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Senator Crossin  
1 June 2004



# BATCHELOR INSTITUTE OF INDIGENOUS TERTIARY EDUCATION

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## MEDIA RELEASE

Thursday 27 May 2004

The Batchelor Institute community was shocked and saddened to learn of the passing of the Chairman of its Council, Mr Djerrkura, OAM.

A great Indigenous community and educational leader, much loved, appreciated and honoured for his work, he became Chairman of the Council of the former Batchelor College in July 1996.

He led the College Council through its move to the independent Batchelor Institute for Indigenous Tertiary Education in 1999 and was prominent in the Institute's current developments towards an Indigenous university.

Batchelor Institute Director, Veronica Arbon, paid tribute to Mr Djerrkura, describing his impact on the Institute.

"A leader with great wisdom has been lost to us. The Chairman walked the local, national and world stage with grace and goodwill and during my time as Director guided with clear direction and vision. We will carry his dreams into the future.

"On behalf of the Council, staff and students of Batchelor Institute, I offer our deepest sympathy to all his family and community. He was a great Australian and he will be sadly missed."

ends

Contact: ~~Dr Trevor Cook~~  
Deputy Director  
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Tabled  
DEST INT  
10 June 2004

# INDIGENOUS EDUCATION: ACHIEVEMENT THROUGH CHOICE AND OPPORTUNITY

## Australian Government Indigenous-specific funding for the 2005-2008 Quadrennium

### Discussion paper

Every four years the Australian Government enacts legislation to appropriate Indigenous-specific supplementary funding over a four year quadrennium. An amendment to the current legislation covering this funding – the *Indigenous Education (Targeted Assistance) Act 2000* – will be introduced into Parliament during 2004 to provide Indigenous-specific supplementary funding from 1 January 2005.

As part of this process, new quadrennium funding agreements for 2005-2008 will be negotiated with States and Territories and non-government education providers in the preschool, school and vocational education and training (VET) sectors. Negotiations with the schools sector will be held, where possible, in conjunction with the schools funding agreement discussions.

Negotiations will also be undertaken with Indigenous education support units and consultative bodies. Additional discussions for the VET sector will be held with the Australian Indigenous Training Council and the Federation of Independent Aboriginal Education Providers.

This discussion paper details important aspects of the Indigenous-specific supplementary funding package for 2005-2008. The Department of Education, Science and Training is undertaking discussions with stakeholders during April and May 2004 to consider the implementation of the package. These discussions will help inform the new quadrennium legislation which is expected to be introduced after the Budget in May 2004. Further discussions on the funding agreements and administrative guidelines will be undertaken later in the year.

This paper is structured as follows:

- 1) Policy background and setting
  - a) Progress has been made but more is needed
  - b) The Australian Government's approach;
- 2) Overview of 2005-2008 funding package for Indigenous supplementary assistance;
- 3) Overview of the strengthened accountability provisions for IESIP and IEDA
  - a) Educational accountability;
- 4) Indigenous Education Direct Assistance (IEDA)
  - a) Tutorial assistance arrangements
  - b) Whole of School Intervention strategy
  - c) Strengthened accountability arrangements specifically related to IEDA
  - d) Bringing IEDA under the Indigenous Education (Targeted Assistance) legislation;
- 5) Indigenous Education Strategic Initiatives Programme (IESIP)
  - a) Supplementary Recurrent Assistance (SRA)
  - b) Strategic Initiatives
  - c) Strengthened accountability arrangements specifically related to IESIP;
- 6) ABSTUDY;
- 7) Consultative process.

## **1) Policy background and setting**

### ***1a) Progress has been made but more need is needed***

Significant progress has been made in improving the educational outcomes of Indigenous students. Since 1996 Year 12 retention has increased from 29% to 38% and Years 3 and 5 literacy and numeracy results are the best ever in five of the six national benchmarks. Indigenous enrolments in VET have increased 85% to 59,763 and there has been a 37% increase in Indigenous students undertaking a Bachelor or higher degree.

However, unacceptable disadvantage remains. Whilst Year 12 retention rates have risen to record levels, they are still only half that of non-Indigenous Australians. Although national literacy and numeracy benchmark results are the best to date, they are still well below the non-Indigenous rate, particularly in remote areas. We know that across Australia around one in four Indigenous students cannot achieve agreed minimum Year 3 reading standards and around one in three by Year 5.

The Australian Government does not run schools or other educational institutions. Indigenous-specific funding provided by the Australian Government is supplementary to other mainstream funds and is intended for strategic interventions to accelerate Indigenous students' learning outcomes.

### ***1b) The Australian Government's approach***

Accelerating Indigenous educational outcomes is a key element in the Australian Government's 10-point national agenda for schooling announced by Minister Nelson in November 2003. The agenda is currently being taken forward by seeking community views relating to the discussion paper *Taking Schools to the Next Level*, and the development of a national education framework. More information on the National Education Framework for Schools can be found at <http://neps.dest.gov.au/default.htm>. Among the important features of the Australian Government's national agenda for improving education are strengthened monitoring to ensure all schools are performing well, and the provision of meaningful information on educational performance. This national agenda provides some broader context for the new package of Indigenous-specific supplementary funding.

Closing the education divide between Indigenous and non-Indigenous Australians remains one of the Australian Government's highest education priorities. The National Aboriginal and Torres Strait Islander Education Policy (AEP), endorsed by all Australian governments and reflected in the objects of the *Indigenous Education (Targeted Assistance) Act 2000*, guides programme initiatives across Australia in continuing efforts to achieve equity between Indigenous and non-Indigenous Australians.

The Australian Government's approach is to:

- redirect resources to programmes that have demonstrably improved outcomes;
- provide greater weighting of resources towards Indigenous students of greatest disadvantage – those in remote areas; and
- improve mainstream service provision for Indigenous students, particularly those in metropolitan areas.

This approach will be implemented through:

- renewed emphasis on improving the quality of teaching and teacher practice;
- strengthening the application of 'what works' approaches, particularly around:
  - preparing young Indigenous children for formal schooling;
  - improving attendance, and literacy and numeracy achievement, particularly in primary schools;
  - lifting the effectiveness of teachers and their support staff; and

- helping to re-engage and retain more indigenous students to year 12, or its vocational education equivalent; and
- strengthened monitoring and reporting of educational outcomes, particularly at regional levels.

## 2) Overview of the 2005-2008 funding package for Indigenous supplementary assistance

Some \$2.1 billion is being provided for Indigenous-specific supplementary assistance to preschools, schools and tertiary providers and Indigenous students over 2005-2008. The elements contained in this funding package include:

- **IEDA – \$280.9 million** consisting of:
  - \$179 million for the Indigenous Tutorial Assistance Scheme (ITAS) for students in schools, VET and higher education comprising:
    - \$105.5m targeted at those students not meeting the Years 3, 5 and 7 minimum literacy and numeracy benchmarks;
    - \$41.9 million targeted at Years 10, 11 and 12 Indigenous students;
    - \$31.5 million targeted at tertiary students.
  - \$102 million for a Whole of School Intervention Strategy including:
    - \$62.5 million for projects to underpin parent and school partnerships;
    - \$37.8 million for homework centres.
- **IESIP – \$641.6 million**
  - \$513.5 million for per capita, supplementary recurrent assistance
  - \$128.1 million for on-going and new strategic projects such as
    - the National Indigenous English Literacy and Numeracy Strategy; and
    - \$14 million to improve Indigenous student literacy outcomes using the Scaffolding Literacy approach.
- **ABSTUDY – \$905.3 million** for the study assistance scheme to help Indigenous people to stay at school and go on to further studies.
- **Indigenous Support Funding – \$121.3 million** to meet the special needs of Indigenous students in higher education.
- **Away from Base assistance – \$110.1 million** to enable students to attend block release studies.

Important features of the 2005-2008 package include:

- the IEDA programme being brought under the Indigenous Education (Targeted Assistance) legislation;
- discontinuing the formula funding of Indigenous parent committees (known as ASSPA committees) and the VEGAS programme;
- using the 2001 Australian Bureau of Statistics Census data to update the remoteness boundaries for funding purposes;
- strengthening the Indigenous Education (Targeted Assistance) legislation to include conditions of funding with respect to educational accountability;
- transparent reporting by providers of their expected and actual expenditure on Indigenous education from their own sources;
- strengthening the performance and reporting framework for IEDA and IESIP.

These measures represent a significant step to better focus Indigenous-specific and mainstream resources to the most disadvantaged Indigenous students, with the objective of closing the educational divide between Indigenous and non-Indigenous Australians.

### **3) Overview of the strengthened accountability provisions for IESIP and IEDA**

The Australian Government is accountable for the expenditure of public funds. Sections 3, 4c and 5c outline some of the conditions that must be met in order to access funding under the Indigenous Education (Targeted Assistance) legislation.

#### **3a) Educational accountability**

An important part of the new funding package will be an accountability strategy for IEDA and IESIP. This will include a strengthened performance and reporting framework and will incorporate new accountability requirements.

The new accountability conditions for accessing Australian Government Indigenous targeted funding are:

- reporting against school attendance benchmarks for all students (Indigenous and non-Indigenous);
- education providers transparently reporting their expected and actual expenditure on Indigenous education from their own sources. This is to ensure that the supplementary funding provided reaches the intended recipients;
- participation in DEST initiated studies which will provide detailed information on specific outcomes that cannot be readily measured using performance indicators;
- participation in data quality assurance processes.

New accountability conditions applying specifically to IEDA and IESIP are discussed in sections 4c and 5c, respectively.

The performance monitoring and reporting framework will be based on the current suite of IESIP performance indicators. The framework will act as an overarching measure of the achievement of the goals of the AEP in key areas of Indigenous education, and reflected in the objects of the enabling legislation, such as:

- literacy and numeracy readiness, national literacy and numeracy benchmark results and achievement levels
- other educational outcomes including attendance, apparent retention rates, grade progression ratios and secondary school achievement
- enrolments
- the employment of Indigenous people in education
- the involvement of Indigenous people in education decision making
- professional development for staff
- culturally inclusive curricula.

This approach will provide continuity of data from one quadrennium to the next, allowing the Minister for Education, Science and Training to report progress over time in achieving the objects of the Indigenous Education (Targeted Assistance) Act. These objects reflect the 21 long term goals of the AEP, with progress measured through performance indicators and targets, and reported in annual national reports to Parliament on Indigenous Education and Training.

Where appropriate, the suite of performance indicators will be aligned with MCEETYA key performance measures for the National Goals of Schooling and COAG measures of overcoming Indigenous disadvantage.

Accountability requirements for Indigenous education and training are linked with mainstream requirements through:

- school systems providing annual Indigenous Education Statements as a condition of receiving General Recurrent Grants (GRG) funding. (For more detail, refer to the discussion paper, *Learning Together: Achievement through Choice and Opportunity Australian Government Funding for Schools for the 2005-2008 Quadrennium.*)
- strengthened educational accountability provisions in the Indigenous Education (Targeted Assistance) legislation, including appropriate interventions for under-performance by providers against agreed measures and for failure to report. Similar provisions exist in the current State Grants legislation for schools

#### **4) Indigenous Education Direct Assistance (IEDA)**

The IEDA programme has been significantly reshaped for 2005-2008. The changes have been informed by a Review of the programme that was completed in 2003 and included consultations with stakeholders across the country.

(<http://www.dest.gov.au/schools/Publications/2004/index.htm#IEDA>). The reshaped programme will consist of two elements: better targeted tuition assistance for Indigenous students through the Indigenous Tutorial Assistance Scheme (ITAS); and the introduction of a Whole of School Intervention strategy.

In essence the changes to IEDA will:

- ensure Indigenous students can access high quality tutorial assistance at key stages of their education;
- focus resources on initiatives that have demonstrably improved outcomes;
- more heavily weight resources towards the most disadvantaged students – those in remote regions;
- encourage education providers and Indigenous communities to work together to accelerate outcomes for Indigenous students;
- ensure consistency of accountability arrangements and their scrutiny across the Australian Government's Indigenous-specific supplementary funding programmes; and
- further streamline programme management.

##### ***4a) Tutorial assistance arrangements***

A key change to IEDA is to replace the Aboriginal Tutorial Assistance Scheme (ATAS) with the more strategically targeted Indigenous Tutorial Assistance Scheme, ITAS.

From 2005, ITAS will provide:

- a national roll-out of the very successful in-class tuition scheme to improve literacy and numeracy outcomes. This scheme has been piloted since 2001 in Cape York, the Northern Territory and New South Wales and was found to have a significant impact on student outcomes. It is estimated that more than 45,000 students will benefit from the additional assistance over 2005-2008.

##### **Focus:**

- Indigenous students not meeting the Year 3, 5 and 7 literacy and numeracy national benchmarks will be eligible for tutorial assistance in the following year – that is in Years 4, 6 and 8;
- Indigenous students in remote schools will be able to access targeted individual, in-class tuition for up to 2.5 hours per week for a maximum of 32 weeks per school year;
- Students in provincial schools, and in metropolitan schools with Indigenous student enrolments of 20 or more, will be able to access a combination of individual and small group in-class tuition for up to 2.5 hours per week for a maximum of 32 weeks per school year.

- a new tuition scheme targeted to increase retention and completion rates in the latter years of schooling.

Focus:

- Indigenous school students in Years 10, 11 and 12 may access supplementary tuition in subjects they are studying to obtain their Year 10 or Year 12 certificates;
  - It is expected that funding of some \$41 million will provide capacity for around 50 per cent of remote and 10 per cent of non-remote Indigenous students (approximately 11,600 students) to receive tuition;
  - Students will have access to a combination of individual and small group tuition for up to 4 hours tuition per week over a maximum of 35 weeks per school year.
- continued tuition to help close the gaps between Indigenous and non-Indigenous tertiary education outcomes. A 2003 review of the ATAS arrangements for tertiary institutions concluded that the tuition was having a positive impact on successful completion of subjects.

Focus:

- Tuition for tertiary students will continue to be provided through bulk funding arrangements with tertiary institutions totalling around \$31.5 million, and will aim to target some 4,000 students in 2005-2008.
- Students studying from remote locations will benefit from improved access to ITAS at critical stages in their academic year.

The table below shows the approximate number of Indigenous primary and secondary students in each state/territory who will benefit from assistance over 2005-2008.

	YEARS 4, 6 and 8 TUITION	YEARS 10, 11 and 12 TUITION	TOTAL
NSW	7,500	2,200	9,700
QLD	12,900	3,900	16,800
WA	8,400	2,800	11,200
NT	10,500	1,000	11,500
SA	3,000	700	3,700
VIC	2,000	400	2,400
TAS	1,300	500	1,800
ACT	200	100	300

#### 4b) *Whole of School Intervention strategy*

Another key change to IEDA is the introduction of the Whole of School Intervention strategy. This will occur through reforming funding for Aboriginal Student Support and Parent Awareness (ASSPA) committees and the Vocational and Educational Guidance for Aboriginals Scheme (VEGAS). The strategy will contain two main funding elements: the Parent School Partnerships initiative and homework centres.

- The Parent School Partnerships is a new initiative which will provide access for Indigenous school-based parent committees and school councils to competitive, submission-based funding. This initiative addresses findings from the IEDA review which concluded that IEDA should support more strategic and targeted interventions that complement mainstream services to overcome local barriers to improving educational outcomes.

Focus:

- Indigenous parents and communities in partnership with schools will be encouraged to implement creative approaches to address local barriers to achieving the best possible learning outcomes for Indigenous students;
- Projects will aim to improve attendance rates, literacy and numeracy outcomes, Year 12 (or VET equivalent) completion rates, or transitions at critical points in school education or movements from school to work;

- To ensure a focus on the students facing greatest need, at least 50% of this funding will be targeted at remote schools.
- Homework centres will continue to receive funding but they will be refocussed. The IEDA review revealed that well-performing homework centres make a difference to educational outcomes and recommended homework centres have suitably qualified staff to support a greater focus on learning.

Focus:

- Changes to homework centres will include heightened efforts to ensure qualified personnel supervise homework activity and the targeting of students over eight years old;
- There will be an increased emphasis on local partnerships between homework centres, schools and local business or community groups;
- There will be a stronger focus on improved learning outcomes.

#### **4c) Strengthened accountability arrangements specifically related to IEDA**

There will be an accountability strategy for IEDA consistent with the new strategic focus of each of its elements. (For more detail on the general accountability requirements and overarching framework refer to section 3a.)

##### General requirements for IEDA

General aspects of the accountability requirements for IEDA include:

- the effectiveness of different elements of IEDA will be assessed through an evaluation strategy based on sampling, case studies, research, focus groups and reviews. This will ensure that qualitative data on important educational outcomes which are difficult to measure quantitatively will be available, such as the impact of tuition on students' behaviour and attitudes to school and the value added to student performance by attendance at homework centres;
- specific performance information from providers;
- performance data being reported annually in the National Report to Parliament on Indigenous Education and Training.

##### Tutorial assistance requirements

Information required from tutorial assistance programmes will include:

- school based performance data on targeted tuition for Indigenous primary and secondary school students, including those receiving targeted in-class tuition in Years 4, 6 and 8.
- data on the subjects in which Year 10, 11 and 12 students receive tutoring.

##### Parent School Partnership requirements

Information required from Parent School Partnership initiatives and homework centres will include:

- performance indicators and expected outcomes tailored to, and negotiated for, individual projects and homework centres.
- the number of hours of support provided to students and the number of students who access homework centres, as per current arrangements.
- reports on Indigenous educational outcomes, including attendance rates.



#### **4d) IEDA and the Indigenous Education (Targeted Assistance) legislation**

- Bringing IEDA under the Indigenous Education (Targeted Assistance) legislation will further streamline programme management, align the programme with academic calendar years and ensure consistency of accountability arrangements and their scrutiny across the Australian Government's Indigenous supplementary funding.

#### **5) IESIP**

There will be modest changes to IESIP for the 2005-2008 quadrennium. IESIP funding will continue to be provided for supplementary recurrent assistance (SRA) and for on-going and new strategic projects to further accelerate the educational outcomes of Indigenous Australians.

#### **5a) Supplementary Recurrent Assistance (SRA)**

SRA funding, based on per capita rates, will be provided to government and non-government education providers in the preschool, school and VET sectors.

**Attachment A** provides details of the 2005-2008 SRA rates and how they apply across different locations.

Existing funding conditions will apply, subject to the following key changes:

- SRA rates for Indigenous students attending schools or VET in state capital cities and Canberra will be 'frozen' at 2004 levels
  - This arrangement is consistent with the Australian Government's commitment to improving mainstream service provision for Indigenous Australians in metropolitan areas.
  - The approach enables Indigenous-specific funding to be better targeted to those at greatest disadvantage;
- The remoteness boundaries will be based on the 2001, not 1996, Australian Bureau of Statistics (ABS) Census data.
  - This change is foreshadowed in the current IESIP guidelines;
- For those education and training providers losing their remote status in 2005 according to 2001 ABS Census data, SRA funding entitlements will be guaranteed at 2004 rates.
  - This is consistent with the Australian Government's principle of not cutting funding to schools.

#### **5b) Strategic initiatives**

Over the next four years the Australian Government will continue to fund significant national initiatives and special projects, with an emphasis on Indigenous students in remote areas. Initiatives will be directed towards promoting systemic change and developing flexible whole-of-government approaches to education delivery.

The National Indigenous English Literacy and Numeracy Strategy (NIELNS) will continue and, following its evaluation in 2003, will be reshaped by strengthening the application of 'what works', particularly around:

- the practices and skills of teachers and their support staff;
- preparing young Indigenous children for formal schooling;
- helping re-engage and retain more Indigenous students to Year 12, or its vocational education and training equivalent.

(Refer to <http://www.dest.gov.au/schools/Publications/2004/index.htm#NIELNS> for the NIELNS evaluation report.)

A new flagship project will be the Scaffolding approach to teaching literacy. This is a structured approach to teaching that has proven to be especially effective with Indigenous students in remote areas. The Australian Government will partner with education providers to embed the Scaffolding literacy approach into teaching practices.

A range of new and on-going initiatives that have delivered genuine improvements will also be supported. These include:

- projects to progress coalitions of school principals to champion Indigenous education in their schools and communities. Through their leadership, principals set measurable goals for improvements in the literacy levels and retention rates of Indigenous students in their schools;
- projects to lift the effectiveness of teachers and their support staff;
- English as a Second Language – Indigenous Language Speaking Students;
- National Indigenous English Literacy and Numeracy Strategy Ambassadors;
- Support for Croc Festivals in a whole of government context;
- Funding provisions for Indigenous Education Consultative Bodies (IECB's) and Indigenous Support Units, subject to the implementation of recommendations of the review of IECB's and Support Units.

### **5c) *Strengthened accountability arrangements specifically related to IESIP***

Accountability requirements tied to IESIP funding for 2005-2008 include:

- reporting that allows identification of regional differences rather than just aggregate State level data which often masks large regional variations. Data on regional differences will be required for remote, rural/provincial and metropolitan locations;
- agreement to performance indicators and targets to significantly and measurably accelerate the rate of progress in improving Indigenous education outcomes and attendance; and
- agreement to participate in measuring and reporting the outcomes of national and other IESIP strategic projects, especially in remote areas.

Multilateral and bilateral discussions will be held with stakeholders about regional level data reporting, performance indicator requirements, and principles for setting targets.

### **6) ABSTUDY**

The Aboriginal and Torres Strait Islander study assistance scheme (ABSTUDY) helps Aboriginal and Torres Strait Islander people to stay at school and go on to further studies. ABSTUDY comprises a means-tested Living Allowance and supplementary benefits for eligible students studying accredited courses at the secondary and tertiary levels.

### **7) Consultation process**

The Department of Education, Science and Training will be meeting with stakeholders during April and May 2004. It is expected that legislation will be introduced into the Parliament mid-year to give effect to the 2005-2008 arrangements.

Comments or questions regarding this discussion paper may be forwarded by 28 May 2004, to:

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## SRA PER CAPITA PAYMENT RATES IN 2005–2008

Per capita entitlements will continue to be calculated according to enrolments. There will continue to be a government rate and a non-government rate and there will be different rates for preschool, primary, junior secondary, senior secondary and VET. There will be one "remote" category and three "non-remote" categories<sup>i</sup>. The four categories are:

### 1. REMOTE RATES

For IESIP purposes, Schools, Preschools and VET locations identified as being situated in remote regions in accordance with the Provider Administrative Guidelines (after the application of the 2001 ABS Census) will continue to receive funding at the relevant remote rate. This rate will continue to be supplemented annually.

### 2. RURAL/PROVINCIAL RATES

For IESIP purposes, rural/provincial Schools, Preschools and VET locations will be defined as those that are not situated in a remote region (refer (1) above), and which are also not situated in a State capital or Canberra<sup>ii</sup>. The rural/provincial rate will be based on the current non-remote per capita rate. This rate will continue to be supplemented annually.

### 3. METROPOLITAN RATES

For IESIP purposes metropolitan Schools, Preschools and VET locations will be defined as those that are located in State capitals or in Canberra<sup>ii</sup>. The per-capita rate for School and VET locations situated in Metropolitan regions for 2005-2008 will be "frozen" at the relevant 2004 non-remote per capita rate. The rates for these metropolitan School and VET locations in 2005-2008 will be:

EDUCATION SECTOR	GOVERNMENT RATE	NON-GOVERNMENT RATE
Primary School	\$335.85	\$1,119.51
Junior Secondary School	\$447.80	\$1,679.27
Senior Secondary School	\$559.76	\$1,847.20
VET Institution	\$559.76	\$1,847.20

Metropolitan Preschool rates will not be "frozen" and will continue to be based on the prevailing non-remote per capita rate (refer 2 above for Rural/Provincial). The rate for Preschools will continue to be supplemented annually.

### 4. FUNDING GUARANTEED PROVIDER RATES

In 2001-2004 the remote status of Schools, Preschools and VET locations was determined according to their proximity to a population centre of 50,000 or more people. This was determined through the application of the 1996 ABS Census of Population and Housing. The 2001 ABS Census reveals a number of those centres which previously had fewer than 50,000 inhabitants have now grown beyond that threshold, thereby altering the remoteness status of a number of Schools, Preschools and VET locations situated in proximity to those centres.

Those Schools, Preschools and VET locations impacted by the application of the 2001 ABS Census in determining remote status (i.e. they lose their remote status) will be "funding guaranteed providers" in 2005-2008. The per-capita rate for these Schools, Preschools and

VET locations for 2005-2008 will be "guaranteed" at the relevant 2004 remote rate, until such time as the non-remote rates rise to equal the "guaranteed" rates.

Specifically the "guaranteed" rates for "protected" providers will be:

<b>EDUCATION SECTOR</b>	<b>GOVERNMENT RATE</b>	<b>NON-GOVERNMENT RATE</b>
Preschool	\$671.71	\$2,239.02
Primary School	\$671.71	\$2,239.02
Junior Secondary School	\$895.61	\$3,358.54
Senior Secondary School	\$1,119.51	\$3,694.39
VET Institution	\$1,119.51	\$3,694.39

Notes:

- <sup>i</sup> The relativity which sees "remote" rates set at twice the equivalent "non-remote" rates will continue.
- <sup>ii</sup> Mainland state capitals are defined as MCEETYA 1.1 regions and equate to the Australian Bureau of Statistics (ABS) statistical divisions for Mainland State Capitals. Hobart is defined as a MCEETYA 1.2 region and equates to the ABS statistical district. Canberra is the city of Canberra within the ACT. Maps with boundaries marked will be provided.



BEST VETTED  
1 June 2004  
INT.

MINISTER FOR  
EDUCATION, SCIENCE AND TRAINING  
THE HON DR BRENDAN NELSON MP

5 April 2004

Dear Principal

I am writing to you with regards to the recent announcement by the Australian Government on Indigenous education funding for the next four years.

In writing, I firstly thank you for everything you and your staff are doing to assist Indigenous Australians achieve their educational potential.

The Australian Government will provide a record \$2.1 billion in funding for Indigenous Education to pre-schools, schools, tertiary education providers and Indigenous students (including through ABSTUDY) over the next four years. The 2005-2008 funding represents an increase of \$351 million or 20.5% over the current quadrennium. Important conditions will be attached to the funding.

Significant reform has been made to existing programmes in order to accelerate outcomes. Funds have been redirected to initiatives that have demonstrably improved outcomes. In addition, there is a greater weighting of resources towards Indigenous students of greatest disadvantage – those in remote areas.

***Progress has been made but more needs to be done***

Significant progress has been made in improving the educational outcomes of Indigenous students. Since 1996, year 12 retention has increased from 29% to 38% and Years 3 and 5 literacy and numeracy results are the best ever in five of the six national benchmarks. Indigenous enrolments in vocational education and training have increased 85% to 59,763 and there has been a 37% increase in Indigenous students undertaking a Bachelor or higher degree.

However, unacceptable disadvantage remains. Whilst Year 12 retention rates have risen to record levels, they are still only half that of non-Indigenous Australians. Although national literacy and numeracy benchmark results are the best to date, they are still well below the non-Indigenous rate, particularly in remote areas.

As you would be aware, the Indigenous specific funding provided by the Australian Government is supplementary to other mainstream funds and is intended for strategic interventions to accelerate Indigenous students' learning outcomes.

### *Direct assistance programmes*

The Indigenous Education Direct Assistance Programme (IEDA) is the major direct assistance programme that provides targeted funds directly to Indigenous students, school-based Indigenous parent committees and education institutions to improve education outcomes. Total funding for IEDA for 2005-2008 will be \$280.9 million, an increase of \$20.7 million or 8% over funding for 2001-2004.

The IEDA programme is being significantly reshaped for 2005-2008. The reform is informed by a Review of the programme which occurred last year and by consultations with stakeholders across the country. The reshaped programme will consist of two elements: better targeted tuition assistance for Indigenous students; and the introduction of a whole of school intervention strategy.

#### Better targeted tuition assistance

The Australian Government will provide \$179 million over the next four years to ensure that Indigenous students can access high quality tutorial assistance at key stages of their education. This is an increase of \$50 million over 2001-2004 in this element of the IEDA Programme.

The key aspect of the tuition assistance will be the rollout of the very successful in-class tuition scheme. This scheme, which provides one-to-one tutorial assistance to children in primary schools and the early years of secondary school, will become one of the Government's flagship initiatives in Indigenous education from 2005.

More money will be provided for the in-class tuition scheme (\$105.5m over four years) and the scheme will be rolled out across the nation. Assistance will be targeted at those students not meeting the Year 3, 5 and 7 literacy and numeracy national benchmarks. It is estimated that more than 45,000 Indigenous students will benefit from the additional assistance over 2005-2008.

In addition, a new tuition scheme targeted at Year 10, 11 and 12 students will be introduced to increase retention and completion rates of Indigenous students in the latter years of schooling. \$41.9 million will be provided for approximately 11,600 students to receive individual or group assistance after school over 2005-2008.

Tuition will continue to be available for tertiary students through bulk-funding arrangements with institutions, with flexibility for the delivery of tutorial assistance to students from remote locations (\$31.5 million targeting more than 4,000 Indigenous students in 2005-2008).

These targeted changes are designed to accelerate improved educational outcomes for Indigenous students.

#### Whole of School Intervention Strategy

The changes also provide \$102 million for a Whole of School Intervention Strategy to improve learning outcomes for Indigenous students over the next four years, 2005-2008.

The Whole of School Strategy comprises two main elements: \$62.5 million for submission-based funding for projects to promote parent and school partnerships, and up to \$37.8 million for the

continuation of homework centres, with an increased emphasis on local partnerships with schools and communities.

The Parent School Partnerships initiative will replace the current formula-based funding of Aboriginal Student Support and Parent Awareness (ASSPA) committees from 2005 with a heightened focus on improving the learning outcomes of Indigenous students. I have written to the ASSPA committees with further details about the specific changes to their funding and I have attached a copy of my letter.

The discontinuation of formula-based funding for ASSPA Committees supports the findings of the IEDA review, which found this funding model was no longer an appropriate approach. Funding for the Vocational and Educational Guidance for Aboriginals Scheme (VEGAS) will be pooled within the Parent School Partnerships initiative from 2005.

Initiatives which can demonstrate strong partnerships with schools and Indigenous communities, provide innovative approaches to engaging students, and improve student learning outcomes will be encouraged. To ensure a focus on the students facing greatest need at least 50% of this funding will be quarantined for remote schools.

This refocused approach is aimed at improving attendance, literacy and numeracy skills and increased Year 12 completion or its vocational equivalent for Indigenous students.

### ***Supplementary recurrent assistance and strategic initiatives***

Under the Indigenous Education Strategic Initiatives Programme (IESIP) the Australian Government provided \$553.2 million in funding for 2001-2004 to government and non-government education and training providers. Australian Government funding support for this programme will be increased to \$641.6 million for 2005-2008, an increase of 16%, including \$45 million in additional new funding. This funding provides for continuation of per-capita supplementary recurrent assistance paid to education and training providers for Indigenous students, and for on-going and new strategic projects to further accelerate the educational outcomes of Indigenous Australians.

#### **Supplementary Recurrent Assistance**

Supplementary funding for Indigenous education will continue to be provided to government and non-government education providers across the preschool, school and vocational education and training sectors.

Funding is provided on a per capita basis. Students classified as being in remote regions attract funding at twice the rate of students classified as being in non-remote locations. The current definition for determining remote status will continue into the next quadrennium. However, as foreshadowed in the current IESIP guidelines, the remoteness boundaries will be updated based on the 2001 Australian Bureau of Statistics (ABS) Census. The current classifications rely on the 1996 Census data.

Consistent with the Australian Government's principle of not cutting funding to schools, those education and training providers currently classified as remote, but that will be re-classified as non-remote in 2005 under 2001 ABS Census data, will have their IESIP recurrent per-capita funding entitlement for Indigenous students guaranteed at 2004 levels.



The Australian Government is committed to improving mainstream service provision for Indigenous Australians in metropolitan areas, thus enabling Indigenous-specific funding to be better targeted to those at greatest disadvantage. Consistent with this approach, per-capita supplementary recurrent assistance rates for Indigenous students attending schools or vocational education and training in state capital cities and Canberra will be frozen at 2004 levels.

### Strategic initiatives

During the 2001-2004 quadrennium the Australian Government is funding a number of national initiatives and special projects to support and improve the education outcomes of Indigenous students.

Over the next four years the Australian Government will continue to fund significant national initiatives and special projects with an emphasis on Indigenous students in remote areas. \$128.1 million will be provided for this purpose. Initiatives will be directed towards promoting systemic change and developing flexible whole-of-government approaches to education delivery, for example through the Council of Australian Government trials.

The National Indigenous English Literacy and Numeracy Strategy will continue and, following its evaluation in 2003, will be reshaped by strengthening the application of ‘what works’, particularly around:

- the practices and skills of teachers and their support staff;
- preparing young Indigenous children for formal schooling; and
- helping re-engage and retain more Indigenous students to Year 12, or its vocational education and training equivalent.

The Australian Principals Association Professional Development Committee will continue to be funded from 2005 to extend the very successful Dare to Lead – Taking it on initiative. This national project currently supports school principals to champion Indigenous education in their schools and communities by setting measurable goals for improvements in the literacy levels and retention rates of Indigenous students.

One of the new flagship projects that will be funded is the Scaffolding approach to teaching literacy. This structured approach to teaching that has proven to be especially effective with Indigenous students in remote areas. The approach has frequently demonstrated spectacular improvements in learning outcomes for Indigenous students. \$14 million will be provided over 2005-2008 to partner with education providers to embed the Scaffolding literacy approach.

The Australian Government’s funding and effort will also focus on lifting the effectiveness of teachers and support staff, and working with education providers to enable them to significantly improve the outcomes of Indigenous students. National implementation of the highly successful “What Works” teacher professional development programme will also be extended from 2005.

### ***ABSTUDY***

The Aboriginal and Torres Strait Islander study assistance scheme (ABSTUDY) helps Aboriginal and Torres Strait Islander people to stay at school and go on to further studies. ABSTUDY comprises a means-tested Living Allowance and supplementary benefits for eligible students studying accredited courses at the secondary and tertiary levels. The ABSTUDY arrangements in the next quadrennium will continue under the current structure. Total funding

for ABSTUDY for 2005-2008 will be \$905.3 million, an increase of \$207.3 million or 29.6% over funding for 2001-2004.

***Performance measures tied to funding***

An important part of the new funding package is a strengthened performance framework. Specifically, funding over the next quadrennium will be tied to:

- the introduction of school attendance benchmarks for all students (Indigenous and non-Indigenous);
- the provision of an annual Indigenous Education Statement. Government and non-government systems will be required to report to the Australian Government on how school funding provided by the Australian Government is being spent on improving Indigenous student outcomes. This will include: the goals for Indigenous education; progress in achieving those goals, barriers faced, strategies for overcoming those barriers and initiatives funded;
- the reporting, for the first time, on outcomes at the remote, rural/provincial and metropolitan levels, rather than just as aggregate State level data which often masks large regional variations;
- the agreement to performance indicators and targets to accelerate the rate of progress in improving Indigenous education outcomes and attendance; and
- no cost shifting or cost substitution when the Australian Government invests additional resources.

Discussion with States, Territories and non-government stakeholders have helped to inform this package, and further discussions will be held to consider detailed implementation arrangements. Legislation will be introduced into the Parliament mid-year to give effect to the package from January 2005.

The Australian Government is committed to accelerating progress in Indigenous education and training outcomes. These measures represent the first step of a staged approach to better focus Indigenous-specific and mainstream resources to the most disadvantaged Indigenous students, with the objective of closing the educational divide between Indigenous and non-Indigenous Australians.

Thank you for your ongoing efforts to improve education outcomes for Indigenous students. I look forward to working with you in building upon these important commitments.

Yours sincerely,

BRENDAN NELSON



copy of letter to  
ASSPA committees  
DEST tabled  
1 June 2004  
J+T

MINISTER FOR EDUCATION, SCIENCE AND TRAINING  
THE HON DR BRENDAN NELSON MP

5 April 2004

647

The Chairperson  
ST MICHAELS ASSPA  
CHURCH ST  
WAGGA WAGGA NSW 2650

Dear Chairperson,

I am writing to inform you about changes to the way that the Australian Government will support ASSPA committees over the next four years.

From 2005, Indigenous parent committees, in partnership with schools, will be able to apply for funding under a new Whole of School Intervention Strategy. The previous per student funding formula for ASSPA committees will be replaced by a proactive submission process that will require committees to work closely with schools to identify specific approaches to address indigenous learning needs.

The Government will provide \$102 million over the 2005-2008 period for this Strategy, with \$62.5 million allocated specifically for parent-school partnership projects. The other \$37.8 million will be to support the continuation of homework centre arrangements.

These changes have been made following a review of the Australian Government's direct assistance programs (which includes ASSPA Committee funding). The Review, conducted by the Department of Education Science and Training over 2002 and 2003, found that while the involvement of Indigenous parents and communities should remain an essential part of future programmes, the current funding model for ASSPA Committees was "no longer an appropriate intervention to address this". The Review recommended that parental involvement should be focused on the development of partnerships with schools and communities to achieve better learning outcomes for Indigenous students.

The Whole of School Intervention Strategy is aimed at supporting this recommended approach. The available funding aims to encourage Indigenous communities and schools to work together to improve student attendance, literacy and numeracy skills and to increase the number of Indigenous students who successfully complete Year 10, 11 and 12, or its vocational equivalent. At least 50% of funding will be allocated for projects supporting students in remote areas.

To access these funds, you will need to work together with your local school to identify the problems facing Indigenous students and to develop possible solutions to fix those problems and improve school attendance and results. In many instances, the projects that you currently manage will fit these criteria.

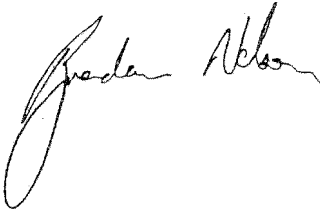
You and the school will need to send a submission to DEST to access the \$62.5m allocated for supporting parent-school initiatives. DEST will provide you further details shortly to assist in preparing your submissions and you will be strongly encouraged to apply for funding from 2005.

Improvements in Indigenous education outcomes have occurred over the last 8 years, but significant disadvantage remains. The Australian Government is deeply committed to getting better school results for Indigenous students and I look forward to your continued involvement in implementing Parent-School Partnership Intervention projects and the provision of homework centres.

Further information about the new Whole of School Intervention Strategy, and information on the broader changes to the Australian Government's Indigenous education policy and programmes from 2005, is available from your local DEST Indigenous Education Unit.

Thank you for your continued efforts to improve learning outcomes for Indigenous students. A sustained and combined effort is integral to achieving improved educational and life opportunities for young Indigenous Australians.

Yours sincerely

A handwritten signature in black ink, appearing to read "Brendan Nelson". The signature is fluid and cursive, with a large initial 'B'.

BRENDAN NELSON

Answer -  
Dr Harmer  
DEST  
3 June 04  
EURE p 66.

Senator Carr asked what additional expenditure would be necessary to bring Australia's GERD intensity up to the OECD average. Dr Arthur said the figure was not hard to establish and that he would provide the answer as soon as possible.

OECD average GERD intensity was 2.24% of total GDP in 2000

Australia's GERD intensity in 2000 was 1.55% of GDP. GERD was \$10.3435 billion

The source of this information is the OECD Main Science and Technology Indicators Database 2003/2. 2000 is the most recent year for which comparable official data is available.

Total expenditure required to lift Australia to the OECD average at that time was \$14.9 billion

Additional expenditure required to lift Australia to OECD average at that time was \$4.6 billion

## ***Education Services for Overseas Students (ESOS) Act 2000 Evaluation***

### ***Terms of Reference for the Evaluation***

The Minister approved the terms of reference for the evaluation in December 2003.

The evaluation will assess the operation of the Education Services for Overseas Students (ESOS) Act 2000 (and its National Code) to determine whether it protects Australia's reputation in the international education market and provides consumer protection. In particular, the evaluation will undertake the following.

- a) Assess the effectiveness of the ESOS Act in achieving its objectives to:
  - provide nationally consistent registration of education and training providers for overseas students studying in Australia;
  - minimise the presence in the industry of providers lacking integrity or who facilitate student breaches of their visa conditions;
  - ensure students receive either alternative tuition or a refund if they are unable to receive the tuition for which they have paid; and
  - support migration policy.
  
- b) Assess the extent to which the ESOS Act achieves its goals in an efficient manner. This will include consideration of:
  - the costs imposed by it on governments and providers;
  - its implementation and administration; and
  - monitoring and reporting regarding its operation.

## *Key Issues and Questions for the Evaluation*

At the first steering committee meeting in March 2004, the following key issues and questions for the evaluation were endorsed.

### *Quality assurance*

- Are the National Code requirements adequate for assuring a minimum level of quality across all providers who deliver education and training services to international students in Australia whilst on a student visa?
- Is the National Code consistently applied across all jurisdictions, sectors and provider types?
- Do the current monitoring and enforcement powers enable the Australian Government to act quickly and decisively against providers who do not comply with the ESOS Act?
- What changes, if any, are needed to the ESOS Act to improve quality assurance arrangements?

### *Consumer Protection*

- How effective are consumer protection provisions (including the assurance fund and tuition assurance schemes) in ensuring that students' tuition and refund entitlements are appropriately protected?
- Do the administrative arrangements supporting consumer protection provisions deliver the Government's policy intent at a reasonable financial and regulatory cost?
- How well do stakeholders understand their rights and obligations under the ESOS Act?
- What changes, if any, are needed to the ESOS Act to improve consumer protection arrangements?

### *Migration policy*

- How effectively are the current provider reporting requirements and the secure electronic confirmation of enrolment system (CoE) supporting the Australian Government's migration policy?
- Are the increased monitoring powers assisting the Australian Government to take action against providers who facilitate student visa fraud and/or misuse?
- What changes, if any, are needed to the ESOS Act to strengthen support for migration policy?

### *Joined up Government*

- How effectively does the ESOS Act meet its regulatory objectives through the activities of Australian government agencies and State and Territory authorities?
- Are there any duplications, gaps or inconsistencies between the ESOS Act and other Commonwealth and/or State and Territory legislative or standards requirements?
- Is the ESOS Act the most effective means of meeting the Australian Government's regulatory objectives for the education and training export industry?
- What changes, if any, are needed to the ESOS Act to improve the regulatory framework?

### *Administration of the legislation*

- How efficient has the management and implementation of the legislation been?
- Are the costs imposed by the ESOS Act on governments and providers fair and reasonable?
- To what extent has the cooperation between governments and associations of providers contributed to the effective administration of the ESOS Act?
- Is reporting about the administration of the legislation adequate, relevant and timely?
- What, if any, unintended consequences have arisen from the administration of the ESOS Act?
- What changes, if any, are required to enhance the effectiveness of the administration of the ESOS Act?



ATTACHMENT A

Enforcement and Monitoring Activities under the ESOS Act 2000

This table summarises enforcement and monitoring activities taken by DEST between 4 June 2001 and 28 May 2004.

Power	Breach of Act	Breach of National Code	Breach of Act and Code	Total
s93 Notice of Intention to Suspend	50	3	2	55
s93 Notice of Intention to Cancel	6	2	2	10
s93 Notice of Intention to Impose Condition	2		3	5
s93 Notice of Intention to Make a Decision (either Conditions, Suspension or Cancellation)	1		3	4
s83 Notice of Suspension	2	3	2	7
s83 Notice of Cancellation	6		1	7
s83 Notice of Conditions	1		4	5
s90 Automatic Suspension for failure to pay Fund contribution	68			68
s94 Notice of Removal of Conditions				3
s94 Notice of Removal of Suspension				1
<b>Total Enforcement Actions</b>				<b>165</b>
<b>Production or Attendance Notices Given</b>				<b>43</b>
<b>Exercise of Monitoring Powers under Monitoring Warrant</b>				<b>1</b>
<b>Exercise of Monitoring Powers under Visits with Provider Consent</b>				<b>130</b>

**Suspensions, Cancellations and Conditions  
Imposed under section 83 between 4 June 2001 and 28 May 2004  
for breaches of the ESOS Act 2000 and/or the National Code**

Offence	Suspension	Cancellation	Conditions
Breach of ESOS Act 2000	3	6	1
Breach of National Code	3		
Breach of ESOS Act 2000 and National Code	1	1	4
<b>Total</b>	<b>7</b>	<b>7</b>	<b>5</b>

### SUSPENSION of Registration

Provider	State	Date
1. Australian International College of Commerce and Business Pty Ltd	NSW	5/10/01
2. Bold Park Parents Advisory Council	WA	4/7/03
3. Marrickville Commercial College Ltd	NSW	1/3/02
4. Divine Mercy College Inc	WA	4/7/03
5. Radiance Australasia Pty Ltd	NSW	28/7/03
6. Television Typing Centre Pty Ltd (EDU Australia Pty Ltd)	SA	5/10/01
7. Television Typing Centre Pty Ltd (EDU Australia Pty Ltd)	QLD	5/10/01

### CANCELLATION of Registration

Provider	State	Date
1. Australian International College of Business Pty Ltd	NSW	19/12/02
2. Australian College of Technology Pty Ltd	NSW	21/8/02
3. College of International Business Pty Ltd	VIC	26/3/02
4. Frankarens Pty Ltd	NSW	27/8/03
5. International Management Centres Association Limited	QLD	3/10/03
6. New South Wales International College Pty Ltd	NSW	29/4/02
7. Schutt Flying Academy (Australia) Pty Ltd	VIC	20/8/02

### CONDITIONS on Registration

Provider	State	Date
1. International Management Centres Association Limited	QLD	5/5/02
2. Marrickville Commercial College Ltd	NSW	20/3/02
3. Australian International College Pty Ltd	NSW	14/8/02
4. Frankarens Pty Ltd	NSW	14/8/02
5. Australian International College of Business Pty Ltd	NSW	2/10/02

### REMOVAL of Suspension of Registration

Provider	State	Date
1. Marrickville Commercial College Ltd	NSW	20/3/02

### REMOVAL of Conditions on Registration

Provider	State	Date
1. Marrickville Commercial College Ltd (one condition remains)	NSW	17/6/02
2. International Management Centres Association Limited	QLD	11/7/02
3. Frankarens Pty Ltd	NSW	17/12/02

*Total Suspensions, Cancellations and Conditions*

This table sets out the number of providers who have:

- had conditions imposed on their registration;
- been suspended from CRICOS; or
- been cancelled from CRICOS

both under the ESOS Act and on the advice of States and Territory authorities between 4 June 2001 and 28 May 2004.

State	Conditions under ESOS	Suspended by State	Suspended under ESOS	Cancelled by State	Cancelled under ESOS	Total
ACT	0	0	0	4	0	4
NSW	5	2	3	63	4	77
QLD	0	1	1	46	1	49
SA	0	0	1	16	0	17
TAS	0	0	0	4	0	4
VIC	0	11	0	53	2	66
WA	0	2	2	28	0	32
NT	0	0	0	4	0	4
<b>TOTAL</b>	<b>5</b>	<b>16</b>	<b>7</b>	<b>218</b>	<b>7</b>	<b>253</b>

Providers may be suspended or cancelled by State and Territory authorities for a variety of reasons. The majority have sought cancellation as a result of their decision to leave the industry.