

ADDITIONAL DATA: HOUSE OF REPRESENTATIVES STANDING COMMITTEE ON INDIGENOUS AFFAIRS - INQUIRY INTO EDUCATIONAL OPPORTUNITIES FOR ABORIGINAL AND TORRES STRAIT ISLANDER STUDENTS

IEUA-QNT is an industry union representing ~18,000 teachers, support staff and ancillary staff in non-government education institutions in Queensland and The Northern Territory and regularly participates in education and industrial debate through a system of committees comprised of members and union officers.

As indicated at the hearing, held at The Murri School on Friday 5th February 2016, our capacity to collect data relating to outcomes for students leaving their community schools to take up studies at boarding school is dependent on the ability of members to provide this data.

We were able to collect detailed and comprehensive data for a total of twenty students: Eight junior students (Years 7-9) and 11 senior students (Years 10-12) from a single community school in the Northern Territory. The data relates to enrolment status of each student from Term 1 2014, through to completion of Term 1 2016.

To protect the identity of the students, and the member/s providing data, summaries of the key points are provided in visual format, below.

Overall, 63% of the total population of students from the school in question spent at least some period of time at boarding school between Term 1 2014 and Term 1 2016. This included 53% of Junior School students and 63% of Senior Students.

The average duration of enrolment at boarding school for all (junior and senior) students was 8 weeks. For Junior Students, the average duration of enrolment at boarding school was 11 weeks (Fig. 1). For Senior Students, the average duration of enrolment at boarding school was 6 weeks (Fig. 1).

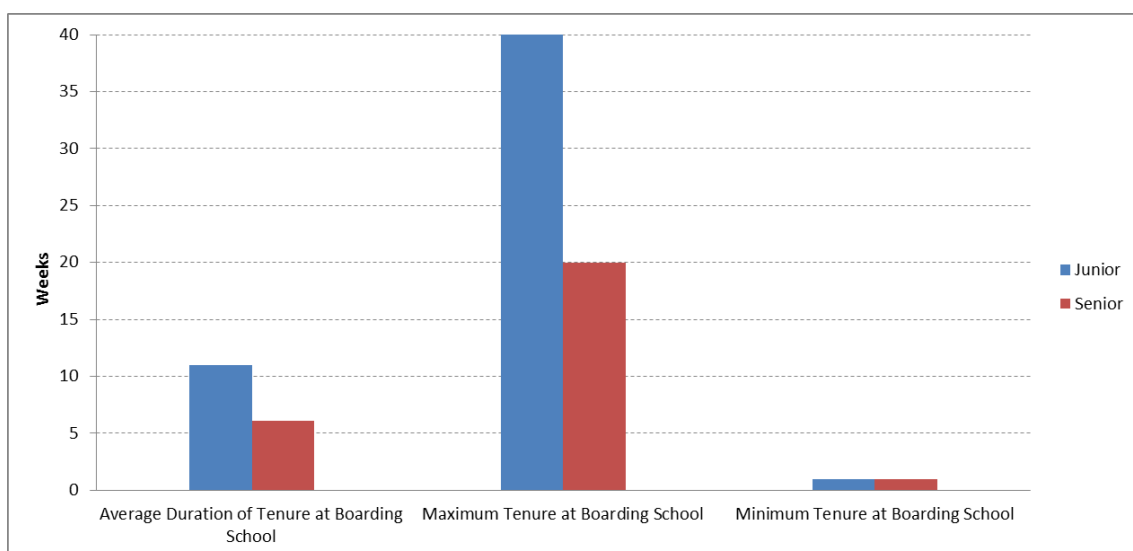


Figure 1: Duration of Enrolment at Boarding School, prior to return to Community School

The maximum duration of enrolment at boarding school for a junior student was 40 weeks. This student (Fig. 2) remained enrolled at the boarding school in question throughout 2015, but returned to the local community school in 2016. The shortest period of time that a Junior Student remained enrolled at a boarding school was five weeks (Fig. 2).

The maximum enrolment at boarding school for a senior student was 20 weeks (Fig. 3). This student left the local community school in Term 4 2014, but returned in Term 2 2015. The shortest period of time a senior student remained enrolled at a boarding school was less than one week (Fig. 3).

A particular point of note is that, while more senior than junior students were recruited to boarding school, Senior students appeared far more likely to disengage with schooling rather than re-enrol at the local community school (Fig. 2, Fig. 3)

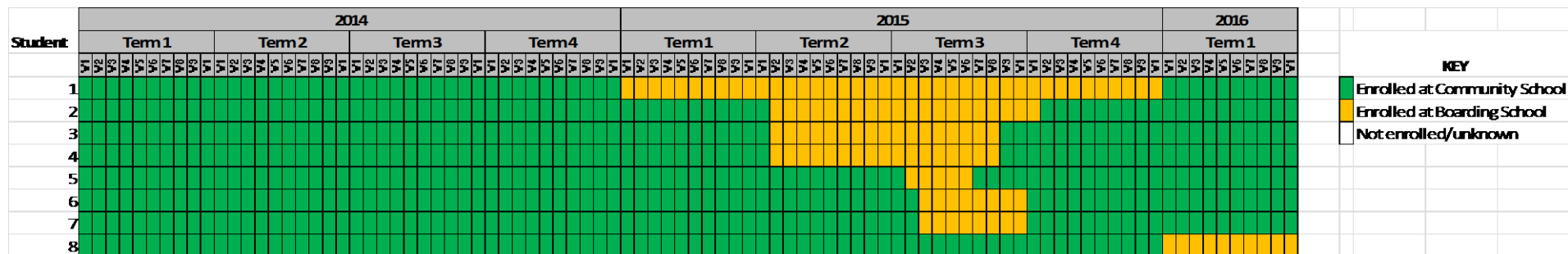


Figure 2: Outcomes for Junior Students Attending Boarding Schools

In the experience of the community school from which this data was collected, seven of eight junior (Year 7-9) students who enrolled at boarding schools returned to their local community school within one year. At the time the data was collated (Term 1 2016), and eighth student remained enrolled at boarding school, but the data suggest it is likely that the student will eventually return to the community school.

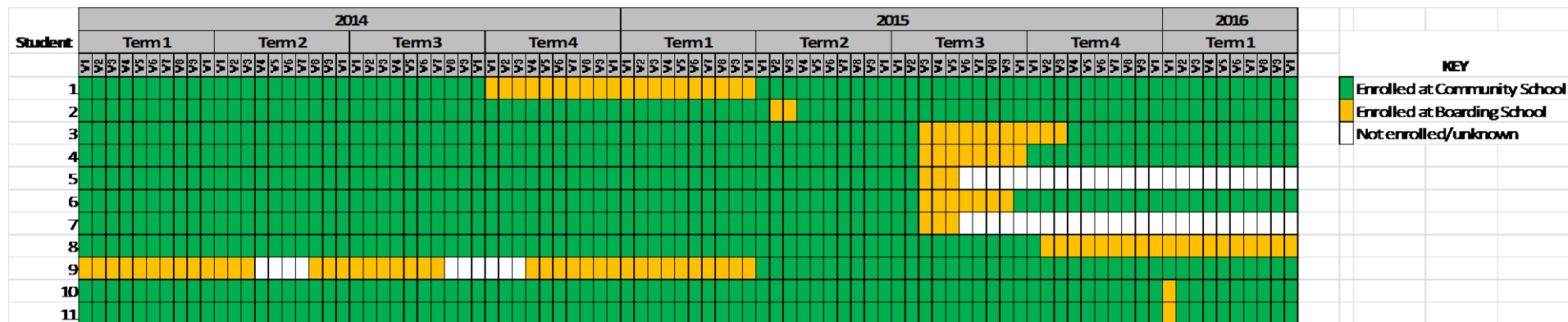


Figure 3: Outcomes for Senior Students Attending Boarding Schools

While it might be expected that senior students would be more likely to remain enrolled at boarding school, data from eleven community school students in Years 10-12 indicate that the average duration of stay is shorter than for junior (Years 7-9) students. It is also more likely that senior students who depart for boarding school do not return to school after the period of enrolment at boarding school.