

Senate Standing Committee on Education and Employment - Education

QUESTIONS ON NOTICE Supplementary Budget Estimates 2014-2015

Outcome 2 - Schools and Youth

Department of Education Question No. ED0552_15

Senator O'Neill provided in writing.

Question

Students with Disability school funding loading

In relation to the Government's review of the Students with Disability school funding loading, can the Department please provide answers to the following:

- a. What is the current status of the review? What stated <steps> are there in the review process? What are the milestones and the expected completion dates for each milestone?
- b. Can the Department provide a progress report on national consistent data collection process?
- c. What is the full list of organisations that have participated in the review, which organisations were invited to participate by Government or the Department? Have any submissions been received? From which parties?
- d. Have any reports been commissioned or completed in relation to the review of the loading or the finalisation of the nationally consistent data collection process? Have all reports been published? If not, why not? And if not, when will they be published? Can a link to the reports, or a copy be provided, whether or not they have been published yet by the Department?
- e. Please provide any correspondence from the Minister to stakeholders in relation to the review.
- f. Which organisations have made submissions?
- g. Why aren't these submissions publicly available? Will they be made public? When?

Answer

The processes for finalising the loading for Students with Disability, while extensive and ongoing, do not constitute a formal or public review.

- a. The Australian Government is continuing to work with state and territory governments, non-government education authorities and other stakeholders to further refine and finalise the loading to better support students with disability.

This ongoing engagement with states and territories and national non-government authorities on refining the students with disability loading has occurred through well-established existing forums, such as the Joint Working Group of the Education Council to Provide Advice on Reform for Students with Disability (JWG).

In addition, face-to-face consultations on the finalisation of the loading for students with disability took place on 13 August 2014 with a range of education

and disability stakeholders with an interest in the loading for students with disability.

These consultations and the ongoing collaborative work informed advice to the 31 October 2014 Education Council meeting and will inform future decisions on funding for students with disability.

- b. The Nationally Consistent Collection of Data on School Students with Disability (NCCD) is a joint initiative of all Australian governments.

In 2013, the first NCCD took place in approximately 20 per cent of schools nationally.

In August 2014, approximately 80 per cent of schools nationally took part in the NCCD. It is expected that in 2015, 100 per cent of schools in Australia will take part in the NCCD.

The Government and education authorities are collaboratively implementing rigorous quality assurance processes to enhance the quality of the NCCD collected in 2015.

Following the completion of the 2015 NCCD, further analysis will be undertaken to determine the quality of the data collected through the NCCD and its potential suitability for informing a funding loading for students with disability from 2016.

- c. The full list of organisations that participated in the loading consultation is at **Attachment A**.

The full list of organisations that were invited to participate in the loading consultation is at **Attachment B**.

No submissions have been received from any party as there was no submission process as part of the consultations on the loading for students with disability.

- d. Reports commissioned or completed in relation to the review of the loading or the finalisation of the nationally consistent data collection process are below.

	Report commissioned or published	Published Y/N	Reason for no publication?	If not published, when will it be published	Link or copy
Loading Consultations	None	N/A	N/A	N/A	N/A
Nationally consistent data collection process	2011 Trial Final Report Nationally Consistent of Data for School Students with Disability	Y	N/A	N/A	http://education.gov.au/background-information-nationally-consistent-collection-data-school-students-disability
	2012 Trial Final Report - Nationally Consistent of Data for School Students with Disability	Y	N/A	N/A	http://education.gov.au/background-information-nationally-consistent-collection-data-school-students-disability
	Design of a National Quality Assurance Framework	N	Deemed Confidential	N/A	N/A
	2014 Project on the Additional Resourcing Provided for Levels of Adjustment for Students with Disability	N	Deemed confidential	N/A	N/A

- e. July 2014 correspondence from the Minister to a range of stakeholders in relation to the loading consultations is at **Attachment C**.
- f. No organisations have made submissions as there was no written submission process as part of the consultations on the loading for students with disability.
- g. There was no submission process as part of the consultations on the loading for students with disability.

Organisations that participated in loading consultations

Note: Stakeholders may have participated in consultations on any or all of the loadings, including disability, English language proficiency and Low SES

State and territory governments
State and territory education departments (<i>all states and territories represented</i>)
National and state and territory non-government bodies
Independent Schools Council of Australia
National Catholic Education Commission
State and Territory Catholic Education Commissions/Offices (<i>all states and territories represented</i>)
State and Territory Associations of Independent Schools (<i>all states and territories represented</i>)
Australian Association of Christian Schools
Lutheran Education Australia Limited
Australian Council of Jewish Schools
National Independent Special Schools Association
Anglican Schools Australia
Steiner Education Australia
Parent groups
Australian Parents Council
Education unions and associations
Australian Education Union
Independent Education Union
Australian Association of Special Education
Children with Disability Australia
Australasian Association of Distance Education Schools
*Australian College of Educators
Principal groups
Australian Primary Principals Association
Principals Australia Institute
Association of Heads of Independent Schools of Australia
Independent Primary School Heads of Australia
Catholic Secondary Principals Association
Australian Special Education Principals' Association
Other
The Refugee Council of Australia
Australian Refugee Advisory Association

Organisations invited to participate in loading consultations

Note: Invitation letters were sent to a range of stakeholders with an interest in all loadings, including disability, English language proficiency and Low SES

State and territory governments
State and Territory education departments (<i>all states and territories invited</i>)
National and state and territory non-government bodies
Independent Schools Council of Australia
National Catholic Education Commission
State and Territory Catholic Education Commissions/Offices (<i>all states and territories invited</i>)
State and Territory Associations of Independent Schools (<i>all states and territories invited</i>)
Christian Schools Australia
Australian Association of Christian Schools
Lutheran Education Australia Limited
Australian Council of Jewish Schools
National Independent Special Schools Association
Anglican Schools Australia
Adventist Schools Australia
Montessori Australia Foundation
Steiner Education Australia
Parents groups
Australian Council of State School Organisations
Australian Parents Council
Catholic School parents of Australia
Education unions and associations
Australian Education Union
Independent Education Union
Australian Association of Special Education
Children with Disability Australia
Australian Federation of Disabilities Organisations
Australasian Association of Distance Education Schools
Australian Council of TESOL Associations (ACTA)
Australian Professional Teachers Association (APTA)
AITSL - Australian Institute for Teaching and School Leadership
Teach For Australia (TFA)
Australian College of Educators
Australian Council for Educational Leaders (ACEL)
Principals groups

Australian Primary Principals Association
Australian Secondary Principals Association
Principals Australia Institute
Association of Heads of Independent Schools of Australia
Independent Primary School Heads of Australia
Catholic Secondary Principals Association
Australian Catholic Primary Principals Association
Australian Special Education Principals' Association
National Aboriginal and Torres Strait Islander Principals Association
Other
Australian Curriculum, Assessment and Reporting Authority - ACARA
Education Services Australia - ESA
Primary English Teaching Association Australia (PETAA)
The Refugee Council of Australia
Association for Language Assessment of Australia and New Zealand
Australian Refugee Advisory Association
Federation of Ethnic Communities Councils of Australia
Network of Immigration and Refugee Women of Australia Inc

Letter of 18 July 2014

Dear XX

I wrote to you in January of this year to provide you with an outline of how this Government was planning to support you to help all Australian schools and students to improve educational outcomes.

I am pleased to confirm that, as announced in the 2014–15 Budget, the Australian Government will be investing a record high of \$64.5 billion in recurrent funding to schools over the forward estimates. In doing so, the Government has delivered on its commitment to match school funding dollar for dollar over the quadrennium (2014–2017) of the previous government. In addition we have also increased funding by \$1.2 billion over and above the funding committed by the previous government.

Measures announced in the Budget reflect the Government's commitment to needs-based funding for schools, while also supporting the transition to a stable and sustainable funding model over the long-term.

You may also be aware that submissions were sought in April 2014 on the removal of the command and control features of the *Australian Education Act 2013* (the Act) and Australian Education Regulation 2013 (the Regulation). I was pleased with the number of responses received and note that, generally, stakeholders are supportive of the Government's acknowledgement that the Act and Regulation intrude on the efficient operation of schools.

My department is analysing these submissions with a view to discussing possible options for amendments to remove the command and control features of the Act and Regulations. A range of issues papers will be prepared and circulated to inform more detailed discussions at consultation sessions with peak stakeholders in August 2014. Initial drafting of possible legislative amendments will occur towards the end of 2014 and will be tested with the peak stakeholders as part of a third and final phase of consultations.

I also remain committed to completing the review into the Low Socio-economic Status loading and the finalisation of the Students with Disability and Low English Proficiency loadings and look forward to working with relevant stakeholders on that work.

As outlined in my letter to you in January, work on these loadings will commence in the next few months. Engagement with states and territories for the reviews will use existing forums where appropriate, especially the Schools Policy Group, Australian Education, Early Childhood Development and Youth Senior Officials Committee and the Standing Council for School Education and Early Childhood.

Consultations with broader stakeholder groups will occur through face-to-face meetings facilitated by my department and anticipated to be scheduled in August 2014. For the Low SES loading review, a submission process will begin shortly.

Further advice as to how you can be involved in each of the review points will be provided by my department shortly. I look forward to working closely with you to ensure that, together, we can work to make sure that every child in Australia has access to the best quality schooling possible.

Yours sincerely

Christopher Pyne MP