a regional level including guidance officers, therapists and coaches.

Most resources allocated directly to state schools are in the form of full-time equivalent staffing positions. In primary and secondary schools, all student enrolments are counted towards the allocation of classroom, specialist classroom and classified teachers as well as teacher aides and administrative support staff.

Resources are also allocated to state schools based on student enrolment information so that reasonable adjustments can be provided as necessary for students with disability to enable them to access and participate in education on the same basis as their peers.

All state primary and secondary schools receive a core allocation of teachers and teacher aides per student. Additional teachers and teacher aides are provided for students with disability under the Students with disability funding model as follows:

- 25% of the total statewide allocation distributed according to the school's total enrolments with an Index of Relative Socioeconomic Disadvantage weighting; and
- 75% allocated based on the number of students with disability who are identified as requiring significant education adjustments through the Education Adjustment Program, in the disability categories of: autism spectrum disorder; hearing impairment; intellectual disability; physical impairment; speech language impairment; and vision impairment.

Additional teacher allocations for guidance, learning support, and behaviour support are provided through the Whole School Support—Student Learning Resources funding model as follows:

- 80% of the total statewide allocation is based on Day 8 school enrolments; and
- 20% of the total statewide allocation is based on school enrolments, weighted according to the school's Index of Community Socio-Educational Advantage.

State special schools do not receive a core allocation and are resourced based on a fixed teacher/teacher aide to student ratio, with additional resources provided for additional impairments.

Teacher and teacher aide resources are provided as a pool to schools, with principals being responsible for the use of resources within their schools.

Schools consult parents about the reasonable adjustments schools will make and can record those adjustments in a range of plans based on student needs and school context.

In relation to part (b) of the question, there is no requirement for an Individual Education Plan in Queensland state schools.

OneSchool, the software used by state schools, has a range of functionality to document information in response to the particular learning needs of students whose educational support needs arise from disability, such as Personalised Learning, Support Provisions, Health Management and the provision of an Individual Curriculum Plan (ICP) for students enrolled in Prep to Year 10.

ICPs are used for a small percentage of students whose assessment and reporting data—and documented responses to differentiation—indicate that they require an adjustment to the year level of the curriculum that they are enrolled in.

It is not possible to correlate disability funding to students with an ICP. Many students with disability do not have an ICP. Some students without disability may have an ICP, for example, students who are gifted and talented.

The number of students with an ICP fluctuates each semester and these numbers are reflected on each school's data profile.