



ESTIMATES AND FINANCIAL OPERATIONS COMMITTEE

Department of Education

Hon Alison Xamon MLC asked:

- 1) I refer to Page 30 of the Annual Report, and I ask:
- a) Would the Minister please advise how many students were identified as being at severe educational risk in 2016-17;
 - b) How many of these students were primary school aged;
 - c) How many were secondary school aged;
 - d) How many were Aboriginal;

	Number of Students	
	2016	2017
(a)	651	783
(b)	242	252
(c)	409	531
(d)	274	290

Note: If a student has eight or more suspensions, they are identified as being at severe education risk. Figures are provided for 2016 and 2017, because data is collected by calendar year.

- e) How many of the students identified as at severe education risk were engaged in youth justice services; and
Answer: This information must be sourced by manual searching of records and liaison with the Department of Justice. Therefore, it is anticipated that the information will be provided by May 2018.
- f) How many were engaged with the child protection system?
Answer: This information must be sourced by manual searching of records and liaison with the Department of Communities, Child Protection and Family Support. Therefore, it is anticipated that the information will be provided by May 2018.

Public / Internet

21/03/18

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Department of Education

Hon Alison Xamon MLC asked:

2) I note that Fetal Alcohol Spectrum Disorder (FASD) does not appear to be mentioned specifically in the Annual Report:

a) Were any programs or initiatives for students with FASD introduced in 2016-17; and

Answer:

No new programs or initiatives for students with FASD were introduced in 2016-17. The Department provides and supports a range of programs and services related to FASD, including:

- Schools of Special Educational Needs, which provide intensive student support, teacher consultancy and/or professional learning to schools with students with FASD;
- professional learning in the area of disability, which includes evidence-based teaching and learning adjustments that accommodate the impact of FASD on student development and learning is available to all schools. The professional learning includes an online 10-week course designed to build capacity of classroom teachers to implement personalised learning programs for students, including those with FASD;
- the School Psychology Service, which provides whole-school development and support, including case management of students with FASD.
- the Marulu: Lililwan Project 2013–2017, which resulted in the development of resources and community partnership initiatives. The project is led by the Telethon Kids Institute and was developed to address FASD in the Fitzroy Valley of Western Australia. A group of Aboriginal leaders have partnered with experts in Aboriginal health, paediatric medicine, human rights advocacy, child protection and a production company to progress the project.
 - One product of this project was made available to schools in 2014 and continues to be accessed Statewide; *“Understanding and addressing the needs of children and young people living with Fetal Alcohol Spectrum Disorders (FASD); A resource for Teachers”*. This teaching resource is a strengths-based approach that includes teaching and learning strategies for cognitive, social emotional and behaviour development within a personalised learning framework; and
- PATCHES, Child Health and Education Services, which is Perth’s first FASD diagnosis and treatment service, offers state-wide multidisciplinary diagnosis, assessment and treatment for children. PATCHES first began in the Kimberley Region and remains focussed on providing a state-wide service for children, families and the services that support them, including schools.

b) If yes, would the Minister please provide information about any programs or initiatives which were introduced?

Answer: Not applicable.



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Department of Education

Hon Alison Xamon MLC asked:

3) I refer to the Annual Report, page 55, fourth para, and I ask:

a) Were any children of 457 visa holders prevented from attending public school in 2016-17 because their tuition fees had not been paid; and

Answer: No.

b) If yes, how many?

Answer: Not applicable.

A handwritten signature in blue ink, appearing to read 'Sam Xamon', is located on the right side of the page.

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Department of Education

Hon Alison Xamon MLC asked:

- 4) I refer to the Annual report, page 75, table 21: Apparent secondary graduation rate. I am interested if there is any data available on the characteristics of students who do not achieve secondary graduation (other than the data provided regarding the number of Aboriginal students and those from regional areas), including:
- How many are from non-English speaking backgrounds;
 - How many have a disability or learning difficulty;
 - What percentage of students repeating Year 12 achieve secondary graduation;
 - How many schools had 100% of eligible Year 12 students achieve secondary graduation in 2017?

To achieve secondary graduation, students must meet criteria established by the School Curriculum and Standards Authority. Students who achieve these secondary graduation requirements receive the Western Australian Certificate of Education (WACE). Year 12 data for 2017 are still being finalised. The answers provided below are based on preliminary data.

- 1 034 students in 2017.
This answer is based on students enrolled in Year 12 at a WA public school at some point in 2017 who did not achieve a WACE.
600 students either partially achieved a WACE or were on a notice of arrangement.
- 599 students in 2017.
This answer is based on students enrolled in Year 12 at a WA public school at some point in 2017 who did not achieve a WACE.
241 students either partially achieved a WACE or were on a notice of arrangement.
- 352 public school students were identified as repeating Year 12 in 2017. 53 (15.1%) of these students achieved the WACE. Many repeating students are at education support facilities and are not seeking to achieve a WACE (secondary graduation). Excluding repeating students with a disability or learning difficulty, there were 163 repeating students of whom 51 (31.3%) achieved a WACE.
- Five. Noting that the requirement for WACE achievement changed substantially from the 2016 school year. The five schools that had 100% WACE achievement only had one or two WACE-eligible students.

