

LEGISLATIVE COUNCIL STANDING COMMITTEE ON ESTIMATES AND FINANCIAL OPERATIONS

ANSWERS TO SUPPLEMENTARY INFORMATION

**Department of Education**

**Hon Donna Faragher MLC asked:**

E1 Commonwealth Government COVID-19 funding in 2019-20 How much funding was received by Catholic Education Western Australia and by the Association of Independent Schools of Western Australia?

Answer

Based on advice provided to the Department of Education, eligible Western Australian non-government schools received \$994 120 (ex-GST) through the Commonwealth Government's 'School Hygiene Assistance Fund' The Department does not have a breakdown of the proportion allocated to Catholic and Independent schools

The Commonwealth Department of Education, Skills and Employment (DESE) is responsible for the School Hygiene Assistance Fund and confirmation of the funding or further queries should be referred to DESE

It should be noted that the enhanced cleaning settings and education delivery modes for non-government schools during the peak of the COVID-19 pandemic differed at times from public schools and, therefore, the funding between the two programs is not comparable

  
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**ANSWERS TO SUPPLEMENTARY INFORMATION**


**Department of Education**

**Hon Donna Faragher MLC asked:**

E2 How many students are currently participating in an Alternative Learning Setting program and how many have completed a program since the beginning of the 2020 school year?

Answer: At 20 November 2020

- a) 36 students are currently recorded as participating in an Alternative Learning Setting (ALS) program
- b) 41 students have completed an ALS program since the beginning of the 2020 school year

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**ANSWERS TO SUPPLEMENTARY INFORMATION**


**Department of Education**

**Hon Donna Faragher MLC asked:**

E3 What is the total amount of funding allocated for the expansion of the KindiLink program across all schools involved in the Kimberley Schools Project?

Answer Funding for the Kimberley Schools Project (KSP) schools with KSP KindiLink programs is \$696 245 per annum

There is sufficient funding remaining in the budget to expand the KSP KindiLink to remaining KSP schools

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ANSWERS TO SUPPLEMENTARY INFORMATION

**Department of Education**

**Hon Donna Faragher MLC asked:**

E4 What percentage of students chose to complete a General pathway in 2019?

**Answer**

Since students are able to swap between pathways during Year 11 and 12 and confirmation of completed VET qualifications can only be confirmed at the end of the school year, the percentage of students in a particular pathway cannot be determined until all achievement data are submitted at the end of the year

Information regarding Year 12 student enrolments in other pathways will not be available until the end of 2021

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ANSWERS TO SUPPLEMENTARY INFORMATION

**Department of Education**

**Hon Donna Faragher MLC asked:**

E5 Which recommendations within the review of skills, training and workforce development involve the Department and when are they expected to be implemented

Answer

The following recommendations relate to the work of the Department of Education:

- 1 10 1. Promote VET as a desirable post-secondary career pathway by joining with the Department of Education's Career development is everybody's business roadshow and partner with schools in career advice to students, parents and teachers
  - Commenced / ongoing
- 1 10 2 "Join-up" VET funding from the Department of Education and DTWD, so schools and TAFEs can collaboratively plan how funding will be best used to align VET programs with student needs and future workforce priorities and opportunities
  - Commenced Implementation in 2021.
- 1 10 3 Consider ways to maintain appropriately diverse career pathway selections by students, and specifically how to ensure that no one pathway is inadvertently incentivised over another
  - Commencement in the medium term – January 2021 and ongoing

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## LEGISLATIVE COUNCIL STANDING COMMITTEE ON ESTIMATES AND FINANCIAL OPERATIONS

### ANSWERS TO SUPPLEMENTARY INFORMATION

#### Department of Education

#### Hon Donna Faragher MLC asked:

E6 What specific work is being done to improve Aboriginal student retention rates and are there any benchmarks or targets that have been established to track retention rates?

#### Answer


The Department supports schools to build the engagement of all Aboriginal students through the establishment of partnerships, supported by program funding, with a range of organisations, including

- the Graham (Polly) Farmer Foundation for Follow the Dream,
- Clontarf Foundation Football Academies,
- Glass Jar Australia for the Shooting Stars program,
- SHINE Inspire Achieve Belong for Shimmer and Shine;
- Wirrpanda Foundation for Deadly Sista Girlz,
- Role Models and Leaders Australia for Girls Academies, and
- Stars Foundation for the Stars program.

The Department works with the Department of Training and Workforce Development on the Aboriginal school-based training program which supports Aboriginal and Torres Strait Islander Years 10, 11 or 12 students to develop skills for the workplace. This can lead to an apprenticeship or traineeship in their chosen industry area.

In collaboration with local Aboriginal community members, school leaders and staff are expected to develop strong, sustainable education partnerships that reflect the expectations and aspirations of Aboriginal students.

There have been no benchmarks or targets established with regard to retention rates for Aboriginal students in public schools. The national Closing the Gap Agreement which came into effect on 27 July 2020 also makes reference to retention rates, as an indicator and driver of progress on one of the Agreement's targets to increase the proportion of Aboriginal and Torres Strait Islander people (age 20-24) attaining year 12 or equivalent qualification to 96 percent by 2031. This is a national target and the rate to which it applies is not synonymous with retention.

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ANSWERS TO SUPPLEMENTARY INFORMATION

Department of Education

Hon Alison Xamon MLC asked:

E7 Will you provide a list of the schools identified to be part of the student re-engagement plan?

Answer As cautioned during the hearing, it is requested the committee does not make the list public as it includes schools with very low student enrolment numbers which means there is a risk of negative profiling of families in these communities

[REDACTED]

[REDACTED]

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ANSWERS TO SUPPLEMENTARY INFORMATION

Department of Education

Hon Alison Xamon MLC asked:

E8: How many requests for delayed starts to compulsory schooling were received for 2019 and for 2020 and what guidance are principals given when making individual assessments on delayed starts?

Answer

The Department of Education does not centrally record the number of requests that principals receive to delay the start to compulsory schooling. They would be recorded at the school level.

A review of correspondence received in my office revealed one requested received in 2019 to allow a child to delay starting Pre-Primary in 2020. No such requests have been received in 2020, as at 27 November.


The *School Education Act 1999* prescribes the age period for pre-compulsory and compulsory education in Western Australia. The first year of compulsory education is the year in which a student reaches the age of five years and six months.

Parents may ask for their child to be placed in a year level other than Pre-primary for their first year of compulsory education. This may include a child having an additional year in Kindergarten.

The Department's *Enrolment in Public Schools* policy states that a principal will "determine the year level placement of a child, in consultation with the parents and reflecting the emphasis on age-appropriate placements".

A student's age is a key consideration in their class placement. This does not, however, preclude placement in an alternative year level where this best meets a student's long-term educational needs.

Principals are encouraged to meet with families to understand their reasons for requesting a delayed start for their child to commence full-time schooling and principals should seek specialist advice where available. This may include documented advice from medical professionals, school psychologists, observations of the student's Kindergarten teachers (if applicable) and any other information the family has supplied. Principals may contact regional or central office for more specific advice and support on individual cases.

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## LEGISLATIVE COUNCIL STANDING COMMITTEE ON ESTIMATES AND FINANCIAL OPERATIONS

### ANSWERS TO SUPPLEMENTARY INFORMATION


#### Department of Education

#### Hon Alison Xamon MLC asked:

E9 What is available in public schools to assist students with an Autism Spectrum Disorder diagnosis?

Answer: Schools have access to the following services and support to assist students with Autism Spectrum Disorder

- The School of Special Education Needs. Disability (SSEN D),
  - Specialist Learning Programs – Autism Spectrum Disorder (ASD),
  - Early Intensive Intervention Program. Autism, and
  - targeted funding resources through the Department of Education's Individual Disability Allocation
- 
- SSEN D supports students with ASD in mainstream schools through a range of services and programs including specialist consultancy, school and staff capacity building, specialist learning and early intensive intervention programs SSEN D
    - employs specialist consulting teachers who work with schools to support students with ASD;
    - coordinates a Key Support Teacher Model which provides staff with coaching and mentoring to strengthen support for students with ASD, and
    - coordinates the Regional Autism Collaborative Model which is designed to inform and support staff in regional schools to effectively support and increase learning outcomes for students with ASD The model involves observation, data collection, modelling of best practice, provision of resources, implementation of evidence-based strategies and a series of professional learning, which are all contextualised to the region, school and individual students.
  - 16 Specialised Learning Programs for students with ASD operate in eight primary schools and eight secondary schools
    - The Specialised Learning Program provides individualised planning and support to address the specific educational needs of the students enrolled in the program
    - Each of the eight primary school programs connect with one of the eight secondary school programs to provide the students with a supported K-12 pathway.
  - The Early Intensive Intervention Program Autism helps students with ASD in Kindergarten and Pre-primary transition to Year 1 at their local school
    - The Early Intensive Intervention Programs utilise teaching methodologies based on the principles of contemporary Applied Behaviour Analysis (ABA), with a strong emphasis on development of age-appropriate literacy, numeracy, social behaviour, language and communication skills
    - In 2020, five education support centres provide Early Intensive Intervention Programs

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## ANSWERS TO SUPPLEMENTARY INFORMATION

### Department of Education

Hon Donna Faragher MLC asked:

E10. Can we have a breakdown of both the 2019 and 2020 Teach for Australia Associates and the subject areas in which they are teaching?

Answer

2019	
Associate	Subject Area(s)
1	Mathematics/Science
2	Computer Science, Applied Information Technology, Science, Mathematics
3	English/Humanities and Social Sciences (HASS)
4.	Chemistry, Lower School Science
5	HASS
6	Mathematics
7	Science
8	English
9	Science
10	Science/Mathematics
11	HASS
12	English
13	English #
14	English/HASS
15	English *
16.	HASS, Digital Technologies, Applied Information Technology *
17	English
18	English *
19	Science
20	HASS, English
21	Mathematics/Work Studies
22	English
23	Business Education
24	English
25	Science
26	English
27	HASS
28	English
29	Mathematics
30	HASS
31	HASS
32	Psychology
33	English
34	Visual Arts

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2019	
Associate	Subject Area(s)
35.	English and Media
36	Mathematics
37	STEM and Science #
38	Science
39	HASS
40	English/HASS
41	Mathematics
42	Science/Outdoor Education
43	Mathematics
44	Health and Physical Education
45	English
46	Science
47	Mathematics
48	Music

2020	
Associate	Subject Area(s)
1	Health and Physical Education
2	Mathematics
3	Biology, General Science
4	Mathematics
5	HASS
6	English *
7	English, Media *
8	Science
9	English, HASS
10	Mathematics
11	Media
12	Psychology
13	Mathematics
14	Mathematics
15	HASS
16.	English
17	English
18	Science
19	Mathematics
20	English, HASS
21	HASS, English
22	Psychology, HASS
23	English
24	Visual Arts
25	HASS
26	English, Science
27	Science – Physics
28	Science – Chemistry
29	The Arts

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2020	
Associate	Subject Area(s)
30	English
31	Mathematics, Science
32	Science
33	Humanities
34	Science
35	Mathematics

**Notes:**

\* indicates withdrawn from the TFA program and not employed in a public school as at 29 October 2020

# indicates withdrawn from the TFA program and employed in a public school, under Limited Registration and completing their Master of Teaching outside the TFA program, as at 29 October 2020

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Department of Education

Hon Donna Faragher MLC asked:


E11 What are the enrolment projections for Bob Hawke College from 2021 to 2025?

Answer

The Department of Education actively monitors enrolment growth, population growth, the accommodation capacity of schools and residential development to determine if schools are coming under pressure and require an enrolment relieving strategy

Enrolment projections for Bob Hawke College over 2021 to 2025 are

Year	Y07	Y08	Y09	Y10	Y11	Y12	Total
2021	260	277	0	0	0	0	537
2022	272	273	291	0	0	0	836
2023	270	286	287	291	0	0	1 134
2024	282	284	300	287	291	0	1 444
2025	292	296	298	300	287	276	1 749

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Department of Education

Hon Alison Xamon MLC asked:

E12 How many students on the Students Whose Whereabouts are Unknown list are in the Child Protection system and in the Youth Justice System?

Answer

At 20 November 2020, there were six students on the Students Whose Whereabouts are Unknown list who are in the care of the Chief Executive Officer of the Department of Communities

There are no students on the Students Whose Whereabouts are Unknown list who are detained at Banksia Hill Detention Centre

In accordance with the *Children and Community Services Act 2004*, details of students in the Youth Justice System are not available to the Department, with the exception of students detained within the Banksia Hill Detention Centre. Under the current Memorandum of Understanding, the Department of Education provides the Students whose Whereabouts are Unknown list to the Department of Justice. Further, a custodial list identifying students detained at Banksia Hill Detention Centre is provided to the Department of Education by the Department of Justice. This custodial list is cross referenced against the Students Whose Whereabouts are Unknown list and any matches are removed as soon as they are identified.

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