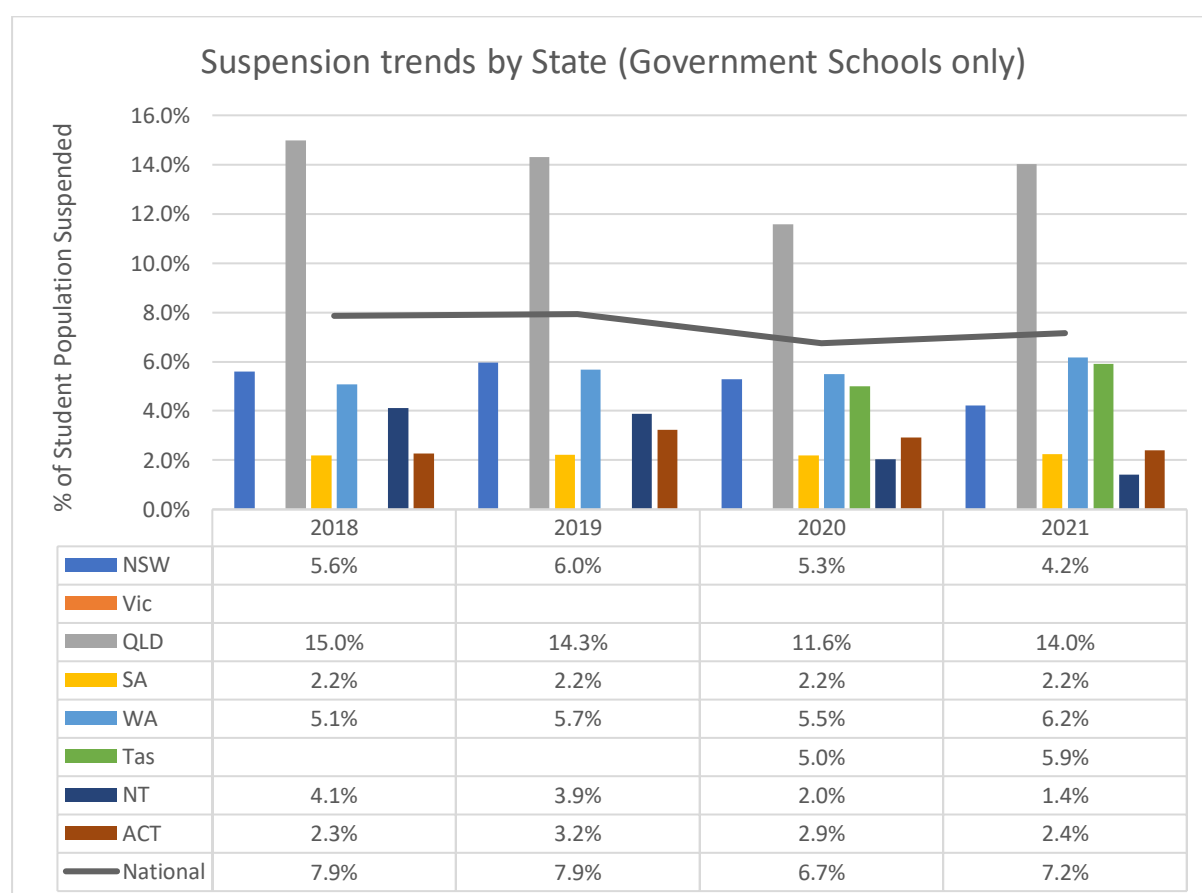


# Exclusionary discipline – Students with Disability

Square Peg Round Whole WA conducted online research, collating suspension data across all states. The below data should be considered within the context of limited data availability and state by state variations in recording and classification.

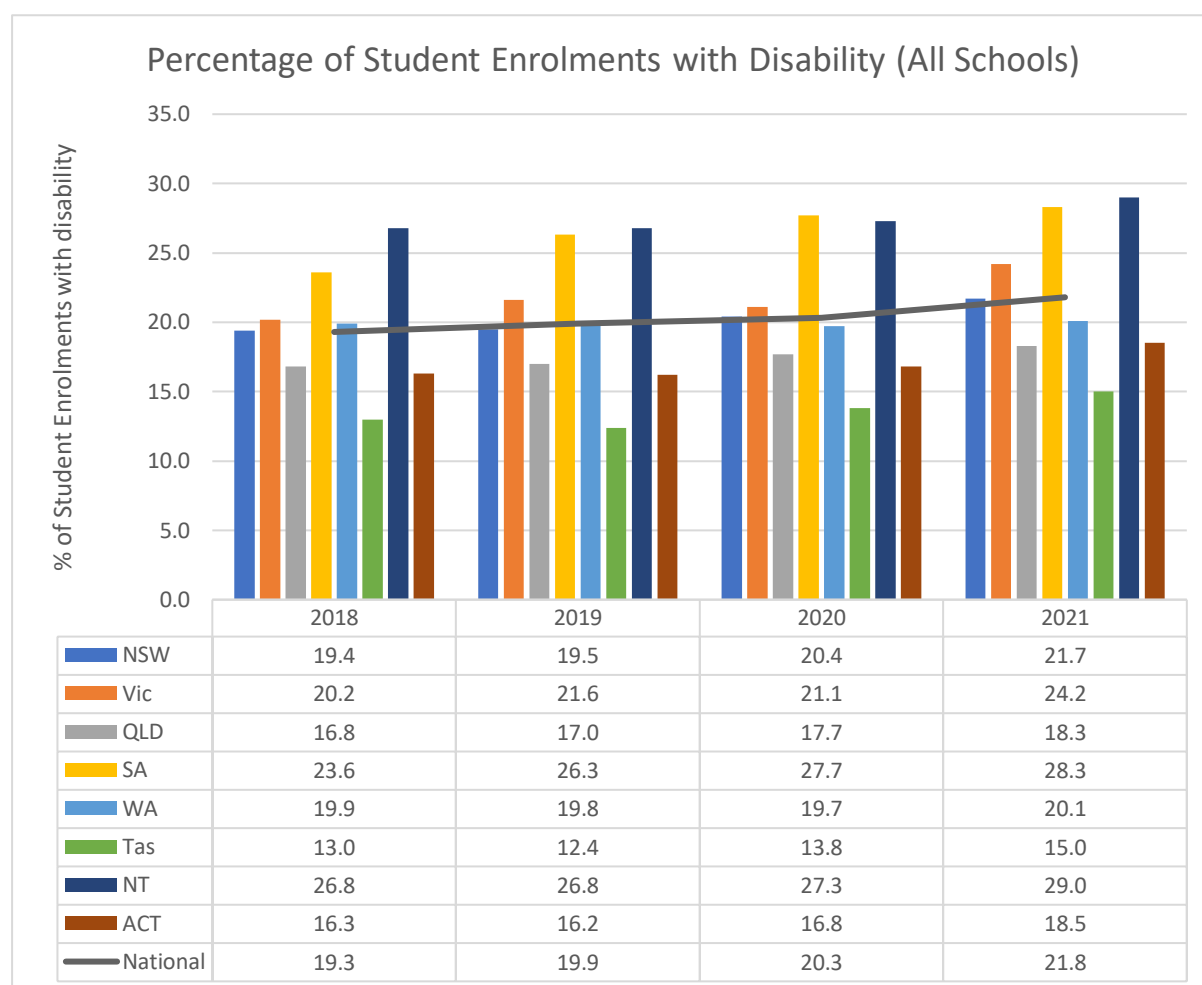
Whilst limitations on available data impact accuracy of analysis, we estimate that **nationally, students with disability are 2 to 4 times more likely to be suspended than students without disabilities.**

## 1. Percentage of total student population suspended across States<sup>12345678</sup>



Our research relied on multiple sources for state suspension data, and as such we note that the differences in reporting definitions may impact the accuracy of these figures.

## 2. Percentage of all student enrolments with disability<sup>9</sup>



## 3. Exclusionary Discipline (Suspensions and Expulsions)

Disability suspensions are not consistently reported across states. The figures quoted in this section come from a variety of sources and are represented differently. Our research indicates ongoing disparity in suspensions data and an inequity gap for disability. Whilst limitations on available data impact accuracy of analysis, there is a significant disproportionality in the use of exclusionary discipline against this cohort of students.

A state-by-state summary of research follows. We were not able to locate research for all states.


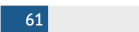
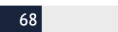






### New South Wales

1. From the Royal Commission into Violence, Abuse, Neglect and Exploitation of People with Disability, Public Hearing 7 – Education, Questions on Notice – State of New South Wales, Hearing on 7 May 2021<sup>10</sup>
  - a. Amongst students with a disability who received adjustments to access education:
    - i. in 2019, 13.4% of this student cohort were suspended.
    - ii. in 2020, 11.7% of this student cohort were suspended.
  - b. Amongst students without a disability:
    - i. in 2019, 3.3% of this student cohort were suspended.
    - ii. in 2020, 3% of this student cohort were suspended.

### Victoria

1. Victoria does not report suspension data but does report expulsion data. From The Age ‘Devastating impact’: Rise in proportion of disabled students expelled during pandemic<sup>11</sup> April 12, 2022
  - a. Almost one in three students expelled from Victorian government schools during the first year of the pandemic had a disability, up from one in seven the previous year, in a pattern of exclusion that youth disability advocates warn is merely “the tip of the iceberg”.
  - b. The official number of student expulsions fell to 68 in 2020, the lowest number in a decade, as most students spent well over 100 days learning remotely. That number was down from 184 in 2019. But the steep overall fall was not matched by a large drop in expulsions among students with a disability. Twenty of the 68 expulsions – or 29.4 per cent – were students who received funding from the Program for Students with Disabilities. This was a small decrease from the 27 students with a disability who were expelled in 2019.

#### **Expulsion data for Victorian government schools**

Year	Primary School	Secondary School	Total	Students funded through Program for Students with Disabilities	Students with a disability
2020	 7	 61	 68	20	29.4%
2019	 10	 174	 184	27	14.6%
2018	 12	 180	 192	11	5.7%

Source: Department of Education and Training

### Queensland

1. From the Submission to the Queensland Human Rights, The need for inquiry into school disciplinary absences in Queensland state schools, by Queensland Advocacy Incorporated and Aboriginal and Torres Strait Islander Legal Services (QLD) Ltd<sup>12</sup>
  - a. Despite the number of students registered with the NCCD constituting on average, approximately 17% of all Queensland school enrolments (including government and non-government funded schools) between 2016-2020, Queensland state school students registered with the NCCD received between 46%-48% of all short-term suspensions and 41%-47% of all long-term suspensions between 2016 and 2020.
  - b. The number of students with an EAP verified disability constitute on average, approximately 5.5% of all Queensland state school enrolments. However, the statistics showed that Queensland state school students with an EAP verified disability were overrepresented in school disciplinary absence statistics between 2016 and 2020:
    - i. Receiving between 14.6%-15% of all short-term suspensions between 2016 and 2020;
    - ii. Receiving between 11.6%-13.7% of all long-term suspensions between 2016 and 2020;
    - iii. Receiving between 9.4%-11.5% of all exclusions between 2016 and 2020.

### South Australia

1. From the Inquiry into Suspension, Exclusion and Expulsion Processes in South Australian Government Schools Final Report<sup>13</sup>
  - a. Students recorded as receiving NCCD adjustments accounted for 42.5% of suspensions in 2016 and 56.6% of suspensions in 2019, a rise of 33.0% that also outstripped NCCD population increase. As such, the risk of suspension for students with disability recorded as receiving adjustments through NCCD rose from being 2.6 times more likely to be suspended than students without disability in 2016 to 3.1 times more likely in 2019.

Western Australia

1. Extract from Hansard [COUNCIL — Thursday, 22 November 2018] p8539a-8539a Hon Alison Xamon; Hon Sue Ellery.<sup>14</sup>

(a) Number and percentage of students suspended due to behaviour breaches in

	Year	Students Suspended	Students Suspended as a Percentage of Student Population
(i)	2015	13 365	4.6%
(ii)	2016	12 649	4.3%
(iii)	2017	14 075	4.7%
(iv)	2018 (to 2 November)*	12 847	4.1%

(b) Number and percentage of students with disability suspended due to behaviour breaches in

	Year	Students Suspended	IDA Students Suspended as a Percentage of Student Population
(i)	2015	1 557	0.54%
(ii)	2016	1 489	0.51%
(iii)	2017	1 563	0.52%
(iv)	2018 (to 2 November)*	1 427	0.47%

\*Year to date data is preliminary and subject to change.

2. Extract from Hansard [COUNCIL — Tuesday, 11 October 2022] p4410b-4410b Hon Dr Brad Pettitt; Hon Sue Ellery.<sup>15</sup>

- a. Of the total number of students given a suspension, approximately one-third had a disability.

Tasmania

1. From Hansard, Parliament of Tasmania, Legislative Council, Report of Debates, Wednesday 29 March 2023<sup>16</sup>

**Attachment 1: Data requested**

The following data is for students enrolled in Tasmanian government schools in 2022.

**Question 1. For the 2022 school year, how many students with a disability that required an Educational Adjustment were suspended and how many incidents were there? Can the government please provide this information for all students K-12 by NCCD and Disability Funding?**

Response

**Table 1a: 2022 suspension measures by disability status for students in K-12**

Disability Status	Number of students suspended	Number of suspension incidents
Disability	1,027	2,732
No Disability	2,721	6,141
Total	3,748	8,873

2. The *Mirage News* summarised these figures in Education System in 'Crisis as Disability Suspension Rates Increase', 5 April 2023<sup>17</sup>
  - a. Information obtained by Labor in the Legislative Council shows that in the 2022 school year, Tasmanian students with disabilities were the subject of 30 per cent of all suspensions. This is despite only 12 per cent of the Tasmanian student population living with a disability.

*Australian Capital Territory*

1. From The Canberra Times, ACT public school students with disabilities overrepresented in suspension data<sup>18</sup>, August 1, 2022.
  - a. In 2020, a total of 1677 suspensions were given to 702 students with a disability. Of these students, 137 also identified as First Nations. Meanwhile, 910 suspensions were given to 635 students who did not have a disability.

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- <sup>3</sup> <https://qed.qld.gov.au/publications/reports/statistics/schooling/students>
- <sup>4</sup> <https://data.sa.gov.au/data/dataset/suspensions-exclusions-by-year-level>
- <sup>5</sup> [https://www.parliament.wa.gov.au/Hansard/Hansard.nsf/0/c7b3129ecc7b071e4825886000b8c36/\\$FILE/A41+S1+20220525+p200c-220a.pdf](https://www.parliament.wa.gov.au/Hansard/Hansard.nsf/0/c7b3129ecc7b071e4825886000b8c36/$FILE/A41+S1+20220525+p200c-220a.pdf)
- <sup>6</sup> <https://publicdocumentcentre.education.tas.gov.au/library/Shared%20Documents/Key-Data-2022.pdf>
- <sup>7</sup> <https://education.nt.gov.au/statistics-research-and-strategies/school-suspensions>
- <sup>8</sup> [https://www.education.act.gov.au/\\_\\_data/assets/word\\_doc/0010/1618993/Suspension-Data-and-Reducing-Suspension.docx](https://www.education.act.gov.au/__data/assets/word_doc/0010/1618993/Suspension-Data-and-Reducing-Suspension.docx)
- <sup>9</sup> <https://www.acara.edu.au/reporting/national-report-on-schooling-in-australia/national-report-on-schooling-in-australia-data-portal/school-students-with-disability>
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- <sup>11</sup> <https://www.theage.com.au/politics/victoria/devastating-impact-rise-in-proportion-of-disabled-students-expelled-during-pandemic-20220403-p5aad3.html>
- <sup>12</sup> <https://qai.org.au/wp-content/uploads/2022/02/QAI-and-ATSILS-submission-to-QHRC-re-SDAs.pdf>
- <sup>13</sup> [https://eprints.qut.edu.au/206791/1/Inquiry\\_into\\_Suspension\\_Exclusion\\_and\\_Expulsion\\_Processes\\_in\\_South\\_Australian\\_Government\\_Schools.pdf](https://eprints.qut.edu.au/206791/1/Inquiry_into_Suspension_Exclusion_and_Expulsion_Processes_in_South_Australian_Government_Schools.pdf)
- <sup>14</sup> [https://www.parliament.wa.gov.au/Hansard/Hansard.nsf/0/2684452d7e9794fc48258351001ca09f/\\$FILE/C40+S1+20181122+p8539a-8539a.pdf](https://www.parliament.wa.gov.au/Hansard/Hansard.nsf/0/2684452d7e9794fc48258351001ca09f/$FILE/C40+S1+20181122+p8539a-8539a.pdf)
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