

**SENATE STANDING COMMITTEE ON
EDUCATION, EMPLOYMENT AND WORKPLACE RELATIONS**

**QUESTIONS ON NOTICE
SUPPLEMENTARY ESTIMATES 2009-10**

Outcome/Agency **2**

DEEWR Question No. **EW722_10**

Senator Fifield asked on 22 October 2009, EEWWR Hansard page 73.

Question

Primary Schools for the 21st Century – Building the Education Revolution Program

Senator FIFIELD—How many schools which have received funding under the primary school program identified that they had students with disabilities and that their needs would need to be considered?

Ms Wall—I am not sure that we have that information. Certainly we know about the special schools—that is, schools that cater specifically for children with disabilities. I would have to take on notice whether we could tell you how many schools that are not identified as special schools have students with disabilities, except that probably the vast majority of schools in Australia do.

Senator FIFIELD—Could you look at both categories—special schools that indicated that they had unique needs which would need to be taken into account and other schools that indicated that they either needed or wanted to have modifications to cater for students with disabilities?—

Ms Paul—Would you like us to get you a couple of examples of a template or two that show that flexibility, too?

Senator FIFIELD—That would be useful, but I would also be interested in schools in both categories—special and other—that indicated that they had special requirements. I would also be interested in which cases those requests were catered for and in which cases those requests were not able to be catered for. That would be helpful.

Answer

Under the *Primary Schools for the 21st Century* (P21) element of the BER program, 385 schools that were identified as special schools, as per the Building the Education Revolution (BER) Guidelines, received funding.

DEEWR did not specifically identify modifications which cater for students with a disability in the application process for the P21 element of the BER. However, DEEWR is aware that a number of P21 projects cater for students with a disability. For example, projects approved include installation of hydro therapy pools and installation of a compliant passenger lift to provide access to an upper level facility. There were also a number of applications for new constructions which included ramp access and disabled amenities.

One example of a design template which offers design flexibility to cater for students with a disability is the Special School Module template from the Victorian Department of Education and Early Childhood Development ([Attachment A](#)). This is a module that can be added into a standard school design. This design features a centrally located bathroom, toilets, shared small group space and kitchen facilities. Two learning studios are connected by a central passage.

Another example of a design template which offers design flexibility to cater for students with a disability is the Special Programs Room template from the New South Wales Department of Education and Training ([Attachment B](#)). This is a module that can be added into a standard school design, and is generally located near a library facility. It is a flexible space which has no assigned function. The school can decide how this space will be used. It offers a display area and secure storage.

All 117 BER design templates were provided in response to Budget Estimates 2009-10 Question No. EW0325_10.