

HoRSCATSIA Inquiry on Language Learning in Indigenous Communities

Question on Notice

We have had other people comment on NAPLAN as a means of assessing children's progress in achieving good literacy and numeracy—children from Indigenous backgrounds who come with different home language to school. Can you comment on that? Do you think the NAPLAN system does in fact accommodate non-English-speaking children entering school in these remote communities? Is it an impediment to them being properly assessed? Is there any plan to adapt NAPLAN for these remote Indigenous schools?

NAPLAN provides useful information on the abilities of Indigenous students in English language literacy and numeracy. Test items are chosen to enable sensitivity to cultural background. NAPLAN is not an impediment to assessment of students from non-English speaking backgrounds. It offers the possibility, separate from the annual testing program, of targeting formative assessments to monitor student achievement.

**STANDING COMMITTEE ON ABORIGINAL AND TORRES STRAIT ISLANDER
AFFAIRS**

Language learning in Indigenous communities

Question on Notice – Re: Smarter Schools National Partnerships

Ms GRIERSON: I am interested in the Cable Beach Primary School too but not altogether the example you put there. The Smarter Schools National Partnerships program has a formula to calculate funding per child per year et cetera, but then it goes to the system, doesn't it—the Northern Territory government—and then they distribute it to the school? Is the full \$1,000 per student for the four years going to the school, or does some of it actually go to the system?

Answer

Through the Smarter Schools National Partnerships, the Northern Territory will receive up to \$134.8 million to facilitate reform. Under these National Partnerships, funding to assist interventions for students in need of additional support is directed to Northern Territory education authorities through the Northern Territory Treasury. Northern Territory education authorities prioritise funding in a way that considers the needs of students and schools, which in turn supports innovation and flexibility at the local level.

The basis of how national partnership funding is allocated between states and territories differs across each of the three Smarter Schools National Partnerships, as outlined in the respective agreements.