

EDUCATION

SUPPORTING MATERIAL

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EDUCATION

1. This Section provides further detail to support the discussion of the Education function in the Inquiry Report. It provides an overview of Indigenous education, indicators of need and needs analysis, and a summary of government programs and the strategic frameworks in place to deliver education services to Indigenous Australians.

OVERVIEW OF INDIGENOUS SCHOOLS EDUCATION

2. School education services for Indigenous people are mainly provided through mainstream systems and institutions — the State government education systems, the Catholic education systems, and the independent schools. There are a few independent schools run by Indigenous communities, mostly in remote areas, but no widespread Indigenous education system.

Indigenous School Enrolments

3. Tables 1, 2 and 3 set out the distributions of school enrolments for primary (including Kindergarten and pre Year 1 where applicable), secondary and all schools in 1999, and compares them with similar data for 1996.

4. Table 1 shows that:

- (i) Indigenous primary school enrolments represent a small share of total primary enrolments in all States except the Northern Territory;
- (ii) most Indigenous primary students are enrolled in the government sector — although the non-government sector plays a more important role in the ACT and Western Australia;
- (iii) in the three years to 1999, Indigenous primary school enrolments grew quite substantially in all States except the Northern Territory — with much of the overall increase being in New South Wales and Queensland, in both the government and non-government sectors; and
- (iv) in the three years to 1999, growth in Indigenous primary school enrolments exceeded growth in total primary enrolments in all States.

Table 1 PRIMARY SCHOOL ENROLMENTS, 1996 AND 1999^(a)

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
	'000	'000	'000	'000	'000	'000	'000	'000	'000
1996 enrolments / shares									
Indigenous Govt	15.8	2.8	15.7	9.1	4.0	2.0	0.4	8.2	57.9
Indigenous Non-Govt	1.4	0.2	1.6	2.1	0.3	0.3	0.1	1.1	7.0
Indigenous	17.2	3.0	17.3	11.1	4.3	2.3	0.5	9.3	64.9
Total Govt	452.1	303.8	266.3	145.8	120.7	36.1	22.4	20.2	1 367.4
Total Non-Govt	159.5	132.1	78.8	43.2	40.6	11.1	10.5	4.9	480.8
Total	611.7	435.8	345.1	189.1	161.3	47.2	32.9	25.1	1 848.2
Indig Govt / Indigenous (%)	92.0	94.7	90.7	81.4	93.5	86.8	84.1	88.0	89.3
Indig Govt / Total Govt (%)	3.5	0.9	5.9	6.2	3.3	5.5	1.7	40.6	4.2
Indig Non-Govt / Total Non-Govt (%)	0.9	0.1	2.0	4.8	0.7	2.7	0.7	22.9	1.4
Indigenous / Total (%)	2.8	0.7	5.0	5.9	2.7	4.9	1.4	37.1	3.5
1999 enrolments / shares									
Indigenous Govt	18.5	3.4	18.5	10.0	4.2	2.3	0.4	8.4	65.7
Indigenous Non-Govt	1.8	0.2	1.7	1.9	0.4	0.3	0.1	1.2	7.5
Indigenous	20.2	3.6	20.3	11.9	4.6	2.6	0.5	9.5	73.2
Total Govt	455.0	310.2	273.7	144.7	116.6	36.3	21.6	20.6	1 378.9
Total Non-Govt	164.8	135.1	82.7	45.9	42.7	10.7	10.6	5.0	497.4
Total	619.8	445.3	356.5	190.6	159.3	47.0	32.2	25.6	1 876.3
Indig Govt / Indigenous (%)	91.3	94.0	91.4	83.8	92.0	88.5	81.7	87.9	89.7
Indig Govt / Total Govt (%)	4.1	1.1	6.8	6.9	3.6	6.3	1.9	40.6	4.8
Indig Non-Govt / Total Non-Govt (%)	1.1	0.2	2.1	4.2	0.9	2.8	0.9	23.3	1.5
Indigenous / Total (%)	3.3	0.8	5.7	6.2	2.9	5.5	1.6	37.2	3.9

(a) Includes Kindergarten and Pre-Year 1.

Source: MCEETYA, *National Schools Statistics Collection*, 1996, Tables 2AP, 2.1 and 1999, Tables 2IP, 2.1.

5. Table 2 shows that:

- (i) Indigenous secondary school enrolments represent a small share of total secondary enrolments in all States except the Northern Territory;
- (ii) the majority of Indigenous secondary school students are enrolled in the government sector — although the non-government sector is more important in the Northern Territory and to a lesser extent in the ACT, Queensland and Western Australia;
- (iii) in the three years to 1999, Indigenous secondary school enrolments grew in all States — with much of the overall increase being in New

South Wales and Queensland, in both the government and non-government sectors;

- (iv) in the three years to 1999, growth in Indigenous secondary school enrolments exceeded growth in total secondary enrolments in all States; and
- (v) the apparent shift from government to non-government education by non-Indigenous secondary students is not reflected in Indigenous students. The rate of growth in the number of Indigenous secondary students in the government sector exceeds that in the non-government sector — even though both growth rates are high.

Table 2 SECONDARY SCHOOL ENROLMENTS, 1996 AND 1999

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
	'000	'000	'000	'000	'000	'000	'000	'000	'000
1996 enrolments / shares									
Indigenous Govt	8.1	1.4	6.0	3.3	1.2	1.3	0.2	1.9	23.4
Indigenous Non-Govt	0.6	0.1	1.4	0.8	0.1	0.2	0.1	1.1	4.4
Indigenous	8.8	1.5	7.5	4.1	1.3	1.5	0.2	3.0	27.8
Total Govt	308.0	213.3	145.4	78.9	56.9	26.7	17.5	7.6	854.2
Total Non-Govt	145.7	127.3	76.7	38.9	28.1	10.3	10.9	2.8	440.7
Total	453.7	340.6	222.0	117.7	84.9	37.0	28.4	10.4	1 294.8
Indig Govt / Indigenous (%)	92.9	90.5	81.0	81.3	92.3	88.4	77.1	63.9	84.3
Indig Govt / Total Govt (%)	2.6	0.7	4.2	4.2	2.1	4.8	1.1	25.5	2.7
Indig Non-Govt / Total Non-Govt (%)	0.4	0.1	1.9	2.0	0.3	1.6	0.5	38.3	1.0
Indigenous / Total (%)	1.9	0.5	3.4	3.4	1.5	3.9	0.9	29.0	2.1
1999 enrolments / shares									
Indigenous Govt	9.6	1.7	7.5	3.9	1.5	1.6	0.2	2.2	28.2
Indigenous Non-Govt	0.9	0.2	1.7	0.8	0.1	0.2	0.1	1.2	5.2
Indigenous	10.5	1.9	9.2	4.7	1.6	1.8	0.3	3.5	33.4
Total Govt	308.2	214.6	152.2	82.5	59.7	26.6	17.2	7.9	868.8
Total Non-Govt	153.4	130.9	80.8	41.6	30.5	10.5	11.1	3.2	461.9
Total	461.5	345.5	233.0	124.0	90.1	37.1	28.3	11.1	1 330.7
Indig Govt / Indigenous (%)	91.5	90.2	82.0	82.2	91.4	88.3	79.8	65.0	84.5
Indig Govt / Total Govt (%)	3.1	0.8	4.9	4.7	2.5	5.8	1.4	28.5	3.3
Indig Non-Govt / Total Non-Govt (%)	0.6	0.1	2.0	2.0	0.5	2.0	0.6	37.8	1.1
Indigenous / Total (%)	2.3	0.5	3.9	3.8	1.8	4.7	1.1	31.2	2.5

Source: MCEETYA, *National Schools Statistics Collection*, 1996, Tables 2AP, 2.1 and 1999, Tables 2IP, 2.1.

6. Table 3 shows that:

- (i) Indigenous enrolments represent a small share of total enrolments in all States except the Northern Territory;
- (ii) most Indigenous students are enrolled in the government sector — although the non-government sector plays a more important role in the ACT and to a lesser extent in the Northern Territory and Western Australia; and
- (iii) in the three years to 1999, Indigenous enrolments grew in all States — with much of the overall increase being in New South Wales and Queensland, in both the government and non-government sectors.

Table 3 ALL SCHOOL ENROLMENTS, 1996 AND 1999^(a)

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
	'000	'000	'000	'000	'000	'000	'000	'000	'000
1996 enrolments / shares									
Indigenous Govt	23.9	4.2	21.7	12.4	5.2	3.3	0.6	10.1	81.3
Indigenous Non-Govt	2.0	0.3	3.0	2.8	0.4	0.5	0.1	2.2	11.3
Indigenous	25.9	4.5	24.7	15.2	5.6	3.8	0.7	12.3	92.7
Total Govt	760.1	517.1	411.7	224.7	177.5	62.8	40.0	27.8	2 221.6
Total Non-Govt	305.3	259.4	155.4	82.1	68.7	21.4	21.4	7.7	921.5
Total	1 065.3	776.5	567.1	306.8	246.2	84.2	61.4	35.5	3 143.0
Indig Govt / Indigenous (%)	92.3	93.3	87.8	81.4	93.2	87.5	81.7	82.1	87.8
Indig Govt / Total Govt (%)	3.1	0.8	5.3	5.5	2.9	5.2	1.4	36.5	3.7
Indig Non-Govt / Total Non-Govt (%)	0.7	0.1	1.9	3.4	0.6	2.2	0.6	28.5	1.2
Indigenous / Total (%)	2.4	0.6	4.4	4.9	2.3	4.5	1.1	34.7	2.9
1999 enrolments / shares									
Indigenous Govt	28.1	5.1	26.0	13.9	5.7	3.8	0.7	10.6	93.9
Indigenous Non-Govt	2.6	0.4	3.4	2.8	0.5	0.5	0.2	2.4	12.7
Indigenous	30.8	5.5	29.4	16.6	6.2	4.3	0.8	13.0	106.6
Total Govt	763.2	524.8	425.9	227.2	176.3	63.0	38.8	28.5	2 247.7
Total Non-Govt	318.2	266.0	163.6	87.4	73.1	21.1	21.7	8.2	959.3
Total	1 081.3	790.8	589.5	314.7	249.4	84.1	60.5	36.6	3 207.0
Indig Govt / Indigenous (%)	91.4	92.7	88.5	83.4	91.9	88.4	81.0	81.8	88.1
Indig Govt / Total Govt (%)	3.7	1.0	6.1	6.1	3.2	6.1	1.7	37.3	4.2
Indig Non-Govt / Total Non-Govt (%)	0.8	0.2	2.1	3.2	0.7	2.4	0.7	29.0	1.3
Indigenous / Total (%)	2.8	0.7	5.0	5.3	2.5	5.2	1.4	35.4	3.3

(a) Includes Kindergarten and Pre-Year 1.

Source: MCEETYA, *National Schools Statistics Collection*, 1996, Tables 2AP, 2.1 and 1999, Tables 2IP, 2.1.

7. **Aboriginal Independent Schools.** There are about 24 Aboriginal Independent Schools (AIS) within the non-government school sector. Ownership of and empowerment in schools education are the key reasons why Indigenous communities establish these schools. Language and cultural maintenance are subsidiary goals. They are differentiated from other Independent schools by their forms of governance — they must, at a minimum, maintain a majority Indigenous membership on their governing bodies. Many AIS schools are incorporated under the Commonwealth's 1976 Aboriginal Councils and Associations Act which guarantees exclusive Indigenous membership.

8. All AIS schools offer primary education, some offer compulsory years of secondary education and a few offer the post-compulsory secondary years. Table 4 sets out some details of these schools. It shows that total AIS enrolments are relatively small (about 16 per cent of total non-government Indigenous enrolments) but they are growing. Most AIS students are in Western Australia, Queensland and the Northern Territory.

Table 4 ABORIGINAL INDEPENDENT SCHOOLS, 1996 AND 1999

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
1996									
Numbers of schools	2	1 ^(a)	4	12	0	1	0	2	22
Indigenous students	53	44	430	873	0	11	0	355	1 766
Non-Indigenous students	6	0	18	7	0	0	0	0	31
1999									
Numbers of schools	2	1 ^(a)	4	14	0	0	0	3	24
Indigenous students	108	31	540	873	0	0	0	509	2 061
Non-Indigenous students	4	0	12	12	0	0	0	0	28

(a) Excludes 3 Koori Open Door Education (KODE) Schools which are Victorian State Government Schools. However, the KODE schools share similar aspirations to the AIS schools.

Source: DETYA.

9. **Concentration of Indigenous students in Government schools.** Table 5 shows a distribution of government schools according to the concentration of Indigenous students, based on 1996 data collected by the Commission. It shows that:

- (i) most primary schools have 5 or less Indigenous students enrolled (except in Tasmania and the Northern Territory); and
- (ii) most secondary schools have 1 to 19 Indigenous students enrolled, (except in the Northern Territory).

10. About 70 per cent of government primary schools and about 50 per cent of government secondary schools have 5 or less Indigenous students enrolled. Only the Northern Territory has 20 or more Indigenous students in the majority of government schools.

Table 5 GOVERNMENT SCHOOLS EDUCATION, NUMBERS OF SCHOOLS AND CONCENTRATION OF INDIGENOUS STUDENTS, 1996

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Primary Schools with:									
0 Indigenous students	585	804	247	287	195	29	13	5	2165
1-5 Indigenous students	621	505	254	188	194	62	32	4	1860
6-19 Indigenous students	364	90	285	133	119	67	25	18	1101
20 or more Indigenous students	226	21	268	142	56	36	2	110	861
Total	1 796	1 420	1 054	750	564	194	72	137	5 987
Secondary Schools with:									
0 Indigenous students	42	156	14	32	38	13	1	1	297
1-5 Indigenous students	120	183	38	63	63	20	14	10	511
6-19 Indigenous students	152	48	80	156	39	43	12	13	543
20 or more Indigenous students	138	16	119	52	15	25	0	36	401
Total	452	403	251	303	155	101	27	60	1 752

Sources: CGC 1996 Special Data Collection for Government Schools.
Queensland Department of Premier and Cabinet, Final Submission, p.15.

Indigenous Education Outcomes

11. Participation rates and retention rates are important measures of school performance. Essentially, they represent stepping stones along the path to real education outcomes — that is education qualifications or attainment. The following sections examine two indicators of education outcomes, which complement those set out in Chapter 2 of the Inquiry Report.

12. *Level of attainment.* Based on 1996 Census data, Table 6 shows, by urban centre and region, the proportion of Indigenous and non-Indigenous 20 to 24 year olds who achieved their highest level of educational attainment at school. These results indicate that Indigenous people show a slighter tendency to not continue with their education once they leave school compared with their non-Indigenous counterparts.

13. Table 7 is a similar table, but it focuses on tertiary education qualifications. In particular, it shows, by urban centre and region, the proportion of Indigenous and non-Indigenous people aged 20 to 24 years whose highest level of educational attainment achieved is a university degree. It is based on 1991 and 1996 Census data. These results indicate that for all States and across all regions, the proportion of Indigenous people with a university qualification is considerably lower than that achieved by the same cohort of non-Indigenous people. The table also shows that the gap between the two groups appears to be widening.

14. Tables 6 and 7 also illustrate the difficulties Indigenous people face transferring from school to work. There are many causes for this, including forms of

teaching and curriculum and assessment which pose greater educational challenges for Indigenous youth; and broader social issues such as racism, poverty, poor health, remote locations, incarceration and an absence of employment opportunities. The tables also highlight the importance of educational outcomes as a key driver of Indigenous competitiveness in the labour market.

Table 6 PROPORTION OF 20-24 YEAR OLDS WHO LEFT SCHOOL AT AGE 15 OR LESS, OR WHO LEFT SCHOOL AT AGE 16 OR ABOVE WITHOUT COMPLETING YEAR 12 (OR EQUIVALENT), 1996

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
	%	%	%	%	%	%	%	%	%
Left school aged 15 and under									
Indigenous									
Capital city	22.1	19.0	23.3	35.6	24.2	18.8		20.0	23.8
Other urban ^(a)	23.7	25.3	25.1	43.5	32.7	31.7		40.6	30.1
Rural / remote ^(b)	31.5	0.0	31.2	49.9	20.0	28.0		44.0	38.6
Overall	23.6	22.1	25.4	42.0	27.7	28.1	14.7	39.3	29.2
Non-Indigenous									
Capital city	7.1	5.6	9.8	11.7	8.9	12.4		8.2	7.7
Other urban ^(a)	10.1	8.3	14.0	18.0	11.9	20.0		11.9	12.0
Rural / remote ^(b)	12.4	10.6	19.9	21.9	13.8	19.5		12.4	15.5
Overall	8.3	6.4	12.2	13.6	9.6	17.5	4.4	10.1	9.3
Left school aged 16 and above									
Indigenous									
Capital city	61.1	59.8	59.4	51.8	61.6	61.4		65.1	59.6
Other urban ^(a)	63.1	56.5	62.9	50.6	55.7	53.0		55.2	59.1
Rural / remote ^(b)	61.1	100.0	65.1	44.1	72.5	37.3		55.0	57.1
Overall	62.3	58.3	62.3	50.1	59.6	54.2	64.2	56.2	59.1
Non-Indigenous									
Capital city	56.8	62.1	58.3	55.8	60.7	59.4		57.6	59.0
Other urban ^(a)	57.8	61.5	56.0	49.4	59.0	54.1		51.5	57.2
Rural / remote ^(b)	57.0	58.5	51.9	43.4	58.5	55.7		51.7	54.5
Overall	57.2	61.9	57.0	53.8	60.3	56.0	61.6	54.5	58.3

(a) Urban centres of 1000 or more people, other than capital cities.

(b) Localities between 200 and 999 people.

Source: DETYA, *The School to Work Transition of Indigenous Australians: A Review of the Literature and Statistical Analysis*, 1998, pp106-107.

Table 7 PROPORTION OF 20-24 YEAR OLDS WHOSE HIGHEST LEVEL OF EDUCATION WAS A UNIVERSITY DEGREE, 1991 AND 1996

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
	%	%	%	%	%	%	%	%	%
1991 Indigenous									
Capital city	1.1	1.1	1.3	0.5	1.3	1.0		0.0	1.1
Non capital city	0.4	0.4	0.4	0.1	0.0	0.6		0.2	0.3
Overall	0.6	0.8	0.5	0.2	0.6	0.7	5.7	0.2	0.5
1991 Non-Indigenous									
Capital city	7.9	8.5	8.7	8.2	6.6	6.6		6.4	8.2
Non capital city	4.0	4.3	4.9	6.1	3.7	3.7		6.7	4.5
Overall	6.6	7.5	6.8	7.7	6.0	4.9	12.4	6.6	7.0
1996 Indigenous									
Capital city	3.1	5.2	4.4	2.2	3.2	2.0		1.8	3.6
Other urban ^(a)	1.7	1.3	1.2	0.4	1.3	1.6		0.4	1.2
Rural / remote ^(b)	0.7	0.0	0.3	0.0	0.0	12.0		0.5	0.6
Overall	2.1	3.2	1.9	0.9	2.2	2.4	8.6	0.6	1.8
1996 Non-Indigenous									
Capital city	13.5	14.0	14.0	12.1	11.4	12.7		11.6	13.4
Other urban ^(a)	7.1	7.7	8.7	8.4	7.5	6.4		9.0	7.8
Rural / remote ^(b)	5.7	7.4	8.8	12.7	6.3	6.4		11.7	7.7
Overall	10.9	12.3	11.1	11.1	10.4	8.5	16.4	10.3	11.3

(a) Urban centres of 1000 or more people, other than capital cities.

(b) Localities between 200 and 999 people.

Source: DETYA, *The School to Work Transition of Indigenous Australians: A Review of the Literature and Statistical Analysis*, 1998, pp106-107.

15. Tables 8 and 9 indicate the level of unemployment of 20-24 year old Indigenous and non-Indigenous people for the Census years 1991 and 1996. CDEP participation has been treated as employment in preparing these tables. Table 8 shows the unemployment rate for those who left school aged 16 years or older. In nearly all cases, and across all States, the rate of unemployment for Indigenous people is greater than for non-Indigenous persons, often considerably so. The exceptions being in 1996 for people in Hobart and in the rural/remote areas of Queensland and Western Australia.

16. Table 9 shows the unemployment rate for those whose highest level of educational attainment is a university degree. The table shows similar results but these data are not as comprehensive. In 1996, Sydney and Melbourne were the only locations where the unemployment rate for Indigenous people with university degrees was lower than that for their non-Indigenous counterparts.

Table 8 UNEMPLOYMENT RATES OF 20-24 YEAR OLDS WHO LEFT SCHOOL AT AGE 16 YEARS AND ABOVE, 1991 AND 1996^(a)

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
	%	%	%	%	%	%	%	%	%
1991 Indigenous									
Capital city	25.0	25.3	36.7	44.2	38.1	41.1	n.a.	38.2	32.0
Non capital city	51.5	34.5	31.9	36.7	36.3	30.1	n.a.	26.5	37.4
Overall	41.5	29.2	32.9	39.0	37.2	34.2	21.3	29.3	35.6
1991 Non-Indigenous									
Capital city	14.4	17.8	15.1	19.1	17.1	19.8	n.a.	16.6	16.3
Non capital city	20.3	20.5	17.2	15.6	19.1	23.4	n.a.	10.6	19.2
Overall	16.3	18.4	16.1	18.3	17.5	21.7	12.2	14.2	17.2
1996 Indigenous									
Capital city	22.2	21.6	29.7	28.7	31.2	17.0	n.a.	29.2	25.5
Other urban ^(b)	37.1	31.2	30.8	17.8	25.9	25.3	n.a.	23.1	30.0
Rural / remote ^(c)	41.0	n.a.	13.7	8.0	18.2	28.0	n.a.	12.8	16.7
Overall	32.0	25.9	28.4	20.0	28.3	22.9	21.0	21.9	27.4
1996 Non-Indigenous									
Capital city	11.3	15.2	14.1	13.4	17.3	17.5	n.a.	11.2	13.8
Other urban ^(b)	18.6	17.2	16.2	12.4	16.5	20.0	n.a.	9.1	17.0
Rural / remote ^(c)	19.8	18.5	17.0	10.7	17.6	18.9	n.a.	n.a.	17.5
Overall	14.3	15.8	15.3	13.1	17.1	19.1	13.9	9.9	15.0

(a) CDEP participation is treated as employment in the table.

(b) Urban centres of 1000 or more people, other than capital cities.

(c) Localities between 200 and 999 people.

Source: DETYA, *The School to Work Transition of Indigenous Australians: A Review of the Literature and Statistical Analysis*, 1998, pp143-144.

School Performance Levels of Indigenous Students

17. ***Apparent retention rates.*** If Indigenous students are to achieve good educational outcomes, they need to stay in school until year 10, or preferably for all secondary years. However, retention rates of Indigenous students through to Years 10 and 12 remain significantly below those of other students. The gap may be narrowing, but it is still wide.

Table 9 UNEMPLOYMENT RATES OF 20-24 YEAR OLDS WHOSE HIGHEST QUALIFICATION WAS A UNIVERSITY DEGREE, 1991 AND 1996^(a)

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
	%	%	%	%	%	%	%	%	%
1991 Indigenous									
Capital city	26.1	33.3	16.7	n.a.	n.a.	n.a.		n.a.	16.2
Non capital city	20.0	n.a.	15.8	n.a.	n.a.	n.a.		n.a.	12.2
Overall	23.7	25.0	16.2	n.a.	n.a.	n.a.	n.a.	n.a.	14.6
1991 Non-Indigenous									
Capital city	7.8	11.3	9.8	12.2	12.1	10.8		10.3	9.9
Non capital city	10.1	11.0	8.5	5.3	5.6	7.6		7.3	8.9
Overall	8.2	11.2	9.3	10.7	11.2	9.4	5.6	8.9	9.7
1996 Indigenous									
Capital city	4.1	6.7	16.0	n.a.	50.0	50.0		n.a.	11.1
Other urban ^(b)	19.5	50.0	9.2	n.a.	n.a.	n.a.		n.a.	14.4
Rural / remote ^(c)	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.		n.a.	n.a.
Overall	11.8	15.8	12.6	n.a.	33.3	11.1	n.a.	n.a.	12.0
1996 Non-Indigenous									
Capital city	4.9	7.2	6.9	7.0	8.0	10.4		6.1	6.5
Other urban ^(b)	8.0	7.2	6.0	3.6	4.4	8.1		3.1	6.6
Rural / remote ^(c)	4.9	5.5	4.7	2.3	3.0	8.6		n.a.	4.4
Overall	5.7	7.2	6.5	6.1	7.4	9.2	6.1	4.7	6.5

(a) CDEP participation is treated as employment in the table.

(b) Urban centres of 1000 or more people, other than capital cities.

(c) Localities between 200 and 999 people.

Source: DETYA, *The School to Work Transition of Indigenous Australians: A Review of the Literature and Statistical Analysis*, 1998, pp143-144.

18. Table 10 shows changes in apparent retention rates for Indigenous and non-Indigenous students to Year 12 over the years 1993 to 1998. Caution needs to be exercised in interpreting these data. Small changes in numbers of Indigenous students often result in sizeable year to year variations. There are also contextual and cultural factors that result in different retention patterns between urban and rural locations. These are highlighted in particular with Indigenous students in relation to the choice and availability of senior secondary schools or colleges. Combined with socio-economic status and proficiency in English, these factors all influence retention rates.

19. Table 11 provides a dissection of apparent retention rates for Indigenous students in government and non-government schools. It shows that 'drop-out' rates of Indigenous students from Year 10 to Year 12 in both sectors is significant. It also shows that some improvement in retention has been made over the five-year period. Caution needs to be exercised in interpreting these data — the statistics are incomplete and in some

cases the derivations are subject to distortion because of small cell sizes. In addition, the usual caveats applying to apparent retention rates apply.

Table 10 APPARENT RETENTION RATES TO YEAR 12 (ALL SCHOOLS), 1993 TO 1998

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
	%	%	%	%	%	%	%	%	%
1993 Indigenous	30.2	28.6	n.a.	23.7	32.9	42.0	88.2	10.3	25.2 ^(a)
1993 Non-Indigenous	71.3	79.3	n.a.	77.8	87.1	61.0	94.3	65.6	n.a.
1994 Indigenous	31.1	28.3	53.1	17.7	37.3	39.3	63.6	10.7	35.5
1994 Non-Indigenous	71.0	77.5	79.8	75.9	82.4	58.7	93.4	58.6	75.6
1995 Indigenous	35.7	31.8	44.8	18.0	22.3	57.5	92.0	6.8	30.6
1995 Non-Indigenous	69.7	75.1	77.7	73.6	72.4	59.8	91.1	62.4	73.2
1996 Indigenous	31.0	35.2	45.6	16.0	20.3	35.4	58.3	8.5	29.2
1996 Non-Indigenous	68.4	75.5	77.8	73.2	69.3	53.6	91.5	58.9	72.4
1997 Indigenous	32.1	46.6	47.2	19.7	19.5	49.0	90.3	9.4	30.9
1997 Non-Indigenous	67.9	76.4	79.1	74.0	67.8	58.8	91.6	54.5	72.8
1998 Indigenous	31.4	42.2	50.3	19.8	18.4	35.6	100.0	11.4	32.1
1998 Non-Indigenous	67.9	76.1	78.4	73.5	67.7	63.2	90.0	60.2	72.7

(a) Excluding Queensland.

Sources: DETYA, *The School to Work Transition of Indigenous Australians: A Review of the Literature and Statistical Analysis*, 1998, p53.

Schwab, R.G., *Why One in Three? The Complex Reasons for Low Indigenous School Retention*, CAEPR Research Monograph No.16, 1999, pp5-6.

Table 11 APPARENT RETENTION RATES FOR INDIGENOUS STUDENTS,
1993 AND 1998

	Year 10		Year 11		Year 12	
	1993	1998	1993	1998	1993	1998
	%	%	%	%	%	%
New South Wales						
Government	83.6	82.4	51.3	43.3	29.2	29.9
Non-government	109.4	115.0	61.3	69.6	50.0	59.3
Total	84.8	84.8	51.9	44.8	30.2	31.4
Victoria						
Government	65.0	86.6	36.3	78.6	23.4	39.8
Non-government	153.9	116.0	209.1	71.4	166.7	65.4
Total	70.0	88.9	44.7	78.0	28.6	42.6
Queensland						
Government	82.7	87.7	68.1	64.6	n/a	46.3
Non-government	90.2	98.1	79.8	79.0	69.1	71.0
Total	83.6	89.5	69.9	67.3	n/a	50.3
Western Australia						
Government	88.9	82.7	45.4	41.2	19.2	17.7
Non-government	83.6	78.7	43.8	44.7	45.4	32.3
Total	87.8	82.0	45.1	41.9	23.7	19.8
South Australia						
Government	73.9	63.2	55.6	39.4	32.1	15.9
Non-government	68.2	96.0	81.3	95.5	46.7	61.9
Total	73.5	65.1	57.0	42.4	32.9	18.4
Tasmania						
Government	140.3	108.7	65.4	51.0	43.2	35.0
Non-government	250.0	92.5	100.0	80.0	27.3	42.9
Total	148.5	106.8	67.4	54.2	42.0	35.6
ACT						
Government	118.2	83.3	120.0	179.2	86.7	108.0
Non-government	133.3	100.0	50.0	66.7	100.0	80.0
Total	120.0	87.7	113.6	156.7	88.2	100.0
Northern Territory						
Government	34.9	58.3	21.1	50.2	10.0	11.8
Non-government	66.1	48.6	26.1	21.4	11.2	10.0
Total	41.2	53.0	22.2	36.4	10.3	11.4
Australia						
Government	77.4	83.1	51.2	51.6	24.2	30.1
Non-government	86.7	83.0	57.4	55.8	32.3	46.2
Total	78.5	83.1	52.0	52.3	25.2	32.1

Source: DETYA advice to the Commission.

20. **Participation rates.** The Commission was often told that participation in school activities by Indigenous people is critical for satisfactory educational achievement. It was also told that the participation rates for Indigenous students are not as good as they should be. In 1997, under IESIP agreements, all government and Catholic school systems advised that the participation rates of Indigenous students were lower than those of non-Indigenous students — in most cases markedly lower.

21. The reasons for this include cultural and family obligations, gender, mobility of employment, poverty, ill health, student or parental choice and climate, as well as suspensions and exclusions. Good participation requires parents and guardians to be committed and enthusiastic about the value of education. Some of the measures the Commission was told could boost participation included schools:

- (i) having more experienced teachers teaching Indigenous students;
- (ii) having more Indigenous staff, both teachers and teachers assistants, to act as role models for the students;
- (iii) having more culturally appropriate curriculum and teaching methods;
- (iv) providing transport, meals, shoes and uniforms; and
- (v) scheduling sporting activities early in the day.

22. Table 12 shows participation rates for 15 to 19 year old students at school for the years 1991 and 1996. Data are dissected according to Indigenous and non-Indigenous students and by urban centre and region. Although it had improved slightly, the participation by Indigenous students in 1996 was well below that of non-Indigenous students and, because of increases in the non-Indigenous participation rates, had fallen further behind.

Table 12 PARTICIPATION RATES FOR 15-19 YEAR OLDS (ALL SCHOOLS), 1991 AND 1996

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
	%	%	%	%	%	%	%	%	%
1991 Indigenous									
Capital city	32.7	40.9	34.5	28.6	34.0	27.5		40.5	34.1
Other urban ^(a)	35.8	34.6	38.0	28.0	30.8	29.9		30.0	34.7
Rural / remote ^(b)	39.2	44.1	32.4	20.5	27.0	34.7		21.1	28.3
State	35.5	38.7	36.0	25.7	31.9	30.8	44.5	25.7	32.7
1991 Non-Indigenous									
Capital city	50.2	52.9	43.7	42.6	44.1	40.6		49.0	48.6
Other urban ^(a)	47.9	53.4	45.6	41.2	48.5	35.4		41.2	47.4
Rural / remote ^(b)	53.3	58.9	48.6	40.8	27.0	39.7		35.7	51.7
State	49.8	53.8	45.3	42.1	44.8	38.0	52.6	44.7	48.6
1996 Indigenous									
Capital city	38.3	38.9	35.4	29.1	35.6	31.9		42.6	36.0
Other urban ^(a)	38.1	39.1	36.4	26.2	27.1	35.0		27.2	34.1
Rural / remote ^(b)	38.3	40.0	24.2	21.7	37.0	35.9		17.0	24.4
State	38.2	39.0	34.9	26.6	31.7	34.4	42.9	26.3	33.6
1996 Non-Indigenous									
Capital city	54.5	55.1	44.6	43.9	47.2	44.2		47.4	51.2
Other urban ^(a)	52.5	57.1	47.4	42.8	52.2	42.5		45.6	51.0
Rural / remote ^(b)	58.1	61.4	51.1	39.0	58.1	42.0		28.8	54.6
State	53.7	55.9	46.3	43.5	48.7	43.0	55.8	46.3	51.2

(a) Urban centres of 1000 or more people, other than capital cities.

(b) Localities between 200 and 999 people.

Source: DETYA, *The School to Work Transition of Indigenous Australians: A Review of the Literature and Statistical Analysis*, 1998, p70.

INDICATORS AND NEEDS ANALYSIS

23. We have calculated a number of indicators of need which focus on:
- (i) education outcomes of Indigenous people — using measures based on literacy, those who left school before completing the compulsory years of schooling, those who left school after completing the compulsory years of schooling, and those who never attended school at all;
 - (ii) Indigenous demand for education services, using measures based on numbers of Indigenous people in relevant age groups; and
 - (iii) Indigenous access to education services, using measures based on the distances of communities from their nearest schools.

Most of the indicators of need have been estimated at the ATSI region level. Because of data limitations, the literacy achievement indicator (one of the better indicators of outcomes) has been calculated at the State level.

Indicators of Schools Education Outcomes

24. **Literacy achievements.** Table 13 sets out results of Year 3 Reading Benchmark tests for Indigenous and non-Indigenous students, by State. It shows the proportion of students achieving Year 3 literacy benchmarks in 1999. The findings indicate that the outcomes for Indigenous students are lower than for non-Indigenous students in all States, with the Northern Territory and Western Australia recording the lowest results. One reason for these results is that English is a second language for many students in remote areas in the Northern Territory and Western Australia. Remote area students are severely affected by high teacher turnover and poor attendance at school.

Table 13 PROPORTION OF STUDENTS ACHIEVING YEAR 3 READING BENCHMARK, 1999

	NSW	Vic	Qld ^(a)	WA	SA	Tas	ACT	NT	Aust
Indigenous (per cent)	77.8	68.0	66.7	54.4	64.0	76.3	67.2	29.7	66.1
All students (per cent)	91.2	86.2	82.4	87.9	83.2	85.9	89.9	72.3	86.9
Illustrative Index ^(b)	0.90	0.78	0.77	0.63	0.74	0.88	0.77	0.34	0.76

(a) Year 3 students have, on average, attended school eight months less than students in other States as Queensland does not have a full time preparatory year and has only 12 years of schooling.

(b) Ratio of Indigenous student outcome to average Australian outcome for all students (86.9 per cent).

Sources: MCEETYA, DETYA.

25. **Not completing compulsory school years.** Table 14 sets out for ATSI regions, the proportion of Indigenous people aged 15 and over who left school before completing the compulsory years of schooling. It shows that Indigenous people living in the remote regions of Warburton, Apatula and Tennant Creek had the greatest tendency to leave school at 14 years or younger, whereas those in Tasmania and the Sydney region are least likely to leave school before completing the compulsory years.

Table 14 PROPORTION OF INDIGENOUS PEOPLE AGED 15 AND OVER WHO LEFT SCHOOL BEFORE THE COMPULSORY AGE, 1996

ATSIIC Region	Indigenous population aged 15 and over	Those who left school at age 14 and under		Indicator
		No.	No.	
New South Wales				
Sydney	20 983	2 693	12.83	0.815
Queanbeyan (includes ACT)	5 405	707	13.08	0.831
Binaal Billa (Wagga Wagga)	10 275	1 553	15.11	0.960
Murdi Paaki (Bourke)	4 364	694	15.90	1.010
Kamilaroi (Tamworth)	6 283	891	14.18	0.901
Many Rivers (Coffs Harbour)	14 527	1 949	13.42	0.852
Victoria				
Binjurr (Wangaratta)	6 461	936	14.49	0.920
Tumbukka (Ballarat)	6 675	1 150	17.23	1.095
Queensland				
South East Queensland (Brisbane)	16 241	2 580	15.89	1.009
Goolburri (Roma)	4 979	1 022	20.53	1.304
Central Queensland (Rockhampton)	6 477	1 160	17.91	1.138
Townsville	8 531	1 471	17.24	1.096
Cairns and District	9 002	1 340	14.89	0.946
Gulf and West Queensland (Mount Isa)	3 991	618	15.48	0.984
Peninsula (Cooktown)	3 774	620	16.43	1.044
Torres Strait	3 570	480	13.45	0.854
Western Australia				
Perth Noongar	10 653	1 931	18.13	1.152
Kaata-Wangkinyinyi (Narrogin)	3 623	699	19.29	1.226
Yamatji (Geraldton)	2 952	524	17.75	1.128
Ngarda-Ngarli-Yarndu (South Hedland)	2 639	340	12.88	0.819
Kullari (Broome)	2 071	298	14.39	0.914
Malarabah (Derby)	2 478	350	14.12	0.897
Wunan (Kununurra)	2 402	376	15.65	0.995
Western Desert (Warburton)	1 849	645	34.88	2.216
Wongatha (Kalgoorlie)	1 907	364	19.09	1.213
South Australia				
Patpa Warra Yunti (Adelaide)	7 680	1 164	15.16	0.963
Wangka-Willurrara (Ceduna)	1 071	141	13.17	0.837
Nulla Wimila Kutju (Port Augusta)	3 624	551	15.20	0.966
Tasmania				
Tasmania	8 227	939	11.41	0.725
Northern Territory				
Yilli Rreung (Darwin)	5 628	731	12.99	0.825
Jabiru	4 799	828	17.25	1.096
Miwatj (Nhulunbuy)	4 368	616	14.10	0.896
Garrak-Jarru (Katherine)	4 229	650	15.37	0.977
Yappakurlangu (Tennant Creek)	2 082	448	21.52	1.367
Papunya (Apatula)	4 877	1 274	26.12	1.660
Alice Springs	2 877	565	19.64	1.248
Total	211 574	33 298	15.74	1.000

Source: ABS, Census of Population and Housing, 1996.

Table 15 PROPORTION OF INDIGENOUS PEOPLE AGED 15 AND OVER WHO LEFT SCHOOL AFTER THE COMPULSORY AGE, 1996

ATSI Region	Indigenous population aged 15 and over	Those who left school at age 15 and above	Indicator	
	No.	No.	%	
New South Wales				
Sydney	20 983	15 003	71.50	1.088
Queanbeyan (includes ACT)	5 405	3 876	71.71	1.092
Binaal Billa (Wagga Wagga)	10 275	6 818	66.36	1.010
Murdi Paaki (Bourke)	4 364	2 861	65.56	0.998
Kamilaroi (Tamworth)	6 283	4 256	67.74	1.031
Many Rivers (Coffs Harbour)	14 527	10 192	70.16	1.068
Victoria				
Binjurr (Wangaratta)	6 461	4 477	69.29	1.055
Tumbukka (Ballarat)	6 675	4 360	65.32	0.994
Queensland				
South East Queensland (Brisbane)	16 241	11 293	69.53	1.058
Goolburri (Roma)	4 979	3 177	63.81	0.971
Central Queensland (Rockhampton)	6 477	4 255	65.69	1.000
Townsville	8 531	5 558	65.15	0.992
Cairns and District	9 002	5 797	64.40	0.980
Gulf and West Queensland (Mount Isa)	3 991	2 641	66.17	1.007
Peninsula (Cooktown)	3 774	2 590	68.63	1.045
Torres Strait	3 570	2 412	67.56	1.028
Western Australia				
Perth Noongar	10 653	6 863	64.42	0.981
Kaata-Wangkinyinyi (Narrogin)	3 623	2 326	64.20	0.977
Yamatji (Geraldton)	2 952	1 808	61.25	0.932
Ngarda-Ngarli-Yarndu (South Hedland)	2 639	1 628	61.69	0.939
Kullari (Broome)	2 071	1 390	67.12	1.022
Malarabah (Derby)	2 478	1 531	61.78	0.941
Wunan (Kununurra)	2 402	1 268	52.79	0.804
Western Desert (Warburton)	1 849	802	43.37	0.660
Wongatha (Kalgoorlie)	1 907	1 222	64.08	0.975
South Australia				
Patpa Warra Yunti (Adelaide)	7 680	5 308	69.11	1.052
Wangka-Willurrara (Ceduna)	1 071	770	71.90	1.094
Nulla Wimila Kutju (Port Augusta)	3 624	1 510	41.67	0.634
Tasmania				
Tasmania	8 227	6 271	76.22	1.160
Northern Territory				
Yilli Rreung (Darwin)	5 628	3 622	64.36	0.980
Jabiru	4 799	3 193	66.53	1.013
Miwatj (Nhulunbuy)	4 368	2 619	59.96	0.913
Garrak-Jarru (Katherine)	4 229	2 457	58.10	0.884
Yappakurlangu (Tennant Creek)	2 082	1 099	52.79	0.804
Papunya (Apatula)	4 877	2 060	42.24	0.643
Alice Springs	2 877	1 675	58.22	0.886
Total	211 574	138 988	65.69	1.000

Source: ABS, Census of Population and Housing, 1996.

Table 16 PROPORTION OF INDIGENOUS PEOPLE AGED 15 AND OVER WHO NEVER ATTENDED SCHOOL, 1996

ATSI Region	Indigenous population aged 15 and over	Those who never attended school	Those who never attended school, per capita	Indicator
	No.	No.	%	
New South Wales				
Sydney	20 983	203	0.97	0.343
Queanbeyan (includes ACT)	5 405	39	0.72	0.256
Binaal Billa (Wagga Wagga)	10 275	80	0.78	0.276
Murdi Paaki (Bourke)	4 364	77	1.76	0.626
Kamilaroi (Tamworth)	6 283	63	1.00	0.356
Many Rivers (Coffs Harbour)	14 527	112	0.77	0.274
Victoria				
Binjurr (Wangaratta)	6 461	80	1.24	0.440
Tumbukka (Ballarat)	6 675	75	1.12	0.399
Queensland				
South East Queensland (Brisbane)	16 241	168	1.03	0.367
Goolburri (Roma)	4 979	69	1.39	0.492
Central Queensland (Rockhampton)	6 477	79	1.22	0.433
Townsville	8 531	112	1.31	0.466
Cairns and District	9 002	153	1.70	0.603
Gulf and West Queensland (Mount Isa)	3 991	192	4.81	1.708
Peninsula (Cooktown)	3 774	114	3.02	1.072
Torres Strait	3 570	47	1.32	0.467
Western Australia				
Perth Noongar	10 653	165	1.55	0.550
Kaata-Wangkinyinyi (Narrogin)	3 623	64	1.77	0.627
Yamatji (Geraldton)	2 952	118	4.00	1.419
Ngarda-Ngarli-Yarndu (South Hedland)	2 639	221	8.37	2.973
Kullari (Broome)	2 071	88	4.25	1.509
Malarabah (Derby)	2 478	321	12.95	4.599
Wunan (Kununurra)	2 402	273	11.37	4.035
Western Desert (Warburton)	1 849	281	15.20	5.396
Wongatha (Kalgoorlie)	1 907	61	3.20	1.136
South Australia				
Patpa Warra Yunti (Adelaide)	7 680	83	1.08	0.384
Wangka-Willurrara (Ceduna)	1 071	15	1.40	0.497
Nulla Wimila Kutju (Port Augusta)	3 624	211	5.82	2.067
Tasmania				
Tasmania	8 227	35	0.43	0.151
Northern Territory				
Yilli Rreung (Darwin)	5 628	151	2.68	0.953
Jabiru	4 799	271	5.65	2.005
Miwatj (Nhulunbuy)	4 368	233	5.33	1.894
Garrak-Jarru (Katherine)	4 229	469	11.09	3.938
Yappakurlangu (Tennant Creek)	2 082	329	15.80	5.611
Papunya (Apatula)	4 877	742	15.21	5.402
Alice Springs	2 877	165	5.74	2.036
Total	211 574	5 959	2.82	1.000

Source: ABS, Census of Population and Housing, 1996.

Table 17 CHILD CARE, INDICATORS OF INDIGENOUS DEMAND, 1996

ATSIC Region	Indigenous population up to 4 years	Indicator ^(a)	Total population up to 4 years	Indigenous popn up to 4 years to total up to 4 years popn	Indicator
	No.		No.	%	
New South Wales					
Sydney	4 091	3.699	205 667	1.99	0.502
Queanbeyan (includes ACT)	1 048	0.948	33 330	3.14	0.794
Binaal Billa (Wagga Wagga)	2 307	2.086	32 816	7.03	1.775
Murdi Paaki (Bourke)	877	0.793	3 601	24.35	6.148
Kamilaroi (Tamworth)	1 237	1.118	12 114	10.21	2.578
Many Rivers (Coffs Harbour)	2 970	2.685	69 429	4.28	1.080
Victoria					
Binjurr (Wangaratta)	1 189	1.075	136 561	0.87	0.220
Tumbukka (Ballarat)	1 231	1.113	107 209	1.15	0.290
Queensland					
South East Queensland (Brisbane)	3 418	3.090	116 203	2.94	0.742
Goolburri (Roma)	1 102	0.996	16 918	6.51	1.644
Central Queensland (Rockhampton)	1 412	1.277	22 669	6.23	1.572
Townsville	1 719	1.554	18 972	9.06	2.287
Cairns and District	1 633	1.477	11 485	14.22	3.589
Gulf and West Queensland (Mount Isa)	809	0.731	2 492	32.46	8.195
Peninsula (Cooktown)	498	0.450	921	54.07	13.649
Torres Strait	716	0.647	826	86.68	21.881
Western Australia					
Perth Noongar	2 119	1.916	70 495	3.01	0.759
Kaata-Wangkinyinyi (Narrogin)	689	0.623	14 496	4.75	1.200
Yamatji (Geraldton)	510	0.461	3 739	13.64	3.443
Ngarda-Ngarli-Yarndu (South Hedland)	416	0.376	2 725	15.27	3.854
Kullari (Broome)	314	0.284	783	40.10	10.123
Malarabah (Derby)	369	0.334	548	67.34	16.997
Wunan (Kununurra)	439	0.397	759	57.84	14.600
Western Desert (Warburton)	231	0.209	695	33.24	8.390
Wongatha (Kalgoorlie)	314	0.284	3 891	8.07	2.037
South Australia					
Patpa Warra Yunti (Adelaide)	1 370	1.239	68 474	2.00	0.505
Wangka-Willurrara (Ceduna)	200	0.181	2 381	8.40	2.120
Nulla Wimila Kutju (Port Augusta)	628	0.568	4 922	12.76	3.221
Tasmania					
Tasmania	1 476	1.335	26 724	5.52	1.394
Northern Territory					
Yilli Rreung (Darwin)	940	0.850	6 636	14.17	3.576
Jabiru	778	0.703	977	79.63	20.101
Miwatj (Nhulunbuy)	594	0.537	994	59.76	15.085
Garrak-Jarru (Katherine)	708	0.640	1 428	49.58	12.515
Yappakurlangu (Tennant Creek)	353	0.319	536	65.86	16.624
Papunya (Apatula)	654	0.591	801	81.65	20.610
Alice Springs	456	0.412	1 814	25.14	6.345
Total	39 815	1.000	1 005 031	3.96	1.000

(a) Based on the ratio of each region's relevant population to the average relevant population for all regions.

Source: ABS, Census of Population and Housing, 1996.

Table 18 PRE-SCHOOL EDUCATION, INDICATORS OF INDIGENOUS DEMAND, 1996

ATSI Region	Indigenous 4 year old population	Indicator ^(a)	Total 4 year old population	Indigenous 4 year old population to total 4 year old population	Indicator
	No.		No.	%	
New South Wales					
Sydney	995	3.421	52 091	1.91	0.474
Queanbeyan (includes ACT)	266	0.914	8 863	3.00	0.745
Binaal Billa (Wagga Wagga)	562	1.932	8 587	6.54	1.624
Murdi Paaki (Bourke)	212	0.729	915	23.17	5.750
Kamilaroi (Tamworth)	335	1.152	3 263	10.27	2.548
Many Rivers (Coffs Harbour)	773	2.657	18 600	4.16	1.031
Victoria					
Binjurr (Wangaratta)	312	1.073	35 678	0.87	0.217
Tumbukka (Ballarat)	362	1.244	27 117	1.33	0.331
Queensland					
South East Queensland (Brisbane)	836	2.874	29 962	2.79	0.692
Goolburri (Roma)	281	0.966	4 449	6.32	1.567
Central Queensland (Rockhampton)	386	1.327	5 952	6.49	1.609
Townsville	440	1.513	4 842	9.09	2.255
Cairns and District	430	1.478	2 988	14.39	3.571
Gulf and West Queensland (Mount Isa)	199	0.684	598	33.28	8.258
Peninsula (Cooktown)	165	0.567	259	63.71	15.810
Torres Strait	206	0.708	229	89.96	22.324
Western Australia					
Perth Noongar	526	1.808	18 220	2.89	0.716
Kaata-Wangkinyinyi (Narrogin)	172	0.591	3 827	4.49	1.115
Yamatji (Geraldton)	152	0.523	1 013	15.00	3.724
Ngarda-Ngarli-Yarndu (South Hedland)	144	0.495	701	20.54	5.098
Kullari (Broome)	90	0.309	200	45.00	11.167
Malarabah (Derby)	79	0.272	105	75.24	18.671
Wunan (Kununurra)	115	0.395	207	55.56	13.787
Western Desert (Warburton)	69	0.237	160	43.13	10.702
Wongatha (Kalgoorlie)	82	0.282	952	8.61	2.138
South Australia					
Patpa Warra Yunti (Adelaide)	389	1.337	17 840	2.18	0.541
Wangka-Willurrara (Ceduna)	49	0.168	626	7.83	1.943
Nulla Wimila Kutju (Port Augusta)	163	0.560	1 298	12.56	3.116
Tasmania					
Tasmania	369	1.269	6 818	5.41	1.343
Northern Territory					
Yilli Rreung (Darwin)	230	0.791	1 650	13.94	3.459
Jabiru	221	0.760	283	78.09	19.380
Miwatj (Nhulunbuy)	230	0.791	331	69.49	17.244
Garrak-Jarru (Katherine)	201	0.691	394	51.02	12.660
Yappakurlangu (Tennant Creek)	97	0.333	151	64.24	15.942
Papunya (Apatula)	209	0.718	250	83.60	20.747
Alice Springs	125	0.430	459	27.23	6.758
Total	10 472	1.000	259 878	4.03	1.000

(a) Based on the ratio of each region's relevant population to the average relevant population for all regions.

Source: ABS, Census of Population and Housing, 1996.

Table 19 PRIMARY SCHOOLS EDUCATION, INDICATORS OF INDIGENOUS DEMAND, 1996

ATSI Region	Indigenous 5-11 years population	Indicator ^(a)	Total 5-11 years population	Indigenous 5-11 years popn to total 5-11 years popn	Indicator
	No.		No.	%	
New South Wales					
Sydney	5 884	3.220	349 127	1.69	0.461
Queanbeyan (includes ACT)	1 737	0.950	63 654	2.73	0.746
Binaal Billa (Wagga Wagga)	3 482	1.905	59 655	5.84	1.595
Murdi Paaki (Bourke)	1 460	0.799	6 418	22.75	6.217
Kamilaroi (Tamworth)	2 070	1.133	22 915	9.03	2.469
Many Rivers (Coffs Harbour)	4 884	2.673	131 234	3.72	1.017
Victoria					
Binjurr (Wangaratta)	1 767	0.967	250 718	0.70	0.193
Tumbukka (Ballarat)	2 077	1.137	183 670	1.13	0.309
Queensland					
South East Queensland (Brisbane)	5 189	2.839	205 531	2.52	0.690
Goolburri (Roma)	1 771	0.969	31 523	5.62	1.535
Central Queensland (Rockhampton)	2 203	1.205	41 346	5.33	1.456
Townsville	2 770	1.516	32 873	8.43	2.303
Cairns and District	2 515	1.376	19 125	13.15	3.594
Gulf and West Queensland (Mount Isa)	1 233	0.675	3 980	30.98	8.466
Peninsula (Cooktown)	898	0.491	1 622	55.36	15.130
Torres Strait	1 218	0.666	1 342	90.76	24.803
Western Australia					
Perth Noongar	3 461	1.894	131 577	2.63	0.719
Kaata-Wangkinyinyi (Narrogin)	1 230	0.673	29 205	4.21	1.151
Yamatji (Geraldton)	1 003	0.549	6 811	14.73	4.024
Ngarda-Ngarli-Yarndu (South Hedland)	809	0.443	4 790	16.89	4.616
Kullari (Broome)	695	0.380	1 425	48.77	13.328
Malarabah (Derby)	763	0.418	1 018	74.95	20.483
Wunan (Kununurra)	838	0.459	1 444	58.03	15.859
Western Desert (Warburton)	374	0.205	1 067	35.05	9.579
Wongatha (Kalgoorlie)	631	0.345	6 101	10.34	2.826
South Australia					
Patpa Warra Yunti (Adelaide)	2 334	1.277	124 675	1.87	0.512
Wangka-Willurrara (Ceduna)	380	0.208	4 308	8.82	2.411
Nulla Wimila Kutju (Port Augusta)	1 122	0.614	9 094	12.34	3.372
Tasmania					
Tasmania	2 650	1.450	49 104	5.40	1.475
Northern Territory					
Yilli Rreung (Darwin)	1 541	0.843	10 564	14.59	3.986
Jabiru	1 441	0.789	1 798	80.14	21.902
Miwatj (Nhulunbuy)	1 280	0.700	1 949	65.67	17.948
Garrak-Jarru (Katherine)	1 460	0.799	2 642	55.26	15.102
Yappakurlangu (Tennant Creek)	677	0.370	992	68.25	18.650
Papunya (Apatula)	1 296	0.709	1 520	85.26	23.301
Alice Springs	646	0.353	3 062	21.10	5.765
Total	65 789	1.000	1 797 879	3.66	1.000

(a) Based on the ratio of each region's relevant population to the average relevant population for all regions.

Source: ABS, Census of Population and Housing, 1996.

Table 20 SECONDARY SCHOOLS EDUCATION (COMPULSORY YEARS), INDICATORS OF INDIGENOUS DEMAND, 1996

ATSI Region	Indigenous 12-14 years population	Indicator ^(a)	Total 12-14 years population	Indigenous 12-14 years popn to total 12-14 years popn	Indicator
	No.		No.	%	
New South Wales					
Sydney	2 333	3.317	151 145	1.54	0.473
Queanbeyan (includes ACT)	667	0.948	27 187	2.45	0.751
Binaal Billa (Wagga Wagga)	1 421	2.020	25 316	5.61	1.718
Murdi Paaki (Bourke)	431	0.613	2 243	19.22	5.883
Kamilaroi (Tamworth)	786	1.118	9 700	8.10	2.481
Many Rivers (Coffs Harbour)	1 904	2.707	55 342	3.44	1.053
Victoria					
Binjurr (Wangaratta)	666	0.947	107 366	0.62	0.190
Tumbukka (Ballarat)	734	1.044	77 032	0.95	0.292
Queensland					
South East Queensland (Brisbane)	1 951	2.774	92 054	2.12	0.649
Goolburri (Roma)	671	0.954	14 425	4.65	1.424
Central Queensland (Rockhampton)	854	1.214	18 168	4.70	1.439
Townsville	1 218	1.732	14 648	8.32	2.546
Cairns and District	1 132	1.609	8 296	13.65	4.177
Gulf and West Queensland (Mount Isa)	426	0.606	1 362	31.28	9.575
Peninsula (Cooktown)	300	0.427	519	57.80	17.696
Torres Strait	354	0.503	392	90.31	27.647
Western Australia					
Perth Noongar	1 239	1.762	58 932	2.10	0.644
Kaata-Wangkinyinyi (Narrogin)	490	0.697	11 824	4.14	1.269
Yamatji (Geraldton)	389	0.553	2 670	14.57	4.460
Ngarda-Ngarli-Yarndu (South Hedland)	290	0.412	1 610	18.01	5.514
Kullari (Broome)	253	0.360	484	52.27	16.003
Malarabah (Derby)	269	0.382	337	79.82	24.437
Wunan (Kununurra)	294	0.418	465	63.23	19.356
Western Desert (Warburton)	165	0.235	385	42.86	13.120
Wongatha (Kalgoorlie)	218	0.310	2 127	10.25	3.138
South Australia					
Patpa Warra Yunti (Adelaide)	916	1.302	55 103	1.66	0.509
Wangka-Willurrara (Ceduna)	167	0.237	1 801	9.27	2.839
Nulla Wimila Kutju (Port Augusta)	351	0.499	3 611	9.72	2.976
Tasmania					
Tasmania	1 151	1.636	21 715	5.30	1.623
Northern Territory					
Yilli Rreung (Darwin)	653	0.928	4 396	14.85	4.548
Jabiru	507	0.721	614	82.57	25.279
Miwatj (Nhulunbuy)	529	0.752	747	70.82	21.680
Garrak-Jarru (Katherine)	524	0.745	899	58.29	17.844
Yappakurlangu (Tennant Creek)	240	0.341	351	68.38	20.933
Papunya (Apatula)	482	0.685	536	89.93	27.530
Alice Springs	345	0.491	1 355	25.46	7.795
Total	25 320	1.000	775 157	3.27	1.000

(a) Based on the ratio of each region's relevant population to the average relevant population for all regions.

Source: ABS, Census of Population and Housing, 1996.

Table 21 SECONDARY SCHOOLS EDUCATION (POST-COMPULSORY YEARS), INDICATORS OF INDIGENOUS DEMAND, 1996

ATSI Region	Indigenous 15-17 years population	Indicator ^(a)	Total 15-17 years population	Indigenous 15-17 years popn to total 15-17 years popn	Indicator
	No.		No.	%	
New South Wales					
Sydney	2 022	3.388	152 047	1.33	0.465
Queanbeyan (includes ACT)	554	0.928	26 136	2.12	0.741
Binaal Billa (Wagga Wagga)	1 096	1.836	23 695	4.63	1.617
Murdi Paaki (Bourke)	394	0.660	2 074	19.00	6.640
Kamilaroi (Tamworth)	685	1.148	9 176	7.47	2.609
Many Rivers (Coffs Harbour)	1 504	2.520	50 883	2.96	1.033
Victoria					
Binjurr (Wangaratta)	566	0.948	106 748	0.53	0.185
Tumbukka (Ballarat)	633	1.061	76 343	0.83	0.290
Queensland					
South East Queensland (Brisbane)	1 722	2.885	89 890	1.92	0.670
Goolburri (Roma)	605	1.014	13 480	4.49	1.569
Central Queensland (Rockhampton)	731	1.225	16 245	4.50	1.573
Townsville	906	1.518	13 421	6.75	2.360
Cairns and District	996	1.669	7 546	13.20	4.613
Gulf and West Queensland (Mount Isa)	336	0.563	1 224	27.45	9.595
Peninsula (Cooktown)	285	0.478	474	60.13	21.016
Torres Strait	302	0.506	336	89.88	31.416
Western Australia					
Perth Noongar	1 128	1.890	58 840	1.92	0.670
Kaata-Wangkinyinyi (Narrogin)	367	0.615	9 702	3.78	1.322
Yamatji (Geraldton)	334	0.560	2 414	13.84	4.836
Ngarda-Ngarli-Yarndu (South Hedland)	214	0.359	1 202	17.80	6.223
Kullari (Broome)	209	0.350	404	51.73	18.082
Malarabah (Derby)	238	0.399	278	85.61	29.924
Wunan (Kununurra)	210	0.352	358	58.66	20.503
Western Desert (Warburton)	157	0.263	349	44.99	15.724
Wongatha (Kalgoorlie)	198	0.332	1 849	10.71	3.743
South Australia					
Patpa Warra Yunti (Adelaide)	760	1.273	52 735	1.44	0.504
Wangka-Willurrara (Ceduna)	107	0.179	1 418	7.55	2.637
Nulla Wimila Kutju (Port Augusta)	296	0.496	3 196	9.26	3.237
Tasmania					
Tasmania	1 030	1.726	20 555	5.01	1.751
Northern Territory					
Yilli Rreung (Darwin)	664	1.113	4 038	16.44	5.748
Jabiru	479	0.803	553	86.62	30.276
Miwatj (Nhulunbuy)	442	0.741	595	74.29	25.965
Garrak-Jarru (Katherine)	408	0.684	771	52.92	18.496
Yappakurlangu (Tennant Creek)	197	0.330	287	68.64	23.992
Papunya (Apatula)	463	0.776	633	73.14	25.566
Alice Springs	248	0.416	1 101	22.52	7.873
Total	21 486	1.000	750 996	2.86	1.000

(a) Based on the ratio of each region's relevant population to the average relevant population for all regions.

Source: ABS, Census of Population and Housing, 1996.

Indicators of Supply of Schools Education Services

32. Indicators of physical access to both primary and secondary schools have been calculated from data from the 1999 Community, Housing and Infrastructure Survey (CHINS). They are shown in Tables 22, 23 and 24.

33. The indicator, for each ATSI region, is based on a simple measure of the population weighted distances of Indigenous communities and the remaining Indigenous population in the region, to their nearest school. The 'community weighted distance to school' variable in the tables is calculated by population weighting the distances of discrete Indigenous communities (identified in the 1999 CHINS) to their nearest school. The 'region weighted distance to school' variable is calculated by population weighting the distances of discrete Indigenous communities to their nearest school, and the distance of the remaining Indigenous population in the region to their nearest school (which is assumed to be 1.5 kilometres for primary schools, and 3 kilometres for secondary schools).

34. The tables generally show Indigenous physical access to:

- (i) primary and secondary schools is best along the east coast and in regions incorporating capital cities;
- (ii) primary schools is poorest in the Kimberley regions and in the central regions of the Northern Territory, except for Alice Springs;
- (iii) secondary schools is poorest in the Western Desert and in all Northern Territory regions except Yilli Rreung (Darwin) and Alice Springs;
- (iv) primary schools is better than access to secondary schools — reflecting the greater number and smaller student catchment areas of primary schools; and
- (v) 'up to Year 10' secondary schools is better than to 'up to Year 12' secondary schools — reflecting the greater numbers of 'up to Year 10' schools.

35. Community representatives from remote areas often noted that the necessity for students to leave their communities reduced the likelihood that they would proceed to higher levels of education. They suggested better outcomes would arise if education was more accessible up to year 12.

36. Maps describing access to primary schools, 'up to Year 10' secondary schools and 'up to Year 12' secondary schools are in the CHINS maps section of the Volume of Consultants' Reports.

Table 22 INDIGENOUS STUDENTS' ACCESS TO PRIMARY SCHOOLS, 1999

ATSI Region	Indigenous population (a)	Number of Indigenous communities (b)	Communities popn to region popn ^(c)	Community wtd. distance to school	Region wtd distance to school	Indicator
			%	kms	kms	
New South Wales						
Sydney	39 361	3	1	5.0	1.5	0.416
Queanbeyan (includes ACT)	10 451	4	10	6.6	2.0	0.540
Binaal Billa (Wagga Wagga)	20 716	14	6	12.1	2.2	0.591
Murdi Paaki (Bourke)	8 432	15	18	4.9	2.1	0.573
Kamilaroi (Tamworth)	12 296	9	17	1.9	1.6	0.422
Many Rivers (Coffs Harbour)	28 767	22	9	4.0	1.7	0.470
Victoria						
Binjurr (Wangaratta)	11 520	1	1	17.5	1.7	0.455
Tumbukka (Ballarat)	12 281	1	1	17.5	1.7	0.448
Queensland						
South East Queensland (Brisbane)	32 725	1	0	5.0	1.5	0.407
Goolburri (Roma)	10 425	1	24	0.5	1.3	0.341
Central Queensland (Rockhampton)	13 420	1	8	0.5	1.4	0.384
Townsville	17 382	2	18	0.7	1.4	0.368
Cairns and District	17 421	6	20	2.2	1.6	0.446
Gulf and West Queensland (Mount Isa)	7 884	37	44	5.6	3.3	0.899
Peninsula (Cooktown)	6 673	83	100	5.7	5.7	1.551
Torres Strait	7 181	18	95	0.6	0.6	0.174
Western Australia						
Perth Noongar	20 882	3	1	3.9	1.5	0.414
Kaata-Wangkinyinyi (Narrogin)	7 199	2	1	11.3	1.6	0.421
Yamatji (Geraldton)	5 808	13	13	30.5	5.3	1.426
Ngarda-Ngarli-Yarndu (South Hedland)	4 988	29	28	13.1	4.8	1.290
Kullari (Broome)	3 973	67	75	14.4	11.2	3.031
Malarabah (Derby)	4 593	58	90	32.4	29.4	7.957
Wunan (Kununurra)	5 163	72	77	13.8	11.0	2.972
Western Desert (Warburton)	3 119	31	93	8.9	8.4	2.274
Wongatha (Kalgoorlie)	3 658	10	17	6.0	2.3	0.618
South Australia						
Patpa Warra Yunti (Adelaide)	14 526	6	4	3.9	1.6	0.435
Wangka-Willurrara (Ceduna)	2 138	13	38	8.4	4.1	1.110
Nulla Wimila Kutju (Port Augusta)	6 741	87	56	9.8	6.2	1.667
Tasmania						
Tasmania	16 106	1	0	0.5	1.5	0.405
Northern Territory						
Yilli Rreung (Darwin)	10 605	17	12	7.5	2.2	0.597
Jabiru	9 139	142	100	6.1	6.1	1.660
Miwatj (Nhulunbuy)	8 258	123	100	7.7	7.7	2.088
Garrak-Jarru (Katherine)	8 403	110	100	15.4	15.4	4.169
Yappakurlangu (Tennant Creek)	4 068	60	100	19.0	19.0	5.128
Papunya (Apatula)	8 867	181	100	11.1	11.1	3.015
Alice Springs	5 247	48	52	10.7	6.3	1.708
Total	410 416	1 291	27	9.1	3.7	1.000

(a) Based on ABS, *Experimental Projections of Aboriginal and Torres Strait Islander Pop'n*, No 3231, low series.

(b) As defined in the 1999 CHINS.

(c) Rounded CHINS community population estimates have forced some proportions to be set to 100 per cent.

Sources: 1999 CHINS. ABS, Census of Population and Housing, 1996.

Table 23 INDIGENOUS STUDENTS' ACCESS TO 'UP TO YEAR 10'
SECONDARY SCHOOLS, 1999

ATSIC Region	Indigenous population ^(a)	Number of Indigenous communities ^(b)	Communities popn to Region popn ^(c)	Community wtd. distance to school	Region wtd distance to school	Indicator
			%	kms	kms	
New South Wales						
Sydney	39 361	3	1	5.0	3.0	0.109
Queanbeyan (includes ACT)	10 451	4	10	25.3	5.2	0.186
Binaal Billa (Wagga Wagga)	20 716	14	6	13.5	3.7	0.132
Murdi Paaki (Bourke)	8 432	15	18	21.6	6.4	0.229
Kamilaroi (Tamworth)	12 296	9	17	17.5	5.4	0.195
Many Rivers (Coffs Harbour)	28 767	22	9	13.6	4.0	0.144
Victoria						
Binjurr (Wangaratta)	11 520	1	1	17.5	3.2	0.114
Tumbukka (Ballarat)	12 281	1	1	37.5	3.3	0.120
Queensland						
South East Queensland (Brisbane)	32 725	1	0	17.5	3.0	0.109
Goolburri (Roma)	10 425	1	24	5.0	3.5	0.125
Central Queensland (Rockhampton)	13 420	1	8	0.5	2.8	0.101
Townsville	17 382	2	18	2.4	2.9	0.104
Cairns and District	17 421	6	20	1.4	2.7	0.097
Gulf and West Queensland (Mount Isa)	7 884	37	44	19.5	10.4	0.372
Peninsula (Cooktown)	6 673	83	100	92.2	92.2	3.316
Torres Strait	7 181	18	95	76.8	73.1	2.631
Western Australia						
Perth Noongar	20 882	3	1	3.9	3.0	0.108
Kaata-Wangkinyinyi (Narrogin)	7 199	2	1	40.0	3.2	0.115
Yamatji (Geraldton)	5 808	13	13	55.1	9.8	0.352
Ngarda-Ngarli-Yarndu (South Hedland)	4 988	29	28	25.7	9.4	0.338
Kullari (Broome)	3 973	67	75	34.8	27.0	0.970
Malarabah (Derby)	4 593	58	90	38.6	35.1	1.264
Wunan (Kununurra)	5 163	72	77	27.9	22.3	0.802
Western Desert (Warburton)	3 119	31	93	142.0	132.7	4.771
Wongatha (Kalgoorlie)	3 658	10	17	18.6	5.7	0.205
South Australia						
Patpa Warra Yunti (Adelaide)	14 526	6	4	22.3	3.9	0.139
Wangka-Willurrara (Ceduna)	2 138	13	38	112.1	44.3	1.592
Nulla Wimila Kutju (Port Augusta)	6 741	87	56	83.0	48.2	1.732
Tasmania						
Tasmania	16 106	1	0	37.5	3.1	0.113
Northern Territory						
Yilli Rreung (Darwin)	10 605	17	12	26.9	5.8	0.209
Jabiru	9 139	142	100	146.4	146.4	5.266
Miwatj (Nhulunbuy)	8 258	123	100	121.5	121.5	4.371
Garrak-Jarru (Katherine)	8 403	110	100	198.4	198.4	7.136
Yappakurlangu (Tennant Creek)	4 068	60	100	164.1	164.1	5.903
Papunya (Apatula)	8 867	181	100	206.1	206.1	7.412
Alice Springs	5 247	48	52	12.3	7.9	0.284
Total	410 416	1 291	27	94.4	27.8	1.000

(a) Based on ABS, *Experimental Projections of Aboriginal and Torres Strait Islander Pop'n*, No 3231, low series.

(b) As defined in the 1999 CHINS.

(c) Rounded CHINS community population estimates have forced some proportions to be set to 100 per cent.

Sources: 1999 CHINS. ABS, Census of Population and Housing, 1996.

Table 24 INDIGENOUS STUDENTS' ACCESS TO 'UP TO YEAR 12'
SECONDARY SCHOOLS, 1999

ATSIC Region	Indigenous population ^(a)	Number of Indigenous communities ^(b)	Communities popn to Region popn ^(c)	Community wtd. distance to school	Region wtd distance to school	Indicator
			%	kms	kms	
New South Wales						
Sydney	39 361	3	1	5.0	3.0	0.069
Queanbeyan (includes ACT)	10 451	4	10	25.3	5.2	0.118
Binaal Billa (Wagga Wagga)	20 716	14	6	13.5	3.7	0.084
Murdi Paaki (Bourke)	8 432	15	18	27.5	7.4	0.170
Kamilaroi (Tamworth)	12 296	9	17	17.5	5.4	0.124
Many Rivers (Coffs Harbour)	28 767	22	9	18.2	4.4	0.101
Victoria						
Binjurr (Wangaratta)	11 520	1	1	75.0	3.8	0.087
Tumbukka (Ballarat)	12 281	1	1	37.5	3.3	0.076
Queensland						
South East Queensland (Brisbane)	32 725	1	0	17.5	3.0	0.069
Goolburri (Roma)	10 425	1	24	5.0	3.5	0.079
Central Queensland (Rockhampton)	13 420	1	8	175.0	17.1	0.390
Townsville	17 382	2	18	73.1	15.7	0.360
Cairns and District	17 421	6	20	33.0	9.1	0.207
Gulf and West Queensland (Mount Isa)	7 884	37	44	288.5	130.0	2.970
Peninsula (Cooktown)	6 673	83	100	153.2	153.2	3.498
Torres Strait	7 181	18	95	76.8	73.1	1.670
Western Australia						
Perth Noongar	20 882	3	1	3.9	3.0	0.069
Kaata-Wangkinyinyi (Narrogin)	7 199	2	1	40.0	3.2	0.073
Yamatji (Geraldton)	5 808	13	13	131.3	19.7	0.450
Ngarda-Ngarli-Yarndu (South Hedland)	4 988	29	28	65.5	20.6	0.470
Kullari (Broome)	3 973	67	75	86.8	66.3	1.514
Malarabah (Derby)	4 593	58	90	133.9	121.0	2.764
Wunan (Kununurra)	5 163	72	77	148.6	115.7	2.642
Western Desert (Warburton)	3 119	31	93	212.1	198.0	4.521
Wongatha (Kalgoorlie)	3 658	10	17	76.5	15.7	0.359
South Australia						
Patpa Warra Yunti (Adelaide)	14 526	6	4	22.3	3.9	0.088
Wangka-Willurrara (Ceduna)	2 138	13	38	112.1	44.3	1.011
Nulla Wimila Kutju (Port Augusta)	6 741	87	56	181.1	103.5	2.364
Tasmania						
Tasmania	16 106	1	0	175.0	3.7	0.086
Northern Territory						
Yilli Rreung (Darwin)	10 605	17	12	34.1	6.7	0.152
Jabiru	9 139	142	100	251.3	251.3	5.740
Miwatj (Nhulunbuy)	8 258	123	100	212.4	212.4	4.851
Garrak-Jarru (Katherine)	8 403	110	100	230.2	230.2	5.256
Yappakurlangu (Tennant Creek)	4 068	60	100	192.4	192.4	4.393
Papunya (Apatula)	8 867	181	100	227.2	227.2	5.187
Alice Springs	5 247	48	52	12.3	7.9	0.180
Total	410 416	1 291	27	154.1	43.8	1.000

(a) Based on ABS, *Experimental Projections of Aboriginal and Torres Strait Islander Pop'n*, No 3231, low series.

(b) As defined in the 1999 CHINS.

(c) Rounded CHINS community population estimates have forced some proportions to be set to 100 per cent.

Sources: 1999 CHINS. ABS, Census of Population and Housing, 1996.

COMMONWEALTH POLICIES AND PROGRAMS

37. Prime responsibility for the delivery of schools education in Australia rests with the States, together with the many education authorities, which operate non-government schools. State governments have developed equity policies and programs, which aim to provide quality schooling for all students, irrespective of their social background or geographic location.

38. The Ministerial Council on Education, Employment, Training and Youth Affairs (MCEETYA), comprising Commonwealth and State Ministers, is the ministerial forum for national collaboration in policy development and implementation relating to schooling in Australia. Ministers are responsible for both government and non-government schools.

39. The Commonwealth provides significant financial input through specific purpose payments to government and non-government school authorities to support agreed priorities and strategies. Although it operates no schools, the Commonwealth through this financial contribution, has a direct interest in many aspects of schooling, including reporting of outcomes and accountability. The Commonwealth contributes to improving the educational outcomes of Indigenous students by providing supplementary funding under a number of programs of both direct and indirect assistance.

STRATEGIC DIRECTION FOR INDIGENOUS EDUCATION

40. The overarching position of the Commonwealth and the States is that all Australians have the right to an education that allows them to choose from the same range of opportunities. This goal has been endorsed by all Education Ministers, and was reaffirmed at the March 2000 MCEETYA meeting.

41. The Commonwealth has adopted a strategy which aims to make significant progress in closing the gaps in educational outcomes between Indigenous and non-Indigenous Australians by 2004. It focuses on the areas of literacy, numeracy and educational attendance. The *States Grants (Primary and Secondary Education Assistance) Act 2000* specifies that payments to a State are subject to:

- (i) a commitment to the National Goals for Schooling prepared by MCEETYA;
- (ii) a commitment to performance measures and targets; and
- (iii) financial accountability and educational accountability.

Effectively, this legislation increases Commonwealth leverage and places outcome requirements on all school authorities, not just for the Commonwealth funds but for resourcing provided by other government and by non-government authorities.

42. The *Indigenous Education (Targeted Assistance) Act 2000* aims to improve the educational outcomes of Indigenous people by providing:

- (i) equity in educational opportunities, improved access to services and increased participation by Indigenous people;
- (ii) for more involvement of Indigenous people in decisions that affect their educational performance; and
- (iii) culturally appropriate courses for Indigenous people.

43. This Act puts Indigenous-specific funding on the same basis as funding for other education programs — all programs will operate on a quadrennial basis. The Act facilitates enhanced reporting of financial and performance information, and this information will be made available to all Australians through an annual report on Indigenous education. In particular, The Commonwealth Parliament is to be provided with an annual report detailing:

- (i) the number of Indigenous students attending pre-school;
- (ii) the number of Indigenous enrolments in post-compulsory education and training;
- (iii) the number of Indigenous students completing post-compulsory education and training;
- (iv) performance information for each State, by level of education;
- (v) progress of Indigenous students with regards to the National Indigenous Literacy and Numeracy Strategy;
- (vi) Years 10 and 12 retention rates for Indigenous students; and
- (vii) payments made to the government and non-government sectors in each State.

MAINSTREAM FUNDING

44. The Commonwealth Government, through the *States Grants (Primary and Secondary Education Assistance) Act 2000*, provides general recurrent funding to schools in the government and non-government sectors to assist in the provision of education services. In the government sector, funds are provided as block grants calculated on a per student basis. These funds are provided to the respective State governments for distribution. The Commonwealth is not directly involved in the allocation of funds to individual schools. In the non-government sector, the level of Commonwealth funding is also on a per student basis, but is broadly needs based, weighted according to a measure of the socio-economic status of school communities.

45. Capital funds are provided as block grants to State Governments and to non-government education schools and authorities to distribute to schools within their jurisdictions. Authorities consider, rank and recommend capital projects for funding each year and, following approval by the Commonwealth, handle payments for and monitoring of the approved projects.

46. Table 25 sets out a brief description of Commonwealth mainstream funding of schools education.

Table 25 COMMONWEALTH MAINSTREAM SCHOOLS FUNDING, 1998-99

Program	Purpose	Funding \$m
Recurrent		
Non-Government Schools ^(a)	Provides assistance to Non-Government schools and systems through per student general recurrent grants. These are applied to staff salaries, teacher professional development, curriculum development, maintenance and general operational provisions.	2 387.8
Targeted Program Non-Government Schools ^(a)	Provides assistance for the improvement of literacy, numeracy and education outcomes for educationally disadvantaged students, to promote the study of other languages, and to assist in the transition from school to work.	133.9
Government Schools	Provides assistance to State education authorities through per student general recurrent grants. These can be applied to staff salaries, teacher professional development, curriculum development, maintenance and general operational provisions.	1 118.7
Targeted and Joint Program Government Schools	Provides assistance for the improvement of literacy, numeracy and education outcomes for educationally disadvantaged students, to promote the study of other languages, and to assist in the transition from school to work	296.8
		3 937.2
Capital		
Non-Government Schools ^(a)	Provides assistance to Non-Government schools and systems, as well as hostels for rural students, for the provision, maintenance and upgrading of school facilities. It can include land or building purchases, capital works or the provision of equipment.	86.2
Government Schools	Provides supplementary assistance to State education authorities for the provision, maintenance and upgrading of school facilities. It can include land or building purchases, capital works or the provision of equipment.	219.3
		305.5
Total		4 242.7

(a) Payments made through the States.

Source: Commonwealth Budget Paper No.3, p82 and p87.

INDIGENOUS-SPECIFIC FUNDING

47. The Commonwealth also provides for educational equity of Indigenous students through three Indigenous-specific programs:

- (i) Indigenous Education Strategic Initiatives Program (IESIP);
- (ii) Indigenous Education Direct Assistance (IEDA) program; and
- (iii) ABSTUDY income assistance program.

48. Supplementary revenue assistance for Indigenous education has been provided, in one form or another, for many years because mainstream funding has been unable to address all the needs of Indigenous students.

49. The current forms of supplementary assistance are based on the National Aboriginal and Torres Strait Islander Education Policy (AEP), the policies and priorities of MCEETYA, the *Indigenous Education (Supplementary Assistance) Act 1989* and the *Indigenous Education (Supplementary Assistance) Act 2000*. The AEP, endorsed by all governments, contains 21 national goals designed to bring about equity in education for Indigenous Australians. The goals cover four broad areas:

- (i) involvement of Indigenous people in educational decision making;
- (ii) equality of access to educational services;
- (iii) equality of educational participation; and
- (iv) equitable and appropriate educational outcomes.

Indigenous Education Strategic Initiatives Program (IESIP)

50. IESIP is the Commonwealth's main form of supplementary assistance. It is available to increase the chances of Indigenous students achieving success in education. IESIP is concerned with educational outcomes rather than inputs and focuses on reaching annual educational targets and the reporting of progress towards achieving those targets.

51. Within the IESIP program, there are six forms of funding. They are:

- (i) Supplementary Recurrent Assistance (SRA);
- (ii) Transitional Project Assistance (TPA);
- (iii) Strategic Results Projects (SRP);
- (iv) Targeted Outcomes Projects (TOP);
- (v) Short Term Special Assistance (STSA); and
- (vi) English as a Second Language for Indigenous Language Speaking Students (ESL-ILSS).

52. The primary objective of the IESIP program is to achieve performance targets aimed at improving the education outcomes of Indigenous students. Education authorities are required to report progress in performance to the Commonwealth. Such performance monitoring provides the Commonwealth with the opportunity to measure improvements in the education outcomes of Indigenous people.

53. The most important element of IESIP is the SRA program. To access this program, education providers are required to propose annual performance targets addressing their specific contributions to achieve AEP goals and MCEETYA national priorities. Core performance targets for measuring improvements include attention to increased participation, attendance, retention and attainment.

54. SRA entitlements are calculated on a per student funding basis, with varying rates applying according to the sector of education (government or non-government), the level of education (preschool, primary, secondary and VET), and whether the institution is located in a remote or non-remote area. Remoteness is defined in the June 1998 guidelines applicable to the IESIP program.

55. SRA funding has been complemented by two other elements of IESIP. The Transitional Project Assistance (TPA) program maintains historical funding levels for a number of providers who would otherwise have been disadvantaged when IESIP changed to a per student funding basis. The Strategic Results Projects (SRP) program provided competitive submission based funding, for 1998 and 1999, to demonstrate that significant and measurable improvements in education outcomes for Indigenous students could be made in a relatively short time by motivated personnel. Funding was also made available to assist Indigenous students for whom English is a second language.

56. Other programs within IESIP, such as Targeted Outcomes Projects and Short Term Special Assistance, involve minor sums of money. They are quite specific in their targeting and are generally for specified periods of time and/or exceptional circumstances.

57. The ESL-ILSS program is targeted to those students who have limited exposure to, or use of English in their communities. It aims to help those students who, when commencing mainstream schooling, will be required to use the English language for the first time in a sustained manner. Each eligible student receives a once only payment of \$3079, which is provided to the responsible education authority. These payments may be used for a wide range of development and support strategies, which contribute to the student's tuition in English.

58. Table 26 provides a dissection of IESIP fund by education sector and by level of education. It shows that considerable variation in IESIP funding has occurred.

59. Tables 27, 28 and 29 provide IESIP sub-program allocations by sector and States for the calendar years 1997, 1998 and 1999. They illustrate that SRA is the biggest element of IESIP funding, followed by Transitional Project Assistance in most cases.

60. Differences between the figures in Table 26 and those in Tables 27, 28 and 29 are likely to be due to (a) differences in accountancy methods used, and (b) differences between financial and calendar year data.

Table 26 IESIP FUNDING, 1996-97 TO 1998-99^(a)

	1996-97	1997-98	1998-99
	\$m	\$m	\$m
Government			
Preschool	2.649	3.040	3.542
Primary school	26.344	33.698	27.985
Secondary school	17.563	23.128	19.447
TAFE	14.503	15.012	14.360
Sub Total	61.059	74.878	65.334
Proportion (per cent)	63.4	56.7	57.9
Non-Government			
Preschool	5.548	9.408	6.316
Primary school	10.357	19.438	14.212
Secondary school	7.197	14.076	10.291
VET	9.139	10.069	11.271
Sub Total	32.241	52.991	42.090
Proportion (per cent)	33.5	40.1	37.3
Consultative^(b)	2.587	2.467	3.026
Other^(c)	0.402	1.821	2.314
Total Funding	96.290	132.158	112.765

(a) Actual funding converted to an accrual basis.

(b) 'Consultative' refers to capacity building funding for Indigenous Education Consultative Bodies (formerly Aboriginal Education Consultative Groups) which exist in each State and Territory, and a network of early childhood support units across several jurisdictions.

(c) 'Other' covers SRA project funding which is allocated to various educational bodies such as the Australian Council of State School Organisations, the Australian National University, the Australian Early Childhood Association Incorporated, and the Australian Curriculum Studies Association.

Source: DETYA documents provided to the Commission.

Table 27 IESIP SUB-PROGRAM FUNDING, 1997^(a)

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
	\$m	\$m	\$m	\$m	\$m	\$m	\$m	\$m	\$m
Government									
Supplementary Recurrent Assistance	13.676	1.915	10.815	8.167	3.539	1.241	0.265	7.415	47.033
Transitional Project Assistance	n.a.	1.455	1.670	1.570	3.529	0.389	0.239	2.902	11.754
Strategic Results Projects – non-capital	0.845	0.482	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	1.327
Sub Total	14.521	3.852	12.485	9.737	7.068	1.630	0.504	10.317	60.114
Proportion (per cent)	63.3	80.4	69.0	55.9	81.2	70.3	69.9	51.9	63.4
Non-Government									
Supplementary Recurrent Assistance	5.291	0.447	4.261	6.269	0.760	0.389	0.102	5.051	22.572
Transitional Project Assistance	2.397	0.282	0.774	0.888	0.667	0.156	0.034	4.154	9.352
Strategic Results Projects – non-capital	0.664	0.212	0.582	0.539	0.214	0.145	0.081	0.349	2.879 ^(b)
Strategic Results Projects – capital	0.068	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	0.068
Sub Total	8.420	0.941	5.617	7.696	1.641	0.690	0.217	9.554	34.776
Proportion (per cent)	36.7	19.6	31.0	44.1	18.8	29.7	30.1	48.1	36.6

(a) Program support costs of \$1.000 million have been excluded from the analysis.

(b) This amount includes \$0.092 million allocated to private education providers.

Source: DETYA documents provided to the Commission.

Table 28 IESIP SUB-PROGRAM FUNDING, 1998^(a)

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
	\$m	\$m	\$m	\$m	\$m	\$m	\$m	\$m	\$m
Government									
Supplementary Recurrent Assistance	13.837	2.494	12.317	9.522	3.433	1.602	0.289	7.576	51.070
Transitional Project Assistance	n.a.	1.078	1.226	1.225	3.635	0.341	0.215	2.741	10.461
Strategic Results Projects – continuous	0.022	0.470	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	0.492
Strategic Results Projects – non-capital	3.984	1.002	1.667	1.274	0.948	0.043	0.058	0.197	9.173
ESL-ILSS	0.012	n.a.	1.022	0.428	2.820	n.a.	n.a.	2.331	6.613
Sub Total	17.855	5.044	16.232	12.449	10.836	1.986	0.562	12.845	77.809
Proportion (per cent)	56.7	74.3	52.6	49.3	82.0	65.2	48.2	47.1	55.9
Non-Government									
Supplementary Recurrent Assistance	5.694	0.514	5.028	6.623	0.812	0.461	0.124	4.859	24.115
Transitional Project Assistance	2.115	0.267	0.562	0.980	0.622	0.115	0.013	4.543	9.217
Strategic Results Projects – continuous	0.664	0.106	0.580	0.576	0.214	0.153	0.041	0.349	2.683
Strategic Results Projects – non-capital	0.775	0.500	0.655	0.293	0.267	0.016	0.371	1.268	4.145
Strategic Results Projects – capital	4.287	0.362	7.561	3.851	0.367	0.315	0.054	3.118	19.915
ESL-ILSS	0.083	n.a.	0.055	0.465	0.080	n.a.	n.a.	0.123	0.806
Other	-0.004	n.a.	0.184	.037	0.016	n.a.	n.a.	0.177	0.410
Sub Total	13.614	1.749	14.625	12.825	2.378	1.060	0.603	14.437	61.291
Proportion (per cent)	43.3	25.7	47.4	50.7	18.0	34.8	51.8	52.9	44.1

(a) Program support costs of \$1.351 million have been excluded from the analysis.

Source: DETYA documents provided to the Commission.

Table 29 IESIP SUB-PROGRAM FUNDING, 1999^(a)

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
	\$m	\$m	\$m	\$m	\$m	\$m	\$m	\$m	\$m
Government									
Supplementary Recurrent Assistance	16.836	2.362	14.124	10.679	3.424	1.641	0.291	7.984	57.341
Transitional Project Assistance	n.a.	1.324	0.534	0.352	3.597	0.311	0.193	2.475	8.786
ESL-ILSS	n.a.	n.a.	1.022	1.915	0.425	n.a.	n.a.	1.786	5.148
Sub Total	16.836	3.686	15.680	12.946	7.446	1.952	0.484	12.245	71.275
Proportion (per cent)	61.0	66.9	66.9	59.9	76.1	72.0	22.2	47.9	60.2
Non-Government									
Supplementary Recurrent Assistance	6.553	0.627	5.935	6.430	1.016	0.475	0.179	4.643	25.858
Transitional Project Assistance	1.823	0.264	0.521	0.708	0.588	0.115	0.100	4.533	8.652
Strategic Results Projects – continuous	0.676	0.216	0.591	0.696	0.218	0.156	0.083	0.355	2.991
Strategic Results Projects – non-capital	0.539	0.639	0.235	0.020	n.a.	n.a.	1.339	2.393	5.165
Strategic Results Projects – capital	0.924	0.053	0.042	0.526	0.482	n.a.	n.a.	0.729	2.756
ESL-ILSS	0.083		0.028	0.289	0.040	n.a.	n.a.	0.139	0.579
Other	0.180	0.022	0.421	n.a.	n.a.	0.013	n.a.	0.529	1.165
Sub Total	10.778	1.821	7.773	8.669	2.344	0.759	1.701	13.321	47.166
Proportion (per cent)	39.0	33.1	33.1	40.1	23.9	28.0	77.8	52.1	39.8

(a) Program support costs of \$1.000 million have been excluded from the analysis.

Source: DETYA documents provided to the Commission.

Indigenous Education Direct Assistance Program

61. The IEDA program provides direct assistance to education providers. It has three elements:

- (i) the Aboriginal Tutorial Assistance Scheme (ATAS);
- (ii) the Vocational and Educational Guidance for Aboriginals Scheme (VEGAS); and
- (iii) the Aboriginal Student Support and Parent Awareness Program (ASSPA).

62. ATAS provides supplementary tuition and other study assistance to Indigenous students in primary and secondary schooling, TAFE, university and other formal

training programs. Funding for higher education institutions with nationally administered contracts is based on student numbers and is deducted from the total funding first. Residual allocations for each State are then based on the total number of eligible students (primary, secondary, VET and prisoners), scaled up for costs associated with remoteness, the operation of Homework Centres and tutor travel.

63. VEGAS provides funds to sponsoring organisations which conduct projects for school students, their parents and prisoners, to inform them of their career and study options and to foster positive attitudes towards education. Allocations for each State are determined by adding (a) total student numbers (final year primary, secondary and prisoners) to (b) the total number of secondary students scaled up by a remoteness factor.

64. ASSPA funds are provided to preschool and school based parent committees to enable them to improve access, participation and outcomes for Indigenous students. The funds may also be used to involve parents in educational decision making. The allocation for each State is the sum of separate calculations for preschool, primary and secondary students. Factors for remoteness are included in the calculations.

65. Table 30 provides a State dissection of IEDA funding, by program, for the years 1997-98, 1998-99 and 1999-2000. It shows that total IEDA funding has increased little over the period.

Table 30 INDIGENOUS EDUCATION DIRECT ASSISTANCE PROGRAM, 1997-98 TO 1999-2000

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
	\$m	\$m	\$m	\$m	\$m	\$m	\$m	\$m	\$m
1997-98									
ATAS	7.175	1.691	6.511	4.214	1.470	0.952	0.000	1.713	23.726
ASSPA	4.548	0.635	4.718	4.048	1.144	0.480	0.000	3.178	18.751
VEGAS	2.537	0.827	1.786	1.236	0.342	0.289	0.000	0.684	7.701
Total	14.260	3.153	13.015	9.498	2.956	1.721	0.000	5.575	50.178
1998-99									
ATAS	7.397	2.329	6.525	4.562	1.708	0.998	0.000	1.988	25.507
ASSPA	4.894	0.761	4.489	3.476	1.024	0.383	0.000	3.012	18.039
VEGAS	2.154	0.788	2.215	0.964	0.492	0.341	0.000	1.156	8.110
Total	14.445	3.878	13.229	9.002	3.224	1.722	0.000	6.156	51.656
1999-00									
ATAS	6.670	2.401	6.079	4.832	1.607	1.033	0.000	2.128	24.750
ASSPA	4.770	0.641	5.116	3.308	1.209	0.467	0.000	3.486	18.997
VEGAS	2.142	0.659	2.284	1.350	0.559	0.297	0.000	1.198	8.489
Total	13.582	3.701	13.479	9.490	3.375	1.797	0.000	6.812	52.236

Source: DETYA.

ABSTUDY

66. This program assists Indigenous full time secondary and tertiary students (and some primary students), by providing income support and other supplementary assistance tailored to their needs.

67. The ABSTUDY living allowance is only available for full time secondary and tertiary students and is means-tested. The student's personal or family circumstances are assessed and the level of living allowance is determined by those circumstances. Students under 25 years of age are generally assessed against parental income and older students are assessed against their personal income and that of their partner, if applicable. The student's age is also taken into account, with higher rates payable for students aged 21 years or more. Rates for students under 21 years of age are determined by their age, and adjusted at each birthday. Students in State or foster care, students unable to live in the family home and students with dependants receive higher levels of payments. Similarly, students who have to live away from the parental home to study are paid a higher level of income support than those who live at home.

68. Part time students are only eligible for supplementary benefits. The level of benefit is either tied to the length of the course or to actual expenditure. Students enrolled in courses that do not run for a full academic year are paid pro rata amounts. Expenditure on fares is determined by the actual cost of the most cost-effective mode of travel. Such funding is generally paid by Centrelink to travel providers on behalf of the students.

69. There is also away-from-base assistance for mixed-mode courses (a combination of residential schools and distance education) which is allocated in accordance with the *Indigenous Education (Supplementary Assistance) Act 1989*. Each institution is allocated a unit cost per student, based on actual expenditure for the courses at that institution in the base year. This cost is adjusted annually in accordance with the CPI. Funding is increased or decreased depending on the number of students enrolled in the year of payment.

70. Changes to ABSTUDY arrangements effective from 1 January 2000 aligned it with mainstream programs, such as the Youth Allowance, Assistance for Isolated Children scheme or Newstart unless the disadvantaged was unique to, or disproportionately experienced by Indigenous students. In this context, the principle underlying the changes relates to the special supplementary benefits, or eligibility conditions that are applicable only to ABSTUDY. For example, ABSTUDY provides assistance with fares, school fees and boarding costs for Indigenous students who have to go away from home to attend school as they do not have reasonable daily access to an appropriate level of schooling. The Assistance for Isolated Children scheme available to non-Indigenous students does not provide fares or school fees.

71. Table 31 sets out the number of ABSTUDY beneficiaries in recent years. It shows a seasonal pattern in each year.

Table 31 ABSTUDY BENEFICIARIES, AUSTRALIA

Date	1998	1999	2000
30 June	43 941	45 528	44 643
31 December	50 495	52 025	47 945

Source: DETYA advice to the Commission.

STATE POLICIES AND PROGRAMS

NEW SOUTH WALES

Responsibilities and Policy Approach

72. Responsibility for Indigenous education in New South Wales rests with the Department of Education and Training (DET).

73. Through the Aboriginal Education Policy (AEP) program, New South Wales promotes the educational achievements of Indigenous students, reflecting the views and values of Indigenous people on education. The Policy focuses on Indigenous students and communities and is inclusive of all staff, schools and students. It has been developed to address the needs of Indigenous students and includes key objectives to support literacy and numeracy development while developing the skills and expertise of teachers.

74. The aim of Indigenous education funding is to promote participation, better educational outcomes and equity for Indigenous students. This strategy is supported through the employment of Indigenous teachers, consultants, education assistants and community liaison officers. Funds are spent on the maintenance of the Aboriginal Early Language Development program and the Priority Schools program. Funds are also targeted to programs and strategies in the priority areas of curriculum development, literacy and numeracy, early childhood education, cultural program, community education development and Juvenile Justice Centre education.

75. In the year 2000, DET allocated \$13.7 million of IESIP funding to support Indigenous programs in primary and secondary schools. Distribution of this funding is based on enrolment of Indigenous students in government schools. An amount of \$6.8 million was used to fund Aboriginal Education Assistants (AEAs) positions. The total cost of AEA positions was \$10.7 million, of which the State provided \$3.6 million.

76. Need was determined by the number of Indigenous students enrolled in each school district. A weighting factor of 1.75 for remoteness was applied to all students in

Broken Hill, Deniliquin and Moree education districts and to those students living in remote communities in the Batemans Bay and Dubbo districts.

77. The Aboriginal Programs Unit (APU) is located within DET's Student Services and Equity Programs directorate. It provides leadership and support for Indigenous education in schools and TAFE colleges. The Unit developed performance indicators based largely on the IESIP Agreement, the AEP and TAFE performance indicators.

Indigenous Education

78. New South Wales funds the following Indigenous education programs, related programs and initiatives.

79. ***Aboriginal Education Consultants (AECs)***. There are ten AECs working across DET's forty school districts. Their main role is to train and support school staff in the implementation of the AEP and in literacy, numeracy, attendance and retention initiatives. They are responsible for all Key Learning Areas and for all grades (kindergarten to Year 12) in all schools.

80. ***Aboriginal Community Liaison Officers (ACLOs)***. ACLOs work closely with the AECs in supporting schools with the implementation of the AEP and the Partnership Agreement. They provide direct links between schools and Indigenous communities and are located in education districts with high Indigenous populations. There are 22 ACLOs working in districts servicing rural communities.

81. ***Aboriginal Education Assistants (AEAs)***. AEAs are based in schools with high Indigenous enrolments. They work in a team environment to maximise the educational outcomes for Indigenous students by collaborating with the teaching staff in the development of culturally appropriate curriculum, resources and programs.

82. An AEA is appointed when the school's enrolment of Indigenous students is 30, identified for two consecutive years at the August census. When the number of Indigenous students at a school reaches 80, a second AEA is provided. An AEA is also appointed to each juvenile justice detention centre. Where the school is isolated or where the school population is totally Indigenous, allocation of an AEA is made on a special needs basis. There are currently 244 AEAs in New South Wales schools.

83. ***Pre-Schools in Indigenous Communities***. DET operates 9 pre-schools for Indigenous students in areas of high need. Seven of these pre-schools have a teacher and an AEA position: two have a teacher, a teacher's aide and an AEA. The pre-schools operate either sessional or full day care to meet the needs of their local community and are managed by a school principal and supported by a local Indigenous advisory committee. \$30 000 is allocated to support the specific training and development needs of the staff and \$2000 per centre is provided to support the purchase of resources.

84. ***Parents as Teachers Program***. This program operates in Ballina, Moree, Orange and Wagga Wagga. It is a program for parents with children up to 3 years of age.

The program acknowledges the influence of parents on the learning outcomes of children and the importance of the early childhood years as a period of major development. Parenting consultants support parents by making regular home visits, holding meetings and distributing information on child development.

85. ***Aboriginal Early Language Development Program.*** This program operates in 23 primary schools. It aims to develop the literacy skills of Indigenous students to a level comparable to those of their non-Indigenous counterparts and to reduce the numbers of Indigenous students in support classes for children with mild intellectual disability. Each school has an extra teaching position allocated as part of the program and a yearly allocation of \$2000 from IESIP funds to support resource development.

86. ***Aboriginal Language Program.*** DET funds schools that have developed an Indigenous language program in consultation with their communities. For the year 2000, \$100 000 was allocated to support this initiative in 6 schools.

87. ***Aboriginal Student Liaison Officers.*** These officers work on student welfare issues as they relate to school attendance, and follow up sustained absences. Eight of the 11 positions are in rural areas.

88. Table 32 sets out estimated New South Wales funding of school based equity programs for 2000-01. These funds are targeted towards all students and schools, which meet designated needs criteria. The funding is additional to that provided to schools under mainstream programs.

Table 32 NEW SOUTH WALES SCHOOL BASED EQUITY PROGRAMS, 2000-01

Nature of Program	Funding
	\$m
Special Education	448.8
Socio-economically disadvantaged students	57.8
Aboriginal education	67.0
Commonwealth funds	19.4
State funds	15.0
Non English speaking background students	79.2
Other	4.6
Total	691.8

Source: New South Wales June 2000 submission to the Commission, p17.

Other Relevant Programs

89. Other programs relevant to Indigenous education are funded by the State either from its own revenue or a combination of its own funds and Commonwealth payments.

90. *The Disadvantaged Schools Programs (DSP)* serves communities with the highest concentrations of socio-economic disadvantage and is aimed at improving literacy and numeracy outcomes. Schools are identified through a voluntary survey of a sample of families. About 20 per cent of government schools are DSP schools.

91. Many schools with high numbers of Indigenous students are DSP schools and, as a result, receive grants and support services such as teaching consultancies, community development officer support and State-wide targeted curriculum projects. DSP schools are required to address quality teaching and learning, school organisation and community partnerships. Student performance outcomes are monitored to ensure that the DSP schools are receiving the appropriate form of support.

92. *The Reading Recovery Program* is an early intervention program designed to reduce reading failure by providing intensive, high quality assistance to individual students experiencing reading difficulties during the early years of schooling. Schools which are offered reading recovery teaching positions are identified, taking into account the numbers of students from language backgrounds other than English, Indigenous communities and communities with low socio-economic status. Data indicate that while Indigenous students represent about 2 per cent of total population, they make up about 8 per cent of the students enrolled in Reading Recovery each year.

93. *The Early Literacy and Numeracy Initiative (ELNI)* supports improvement of literacy and numeracy outcomes of Kindergarten to Year 3 students in schools serving low socio-economic status communities. Schools targeted for ELNI support are those identified as having relatively low socio-economic status through the DSP survey. Additional schools have been included for the year 2000 as a result of negotiation with district superintendents and targeting to improve student literacy and numeracy outcomes.

94. Through *Support Teacher Learning Difficulties (STLDs) funding*, DET provides additional support to students with learning difficulties, which includes students with attention deficits, brain injury, dyslexia, as well as those with significant learning problems and those at risk of not attaining basic standards of literacy and numeracy.

95. The role of teachers involved in this program is to provide additional support to identified students through class programs, through working with class teachers in developing appropriate learning programs, through assisting teachers in team-teaching mode and through providing intensive support to individual and small groups of students. This program supplements other support programs.

VICTORIA

Responsibilities and Policy Approach

96. In developing programs that meet the needs of Indigenous students, the Victorian Department of Education, Employment and Training (DEET) operates in partnership with the Victorian Aboriginal Education Association Incorporated (VAEAI), a

State-wide community organisation that provides advice regarding Indigenous education and training. The aim is to design programs that are flexible so that the specific needs of local and regional areas are recognised and met.

97. The issue of meeting the needs of Indigenous students dispersed thinly across a large number of schools is a particular challenge in Victoria. It can be more costly to meet the needs of such students as it is difficult to achieve economies of scale when delivering a service across a variety of locations. Other factors include:

- (i) lack of access to services that take into account the specific and diverse needs of Aboriginal and Torres Strait Islander people (it is important to note that lack of access to appropriate services can occur in urban as well as rural areas);
- (ii) distance, in particular where distance causes difficulties in accessing services; and
- (iii) language, in particular where English is not the first language spoken.

Koorie 2000

98. Launched in February 1997, the *Koorie 2000* program provides the framework for initiatives to improve educational outcomes for Indigenous students in Victorian schools. The aim of this program is to strengthen and formalise the involvement of Indigenous people in educational decision making and build on the partnership between DEET and the VAEAI.

99. The following programs and initiatives operate as part of Koorie 2000:

- (i) ***Regional Koorie Education Committees.*** Eight Committees are located across the State and are comprised of representatives from local Aboriginal Education Consultative Groups and DEET. The committees are allocated funds to resource regional Koorie education programs;
- (ii) ***Koorie Open Door Education (KODE) campuses.*** Three campuses — at Glenroy, Morwell and Mildura — provide Koorie inclusive curriculum and programs for Indigenous students;
- (iii) ***The Koorie Education Development Unit (KEDU).*** Staffed by 5 central unit officers and 16 outposted Koorie Education Development Officers, this unit provides policy, curriculum and program advice relating to Indigenous education;
- (iv) ***Koorie Educator Program.*** This program allocates Indigenous educators to schools with a significant Indigenous student population. It provides support to Indigenous students and provides a point of liaison between the school and Indigenous community.

- (v) ***Koorie Intern Teacher Program.*** This program supports participants in their studies as teachers at Deakin University;
- (vi) ***Koorie Literacy Link Project and Koorie Middle Years Link Project.*** These projects aim to improve literacy outcomes for Indigenous students through the use of videoconferencing. Identification and implementation of effective literacy strategies, programs and practices are a priority of both projects;
- (vii) ***Koorie 2000 Statewide Newsletter and Website.*** The Koorie 2000 Statewide Newsletter is produced and disseminated to all government schools twice a year to provide information on Koorie 2000 initiatives. The Koorie 2000 web site supports the implementation of Koorie 2000 through the promotion of specific initiatives;
- (viii) ***Koorie Students in the Early Years materials.*** The KEDU has assisted in the development of a video and accompanying notes that promotes how the *Early Years of Schooling Program* can support Koorie students.

Special Learning Needs Index

100. As part of its global funding mechanism for schools, DEET has developed a Special Learning Needs (SLNs) index of resourcing for schools. It is based on identification of factors that best predict students at educational risk and uses student characteristics, those relating to family and other personal circumstances.

101. A SLN Index is calculated for each school based on the weighted proportions of students who have characteristics that indicate student learning difficulties. Funds are allocated on a sliding scale to those schools whose index is above a nominated threshold. The SLN index incorporates measures of:

- (i) poverty;
- (ii) family status;
- (iii) occupation;
- (iv) Koorie status (Aboriginal and/or Torres Strait Islander);
- (v) transience; and
- (vi) language background other than English.

102. Through the operation of the SLN Index, Victorian schools are allocated resources for the education of Koorie students.

QUEENSLAND

103. Education Queensland is responsible for the general provision of schooling in Queensland. Its role in providing education to Indigenous students is supplemented by the Department of Aboriginal and Torres Strait Islander Policy and Development (DATSIPD) that has responsibility for the development, co-ordination and review of policies and programs for Indigenous people — including education.

104. In 1999, the Director General of Education Queensland chaired the *Review of Education and Employment Programs For Aboriginal and Torres Strait Islander Peoples in Education Queensland*. It identified many issues in relation to the provision and delivery of education services to Indigenous students and their communities, and several new policies resulted.

Partners For Success — Strategy for the Continuous Improvement of Education and Employment Outcomes for Aboriginal and Torres Strait Islander Peoples in Education Queensland

105. The *Partners For Success* Strategy provides a new set of policies designed to enable schools and their communities to collaboratively develop solutions which are responsive to local circumstances and fall within the Statewide monitoring and accountability framework established for Education Queensland's *Strategy 2010*.

106. The purpose of *Partners For Success* is to establish a framework for improving the education and employment outcomes of Indigenous people. It recognises the persistence of a significant and unacceptable gap between the educational outcomes of Indigenous students and those of the general population. It also recognises the implications of such outcomes in a world of rapid change and increasing demand for high levels of skill and knowledge.

107. The Strategy is an approach based on the principle of responsibility shared between Education Queensland and Indigenous communities. It recognises that improving outcomes in education and employment will require:

- (i) building effective partnerships between Education Queensland and Indigenous communities based on agreed targets and mutual obligations;
- (ii) negotiating accountability frameworks between the Director-General of Education and Indigenous stakeholders at the State level, and between school principals and school communities at the local level;
- (iii) achieving greater coherence in the delivery of services to Indigenous students, their families and communities; and
- (iv) ensuring that curriculum, pedagogy assessment, reporting and human resources policies and programs effectively meet the needs of Indigenous students.

108. A set of six new policies will be implemented, designed to improve the standards of education of Indigenous students in government schools, and increase both the proportion of Indigenous people employed by Education Queensland and their representation in leadership positions. In particular, the new policies describe:

- (i) processes and actions by which Education Queensland will contribute to improving standards of educational achievement for Indigenous students;
- (ii) procedures for developing an agreement at State level between Education Queensland and Indigenous communities to achieve improved educational outcomes for Indigenous students;
- (iii) procedures for developing partnership agreements between schools and Indigenous communities for improving educational outcomes;
- (iv) processes and activities required to ensure that the literacy standards of Indigenous students are consistent with those of other students;
- (v) processes by which Education Queensland will participate in developing an integrated cross-government service delivery model to improve the standards of educational achievement of Indigenous students; and
- (vi) procedures for developing a comprehensive employment and career development strategy for Indigenous people in Education Queensland.

Remote Area Teacher Education Program (RATEP)

109. This program delivers primary teacher education courses to Indigenous students through a variety of programs and a mix of videoconferencing and distance education through the use of interactive technology. Courses include a Certificate in Education and a Diploma of Education from the Tropical North Queensland Institute of TAFE, and a Bachelor of Education degree from James Cook University.

Aboriginal and Torres Strait Islander Career Aspirations Pathways Program (AICAPP)

110. This program is a joint initiative of Education Queensland and the Commonwealth Department of Education, Training and Youth Affairs which aims to enhance pathways from school to a range of career options such as tertiary study, TAFE, training and employment. The overall objective is to achieve a changing career pathways outlook for Indigenous school-leavers. This objective complements Education Queensland's strategic aims to achieve equivalence between Indigenous and non-Indigenous student retention levels and improved pathway options from school to work.

WESTERN AUSTRALIA

Responsibilities

111. The Education Department of Western Australian (EDWA) has responsibility for government schools, as well as providing assistance for non-government schools. The Aboriginal Education Policy and Planning Directorate within EDWA plays an important role in planning and policy development of education for Indigenous students in Western Australia.

112. EDWA offers a range of incentives and subsidies aimed at attracting staff to, and compensating staff for, service in rural and remote areas. These include salary allowances, housing subsidies, and leave entitlements in return for their providing at least a three year commitment to a particular location.

Indigenous Education

113. Some more recent programs and initiatives for the education of Indigenous students in Western Australia are set out below.

114. ***National Indigenous English Literacy and Numeracy Strategy.*** In March 2000, Western Australia became the first State to sign an agreement with the Commonwealth for the National Indigenous English Literacy and Numeracy Strategy. The Western Australian implementation plan — the National Aboriginal Literacy, Numeracy and Attendance Strategy (LNAS) — is a co-operative initiative of all schooling sectors and outlines their strategies and approaches to achieving more equitable outcomes for Indigenous students, as well as a series of specific initiatives in targeted locations.

115. Key elements of the LNAS include:

- (i) getting students to school and gaining the support and involvement of parents, families and communities;
- (ii) addressing education related health needs;
- (iii) applying early-intervention strategies;
- (iv) striving for excellence in teachers and teaching methods; and
- (v) improving accountability and targeting.

116. ***Aboriginal Support Network.*** This program provides a significant bridge between the Indigenous communities and schools. It incorporates the Aboriginal Education Policy and Planning Directorate, district based Aboriginal Liaison Officers and school based Aboriginal and Islander Education Officers. It is designed to improve participation and students' outcomes by:

- (i) fostering greater parent and community participation in educational decision making;
- (ii) promoting a better understanding of the needs of Indigenous students;
- (iii) providing a supportive school environment for Indigenous students;
and
- (iv) establishing a focus for support for the Indigenous community.

117. ***Barramundi Alternative Education Program.*** This initiative at Kununurra District High School provides a co-ordinated and integrated range of educational and related support strategies for 18 Indigenous secondary students not participating in mainstream schooling.

118. ***Aboriginal Speakers - Elder Speakers.*** Cultural programs for students are presented by local Indigenous people, giving them the opportunity to become actively involved in the schooling process for students at all levels. Students meet Indigenous speakers and elders and hear first hand about Aboriginal culture and history.

119. ***Kimberley Multi-campus.*** This program caters for about 150 Indigenous and non-Indigenous students aged 15 and over who want to continue their education without leaving their communities. The aim is to promote VET by developing programs to meet the needs of individual students. Particular attention is given to enhancing students' literacy and numeracy skills to improve their transition to post-school opportunities.

120. ***Literacy support.*** This program is designed to facilitate the learning of standard Australian English by Indigenous students who have an Indigenous language as their first language.

121. ***Aboriginal cultural awareness.*** Funding is allocated to education districts for the delivery of Aboriginal cultural awareness training through the package *Our Story* which is intended to make all EDWA employees better equipped to teach Indigenous students and to interact with Indigenous parents and caregivers.

122. ***Aboriginal Education Awards of Excellence.*** These awards are intended to promote a positive image of Indigenous education and training in the Indigenous and broader communities.

123. ***Aboriginal and Islander Education Officers.*** A new career path for Aboriginal and Islander Education Officers has been established that recognises the development of skills and experience and an increasing level of responsibility in schools.

124. ***Mentoring program.*** This involves mentoring for career progression and retention; providing a welcoming and supportive environment for Indigenous staff; fostering and encouraging cultural awareness and developing understandings of Indigenous history.

125. Table 33 provides a list of Indigenous education programs provided in Western Australia in 1999 — funded by the State and/or the Commonwealth.

Table 33 INDIGENOUS EDUCATION PROGRAMS, WESTERN AUSTRALIA , 1999

Program	State	Commonwealth
	funding	funding
	\$'000	\$'000
Aboriginal child health survey		65
Aboriginal reconciliation program	110	144
Student tracking system		380
Aboriginal education awards of excellence	20	
Aboriginal systemic school		30
Aboriginal speakers program		100
Early childhood education initiatives – includes buses, bus drivers, resource grants, etc		421
Early literacy and numeracy program – 17.5 FTEs and professional development	219	388
Aboriginal education funding to schools – per capita grant of \$113 per Aboriginal student		2 000
Deadly ways to learn – trialing two language teaching		500
Staying at school promotion		80
Early literacy (students at risk)		350
Aboriginal studies program	37	
Otitis media awareness & intervention strategies	36	
Aboriginal English foundation literacy – Collaborative research with Edith Cowan University	95	
Aboriginal languages program – Introducing teaching of Aboriginal languages	200	
Coordinators of Aboriginal education – 16 salaries	401	401
Coordinators of Aboriginal education – operational budget		82
Aboriginal cross-cultural awareness training for EDWA employees	100	
Aboriginal Education Operation Plan district initiatives		120
Aboriginal English as a second language – 5 FTEs to facilitate learning of standard English for students whose first language is Aboriginal dialect	686	280
Aboriginal liaison officers – 22.6 FTEs & professional development	686	154
Aboriginal and Islander education officers – 286 FTEs & professional development	2 716	3 681
Aboriginal Education Policy and Planning Directorate – 16 FTEs & operational costs	1 219	
Aboriginal youth leadership – leadership training for Aboriginal staff	18	
Secondary programs – projects to improve participation at secondary level		450
Aboriginal education post-compulsory projects – support for completing TEE	180	
Aboriginal students at educational risk – formation of Perth Aboriginal Reference Group	68	
Truancy programs	62	
School support – Lake Jasper initiative for youth not attending school		65
Alienated students program		117
Self managing schools – support for local management		65
Parent participation – community officer & professional development		115
District councils		121
Aboriginal education advisory networks	63	
Support for graduate Aboriginal teachers		20
AIEO traineeship		9
Mentoring program for Aboriginal employees		71
Aboriginal education professional leadership	38	
Total	6 268	10 209

Source: Western Australia April 2000 submission to the Commission, Attachment A.

SOUTH AUSTRALIA

126. The Department of Education Training and Employment (DETE) is responsible for delivery of education services to Indigenous students in South Australia.

Partnerships 21

127. Partnerships 21 (P21) is the new model for local governance and management in South Australian government schools and pre-schools. In particular, P21 gives local sites and their communities — including Indigenous communities — freedom and responsibility, authority and accountability for optimising their resources to ensure high quality learning outcomes for all their students. P21 is committed to improving the quality of student learning outcomes through the integration of three key components:

- (i) strengthened partnerships between each school/pre-school and its parents and local community;
- (ii) quality improvement through strategic planning, monitoring and accountability for student learning outcomes; and
- (iii) increased resource flexibility at the local level to allow leaders to create the conditions that will deliver outcomes for each student.

128. DETE says that, through the P21 model, South Australian pre-schools and schools can gain the following benefits:

- (i) increased focus on student learning outcomes;
- (ii) better targeting of resources at the site to better meet students' needs through local decision making;
- (iii) the allocation of a projected global budget and staffing entitlement for a three year period;
- (iv) reduction in administrative workload associated with streamlining the application and acquittal of State Office grants or funds;
- (v) long term planning through community involvement in developing the Partnerships Plan to identify three-year strategic objectives;
- (vi) receipt of additional resources through the development of a new student index to define educational disadvantage, including rurality;
- (vii) greater staffing flexibility through local choice placements for teachers and schools service officers;
- (viii) increased local selection for leadership positions;

- (ix) the authority to carry forward unused staffing entitlement or unspent resources into the following year;
- (x) commitment by the State Office to the local site through the Services Agreement;
- (xi) opportunity for services to further develop and strengthen partnerships through voluntary clusters, networks and shared services; and
- (xii) increased access to new training and development funds during the three year implementation phase of P21.

Indigenous Education

129. Indigenous students in South Australia are allocated to one of three categories:

- (i) those attending Anangu schools managed through the Pitjanjatjara Yankunytjatjara Education Committee (PYEC) which has operational and policy control;
- (ii) those attending Aboriginal schools; and
- (iii) those attending mainstream schools.

130. Indigenous students in each of these groups are supported through the Aboriginal Education Program that aims to achieve equitable and appropriate educational outcomes. Core performance targets include increased attendance, retention and attainment.

131. Other strategies in place to support Aboriginal students include:

- (i) teaching and learning support to schools, made available through Aboriginal Education Support Staff based in district offices;
- (ii) Indigenous groups and communities providing integrated child care and pre-school services; and
- (iii) development of a training module addressing cultural awareness of Indigenous people, which is a prerequisite for registration as a Family Day Care provider.

132. There are 9 Aboriginal schools operating in the State — eight in rural/remote areas and one in the metropolitan area. These schools meet the needs of students who live in communities that have a majority of Indigenous people. They are separated by considerable distances and represent a variety of language groups. The aims of Aboriginal schools are:

- (i) to increase Aboriginal participation in educational decision making;
- (ii) to train and develop all staff, including Aboriginal Education Workers, ancillary staff, classroom teachers and principals;

- (iii) to improve access, attendance and participation, attainment and retention for Indigenous students;
- (iv) to implement appropriate curriculum content and method with a focus on literacy and numeracy, culture and language studies;
- (v) to share good practice in the teaching of Indigenous students with other schools;
- (vi) to implement school and curriculum management practices that fully support the learning needs of Indigenous students; and
- (vii) to ensure that all staff are sensitive to the learning and cultural needs of students.

133. The *Supporting English Language Acquisition and Learning Project* — formerly known as English Language Acquisition — has operated in Aboriginal schools for a number of years. This program aims to develop and document the processes of contextual teaching and learning, as a means of improving learning outcomes for Indigenous students in English and literacy.

TASMANIA

Responsibilities and Policy Approach

134. The Tasmanian Department of Education (DOE) is responsible for the general provision of schools education services in Tasmania.

135. The Aboriginal Education Unit (AEU) within DOE assists education districts, schools and colleges with the implementation of the Aboriginal Education Strategic Plan 1997-2002. The role of the AEU is:

- (i) to contribute to the implementation of the ‘Equity in Schooling’ policy;
- (ii) to implement the National Aboriginal and Torres Strait Islander Education Policy in DOE schools;
- (iii) to devise and support Indigenous education programs specific to the Tasmanian schools sector;
- (iv) to contribute to the funding, design and management of research into Indigenous issues; and
- (v) to manage IESIP, VEGAS and other Commonwealth Indigenous-specific funding.

Indigenous Education Programs and Initiatives

136. In early childhood education, the AEU manages and funds two programs.

- (i) ***Aboriginal Studies*** curriculum materials for early childhood students.
- (ii) ***Aboriginal Literacy Program in Early Childhood (ALPEC)***. The aim of this program is to improve the literacy outcomes of Indigenous students in the preparatory year, year 1 and year 2.

137. In primary education, the AEU manages and funds the following programs and initiatives:

- (i) ***Changing Places: Building Better Schools*** is a program for eleven primary schools. This is a professional development program for teachers and parents to improve literacy and numeracy outcomes for Indigenous students through improving classroom teaching methods, community involvement and developing inclusive practice.
- (ii) Indigenous visiting speakers are organised to support Aboriginal Studies programs in primary schools.
- (iii) ***The Aboriginal Education Resource Centre*** supports Aboriginal Studies programs.
- (iv) ***Implementing Aboriginal Perspectives Across the Curriculum***, under which workshops are conducted for primary schools.

138. In secondary education, the AEU programs are as follows.

- (i) ***Improving Numeracy for Indigenous Students in Secondary Schools (INISSS)***. This is a professional development program for teachers and AEWs in twenty high schools.
- (ii) An ***ABSTART*** program, in which Indigenous students deemed 'at risk' spend time with a workplace mentor.
- (iii) A series of ***Cultural Education Camps*** are conducted during the Mutton-birding season on Big Dog Island in Bass Strait. The camps are intended to acquaint Indigenous students with an important part of Tasmanian Aboriginal culture. Students work in the birding sheds and learn from Aboriginal Elders. Their experiences are linked to their school curriculum on their return to school.
- (iv) ***Aboriginal Student Retention Program***. The Aboriginal Education Officers work primarily with students from Years 9-12, with the purpose of retaining these students in education to Year 12.
- (v) Indigenous visiting speakers are organised to support Aboriginal Studies programs in secondary schools and colleges.

- (vi) *The Aboriginal Education Resource Centre* supports Aboriginal Studies in secondary schools and colleges.
- (vii) *Implementing Aboriginal Perspectives Across the Curriculum* workshops are conducted for secondary schools and colleges.
- (viii) Aboriginal Education manages a *VET in Schools* support program for all secondary colleges in Tasmania.

AUSTRALIAN CAPITAL TERRITORY

Responsibilities and Policy Approach

139. The ACT Department of Education and Community Services is responsible for the general provision of schooling in the ACT. The Indigenous Education Unit ensures that Indigenous students have access to the full range of educational and career opportunities enjoyed by non-Indigenous students in the ACT.

140. In the main, the Territory relies on mainstream programs to improve educational outcomes for Indigenous students. It does this by improving access to, and appropriateness of mainstream services by:

- (i) providing cultural awareness training for teachers and staff;
- (ii) filling specific positions with Indigenous people;
- (iii) providing mentoring services; and
- (iv) providing special programs within mainstream services to address particular needs of Indigenous students.

Indigenous Education

141. Within its general framework, the ACT has implemented the following programs and services to meet Indigenous education needs.

142. *Literacy and Numeracy Assessment Program.* This program extends literacy and numeracy assessment to students in Years 5, 7 and 9. The very small cohort of Indigenous students assessed displayed a full range of performance.

143. Based on the results of the assessment, the Department of Education and Community Services, in partnership with its Indigenous Education Consultative Body, is implementing a strategy for targeted learning programs for Indigenous students.

144. *Indigenous Education Unit.* This Unit ensures that Indigenous students have improved access to the full range of educational and career opportunities presently available. It attempts to raise awareness and knowledge of Indigenous cultures and studies

within ACT schools. The Unit also works closely with the ACT Chamber of Commerce and Industry to run a range of vocational training packages and provides a link to Commonwealth programs. The Unit administers the Indigenous pre-schools at Wanniasa Hills and Holt, and is in close consultation with the Indigenous pre-school at Narrabundah.

145. *Indigenous Education Workers.* School Assistants work with students according to their requirements, but with a strong emphasis on improving literacy and numeracy outcomes. Home School Liaison Officers provide support for students and parents through homework assistance and access to library facilities.

146. *Itinerant Behaviour Management Consultant.* This program provides a consultant to work directly with students and staff in schools to deal with students with behaviour management difficulties.

147. *Indigenous Education Consultative Body.* The IECB's role is to advise the Minister of Education on issues affecting the Indigenous community.

148. Table 34 provides details of ACT Indigenous Education Programs in 1998-99.

Table 34 EXPENDITURE ON ACT INDIGENOUS EDUCATION PROGRAMS, 1998-99

Program or Service	Description of Program or Service	Funding Source	Funding
			\$
Indigenous Education Strategic Initiatives Program (IESIP)	School Support Teams Behaviour Management Cultural and Indigenous Studies Artist-in-Residence Preschools and Professional Development	Commonwealth (42%) ACT (58%)	786 900
Indigenous Education Consultative Body (IECB)	IECB's role is to advise the Minister for Education on community concerns and issues affecting the Indigenous community.	Commonwealth	81 400
Erindale College – Indigenous Students in Vocational Education	This project will enable Indigenous students at Erindale College to develop pathways from school to training, further education and employment.	Commonwealth	38 000
IESIP Strategic Results (Non-Capital) Project	Three books were published which are used for curriculum development.	Commonwealth	58 000
Koori Preschools: Narrabundah, Holt and Wanniasa		ACT	426 000
Hindmarsh Education Centre	Education services for Quamby detainees	ACT	57 000
Total			1 447 300

Source: ACT Government submission to the Commission, Appendix C.

NORTHERN TERRITORY

149. The Department of Education (DOE) is responsible for provision of schooling to Indigenous students in the Northern Territory.

Indigenous Education

150. In addition to that provided by the Commonwealth, the DOE provides the following education support for Indigenous students — (the Literacy and Numeracy Program and the Country Areas Program address disadvantaged students in general, while ESL-ILSS specifically targets Indigenous students).

151. ***English as a Second Language.*** ESL General Support provides additional ESL specialist staff to schools, based on identified need. Approximately 50 per cent of the students supported by this program are Indigenous. Support is provided on the basis of need across the entire student population from Transition to Year 12. In effect, this program targets Indigenous students' English language competency, but not because of their Indigenous status.

152. Support for staff providing ESL services to Indigenous students is provided through the ***ESL Coordinator Program*** and the ***ESL Teacher Development Project (ESLTDP)***. The ESL Coordinator Program gives schools access to additional ESL specialist support through the provision of regionally located support staff. Staff are placed to support schools with Indigenous students to provide appropriate ESL learning programs. Rigorous professional development of staff in ESL competencies is provided through ESLTDP. Both programs respond to the overall systemic inability to provide appropriately trained staff, rather than to the identified need of individual students. However, the programs provide the support necessary to address Indigenous need.

153. ***Assessment of Individual Competency – Multi Level Assessment Program.*** The Multi-level Assessment Program (MAP) monitors standards in English and Mathematics at Years 3, 5 and 7. The MAP tests are conducted in all jurisdictions: to monitor individual student competencies to establish realistic expectations of progress, to structure appropriate learning programs, and to objectively compare academic progress between schools, regions and States. Students in selected age cohorts in most schools are tested in mathematics/numeracy, reading, writing and spelling. Students are also assessed against the national benchmarks for numeracy and literacy. Benchmark items are incorporated within the MAP tests.

154. Schools can use the results to identify students who have weaknesses in aspects of literacy and numeracy and to correct these deficiencies. The tests are used to assist curriculum planners in the development of the curriculum for English and mathematics. In this way MAP tests are useful to pinpoint individual student weakness, and identify where additional help is required.

155. Although the MAP tests are primarily a measure of outcomes across the student body, the data are desegregated to identify individual Indigenous student competencies in literacy and numeracy.

156. There are criticisms of the MAP tests, especially in relation to assessing the capabilities of Indigenous students, as academic prowess cannot be fully tested in written form. Competencies in the spoken word or general skills are not tested. Redesign of MAP testing is being undertaken so that it is more appropriate for Indigenous students.

157. ***Pilot Programs.*** Piloting of service delivery is a method being increasingly used to meet needs of predominantly Indigenous communities. Choice of pilot projects, location and duration is negotiated on a case-by-case basis. The process has targeted specific Indigenous communities to address identified needs and may provide an indication of effective models for the future. However, over time this method may lack consistency, and it relies upon a vocal advocate which means communities may remain unassessed through no fault of their own.