

## **Joint Standing Committee on Migration**

### **QUESTION ON NOTICE** **Inquiry into Migrant Settlement Outcomes**

#### **Department of Education and Training**

Mr Jason Wood MP (Chair), asked on 9 August 2017, Proof Hansard page 8

#### ***Schools funding for English language tuition for migrants and humanitarian entrants***

##### **Question**

CHAIR: How much funding would the states get for schools?

Dr Banerjee: We would have to take that on notice.

##### **Answer**

From 2014, Commonwealth recurrent funding for schools is calculated under the Schooling Resource Standard (SRS) funding arrangements in accordance with the Australian Education Act 2013.

The SRS funding arrangements determine a school's funding against a benchmark (the SRS) which is used to assess the amount of recurrent funding required to meet the educational needs of students at a school. The SRS includes a base per-student amount with different levels of funding for primary and secondary students, plus loadings for certain types of student and school disadvantage, including a loading for students with low English proficiency (ELP). The ELP loading is calculated at 10 per cent of the SRS funding amount per student.

The ELP loading provides extra funding on top of the base amount for a student that comes from a language background other than English and at least one of the student's parents completed school education only to Year 9 (or equivalent) or below. This may include recently settled migrants and refugees. The loading is 10 per cent of the base amount. It is estimated that the Low English proficiency loading will account for 0.2 per cent of Commonwealth recurrent school funding expenditure in 2018.

To determine which students attract the loading, two key concepts relating to language and to disadvantage are relevant. The data for disadvantaged language background other than English (DLBOTE) used to calculate the loading comes from the Australian Curriculum, Assessment and Reporting Authority (ACARA) and is based on if:

1. the student comes from a language background other than English; and
2. at least one of the student's parents completed school education only to Year 9 (or equivalent) or below.

The following table outlines the Commonwealth notional allocation for ELP loading as at 2015-16 Budget. This data is provided for indicative purposes – see *note*.

	2014	2015	2016	2017
<b>Number of funded DLBOTE students (FTE)</b>	108,275	109,973	111,124	112,722
<b>Total Funding (\$M)</b>	30.8	33.7	36.2	39.5
<b>Funding per DLBOTE student</b>	\$ 284	\$ 306	\$ 326	\$ 350

*Note: During transition, entitlements are not calculated in terms of base and loading components. Commonwealth loading entitlements are a proportional estimate based on the contribution each of the base and loading components make to the total full SRS amount. This proportional estimate is then applied to the entitlement received during transition. Due to the effects of transition, individual loading amounts should not be considered in isolation. Data updates to one loading will influence the proportional composition of the base and loading components represented in the transitional entitlement.*

Under the Australian Constitution, the Commonwealth has no specific power in relation to schooling and does not have a direct role in the registration, administration and operation of schools. States and territories are instead responsible for decisions about schooling in their jurisdictions, including the allocation of funding to individual government schools.

While this is the case, the Commonwealth still provides substantial funding for all government schools. This funding is passed directly to the states and territories and combined with their own funding before the overall funding is distributed to each school according to each jurisdiction's own allocation model.

The Commonwealth is not prescriptive on the use of loading funding amounts, schools combine funding from the Commonwealth with other funding from the states and territories governments and private sources and then allocate their total resources within their school to address student need.

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**QUESTION ON NOTICE**  
**Inquiry into Migrant Settlement Outcomes**

**Department of Education and Training**

Mr Jason Wood MP (Chair), asked on 9 August 2017, Proof Hansard page 10

***Adult Migrant English Program (AMEP) subprograms – hours of tuition***

**Question**

CHAIR: What were the hours of the other programs?

Dr Banerjee: Five hundred and 10.

Mr Morling: It's probably worth reading out, because it is a little bit different.

CHAIR: That might be in your submission anyway.

Mr Morling: It's probably not, but we can provide something because that is factual information.

**Answer**

Eligible AMEP clients may access hours of tuition in addition to the 510 hour entitlement under the following subprograms: Special Preparatory Program (SPP); Settlement Language Pathways to Employment and Training (SLPET); and, AMEP Extend. Please see **Attachment A** for a breakdown of available hours and eligibility per subprogram.

**Attachment A**

Adult Migrant English Program (AMEP)										Additional Tuition Modes
SUB-PROGRAM										AMEP clients can access additional tuition modes for all programs except SLPET. Hours are deducted from the 510 hour entitlement.
Special Preparatory Program (SPP) Humanitarian entrants only			AMEP (General)		AMEP Extend	Settlement Language Pathways to Employment and Training (SLPET)				
			Social stream	Pre-employment stream						
< 25 years old & < 7 years school	< 25 years old & > 8 years schooling <u>OR</u> > 25 years old		- Required for clients with <i>jobactive</i> mutual obligation requirement - Default stream.	- Has not attained functional English after completing 500 hours of general tuition - Met KPIs for progression - Consistent attendance	- Previously participating in Pre-employment stream - Completed 75% of AMEP tuition hours <u>OR</u> achieved level 2 across all 8 ACSF indicators				<b>Home Tutor Scheme</b> - General: 1hr/wk up to 13hr/qtr - SPP: 2hr/wk up to 26hr/qtr	
Provides additional support to humanitarian entrants in recognition of difficult pre-migration experiences.		Specialised tuition to assist clients to participate socially and live independently.	Specialised tuition for clients seeking to gain functional English to participate in the workplace.	Provides additional tuition for clients who have not reached functional English after 500 hours.	Provides industry specific tuition and work experience to assist clients in transitioning to work.				<b>Distance Learning</b> - >50km from site <u>OR</u> - Unable to attend in person for physical, cultural or care-giver reasons.	
HOURS										TOTALS
+400 hours	+100 hours	+ 510 hours			+ 490 hours	+ 200 hours (inc. up to 80 hours work experience)			Max 1,600 hrs	
CLIENT NUMBERS										
2016-17	#	% of total	NB: There was no split between streams under the old contract	#	% of total	N/A. AMEP Extend is a new sub-program under the 2017-20 contract.	#	% of total	64,140	
	9,335	13%		57,968	83%		2,731	4%		
TEACHER QUALIFICATIONS										
As per enrolled stream.		Social: 3-year Australian under-grad degree or equivalent and must <b>be enrolled in</b> post-grad TESOL qualification in adult education	Pre-employment: 3-year Australian under-grad degree or equivalent and <b>have completed</b> post-grad TESOL qualification in adult education	As per enrolled stream.		3-year Australian under-grad degree or equivalent and <b>have completed</b> post-grad TESOL qualification in adult education				