



Minister for Education, ~~Tourism~~

28-23055-D10/0743928

Dr J M Woollard MLA
Chairman
Education and Health Standing Committee
Parliament House
PERTH WA 6000

Dear Dr Woollard

Thank you for your letter regarding the Government response to the Education and Health Standing Committee inquiry into *Children Missing Out: Education Support for Students on 457 Visas and Students with a Disability*.

The Standing Committee made findings and 23 recommendations in relation to the support required to enable students on temporary visa 457 equitable access to specialist programs. The Department of Education continues to address these findings and recommendations through funds provided in the 2010 budget process. Attachment 1 provides an updated response to these recommendations.

Thank you for the offer to address the Committee on Government actions to date. I can confirm that both myself and the Director General of the Department of Education will attend the hearing on Wednesday, 16 March 2011, to discuss these responses.

Yours sincerely

Dr Elizabeth Constable MLA
MINISTER FOR EDUCATION

Att.

17 FEB 2011

ATTACHMENT 1

Education and Health Standing Committee Reports: Progress of Government Supported Recommendations

Inquiry into Children Missing Out – Education Support for Students on 457 Visas and Students with a Disability

January 2011

Recommendation	Government Responses
<p>Recommendation 1 The Committee recommends that the Minister for Education make available to the Parliament the Department of Education and Training (DET) report on its review of ESL education in Western Australia and the response of the Minister and DET to the review's recommendations.</p>	<p>The 2009 review into the provision of English as a Second Language/Dialect (ESL/D) services, was part of internal Departmental operations and it is not usual for such papers to be made available to anyone other than senior Department officers.</p> <p>This review and the recommendations of the <i>Education and Health Standing Committee</i> inquiry, are being used in the development of a model of ESL/D program provision reflective of this Government's commitment to deliver a more autonomous public education system.</p> <p>It is advised that the 2009 internal review report remain as a working document for internal Departmental purposes and not be made available to the public.</p>
<p>Recommendation 2 The Committee recommends that the Minister for Education establish an adequate funding model that provides for the provision of English as a Second Language (ESL) managers, ESL coordinators, ESL teachers, ESL support staff, infrastructure and resources in Western Australian schools.</p>	<p>The Department is currently developing a reshaped model of ESL/D program provision reflective of this Government's commitment to deliver a more autonomous public education system. The model will allow schools and regions the flexibility and autonomy to respond to their local needs.</p> <p>See response to Recommendation 3 in relation to funding models.</p>

Recommendation	Government Responses
<p>Recommendation 3 The ESL funding model used in Western Australia should provide ESL education for all students who need it, including ESL 457 students.</p>	<p>New eligibility models require best use of available funding, maximising student access and performance outcomes, while meeting the State's National Education Agreement obligations.</p> <p>The Department is working towards a model of ESL/D support that enables access to specialist support based on educational need rather than visa status. Actions to date to implement this recommendation:</p> <ul style="list-style-type: none"> • financial analysis of current program provision; • cost analysis of program types against student progress information; • audit of student data to determine the number, location and nature of ESL/D learners within the system; • review of types of provision operating in other Australian States and several other countries; • initial investigations and cost analysis of alternative models of provision, including fee-paying models; • realigning support structures to the new regions and networks; and • extending specialist program access for those students on temporary visa 457 through the use of funds granted in the 2010-2011 budget. <p>The 2010-11 budget of \$7.032 million for students on temporary visa 457 has provided:</p> <ol style="list-style-type: none"> a. expansion of existing Intensive English Centres (IECs) <ul style="list-style-type: none"> • The 13 existing IECs have expanded access to include 191 students on temporary visa 457. b. establishment of new IECs <ul style="list-style-type: none"> • The Department's August 2010 ESL/D census data shows that the majority of students on temporary visa 457 are settling in the Fremantle and Canning areas. Suitable school sites in these areas are currently being examined for the establishment of a new primary and junior secondary IEC. Two additional IECs will enable intensive English language provision for up to 200 students on temporary visa 457. c. direct funding to mainstream schools <ul style="list-style-type: none"> • Schools with recently arrived students on temporary visa 457 are allocated a per capita grant of \$2 000 for the provision of additional staff and/or ESL teaching and learning materials. Schools will continue to receive this per capita grant until June 2011, as students enrol.

Recommendation	Government Responses
<p>Recommendation 4 The Committee recommends that the Minister for Education ascertain whether the Commonwealth's funding formula under NEA adequately provides resources to Western Australia to provide ESL Programs to ESL 457 students.</p>	<p>The Commonwealth's funding formula under the NEA does not adequately resource ESL/D provision for students on temporary visa 457. This had been recognised by the State Government and additional appropriation has been provided for 2010-11</p> <p>See responses to recommendations 5 and 6.</p>
<p>Recommendation 5 The Committee recommends that the Department of Education and Training review the amount of funds received from the State Treasury for 2009 and direct a proportion of monies received to the provision of ESL programs to ESL 457 students.</p>	<p>The Department of Education received \$6.86 million and \$7.032 million for the 2009-10 and 2010-11 financial years respectively for the provision of ESL/D support for students on temporary visa 457.</p> <p>Discreet funding for this group of students for the future years is being considered in the context of fiscal constraints. The allocation of funding to programs is subject to the Department of Education's budget review processes and is reported to Parliament.</p>
<p>Recommendation 6 The Committee recommends that the Department of Education and Training review its funding allocation to ascertain the amount of monies dedicated to ESL programs for ESL 457 students in 2009, 2010 and 2011; and report to Parliament on the amounts allocated.</p>	<p>The Department of Education received \$6.86 million and \$7.032 million for the 2009-10 and 2010-11 financial years respectively for the provision of ESL/D support for students on temporary visa 457.</p>

Recommendation	Government Responses
<p>Recommendation 7 The Committee recommends that the Department of Education and Training review the current provision of ESL education in Western Australia to ascertain whether mainstream teachers can be better equipped to facilitate the education of ESL 457 students.</p>	<p>For 2010, \$200 000 was committed towards a comprehensive professional learning program for mainstream teachers. This provision has allowed approximately 60 teachers to be trained as presenters in university accredited courses, including <i>Teaching ESL Students in Mainstream Classrooms</i> and <i>ESL in the Mainstream for the Early Learner</i>.</p> <p>In 2010, 1 370 teachers and education assistants participated in an expanded range of professional learning provision.</p> <p>For 2011, an additional 50 presenters will be trained as licensed tutors for the three five-day accredited courses (<i>Teaching ESL Students in Mainstream Classrooms</i>, <i>ESL in the Mainstream for the Early Learner</i> and <i>How Language Works: Success in Literacy and Learning: Classroom Applications of Functional Grammar</i>). It is expected that some 500 teachers will complete one of these courses.</p> <p>It is anticipated that some 1 000 teachers and education assistants will participate in an expanded range of ESL/D professional learning during 2011.</p> <p>Work has commenced on the development of curriculum materials that provide explicit advice to teachers in regard to planning, monitoring and assessing students in their early stages of acquiring English. The Intensive English syllabus materials and the ESL/D exemplars will equip mainstream teachers to support all ESL/D students, including those on temporary visa 457.</p>

Recommendation	Government Responses
<p>Recommendation 8 The Committee recommends that to assist the Minister for Education with her investigation and reporting on the issue of ESL education for ESL 457 students, that the Department of Education and Training provide the Minister information as to:</p> <p>a. the total amount of Commonwealth funding provided to public schools through New Arrivals Program in the years 2007, 2008 and 2009;</p> <p>b. the allocation of the funding toward:</p> <p>i. pre-primary ESL programs.</p> <p>ii. primary ESL programs.</p> <p>iii. secondary ESL programs.</p> <p>c. the funding formulae used for such programs, where appropriate; and</p> <p>d. restrictions placed on the use of that funding.</p>	<p>a. Australian Government funding for the New Arrivals Program (NAP) was as follows:</p> <ul style="list-style-type: none"> • 2007 - \$5 511 864 • 2008 - \$7 220 000 • 2009 - \$7 220 000 <p>b. Funding was not allocated by phases of schooling and as such is unable to be reported in this format.</p> <p>c. Two levels of funding formulae exist, the:</p> <ul style="list-style-type: none"> • Commonwealth per capita payment made to the State; and • State application of this funding. <p>Commonwealth NAP Funding Formulae Until 2009, per capita payments were granted to educational jurisdictions based on the number of eligible students. Two different levels of per capita payments were provided, reflective of the differential needs of the students. For the years 2007, 2008 and 2009, these payments were:</p> <ul style="list-style-type: none"> • per capita payment for permanent migrant students: <ul style="list-style-type: none"> - 2007 \$5 534 - 2008 \$5 786 - 2009 \$5 786 • per capita payment for humanitarian and refugee students: <ul style="list-style-type: none"> - 2007 \$11 068 - 2008 \$11 572 - 2009 \$11 572 <p>Commonwealth NAP Eligibility Criteria (<i>Australian Government Quadrennial Administrative Guidelines 2007 Update</i>, page 127).</p> <p>Section 93. Unless determined otherwise by the Minister, in order to be eligible students are required to be:</p> <ul style="list-style-type: none"> • Either: <ul style="list-style-type: none"> - Australian citizens or hold permanent residency status; or - be minors (under 18 years of age at the time of enrolling in the initial course of intensive English language instruction) and <ul style="list-style-type: none"> • accepted as a temporary migrant under any part of the Australian Government's Humanitarian Program; or • holding a provisional visa granted under the

Business Skills Category of the Australian Government's Non-Humanitarian Migration Program; or

- holding a provisional visa granted under the Family Migration Stream of the Australian Government's Non-Humanitarian Migration Program and who will start school for the first time in Australia after 1 January 2007; or
- holding a Removal Pending Bridging Visa;
- and
 - at the time of enrolling in the initial course of intensive English language instruction, be undertaking primary or secondary education at a government or non-government school, or have an intention to undertake such education as soon as practicable after completion of the course; and
 - if entering the first year of primary schooling, to have enrolled in an intensive English class funded under this Program within 18 months of arrival in Australia or being granted a temporary visa under the Humanitarian Program; or
 - if entering any other year of schooling, have enrolled in an intensive English class funded under this Program within six months of arrival in Australia or being granted a temporary visa under the Humanitarian Program.

State NAP Funding Formulae

Commonwealth NAP funding is used to support the provision of intensive English programs, either IECs or visiting teacher programs in the metropolitan area and Country Float funding in regional schools, for eligible students.

Eligible students attract a staffing weighting of 2.4 within the School Staffing Allocation Chart (SSAC). This student weighting is applied against all eligible students within IEC schools to generate the total IEC FTE.

Within the regional areas eligible students are allocated 0.1 teaching FTE for six months.

State NAP Eligibility Criteria

Eligible students are those permanent residents or Australian citizens who:

- have recently arrived in Australia and are in the first twelve months of primary or secondary schooling in Australia; or
- have recently arrived in Australia with a limited schooling background and are in the first two years of schooling in Australia; or

- were born in Australia and have entered their first year of compulsory schooling with little or no English language proficiency.

Limited schooling students are those who have received less than three years of continuous schooling prior to their arrival in Australia.

d. Two levels of funding restrictions apply:

- those applied by the Commonwealth; and
- those applied by the State.

Commonwealth NAP Funding Restrictions

Section 99. Eligible students are expected to receive a minimum of six months intensive English language tuition either in intensive language centres/units or in schools. In the latter case, it is expected that students will be provided with a minimum of ten hours of ESL assistance per week. The amount and duration of assistance to be provided for individual students is, however, a matter for education authorities to determine.

Section 100. Funds may be used at the discretion of the educational authority for such purposes as:

- the employment of specialist teachers, including bilingual teachers, to teach ESL in a variety of situations, including but not restricted to:
 - intensive and part-time withdrawal instruction;
 - parallel and team teaching;
 - assistance to regular teachers to enable them to attend more effectively to English language development across the curriculum for ESL learners;
- the employment of advisory staff, interpreters, translators, bilingual welfare officers, teachers aides and school-community liaison workers;
- curriculum development and the provision of ESL teaching and learning materials;
- the provision of small items of equipment such as teaching aids (funds may not otherwise be used for capital purposes); or
- the provision of ESL in-service courses for ESL specialists as well as mainstream teachers.

State NAP Funding Restrictions

Funds are used to provide intensive English tuition for eligible students. Funding is used for specialist IEC staff, teaching and non-teaching, associated travel costs enabling eligible students to access the centres and staff in regional areas.

Recommendation	Government Responses
<p>Recommendation 9 The Committee recommends that, to assist the Minister for Education with her investigation and reporting on the issue of ESL education for ESL 457 students, the Department of Education and Training provide the Minister information as to:</p> <p>a. the total amount of Commonwealth funding provided to public schools through the Recurrent Grants Program, Literacy and Numeracy Special Learning Needs Programs and ESL country areas funding in the years 2007, 2008 and 2009;</p> <p>b. the allocation of the funding toward:</p> <p>i. pre-primary ESL programs.</p> <p>ii. primary ESL programs.</p> <p>iii. secondary ESL programs.</p> <p>c. the funding formulae used for such programs, where appropriate; and</p> <p>d. restrictions placed on the use of that funding.</p>	<p>a. The total amount of Australian Government funding provided to the Department for ESL/D provision, through the previous funding arrangements (Recurrent Grants Program, Literacy and Numeracy Special Learning Needs Programs) was as follows:</p> <ul style="list-style-type: none"> • 2007 - \$4 800 000 • 2008 - \$5 500 000 • 2009 - \$5 800 000 <p>b. Funding was not allocated by phases of schooling and as such is unable to be reported in this format.</p> <p>c. Two levels of funding formulae exist, the:</p> <ul style="list-style-type: none"> • Commonwealth allocation to the State; and • State formulae used to apply this funding. <p>Recurrent Grants LNSLN Funding Formulae (Australian Government Quadrennial Administrative Guidelines – 2007 Update, page 118).</p> <p>Section B. Language Background Other Than English (LBOTE) Mechanism</p> <p>6. The LBOTE mechanism distributes funding between Government, Catholic and Independent education authorities based on the proportion of enrolments of students with English as a Second Language characteristics. Education authorities' funding allocations are based on calculated percentage shares of the total amount of funding available for distribution using this element of the mechanism.</p> <p>7. The methodology for calculating percentage shares using the LBOTE mechanism is based on ABS Census data relating to the non-English speaking background of students of school age. The population is categorised under three main groups, with differential weightings for each group:</p> <ul style="list-style-type: none"> • home language other than English, weighted most heavily; • country of birth of the student deemed a non-English speaking country, weighted less; and • one or both parents born in a non-English speaking country, weighted least. <p>8. The percentage share for each education authority is calculated from the totalled weighted student numbers for each category of need for each type of school attended.</p>

Western Australia: Recurrent Grants LNSLN Funding Formulae

Commonwealth LNSLN Programs funding is used to support post-intensive English programs, ESL/D Support, ESL/D Cell or visiting teacher programs for eligible students.

ESL/D Support Programs

Eligible students attract a staffing weighting of 1.5 within the SSAC. This student weighting is applied against all eligible students within ESL/D Support schools to generate the total ESL/D teacher FTE.

ESL/D Cell programs

The total number of eligible students is considered when determining the FTE for an ESL/D Cell. Thirty to forty eligible students attract a 1.0 teacher FTE and a 1.0 Ethnic Education Assistant FTE.

State Eligibility for LNSLN

An eligible student is a permanent resident or Australian citizen who:

- is of primary school age and has been in an Australian school for less than two years of compulsory age schooling (this does not include kindergarten and pre-primary students); or
- is of secondary school age and has been in an Australian school for less than three years; or
- is of primary school age and limited schooling background and has been in an Australian school for less than four years of compulsory age schooling (this does not include kindergarten and pre-primary students); or
- is of secondary school age and limited schooling background and has been in an Australian school for less than four years.

d. Two levels of funding restrictions apply:

- those applied by the Commonwealth; and
- those applied by the State.

Commonwealth Recurrent Grants LNSLN Restrictions

Section 31. Funds may be used for system, sector or school strategies which directly contribute to achieving Schools Grants element objectives.

Section 32. It is expected that school education authorities, in administering this funding in their systems and schools, will take account of relevant national initiatives and agreements and areas of importance to the Australian Government such as those described below:

- *Australia's National Goals for Schooling in the Twenty-First Century*, including the goals:

- that the learning outcomes of educationally disadvantaged students improve, and over time, match those of other students; and
 - that when students leave school they should have attained the skills of numeracy and English literacy: such that every student should be numerate, able to read, write, spell and communicate at an appropriate level.
- Implementing the National Literacy and Numeracy Plan (see [Quadrennial Administrative Guidelines – 2007 Update], Appendix 2.3.B) as agreed by Education Ministers in 1997 which focuses on the crucial early years (K-3) so that every child commencing school from 1998 will achieve a minimum acceptable literacy and numeracy standard within four years.
 - Achieving the Years 3, 5, 7 literacy and numeracy targets (see [Quadrennial Administrative Guidelines – 2007 Update], Appendix E Part 3).
 - Assisting the integration of children with disabilities into regular school settings and supporting the needs of students with disabilities and learning difficulties to enable them to fully access the curriculum and improve their participation and outcomes.
 - Assisting Indigenous students who have not developed adequate English literacy and numeracy skills and are therefore having difficulty coping with the school curriculum.
 - Assisting students from a language background other than English by developing their English language competence and facilitating their participation in mainstream education activities.
 - Assisting students from low socio-economic status background who have not developed appropriate English literacy and numeracy skills.
 - Assisting students in the middle years of schooling who have not developed adequate literacy and numeracy skills and who are therefore having difficulty coping with the school curriculum.
 - Assisting schools with a high proportion of students who are educationally disadvantaged and who have the highest needs for additional assistance.

Section 33. Schools Grants funding is intended to contribute towards additional learning assistance in schools. It is not to be used for major capital works expenditure.

State Recurrent Grants LNSLN Restrictions

Funding is used to provide specialist ESL support to those eligible students, see above.

Recommendation	Government Responses
<p>Recommendation 10 The Committee recommends that, to assist the Minister for Education with her investigation and reporting on the issue of ESL education for ESL 457 students, the Department of Education and Training provide the Minister information as to:</p> <p>a. the total amount of State funding provided to public schools, and the programs, or funding mechanism, through which such funding was provided in 2007, 2008 and 2009 for:</p> <p>i. pre-primary ESL programs.</p> <p>ii. primary ESL programs.</p> <p>iii. secondary ESL programs.</p> <p>b. the funding formulae used for such programs, where appropriate; and</p> <p>c. any restrictions placed on the use of that funding.</p>	<p>State funding provided to public schools for ESL/D Programs, includes the costs for translating and interpreting services, Establishment Grants and Split IEC Office Site Allowance, as follows:</p> <p>Translating and interpreting</p> <ul style="list-style-type: none"> • 2007 - \$176 991 • 2008 - \$202 014 • 2009 - \$236 377 <p>Establishment Grants</p> <ul style="list-style-type: none"> • 2007 - \$86 000 • 2008 - \$0 • 2009 - \$154 308 <p>Split IEC Office Site Allowance</p> <ul style="list-style-type: none"> • 2007 - \$42 252 • 2008 - \$42 252 • 2009 - \$42 252 <p>Dedicated provision for students on temporary visa 457</p> <ul style="list-style-type: none"> • 2009-10 - \$8 860 000 <p>Total Funds - \$9 842 447</p> <ul style="list-style-type: none"> • 2007 - \$305 243 • 2008 - \$244 266 • 2009 - \$432 937 • 2009-10 - \$8 860 000 <p>Please note funding was not allocated by phases of schooling and as such is unable to be reported in this format.</p> <p>There is no funding formula for use of the translating and interpreting service. All Department staff and schools have access to this service. This service is provided under the State Government's Language Service Policy.</p> <p>Establishment grants are provided to support setting up new IECs. The following seven factors are built into the grant:</p> <ul style="list-style-type: none"> • foundation grant of \$5 000; • equipment grant calculated on a base amount of \$14 050 plus \$2 750 per class; • library grant calculated on a base amount of \$700 plus \$90 per student; • reading grant calculated on the basis of \$1 500 per teaching area;

- computer grant calculated on the basis of \$300 per student;
- initial stock grant calculated on the basis of \$20 per student from Pre-Primary to Year 7; and
- administrative computers grant of \$3 300.

The Split IEC Office Site allowance is calculated on the basis of \$3 521 per annum per site. Components covered in this include an ICT base of \$2 500 and \$1 021 for photocopier allowance.

There are no funding restrictions for use of the translating and interpreting service.

Establishment Grants funds need to be expended according to the needs of the IEC and the students.

The foundation grant is to be used at the school's discretion to supplement the purchase of various items of equipment and resources in the general subject areas.

The equipment grant is provided to cover office, audio, library and equipment such as TVs, etc. that are not provided in the capital works program. This allocation should be considered with the Foundation Grant if additional purchases are required.

The library grant is provided for the purchase of book and non-book materials to establish a core collection of references, non-fiction and fiction resources.

The reading grant is provided for the purchase of reading resources.

The computer grant is provided for the purchase of computer resources.

The initial stock grant is provided for the purchase of miscellaneous stock.

The administrative computers grant is provided for the purchase of computers for the administration office.

The split IEC Office Site Allowance is provided to the host IEC school to cover the costs associated with operating a second office.

Recommendation	Government Responses
<p>Recommendation 11 The Committee recommends that the Minister for Education undertake a review of the current funding arrangements for ESL programs in Western Australia, with particular reference to the funding of those for ESL 457 students. To assist the Minister with such a review, the Committee recommends that the Department of Education and Training provide the Minister information as to:</p> <ol style="list-style-type: none"> a. the total amount of Commonwealth funding provided under the NEA Specific Purpose Payment for 2009 to public schools, and to be provided in 2010; b. the allocation of the funding towards: <ol style="list-style-type: none"> i. pre-primary ESL programs. ii. primary ESL programs. iii. secondary ESL programs. c. the funding formulae used for such programs, where appropriate; and d. any restrictions placed on the use of that funding and, where evident, the nature of such restrictions. 	<p>Australian Government funding provided for the provision of ESL/D was:</p> <ul style="list-style-type: none"> • 2009 \$13.02 million • 2010 \$13.02 million <p>Please note funding is not allocated to phases of schooling and therefore it is unable to be reported in this format.</p> <p>See responses to Recommendations 8 and 9 for the funding formulae and restrictions placed on the use of this funding.</p>

Recommendation	Government Responses
<p>Recommendation 12 The Committee recommends that the Minister for Education advise the Commonwealth that the existing formula used to determine NEA funding does not adequately cater for the provision of specialist education such as ESL programs for Subclass 457 students.</p>	<p>This matter continues to be raised with the Australian Government in a range of Ministerial forums.</p>
<p>Recommendation 13 The Committee recommends that, to assist the Minister for Education with her investigation and reporting on the issue of ESL education for ESL 457 students, the Department of Education and Training (DET) provide the Minister with information as to the:</p> <ol style="list-style-type: none"> a. total amount of additional funding that the DET received for public schools; b. the source of such funding; c. allocation of such funding by the DET, in particular, the ESL programs and schools that benefited from the additional funding; and d. any restrictions placed on the 	<p>See response to Recommendations 6, 8 and 9.</p>

<p>expenditure of such funding.</p>	
<p>Recommendation 14 The Committee recommends that, to assist the Minister for Education with her investigation and reporting on the issue of ESL education for ESL 457 students, the Department of Education and Training provide the Minister information as to the:</p> <ol style="list-style-type: none"> a. total amount of State funding (not sourced from the Commonwealth) and the programs, or funding mechanism, through which such funding was provided to public schools in 2007, 2008 and 2009 for: <ol style="list-style-type: none"> i. pre-primary ESL programs. ii. primary ESL programs. iii. secondary ESL programs. b. the funding formulae used for such programs, where appropriate; and c. any restrictions placed on the use of that funding. 	<p>The total amount of dedicated State funding provided to the ESL/D program is listed in the response to Recommendation 10.</p> <p>In addition to these funds, all ESL students, except those on fee-paying visas, are included in all mainstream resource grants. This amount is not quantifiable but would include items such as School Support Programs Resource Allocations, school grant allocations, infrastructure allocations, etc.</p>

Recommendation	Government Responses
<p>Recommendation 15 The Committee recommends that the Department of Education and Training revise the current eligibility criteria for enrolment in the different types of ESL programs, in light of its obligations under the National Education Agreement as the Committee finds that ESL 457 students are eligible to attend Intensive English Centres.</p>	<p>This recommendation has ongoing cost implications. New eligibility models require best use of available funding, maximising student access and performance outcomes, while meeting the State's National Education Agreement obligations.</p> <p>See response to Recommendation 3.</p>

Recommendation	Government Responses
<p>Recommendation 16 The Committee recommends that:</p> <ul style="list-style-type: none"> • the Minister for Education conducts a review at a department, district and local level to determine the number of ESL students within the State, with particular reference to the number of ESL 457 students. • the Minister provide to Parliament details concerning the per student cost of providing the different types of ESL programs to ESL 457 students. • the Minister provide to Parliament information about the amount of funding dedicated by the Department of Education and Training to providing ESL programs for ESL 457 students in 2009, 2010 and 2011. 	<p>February 2010 census data indicated that there are 2 580 students in public schools on temporary visa 457 with significant ESL/D needs.</p> <p>The cost for the provision of intensive English tuition is currently \$5 800 per student per annum. The cost for the provision of post intensive ESL/D support, within mainstream schooling contexts is approximately \$2 000 per student per annum.</p> <p>The Department of Education received \$6.86 million and \$7.032 million for the 2009-10 and 2010-11 financial years for the provision of ESL/D support for students on temporary visa 457. Funding for the 2011-12 year is yet to be confirmed.</p>

Recommendation	Government Responses
<p>Recommendation 17 The Committee recommends that the Department of Education and Training change the access criteria for ESL programs so that access to them is granted in accordance with the educational needs of the student, rather than a visa category.</p>	<p>This recommendation has ongoing cost implications. New eligibility models require best use of available funding, maximising student access and performance outcomes, while meeting the State's National Education Agreement obligations.</p> <p>See response to Recommendation 3.</p>
<p>Recommendation 18 The Committee recommends that the Department of Education and Training investigate establishing a volunteer program to assist with the delivery of ESL education in those schools with high concentrations of non to minimal English speaking students.</p>	<p>A range of volunteer programs currently work within schools supporting ESL/D learners. These include the School Based Volunteer program, the Australian Business and Community Network and students from a number of local universities.</p>
<p>Recommendation 19 The Committee recommends that the Department of Education and Training consider implementing a means-tested cost recovery program to obtain a payment of fees by 457 visa holders for ESL support in schools.</p>	<p>A fee-paying model to access Department ESL/D programs already exists for students on a number of temporary visas (not inclusive of those on temporary visa 457). Expanding the model to those students on temporary visa 457 is being considered.</p>

Recommendation	Government Responses
<p>Recommendation 20 The Committee recommends that the Minister for Education report to the Parliament on the implementation, by the Department of Education and Training, of recommendations proposed in the <i>Inclusive Schools Review</i>.</p>	<p>The most recent review of educational provision for students with a disability in public schools was established by the then Minister for Education, in 2001 (Recommendation 20). The review was completed following extensive public, cross-departmental and internal consultation over a three year period. The findings and recommendations were published in <i>Pathways to the Future: A Report of the Review of Educational Services for Students with Disabilities in Government Schools</i> (2004).</p> <p>The focus of the review was the development of recommendations aiming to enhance the quality of services for students with disabilities and learning difficulties. The key components of the Review included:</p> <ul style="list-style-type: none"> • an examination of the current provision of educational services; • the identification of quality practice in inclusive and specialist programs; and • a consideration of how to best support students with significant educational needs but no clearly identified disability. <p>In 2004, the review recommendations were presented to the Minister for Education and funding commitments were made by the then Labor Government. The Department developed and implemented a Ten Point Plan, which continues to inform Government commitments and Department strategies. To support the implementation of the strategies of the Ten Point Plan, Treasury committed an additional \$39.9 million over the period 2004-2008.</p> <p>The focus of the Plan's implementation has been:</p> <ul style="list-style-type: none"> • targeted support and efficient allocation of resources for students with disabilities and special educational needs; • ensuring that new designs for school facilities support a range of students; • improved information and support materials for parents and teachers; • improved technology support for students with disabilities and diverse learning needs; • effective provision of access to Statewide Specialist Services for students with disabilities and other diverse learning needs; • defined standards of inclusive practice for schools and support services; • development of explicit policies and procedures; and

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| | <ul style="list-style-type: none">• establishment of processes to monitor the implementation of recommendations. |
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The Department reports to Parliament and the public regarding the implementation of educational services for students with disability through the Department of Education's Annual Report and Parliamentary processes, including Parliamentary Estimates.

Recommendation	Government Responses
<p>Recommendation 21 The Committee recommends that the Department of Education and Training initiate a review of the current eligibility criteria for <i>Schools Plus</i> and the use of Indicated Groups with a view to adopting a purely functional assessment approach focusing on educational needs.</p>	<p>A review of <i>Schools Plus</i> began in July 2009 and was completed in March 2010. It provided an opportunity to consider the eligible disability groups or broadening the criteria for resource allocation.</p> <p>The Department concluded that there was no clear case at this point in time for changing eligibility groups. A simplified model for resource allocation retains a best-practice approach to funding based on eligible students' educational needs. Temporary visa 457 students with eligible diagnoses of disability have been eligible for funding under <i>Schools Plus</i> since its inception in 2005.</p>
<p>Recommendation 22 The Committee recommends that the Department of Education and Training review its current application process for <i>Schools Plus</i>, with a view of simplifying the process to decrease the amount of time and resources required to complete funding applications.</p>	<p>A review of <i>Schools Plus</i> began in July 2009 and was completed in March 2010. It assessed processes and requirements with an emphasis on reducing teacher and administrator workload.</p> <p>A <i>Schools Plus</i> Online Checklist has been developed, trialled and successfully implemented for all public schools in Western Australia. The Online Checklist results in a significant reduction in workload for teachers and is supported with inbuilt links to additional information and descriptors.</p>
<p>Recommendation 23 The Committee recommends that the Minister for Education negotiate with her counterparts in other jurisdictions as to what steps can be implemented to ensure that there is a greater level of parity between the States and Territories concerning eligibility criteria for financial support and</p>	<p>This matter continues to be raised with the Australian Government and other jurisdictions in a range of Ministerial and Senior Officer forums.</p> <p>The <i>Schools Plus</i> review included consideration of processes and models of funding across all other States and Territories.</p>

resourcing for programs
similar to *Schools Plus*.

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