

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

**QUESTIONS ON NOTICE
Budget Estimates 2011-2012**

Cross Portfolio

DEEWR Question No.EW0148_12

Senator Fierravanti-Wells provided in writing.

Question

National Mental Health Reform

Please outline all programs and spending in the portfolio over forward estimates which deal with mental health issues. In relation to each program, please advise:

- Program name
- Where it is located in the portfolio
- Objectives of the program
- The amount of the spending over forward estimates
- Key deliverables for the program.

Answer

Information associated with Education, Employment and Workplace Relations portfolio programs and program elements that relate to mental health issues are provided at [Attachment A](#).

Program Name:	Where it is located in the portfolio	Objectives of the program	The amount of the spending over forward estimates	Key deliverables for the project
Support for the Child care System Sub-Element: Building competencies in early childhood mental health and wellbeing for early childhood workers and educators	Outcome 1.1	The project will assist in building the early childhood education and care workforce capacity to holistically support the development of children, in particular, children's mental health and wellbeing.	\$0.5 million in 2011-12 - Reference measure description in Budget Paper No. 2, page 156.	Analysis of existing workforce training and education on early childhood mental health and wellbeing. Consultations with key stakeholders on current practice and training requirements. Report and recommendations on national competencies in early childhood mental health and wellbeing for children's service workers and educators.
Support for the Child care System Sub-Element: Australian Early Development Index (AEDI)	Outcome 1.1	<p>The Australian Early Development Index (AEDI) is a population based measure of how children have developed by the time they start school across five areas of early childhood development: physical health and wellbeing, social competence, emotional maturity, language and cognitive skills, and communication skills and general knowledge.</p> <p>The AEDI results provide a snapshot of how children in the local area have developed by the time they start school. They can help governments and communities understand what's working well and what needs to be improved or developed to better support children and their families. Together with other socio-demographic and community information, the AEDI results are a powerful tool for influencing planning and policy around early childhood development.</p> <p>The Australian Government has committed to ongoing three yearly cycles of the AEDI. In recognition of its early intervention and prevention focus, this commitment was announced as part of the 2011-2012 Budget Mental Health Reform package.</p>	\$51.2 million over the five years 2011-12 to 2015-16 (including \$29.7 million provided in the 2011-12 Budget – Reference measure description in Budget Paper No. 2, Page 166).	<p>The Government's ongoing commitment will enable data to be collected nationally every three years (2012, 2015, 2018 etc) from approximately 270,000 children in their first year of full-time school. The next collection will take place from May – July 2012, with results expected in 2013.</p> <p>This data will be publicly available for approximately 96% of Australian communities. The results will be provided through a national report, community maps and community profiles. Researchers will also be able to access the AEDI dataset and undertake data linkage activities with other datasets.</p>
Literacy, Numeracy and Special Learning Needs (Non-Government)	Outcome 2.2	<p>The Literacy, Numeracy and Special Learning Needs Program (LNSLN) aims to improve the literacy, numeracy and other learning outcomes of students who are educationally disadvantaged and who require additional assistance. This Program is the main source of targeted Australian Government funding for students with disabilities (per capita component). It is also the Australian Government's key program which contributes towards implementing the National Literacy and Numeracy Plan (NLNP) (recurrent component).</p> <ul style="list-style-type: none"> • The funding under LNSLN is distributed directly to the non-government education authorities. • Funding for the government sector has been rolled into the National Education Agreement. • LNSLN to the Non Government Sector has two components, Recurrent and Per Capita. These amounts are paid in quarterly instalments to the non government education authorities. 	<p>\$960.4 million from 2011-12 to 2014-15</p> <p>The objective of the program is to improve the learning outcomes of educationally disadvantaged students. This may include students who have mental health issues.</p>	<p>The Administrative Guidelines: Commonwealth Programs for Non-government Schools, 2009-2012 sets out the eligibility criteria for the LNSLN program. The following are the key eligibility criteria:</p> <ul style="list-style-type: none"> • Funding under LNSLN Program can be targeted to students and special schools who are eligible for the Recurrent Grants Program Funding. • Funding is targeted at the most educationally disadvantaged school students, including special school students, from Prep (or equivalent) to Year 12 who may face barriers to effective participation at school and who: <ul style="list-style-type: none"> ○ are not achieving or at risk of not achieving a minimal standard of literacy and/or numeracy or other appropriate standard of achievement and/or ○ require additional assistance to reach an appropriate standard of achievement. <p>Non-government education authorities in each state and territory are responsible for the detailed administration of the LNSLN funding in their systems and schools.</p>
Helping Children with Autism	Outcome 2.3	The Helping Children with Autism (HCWA) package is the Australian Government's response to the increasing prevalence of children with Autism	\$22 million from 2011-12 to 2014-15.	Following an open tender process, in April 2008 DEEWR engaged the Australian Autism Education and Training Consortium (AAETC) to deliver its HCWA

		<p>Spectrum Disorders (ASD), and aims to provide:</p> <ul style="list-style-type: none"> • earlier and more accurate diagnosis of children with ASD • increased access to early intervention programs for children and school students with ASD • further support services for these children and students. <p>The package is a cross-portfolio initiative being implemented by the Department of Families, Housing, Community Services and Indigenous Affairs (FaHCSIA, the lead agency), the Department of Health and Ageing (DoHA), and the Department of Education, Employment and Workplace Relations (DEEWR).</p> <p>DEEWR's HCWA initiatives provide:</p> <ul style="list-style-type: none"> • professional development for teachers and other school staff who are working with students with ASD, to increase their understanding, skills and expertise in working with those students • workshops and information sessions for parents/carers of school aged children with ASD, to assist them in working with their child's teachers, school leaders and other school staff. <p>Also under the HCWA program there is support for children, families and professionals including teachers and other school staff. The package is a cross-portfolio initiative being implemented by the Department of Families, Housing, Community Services and Indigenous Affairs (FaHCSIA, the lead agency), the Department of Health and Ageing (DoHA), and the Department of Education, Employment and Workplace Relations (DEEWR).</p>	<p>The objective of the program is to help teachers and parents work together more effectively to improve educational outcomes for students with autism. This may include students with autism who have mental health issues.</p>	<p>initiatives. Participation of school staff in the professional development is being negotiated by the AAETC with state and territory education authorities. All parents of school-aged children with ASD in Australia are eligible to attend the parent/carer workshops, which are being delivered in metropolitan, rural and regional areas in all states and territories.</p> <p>HCWA administered funds are also used to support an evaluation of the initiative (which will concluded in September 2010) and meetings of the DEEWR HCWA Advisory Committee.</p> <p>Key performance indicators for the Helping Children with Autism Package are provided in the Education, Employment and Workplace Relations 2011-12 Portfolio Budget Statements.</p>
<p>The Social Engagement and Emotional Development survey for Children aged 8 to 14 years</p>	<p>Outcome 2.3</p>	<p>National data will be developed specifically for young people in their middle years through this national survey.</p> <p>The survey is intended for repeated long term use and will monitor trends in children's wellbeing in the middle years, among different groups of Australian children, and among Australian children in international comparison.</p> <p>The survey will:</p> <ul style="list-style-type: none"> • focus on the social and emotional development of young people and the impact this has on their wellbeing and resilience. • help understand patterns and variation in Australia children's wellbeing across group and in international comparison, with a particular emphasis on children who experience disadvantage. • inform future policy to respond to the social, emotional and mental health needs of Australian children and young people in their middle years. 	<p>The Government will provide \$1.5 million over five years (\$0.3 million each year) to develop a national Social Engagement and Emotional Development survey for children aged 8 to 14 years - Reference measure description in Budget Paper No. 2, page 167.</p>	<p>Work on the survey will commence in late 2011. The survey instrument will be trialled with a representative sample of school children and schools across Australia in 2012-13.</p> <p>The first survey is expected to be conducted in 2013-14.</p> <p>The survey will include oversampling of groups of young people identified as most vulnerable, including those living in regional and remote areas, those with disability, those who are economically disadvantaged and those who identify as Indigenous.</p>

National School Chaplaincy Program	Outcome 2.3	The objectives of the National School Chaplaincy Program are to assist school communities to provide pastoral care, general spiritual, social and emotional comfort to all students and staff, irrespective of their faith or beliefs. This can include support and guidance about ethics, values, relationships, spirituality and religious issues; the provision of pastoral care; and enhancing engagement with the broader community.	\$222 million from 2011-12 to 2013-14 The objective of the program is to give high priority to early intervention, by strengthening protective factors and reducing risk factors – heading off problems before they occur, or before they become more serious, and helping people deal with set-backs and manage potentially negative impacts on their lives.	National School Chaplaincy program will be extended for all participating schools until December 2014, and expanded by up to an additional 1,000 schools, including schools in rural, remote and disadvantaged locations. The program supports school communities to access the services of a school chaplain or secular pastoral care worker, to support student well being. It provides grants of up to \$20,000 a year to eligible government and non-government schools to establish new, or enhance existing, chaplaincy services.
Together for Humanity project	Outcome 2.3	The Together for Humanity project will fund development of resources for teachers and students so that are better equipped to combat discrimination and alienation of students on the basis of differences in culture, language and beliefs.	The Government will provide \$239,273 each year over three years (2010-11 to 2012-13). The objective is to optimise student resilience & wellbeing.	The key deliverables of the project are: <ul style="list-style-type: none"> • The development of resources for students. • Assisting teachers to develop sufficient knowledge, skills and experience of effective interaction with other cultures to be able to address prejudice and bullying linked to differences of culture, religious belief, language or values such as sexual orientation. • Assisting teachers to be equipped to deal with students' questions and concerns by providing access to evidence-based and tested materials and strategies, in print and on-line. Involving at least 10,000 school students taking part in face-to-face programs in at least 100 schools.
National anti-bullying initiatives	Outcome 2.3	To raise awareness of bullying and provide strong anti-bullying messages to students. DEEWR, along with state and territory governments, funds the development and maintenance of the Bullying No Way! website and the national day of action against bullying and violence campaign. This funding is provided to the Safe and Supportive School Communities project (a subgroup of MCEECDYA) which is led and managed by Department of Education and Training Qld.	The Government is providing \$380,000 for 2011-12. The objective is to optimise student resilience and wellbeing.	Key deliverables of the SSSC are: <ul style="list-style-type: none"> • The Bullying. No Way! website (www.bullyingnoway.com.au). • The national day of action against bullying campaign 'Take A Stand Together'.
Life Education National Office	Outcome 2.3	DEEWR is providing funding to Life Education Australia to enhance their capacity to support the ongoing development and implementation of school based student resilience and wellbeing programs and resources for government and non-government state and territory education authorities.	The Government is providing \$300,000 each year for 2010-11 and 2011-12. The objective is to optimise student resilience and wellbeing.	Key deliverables of the project are: <ul style="list-style-type: none"> • Developing and overseeing the promotion and distribution of Life Education Australia material and information nationally. • Establishing and maintaining working relationships with relevant stakeholders, including state and territory government and non-government education authorities. Conducting organisation research and evaluation - demonstrating the evidence base for the project.

Wakakirri National Story Festival	Outcome 2.3	<p>The Wakakirri National Story Festival challenges schools to create a story and share it with Australia to make a positive impact. Through its programs, it supports schools to address social issues such as cultural diversity, bullying, tolerance and understanding by telling stories linked to learning areas</p> <p>Every school that enters Wakakirri must reduce, reuse and recycle to make props and costumes and tell a story with a positive message.</p> <p>The Wakakirri National Story Festival allows children to develop confidence, self-esteem, fitness and teamwork through its programs which include story-dance, story-singing, story-writing, story-drawing and story-films.</p>	<p>The Government is providing \$320,000 each for 2010-11 and 2011-12.</p> <p>The objective is to optimise student resilience and wellbeing.</p>	<p>Key deliverables of the project are:</p> <ul style="list-style-type: none"> • Providing access to Wakakirri for every school in Australia by offering live events in each state and territory and online events as part of the Wakakirri Country program; and to support participation in National Story Week. • Supporting schools to provide quality outcomes by continuing research into social, educational and community outcomes; encourage schools to tell stories linked to their areas of learning; promote and support participation in Wakakirri health-based and literacy-based programs. • Supporting schools to address social issues such as cultural diversity, bullying, tolerance and understanding by telling stories linked to learning areas; provide an online story site for all schools to view; provide schools with a DVD record of all stories produced; produce a television special that showcases the outstanding stories from the Festival; and provide an exhibition of stories from around Australia at each live venue for schools to view and discuss. • Providing teachers with professional development and enhancing the quality and status of teaching by conducting workshops for teachers in every state and territory; engaging arts professionals at workshops; employ a national coordinator that travels to schools to offer advice and support; developing web resources for regional and remote schools; and publicly profiling schools and teachers who produce outstanding work.
Pedestrian Council 12 th and 13 th National Walk Safely to School Day.	Outcome 2.3	<p>The objectives of the project are to:</p> <ul style="list-style-type: none"> • encourage parents and carers to walk to school with primary school age children and reinforce safe pedestrian behaviour; • promote the health benefits of walking and help create regular walking habits at an early age; • ensure that children up to 10 years old hold an adult's hand when crossing the road; • reduce the car dependency habits that are being created at an early age and which will be difficult to change as children become adults; • promote the use of public transport; • reduce the level of air pollution created by motor vehicles and traffic congestion; • increase participation in national Walk Safely to School Day activities. 	<p>The Government is providing \$50,000 each year for 2010-11 and 2011-12.</p> <p>The objective is to optimise student resilience & wellbeing.</p>	<p>The key deliverables of the project are:</p> <ul style="list-style-type: none"> • Promotion of the event and the benefits of walking and a healthy breakfast; • Increasing awareness of the health, social and environmental risks of physical inactivity; • Promotion of safety around schools in terms of safe walking routes to school and safety with cars around schools; • Raising awareness about the need to walk or undertake other physical activity for an hour a day to meet national guidelines for healthy children and young people. • Building local partnerships between schools, local councils and local businesses. • Building local capacity to develop supportive environments for physical activity. <p>Participation of schools, families and local communities in the event along with other local organisations.</p>

<p>Smarter Schools National Partnership for Low SES School Communities</p>	<p>Outcome 2.8</p>	<p>The Smarter Schools National Partnership for Low Socio-Economic Status School Communities will inject \$1.5 billion Commonwealth funding over seven years (2008–09 to 2014–15) to address educational disadvantage associated with low socio-economic status. The funding will facilitate reforms in leadership, teaching and learning in approximately 1700 government and non-government schools serving disadvantaged communities, including many schools in rural and remote areas. The reforms will better support student learning needs and wellbeing and will foster a successful transition to further education, work and active participation in the community.</p>	<p>\$1.5 billion from 2008-09 to 2014-15</p> <p>The objective of the program is to better support student learning needs and their wellbeing in order to foster a successful transition to further education, work and active participation in the community.</p>	<p><i>New South Wales</i></p> <ul style="list-style-type: none"> • In New South Wales Community Liaison Officers are being appointed to help schools develop stronger links with their communities, through increased engagement with parents and community services to provide additional support for students. <p><i>Queensland</i></p> <ul style="list-style-type: none"> • Queensland is establishing ‘Wellbeing Centres’ at schools to foster greater wellbeing of students and their families. These Centres will make sure that students who have complex needs in areas such as mental health, housing, relationships, illness or substance abuse, will have access to services coordinated through their school. <p><i>South Australia</i></p> <ul style="list-style-type: none"> • South Australia is expanding the successful Innovative Community Action Networks (ICAN) initiative which helps young people at risk of dropping out of school to get back into learning or earning • The independent school sector has engaged speech pathologists, occupational therapists and psychologists to provide additional support to students in participating schools. • Seven community partnerships have been established allowing clusters of schools to access a range of youth development programs and tailored mentoring to improve student engagement. <p><i>Tasmania</i></p> <ul style="list-style-type: none"> • Partnerships between schools and families, community organisations, businesses and government agencies are being actively fostered and better integrated into schools to respond to the needs of students and their families. <p><i>Victoria</i></p> <ul style="list-style-type: none"> • Victoria is piloting three extended school hubs that are providing for co-location and better integration of services, and increasing community use of school facilities, with extended hours learning support, homework clubs, and access to additional expertise or student mentoring. <p><i>Western Australia</i></p> <p>In Western Australia a two year pilot program will turn schools into ‘community hubs’ where young children and their families can access integrated education, health and other key services in the one convenient location.</p> <p><i>Northern Territory</i></p> <ul style="list-style-type: none"> • In the NT, around 20 large, very remote government schools are providing care and wellbeing programs and developing local solutions to support students and families to positively engage with schooling as a basis for successful learning and better life outcomes. <p><i>Australian Capital Territory</i></p> <ul style="list-style-type: none"> • In the ACT, field officers have been appointed in all four Partnership schools to support student well being by building better school/community partnerships.
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<p>Students with Disabilities</p> <p>(Note the Government Sector funding element for this measure is appropriated to the Treasury Portfolio)</p>	<p>Outcome 2.10</p>	<p>To increase support for students with disabilities by building the capacity of schools and teachers to better meet their individual needs. This will be accomplished through a range of activities as negotiated between each education authority and DEEWR. Available activities include: the provision of coordinated services by health specialists within a school (e.g. occupational therapy) and adapting curriculum tailored to students' needs based on the latest expert advice.</p>	<p>\$200 million from 2011-12 to 2013-14</p> <p>Each education authority will be provided the opportunity to determine the pool of students with disabilities to benefit from this initiative. This may include students with mental health issues.</p>	<p>The Australian Government will enter into a National Partnership with the government sector and funding agreements with the non-government sector to provide them with the funding for this initiative.</p> <p>Government and non-government education authorities will submit implementation plans to the Australian government detailing how they propose to use the funds to best support the students in their schools. Implementation plans will be negotiated and agreed with the Australian Government.</p>
<p>Youth Support</p>	<p>Outcome 2.11</p>	<p>National Partnership (NP) on Youth Attainment and Transitions will improve young Australians' educational participation and attainment, their engagement, and their transition to post-school education, training and employment. Under the NP, the government is providing funding of \$286.8 million over four years for the Youth Connections Program. Youth Connections provides an improved safety net for youth at risk (initially delivered as a Commonwealth Own-Purpose Expense). It provides flexible, individualised support to young people who have disengaged, or are at risk of disengaging from school. Support is tailored to each young person's personal situation and circumstances and assists them to overcome obstacles to engagement, including barriers such as homelessness, mental health issues, drug and alcohol abuse and low literacy and numeracy.</p>	<p>\$179.2 million from 2011-12 to 2013-14</p> <p>The program provides support which is tailored to each young person's personal situation and circumstances and assists them to overcome obstacles to engagement, including barriers such as homelessness, mental health issues, drug and alcohol abuse and low literacy and numeracy.</p>	<p>Key performance indicators for the Youth Connections program are provided in the Education, Employment and Workplace Relations 2011-12 Portfolio Budget Statements, Page 79.</p>
<p>Youth Development & Support Program</p>	<p>Outcome 2.11</p>	<p>The Program funds initiatives that inspire and encourage young people to engage with government and their community, and help them develop skills and connections within their communities.</p> <p>Through the Program, the Government will provide funding to eligible non-government, not-for-profit organisations to deliver a range of small-scale projects that encourage productive participation and social inclusion of young people at a community or national level.</p>	<p>\$500,000 per annum</p> <p>Some aspects of the program are aimed to assist young people with mental issues.</p>	<p>The program provides positive development opportunities for young Australians throughout adolescence and early adulthood (between the ages of 12 and 25 years). It aims to:</p> <ul style="list-style-type: none"> • Improve the life prospects of young Australians by successfully engaging them to help recognise and achieve their potential. • Support arrangements around young people's development and transition to independence and adulthood. • Promote a positive perception of young people and help them participate actively in the community as respected citizens. • Help young people at risk or who have disengaged from their families, employment, community or education and training, through the delivery of targeted initiatives specifically for young people that offer effective and practical solutions.

Employment Assistance Fund	Outcome 4.3	The Employment Assistance Fund (EAF) helps people with disability and mental health condition by providing financial assistance to purchase a range of work related modifications, special equipment and services for people who are about to start a job or who are currently working, as well as assistive technology for those who require assistance to find and prepare for work.	Funding for the Employment Assistance Fund (EAF) is part of the Employment Assistance and Other Services appropriation, which also includes funding for the Wage Subsidy Scheme, National Disability Recruitment Coordinator Service, Disability Support Pension Employment Incentive Pilot, Supported Wage System. The total funding for the Employment Assistance and Other Services is \$138.6 million from 2011-12 to 2014-15.	Work-related services and modifications available through the EAF include, including the cost of modifications that may be needed to a workplace, modification to work vehicles and equipment, the purchase of assistive technology, special work equipment, Auslan interpreting services, workplace assessments, disability awareness training and specialised assistance for people with mental illness and specific learning disability. Key performance indicators for the Employment Assistance Fund, as a component of Employment assistance and other services are provided in the Education, Employment and Workplace Relations 2011-12 Portfolio Budget Statements, Page 122.
Disability Employment Services	Outcome 4.3	Disability Employment Services (DES) providers have a specialist role in assisting people with disability, injury or health condition to secure and maintain sustainable employment including people with mental illness.	<p>\$2.2billion from 2011-12 to 2014-15.</p> <p>The spending over the forward estimates is for the whole Disability Employment Services program and includes spending to assist job seekers with a mental illness.</p> <p>This estimate also includes the 2011-12 Budget measure – National Health Reform – increased employment participation for people with a mental illness. The Government is providing a \$2.4 million over 5 years. (2011-12 Budget Paper No. 2, page 166).</p>	<p>DES providers assess the impact that a participant’s injury, disability or health condition has on their ability to find and retain a job, and work with participants to develop an individually tailored pathway to employment. DES providers support and manage the impact of a participant’s condition in the workplace, providing ongoing support in the workplace for as long as it is required. This may include providing assistance such as information, training and support for employers, staff and the job seeker.</p> <p>Key performance indicators for Disability Employment Services are provided in the Education, Employment and Workplace Relations 2011-12 Portfolio Budget Statements, Page 122.</p>