

2005 Annual Report to Schools on AISWA Australian Government Targeted Programs

In relation to Australian Government Assistance under the Literacy, Numeracy and Special Learning Needs (LNSLNs), the Country Areas Program, English as a Second Language for New Arrivals (ESL NA) and the Languages Other Than English (LOTE) Program.

The Association of Independent Schools of Western Australia (Inc) (AISWA) has an established advisory structure with relevant educational representatives, to support and monitor the effective implementation of the Australian Government's Targeted Programs for non-Catholic independent schools in Western Australia.

As part of the Targeted Programs AISWA endeavours to:

- Assist independent schools to access Australian Government funding where eligible and appropriate, to encourage and enhance more effective educational outcomes in the relevant targeted program area.
- Assist independent schools, to achieve effective educational and appropriate financial outcomes for grant monies received.
- Establish ongoing consultative mechanisms with schools and interested parties, to support the outcomes within each targeted program area.
- Maintain liaison with other educational sectors, tertiary institutions and professional organisations, where appropriate, to enhance the development, delivery and ongoing effectiveness of individual targeted program areas.
- Provide professional development and program support to individual schools and targeted program areas, where appropriate, given the determining factors of need and funding availability.
- Assist independent schools to focus directly on the educational needs of students, to enhance their learning outcomes and their pursuit of lifelong learning and understanding.

These objectives are in addition to the Agreed National Goals for Schooling in Australia. The Australian Government supports and promotes the following priorities and objectives for schooling, as listed in their Administration Guidelines for 2005 - 2008:

- To improve the literacy and numeracy skills of all young Australians.
- Improved learning outcomes across the whole of schooling, including the early and middle years.
- The enhancement of teacher and Principal development and professionalism.
- Continued support for educationally disadvantaged students (access to..., participation in...)
- Acceleration in the improvement of educational outcomes of schooling for Aboriginal and Torres Strait Islanders students.
- The right of parents to choose the educational environment for their children.
- Young people leaving school should be equipped to participate effectively in a technologically skilled work force.
- An increased focus on civics and citizenship education.
- Growth and excellence in the learning of languages other than English.
- Maintenance of relevant languages among students non-English speaking background.

AISWA Targeted Programs are an important and integral part of the overall function of the secretariat of the Association of Independent Schools of Western Australia, and as such, is administered overall by the Executive of AISWA. Advisory Committees are convened to undertake the management, consultation and recommendations roles with respect to funding allocations made within each of the areas and identifying areas of needs within schools that would benefit from ongoing support – both in kind and financial.

COMMITTEE STRUCTURE

The following committee structure was implemented in 2001 to provide a sound mechanism for management, consultation and recommendation of funding, in the different areas. Each committee's membership focuses upon expertise in the relevant areas with primary and secondary representation, in addition to addressing the diverse nature of schools within the sector. Each committee is responsible to the Executive of AISWA.

AISWA EXECUTIVE COMMITTEE

Literacy, Numeracy and Special Learning Needs (LNSLN)			
Languages Other Than English Advisory Committee (LOTEAC)	Literacy Advisory Committee (LAC)	Numeracy Advisory Committee (NAC)	Special Needs Advisory Committee (SNAC)
<ul style="list-style-type: none"> • LOTE – Languages Other Than English 	<ul style="list-style-type: none"> • Literacy • ESL-New Arrivals • Country Area Programs 	<ul style="list-style-type: none"> • Numeracy 	<ul style="list-style-type: none"> • Special Learning Needs

Reference Groups

Education Consultants

The following points relate to each Committee:

- Each Committee has been established by AISWA and is responsible to the Executive Committee of AISWA.
- The Chairperson is directly appointed by the Executive Committee of AISWA and is responsible to it.
- The Committee and its Chairperson do not have an executive function, as executive tasks are undertaken by the AISWA secretariat under the supervision of the Executive Director.
- The Education Consultant in their area of expertise is the Executive Officer of each Committee.
- The Deputy Executive Director of AISWA attends each Advisory Committee to provide advice on funding and policy issues and reports directly to the Executive of AISWA and its respective Standing Committees.

To establish and maintain effective networks and consultation amongst educational and community groups, each Advisory Committee comprises 6-8 members consisting of at least one principal of a school, practitioners in schools with relevant experience, co-opted members with relevant community, industry or tertiary expertise, and where appropriate representatives from other educational sectors.

The Reference Groups, where convened, have responsibility for initial consideration of funding submissions or requests, making recommendations to each Advisory Committee. Membership of Reference Groups is determined by the relevant Advisory Committee and/or Executive Director, under authorization of AISWA Executive and is chaired by the Executive Officer of the relevant Advisory Committee. AISWA's Education Consultants with relevant expertise, are essential to the membership of these committees.

ADDITIONAL CONSULTATION MECHANISMS

The Deputy Executive Director of AISWA, who is responsible for managing the Targeted Program Area, and the education consultants ensure that consultation occurs with the following bodies:

- State Government, through the Department of Education and Training of WA and the Curriculum Council
- Catholic Education Office of WA
- Aboriginal Independent Community Schools Support Unit (both Perth and Broome Offices)
- Aboriginal Education and Training Council
- Other relevant education service providers including the Office of Training and private training providers and the universities
- Small education systems within the independent education sector, such as the Seventh Day Adventists and the Australian Association of Christian Schools
- Other relevant industry and community bodies.

Note: Members of these bodies may already be a part of the AISWA Committee structure.

ALLOCATION and USE OF FUNDS IN 2005

Languages: Allocation: \$251,588.00 plus \$28,866.77 in interest and some funds rolled over from 2004 and expended in the first three months of 2005

LANGUAGES OTHER THAN ENGLISH	\$	\$
Direct Grants to Schools (detailed as part of Appendix 1)		127,708.00
Language Assistant Program	29,730.00	
Language Specific Experts	3,244.36	
Aboriginal PD	8,987.54	
Intercultural PD	1,958.13	
Total Targeted Projects for Schools		43,920.03
Education Consultant and Operating Expenses (see Appendix 3)		58,193.00
AISWA Administration (see Appendix 2)		20,000.00
Committed to school based projects in February 2006		30,633.74
Total		\$280,454.77

AISWA Targeted Programs set the professional development of teachers as a priority. A part-time (0.5) LOTE Education Consultant was employed to help support schools and teachers in all Languages Other than English. Language Assistants fluent in specific LOTEs work with many schools to improve the oral, aural and intercultural aspects of learning another language. In 2005 there were language assistants in Indonesian and French.

All schools have access to the AISWA LOTE Consultant to work with teachers in implementing programs in school and to comprehensive LOTE professional development programs. Specific professional development was conducted for the remote community aboriginal schools in the Kimberley, and 14 schools accessed a language assistant one day a fortnight to work with students in the target language. Schools applied to AISWA for direct grants for languages programs and all schools offering LOTE programs received a grant to contribute towards the purchase of LOTE resources.

Literacy, Numeracy and Special Learning Needs Program (LNSLN)

Literacy	\$1,397,001.39
Numeracy:	\$1,033,065.91
Special Education	\$1,995,193.95
Special Ed per Capita	\$321,805.78
Total LNSLN grant plus 2005 interest and any unexpended funds rolled over from 2004:	\$4,747,067.03

2005 LNSLN conferences

Celebrating Schooling A Choice for All	This one day conference held in Albany, in the Great Southern Region of WA, was for all teachers in independent schools and focussed on providing access to a conference for teachers in the regional area. The program explored ways to improve outcomes for all students. The sessions looked at a range of learning issues and strategies schools could use to really cater for students with specific learning needs.
Broome PD for Aboriginal Independent Community Schools	This four day PD session focused on the National Accelerated Literacy Program for a day and a half with workshops being made available for teachers, Principals, AEWs and other Community Representatives. The other two and a half days took school staff through workshops in Numeracy, Literacy, handling students with special learning needs and other general sessions on planning at a whole school level to focus on improving student outcomes. The four days also included a series of workshops for AEWs (funded through the LOTE area) planning for LOTE classrooms with an Aboriginal Languages focus.

2005 LITERACY PROGRAM	\$	\$
Direct Grants to Schools(detailed as part of Appendix 1)		\$536,943.25
Targeted Projects and professional development for teachers in independent schools		
Benchmarking	24,999.98	
Action Learning - Inquiry (Kath M)	26,475.07	
Action Learning - Metacognitive Skills	24,659.62	
Action Learning - Viewing Remote	31,005.31	
Action Learning - Viewing Rural	20,688.69	
Data Driven Teaching	20,170.00	
First Steps	32,742.61	
Stepping Out	9,247.36	
Publication/DVD	13,092.55	
ESL PD	8,338.32	
Oral Language Extra Support	10,131.36	
Literature Centre PD	15,000.00	
Reading and Writing Research	20,000.00	
Literacies Across Curriculum	6,954.26	
Secondary Literacy	13,403.45	
DEST Cross Sectoral	9,142.53	
Special School Projects	63,829.72	
Total Targeted Projects for schools		\$349,880.84
AISWA Administration (see Appendix 2)		155,770.00
Education Consultants and Operating Expenses (see Appendix 3)		246,283.00
Committed to school based projects in January – March 2005		108,124.30
Total		\$1,397,001.39

The equivalent of two and a half Education Consultants were employed to support and advise schools on the development, implementation and monitoring of effective school based programs, and specific literacy projects, in addition to supporting parent education and teacher in-service. The literacy consultants have different specialist expertise in: ESL – for New Arrivals and indigenous students; literacy in the early years; and intervention in the middle and secondary years of schooling; as well as supporting whole school literacy programs.

The following allocative principles were used by the Literacy Reference Group to determine recommendations for direct grants to schools:

1. Prior to the request for submissions, all schools were informed of the targeted amount they could apply for under the area of Literacy. This target was calculated using measures of educational disadvantage such as the school's SES and then weighted by the size of school to band schools into groups. A target grant amount for schools within each band was then determined ensuring the most needy schools, (the remote community aboriginal schools), received the highest target amounts.
2. Schools completed an application for funding addressing the criteria below and identifying how the funds would be used to improve Literacy outcomes for students.
3. All applications were assessed using a four point scale for each of the six broad sets of criteria:
 - Eligible students – percentage of Aboriginal and Torres Strait Islanders, percentage of ESL students, and a significant percentage performing below minimum literacy levels
 - Identification procedures used to target students in need – Assessment procedures and progress maps used eg First Steps continua, ESL Bandscales.
 - Expected outcomes and how progress towards these will be assessed and monitored
 - How will students be supported to improve their outcomes – teaching and learning programs, teaching strategies appropriate to target group etc.
 - A whole school approach to Literacy and how this is implemented
 - How the program funds will be used to improve outcomes for students.
4. Based on the individual assessment of each application schools were allocated grants up to a maximum of their targeted grant amount.

A number of targeted literacy projects for schools were support by Targeted Programs in 2005:

Benchmarking	Schools continued to access Benchmark professional development through the literacy consultants during 2005. This PD focussed on the national benchmark elaborations and assisted teachers with getting information from the assessments. AISWA consultants also contributed to the development of the WALNA testing items.
Action Learning – Inquiry (Kath Murdoch)	Twenty six teachers from ten schools participated in collaborative action learning and professional development on integrated inquiry with Kath Murdoch. They explored issues and strategies for curriculum changes which involves students in constructing understandings about the way the world works through rich and strategic learning experiences
Action Learning - Data Driven Teaching	This project provided teachers with the opportunity to learn to effectively use a series of literacy focused assessments to analyse young children’s reading processing systems and to explore the implications of this data for future teaching and reporting. The action learning workshop series provided an appropriate time period for learning about inquiry, reflection and interaction
Action Learning Viewing in Rural and Remote Areas	These projects supported teachers in developing theoretical frameworks, designing teaching and learning strategies, trialling strategies and assessing outcomes.
Data Driven Teaching	A continuation of a project commenced in 2004 utilising assessment for effective intervention in the early years.
First Steps	First Steps Second Edition – Reading and Writing is a resource that supports the implementation of the Curriculum Framework and Progress Maps. PD has been delivered to teachers in many schools by school based and AISWA facilitators. This PD supports teachers in providing a balanced literacy program focusing on the links between assessment and teaching and learning.
Stepping Out	This is a PD program in literacy and a learning resource for all subject teachers of middle school and adolescent students. It equips participants with strategies and approaches to improve students’ learning outcomes. It consists of a professional development course, learning and teaching strategies for adolescent learners, curriculum support materials, and processes and strategies that assist with whole school planning and development. Seven AISWA teachers were trained as Facilitators in Reading and Viewing. They can deliver the program to teachers at their schools. Courses in Writing, and Listening and Speaking were also offered over the year.
Publication/DVD	Critical Literacy and Inquiry Learning in Action Series One is a collection of stories from participating teachers in AISWA Action Learning Research Projects conducted in 2003 and 2004 on Critical Literacy and Inquiry Learning. The publication was sent to all AISWA schools. Series Two, based on Action Learning in Critical Practice, Inquiry and Viewing undertaken in 2005 will be published in 2006.
ESL PD	Teachers attended a two day course with Dr David Rose focusing on a systematic approach to guided reading and guided writing.
Oral Language Project Support	This collaborative project with a team of researchers from ECU led by Dr Rhonda Oliver focused on the 'upskilling' of teachers in what has long been recognised as a problem area for teachers. It built upon work started in 2002 and continued through 2005. The work will focused on the design of teaching and learning strategies and materials to address students' needs in authentic communicative situations eg. how to express a point of view or defend a position, how to enter and exit conversations appropriately.
Literature Centre PD	This project provided teachers with professional learning opportunities to support disengaged writers in the classroom. The project also enabled students performing below acceptable levels of writing achievement to engage in tailored workshops to develop their writing skills
Reading and Writing Research	This is a collaborative project with the Fogarty Learning Centre (Edith Cowan University) which is researching effective third wave intervention strategies in reading and writing. The focus is on assessment and programming for children in the middle primary and early adolescent phases of schooling. The target group is for those children who are not performing at the level of the class average.
Literacies Across	This project looked at curriculum area literacies in the Society and Environment

Curriculum	Learning Area at senior school level particularly through the use of systemic functional linguistics resources. This activity comprised four PD workshops and four between-workshop follow up sessions. It will commence with a workshop investigating literacies across curriculum areas and identify ways this can enhance literacy outcomes in students. Following an action learning approach, teachers will work with their students incorporating aspects from the workshops. They will keep reflective diaries recording the effectiveness of the explicit teaching of language in their classroom.
Secondary Literacy	Initiatives involved in this project area included supporting upper secondary teachers in the implementation of English Courses of Study, supporting secondary teachers to use the English progress maps and make consistent judgments about students' progress in Reading, Writing, Listening and Speaking and Viewing. Over half of all AISWA English teachers attended a series of networking sessions and engaged in school based PD. Other projects included the training of AISWA consultants to deliver VET Steps, a literacy program to support the literacy of students in the upper secondary years. Dr David Rose was contracted to provide two days of PD for middle years secondary and upper primary teachers of students with ESL needs in reading.
DEST Cross Sectoral	This project supported principals and teachers to make best use of benchmark data. The project had three major components; <ul style="list-style-type: none"> - use of WALNA data to inform the next stage in classroom instructional programs in their schools - use of WALNA data for purposes of evaluating classroom instructional programs - access classroom-based approaches to assessment data to help teachers make judgements about and further assist student learning.
Special School Projects	This area of funding allowed for school based project to operate on a specific needs basis. The nature of these activities was in collaboration with AISWA consultants and focused on students performing below acceptable levels of achievement and students of low SES backgrounds

2005 NUMERACY PROGRAM	\$	\$
Direct Grants to Schools(detailed as part of Appendix 1)		\$343,540.00
Targeted Projects and professional development for teachers in independent schools		
Benchmark Testing	\$15,000.00	
First Steps Mathematics	\$82,168.35	
Early Years Project	\$4,855.45	
AICS Project	\$3,891.36	
George Booker PD	\$12,287.07	
MLATS	\$37,097.91	
Consultant for AICS	\$14,029.47	
Support a Maths	\$557.47	
Mental Maths Project	\$13,683.81	
Task Centre II	\$16,294.87	
Special Schools Projects	\$28,547.54	
DEST Cross Sectoral Project	\$58,921.75	
Total Targeted Projects for schools		\$287335.05
AISWA Administration (see Appendix 2)		119,552.00
Education Consultants and Operating Expenses (see Appendix 3)		191,494.00
Committed to projects in January – March 2005		91,144.86
Total		\$1,033,065.91

The equivalent of one and a half Education Consultants were employed to support and advise schools on the development, implementation and monitoring of effective school-based programs and specific numeracy projects, in addition to supporting parent education and teacher in-service. The consultants had expertise that covered numeracy in the early years and intervention in middle years of schooling.

The following allocative principles were used by the Numeracy Reference Group to determine recommendations for direct grants to schools:

1. Prior to the request for submissions, all schools were informed of the targeted amount they could apply for under the area of Numeracy. This target was calculated using measures of educational disadvantage such as the school's SES. A target grant amount for schools within each band was then determined ensuring the most needy schools, (the remote community aboriginal schools), received the highest target amounts.
2. Schools completed an application for funding addressing the criteria below and identifying how the funds would be used to improve numeracy outcomes for students.
3. All applications were assessed using a four point scale for each of the six broad sets of criteria:
 - Eligible students – percentage of Aboriginal and Torres Strait Islanders, percentage of ESL students, and a significant percentage performing below minimum numeracy levels
 - Identification procedures used to target students in need – Assessment procedures and progress maps used eg Curriculum Council Progress Maps.
 - Expected outcomes and how progress towards these will be assessed and monitored
 - How will students be supported to improve their outcomes – teaching and learning programs, teaching strategies appropriate to target group etc.
 - How the program funds will be used to improve outcomes for students.
4. Based on the individual assessment of each application schools were granted up to a maximum of their targeted grant amount.

A number of targeted numeracy projects for schools were support by Targeted Programs in 2005:

Benchmark Testing	Schools continued to access Benchmark professional development through the numeracy consultants during 2005. This PD focussed on the national benchmark elaborations and assisted teachers with getting information from the assessments. AISWA consultants also contributed to the development of the WALNA testing items.
First Steps Mathematics	First Steps Mathematics (Number) is a rigorous three day professional learning experience designed to equip teachers to be more pro-active in the identification of misconceptions in mathematics. Its focus on superior pedagogy, explaining the mathematics and tasks to determine where students might find difficulty make it suitable for teachers of students through primary school and lower secondary.
Early Years Project	The Early Years Numeracy Program has been designed as a resource for schools to use in planning and implementing a strategic and comprehensive approach to early mathematics teaching and learning in the first five years of schooling. This program was introduced to a limited number of schools in 2005, and will be expanded to many more in 2006.
AICS Project	This project is about making a cultural change in the classroom and school, in order for the classroom to be a place where students engage in serious academic mathematical learning. To create a place of academic learning, it is the view of this project, that a shift in the current practices in classrooms is necessary, and because this involves a change in pedagogy, program and lesson structure, physical organisation of the classroom, attitudes and engagement of the learner, it has been called a cultural change. This is an on-going project which will have its start in 2005 with a view to involving schools in a trial in 2006.
George Booker PD	Many teachers are aware that the students in their classrooms are having difficulty with mathematics but don't have the "tools" to intervene with their maths teaching and stop the situation becoming a remedial one. This project was designed to equip teachers with a structure and a diagnostic tool to make that intervention.
Consultant for AICS	Matt Skoss was employed to travel to schools along the Fitzroy Valley road to provide professional guidance to the schools there, with regards to teaching mathematics to indigenous students. Matt's role was to: <ul style="list-style-type: none"> o Start to develop an understanding of the resources which the school possesses – physical resources, human resources, intellectual resources and communication resources. o Offer suggestions for current resources in schools in meeting the required educational outcomes o Bring many ideas and resources to enrich the current programs running in schools. o Offer his experience with teaching Indigenous students in remote schools in

	<p>mathematics education.</p> <ul style="list-style-type: none"> o Start to develop the notion of a “scaffold” which can be developed for AIC schools. <p>Conduct discussion lessons.</p>
Support a Maths	An early years program which helps teachers identify and plan effective intervention for students experiencing difficulty in the area of number. Teachers are provided with professional development and practical materials for classroom implementation
Mathematics – Learning and Teaching for Success	<p>Mathematics – Learning and Teaching for Success is a rigorous professional development program based on the theory of learning - constructivism. Suitable for teachers of students in Pre-Primary through to Year 8, the intensive 60 hour program equates to 10 days of professional development. In addition, the MLATS course has an expectation that participating teachers will undertake professional readings (provided with the course), keep a reflective diary and conduct three student case studies over the three terms.</p> <p>MLATS is a thorough course which provided teachers with in depth development in mathematics as well as the opportunity for them to reflect upon their current practices. Workshops involved active/reflective cycles along with sharing and collaborating with colleagues through engaging with, and communicating, mathematical activities</p>
Mental Maths Project	<p>The traditional approach to mental maths with its emphasis on daily testing and instant recall does not provide sufficient opportunities for students to develop and extend their understandings of numbers and operations and build up a repertoire of mental calculating strategies, as described in the Mathematics Learning Area Outcomes and related Progress Maps.</p> <p>A rich maths program should feature four types of constructive learning tasks:</p> <ul style="list-style-type: none"> • Open-ended tasks • Explicit teaching of mental calculating strategies • Practice games • Speed and accuracy checks <p>This professional learning assisted teachers to help students of all abilities to ‘advance’ or ‘make progress’ in maths. These ideas were explored in the two practical workshops.</p>
Task Centre II	<p>The area of open ended investigations in mathematics is one that is being readily adopted as a way to achieve multiple outcomes from an activity with students with a range of ability. Through the use of Task centres and Maths300 teachers are given some tools by which they can engage a wide variety of students on meaningful, robust and exacting mathematics tasks.</p>
Special Schools Projects	<p><u>Engineering 'aha' moments. Commencing in 2005 and continuing in 2006.</u></p> <p>This series of workshops is about engineering the classroom environment to increase the likelihood of moments when understanding occurs, the “aha” moments. More 'aha' moments in mathematics for more students; and consequently more job satisfaction for their teacher. The six day professional learning opportunity on Engineering “Aha” Moments will be continued into the new school year of 2006 for the remaining sessions.</p> <p><u>Preparing for Progress Maps</u></p> <p>Several factors have influenced the development of the Curriculum Framework Progress Maps. The presenter summarised these factors before detailing the two biggest content changes:</p> <ul style="list-style-type: none"> • algebra should be developed as a way of thinking that supports other strands of the mathematics syllabus. Appropriate activities were employed that helped achieve these aims and in particular, showed how to bridge from patterns to algebra in a logical and meaningful manner. • the emphasis in computation that has shifted from formal written algorithms to the development of mental computation strategies. <p><u>Games in the Primary Mathematics Classroom PP-4/5</u></p> <p>Hans-on workshop in which the teachers were involved in manipulating mathematical materials, working in cooperative groups and assessing the potential of a PP to Year 4/5 Mathematical games for the classroom are a way in which to energize the mathematics classroom with a mixture of mathematical games which focus on learning, and mathematical games that focus on practice</p> <p><u>Numero -</u></p> <p>An opportunity to be involved in professional learning on the implementation of the mathematics game “Numero” into the classroom to work towards the improvement of outcomes in mathematics. There is particular emphasis placed on the Understand Number and Operations outcomes from Curriculum Framework.</p>

2005 SPECIAL EDUCATION PROGRAM	\$	
Direct Grants to Schools(detailed as part of Appendix 1)	1,301,223.00	
Special Projects/assistance to schools	46,860.86	
Specialised Equipment Grants to Schools	113,417.45	
Total Special Education grants through AISWA allocation		\$1,461,501.31
Direct Special Ed per capita grants to schools		\$321,805.78
Total Special Education		\$1,783,307.09
AISWA Administration (see Appendix 2)		151,165.00
Education Consultants and Operating Expenses (see Appendix 3)		236,498.00
Committed to schools for use in Term I, 2005		146,029.64
Total Funds to Support Special Education		\$2,316,999.73

Two Special Needs Education Consultants were employed to support and advise schools on the development, implementation and monitoring of effective school based programs, in addition to supporting parent education and teacher in-service.

Professional development seminars were conducted in metropolitan and regional centres by a number of renowned professionals on topics such as Dyslexia, Behaviour Management, Autism, and Learning Difficulties. The Special Needs Consultant also facilitated network meetings for the Special Education, Gifted and Talented and Teacher Assistant interest groups.

In addition to direct grants to schools for specific students with learning difficulties, two other categories for providing assistance to schools were created. One was so schools could access specialised services for particular students and a second was equipment grants that schools could apply for so that students can have access to specific equipment that enables their learning needs to be more adequately catered for.

ESL New Arrivals

Funding for ESL New Arrivals is per capita based. Schools submit details of eligible students including their age, date of arrival in Australia, a copy of their permanent residency visa, and details of tests used to assess and monitor students receiving grants. The applications are reviewed for accuracy, and feedback provided to schools on the nature of assessments and strategies to use to improve ESL outcomes. Schools are all encouraged to use the ESL Bandscales for this purpose, and through the literacy consultant access professional development and support on teaching ESL.

2005 ESL NEW ARRIVALS PROGRAM	\$
School Grants (detailed as part of Appendix 1)	432,006.00
AISWA Administration (see Appendix 2)	19,156.30
Professional Development for ESL Teachers	6,361.70
Direct Assistance to schools at start of 2005 – PD and support	18,421.00
Total	\$475,945.000

Country Areas Program

A group of ten schools was identified as being educationally disadvantaged using the SES Index and the degree of remoteness of the school community. Enrolment data was used in addition to a weighting for distance, to calculate each individual school allocation. Schools were asked to make submissions to seek this predetermined allocation, adhering to the Australian Government's focus upon improved learning outcomes, in particular in Literacy and Numeracy.

2005 Country Areas Program	\$
School Grants (detailed as part of Appendix 1)	144,364.00
AISWA Administration (see Appendix 2)	7,598.00
Total	\$151,962.00

APPENDIX 1: SUMMARY OF GRANTS TO SCHOOLS

SCHOOL	COUNTRY AREAS	ESL NEW ARRIVALS	LITERACY	LOTE	LOTE Resource Grant	NUMERACY	SPECIAL EDUCATION	SPECIAL EDUCATION Equipment Grant	SPECIAL EDUCATION PER CAPITA	TOTAL
Aboriginal Community College	\$0.00	\$0.00	\$12,500.00	\$0.00	\$500.00	\$8,000.00	\$0.00	\$0.00	\$0.00	\$21,000.00
Al-Hidayah Islamic School	\$0.00	\$0.00	\$5,625.00	\$0.00	\$500.00	\$4,950.00	\$4,000.00	\$1,709.00	\$0.00	\$16,784.00
All Saints' College	\$0.00	\$0.00	\$0.00	\$8,000.00	\$500.00	\$0.00	\$452.00	\$0.00	\$743.00	\$9,695.00
Armadale Adventist Primary School	\$0.00	\$0.00	\$0.00	\$0.00	\$500.00	\$0.00	\$1,000.00	\$0.00	\$0.00	\$1,500.00
Armadale Christian College	\$0.00	\$0.00	\$3,360.00	\$0.00	\$500.00	\$0.00	\$5,500.00	\$0.00	\$2,229.00	\$11,589.00
Australian Islamic College (Kewdale)	\$0.00	\$305,802.00	\$7,437.00	\$0.00	\$0.00	\$4,800.00	\$13,095.00	\$1,941.00	\$1,486.00	\$334,561.00
Australian Islamic College (North)	\$0.00	\$38,832.00	\$7,437.00	\$0.00	\$0.00	\$3,000.00	\$6,694.00	\$4,000.00	\$4,458.00	\$64,421.00
Australian Islamic College (Perth)	\$0.00	\$38,832.00	\$7,437.00	\$0.00	\$500.00	\$3,000.00	\$6,250.00	\$1,813.00	\$743.00	\$58,575.00
Beechboro Christian School	\$0.00	\$0.00	\$3,350.00	\$0.00	\$500.00	\$0.00	\$7,624.00	\$0.00	\$2,229.00	\$13,703.00
Beehive Montessori School	\$0.00	\$0.00	\$0.00	\$0.00	\$500.00	\$0.00	\$14,956.00	\$4,688.00	\$5,201.00	\$25,345.00
Bethel Christian School	\$0.00	\$0.00	\$6,000.00	\$0.00	\$500.00	\$5,000.00	\$0.00	\$0.00	\$0.00	\$11,500.00
Blue Gum Montessori School	\$0.00	\$0.00	\$0.00	\$0.00	\$500.00	\$0.00	\$0.00	\$0.00	\$0.00	\$500.00
Bunbury Cathedral Grammar School	\$0.00	\$0.00	\$2,975.00	\$0.00	\$500.00	\$0.00	\$10,913.00	\$0.00	\$2,972.00	\$17,360.00
Bunbury Community School	\$0.00	\$0.00	\$8,000.00	\$0.00	\$500.00	\$3,000.00	\$0.00	\$0.00	\$0.00	\$11,500.00
Bunbury John Calvin School	\$0.00	\$0.00	\$4,900.00	\$0.00	\$0.00	\$5,300.00	\$0.00	\$0.00	\$0.00	\$10,200.00
Byford John Calvin School	\$0.00	\$0.00	\$7,875.00	\$0.00	\$0.00	\$3,700.00	\$29,070.00	\$2,439.00	\$7,875.80	\$50,959.80
CAPS Coolgardie	\$0.00	\$0.00	\$11,250.00	\$2,978.00	\$0.00	\$10,000.00	\$0.00	\$0.00	\$0.00	\$24,228.00
CAPS Kurrawang	\$0.00	\$0.00	\$12,500.00	\$0.00	\$500.00	\$4,500.00	\$0.00	\$0.00	\$0.00	\$17,500.00
CAPS Wongutha	\$0.00	\$0.00	\$12,500.00	\$0.00	\$0.00	\$10,000.00	\$0.00	\$0.00	\$0.00	\$22,500.00
Carey Baptist College	\$0.00	\$0.00	\$0.00	\$0.00	\$500.00	\$0.00	\$34,300.00	\$0.00	\$0.00	\$34,800.00
Carmel Adventist College	\$0.00	\$0.00	\$0.00	\$0.00	\$500.00	\$0.00	\$0.00	\$0.00	\$743.00	\$1,243.00
Carmel Adventist College Primary	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$275.00	\$0.00	\$743.00	\$1,018.00
Carmel School	\$0.00	\$0.00	\$0.00	\$0.00	\$500.00	\$0.00	\$7,950.00	\$1,438.00	\$2,972.00	\$12,860.00
Carnarvon Christian School	\$0.00	\$0.00	\$1,600.00	\$0.00	\$500.00	\$3,175.00	\$4,688.00	\$1,700.00	\$0.00	\$11,663.00

SCHOOL	COUNTRY AREAS	ESL NEW ARRIVALS	LITERACY	LOTE	LOTE Resource Grant	NUMERACY	SPECIAL EDUCATION	SPECIAL EDUCATION Equipment Grant	SPECIAL EDUCATION PER CAPITA	TOTAL
Casa Mia Montessori School	\$0.00	\$0.00	\$0.00	\$0.00	\$500.00	\$0.00	\$1,250.00	\$0.00	\$0.00	\$1,750.00
Child Side School	\$0.00	\$0.00	\$0.00	\$3,000.00	\$500.00	\$0.00	\$0.00	\$0.00	\$0.00	\$3,500.00
Christ Church Grammar School	\$0.00	\$0.00	\$0.00	\$0.00	\$500.00	\$0.00	\$19,172.00	\$2,280.00	\$11,888.00	\$33,840.00
Chrysalis Montessori School	\$0.00	\$0.00	\$1,350.00	\$0.00	\$500.00	\$0.00	\$0.00	\$0.00	\$0.00	\$1,850.00
Cornerstone Christian College	\$0.00	\$0.00	\$4,586.00	\$0.00	\$500.00	\$5,500.00	\$0.00	\$0.00	\$743.00	\$11,329.00
Corridors College	\$0.00	\$0.00	\$9,539.00	\$0.00	\$0.00	\$10,000.00	\$53,400.00	\$0.00	\$0.00	\$72,939.00
Culunga Aboriginal Community School	\$0.00	\$0.00	\$8,906.25	\$0.00	\$0.00	\$7,500.00	\$9,600.00	\$1,801.00	\$297.20	\$28,104.45
Dale Christian School	\$0.00	\$0.00	\$2,500.00	\$0.00	\$500.00	\$2,500.00	\$2,400.00	\$0.00	\$594.40	\$8,494.40
Divine Mercy College	\$0.00	\$0.00	\$0.00	\$0.00	\$500.00	\$0.00	\$0.00	\$0.00	\$0.00	\$500.00
El Shaddai College	\$0.00	\$0.00	\$0.00	\$0.00	\$500.00	\$0.00	\$18,726.00	\$1,726.00	\$2,972.00	\$23,924.00
Ellenbrook Christian College	\$0.00	\$0.00	\$1,135.00	\$0.00	\$500.00	\$2,000.00	\$22,291.00	\$4,216.00	\$2,972.00	\$33,114.00
Emmanuel Christian School	\$0.00	\$14,562.00	\$7,875.00	\$0.00	\$500.00	\$7,200.00	\$9,532.00	\$0.00	\$1,783.20	\$41,452.20
Esperance Christian School	\$0.00	\$0.00	\$0.00	\$0.00	\$500.00	\$0.00	\$0.00	\$0.00	\$0.00	\$500.00
Hillside Christian School	\$0.00	\$0.00	\$0.00	\$0.00	\$500.00	\$0.00	\$0.00	\$0.00	\$0.00	\$500.00
Foundation Christian School	\$0.00	\$0.00	\$11,250.00	\$3,330.00	\$500.00	\$5,600.00	\$0.00	\$0.00	\$0.00	\$20,680.00
Frederick Irwin ACS	\$0.00	\$0.00	\$4,375.00	\$2,000.00	\$500.00	\$0.00	\$18,407.00	\$0.00	\$7,430.00	\$32,712.00
Georgiana Molloy Anglican School	\$0.00	\$0.00	\$5,625.00	\$0.00	\$500.00	\$2,500.00	\$4,025.00	\$0.00	\$2,229.00	\$14,879.00
Geraldton Grammar School	\$0.00	\$0.00	\$0.00	\$0.00	\$500.00	\$0.00	\$0.00	\$0.00	\$743.00	\$1,243.00
Golden Hill Steiner School	\$0.00	\$0.00	\$6,245.00	\$3,000.00	\$0.00	\$2,800.00	\$0.00	\$0.00	\$0.00	\$12,045.00
Goldfields Baptist College	\$0.00	\$0.00	\$0.00	\$0.00	\$500.00	\$0.00	\$8,850.00	\$2,618.00	\$2,972.00	\$14,940.00
Grace Christian School	\$0.00	\$0.00	\$5,500.00	\$0.00	\$500.00	\$0.00	\$7,675.00	\$3,230.00	\$1,486.00	\$18,391.00
Great Southern Grammar School	\$0.00	\$0.00	\$5,300.00	\$0.00	\$500.00	\$4,675.00	\$16,726.00	\$4,722.00	\$2,972.00	\$34,895.00
Guildford Grammar School	\$0.00	\$0.00	\$0.00	\$0.00	\$500.00	\$0.00	\$3,400.00	\$0.00	\$0.00	\$3,900.00
Hale School	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Helena College Junior School	\$0.00	\$0.00	\$0.00	\$0.00	\$500.00	\$0.00	\$11,888.00	\$0.00	\$2,972.00	\$15,360.00

SCHOOL	COUNTRY AREAS	ESL NEW ARRIVALS	LITERACY	LOTE	LOTE Resource Grant	NUMERACY	SPECIAL EDUCATION	SPECIAL EDUCATION Equipment Grant	SPECIAL EDUCATION PER CAPITA	TOTAL
Helena College Senior School	\$0.00	\$0.00	\$0.00	\$0.00	\$500.00	\$0.00	\$8,400.00	\$2,156.00	\$0.00	\$11,056.00
Hope Christian College	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$16,050.00	\$0.00	\$4,458.00	\$20,508.00
John Calvin Christian College	\$0.00	\$0.00	\$7,875.00	\$0.00	\$500.00	\$3,500.00	\$12,144.00	\$1,598.00	\$2,972.00	\$28,589.00
John Calvin School, Albany	\$0.00	\$0.00	\$7,000.00	\$1,500.00	\$500.00	\$3,000.00	\$17,500.00	\$7,333.00	\$9,467.33	\$46,300.33
John Septimus Roe Anglican Community School	\$0.00	\$0.00	\$0.00	\$2,000.00	\$500.00	\$0.00	\$50,058.00	\$4,378.00	\$12,631.00	\$69,567.00
John Wollaston Anglican Community School	\$0.00	\$0.00	\$1,500.00	\$0.00	\$500.00	\$0.00	\$60,416.00	\$3,950.00	\$15,603.00	\$81,969.00
Kalamunda Christian School	\$0.00	\$0.00	\$2,250.00	\$0.00	\$500.00	\$0.00	\$8,800.00	\$3,388.00	\$2,229.00	\$17,167.00
Karalundi Aboriginal Education Centre	\$26,140.00	\$0.00	\$10,870.00	\$5,000.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$42,010.00
Kelmscott John Calvin School	\$0.00	\$0.00	\$8,000.00	\$0.00	\$0.00	\$3,400.00	\$1,876.00	\$0.00	\$0.00	\$13,276.00
Kerry Street Community School	\$0.00	\$0.00	\$6,200.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$6,200.00
KIDS Open Learning School	\$0.00	\$0.00	\$0.00	\$0.00	\$500.00	\$0.00	\$3,950.00	\$0.00	\$2,972.00	\$7,422.00
Kingsway Christian College	\$0.00	\$0.00	\$0.00	\$0.00	\$500.00	\$0.00	\$41,451.00	\$0.00	\$10,253.40	\$52,204.40
Kingsway Christian College - Merriwa	\$0.00	\$0.00	\$0.00	\$0.00	\$500.00	\$0.00	\$344.00	\$0.00	\$0.00	\$844.00
Kulkarriya Community School	\$15,531.00	\$0.00	\$11,875.00	\$5,000.00	\$500.00	\$10,000.00	\$0.00	\$0.00	\$0.00	\$42,906.00
Kwinana Christian School	\$0.00	\$0.00	\$8,500.00	\$0.00	\$0.00	\$5,000.00	\$3,076.00	\$0.00	\$0.00	\$16,576.00
Lake Joondalup Baptist College	\$0.00	\$0.00	\$0.00	\$0.00	\$500.00	\$2,000.00	\$0.00	\$0.00	\$0.00	\$2,500.00
Lance Holt School	\$0.00	\$0.00	\$3,325.00	\$0.00	\$500.00	\$0.00	\$0.00	\$0.00	\$445.80	\$4,270.80
Landsdale Gardens Christian School	\$0.00	\$0.00	\$6,200.00	\$0.00	\$500.00	\$3,300.00	\$0.00	\$0.00	\$0.00	\$10,000.00
Langford Islamic College	\$0.00	\$0.00	\$0.00	\$0.00	\$500.00	\$0.00	\$0.00	\$0.00	\$0.00	\$500.00
Living Waters Lutheran College	\$0.00	\$0.00	\$5,312.00	\$0.00	\$500.00	\$3,000.00	\$6,189.00	\$0.00	\$5,944.00	\$20,945.00
Maranatha Christian College	\$0.00	\$0.00	\$7,437.00	\$0.00	\$500.00	\$6,800.00	\$21,350.00	\$3,269.00	\$11,145.00	\$50,501.00
Margaret River Montessori School	\$0.00	\$0.00	\$5,937.00	\$2,200.00	\$500.00	\$3,700.00	\$425.00	\$0.00	\$0.00	\$12,762.00

SCHOOL	COUNTRY AREAS	ESL NEW ARRIVALS	LITERACY	LOTE	LOTE Resource Grant	NUMERACY	SPECIAL EDUCATION	SPECIAL EDUCATION Equipment Grant	SPECIAL EDUCATION PER CAPITA	TOTAL
Methodist Ladies College	\$0.00	\$0.00	\$0.00	\$2,000.00	\$500.00	\$0.00	\$12,776.00	\$912.00	\$6,687.00	\$22,875.00
Midland Christian School	\$0.00	\$0.00	\$5,312.00	\$0.00	\$500.00	\$2,400.00	\$43,847.00	\$1,797.00	\$5,944.00	\$59,800.00
Moerlina School	\$0.00	\$0.00	\$0.00	\$0.00	\$500.00	\$0.00	\$6,300.00	\$1,870.00	\$0.00	\$8,670.00
Montessori School, Kingsley	\$0.00	\$0.00	\$0.00	\$0.00	\$500.00	\$0.00	\$15,400.00	\$0.00	\$1,486.00	\$17,386.00
Mukinbudin Christian Community School	\$0.00	\$0.00	\$0.00	\$0.00	\$500.00	\$0.00	\$0.00	\$0.00	\$0.00	\$500.00
Mundaring Christian School	\$0.00	\$4,854.00	\$1,563.00	\$0.00	\$500.00	\$1,000.00	\$13,200.00	\$2,197.00	\$5,201.00	\$28,515.00
Murdoch College	\$0.00	\$0.00	\$0.00	\$0.00	\$500.00	\$0.00	\$0.00	\$0.00	\$1,458.00	\$1,958.00
Muslim Ladies College of Australia	\$0.00	\$29,124.00	\$8,300.00	\$0.00	\$500.00	\$5,000.00	\$0.00	\$0.00	\$0.00	\$42,924.00
New Life College	\$0.00	\$0.00	\$6,250.00	\$0.00	\$0.00	\$5,000.00	\$10,200.00	\$1,300.00	\$5,944.00	\$28,694.00
Nollamara Christian Academy	\$0.00	\$0.00	\$0.00	\$0.00	\$500.00	\$0.00	\$0.00	\$0.00	\$0.00	\$500.00
Nyikina Mangala Community School	\$7,472.00	\$0.00	\$12,500.00	\$5,000.00	\$500.00	\$7,600.00	\$0.00	\$0.00	\$0.00	\$33,072.00
Nyindamurra Family School	\$0.00	\$0.00	\$0.00	\$0.00	\$500.00	\$0.00	\$3,025.00	\$0.00	\$743.00	\$4,268.00
Ocean Forest Lutheran College	\$0.00	\$0.00	\$4,750.00	\$0.00	\$500.00	\$5,000.00	\$2,500.00	\$1,322.00	\$0.00	\$14,072.00
Parklands School	\$0.00	\$0.00	\$8,750.00	\$600.00	\$0.00	\$6,670.00	\$0.00	\$0.00	\$743.00	\$16,763.00
Parngurr Community School	\$8,169.00	\$0.00	\$12,000.00	\$0.00	\$500.00	\$10,000.00	\$0.00	\$0.00	\$0.00	\$30,669.00
Penrhos College	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$7,013.15	\$7,013.15
Perth College	\$0.00	\$0.00	\$0.00	\$0.00	\$500.00	\$0.00	\$0.00	\$0.00	\$0.00	\$500.00
Perth Montessori School	\$0.00	\$0.00	\$2,250.00	\$0.00	\$500.00	\$2,500.00	\$0.00	\$0.00	\$5,762.00	\$11,012.00
Perth Waldorf School	\$0.00	\$0.00	\$2,850.00	\$0.00	\$500.00	\$0.00	\$800.00	\$0.00	\$743.00	\$4,893.00
Peter Moyes Anglican Community School	\$0.00	\$0.00	\$0.00	\$0.00	\$500.00	\$0.00	\$0.00	\$0.00	\$0.00	\$500.00
Phoenix West Vocational College	\$0.00	\$0.00	\$12,500.00	\$0.00	\$0.00	\$9,750.00	\$0.00	\$0.00	\$0.00	\$22,250.00
Pioneer Village School	\$0.00	\$0.00	\$5,625.00	\$0.00	\$500.00	\$4,950.00	\$1,563.00	\$0.00	\$743.00	\$13,381.00
Port Community High School	\$0.00	\$0.00	\$8,750.00	\$0.00	\$0.00	\$5,510.00	\$43,290.00	\$0.00	\$11,145.00	\$68,695.00
Presbyterian Ladies College	\$0.00	\$0.00	\$0.00	\$0.00	\$500.00	\$0.00	\$900.00	\$0.00	\$0.00	\$1,400.00
Purnululu School	\$10,003.00	\$0.00	\$12,500.00	\$5,000.00	\$500.00	\$10,000.00	\$0.00	\$0.00	\$0.00	\$38,003.00

SCHOOL	COUNTRY AREAS	ESL NEW ARRIVALS	LITERACY	LOTE	LOTE Resource Grant	NUMERACY	SPECIAL EDUCATION	SPECIAL EDUCATION Equipment Grant	SPECIAL EDUCATION PER CAPITA	TOTAL
Quinns Baptist College	\$0.00	\$0.00	\$5,625.00	\$0.00	\$500.00	\$4,750.00	\$8,800.00	\$0.00	\$1,486.00	\$21,161.00
Quintilian School (The)	\$0.00	\$0.00	\$0.00	\$0.00	\$500.00	\$0.00	\$7,000.00	\$3,237.00	\$6,687.00	\$17,424.00
Rawa Community School	\$17,074.00	\$0.00	\$11,875.00	\$0.00	\$0.00	\$8,800.00	\$0.00	\$0.00	\$0.00	\$37,749.00
Regent College	\$0.00	\$0.00	\$0.00	\$0.00	\$500.00	\$0.00	\$6,400.00	\$1,957.00	\$0.00	\$8,857.00
Rehoboth Christian School - Kenwick	\$0.00	\$0.00	\$5,230.00	\$0.00	\$500.00	\$0.00	\$2,125.00	\$0.00	\$1,114.50	\$8,969.50
Rehoboth Christian School - Wilson	\$0.00	\$0.00	\$5,625.00	\$0.00	\$0.00	\$2,000.00	\$8,614.00	\$1,868.00	\$2,229.00	\$20,336.00
Riverlands School	\$0.00	\$0.00	\$3,325.00	\$3,000.00	\$500.00	\$3,563.00	\$2,250.00	\$1,625.00	\$743.00	\$15,006.00
Riverside Community School	\$0.00	\$0.00	\$3,500.00	\$0.00	\$500.00	\$3,750.00	\$16,600.00	\$1,409.00	\$1,458.00	\$27,217.00
Rockingham John Calvin School	\$0.00	\$0.00	\$7,000.00	\$0.00	\$0.00	\$4,300.00	\$1,463.00	\$0.00	\$1,040.20	\$13,803.20
Rockingham Montessori School	\$0.00	\$0.00	\$0.00	\$0.00	\$500.00	\$0.00	\$7,626.00	\$2,000.00	\$2,229.00	\$12,355.00
Scotch College	\$0.00	\$0.00	\$0.00	\$0.00	\$500.00	\$0.00	\$0.00	\$0.00	\$0.00	\$500.00
Somerville Baptist College	\$0.00	\$0.00	\$0.00	\$0.00	\$500.00	\$0.00	\$0.00	\$0.00	\$2,229.00	\$2,729.00
Southlands Christian College	\$0.00	\$0.00	\$8,750.00	\$0.00	\$0.00	\$4,760.00	\$8,820.00	\$1,129.90	\$1,486.00	\$24,945.90
Sowilo Community High School	\$0.00	\$0.00	\$4,000.00	\$0.00	\$0.00	\$10,000.00	\$38,500.00	\$1,363.00	\$0.00	\$53,863.00
St Andrews Grammar School	\$0.00	\$0.00	\$0.00	\$0.00	\$500.00	\$0.00	\$9,038.00	\$609.00	\$2,229.00	\$12,376.00
St Hilda's Anglican School for Girls	\$0.00	\$0.00	\$0.00	\$0.00	\$500.00	\$0.00	\$6,950.00	\$4,849.00	\$2,229.00	\$14,528.00
St Mark's Anglican Community School	\$0.00	\$0.00	\$0.00	\$2,000.00	\$500.00	\$0.00	\$67,214.00	\$1,495.00	\$9,659.00	\$80,868.00
St Mary's Anglican Girls' School	\$0.00	\$0.00	\$0.00	\$0.00	\$500.00	\$0.00	\$0.00	\$0.00	\$0.00	\$500.00
St Stephen's School (Carramar)	\$0.00	\$0.00	\$2,125.00	\$4,000.00	\$500.00	\$2,937.00	\$31,559.00	\$0.00	\$7,430.00	\$48,551.00
St Stephen's School (Duncraig)	\$0.00	\$0.00	\$0.00	\$0.00	\$500.00	\$0.00	\$26,545.00	\$0.00	\$4,458.00	\$31,503.00
Strathalbyn Christian College	\$0.00	\$0.00	\$7,437.00	\$2,000.00	\$500.00	\$4,800.00	\$24,644.00	\$0.00	\$5,201.00	\$44,582.00
Strelley Community School	\$17,444.00	\$0.00	\$11,875.00	\$4,600.00	\$0.00	\$8,900.00	\$0.00	\$0.00	\$0.00	\$42,819.00
Swan Christian College	\$0.00	\$0.00	\$4,314.00	\$0.00	\$500.00	\$4,675.00	\$37,683.00	\$0.00	\$9,659.00	\$56,831.00
Telethon Speech & Hearing Centre	\$0.00	\$0.00	\$10,662.00	\$0.00	\$0.00	\$0.00	\$116,780.00	\$2,170.00	\$24,964.80	\$154,576.80

SCHOOL	COUNTRY AREAS	ESL NEW ARRIVALS	LITERACY	LOTE	LOTE Resource Grant	NUMERACY	SPECIAL EDUCATION	SPECIAL EDUCATION Equipment Grant	SPECIAL EDUCATION PER CAPITA	TOTAL
Thornlie Christian College	\$0.00	\$0.00	\$4,150.00	\$0.00	\$500.00	\$3,075.00	\$22,088.00	\$4,545.00	\$5,201.00	\$39,559.00
Tranby College	\$0.00	\$0.00	\$5,312.00	\$0.00	\$500.00	\$4,675.00	\$10,800.00	\$2,029.00	\$5,944.00	\$29,260.00
Treetops Montessor School	\$0.00	\$0.00	\$0.00	\$0.00	\$500.00	\$0.00	\$188.00	\$2,039.00	\$0.00	\$2,727.00
Unity Christian School	\$0.00	\$0.00	\$4,497.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$4,497.00
Wesley College	\$0.00	\$0.00	\$3,150.00	\$0.00	\$500.00	\$0.00	\$41,909.00	\$0.00	\$7,430.00	\$52,989.00
West Coast Steiner School	\$0.00	\$0.00	\$0.00	\$0.00	\$500.00	\$0.00	\$0.00	\$0.00	\$0.00	\$500.00
Winthrop Baptist College	\$0.00	\$0.00	\$0.00	\$0.00	\$500.00	\$0.00	\$18,938.00	\$0.00	\$743.00	\$20,181.00
Woodbury Boston Primary School	\$0.00	\$0.00	\$6,250.00	\$0.00	\$500.00	\$3,500.00	\$13,000.00	\$947.00	\$743.00	\$24,940.00
Woodthorpe Drive Secondary School	\$0.00	\$0.00	\$2,128.00	\$0.00	\$500.00	\$2,525.00	\$0.00	\$0.00	\$0.00	\$5,153.00
Wulungarra Community School	\$7,649.00	\$0.00	\$12,500.00	\$5,000.00	\$500.00	\$10,000.00	\$0.00	\$0.00	\$0.00	\$35,649.00
Yakanarra Community School	\$13,131.00	\$0.00	\$12,500.00	\$5,000.00	\$500.00	\$9,300.00	\$0.00	\$0.00	\$8,916.00	\$49,347.00
Yallingup Steiner School	\$0.00	\$0.00	\$0.00	\$0.00	\$500.00	\$0.00	\$5,750.00	\$0.00	\$0.00	\$6,250.00
Yiyili Aboriginal Community School	\$18,347.00	\$0.00	\$10,000.00	\$0.00	\$0.00	\$9,450.00	\$0.00	\$0.00	\$0.00	\$37,797.00

APPENDIX 2: ADMINISTRATION EXPENSES

Following the review of the targeted program area by DEST in 2002, a menu of costs attributable to Administration was developed. Administrative costs are those costs directly attributable, either wholly or in part, to the administration of targeted programs, and these are outlined below:

- Rent, mortgage interest rates, utilities
- Information communication technology – equipment purchase/leasing, software purchase, support/maintenance, internet access costs
- Office plant and equipment
- Telephone and facsimile
- Postage, printing, photocopying, office supplies
- Maintenance of accounts including financial records, accounting and costs of distribution of program funds
- Record keeping, including complying with privacy legislation
- Development, printing/copying and distribution of material associated with grants including application forms, agreements, evaluation and accountability documentation
- Insurance
- Legal costs for administrative issues
- Salaries, fees and on-costs of administrative staff and professional staff (including program coordinators) and Executive Director, where involved with targeted program administrative tasks
- Meeting expenses eg room hire, catering

APPENDIX 3: EDUCATION CONSULTANTS AND OPERATING EXPENSES

The program areas are supported by the work of education consultants employed by the Association to work with schools in the particular areas. The consultants provide extensive professional development to teachers and schools and support many individual schools developing programs that improve student outcomes. The consultants also coordinate and often implement many of the projects undertaken as part of the targeted program area.

The funding allocated to supporting consultants while including their salary and on-costs, also includes the cost of

- running many workshops and seminars
- travel around the metropolitan, rural and remote areas of WA to support schools and provide PD
- photocopying related to professional development provision
- cost of telephone, facsimile and postage for each program area
- printing of area-related resources
- purchase of resources for use in the area when providing PD or to lend out to schools