2.2 OUTCOME 2: SCHOOL EDUCATION – SCHOOLS AND OTHER EDUCATORS PROVIDE HIGH QUALITY TEACHING AND LEARNING TO ALL AUSTRALIAN CHILDREN, CREATING GOOD FOUNDATION SKILLS AND POSITIVE LIFE OPPORTUNITIES

The Australian Government requires agencies to measure their intended and actual performance in terms of outcomes. Government outcomes are the results, impacts or consequences of actions by the Government on the Australian community. Agencies are required to identify the output groups which demonstrate their contribution to Government outcomes over the coming year.

Each outcome is described below by output groups, specifying the performance indicators and targets used to assess and monitor the performance of the department in achieving government outcomes.

Outcome 2 Strategy

The Government wants Australia's education system to be among the best in the world to produce an innovative, skilled and well trained workplace. As part of this, school students need to be provided with foundation skills, knowledge, understanding and values necessary for lifelong learning, employment and participation in a dynamic and inclusive society.

Responsibility for the funding of school education is shared by the Australian and State and Territory governments, parents and school communities. The Australian Government is a primary source of funding for non-government schools and it provides supplementary assistance to state government schools. States and Territories have regulatory and funding responsibility for government schools, including for curriculum support, assessment and certification, school and teacher registration and accreditation which benefit both government and non-government schools. States and Territories also provide supplementary assistance to non-government schools. The Australian Government provides leadership and works in partnership with State and Territory governments and with non-government school authorities, parents, educators and other organisations to improve the quality of schooling nationally and achieve the best possible outcomes for young Australians.

Education is key to the Government's agenda to support increasing participation and productivity and secure Australia's prosperity into the future. Real commitments have been made through the Council of Australian Governments (COAG) to drive the productivity agenda through substantial reform in early childhood development, education and skills to be delivered under the *Education Revolution*. The key objectives agreed by COAG for schooling include:

- the development of a national partnership agreement focused on the particular educational needs of low socio-economic status school communities

- lifting the Year 12 or equivalent attainment rate to 90 per cent by 2020

- halving the gap for Indigenous students in reading, writing and numeracy within a decade
- at least halving the gap for Indigenous students in Year 12 or equivalent attainment rates by 2020
- ensuring all Indigenous four year olds in remote communities are enrolled in and attending a proper early childhood centre or opportunity within five years.

The Government's *Education Revolution* involves greater collaboration and sharper focus on improving outcomes as students move through school. Reform will involve collaboration across the government and non-government sectors and a genuine partnership involving parents, children, students, employers and all levels of government.

Key initiatives of the Government's strategy for implementing the *Education Revolution* include:

- National Secondary School Computer Fund
- Fibre Connections to Schools
- Trade Training Centres in Schools
- Local Schools Working Together to share facilities pilot program
- Development of a national curriculum through the National Curriculum Board
- National Asian Languages and Studies in Schools
- Education Tax Refund.

As part of the *Education Revolution,* the Government is investing $1 billion over four years for the *Digital Education Revolution*. $900 million will be delivered through the National Secondary School Computer Fund. The other $100 million will be used to contribute to the deployment of Fibre to the Premises broadband connections to deliver faster internet speeds to all Australian schools or an alternative technology to those remote areas where fibre is not possible. The Government has provided an additional $200 million to extend the Fund to 2011-12.

Another key priority of the *Education Revolution* is the Trade Training Centres in Schools Program, providing $2.5 billion over ten years. It is an important element of the Government's workforce development agenda and is designed to help address skill shortages in traditional trades and emerging industries. The program will help to meet the COAG targets to improve Year 12 and equivalent attainment, including at least halving the attainment gap for Indigenous students, and to increase the proportion of the 19 year old population with qualifications at Certificate III level and above over the next 10 years.

The Government has established the National Curriculum Board to ensure that all children have access to the highest quality learning programs. The Government will also implement the new National Asian Languages and Studies in Schools Program, with effect from 1 January 2009, to increase the numbers of students proficient in Japanese, Indonesian, Chinese and Korean and promote cultural understanding of Australia's main trading partners. The National Curriculum Board will oversee the teaching of languages in schools and will work with the States and Territories to increase the number of qualified teachers.

The Government is aiming to reduce the gap in educational achievement between Indigenous Australians and non-Indigenous Australians. Collaboration and partnerships with the States and Territories will provide a strong structure to the department's work in Indigenous education. The agreement made through the Council of Australian Governments (COAG) to establish high level targets to be used to measure the achievement of reform in Indigenous educational attainment adds strength to the commitment made through the high priority already accorded to Indigenous education by all Australian governments.

Changes to Specific Purpose Payment (SPP) arrangements, which include Indigenous education funding arrangements, were announced by COAG early in 2008. The new arrangements commencing in 2009 will enable States and Territories to use funding more flexibly. They will incorporate a National Education Agreement and national partnership agreements to strengthen reforms and enhance public accountability. The focus will be to drive school improvements as measured by literacy and numeracy performance, Year 12 and equivalent attainment, and the closing of gaps in relation to Indigenous students.

The department's effectiveness indicators for Outcome 2 broadly measure whether it is achieving the Government's objectives. Effectiveness indicators listed in Table 3.2A include trends in full-time student enrolments, apparent retention rates and students receiving Year 12 certificates. These trends are monitored through national data collections and international benchmarking in cooperation with education authorities. Other key indicators include monitoring of student outcomes against national benchmarks for literacy and numeracy achievement, in line with the Government's emphasis on raising educational standards. In particular, in tracking government policies targeting Indigenous disadvantage in education the department compares the rates at which Indigenous and non-Indigenous students achieve the Years 3, 5 and 7 reading, writing and numeracy benchmarks. In 2006, the most recent figures available, the gap between Indigenous and non-Indigenous benchmarks achievement ranges from 13.3 per cent in the Year 3 reading benchmark to 32.3 percent in the Year 7 numeracy benchmark. The Ministerial Council on Education, Employment Training and Youth Affairs (MCEETYA) will continue to play a key role through its National Assessment Program in helping to measure how student outcomes across States and Territories compare with national and international standards.

Outcome 2 Resource statement

Table 2.2 provides additional detail of Budget appropriations and the total resourcing for outcome 2.

Table 2.2: Total resources for Outcome 2

Outcome 2: School Education – Schools and other educators provide high quality teaching and learning to all Australian children, creating good foundation skills and positive life opportunities	2007-08 Estimated actual ($'000)	2008-09 Total estimate of available resources ($'000)
Administered Items:		
Ordinary Annual Services		
Digital Education Revolution	-	**7,985**
Drought Assistance for Schools	22,735	**23,872**
Helping Children with Autism	2,718	**5,319**
National Asian Languages and Studies in Schools	-	**10,000**
Reading Assistance Vouchers	13,917	**-**
Even Start National Tuition Program	66,482	**58,317**
National Curriculum Board for Australian Schools	-	**5,000**
National School Chaplaincy Program	51,500	**54,250**
Online Curriculum Content for Australian Schools	7,600	**7,700**
Australian Government Quality Teacher Program	34,881	**33,085**
Summer Schools for Teachers	25,436	**-**
Targeted Quality Outcomes	61,979	**48,594**
Closing the Gap for Indigenous Australians	-	**33,583**
Other Services		
Digital Education Revolution	100,000	**390,246**
Trade Training Centres in Schools	-	**233,142**
National Action Plan for Literacy and Numeracy	-	**94,188**
Special Appropriations		
Schools Assistance (Learning Together - Achievement Through Choice and Opportunity) Act 2004		
Schools General Recurrent Grants	7,113,639	**7,700,538**
Schools Capital Grants	477,793	**473,461**
Investing in Our Schools	287,735	**53,501**
Literacy, Numeracy and Special Learning Needs	478,009	**559,929**
Schools Country Areas	29,865	**31,543**
Schools English as a Second Language	92,297	**167,187**
Schools Languages Program	29,773	**31,519**
Non-Government School Term Hostels	2,411	**2,463**

Table 2.2: Total resources for Outcome 2 (cont)

Outcome 2: School Education – Schools and other educators provide high quality teaching and learning to all Australian children, creating good foundation skills and positive life opportunities	2007-08 Estimated actual ($'000)	2008-09 Total estimate of available resources ($'000)
Indigenous Education (Targeted Assistance) Act 2000		
Indigenous Education Program	313,562	**344,345**
Appropriation Northern Territory National Emergency Response ACT Bills (No. 1) 2007-08		
Indigenous Education Program	22,397	**-**
Australian Technical Colleges (Flexibility in Achieving Australia's Skills Needs) Act 2005		
Australian Technical Colleges	34,874	**93,345**
Student Assistance Act 1973		
ABSTUDY – Secondary	112,789	**110,225**
Assistance for Isolated Children	64,298	**66,913**
Social Security (Administration) Act 1999		
Youth Allowance	545,880	**487,650**
Special Accounts		
Financial Management and Accountability Act 1997, Section 20 (A)		
Superannuation Benefits for Aboriginal Tutor Assistance Scheme	5	**5**
Total Administered	**9,992,575**	**11,127,905**
Departmental Outputs:		
Output 2.1 - Policy Services	56,935	**51,066**
Output 2.2 - Program Management	119,964	**107,596**
Output 2.3 - Service Delivery	20,424	**18,318**
Revenue from other sources	909	**1,478**
Total Departmental	**198,232**	**178,458**
Total resources for Outcome 2	**10,190,807**	**11,306,363**
	2007-08	2008-09
Average staffing level (number)	960	**846**

Note: Departmental Appropriation splits and totals, by outcome and output, are indicative estimates and may change in the course of the budget year as government priorities change.

Contributions to Outcome 2

Overview of outputs

The Government's strategy to increase participation and productivity through investment in school education is supported by funding provided to the department under administered items. These include priorities for recurrent and capital funding for schools, assistance for individuals (including students with special needs) and funding for teachers, schools and other organisations to promote quality teaching and learning. A list of administered items and related programs including their objective is provided below.

Performance indicators for administered outputs are listed in Table 3.2B. A number of outputs will rise in line with Government priorities to improve educational outcomes and boost Year 12 attainment; in particular, the table shows expected increases in the number of students eligible for reading assistance under *An Even Start – National Tuition Program*, newly arrived students assisted under the *English as a Second Language – New Arrivals Program* and students receiving *Assistance for Isolated Children's Program* funding. In line with the Government's *Digital Education Revolution,* there will be a significant increase in the number of schools assisted under the *National Secondary School Computer Fund* following the initial funding round. More on-line resources for schools will be available from The Learning Federation and there will be an increase in number of teachers assisted under the *Australian Government Quality Teacher Program,* exceeding the output for 2007.

In 2008-09 the department will address Indigenous educational disadvantage through the delivery of initiatives aimed at improving literacy and numeracy outcomes through the expansion of accelerated literacy and numeracy approaches, and increasing access to school education for Indigenous students in remote areas through the establishment and operation of three new boarding facilities. Professional development support will be provided to teachers to enable them to assess the individual needs of Indigenous students and to prepare Individual Learning Plans. The department will continue to contribute to the Northern Territory Emergency Response through the provision of education measures aimed at improving teacher quality, accelerated literacy achievement and classroom availability in remote communities in the Northern Territory as well as continuing a contribution to improving school attendance through school nutrition initiatives.

Administered activities

The Australian Government's policy agenda for schools builds on the MCEETYA *National Goals for Schooling* agreed by MCEETYA in 1999. These goals underpin the Government's funding arrangements and administered activities.

Key elements of the Government's *Education Revolution* are being rolled out before the end of 2008, as detailed below. A new funding agreement will also be developed to commence from 1 January 2009, which will be based on aspirational goals and will

include agreed statements of objectives and outcomes, clearer and simpler reporting systems.

While individuals generally acquire foundation skills through the school system, there are other educational pathways required for some young people to ensure they achieve foundation skills, values, knowledge and understanding for their ongoing effective participation in further education, employment and society. Some of these pathways are offered through the traditional school system. Others are offered by schools in partnership with vocational and technical education providers, community groups, parents, and non-government organisations.

The administered items and related programs that contribute to Outcome 2 are outlined below.

Funding for schools

Key initiatives under the *Education Revolution* agenda provide funding for schools through the following:

- Digital Education Revolution – aims to contribute sustainable and meaningful change to teaching and learning in Australian schools that will prepare students for further education, training, jobs of the future and to live and work in a digital world. Australian students need greater access to, and more sophisticated use of, information and communications technology (ICT) that is underpinned by a quality digital education. This digital education includes the best hardware, high speed broadband connections and the best trained teachers to integrate new technology into the classroom and across the school curriculum. Key elements of this policy initiative, which provides $1 billion over four years, are:

  ➢ *The National Secondary School Computer Fund* – ensures that every school in Australia is a digital school, equipped with the education tools of the 21st Century. The Fund will allow every Australian student in years 9 to 12 to have access to ICT. Funding up to $1 million is available to each government and non-government school, depending on need and enrolment, to assist them to provide for new or upgraded ICT.

  ➢ *Fibre Connections to Schools* – will provide $100 million to support the deployment of fibre connections to Australian schools delivering broadband speeds of up to 100 megabits per second.

  ➢ Development of online curriculum content that will support the national curriculum and conferencing facilities for specialist subjects such as languages.

  ➢ Working with States and Territories and the Deans of Education to ensure that new and continuing teachers have access to training in the use of ICT that enables them to enrich student learning.

  ➢ Development of web portals which will enable parents to participate in their child's education.

- *Trade Training Centres in Schools Program* – will invest $2.5 billion over 10 years in new and upgraded trades training and technical facilities that will provide increased access for senior secondary students to trades related vocational education and training in schools.

- *Local Schools Working Together pilot program* – is to encourage government, Catholic and independent schools to work together, broadening the benefit of Government expenditure on educational facilities. The program will address a lack of facilities in population growth areas and support options where schools have the capacity to effectively share facilities. $62.5 million funding will be provided over four years to support the construction of approximately 25 shared school facilities between government and non-government schools. In 2008-09, around eight projects will be funded nationally.

Funding appropriated under the *Schools Assistance (Learning Together – Achievement Through Choice and Opportunity) Act 2004* supports the capital and operating costs of the education system. The department will deliver funding under the following administered items:

- *General Recurrent Grants* – help fund government and non-government schools with the recurrent costs of school education, enabling schools to offer student educational programs directed towards the achievement of the Government's priorities for schooling.

- *Capital Grants* – fund State and Territory governments to enable them to provide and improve capital infrastructure to a greater number of their schools. Funding is also directed to non-government school communities to provide and improve capital infrastructure where they would otherwise not have access to sufficient capital resources. Capital Grant Funding is provided for government and non-government schools, on the basis of relative disadvantage.

- *Investing in Our Schools* – is a program that funds small-scale infrastructure projects in schools. In line with a funding decision of the previous Government, funding for this program ends in 2008. The final funding round for government schools was held in 2007; allocations to non-government schools will be finalised in 2008.

- *Australian Technical* Colleges – existing funding agreements with 24 Australian Technical Colleges will be honoured until their expiration on 31 December 2009. The department is working with the colleges to consider how they can best be integrated into the broader education and training effort.

Assistance for Individuals including those with special needs

The department administers and funds, in whole or in part, a number of programs, projects and initiatives to provide assistance to individuals, including those with special needs.

New initiatives include:

- *Drought Assistance for Schools* – supports drought affected families experiencing financial hardship to meet education expenses by assisting with the cost of items

such as text books, excursions and extra curricular activities or other support which benefits students and is related to their schooling. The program provides up to $10,000 per school per year for government and non-government, rural and remote schools located in Exceptional Circumstances declared areas.

- *Helping children with autism* – will provide professional development for teachers and other school staff who are working with students with Autism Spectrum Disorder (ASD), to increase their understanding, skills and expertise in working with those students. The program is part of a new cross portfolio package. The department is implementing two measures over five years from 2007-08 to 20011-12 to improve the educational outcomes of school-aged children with ASD. The overall package represents the Government's response to the increasing prevalence of children with ASD. The components being delivered by the department complement the Government's other measures to support students with disability under the Literacy, Numeracy and Special Learning Needs (LNSLN) program.

- *National Asian Languages and Studies in Schools Program* – will provide additional Asian languages classes in high schools, teacher training and support and the development of special curriculum for students who display advanced abilities in Asian languages and studies programs.

Funding is delivered through the following administered items:

- *Country Areas* – provides funds to help schools and school communities improve the educational outcomes and opportunities of students who are educationally disadvantaged because of their geographical isolation so that their learning outcomes match those of other students.

- *English as a Second Language-New Arrivals* – provides funding to improve the educational opportunities and outcomes of newly arrived students of non-English speaking backgrounds by developing their English language competence and facilitating their participation in mainstream educational activities. From 1 January 2008, the per capita rate for newly arrived humanitarian entrant students was doubled in recognition of the higher needs of these students who, due to their pre-migration experiences, need and are spending much longer in the initial phase of intensive English language tuition. In 2008 the initial per capita rate is $5,534 per student or $11,068 per humanitarian student.

- *Literacy, Numeracy and Special Learning Needs (LNSLN)* – provides funding for educationally disadvantaged students, including students with disabilities. The Schools Grants element of LNSLN assists government and non-government school education authorities by contributing funding for additional teaching and learning assistance in their systems and schools. Not for profit non-government organisations receive support through the Non-Government Centres Support element of LNSLN for children with disabilities who are below school age, of school age or in residential care. The National Projects element of LNSLN supports strategic national research projects and initiatives to improve the learning outcomes of educationally disadvantaged children and school students.

- *Non-Government School Term Hostels* – provides funds to assist non-government school term hostels to provide a high standard of care to rural primary and secondary school students residing at the hostels. This initiative also supports rural communities by assisting hostels to provide an affordable alternative to boarding school or distance education for rural and remote families.

- *School Languages Program* – provides funds to help schools and school communities to improve the learning outcomes of students learning languages other than English. The outcomes of this program support the Government's vision for young Australians to have the necessary language and intercultural skills for engaging in a global community.

- *National Student Aptitude Test* – a pilot program which provides an opportunity for a broader cohort of students to exhibit potential and access tertiary education, particularly those who have not considered or had access to this level of education, and assist universities to select students with the potential to succeed in tertiary studies who may have low tertiary entrance rankings. The program provides funding for the use of student aptitude tests by universities as a supplementary or alternative mechanism for assessing Year 12 students seeking entrance to a tertiary course.

- *National Literacy and Numeracy Vouchers – An Even Start National Tuition Program* – will be implemented for the calendar year 2008 only for students who did not achieve the year 3, 5 or 7 literacy or numeracy benchmarks in 2007, as well as those who were formally exempt from benchmark testing. It will provide eligible students with $700 tuition in reading, writing or numeracy.

The department administers a number of financial assistance measures directed at assisting students with funding appropriated for specific purposes:

- *ABSTUDY* - addresses the particular educational disadvantages faced by Aboriginal and Torres Strait Islander people by providing support to students and Australian Apprentices to improve access and participation in secondary and tertiary education and training

- *Youth Allowance* - provides support for full-time students and Australian Apprentices aged 16-24 years who are in need of financial assistance, to undertake secondary or tertiary education or training

- *Assistance for Isolated Children (AIC)* – provides support to ensure that all Australian children have access to a school education. (If a student does not have reasonable daily access to an appropriate government school, parents are free to send the student to a school of their choice. However, the Scheme does not assist parents to send their children to a school of their choice where an appropriate government school is available.)

Assistance for quality teaching and learning

The Government is committed to achieving better outcomes and greater accountability. Key elements of the commitment to lift school standards include greater accountability through:

- A comprehensive and sophisticated public reporting system, including annual reporting on school performance.

- Easy to understand report cards encompassing A to E (or equivalent) reporting and accurately reflecting a child's progress so that everyone understands how children are progressing and what is needed for them to improve.

- National testing for students in Years 3, 5, 7 and 9 in reading, writing, language conventions (spelling and grammar/punctuation) and numeracy. This will allow greater consistency, comparability and transferability of results across jurisdictions that was not possible under the previous system.

The Government is promoting the quality of teaching and learning in Australian schools through a range of programs and initiatives:

- *National Curriculum* – as a key component of the Education Revolution, the Government is developing a national curriculum for implementation by 2011, across kindergarten to Year 12, starting with the key learning areas of English, mathematics, the sciences and history. The National Curriculum Board is being established by no later than 1 January 2009 to oversee the development of the national curriculum. National curriculum will assist in raising the performance of young Australians and will lift standards in schools.

- *National School Chaplaincy Program* – assists schools and their communities to provide pastoral care, general religious and personal advice and comfort to students and staff. The program provides up to $20,000 pa over three years, to a maximum of $60,000 to government and non-government school communities to assist in the provision of chaplaincy services.

- *Online Curriculum Content for Australian Schools* – promotes, with the States and Territories, the MCEETYA National Goals for Schooling to support Australian teachers and students to be capable, innovative and productive users of Information and Communication Technologies (ICT). The department promotes the ICT capacity of teachers under the Digital Education Revolution initiative, including supporting the development of quality digital curriculum content and resources through The Le@rning Federation and other providers.

- Administered items under *Quality Outcomes* include:

  ➢ *Australian Government Quality Teacher Program* – provides national leadership in high priority areas of teacher professional learning need; and improves the professional standing of school teachers and leaders. The program will equip teachers with the skills and knowledge needed for teaching in the 21st century, in accordance with the Education Revolution. The program also provides funding to Teaching Australia - Australian Institute for Teaching and School Leadership to raise the status, quality and professionalism of teachers and school leaders throughout Australia.

  ➢ *Targeted Quality Outcomes* – are a suite of programs designed to support improved learning outcomes for Australian school students through strategic and collaborative initiatives targeting the quality of teaching and learning. The programs do this through promoting national collaboration on curriculum, assessment and reporting outcomes, enhancing the role of principals and teachers to support national initiatives, supporting good practice in school organisation and leadership, and encouraging greater national consistency with schooling. Other elements of the targeted quality outcomes initiatives include:

    o *Values Education* – helps make values education a core part of schooling in line with the National Framework for Values Education in Australian Schools. The funding supports: values forums in every school; clusters of schools implementing good practice approaches; curriculum resources for all schools; national activities including an annual national forum and projects with parents, principals, teachers and teacher educators; and a values education website.

    o *Civics and Citizenship Education* – supports civics and citizenship education in schools to help school students to become active and informed citizens with an understanding and appreciation of Australia's system of government and civic life. The funding covers the civics and citizenship website for professional learning support and national activities such as "Celebrating Democracy Week", the National Schools Constitutional Convention for year 11 and 12 students as well as a national forum to promote civics and citizenship education to educators.

    o *PACER – Parliament and Civics Education Rebate* – provides a subsidy for schools travelling more than 150 kilometres to the national capital for a civics and citizenship excursion. Schools must visit Parliament House, Old Parliament House and the Australian War Memorial to be eligible for the subsidy. The rebate is paid in respect of Years 4 to 12 students.

    o *Innovation in Science, Technology and Maths Education* –addresses the Government's priorities to encourage the study of maths and science, and to improve the quality of maths and science teaching and learning. A number of government initiatives are addressing these objectives: the Australian School Innovation in Science, Technology and Mathematics Project , partnerships between schools and other organisations and individuals active in maths and science study or work; the Primary Connections project (in association with the Australian Academy of Science); and the Scientists in Schools pilot project (in association with

CSIRO Education), which partners practising scientists with primary and secondary schools.

- o *National School Drug Education Strategy* – fosters capacity in school communities to provide safe and supportive school environments for all Australian school students through the development of an overarching framework which promotes a nationally consistent approach to school drug education. The Strategy is informed by research and evidence based practice and supports the development and implementation of a range of initiatives and resources to assist schools and the broader school community to deliver effective drug education and to prevent the harm that substance abuse can cause young people.

- o *The National Student Attendance Unit (NSAU)* - works with government and non-government education authorities to monitor, analyse and report on de-identified non-enrolment and non-attendance data.

- *Grants and Awards* supports:

  - o the Australian Student Prize (formerly the Lord Florey Student Prize), which gives national recognition to academic excellence and achievement in secondary education, particularly in senior secondary years

  - o the Curriculum Corporation, to facilitate greater efficiency and effectiveness in curriculum development and dissemination through sharing knowledge and scarce resources

  - o the Asia Education Foundation, to deliver Studies of Asia and Australia Services across all curriculum areas in Australian schools, and within teacher education, focusing on Asian societies and cultures.

Indigenous Education

The programs and initiatives administered by the department have at their core the aim of improving educational achievement for Indigenous people. The approach of the Australian Government is to support effective approaches which address the fundamental issues.

New initiatives announced as part of the 2008-09 Budget are:

- Expansion of intensive literacy and numeracy programs and Individual Learning Plans will provide $56.4 million over four years to expand intensive literacy and numeracy programs to assist Indigenous students who are not achieving at the level of the rest of their class and to provide professional development materials and support to teachers to enable them to prepare and maintain Individual Learning Plans for every Indigenous student up to Year 10. The initiative will use those intensive literacy and numeracy programs which have been proven to work, including the National Accelerated Literacy Program. The Individual Learning Plans will be based on the strengths and weaknesses of the individual student. Family involvement in the development and implementation of the plans will be important.

- Indigenous Boarding Facilities provides $28.9 million over four years for the construction and operation of three new boarding facilities for Indigenous secondary school students in the Northern Territory. These new boarding facilities will enable Indigenous students from remote communities to obtain secondary school education. A capital contribution will also be sought from the Indigenous Land Corporation.

Northern Territory Emergency Response education measures:

- Enhancing Education element which will provide $19.1 million in 2008-09 for:

  ➢ Quality Teaching which will continue to build the quality of the teacher workforce in prescribed communities developing increased skills and qualifications in English as a Second Language and instructional methods relevant to their remote teaching demands

  ➢ Literacy which provides for the continuation of teacher professional development to enable children to be accurately assessed at enrolment, assist transition into school and for teachers to apply accelerated literacy and Standard Australian English approaches

  ➢ Classrooms which provides for up to six classrooms in schools where enrolment and attendance increases will place pressure on existing infrastructure.

- School Nutrition element which will provide $7.4 million in 2008-09 for the continuation of the Australian Government contribution towards improving school attendance by delivering a breakfast and lunch program to school aged children in schools in communities covered by the Northern Territory Emergency Response.

- The existing Indigenous education initiatives have at their foundation the achievement of the 21 Goals of the National Aboriginal and Torres Strait Islander Education Policy. Each of the programs and initiatives contributes to the achievement of these goals. The 21 Goals are grouped into four domains:

  ➢ Involvement of Aboriginal and Torres Strait Islander people in educational decision making

  ➢ Equality of access to education services

  ➢ Equity of educational participation

  ➢ Equitable and appropriate educational outcomes.

Existing Indigenous education initiatives supported under the Indigenous Education Program include:

- *Supplementary Recurrent Assistance* - provides supplementary per capita funding to education providers across the preschool, school and vocational education and training sectors to assist them in meeting the educational needs of their Indigenous students.

- *Indigenous Tutorial Assistance Scheme (ITAS)* - provides supplementary tutorial assistance to eligible Indigenous students across the school, vocational education and training and higher education sectors. The five ITAS elements are:

> ➢ In-Class Tuition aims to improve the literacy and numeracy achievements of Indigenous students at key stages of their education

> ➢ Years 9, 10, 11 and 12 tuition provides supplementary tuition to Indigenous students in Years 9,10, 11 and 12

> ➢ Remote Indigenous Students tuition provides supplementary tuition to Indigenous students in their first year away from their home remote community to attend a school in a non-remote location or a remote boarding school

> ➢ Vocational Education and Training tuition is available to Indigenous students in vocational education and training courses which lead to the attainment of a Certificate level III or above

> ➢ Tertiary tuition provides supplementary tuition to Indigenous students studying university award level courses and Australian Qualifications Framework accredited vocational education and training courses at institutions which receive ITAS funding.

- *Whole of School Intervention (WoSI) strategy* - aims to address barriers to education identified by Indigenous communities, parents and schools working together to implement local strategies.

- *Indigenous Youth Mobility Program* - enables young Indigenous people from remote areas to access apprenticeships, vocational education and training and university education in major centres.

- *Indigenous Youth Leadership Program* - provides scholarships to young Indigenous people, generally from rural and remote areas to attend high performing schools and universities.

- *Sporting Chance* - funds school-based sporting academies and sports-based strategies with the aim of increasing school engagement by Indigenous students.

- *Away from Base* - provides funding for travel, meals and accommodation for participants in 'mixed-mode' courses of study while they are away from home.

- *Infrastructure Fund* - assists non-government boarding schools, particularly those in rural and remote areas, which provide accommodation to significant numbers of Indigenous students. The Fund was introduced as part of the 2007-08 Budget with an initial $50 million allocation. An additional $15.3 million over two years (2007-08 to 2008-09) enables urgent upgrade of accommodation facilities for existing boarding schools.

- *Community Festivals* - provide young people, particularly young Indigenous people, with the opportunity to learn more about their educational and employment options and to demonstrate their creative skills.

The department will also continue to participate in Whole of Government activity through location based approaches across Australia. It will continue to focus effort towards activities such as the Northern Territory Emergency Response, the Cape York Welfare Reform Trials and the development of Regional Partnership Agreements.

Performance information for Outcome 2

Programs and initiatives delivered by DEEWR which contribute to Outcome 2 form part of a wider set of factors that affect that Outcome. The indicators in table 2.2A provide an indication of the overall trends under Outcome 2.

Table 2.2A: Effectiveness Indicators for Outcome 2

Achievement of national benchmarks

- Trend in full time student enrolments in Australian schools – by primary/secondary and government/non-government
- Trend in students receiving Year 12 certificates as a proportion of potential Year 12 population
- Apparent retention rate of full time students from Year 7/8 to Year 12
- Trend in number of students participating in vocational and technical education in schools
- Trends in full-time student enrolments and number of Australian School-based Apprenticeships at Australian Technical Colleges
- Percentage of school students achieving the national benchmark(s) in:
    - o Reading
    - o Writing
    - o Language conventions
    - o Numeracy

Participation of students from disadvantaged groups in school education

- Trend in the number of Indigenous school students assisted (ABSTUDY)
- Trend in the number of secondary school students assisted by Youth Allowance
- Trend in the number of students in receipt of Assistance for Isolated Children funding
- Trend in the number of new arrivals assisted with English as a Second Language
- Trend in the number of Indigenous school and pre-school students
- Percentage of Indigenous students achieving the reading, writing and numeracy benchmark, Years 3, 5 and 7
- Proportion of Indigenous and non-Indigenous 15 to 19 year olds with education attainment of Year 12

Student Assistance

- Trend in the number of students receiving income support under
    - o Youth Allowance
    - o ABSTUDY

Table 2.2B: Performance information for Administered Outputs[1]

Performance Indicator	2007 Estimate	2007 Est Actual	2008 Estimate
General Recurrent Grants			
Number of full time equivalent students funded:			
• Total	3,398,160	3,403,344	3,451,424
• Government	2,266,914	2,267,466	2,292,735
• Non-government	1,131,246	1,135,878	1,158,689
Capital Grants			
Number of schools assisted with capital support:			
• Total	415	373	400
• Government	160	105	100
• Non-government	255	268	300
Investing in Our Schools[2]			
Number of eligible schools that receive funding	4,800	5,706	1,840
Reading Vouchers[3]			
Number of eligible students	17,500	18,736	-
Literacy, Numeracy and Special Learning Needs - National Projects[4]			
Number of projects funded	23	15	16
English as a Second Language			
Number of new arrivals assisted	13,756	14,536	16,000
Country Areas			
Number of schools assisted	1,600	1,424	1,600
Assistance for Isolated Children			
Students in receipt of Assistance for Isolated Children funding	12,601	11,500	12,100

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[1] Two elements of the Literacy, Numeracy and Special Learning Needs program do not have any indicators of quantity. In the case of the Schools Grants element (known as Grants to Foster Literacy and Numeracy in the previous funding quadrennium), distribution of funds is determined by education authorities in each State and Territory. In the case of the Non-Government Centres element (known as Special Education – Non-Government Centre Support in the previous funding quadrennium), distribution of funds is determined by nominated agents in each State and Territory. Similarly, the School Languages program has no indicators of quantity; while all schools are eligible for funding, distribution of funds is determined by education authorities in each State and Territory.

[2] The Investing in Our Schools Program ceases at the end of the 2008 calendar year. The final funding round for government schools was in 2007; the final funding round for non-government schools is in 2008.

[3] Reading Vouchers Program ceased at the end of the 2007 school year.

[4] Known as Grants to Foster Literacy and Numeracy in the previous funding quadrennium.

Table 2.2B: Performance information for Administered Outputs (cont)

Performance Indicator	2007 Estimate	2007 Est Actual	2008 Estimate
Non-Government School Term Hostels			
• Number of hostels supported	18	19	19
• Number of students supported	589	568	560
Quality Outcomes			
- Australian Government Quality Teacher Program			
Number of teachers assisted	39,799	44,061	45,000
- Targeted Quality Outcomes			
Number of schools assisted under Boys Education program	800	800	-[5]
- Values Education and Civics and Citizenship Education			

Number of schools supported through:
• Values Education
  - school clusters (representing 141 schools)
  - school resources
• Civics and Citizenship Education
  - school grants "Celebrating Democracy Week"
  - Parliament and Civics Education Rebate[6]
	25 clusters
	10,000
	
	100
	1,155
		25 clusters
		10,000
		
		137
		1,566
			25 clusters
			10,000
			
			100
			1,270

- Boosting Innovation, Science, Technology and Mathematics Teaching			
Number of organisations in involved in Australian School Innovation in Science, Technology and Mathematics (ASISTM)[7] school projects: • Schools • Universities • Other organisations	 1,250 38 300	 1,240 21 710	 375 20 215
- National School Chaplaincy			
Number of schools approved	1,500	2,630	130
- Quality Outcomes Other			
Drought Assistance for Schools • Number of schools assisted	2,886	3,039	2,345

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[5] 2008 Estimate not yet determined.

[6] Shows the number of schools which travelled on a school excursion to Canberra in 2007 for which a payment has been made. Last year's figures were for the financial year. The 2007 Est Actual figure may increase as schools acquit their PACER commitment after they travel.

[7] ASISTM projects start and finish at different times and run for different durations. The figures for 2007 relate to active Round 2 and 3 ASISTM projects and, for 2008, Round 4 projects only.

Table 2.2B: Performance information for Administered Outputs (cont)

Performance Indicator	2007 Estimate	2007 Est Actual	2008 Estimate
Grants and Awards			
Number of Australian Student Prize (formerly the Lord Florey Student Prize) awards	500	500	500
Online Curriculum Content for Australian Schools			
Number of online curriculum resources made available to school jurisdictions through The Le@rning Federation	4,500	6,500	8,600
Digital Education Revolution – National Secondary School Computer Fund[8]			
Number of schools assisted in funding rounds	500	860	1,800
ABSTUDY			
• Number of school students receiving ABSTUDY during the year[9]	38,000	39,000	-
• Number of school students receiving ABSTUDY as at June[10]	-	29,000	30,000
Youth Allowance			
Number of secondary school students receiving Youth Allowance as at June[10]	105,000	104,000	100,000

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[8] This program is administered on a financial year basis.

[9] In future, numbers of ABSTUDY recipients will be reported as at June each year, rather than on a 'during the year' basis as was formerly the case. The changed arrangement brings reporting in line with that used for Youth Allowance and Austudy.

[10] The 2007 Estimated Actual and 2008 Estimate refers to the points-in-time at June 2008 and 2009 respectively, being the end of their respective financial year.

Table 2.2B: Performance information for Administered Outputs (cont)

Performance Indicator	2007 Estimate	2007 Est Actual	2008 Estimate
Indigenous Education			
Number of Indigenous:			
• school students (full time)	147,000	147,181	152,332
• pre-school students[11]	9,300	9,627	9,800
Indigenous Tutorial Assistance Scheme:			
• Number of providers funded[12]	1,650	1,674	1,650
'Mixed-mode' Away From Base initiative:			
• Number of providers funded	33	31	31
Whole of School Intervention Strategy:			
• Number of projects approved	1,100	1,013	480[13]
Supplementary Recurrent Assistance:			
• Number of providers funded	197	197	190
Australian Technical Colleges			
• Number of Australian Technical Colleges	21	21	24
• Number of student enrolments	2,000	1,802	4,000

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11 This data is sourced from the National Preschool Census, which is not compulsory. The definition of preschool varies between jurisdictions.

12 ITAS providers include school and VET systems, independent schools, VET and Higher Education institutions and tutors and organisations directly funded by DEEWR to deliver tuition services. ITAS providers have discretion as to the number of students receiving assistance under the Scheme and the duration of the assistance.

13 Project funds under the Whole of School Intervention Strategy must be expended by 31 December 2008. As a result, fewer projects are expected to be approved in 2008.

Table 2.2C: Performance in delivery of Departmental Outputs

Performance Indicator	2008-09 Estimate

Program Management

Quality	
Payments are made in accordance with approved timelines	All programs to meet relevant administrative targets set by quality assurance processes in DEEWR
Payments made are based on calculations which are accurate and in accordance with approved guidelines	All programs to meet relevant administrative targets set by quality assurance processes in DEEWR
Percentage of schools over time receiving grants under Investing in Our Schools Program	95 per cent of all schools
Effective reporting of student performance in nationally agreed key areas	Results agreed and published
Effective use of online Schools Service Point	98 per cent of all returns will be collected online
Effective implementation of the Fibre Connections to Schools (FCS) initiative as part of the Digital Education Revolution	- A roadmap of current and foreseeable broadband requirements prepared for stakeholder review - Develop an agreed strategic approach and purchasing principles by all Australian schools sectors to the development of their broadband networks - Develop an agreed implementation plan for FCS activities
National Report to Parliament on Indigenous Education and Training	Fifth report to be tabled in Parliament in 2007
Timeliness of Parliamentary reports (including interim responses where appropriate) provided to Parliament and its Committees	At least 90 per cent meet deadline
High quality Ministerial replies as measured by the level of satisfaction of Ministers and the Parliamentary Secretary with the quality and timeliness of the replies	- Qualitative evaluation of satisfaction using feedback from the Ministers and Parliamentary Secretary to the Secretary - Analysis of trends over time to monitor percentage delivered within agreed timeframes

Table 2.2C: Performance in delivery of Departmental Outputs (cont)

Performance Indicator	2008-09 Estimate

Policy Services

Quality	
High quality policy advice as measured by the level of satisfaction of Ministers and the Parliamentary Secretary with the quality and timeliness of policy advice	Qualitative evaluation of satisfaction and timeliness using feedback from the Ministers and Parliamentary Secretary to the Secretary
High quality research and evaluation reports as measured by the level of satisfaction of Ministers and the Parliamentary Secretary with the quality and timeliness of the reports	Qualitative evaluation of satisfaction using feedback to the Secretary from Ministers and Parliamentary Secretary
Research activities are completed according to plan	At least 90 per cent completed to plan

Service Delivery

Quality	
Satisfactory services as reported by Centrelink through the timely processing of ABSTUDY, Youth Allowance, Assistance for Isolated Children claims	Services provided in accordance with DEEWR-Centrelink Business Partnership Agreement (BPA)