



**LEGISLATIVE ASSEMBLY**  
FOR THE AUSTRALIAN CAPITAL TERRITORY

**SELECT COMMITTEE ON ESTIMATES 2024-2025**

Ms Nicole Lawder MLA (Chair), Ms Suzanne Orr MLA (Deputy Chair),  
Miss Laura Nuttall MLA

**ANSWER TO QUESTION ON NOTICE**

Asked by: Mrs Elizabeth Kikkert MLA

Addressed to: Minister for Education and Youth Affairs

Redirection:

Reference: Education, Budget Paper F, Output 1.4 Disability Education in Public Schools

Hearing Date: 01/08/2024

In relation to: School Psychologists

Question Lodgement Date: 06/08/2024

Date Answer Due: 08/08/2024

- (1) Are all school psychologists able to diagnose students with learning disabilities such as dyslexia?
  - a. If not, what determines if a school psychologist is able to diagnose or not?
  - b. If not, how many school psychologists are able to diagnose, broken down by full time, part time and casual school psychologists?
- (2) How much funding has been allocated for the provision of school psychologists?
  - a. What is the formula used to determine the funding allocation?
- (3) How many students were diagnosed with dyslexia by school psychologists in the last three financial years?
  - a. How many students were diagnosed with autism in the same time frame?
  - b. How many students were diagnosed with ADHD in the same time frame?
- (4) How many students currently meet regularly with their school psychologists for support after they were diagnosed with dyslexia?
- (5) What supports are parents given to help or support their child's learning when their child has been diagnosed with a learning disability such as dyslexia?
- (6) Are there any waitlists for students to meet with their school psychologist?
  - a. If so, how many students are on these waiting lists and how long is the wait list?
  - b. What is the longest a student has waited to meet with their school psychologist?
  - c. What kind of supports can be offered to students on the wait list?

**Ms Yvette Berry MLA: The answer to the Member's question is as follows:**

- (1) No
  - a. Prior to undertaking learning disability assessments, school psychologists must undertake specialised training and professional learning.
  - b. This information is not centrally collated. It would be an unreasonable diversion of resources to collate this information.
- (2) The allocated budget for school psychology service in 2023-24 is \$12.97 million.
  - a. School psychologist placements in schools are based on enrolment numbers and other data sources, including Australian Early Development Census (AEDC), Nationally Consistent Collection of Data (NCCD), Socio-Economic Advantage (SEA),

Child and Adolescent Mental Health Service (CAMHS) and Child Youth Protection Services (CYPs).

- (3) This information is not available.
- (4) This information is not available.
- (5) If a student has an identified learning difficulty, parents and carers are encouraged to share any relevant information regarding their child's learning difficulty with the child's teacher/s and attend a meeting to discuss.

At the meeting, the child's current needs can be reviewed, and an Individual Learning Plan (ILP) may be developed. Parents and carers are encouraged to meet the teacher at least twice a year to discuss progress and update the ILP if needed.

If a student does not have an identified learning difficulty but parents or carers are concerned, they are encouraged to meet with their child's teacher/s to discuss their concerns and ask whether additional supports may need to be developed.

Resources about learning difficulties are also available on the Directorate's web site at: <https://www.education.act.gov.au/support-for-our-students/students-with-learning-difficulties>

- (6) a-b This information is not centrally collated. It would be an unreasonable diversion of resources to collate this information.

- c. All ACT public schools have access to services and guidance from a variety of professionals to support student learning, participation, and wellbeing.

Along with school psychologists, schools can involve other allied health professionals such as: occupational therapists, speech language pathologists, physiotherapists, allied health assistants, social or youth workers. In ACT public high schools, school youth health nurses also provide supports and services.

In addition to the support provided by health and allied health professionals, teachers and schools provide evidence-based teaching practices and interventions as well as reasonable adjustments.

Approved for circulation to the Select Committee on Estimates 2024-2025

Signature:



Date:

12/08/24

By the Minister for Education and Youth Affairs, Ms Yvette Berry MLA