

From: [ICE Antony Pearson](#)
To: [Committee, Education & Health Standing](#)
Subject: Submission to review into IPS initiative
Date: Wednesday, 23 March 2016 10:53:29 AM

Dear Committee,

As a parent I have to say that i can only answer some of the terms of reference.

d) The impact on the engagement and performance of students, in particular those with additional needs.

My child has ADHD and has some elements of autism but does not have a full diagnosis for this disability. His previous school attempted a reactive process in dealing with his disability and his schooling. It was a method of appeasement for my wife and I as parents. We raised concerns regarding his schooling and treatment by his class teacher. They scheduled a case conference with the Learning Support Deputy, Teacher and ourselves, we was promised various new strategies and support but there was no follow up and the support became a non entity. we agreed to enact strategies at home which we did. My child was highly anxious and became unhappy within the school environment. He received no psych time or the support from the school was very limited. This school was an independent public school.

Due to the limited management of the concerns at his previous school we moved my child to a new IPS school for 2016 as it has been open for a year and we was within this catchment area. The approach from the new school has been pro-active. We had a case conference which the school psychologist attended (unlike the other school) along with Learning support Deputy, Classroom Teacher. The meeting was arranged by the school due to their awareness of my child's disabilities. They was far more positive than the previous school. Strategies have been implemented and the school pyschologist will be spending time with my child on new assessments and support for him. They have scheduled a follow meeting in Term 2 to gauge the progress of the plan and strategies in place. My child is so much happier and have noticed a change in his attitude towards school.

My concern as a parent is that how can two publicly funded independent schools resource and implement strategies to student needs so differently, I have to query whether the autonomy and increased flexibility of the IPS initiative should create two completely different experiences. I am aware the flexibility allows for schools to purchase extra pysch time and change roles within the school, such as having dedicated Learning Support roles but there should be a minimum level of service and support for students. I would argue that the schools have to much flexibility with regards to resourcing and supporting students with disabilities. There perhaps should be a minimum standard that all schools have to ensure.

I hope my submission is of assistance to the committee,

Warm regards

Antony Pearson