

Review of the loading for students with disability 2019–public submission

St Bernard's College, Essendon

Stakeholder type: Principal

Jurisdiction: Victoria

Summary

The single point made in this submission is that the costly process of staff professional development to support students with disability is not reflected in current funding model. Schools may receive little funding for their student loadings, but they are still required to make the full and costly investment in staff professional learning for students with disabilities.

Submission

Questions

In response to Focus Question One, dot point points two and five:

There should be a base rate added so that schools that have mostly Level 0s and 1s receive remuneration for the equal work they do that goes into professional staff development, and developing/implementing systems and processes around the quality assurance, accuracy of collection, moderation and validation. This costly process is the same for all schools, but under the current model this is not reflected.