

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

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

Outcome 2 - Schools

DEEWR Question No.EW0386_11

Senator Bilyk asked on 3/06/2010, Hansard page 78.

Question

DER IS A UNIVERSAL ACCESS PROGRAM

Senator BILYK—I am also interested in rural and regional areas. I am happy to be corrected, but I think it was in 2008 that the Darwin university—I am sorry; what is it called?

Dr Arthur—CharlesDarwinUniversity.

Senator BILYK—CharlesDarwinUniversity did some work with rural and regional areas, and CapeBarrenIsland and FlindersIsland were included in that. Is this within your sphere?

Dr Arthur—I am not familiar with that particular—

Senator BILYK—Other rural and regional areas in the rest of Australia were involved as well, but I was going to ask what the children had gained from those projects; whether there had been any ongoing benefit. Perhaps you can expand on what we are doing for rural and regional areas in regard to the project.

Ms Bloor—The DER is a universal access program, so it is applying with equal weight in rural and regional areas.

Senator BILYK—Do you have a couple of case studies that you could tell us about just to let us know how it is going?

Dr Arthur—We could certainly look at that, but I do not know that we have anything and I am not familiar with the example that you have just cited.

Senator BILYK—I think it was in about 2008.

Dr Arthur—We can certainly investigate that and come back to you with any details on that.

Answer

Charles Darwin University was contracted by the former Department of Education, Science and Training in 2007 to conduct the “Engaging Remote and Very Remote Indigenous Students in Education Using Information and Communication Technologies (ICT)” project (the project) with funding from the Literacy, Numeracy and Special Learning Needs Program.

The project’s aim was to demonstrate through research conducted with classroom teachers, often concurrent with their teaching,how ICT can engage indigenous students in remote settings.

Eight case studies were conducted in three states:

- NT – Arnhem cluster included Gawa, Mapuru and Djurranalpi (three homeland centre schools)
- Tasmanian cluster included CapeBarrenIsland and FlindersIsland schools
- WA – West Kimberley cluster – BeagleBay, One Arm Point and Djaradgin schools.

The eight case studies enabled researchers to highlight effective strategies and practices to assist Indigenous students in remote and very remote locations to improve their educational outcomes using ICTs.

The researchers developed a resource set in the form of a CD-Rom for teachers to support learning through ICT. The Department of Education, Employment and Workplace Relations distributed the CD-Rom resource set to government and non-government education jurisdictions, peak education bodies and 635 rural and remote schools throughout Australia. The resource kit and an overview of the project including descriptions of the experiences of these schools can be found on the Department's website at:

www.deewr.gov.au/Schooling/DigitalEducationRevolution/Pages/RemoteIndICT.aspx