

Senate Standing Committee on Education and Employment - Education

**QUESTIONS ON NOTICE
Additional Estimates 2013-2014**

Outcome 2 - Schools and Youth

Department of Education Question No. ED0245_14

Senator Carr provided in writing.

Question

Reviews

A letter from the Minister to stakeholders sent in mid-January regarding the disability loading mentioned there were three other reviews underway – reviews into indexation, English language proficiency, and low socio-economic status. What is the specific purpose of each of those reviews? What are the outcomes and milestones in each of the review process? How and when will the results of each review be published? Can the Department provide a detailed account of the stages in the review process, and timeframes for each?

Answer

Sections 105 and 107-109 of the *National Education Reform Agreement* set out the purpose and broad timetable for each review, as below:

105. *The Parties agree to commission an independent review of the indexation arrangements set out in provisions 68-69 in accordance with the terms of reference set out in Schedule G. The review will be completed by March 2015 and will be implemented from the beginning of the 2016 school year.*
107. *Parties will finalise loadings for:*
 - a. *students with disability (SWD) loading, so that a nationally consistent methodology for calculating this loading, as agreed by the relevant Standing Council, will be available for consideration by the Parties from 1 January 2015; and*
 - b. *English language proficiency (ELP) loading, so that a nationally consistent methodology for calculating this loading, as agreed by the relevant Standing Council, will be available for consideration by the Parties will be implemented from 1 January 2015.*
108. *Parties will review the low-socio-economic status (SES) loading, so that the review findings, as agreed by the relevant Standing Council, will be available for consideration by the Parties from 1 January 2015.*
109. *The Commonwealth will also review the socio-economic status (SES) score methodology by 2017 to ensure this score remains the most appropriate means of assessing the relative education advantage of non-government schools, including their capacity to contribute.*

Detailed processes and arrangements for each review are yet to be settled.