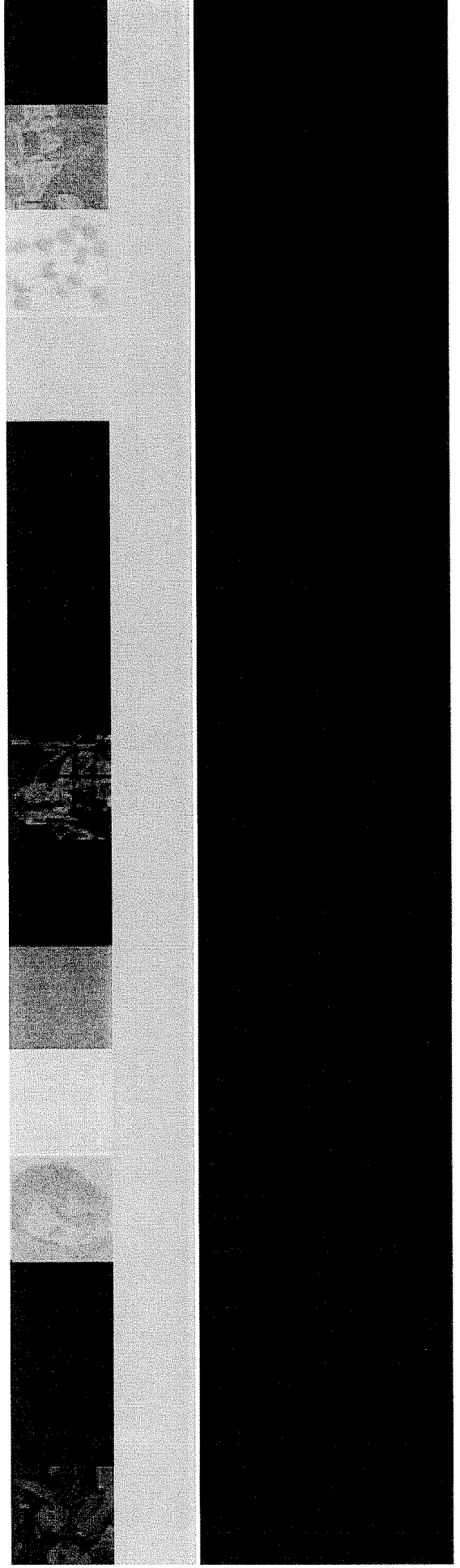


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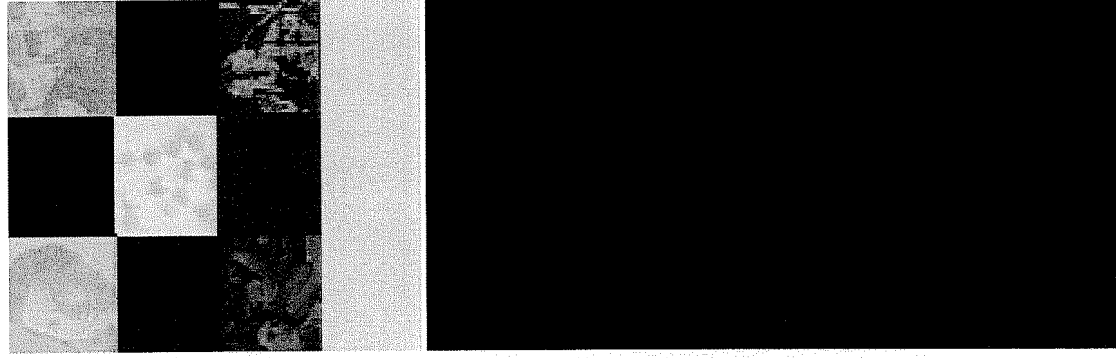
Indigenous Education & Training

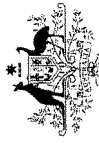
2005-2008





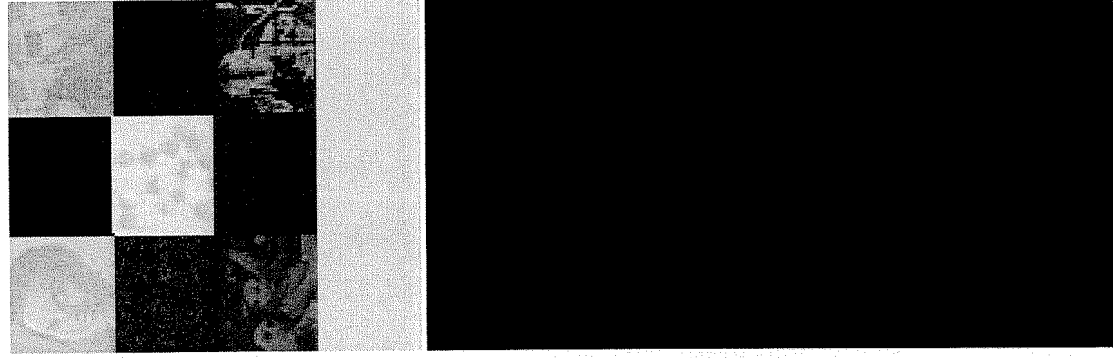
- The Australian Government will provide a record \$2.1 billion in funding for Indigenous Education to pre-schools, schools, tertiary education providers and Indigenous students, including ABSTUDY, over the next four years, 2005-2008.
- An increase of \$351 million or 20.5% over the current quadrennium.





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PRINCIPLES OF REFORM

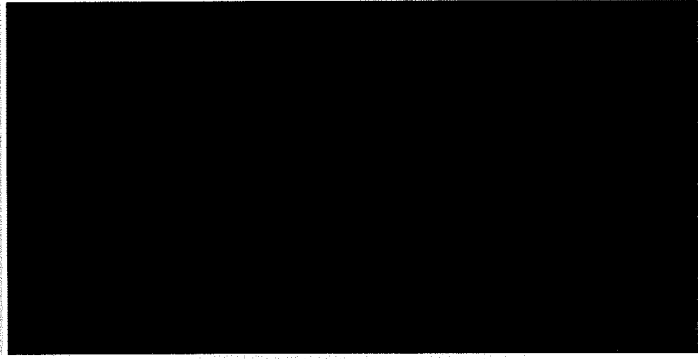
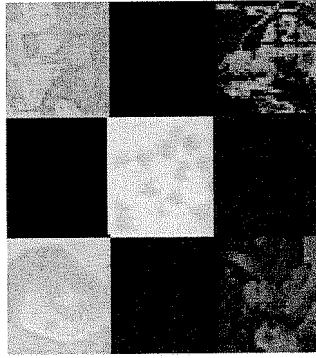
- Redirect existing resources to initiatives that work.
- Greater weighting of resources to students of greatest disadvantage – those in remote areas.
- Commitment to improve mainstream service provision.
- Strengthened monitoring, reporting and accountability framework.

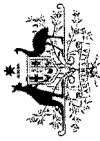


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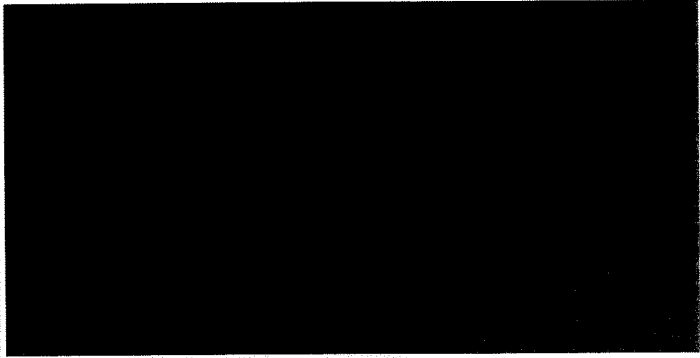
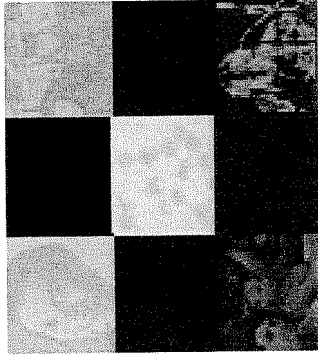
Significant Progress has Been Made

- Since 1996 Year 12 retention has increased from **29%** to a record **38%**.
- Years 3 and 5 literacy and numeracy results are the **best ever in 5 of the 6** national benchmarks.
- Indigenous VET enrolments have **increased 85% to 59,763**.
- **37%** increase in Indigenous students undertaking a Bachelor or higher degree.



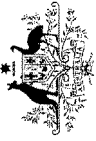


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Unacceptable Disadvantage Remains

- Although Year 12 retention rates have risen to record levels, they are still only half that of non-Indigenous Australians.
- National literacy and numeracy benchmark results are still well below the non-Indigenous rate particularly those in the remote regions.



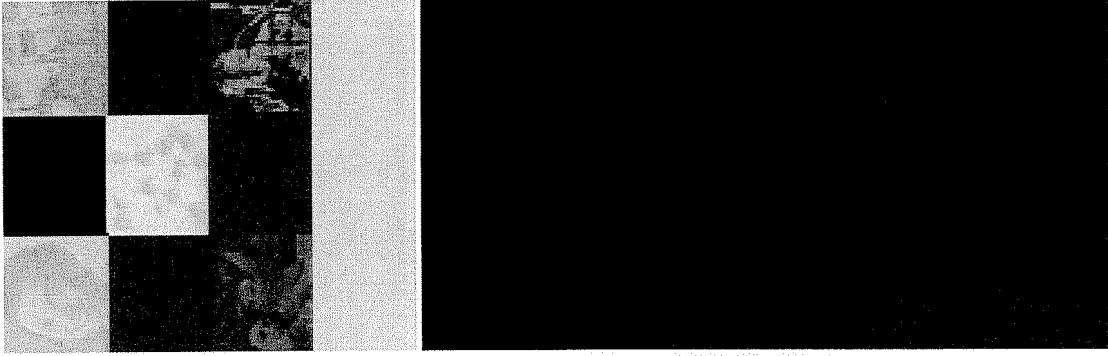
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IEDA Reforms

- IEDA is being significantly reshaped based on findings of the 2003 Review – website:

<http://www.dest.gov.au/schools/publications/2004/index.htm#IEDA>

- The main elements of the programme for 2005-08 are:
 - better targeted tuition assistance (ITAS);
 - the introduction of a Whole of School Intervention Strategy;
 - Discontinuation of formula funding to ASSPA Committees and VEGAS as a separate programme element.

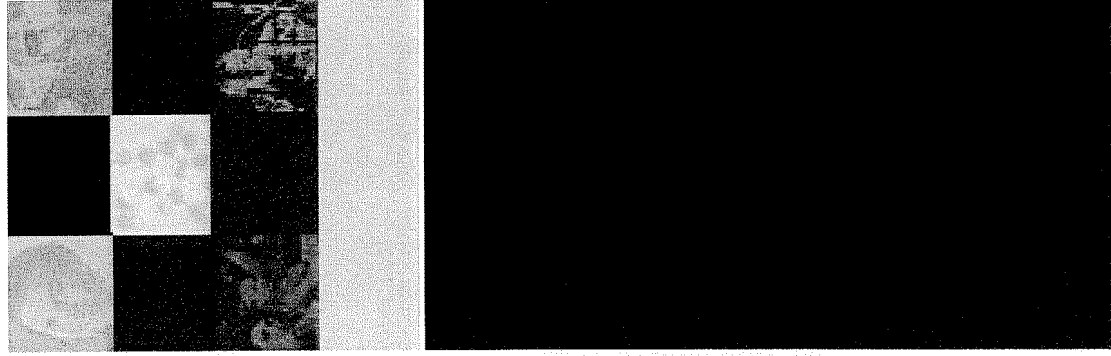




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Indigenous Tutorial Assistance Scheme (ITAS)

- **\$179 million will be provided over 2005-2008 - an increase of \$50 million to this element over 2001-2004.**
- In-class tuition in Years 4, 6 and 8 for students not meeting Years 3, 5 and 7 benchmarks.
- Tuition for Years 10, 11 and 12 to improve retention rates and Year 12 outcomes.
- Tuition will continue for tertiary students through bulk funding.

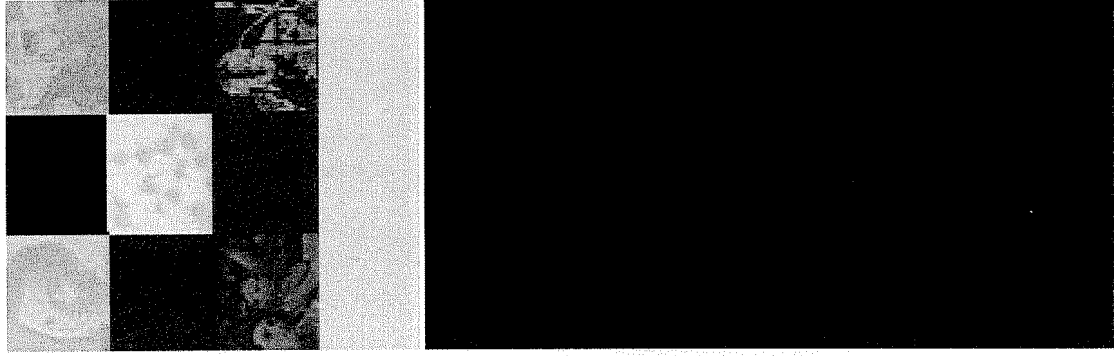




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In-class tuition in Years 4, 6 and 8 for students

- To be provided under a funding agreement with Providers.
- Based on 2.5 hours per week for up to 32 weeks per annum.
- All students in non-metropolitan
- Only schools with 20+ Indigenous students in metropolitan.
- Mixture of individual and small group tuition.

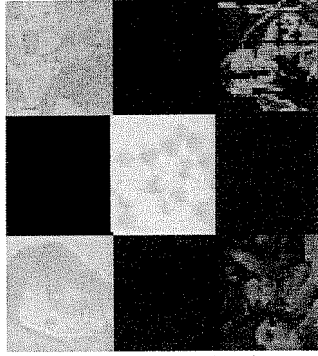


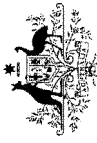


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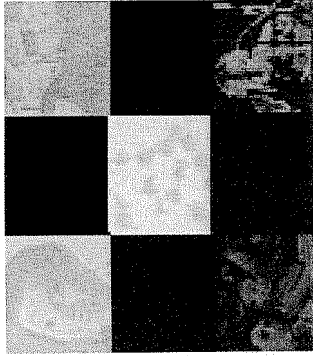
Tuition for Years 10, 11 and 12 to improve retention rates and Year 12 outcomes.

- Mixture of funding agreements with Providers and DEST engagement.
- Based on 4 hours per week for 35 weeks per annum.
- Targeted to 50% of remote students and 10% of non-remote students.
- Mixture of individual and small group tuition.



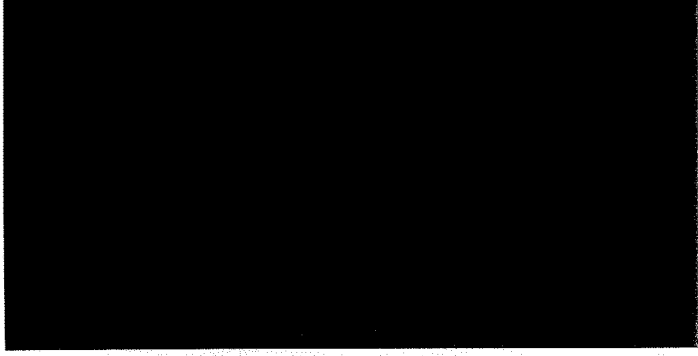


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Tuition for tertiary students through bulk funding.

- Tuition for Tertiary students will only be provided under bulk funding arrangements with the Higher Ed and VET Institutions.
- Greater flexibility for students from remote locations.





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Whole of School Intervention Strategy

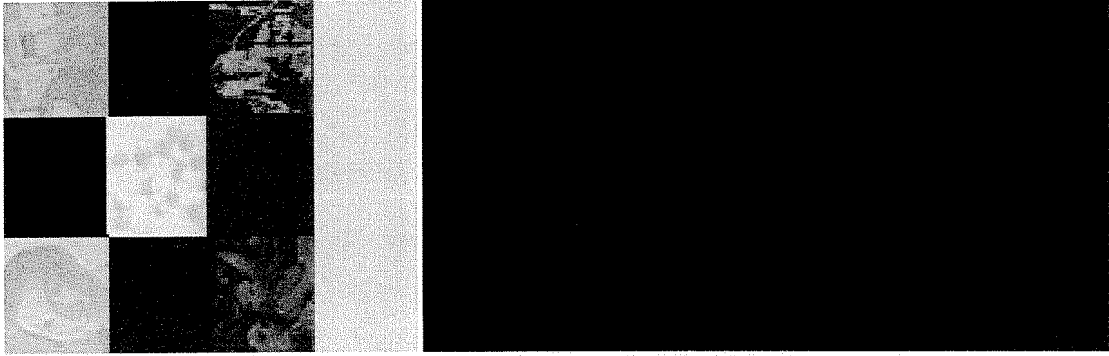
Comprises two main elements:

1. Parent School Partnerships

Submission-based funding for projects to promote parent and school partnership.

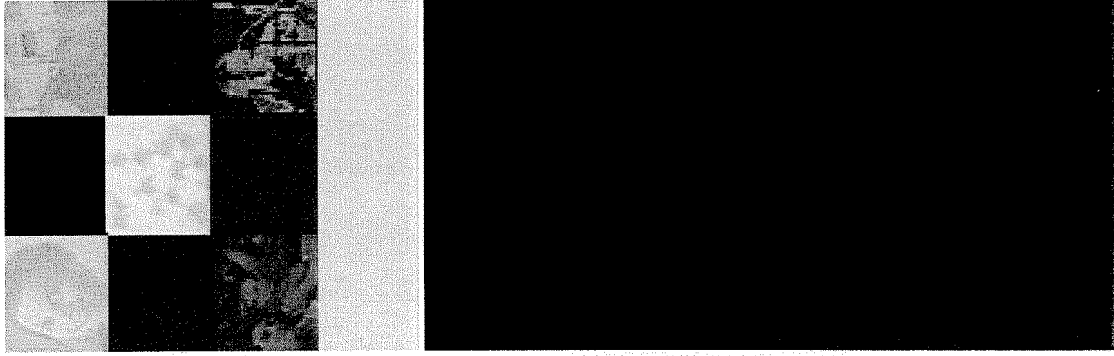
2. Homework Centres

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



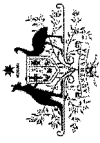


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Parent School Partnerships

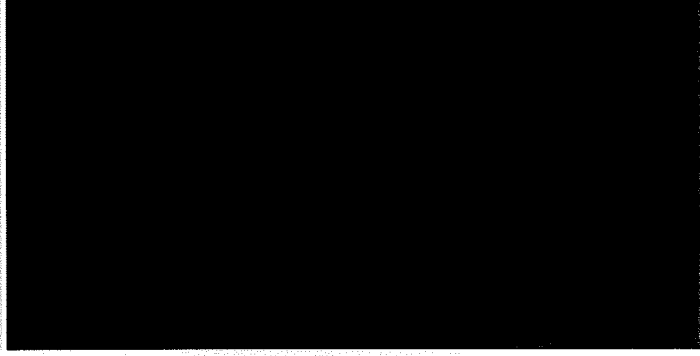
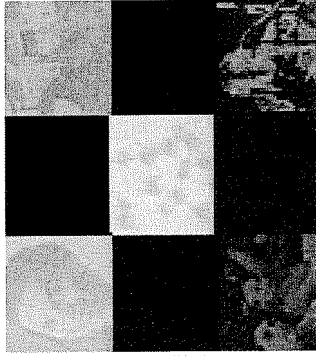
- Initiatives will involve Indigenous parents and schools working together to develop local interventions to overcome local barriers to education.
- Projects must be aimed at increasing:
 - attendance, or
 - literacy and numeracy skills; or
 - retention to Years 10, 11 and 12 and successful completion of Year 12 or its VET equivalent.

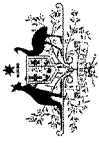


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Homework Centres

- To continue where needed.
- Guidelines to require stronger focus on improved learning outcomes.
- Strong school linkages and shared funding.
- Targeted to Indigenous students 8 years old and above.

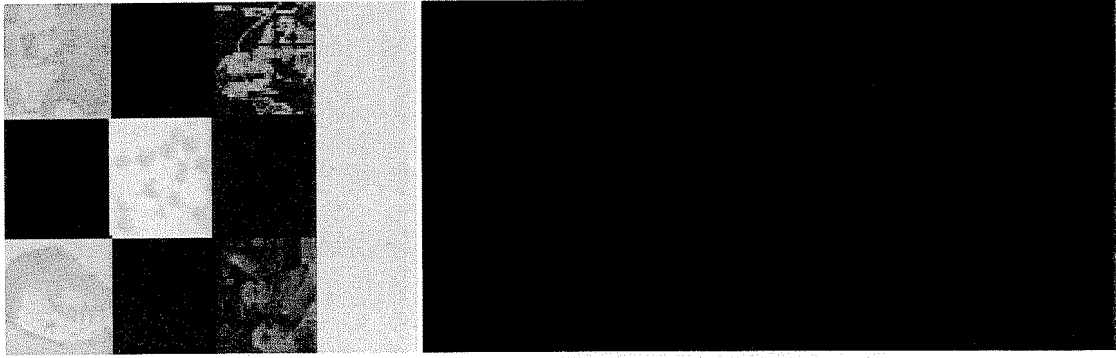


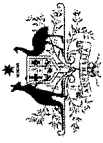


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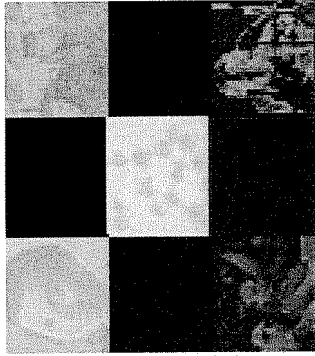
IESIP SRA

- Continuation of per-capita SRA.
- 2001 ABS Census will apply.
- No provider will experience a reduction in their SRA rates from their 2004 levels.
- SRA rates in state capital cities and Canberra will be “frozen” at 2004 levels, without indexation in future years (Except Preschools).





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Strategic Initiatives

- Directed at promoting systemic change and developing flexible whole of government approaches to education delivery.
- NIELNS will continue and be re-oriented to:
 - the practices and skills of teachers and their support staff;
 - preparing young Indigenous children for formal schooling; and
 - helping re-engage and retain more students to Year 12 or its VET equivalent.
- NIELNS Evaluation website:

<http://www.dest.gov.au/schools/Publications/2004/index.htm#NIELNS>

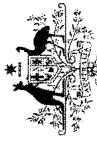




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ABSTUDY

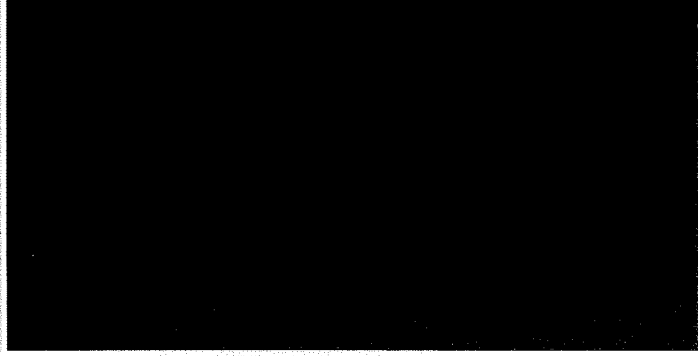
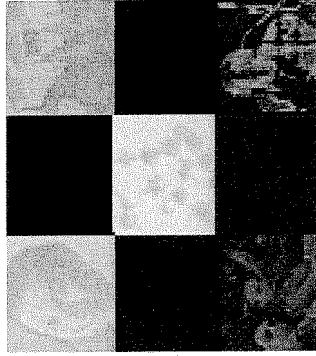
- ABSTUDY comprises a means-tested Living Allowance and supplementary benefits for eligible students studying accredited courses at the secondary and tertiary levels.
- There are no administrative or programme changes to ABSTUDY in this package.



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New Performance Measures Tied to Funding

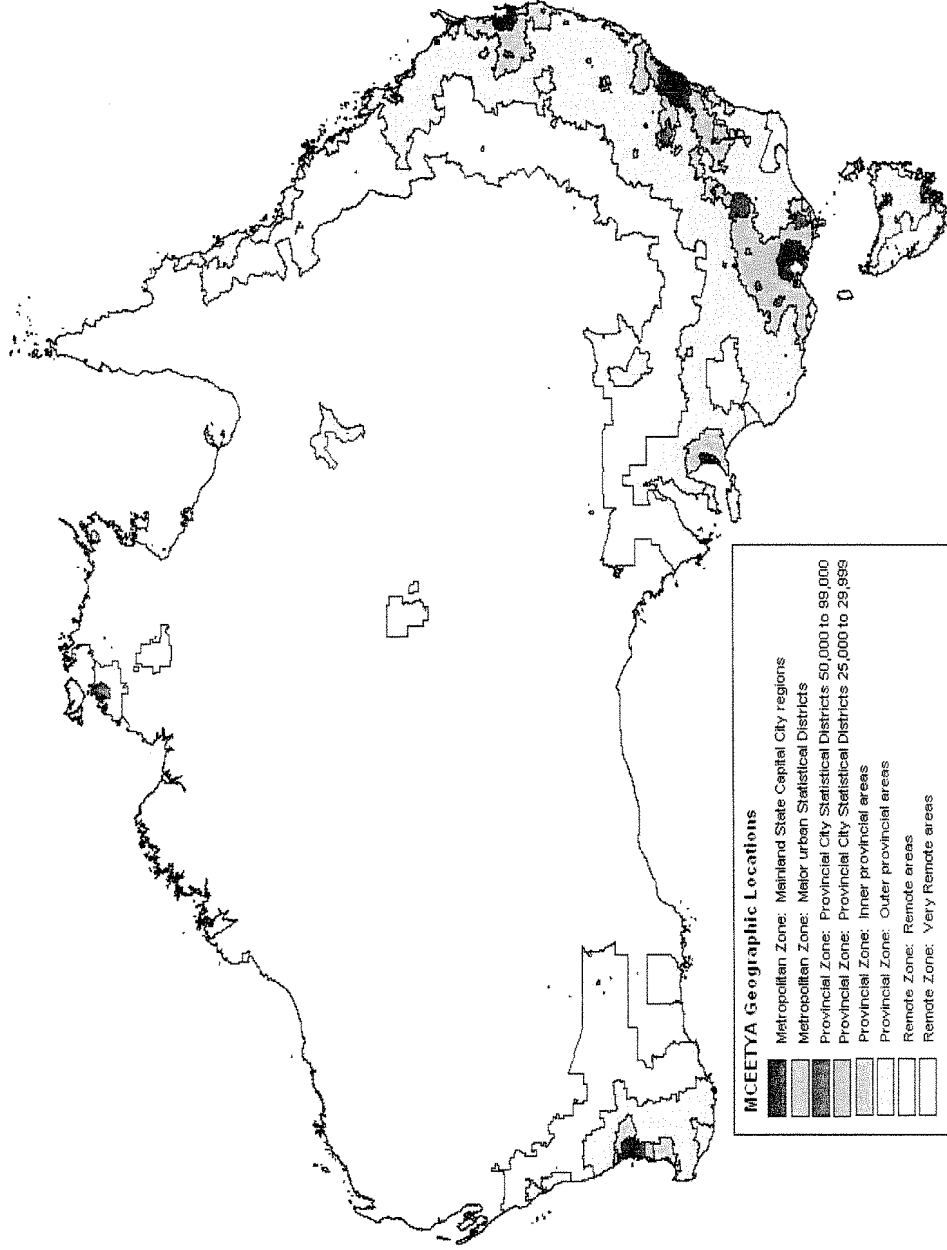
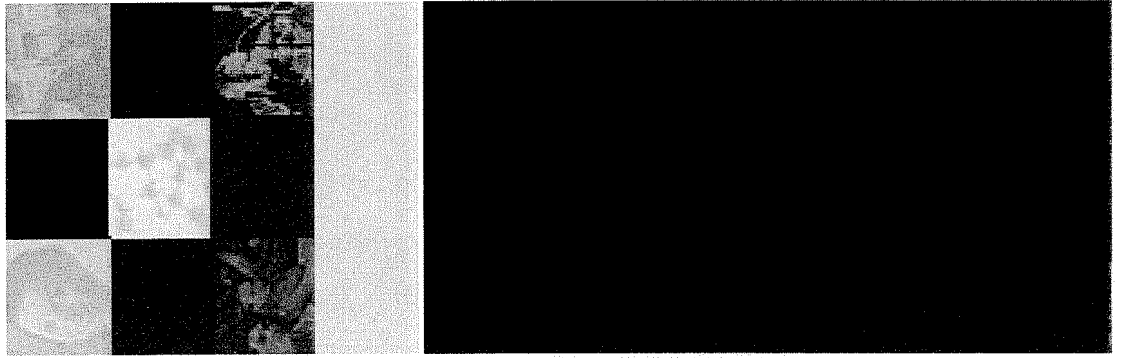
- **Performance Framework** for Indigenous education providers in **2005-2008 will be further strengthened.**
- **School attendance benchmarks will be introduced** for all students (Indigenous and non-Indigenous) from 2005.
- Annual **Indigenous Education Statement (IES)** will be required from government and non-government systems reporting on how mainstream school funding is expended to improve Indigenous student education outcomes.
- MCEETYA GLC will be used for IESIP Reporting.

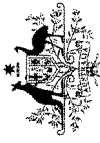




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MCEETYA Geographic Locations

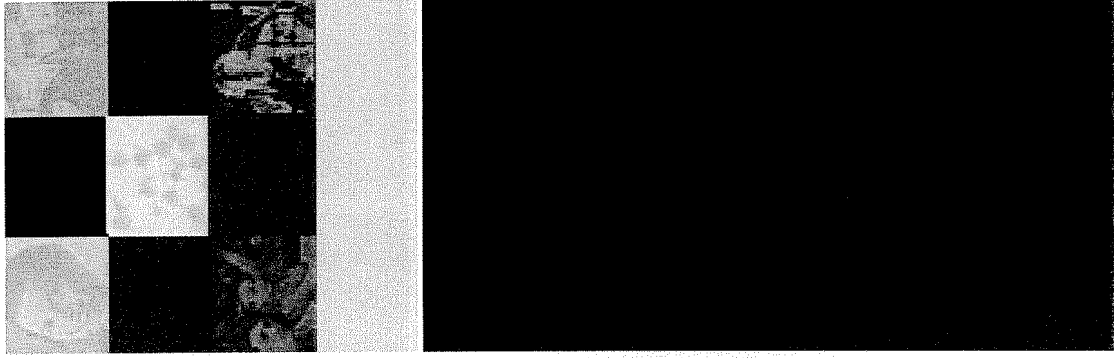




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Negotiating with Stakeholders

- Multilateral and Bilateral negotiations will begin in April.
- Consultations will be held in conjunction with the schools funding agreement negotiations.
- Over 300 Indigenous Education Agreements need to be negotiated and signed before 1 January 2005.

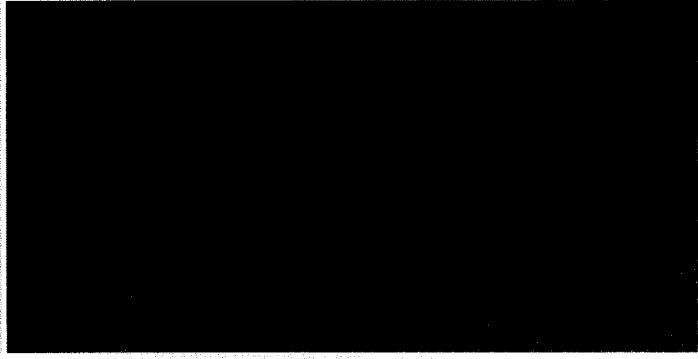
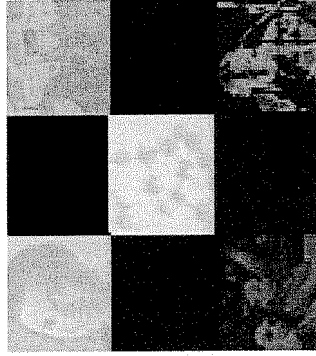




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IEDA Reforms - Implications for Staff

- The new arrangements will take effect from 1 January 2005.
- There will be no reduction in staffing.
- Network officers will receive support from National Office, in coordination with State Offices.
- **National Office Helpline –
(02) 6240 5437**

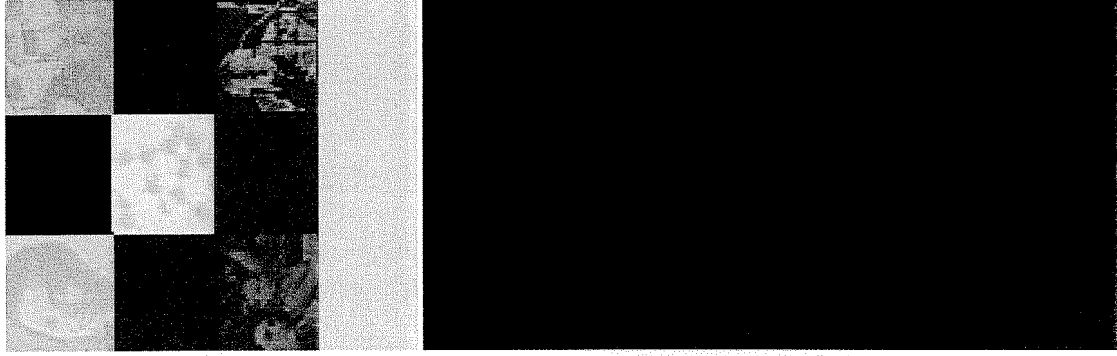




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ITAS – Implications for Staff

- ATAS renamed ITAS will no longer be accessible in every year of schooling.
- Homework centres will no longer be considered part of ATAS. From 2005, Homework Centres will be funded under the Whole of School Interventions Strategy.
- In-class tuition will be delivered by agreements with providers, not by DEST staff.
- For some staff there may be reduced processing requirements because of the introduction of INDIGO and a refocussing of ITAS away from direct contracting of tutors and towards bulk funding arrangements.
- Programme guidelines will be developed by June 2004.

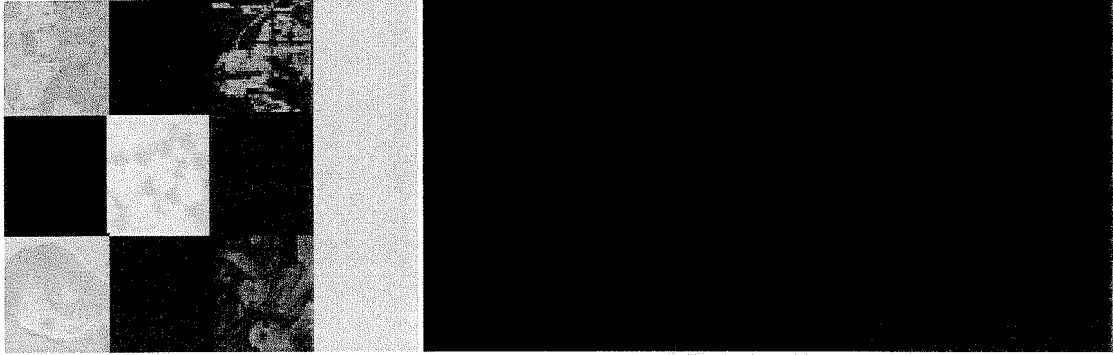




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ITAS - Implications for Clients

- Changes to ATAS:
 - Renamed ITAS (Indigenous Tutorial Assistance Scheme).
- Tuition no longer accessible in every year of schooling.
- Targeted focus on:
 - Students not meeting Years 3,5 and 7 benchmarks;
 - Tuition for Years 10, 11 and 12 to improve retention rates; and
 - Improving Year 12 or VET equivalent outcomes.

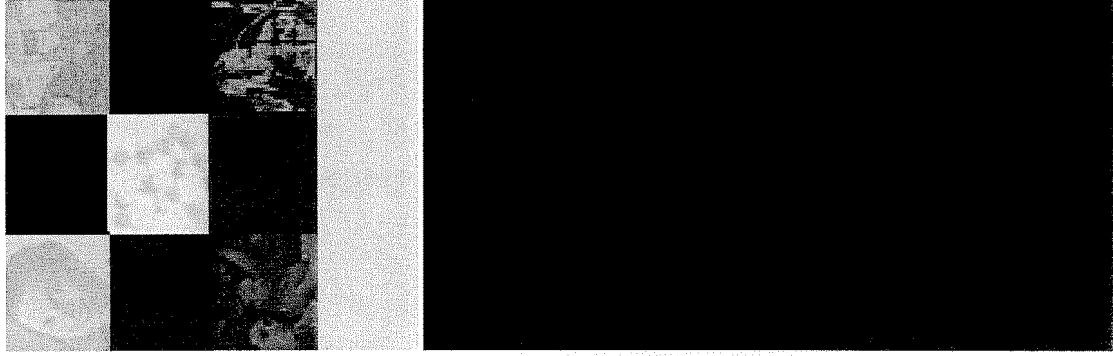




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Whole of School Interventions Strategy- Implications for Staff

- From 2005, Parent and School Partnership initiatives will replace VEGAS projects. Like VEGAS, these projects will be submission-based and address AEP priorities.
- Focus on working with the Community, Indigenous parents and Schools to identify and develop projects.

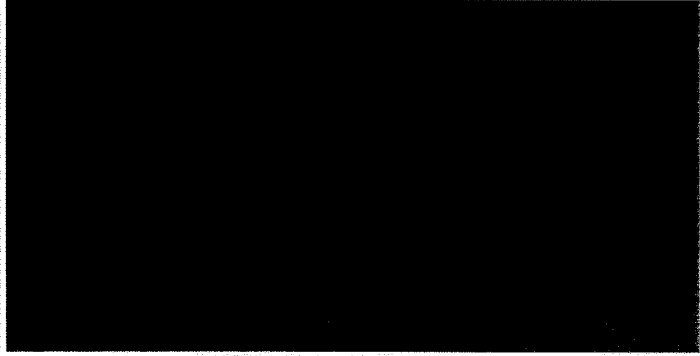
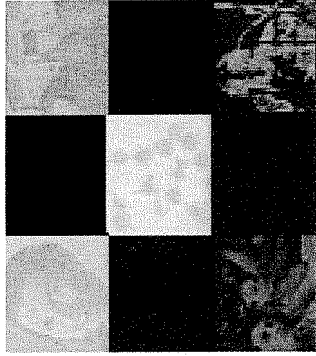


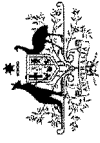


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Whole of School Intervention Strategy- Implications for Clients

- Transition of ASSPA Committees to Indigenous Parent Committees.
- Where the School Council has a majority of Indigenous members this can be an Indigenous Parent Committee (IPC).
- Strengthen the opportunities for collaborative and innovative approaches to meeting the educational needs of Indigenous students.

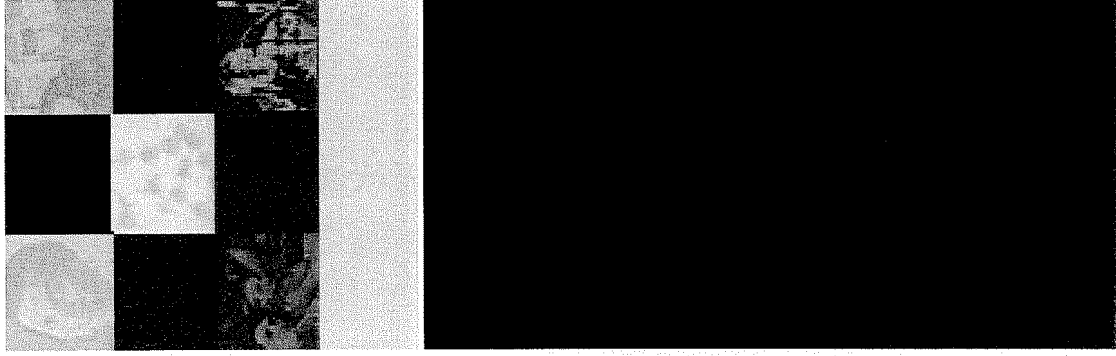




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IESIP SRA – Implications for Staff

- Will relate more to the monitoring and reporting of educational outcomes from education providers receiving IESIP.

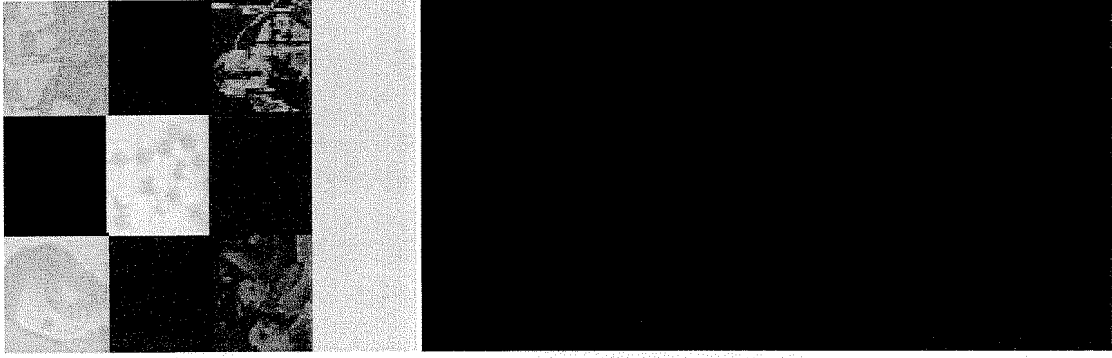




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IESIP SRA – Implications for Clients

- No Losers.
- Funding is provided for students in remote locations at twice the level of that for students in non-remote locations.

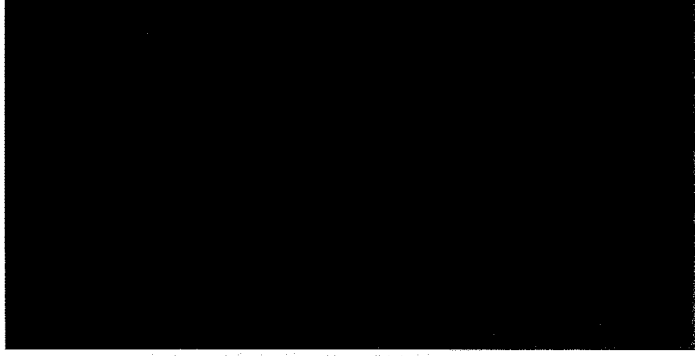
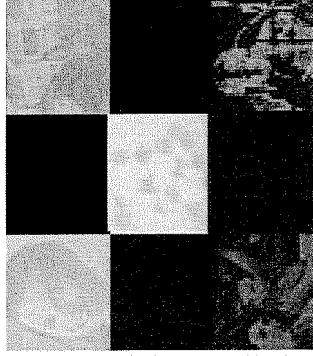


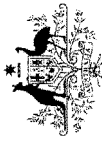
Performance Measures – Implications for Staff

- State Office Staff will be involved in bilateral negotiations and strategic direction meetings with education providers from all sectors and jurisdictions.



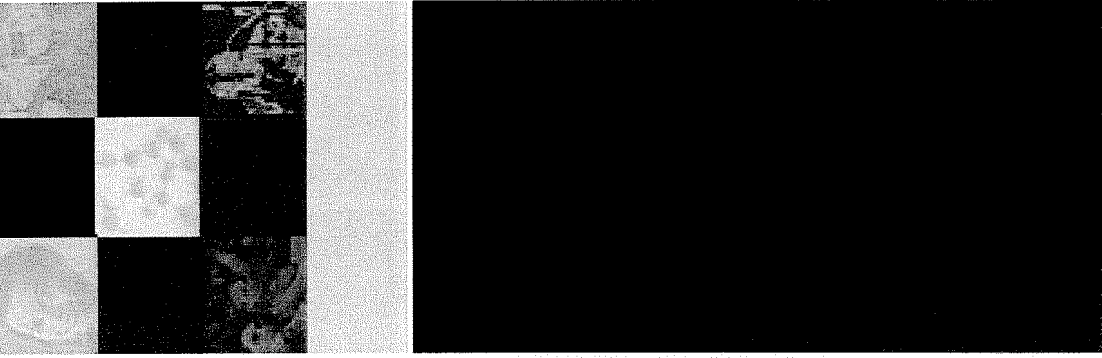
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Performance Measures – Implications for Clients



- Providers **will be required** to agree to performance indicators and targets to accelerate the rate of progress in improving Indigenous education outcomes and attendance;
- Providers **must agree** to the monitoring of their performance and expenditure, and to report against the agreed performance indicators and targets;
- Providers **must transparently report** :
 - Their expected and actual expenditure on Indigenous education from their own sources; and
 - Provision for Australian Government intervention in the case of underperformance by providers against agreed performance indicators or for failure to report.



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Other Key Dates for 2004

APRIL

Ambassadors and IECB Workshops
Development of new template for IEAs and Schedules
IEDA Reconceptualisation Workshops eg HWC, ICT, Strategic Projects
30th – all data with National Office for NRP

MAY

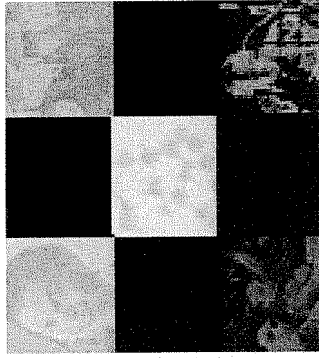
Federation of Independent Aboriginal Education Providers Workshop
Consultation on of new IEAs
18-20th Change Management Workshop II
Consultation on Performance Framework - Majors/Minors

JUNE

Draft Legislation introduced
INDIGO Phase 1 IEU staff training

JULY

Business Rules for IEDA Reconceptualisation completed
Release INDIGO - ATAS Tutor package





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Other Key Dates for 2004

AUGUST

13th – VEGAS Submissions close

SEPTEMBER

Release INDIGO - IEDA Reporting

OCTOBER

Release INDIGO - IESIP Contract Management

NOVEMBER

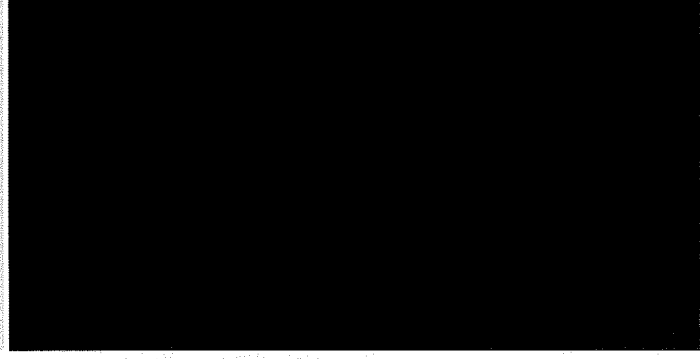
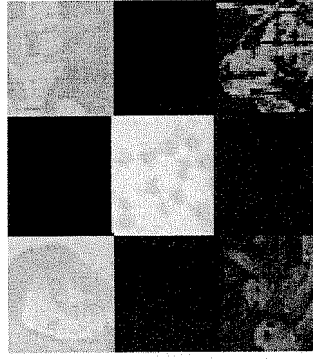
Major/Minor Providers Conference (to be confirmed)
National Report to Parliament tabled

DECEMBER

Change Management Workshop III
Implement new IEDA and Programme training IEDA
Legislation passed by 2 December
New IEAs signed

JANUARY 2005

Release INDIGO – Reengineered IEDA & enhancements for reporting





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Conclusion

- 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.
- The objective is to close the educational divide between Indigenous and non-Indigenous Australians.
- Legislation will be introduced mid-year to give effect to the package from 1 January 2005.

