

**Senate Standing Committee on Education Employment and Workplace
Relations**

**QUESTIONS ON NOTICE
Budget Estimates 2010-2011**

Outcome 2 - Schools

DEEWR Question No.EW0363_11

Senator Bilyk asked on 3/06/2010, Hansard page 36.

Question

Languages Education

Senator BILYK—Do you find that smaller schools apply?

Ms Davy—I would have to go back and check this, but I would expect that we are getting more clusters of schools applying—and that high school-primary school model. One of the big issues we have in languages education is the continuity of the same language learning from the primary school to the high school.

Senator BILYK—I was thinking about the regional areas where it is probably harder to get teachers.

Dr Bruniges—We could have a look maybe at the kinds of schools that have applied and how many are in clusters. I certainly think that this component has created the licence for schools to innovate in a whole range of areas, to look at the importance of both the professional learning of teachers and how they might deliver, how they craft curriculum resources and how they link to their communities. As Ms Davy has pointed out, that clustering often comes from a really positive response to gain things like continuity of language learning between primary and secondary schools.

Answer

In Round 1 of the National Asian Languages and Studies in Schools Program *Becoming Asia Literate: Grants to Schools*, 86 projects, representing 141 schools, were successful in receiving grants.

A total of 21 projects (24 per cent) involved clusters of schools. A further 3 projects (3.5 per cent) involved multiple campuses of the same school.

Of the 86 successful Round 1 projects:

- 54 (63 per cent) were from schools located in capital cities
- 18 (21 per cent) were classified as regional
- 14 (16 per cent) were classified as rural.