

From: [GHOSN Mariam \[Newman Senior High School\]](#)
To: [Committee, EEC \(SEN\)](#)
Subject: Current levels of access and attainment for students with disability in the school system
Date: Wednesday, 5 August 2015 10:54:58 AM

Re: Current levels of access and attainment for students with disability in the school system, and the impact on students and families associated with inadequate levels of support

I am currently working as the Head of Maths and Science at a remote high school in WA. I have seen the impact on the lack of resourcing for students with disabilities on a daily basis. Despite our smaller class sizes it is incredible difficult for teachers to provide adequate support to students with disabilities. We have students with a wide range of disabilities. Unfortunately teachers are just told to 'differentiate' the curriculum and these students often do not receive funding because their disability isn't severe enough. With funding they would have an Education Assistant to provide them with one on one support.

Some of these students' literacy and numeracy skills are still at an early primary level. It is almost impossible for teachers to manage to cater for these students and it leaves teachers feeling inadequate, unsupported and incredibly stressed. Students then demonstrate behavioural issues as they are unable to do the work. This increases the teachers load and stress. Parents are left frustrated and unable to manage their child's behaviour. Often the teacher becomes the target of parents' anger.

Having been a teacher for 8 years I feel incredibly disillusioned with my profession and think about a career change on a daily basis. The amount of pressure placed on teachers to improve their practice and take almost complete responsibility for students' learning leads me to feel stressed and inadequate. Other factors such as student disability, class sizes, resources and support are regularly dismissed by Principals simply because there's no money for them to do anything about it. 3

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