

## Question on Notice

No. 1354

Asked on 26 October 2023

**MR S BENNETT** ASKED MINISTER FOR EDUCATION, MINISTER FOR INDUSTRIAL RELATIONS AND MINISTER FOR RACING (HON G GRACE)

QUESTION:

With reference to Queensland schools, when managing students with a disability, being required to work to establish personalised plans within the four levels of disability identified under the Nationally Consistent Collection of Data (NCCD)—

Will the Minister fund an additional FTE Head of Department leadership layer in State Schools to manage this workload, as well as behaviour management and work place safety issues, given the significant workload on teachers and school principals to manage this?

ANSWER:

The *Australian Education Regulation 2013* requires all schools, nationally and in all sectors, to accurately report the Nationally Consistent Collection of Data on School Students with Disability (NCCD) to the Australian Government on an annual basis in accordance with the national NCCD Guidelines.

The NCCD Guidelines identify that schools are not required to create new or additional evidence for the purposes of the NCCD. This should already be a standard practice to demonstrate compliance with legal obligations under the *Disability Discrimination Act 1992* and the *Disability Standards for Education 2005*.

All Queensland state schools are required to make reasonable adjustments for students with disability so they can access and participate on the same basis as their peers without disability.

The Department of Education's education strategy, *Equity and Excellence: realising the potential of every student*, has a focus on proactively addressing and removing barriers to support all students, including students with disability, to learn and achieve at school.

During 2022–23, the department commenced an \$80.6 million, two-year transition to a new funding model for students with disability. This brings the total funding support for students with disability to almost \$1.58 billion for the 2023–24 financial year.

The new Reasonable Adjustments Resourcing model provides additional resources to state schools and, for the first time, recognises all disabilities, based on the adjustments being made.

This year, approximately 300 additional teachers and 230 additional teacher aides have been allocated to schools, immediately boosting support for around 78,000 state school students with disability.

In real terms, this means an extra 40,000 students are getting practical assistance in the classroom compared to the previous model.

In 2024, the second year of transition to the new model, schools will receive even more teachers and teacher aides to support classroom teachers to make the right adjustments at the right time.

As outlined in the *Department of Education State School Teachers' Certified Agreement 2022* (clause 4.6.1), Heads of Special Education Services (HOSES) are allocated the following administrative time to undertake the roles:

- Stream 2 – Head of Program (Level 1) are allocated 0.2 full-time equivalent (FTE);
- Stream 2 – Head of Program (Level 2) are allocated 0.4 FTE; and
- Stream 3 – Deputy Principal (Level 1) are allocated 0.5 FTE.

The administrative time for HOSES is additional to the non-contact time allocated to HOSES to assist them with administrative duties.

The department is undertaking a review of the School Resourcing Allocation.

The department also provides professional learning opportunities for staff, and a range of information for students with disability and their families about the targeted supports available.