

Equity goals

This section of the report looks at the provision that was made in 1998 for disadvantaged groups other than socioeconomically disadvantaged students. In particular, it covers:

- provision and progress with Indigenous students
- implementation of the Gender Equity Framework
- provision for students with disabilities
- provision for rural and isolated students
- provision for students from a language background other than English.

Provision for Indigenous students

In 1998, schools in Australia continued to work at delivering improved educational outcomes for their Indigenous students.

The National Aboriginal and Torres Strait Islander Education Policy, which has been in place since 1990, commits all Australian governments to work towards achieving educational equity for Indigenous Australians. This policy framework was re-endorsed by MCEETYA in 1995 and continues to define the areas to be addressed, including improvements in the participation of Indigenous people in education, their access to education services, their involvement in educational decision-making and the outcomes they attain from education.

The *National Report on Schooling in Australia: 1997* provided a detailed description of the continuing level of educational disadvantage faced by Indigenous students in Australian schools. Information provided in that report on literacy and numeracy, retention rates, grade progression rates, attendance and year 12 results has been updated for 1998.

Much of the data reported in this section was provided by education providers as part of the reporting and monitoring framework introduced for the Commonwealth's Indigenous Education Strategic Initiatives Programme (IESIP) for the 1997–99 funding triennium.

Literacy and numeracy

Information provided by State and Territory school systems on the comparative literacy and numeracy outcomes of their Indigenous students in primary schools demonstrates that there has generally been little progress over the past three years in improving Indigenous students' literacy and

Table 4.23 Mean literacy scores in the Basic Skills Test, years 3 and 5, government schools, NSW, 1996–98

	Year 3			Year 5		
	1996	1997	1998	1996	1997	1998
Indigenous students	44.3	44.7	44.3	51.2	51.2	51.1
All students	49.3	49.7	49.2	56.3	56.6	56.2
Gap	5.0	5.0	4.9	5.1	5.4	5.1

Source: 1998 IESIP Performance Report, Department of School Education, New South Wales

numeracy skill levels and reducing the gap between the outcomes achieved by Indigenous students and all students. The data provided through IESIP covers three different cohorts of students moving through years 3 and 5 over the three-year period 1996–98, providing comparative data for the same cohort tested at year 3 in 1996 and again at year 5 in 1998.

Table 4.23 shows the mean test scores in the Basic Skills Test for literacy for year 3 and year 5 students in the NSW government school system from 1996 to 1998. The comparison of BST scores achieved by the same student in year 3 and again in year 5 provides an alternate measure of test score 'growth'. Using this 'matched student' methodology, Indigenous students achieved a growth in scores that was higher than the State average for literacy (see Table 3.3), and similar to the State average for numeracy.

The 1998 gap in average mean test scores for literacy between Indigenous and non-Indigenous students in year 3 was 4.9 points. For year 5 students the gap between Indigenous and all students was 5.1 points. These gaps were reductions on those reported for 1997, but there has been little movement in Indigenous mean scores or the gap over the three-year period. The year 3 cohort tested in 1996 is the same cohort tested as year 5 students in 1998. The Indigenous students in this cohort were unable to make any progress in bridging the gap between their mean score and that achieved by all students over the period.

Table 4.24 shows the results of testing in the Learning and Assessment Project (LAP) in Victorian government schools from 1996 to 1998 for years 3 and 5 reading and writing.

There was slight progress over the three-year period in closing the gap between the percentage of all students and the percentage of Indigenous students achieving the two highest levels in year 5 reading and writing, and in year 3 writing. The gap for year 3 reading was down in 1998 from 1997 levels but was still higher than the gap in 1996.

Table 4.24 Comparative literacy performance in the LAP test, years 3 and 5, government schools, Victoria 1996–98

(per cent achieving CSF levels)

Level of achievement	1996		1997		1998	
	Indigenous students	All students	Indigenous students	All students	Indigenous students	All students
<i>Year 3 reading</i>						
CSF Levels 1 and 2	70.5	48.5	70.5	42.1	57.8	31.7
CSF Levels 3 and 4	29.5	51.9	29.5	57.9	42.3	68.3
<i>Year 5 reading</i>						
CSF Levels 2 and 3	70.4	38.8	76.4	47.1	86.6	58.7
CSF Levels 4 and 5	29.5	61.2	23.6	53.0	13.4	41.3
<i>Year 3 writing</i>						
CSF Levels 1 and 2	82.2	49.3	74.2	41.7	66.0	36.0
CSF Levels 3 and 4	17.8	50.7	25.8	58.3	33.9	64.0
<i>Year 5 writing</i>						
CSF Levels 2 and 3	71.6	35.4	80.6	49.7	88.9	59.7
CSF Levels 4 and 5	28.3	64.6	19.5	50.3	11.0	40.3

Note: Testing in 1996 and 1997 was in March. In 1998 testing occurred in August.

Curriculum and Standards Framework (CSF) Level 1 is the standard expected for students on completion of the first (preparatory) year of schooling; Level 2 to the end of year 2; Level 3 to the end of year 4; Level 4 to the end of year 6; and Level 5 to the end of year 8.

Source: 1998 IESIP Performance Report, Department of Education, Victoria

Table 4.25 Students requiring special literacy intervention, years 3 and 5, government schools, SA, 1996–98 (per cent)

	1996	1997	1998
<i>Year 3</i>			
Indigenous students	71	74	75
All students	39	41	48
Gap	32	33	27
<i>Year 5</i>			
Indigenous students	69	62	68
All students	31	28	32
Gap	38	34	36

Note: Identification by Basic Skills Test.

Source: IESIP Performance Reports, Department of Education, Training and Employment, South Australia

Table 4.26 Mean numeracy scores in the Basic Skills Test, years 3 and 5, government schools, NSW, 1996–98

	Year 3			Year 5		
	1996	1997	1998	1996	1997	1998
Indigenous students	47.1	46.4	46.4	53.7	53.8	53.6
All students	53.5	52.0	52.1	60.0	60.0	60.0
Gap	6.4	5.6	5.7	6.3	6.2	6.4

Source: 1998 IESIP Performance Report, Department of School Education, New South Wales

Basic Skills Test as requiring special literacy intervention from 1996 to 1998. There was an increase in the percentage of year 5 Indigenous students identified by the Basic Skills Test as requiring special literacy intervention between 1997 and 1998, as well as an increase in the gap between the percentage of Indigenous and all students identified under the test. The gap was nevertheless slightly lower than that reported in 1996.

A comparison of the outcomes for the year 3 cohort tested in 1996 who were tested again as year 5 students in 1998 suggests that there was no progress in bridging the gap between the percentage of Indigenous students and the percentage of all students still requiring special literacy intervention over the period. There was also only a small improvement in the percentage of Indigenous students requiring special literacy intervention in year 5 (68 per cent) compared with the same cohort of students when tested in year 3 (71 per cent).

A similar pattern of results is apparent from an examination of numeracy results. Table 4.26 shows the mean test scores in the Basic Skills Test for numeracy for year 3 and year 5 students in the NSW government school system from 1996 to 1998.

There was no progress in improving the mean score achieved by Indigenous students or in closing the gap between the mean scores achieved by Indigenous students

Table 4.25 shows the percentage of year 5 students in South Australian government schools who were identified by the

Table 4.27 Comparative numeracy performance in the LAP test, years 3 and 5, government schools, Victoria, 1996–98, (per cent)

<i>Level of achievement</i>	<i>1996</i>		<i>1997</i>		<i>1998</i>	
	<i>Indigenous students</i>	<i>All students</i>	<i>Indigenous students</i>	<i>All students</i>	<i>Indigenous students</i>	<i>All students</i>
<i>Year 3 number</i>						
CSF Levels 1 and 2	63.3	41.8	54.1	36.2	70.4	45.0
CSF Levels 3 and 4	36.6	58.2	45.8	63.7	29.6	55.1
<i>Year 5 number</i>						
CSF Levels 2 and 3	89.4	66.2	86.7	65.5	78.5	51.7
CSF Levels 4 and 5	11.6	33.8	13.3	34.5	21.6	48.3
<i>Year 3 measurement</i>						
CSF Levels 1 and 2	52.6	31.7	58.1	33.7	77.0	51.3
CSF Levels 3 and 4	47.4	68.3	42.0	66.3	23.0	48.7
<i>Year 5 measurement</i>						
CSF Levels 2 and 3	88.5	72.9	90.7	71.2	78.9	49.8
CSF Levels 4 and 5	11.6	27.2	9.4	28.8	21.1	50.2

Note: Testing in 1996 and 1997 was in March. In 1998 testing occurred in August.

Curriculum and Standards Framework (CSF) Level 1 is the standard expected for students on completion of the first (preparatory) year of schooling; Level 2 to the end of year 2; Level 3 to the end of year 4; Level 4 to the end of year 6; and Level 5 to the end of year 8.

Source: 1998 IESIP Performance Report, Department of Education, Victoria

and all students in year 5 numeracy between 1996 and 1998. While the mean score for Indigenous year 3 students in 1998 was below that reported for 1996, the gap between the mean score for all students and for Indigenous students in 1998 was still well below that from 1996. The information provided also suggests that there was no progress in closing the gap between the mean scores of Indigenous students and all students for the year 3 cohort tested in 1996 when they were tested again as year 5 students in 1998. Table 4.27 shows the results of testing in the LAP in Victorian government schools from 1996 to 1998 for years 3 and 5 Number and Measurement.

The gaps between the percentage of all students and the percentage of Indigenous students achieving the two highest levels increased over the period 1996 to 98 in year 3 Number and Measurement and also in year 5 Number and Measurement. However, in year 5 the percentage of Indigenous students achieving the two highest levels in Number increased from 11.6 per cent in 1996 to 21.6 per cent in 1998 and there was a similar increase in the percentage of Indigenous year 5 students achieving in the two highest levels for Measurement. The percentage of Indigenous year 3 students achieving the two highest levels has not shown a similar improvement, particularly in Measurement, for which the percentage of Indigenous students at the two highest levels in 1998 was less than half the figure achieved in 1996.

Table 4.28 Students requiring special numeracy assistance, years 3 and 5, government schools, SA 1996–98 (per cent)

	<i>1996</i>	<i>1997</i>	<i>1998</i>
<i>Year 3</i>			
Indigenous students	74	72	73
All students	38	42	43
Gap	36	30	30
<i>Year 5</i>			
Indigenous students	68	64	60
All students	34	29	27
Gap	34	35	33

Note: Identification by Basic Skills Test.

Source: IESIP Performance Reports, Department of Education, Training and Employment, South Australia

Table 4.28 shows the percentage of year 5 students in South Australian government schools who were identified by the Basic Skills Test as requiring special numeracy intervention from 1996 to 1998. There has been a good reduction in the gap between the percentage of Indigenous and the percentage of all students identified as requiring special numeracy intervention in year 3 between 1996 and 1998. Outcomes in year 5 have remained fairly constant over the period.

Table 4.29 Comparative apparent retention rates, all schools, Australia, 1992–98 (per cent)

	1992	1993	1994	1995	1996	1997	1998
<i>Year 10</i>							
Indigenous	83.0	78.5	78.6	76.5	75.8	80.6	83.1
Non-Indigenous	99.4	98.8	97.4	96.9	97.3	97.6	97.5
Difference	16.4	20.3	18.8	20.4	21.5	17.0	14.4
<i>Year 11</i>							
Indigenous	(a)	52.0	47.5	48.8	47.2	49.6	52.3
Non-Indigenous	(a)	88.2	86.3	84.1	84.3	85.3	85.4
Difference	(a)	36.2	38.8	35.3	37.1	35.7	33.1
<i>Year 12</i>							
Indigenous	(a)	25.2	32.5	30.6	29.2	30.9	32.1
Non-Indigenous	(a)	76.2	75.6	73.2	72.4	72.8	72.7
Difference	(a)	51.0	43.1	42.6	43.2	41.9	40.6

(a) National data not available.

Source: DETYA, derived from National Schools Statistics Collection

Outcomes for the year 3 cohort of Indigenous students tested in 1996 improved over the period to 1998 when they were again tested in year 5. The percentage of Indigenous students identified as requiring special numeracy intervention fell from 74 per cent in year 3 to 60 per cent by year 5.

Apparent retention

The apparent retention of Indigenous students in schools from the commencement of their secondary schooling through to years 10, 11 and 12 remains significantly below the retention of other Australian students.

However, Table 4.29 illustrates that good increases in years 10, 11 and 12 apparent retention rates for Indigenous students were achieved in 1998. The gaps between the retention rates of Indigenous and non-Indigenous students in 1998, while still substantial, were the lowest recorded since reliable national data became available in 1993.

It is important to note that this data covers only students in schools. Students enrolled in senior secondary courses in TAFE colleges are not shown here, and will appear from the data to have withdrawn from schooling.

Table 4.30 sets out years 10, 11 and 12 apparent retention rates for Indigenous and non-Indigenous students by State and Territory for 1998. The table shows that there is considerable variation in the rates among the States and Territories. Extreme caution should be taken in interpreting this data. It needs to be

borne in mind that small numbers of Indigenous students in some States and Territories may result in variations in retention from year to year which may not accurately reflect the longer term trend.

It should be noted that apparent retention rates in excess of 100 per cent might result from a net increase in interstate migration or by students repeating a year level. Apparent retention rates for Indigenous students can also be affected if students who are not identified as Indigenous when they first enrol in secondary school are subsequently identified by their parents or choose to identify themselves as Indigenous during the later years of secondary school.

In the case of the Northern Territory, there were 1,616 secondary students in 1998 who were ungraded. A number of these students may have been retained in secondary school for three, four or five years but are not included in the derivation of retention rates. This limits the interpretation of apparent retention rates as a measure of holding power in schools for the Northern Territory.

Comparison of the data in Table 4.30 with apparent retention rates for 1997 (published in the 1997 National Report), shows that increases in the national figures for Indigenous students in 1998 resulted primarily from a large increase in year 12 retention in Queensland, a large increase in year 10 retention in NSW and smaller increases across a number of States and Territories for year 11.

Table 4.30 Comparative apparent retention rates to years 10, 11 and 12, (comparative numbers in year 12), by States and Territories, all schools, Australia, 1998

	Year 10		Year 11		Year 12			
	Indigenous	Non-Indigenous	Indigenous	Non-Indigenous	Indigenous		Non-Indigenous	
	%	%	%	%	%	No.	%	No.
New South Wales	84.8	97.0	44.8	79.6	31.4	529	67.9	54,426
Victoria	88.9	96.9	78.0	89.9	42.6	103	76.1	45,261
Queensland	89.5	98.7	67.3	87.5	50.3	924	78.4	35,439
South Australia	65.1	94.8	42.4	86.9	18.4	71	67.7	12,379
Western Australia	82.0	100.6	41.9	88.4	19.8	228	73.5	18,035
Tasmania	106.8	96.7	54.1	76.5	35.6	100	63.2	4,388
Northern Territory	53.0	88.6	36.4	82.8	11.4	101	60.2	980
Australian Capital Territory	87.7	98.2	156.7	102.8	100.0	35	90.9	4,235
Australia	83.1	97.5	52.3	85.4	32.1	2,091	72.7	175,143

Notes

- Year 12 apparent retention rates measure the proportion of students who appear to have been retained to year 12 from the commencement of their secondary school studies and are reported by States and Territories on the assumption that they are studying at year 12 level in school. The calculation is based on the cohort of students in the system at the commencement of secondary schooling in relation to those in year 12 in the current year. Ungraded students are not included, even though they may have been graded at the year of commencement of secondary schooling.
- Apparent retention rates can be inflated by a net increase in interstate migration. Apparent retention rates for Indigenous students can also be inflated by an increased propensity to identify as Indigenous over time. These factors can result in apparent retention rates in excess of 100 per cent.
- These derived statistics are based on full-time enrolments only.

Source: DETYA from *National Schools Statistics Collection*

Grade progression

Data on the grade progression rates of Indigenous students from years 8 to 12 provides information on the points at which Indigenous students leave schooling. Grade progression describes the percentage of students in a grade who move on to the next grade the following year.

As Table 4.31 shows, a significant number of Indigenous students do not complete the compulsory years of schooling: only 94.2 per cent of Indigenous students progressed from year 8 in 1997 to year 9 in 1998, a loss of 429 students, and there was a further loss of 916 students between years 9 and 10.

The data also shows that Indigenous students are around 15 times more likely than non-Indigenous students to leave school between year 8 and the end of year 9, around six times more likely to leave between year 9 and the end of year 10, around three times more likely to leave between year 10 and the end of year 11 and around three times more likely to leave between year 11 and the end of year 12.

It is important to note however, that this data covers only students progressing from year to year in schools. It should be acknowledged that a significant number of Indigenous students leaving school early may have enrolled in

Table 4.31 Grade progression rates for years 8 to 12, Indigenous and non-Indigenous students, Australia, 1997–98 (per cent)

	Indigenous	Non-Indigenous
Year 8 to year 9	94.2	99.6
Year 9 to year 10	86.4	97.6
Year 10 to year 11	64.9	87.5
Year 11 to year 12	64.8	85.2

Source: DETYA, derived from *National Schools Statistics Collection*

vocational education and training courses at TAFE institutions.

Attendance

Attendance data reported by government school systems for 1998 showed little difference between 1997 and 1998, with Indigenous students on average reported as being absent from school around two to three times as often as other students.

Victoria

The mean absence for Indigenous students in Victorian government schools was 32 days with the median absence of 24 days. The non-Indigenous mean absence was 15.6 days with a median of 12 days.

South Australia

The average attendance rate of Indigenous students attending a sample of Indigenous government schools in SA was 77.9 per cent.

Western Australia

In WA government schools, Indigenous primary school students attended on average for 86 per cent of the time, compared with the non-Indigenous student average of 95 per cent. At compulsory secondary level, the rates were 79 per cent and 94 per cent respectively.

Tasmania

In Tasmania the average daily absence of Indigenous students in compulsory schooling in government schools during the IESIP attendance survey week was 11 per cent, compared with an average daily absence of 7.8 per cent for non-Indigenous students.

Australian Capital Territory

During the preschool and compulsory years of schooling, the average absence from government schools in the ACT as measured in classes with Indigenous students was 30.7 days for Indigenous students and 12.6 days for non-Indigenous students.

Year 12 results

Little progress was made between 1997 and 1998 in increasing the percentages of Indigenous students who attain the year 12 outcomes reported by State or Territory school systems under IESIP.

It should be noted that as States and Territories have reported year 12 outcomes in different ways, comparison cannot be made between them. In particular, results from those States that have reported year 12 achievement as a percentage of the year 8 cohort in 1994 will be affected by factors which distort the data as indicated in the above section on apparent retention rates and grade progression (ie interstate migration of students and the exclusion of students enrolled in TAFE).

New South Wales

The percentage of Indigenous students in government schools from the 1994 year 8 cohort who were awarded a Higher School Certificate (completed year 12) in 1998 was 30 per cent, compared with 61.5 per cent of all students.

Victoria

Indigenous year 12 students in government schools achieved satisfactory ratings in the Victorian Certificate of Education in

75.4 per cent of the units they undertook. Non-Indigenous year 12 students had a satisfactory achievement rate for 94.3 per cent of units undertaken.

South Australia

In SA government schools, 48.4 per cent of Indigenous year 12 students (studying six units) achieved the requirements of the South Australian Certificate of Education, compared with 77.5 per cent of non-Indigenous students.

Western Australia

In WA government schools, 7.2 per cent of Indigenous students from the 1994 year 8 cohort achieved year 12 graduation, compared with 50.5 per cent of non-Indigenous students from the same cohort.

Tasmania

In Tasmanian government schools, 30.5 per cent of Indigenous year 12 students received a Tertiary Entrance Score, compared with 42.7 per cent of non-Indigenous year 12 students.

Northern Territory

In NT government schools, 22 per cent of Indigenous year 12 students received a Northern Territory Certificate of Education, compared with 51 per cent of non-Indigenous year 12 students.

Information technology

The sample study conducted for the 1997 National Report on Schooling investigated the skill level and use of information technology among final-year primary students and students in year 10. The study looked at 400 schools (covering 222 principals, 1,258 teachers and 6,213 students).

Principals were asked to complete questionnaires about policy and planning for information technologies, resourcing issues and access to equipment. Teachers were questioned on their views on student participation and learning as well as their own skill levels and participation in professional development. Students were asked about their own experiences with information technologies, their perceived skill levels and their confidence and enjoyment in using computers. The study was designed to ensure an adequate number of Indigenous students were sampled to allow accurate reporting on Indigenous results. Some 222 Indigenous students responded.

Table 4.32 Indigenous and non-Indigenous students' computer skills (basic and advanced) (per cent)

<i>Basic skills</i>	<i>Have skills</i>		<i>Advanced skills</i>	<i>Have skills</i>	
	<i>Indigenous</i>	<i>Non-Indigenous</i>		<i>Indigenous</i>	<i>Non-Indigenous</i>
Use a mouse	96	99	Play computer games	94	95
Turn on a computer	95	99	Draw using the mouse	88	94
Use a keyboard	95	99	Creative writing, letters etc	87	93
Shut down and turn off	95	98	Use spreadsheet or database	72	69
Exit/quit a program	94	98	Use World Wide Web	65	66
Save a document	91	96	Search the web using key words	58	59
Print a document	91	96	Create music or sound	60	59
Start a program	92	96	Send email message	56	54
Open a saved document	92	95	Copy games from CD-ROM or Web	56	53
Delete files	84	87	Create a program	59	53
Get data from floppy disk or CD-ROM	83	86	Use virus detection software	51	51
Create a new document	87	85	Create multimedia presentation	51	49
	81	79	Make a website/homepage	45	38

Source: DETYA

Table 4.32 outlines the skills classified as 'basic' and 'advanced'. In terms of results for Indigenous students, it was found that they are slightly more likely to lack basic skills, with 64 per cent of Indigenous students having all 13 basic skills, compared with 68 per cent of non-Indigenous students. It is interesting to note that many Indigenous students have acquired advanced skills (29 per cent), compared with only 22 per cent of non-Indigenous students. This may be because the skills classified as advanced are those that relate to communication-based uses of technology. This study found that Indigenous students make comparatively greater use at school of these technologies, such as email to contact friends, email discussion groups, video conferences and communicating with schools in other countries and related tasks.

Despite the higher levels of advanced skills among the Indigenous sample, this study found that Indigenous students do not have as great access to information technology as non-Indigenous students do. Also, when Indigenous students are asked to rate their skills, such as proficiency with a keyboard, they are more likely to say 'okay'. They also display lower levels of confidence in their overall ability with computers (83 per cent compared to non-Indigenous students' rate of 89 per cent). These lower levels of base skill possession for

Indigenous students and low levels of access to computers at home may be related to their lower levels of confidence overall.

The most significant result of the study was that it seems that Indigenous students are less aware of the importance of information technology for future employment (as indicated by high levels of disagreement with the statement 'I need to be good at using computers to get the job I want'). This may reflect less sociocultural familiarity with the importance of computers in modern workplaces, and may also reflect employment aspirations that don't, in the students' understandings, involve working with computers.

Social outcomes of schooling

The sample study conducted for the 1996 National Report on Schooling investigated year 5 and year 10 school students' attitudes to themselves (self-confidence and self-esteem), optimism, respect for others, social competence, awareness and appreciation of social conventions, motivation, respect for learning and attitudes to lifelong learning.

The project was conducted in two consecutive stages. The first involved interviews with schools personnel and case studies. The second stage was concerned with the collection

and analysis of survey data. This was carried out through the use of questionnaires to establish baseline data on students' achievements in relation to the social objectives of schooling.

The survey data was derived from a nationally representative sample of schools. Three hundred and forty-eight schools took part in the survey. These included schools from all States, Territories and sectors. The study did not undertake detailed analysis by Indigenous background, as many of the schools surveyed had none of these students.

Generally speaking, however, there were no differences between results for Indigenous and non-Indigenous students at the year 5 level. Similar ratings were achieved on all dimensions (apart from slightly lower ratings by Indigenous students for 'rules and conventions' and 'interest in learning'). The small differences that did occur were among year 10 students in the following areas:

- Indigenous students placed less importance on both 'relating to others' and 'community well-being' than non-Indigenous students did. They also rated their 'school environment' as less favourable than did the non-Indigenous students.
- Indigenous years 5 and 10 students rated 'rules and conventions' and 'interest in learning' lower than non-Indigenous students did.
- The difference in self-confidence between Indigenous students and non-Indigenous students seemed to widen between years 5 and 10. In year 5 there was no difference but by year 10 the self-confidence of Indigenous students was lower.
- Overall it seems that 'optimism for the future' was the only area in which there was little difference at either year level between Indigenous and non-Indigenous students.

For a detailed description of this study, refer to the published report *Schools and the Social Development of Young Australians* released by ACER in 1998.

Implementing the Gender Equity Framework

In 1997, the MCEETYA Gender Equity Taskforce produced *Gender Equity: A Framework for Australian Schools*, which set out the five strategic directions for action on gender equity against which education authorities agreed to report. These are: understanding the process of construction of gender; curriculum, teaching and learning; violence and school culture; post-school pathways; and supporting change.

In 1998, *Schools Work Towards Gender Equity* was published by the Commonwealth on the Internet at:

<http://www.detva.gov.au/schools/publicat.htm>, and an Executive Summary was published for distribution to school systems and schools. *Schools Work Towards Gender Equity* is a resource to assist principals and school staff to look at their own gender equity needs and determine what action they need to undertake to bring about gender equity reform. The resource directly relates to the gender and school education sample study, which was reported on in the 1995 National Report and to *Gender Equity: A Framework for Australian Schools*, which was reported on in the 1997 National Report.

States and Territories and systems have reported using the structure set out above. The following information from New South Wales is typical of the information supplied.

New South Wales

In 1998, the Office of the Board of Studies held a seminar entitled 'Gender Perspectives in Curriculum and Assessment'. The aim of the seminar was to identify ways in which issues of gender can be addressed in the learning areas. Its objectives were to identify gender perspectives and to consider why they should be developed and how they can be incorporated into syllabuses, support materials and assessment materials. The proceedings of the seminar were published and distributed to all Board staff involved in the curriculum development process.

The seminar was used as a guide to developing a Gender Equity Perspectives Conceptual Framework, which provides a guide to writers of syllabus, support and assessment materials on developing gender perspectives. Many of the suggestions contained in the framework relate, either directly or indirectly, to students developing an understanding of the process of the construction of gender.

Within the government sector, the five strategic directions of the National Framework for gender equity continued to be addressed through the implementation of the NSW Department of Education and Training's Girls and Boys at School: Gender Equity Strategy 1996–2001.

Understanding gender

During 1998, training and development around the issue of understanding gender construction continued with a wide range of educators participating in a variety of workshops provided by State office and district personnel. Those participating included: State office and district administrators, curriculum writers, district office consultants, principals, classroom

teachers, school counsellors, parents, tertiary educators and trainee teachers.

Curriculum support documents were distributed to schools and introduced to teachers at district Gender Equity Network meetings. These documents assist teachers to develop students' understandings about the process of gender construction and its relevance to their lives.

Curriculum teaching and learning

Gender and literacy was a focus for the year. Approximately 500 State office and district personnel heard a keynote address by the authors of *Boys and Literacy* on gender issues affecting girls' and particularly boys' literacy engagement and acquisition. Workshops introduced State office and district literacy team members to the *Boys and Literacy* professional development and teaching units.

All NSW government schools were provided with two copies of *Boys and Literacy*, to assist teachers improve literacy outcomes for particular groups of boys and girls. A statewide training and development program was conducted to assist teachers to use the resource, resulting in 120 district literacy team members and 200 teachers being trained. The training focussed on the use of the K-12 *Boys and Literacy* professional development and teaching units resource and other popular culture texts. Those trained used their newly gained knowledge to support other teachers in their districts.

The 1998 school annual reports indicated an increase in the number of schools using participation, achievement and student welfare data to inform the development of their school plans and targeted initiatives to address the gender-based needs of students. They also indicated greater use by primary teachers of the gender-related curriculum teaching and learning resources provided to schools over the last three years.

Violence and school culture

Two hundred and fifty targeted metropolitan and country district school personnel attended presentations and workshops dealing with the implications of the *Gender and School Education* report for NSW government schools. Issues including sex-based harassment and school climate were considered.

A section entitled 'Eliminating Sex-Based Harassment' was developed for inclusion in the department's professional development materials for teachers, *Resources for Teaching Against Violence*. Anti-discrimination was a focus of activity for the State Student Representative Council during the year. Gender issues, including sex-based harassment and

homophobia, were workshop topics at the Council's annual conference. A sex discrimination booklet was provided to all workshop participants to assist them address such issues in their schools.

Post-school pathways

The take-up of school- and TAFE-delivered VET courses has increased by 10,000 students over the past three years, with more girls than boys enrolled. Many courses are highly gender-segregated, with girls over-represented in business and clerical, tourism and hospitality, and boys in engineering and building and construction.

A gender equity project officer with responsibility for conducting research into issues related to VET in schools and providing gender-based training and development for targeted State office, district and school VET personnel was appointed in 1998. Addressing the gender-segregated nature of VET in Schools is part of the officer's brief.

Supporting change

The three-part *Exploring Gender Parent Package* was developed to assist parents to consider the ways gender affects the educational and social experiences of their sons and daughters at school. It encourages parents to participate with the school to develop gender equity initiatives that address identified areas of need. The package includes an introductory brochure, translated into 21 languages, an information booklet providing more detail about gender as an educational issue and an activities booklet which assists parents and teachers to explore gender issues together.

Teacher training

The department increased its support of tertiary institutions by providing introductory lectures and workshops for teacher trainees on gender issues as they relate to the implementation of *Girls and Boys at School: Gender Equity Strategy 1996-2001* and *Gender Equity: A Framework for Australian Schools*.

Independent schools

Most of the independent schools surveyed in New South Wales addressed the gender equity issue in line with the publication *Gender Equity: A Framework for Australian Schools*. Actions taken which were aimed at ensuring that the concept of gender construction would be acknowledged, examined and understood at all levels of schooling included personal development programs, life skills courses, anti-harassment policies and equal opportunity actions. A majority

of these schools ensured that curriculum reform acknowledged and addressed gender equity principles. Examples of these reforms were:

- building gender equity into the syllabus
- ensuring equal access to curriculum content and other activities such as sport
- giving special attention to the needs of boys
- encouraging students to look widely beyond stereotypical roles.

Many of the schools in the sample were concerned about gender-based violence and harassment and introduced some kind of anti-harassment policy, either as an integral part of school rules or as a separate policy. Specific actions included bullying prevention workshops, reinforcing school rules that prohibited violence, school assembly talks, monitoring by teachers, and developing policies in areas such as bullying, discrimination, welfare and harassment.

Provision for students with disabilities

All States and Territories make special provision for students with disabilities. Most support a program of integration of these students, where appropriate, into mainstream programs.

In 1998, there were some important developments related to the schooling of students with disabilities.

Queensland

Queensland undertook a number of key initiatives to support students with disabilities during 1998. These included:

- development and implementation of Action Plan: Educational Provision to Students with Disabilities 1998–2002. This plan sets the policy context for educational provision and strategic directions for the next five years.
- launch of the teacher inservice kit *Teaching Students with Disabilities*, which presented strategies to support students with disabilities in regular schools and which was distributed to every state school in Queensland
- acceptance that students with speech-language impairments are a low-incidence population and inclusion of them within the array of services for low-incidence populations.
- finalisation of policy statements for the provision of special education and the process for determining the allocation of state education to all students, including those with disabilities

- development of a resource package, *Individual Education Plans*, for students with disabilities. All teachers have access to this via Education Queensland's intranet.

South Australia

In South Australia, 1998 was the second year of an Enterprise Agreement which provided \$4.25 million in 1997 and \$9.25 million in 1998 for more direct support to classrooms, for training and development and innovative projects to support students with disabilities and learning difficulties in schools.

Work was begun on the development of a training package for leaders in preschools, schools and institutes to assist them to provide programs which comply with the Disability Discrimination Act. Titled *Fair and Reasonable*, the kit will explain the Act and enable leaders to institute whole-school change in achieving equity goals.

In 1998, work continued on redrafting the department's Disability Discrimination Act (DDA) Action Plan. This followed restructuring of the department and provision of training and development on the DDA. School facilities continued to be upgraded to ensure appropriate access for students with disabilities. The department's 1998–99 Programmed Maintenance and Minor Works program included a specific allocation for access, with a planning budget of \$1.4 million. The Major Works program ensured disabled access to all new buildings and major redevelopments.

The department provided a range of options for students with disabilities, including mainstream placement, special classes, annexes, co-located units and special schools. New units were established at Hamilton Secondary College, Seaford 6–12 School (for students with severe multiple disabilities in the middle years) and Christies Beach High School.

A start was made on the development of curriculum materials to support the participation of students with severe multiple disabilities. The department collaborated with Flinders University in developing three graduate certificates: in Autism Spectrum Disorders, Positive Behaviour Management (both began in 1998, and by the end of 1998, a total of 42 teachers had enrolled) and Augmentative Communication and Technology (beginning in 1999).

Under the South Australian government initiative the Early Years Strategy, additional resources were allocated to funding 17 extra speech pathologists and ensuring that initial assessment of priority cases occurred within eight weeks.

The South Australian Commission for Catholic Schools provided \$1.628 million towards the assistance of students

with disabilities, including students with learning disabilities, borderline intellectual disability and ADD and ADHD. Most of these funds were directed to school-based teacher aide assistance for students with disabilities. The commission also provided additional funds for courses for teachers and support staff in assisting students with disabilities.

Out-sourced services were expanded to include speech pathology and autism spectrum disorder, and post-school options and transition services for students with intellectual disability were further developed. The per capita distribution to students with emotional disability was significantly increased.

In the South Australian independent sector there continued to be a strong focus on assisting schools with new enrolments and professional development in the areas of disability awareness, inclusive curriculum and legislative issues. In 1998, there were approximately 750 students with disabilities in the sector. School-based grants were allocated to projects, including primary curriculum programs, social skills projects and vocational education programs for students with disabilities. Some schools formed clusters to develop programs and, as a result, some worthwhile networks were formed. New initiatives occurred in the areas of professional development and speech pathology.

For the first time the balance of special education schools support monies was allocated to the Special Education Key Teacher project.

To be eligible, schools needed to have at least three students with moderate to severe disabilities. Fifty-three schools nominated to participate in this project and sent a key teacher to one and a half days of professional development. The focus on these days was on schools sharing good practice in special education. Schools either presented their practice at one of the 'Key Teacher' days or shared what they had learnt with their school staff or faculty group.

Funds were again allocated for psychological assessments and for the first time, for speech pathology assessments. As part of the assessment, speech pathologists provided teachers with strategies to support students with speech and language impairment in the classroom. In-service activities were extended to provide opportunities for school assistants to receive training in working with students in the classroom.

Tasmania

In Tasmania, decision-making regarding the placement of students with disabilities in schools was also influenced by the *Disability Discrimination Act 1992*. A

Departmental Disability Discrimination Action plan was developed to demonstrate how the department intended to comply with the Act. Other important developments in 1998 included:

- commencement of a review of the Inclusion of Students with Disabilities into Regular Schools Policy, to be completed in December 1999
- provision of intensive professional development to staff in schools where students with autism were enrolled, as well as the provision of regional forums addressing the educational needs of this group
- development of a plan to provide peripheral devices for computers and software for students with disabilities in regular and special schools. The roll out of this technology, amounting to \$100,000, will occur during 1999
- provision of 25 professional development training activities in the areas of technology for students with special needs, universal precautions and specific physical impairments
- completion of research into learning outcomes relating to the innovative approach to inclusion of deaf students in Tasmania.

During 1998, there was a continuing trend towards enrolment of students with disabilities into regular schools, as part of the Inclusion of Students with Disabilities into Regular Schools Policy. While inclusion in a regular school was the preferred option, some students with disabilities attended special schools. As a consequence of the policy, numbers in special schools continued to decline.

There were 104 primary students and 55 secondary students with disabilities in Tasmanian Catholic schools in 1998. Individual programs and inclusion plans were developed for these students in collaboration with other professionals and parents. The students were integrated where possible and schools negotiated the level of participation. Programs were developed at an appropriate level but consistent with class themes and levels, and provision was made for some withdrawal for specific assistance. Assistance was also provided for accessing practical subjects and outdoor activities. Some schools organised whole-school professional development and worked with neighbouring schools to develop integrated programs and share expertise.

Australian Capital Territory

In ACT government schools a program of reforms was implemented following the recommendations of a review of special education. They included:

- introduction of a more extensive and flexible range of services in mainstream schools and preschools, including new services for autistic students
- development of an individual, needs-based assessment and resource allocation model
- consolidation and strengthening of integration support services for students and schools, where it is in the educational interests of the student
- revision of policies to incorporate obligations under anti-discrimination and disability services legislation
- affirmation of the right of parents/carers to participate in decisions about their children's education, through open and explicit assessment and review processes
- strengthening of cooperation between the Department of Health and Community Care and the Department of Education and Community Services.

Professional development was provided to staff in partnership with parents to facilitate the inclusion of students with disabilities into mainstream schooling. Special education initiatives commenced in 1998 included arrangements to establish:

- Learning Support Units for students with autism spectrum disorder in a mainstream primary school and high school
- other Learning Support Units in a high school and a primary school
- early childhood classes at two preschools within a mainstream environment, for students with mild to moderate intellectual disability with additional special needs.

Catholic schools in the ACT were also active in their provision for students with disabilities in 1998. Features of the program were:

- development of Individual Education Programs (IEPs) for all students with disabilities by specialist school staff and class teachers
- increased support from the ACT government through the ACT Non-government Schools Special Education Program
- increased parental involvement in panel and planning reviews
- an increase in the delivery of critical reviews and psychometric (IQ) assessments
- extensive commitment to professional development by teachers, teachers' assistants and special needs resource

teachers. Courses included the Archdiocesan Inclusion Program, Speech and Language Assessment and Programming course, Managing Student Behaviour courses and Assessment for Students with Special Needs

- an increase in the number of enrolled students with disabilities
- ongoing system reviews and programming support services for students
- an increase in the level of parent involvement in IEP and review processes
- an analysis of all IEP goals for students with disabilities, which found that 44 per cent of targeted outcomes related to literacy, 31 per cent to social and organisational skills and 25 per cent to a range of other learning outcomes, such as mathematics
- extended additional services targeting students with assessment needs
- feedback from IEPs that 94 per cent of all literacy goals and 95 per cent of all social/organisational skill goals were achieved in 1998
- provision of services to students with sensory impairment and behavioural/emotional disorders through the 1998–99 ACT Non-Government Schools' Special Education Program.

Provision for rural and isolated students

All States and Territories make special provision for rural and isolated students to enhance their access to and participation in educational programs. The Commonwealth also provides funding through its Country Areas Programme (CAP).

In 1998, 240 schools and Distance Education Centres in New South Wales with a total enrolment of 29,371 students received funding under the Country Areas Program. Areas of achievement included the introduction of uniform educational and financial reporting arrangements for all CAP schools; the promotion of parent and community participation in CAP decision-making and planning processes at school, district and State levels; and the development of technology initiatives to address the effects of geographic isolation on student outcomes. The department offered a range of incentive benefits to teachers in isolated and remote locations. These included locality allowances, incentive transfers, compassionate transfers for teaching partners, rental subsidy and the provision of four additional training and development days.

One of the characteristics of the special arrangements made to meet the needs of rural students throughout Australia is the frequent use of joint programs.

Queensland

In Queensland, the Priority Country Area Program (PCAP) is a Commonwealth-funded rural education program jointly administered by Education Queensland, Queensland Catholic Education Commission and the Association of Independent Schools of Queensland. The program is intersystemic and community-based. Funds from the government and non-government education authorities are pooled, and resource agreements are signed with the Minister for Education.

In 1998, PCAP activities focussed on leadership in rural communities; information technology; inter-agency collaboration; rural schooling; professional development; evaluation and coordination. The resource agreements provided a cohesive accountability framework and reporting mechanism and, during the year, the roles and functions of the PCAP State Council were externally reviewed and re-aligned.

Within the government sector, Queensland addressed the needs of geographically isolated students through a range of systemic initiatives which took place throughout the State in 1998. Examples of some of the larger initiatives included the following:

Preservice Field Experience Project: The project aim is to enhance pre-service teacher field experience in rural and remote areas. Education authorities, university personnel and school communities began to take a proactive stance in raising the profile of the challenges and rewards of teaching in rural and remote areas.

Rural Strategies Project: This project recommended a number of practical strategies for attracting and retaining teaching personnel in rural and remote areas. The demographic diversity of Queensland requires a range of responses to common problems, and schools and their communities developed initiatives to reflect demographic diversity.

Positive Rural Futures Conference: This project was in its third year in 1998, and comprised a co-convened whole-of-government forum which focussed on issues related to living and learning in geographically isolated areas. A feature was the promotion of positive rural and regional economic development, with a particular focus on youth. Emphasis on the importance of education in the strengthening of rural communities was an integral part of the forum. Government and community agencies, state and non-government education authorities cooperated to identify strategies to respond to identified needs.

Remote Area Incentive Scheme: 1998 saw a continuation of the scheme whereby teachers can accrue different levels of benefit based on their location and the length of service in remote areas.

Bid O'Sullivan Scholarships: In 1998, Education Queensland offered five Bid O'Sullivan scholarships, each valued at \$20,000, to assist year 12 students from rural and remote areas who had chosen primary teaching as their career. The scholarships take the form of financial assistance for the four years that the student is studying a Bachelor of Education – Primary course at a Queensland university.

South Australia

Staffing rural schools was also a concern in South Australia, where the department's ability to attract and retain quality employees in country sites was improved through a \$2 million per year incentive package. The package, introduced in 1998, includes removal costs for contract teachers, additional time for graduates and the extension of incentives to leadership positions. As well, a trial scheme for three-year-average staffing for smaller country high schools and area schools was commenced in eight schools. Some teacher displacements were avoided and curriculum planning enhanced as a result.

In 1998, under the CAP in South Australia, \$1.44 million was allocated in direct grants to 177 schools. Schools were required to use these funds to improve the access, participation, learning outcomes and personal development of rural and isolated students.

Table 4.33 Language background other than English, funding levels, government schools, Victoria

<i>Level</i>	<i>Level description</i>	<i>Weighting</i>
7	Eligible students in years 7–12 who have been in Australian schools for less than one year	14.27
6	Eligible students in years 7–12 who have been in Australian schools for less than three years but more than one year	7.12
5	Eligible students in years 7–12 who have been in Australian schools for less than seven years but more than three years	2.86
4	Eligible students in years 5–6 who have been in Australian schools for less than one year	1.99
3	Eligible students in years prep–4 who have been in Australian schools for less than one year	1.60
2	Eligible students in years 2–6 who have been in Australian schools for less than three years but more than one year	1.29
1	Remainder of eligible students in years P–6	1.00

Source: Dept of Education, Victoria

A curriculum document, *Student Transience: Moving Frequently Between Schools in South Australia*, was published and distributed to all schools receiving CAP funding and/or funding under the Disadvantaged Schools Component of the Commonwealth Literacy Programme. The document discusses issues about student transience and presents effective practice in addressing these issues.

An educational accountability survey was conducted in 1998 with a sample of 27 CAP schools. Interviews were held in each school with the principal, a teacher, a parent and the student. In 1999, a report from the educational accountability survey will be distributed to all CAP schools, highlighting effective practice in the use of CAP funds. Teleconferencing and videoconferencing were used for training and development delivery to country areas, providing a greater range of courses.

Integrated preschool education and child-care services continued to be developed in rural areas, so that families had better access to services which met their particular needs within their own communities. Particular attention was given to developing new models of service provision in small rural communities. Seventy-three new child-care places were made available through integrated services at Clare, Renmark and Mallala and 40 child-care places were established in the Anangu Pitjantjatjara lands.

Provision for students from a language background other than English

All systems used a combination of State and Commonwealth funding to support this group of students. This section of the report describes provision made in two States in 1998 as examples of what occurred around the nation.

Table 4.34 Funding sources for LBOTE students, Victoria, 1998

	<i>\$'000</i>	<i>%</i>
Commonwealth	14.415	53
State – ESL	6.868	25
State – MEAs	5.956	22
Total	27.239	100

Note: The State also provides additional funds for on-costs, buildings and infrastructure.

Source: Department of Education, Victoria

Victoria

In Victoria, data are collected from all schools each year about the country of birth of both students and parents, the main language spoken at home by students and the date of first enrolment in an Australian school. There were 131,919 students from language backgrounds other than English in Victorian government school in 1998, and they represented 25 per cent of all primary and secondary students in government schools.

Additional funding was provided to each school where a student spoke a language other than English at home as their main language and had been enrolled in an Australian school for less than seven years.

In 1998, 44,336 (34 per cent) students were eligible and funding was allocated to schools using a seven-level model which was weighted towards recency of arrival and year level, as shown in Table 4.33.

A funding threshold was applied to schools below which they received no funding. Of all eligible ESL students, 39,262 (91 per cent) received funding in 1998. In addition, approximately \$5.9 million was provided to 244 schools to employ Multicultural Education Aides (MEA) to support students and parents from language background other than English. The shared nature of the funding arrangements is evident from the breakdown of expenditure shown in Table 4.34.

In 1998, the number of students from language backgrounds other than English enrolling in Victorian schools for the first time was 3,502. These students were eligible for support from the New Arrivals Program. Three English language schools and ten English language centres provided full-time intensive English language instruction for primary and secondary students. Students generally attended these settings for two terms, or up to four terms for students with interrupted schooling.

Primary students unable to attend English language settings were able to access an outposting program where expert teachers provided intensive support. A visiting outposting program also operated in two outer metropolitan areas and in provincial areas such as Geelong and Shepparton. In country areas the Isolated ESL Student Support program provided support for eligible students in the form of *New Arrivals Kits* or funds to buy in expertise.

Western Australia

In WA in 1998, the needs of students from language backgrounds other than English were met by:

- four primary and four secondary intensive language centres for 634 permanent resident Stage 1 new arrival English as a second language (ESL) students
- 13 primary and 22 secondary specialist support programs providing linguistic support in a mainstream context for 1,561 Stage 2 ESL students
- six ESL Cell visiting teachers, who serviced 517 Stage 2 ESL students in a mainstream context across 21 primary schools
- a visiting teacher service that provided language support for 338 Stage 1 and 284 Stage 2 ESL students in mainstream primary classes unable to access ESL programs
- the ESL/ESD program, which provided cultural and linguistic support for 4,300 Indigenous students for whom English was a second language or a second dialect
- a Country New Arrivals program with 2.4 FTE specialist teachers that serviced 26 new arrival ESL students in rural or remote mainstream schools
- a resource centre that supported over 750 users.

ESL services were delivered by 115.6 teachers and 26.3 ESL education assistants. The total services cost for 1998 was \$5.8 million. A number of initiatives were undertaken during the year, among them the introduction of the Curriculum Improvement Program, which has a focus on outcomes-based education.

Table 4.35 Participation in ESL programs, government schools, WA, 1998

Type of program	Number of students			
	Male		Female	
	Primary	Secondary	Primary	Secondary
Intensive language	184	170	141	139
Country New Arrivals	10	3	9	4
Support	196	618	163	506
Cell Visiting Teacher	289	0	231	0
Visiting Teacher	369	0	253	0

Source: Education Dept of WA

There was an extension of the visiting teacher cell model by 5.5 FTE, for the provision of ESL services to primary Stage 2 students in mainstream schools. In 1998, this model operated across 11 cells, employing 11.5 specialist teachers and 11.5 ESL education assistants in 31 primary schools. A further development was the extension of the 'ESL in the Mainstream' and ESL in Angu teacher development courses to an additional 72 teachers and wider use of a train-the-trainer model to train 16 additional tutors.

During the year, there was:

- a growing focus on outcomes-based education for ESL students
- increased professional development for ESL specialist and mainstream teachers on appropriate assessment and reporting tools for ESL and ESD students
- recognition of the need to consider whole-school profiling and response
- increased use of the Translating and Interpreting Service
- wider acceptance of the home languages of Indigenous students in schools, especially the use of Aboriginal English.

An indication of the numbers of students involved in each of the types of ESL programs is provided in Table 4.35.

Funding equity programs

Throughout this section, mention has been made of the shared nature of the funding for many programs. The tables that follow provide a summary of the funding arrangements that apply in both the government and Catholic sectors in the Australian Capital Territory and further illustrate the cooperative arrangements.

Table 4.36 Funding for equity programs, government schools, ACT, 1998 (\$)

<i>Type of program</i>	<i>ACT</i>	<i>Commonwealth</i>	<i>Total</i>
ESL	5,767,385	1,161,521	6,928,906
Schools Equity Fund	55,000	90,000	145,000
Early Literacy Component	0	28,350	28,350
Reading Recovery/Learning Assistance	9,281,301	0	9,281,301
Behaviour Management Services	6,390,093	0	6,390,093
Distance Education	111,073	0	111,073
Aboriginal & Torres Strait Islander Education	724,877	326,902	1,051,779
Gender Equity	113,818	0	113,818
Junior Secondary Bursaries	581,738	0	581,738
Free School Bus Passes	758,486	0	758,486
Special Education	16,787,384	811,616	17,599,000
TOTAL	40,571,155	2,418,389	42,989,544

Source: Department of Education and Community Services, ACT

Table 4.37 Funding for equity programs, Catholic schools, ACT, 1998 (\$)

<i>Program</i>	<i>ACT</i>	<i>Commonwealth</i>	<i>CEO</i>	<i>Total</i>
ESL	0	513,360	0	513,360
Early Literacy	0	0	14,000	14,000
Special Education	116,916	524,706	30,000	671,622
Hearing Impaired	0	0	10,000	10,000
Integration	0	0	40,000	40,000
Special Needs – Literacy & Learning Outcomes (Pilot)	0	0	200,000	200,000
ACT Disabled Students	20,000	40,000	0	60,000
TOTAL	136,916	1,078,066	294,000	1,508,982

Source: Catholic Education Office, ACT

Table 4.36 shows equity funding in government schools in 1998. A total of \$43 million was provided, 94 per cent of which was provided by the ACT government and 6 per cent by the Commonwealth.

As well, a total of \$6.9 million was provided in government schools in 1998 for students in need ESL assistance, 83 per cent of which was provided by the ACT government and 17 per cent by the Commonwealth.

In 1998, the Schools Equity Fund continued to provide support to students from low socioeconomic backgrounds.

The fund provided \$145,000 to assist students in 14 government schools, 62 per cent of which was provided by the Commonwealth and 38 per cent by the ACT government.

Table 4.37 shows equity funding in ACT Catholic schools in 1998. A total of \$1.5 million was provided, 71 per cent of which was provided by the Commonwealth, 21 per cent by the Catholic Education Office and 8 per cent by the ACT government.