



14 June 2002

Our ref: 200205856

The Committee Secretary
House of Representatives Standing Committee
on Education and Training
Suite R1 106
Parliament House
CANBERRA ACT 2600

Dear Secretary

INQUIRY INTO THE EDUCATION OF BOYS

I refer to the letter from Mr Kerry Bartlett MP dated 15 April 2002 to the Premier seeking additional information on the State Government's previous submission to the House of Representatives Standing Committee on Employment and Workplace Relations Inquiry into the Education of Boys. I am responding on behalf of the Premier.

Western Australia supports the appointment by the Hon Dr Brendan Nelson MP of a new Standing Committee on Education and Training, and welcomes the continuation and completion of the Inquiry into the Education of Boys.

Please find attached an update to the State's previous submission as provided by the Minister for Education. The additional information is referenced to the sections in the original submission.

Thank you for the opportunity to provide a submission to the Inquiry and Western Australia looks forward to the Committee's report. If you would like any further information, please contact Mr Martin Hasselbacher, Policy Officer, on (08) 9222 9971 or email mhasselbacher@dpc.wa.gov.au.

Yours sincerely

Petrice Judge
DIRECTOR
FEDERAL, CONSTITUTIONAL AND TERRITORIES AFFAIRS
Att.

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Judge
FA



Minister For Education;
Sport and Recreation; Indigenous Affairs



Your Ref: 200205856
Our Ref: 49418-DO02/072619



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Mr Martin Hasselbacher
POLICY OFFICER
DEPARTMENT OF THE PREMIER AND CABINET

HOUSE OF REPRESENTATIVES INQUIRY INTO THE EDUCATION OF BOYS

I refer to a memorandum dated 10 May 2002 from Ms Petrice Judge from your office seeking an update on information the Department of Education and the Women's Policy Development Office presented to the Western Australian Government's submission to the House of Representatives Standing Committee on Employment, Education and Workplace Relations Inquiry into the Education of Boys.

The Department welcomes the reconstitution of the inquiry by the Federal Minister for Education, Science and Training, the Hon Dr Brendan Nelson MP, and offers the following information by way of update to the original submission.

The additional information is referenced to the sections in the original submission.

SECTION 2: CURRICULUM, TEACHING AND LEARNING

The Western Australian Government has committed \$25 million dollars over the next four years to boost literacy and numeracy through the Getting it Right Literacy and Numeracy Strategy (GiR-LNS). This commitment will complement programs currently under way through the Commonwealth Literacy and Numeracy Program (CLNP) and the National Indigenous English Literacy and Numeracy (NIELAN) and the English as a Second Language for Indigenous Language Speaking Students (ESL-ILSS) program.

The strategy comes under the umbrella of the Curriculum Improvement Program and the Students at Educational Risk strategy. It is advancing the same goals with the same policies and principles.

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Results from statewide testing (Monitoring Standards in Education) and Western Australian Literacy and Numeracy shows that certain groups consistently perform less well in literacy and numeracy than the general population. In particular, these groups include Aboriginal students, students from language backgrounds other than English (LBOTE), boys (especially in literacy) and students in remote locations. Accordingly, in addition to an overall improvement in literacy and numeracy outcomes for all students, greater parity of outcomes is required so gaps that currently exist between the outcomes of the target groups and those of the general population are reduced.

The GiR-LNS is a coordinated and cohesive process that includes two dimensions: a Specialist Teacher dimension and an Outreach dimension. The Specialist Teacher dimension provides for a significant number of skilled teachers to receive additional training in literacy and numeracy. These teachers are employed in primary schools to support and work alongside classroom colleagues in schools identified as being in need of support with literacy and numeracy. The main focus of the Specialist Teacher's work will be students in the early years, but a complementary emphasis on whole school planning will lead to benefits for older students who also need assistance.

The Outreach dimension will provide opportunities for Curriculum Improvement officers and other personnel to participate in and contribute to workshops, action research and networks that will enable them to better support schools and teachers not immediately involved in the Specialist Teacher dimension.

Professional development in both dimensions will include integrated support, training and advice in the specialised areas of Family Links, Speech and Language and Learning Impairments.

Fifty full-time equivalent GiR-LNS Specialist Teachers commenced in primary schools at the commencement of 2002. The Specialist Teacher dimension includes the training and deployment of an additional 170 specialist literacy and numeracy primary school teachers in primary schools by 2005.

Every student will achieve outcomes in literacy and numeracy to the expected standards or beyond. In particular, the following outcomes (in relation to this Inquiry) will be achieved. Gaps that currently exist between the literacy and numeracy outcomes achieved by the following groups will be significantly reduced: Aboriginal students compared with non-Aboriginal students; boys compared with girls; students from LBOTE compared with non-LBOTE students; and students attending school in rural or remote locations compared with those attending school in urban locations.

SECTION 3: MONITORING STANDARDS IN EDUCATION

In 2000 the Department of Education conducted the first comprehensive sampling of student performance in Years 3, 7 and 10 in the Technology and Enterprise learning area in government schools. The Year 10 results were reported in the contexts of Design and Technology, Home Economics and Information Technology.

Overall, subgroup differences indicate that in Years 3, 7 and 10 girls performed significantly better than boys. It needs to be noted that the baseline performance data suggest that the Curriculum Improvement Program is still to be fully implemented in this learning area in both primary and secondary structures.

In the Year 10 sample, enrolments by gender are still significant in the various contexts, such as Design and Technology, where enrolments of boys is far higher than girls. In Year 10 students select the various contexts. Results therefore need to be interpreted in the light of the over representation of boys in the contexts of Design and Technology and Information Technology and the higher representation of girls in the context of Home Economics

Full information on the performance of each subgroup on all the strands (Technology Process, Materials, Information and Systems) can be found in the *Department of Education's Monitoring Standards in Education Student Achievement in Technology and Enterprise in Western Australian Government Schools 2000 Report*.

Section 4: POST-SCHOOL PATHWAYS

The following information was presented in the submission regarding participation in VET in Schools programs. A pattern of 55%-56% of males in the total cohort was beginning to emerge in that data.

Student Participation by Gender 1998-2000 (projected)

	1998		1999 February		1999 August		2000 Projected	
	Total	%	Total	%	Total	%	Total	%
Males	2241	59	4094	57	2865	55	4957	56
Females	1587	41	3074	43	2322	45	3897	44
Totals	3828	100	7168	100	5187	100	8854	100

The following is the updated table from the 2001 Department of Education's *Review of Enterprise and Vocational Education and Training in Schools*


Student Participation in VET by Gender 1998-2001

	1998		1999		2000		2001	
	Total	%	Total	%	Total	%	Total	%
Males	2241	59	4094	57	4178	54	7475	54
Females	1587	41	3074	43	3516	46	6338	46
Totals	3828	100	7168	100	7694	100	13813	100

The successful completion rate for females is marginally better than for males. The 2001 Review indicates that the completion rates of Units of Competency for 2000 across Years 11 and 12 for female students are higher than males. (Source *Secondary Education Statistics, 2000*, Curriculum Council of WA, Perth).

The Curriculum Council of Western Australia has additional statistics on the participation and achievement of students in Curriculum Council subjects and VET in 2001 (from the 2001 data collection). Included for the first time are the numbers of Aboriginal and Torres Strait Islander students who achieved secondary graduation. These figures can be found in table 1.10 (section 1) on the Curriculum Council website, <http://www.curriculum.wa.edu.au/pages/publication04a.htm> under Publications - Secondary Education Statistics 2001. Tables, categorised by sex, are useful for this inquiry in identifying trends in retention, curriculum and student course selection preferences.

Thank you for the opportunity to provide additional information to this Inquiry. I look forward to receiving the Committee's report.

A handwritten signature in black ink, consisting of a stylized 'A' followed by a series of connected loops and a long horizontal stroke at the end.

Alan Carpenter MLA
MINISTER FOR EDUCATION

12 JUN 2002