

SCHOOLS — FOETAL ALCOHOL SPECTRUM DISORDER — FUNDING

1335. Hon COLIN de GRUSSA to the Minister for Education and Training:

I refer to the disability resource system and resourcing for education in schools.

- (1) Can the minister confirm that there is no specific funding for students who have or are suspected of having foetal alcohol spectrum disorder?
- (2) In the past year, has the minister been approached to meet directly with FASD advocates on the topic of FASD funding for students, and can the minister please detail any such meetings and the outcomes committed to by the minister?
- (3) When will the disability resource system next be reviewed, and will the review consider additional funding and resources for students who have attention deficit hyperactivity disorder, FASD and level 1 or level 2 autism spectrum disorder?

Hon SUE ELLERY replied:

I thank the honourable member for some notice of the question. I think it is worth noting that the way that funding is provided to schools to support students with disability is not allocated by condition. A funding pool is allocated according to a whole different set of criteria.

- (1) The student-centred funding model provides for funding allocations to schools based on the learning needs of individual students. Students with a disability attract more funding under the model, with eight categories of disability funded. Although there is no specific category of funding for foetal alcohol spectrum disorder, funding is provided under the categories of intellectual disability and severe mental disorder, which are related to manifestations of FASD. Students with additional learning needs also attract additional funding through an education adjustment. From 2023, public schools will be provided with \$31.9 million in extra education adjustment funding over the next four years to support students with additional learning needs who do not have a diagnosis of disability in developing their literacy and numeracy skills. The “Support for students with diverse learning needs” web-based hub contains a suite of resources to support students with diverse learning needs, and was updated in 2018 to specifically address FASD. This includes FASD professional learning that provides school leadership teams and staff with activities that build educators’ knowledge and understanding of FASD, examines how FASD affects learning and provides effective classroom strategies that support students with FASD.
- (2) No.
- (3) There is no plan for the disability resource system to be reviewed. The student-centred funding model’s individual disability allocation funding rates are adjusted for cost escalation on an annual basis.