

Chapter 3

WESTERN AUSTRALIA'S SCHOOLS

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Chapter 3

WESTERN AUSTRALIA'S SCHOOLS

Schools have a significant influence on the lives of students. In addition to the learning opportunities they provide through the curriculum, schools also play a critical role supporting students' socialisation and the development of life skills and competencies. The experiences of students in Western Australian schools vary widely within and across Government, Catholic and Independent school systems and urban, rural, remote and very remote areas of the State. These experiences are also shaped by the school's ethos and environment and how this is geared to address the learning and other needs of Aboriginal students, and the skills and experience of teaching staff in meeting these needs. The nature of the school environment from kindergarten to Year 12 plays a vital role in shaping students' sense of belonging and social inclusion. It is also a key influence on the development of social and emotional wellbeing, adaptive coping skills and healthy values and standards. This chapter examines the characteristics of the schools that Aboriginal children attend — the staff, students and the school environment as described by principals, school teachers and the carers of Aboriginal students.

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SUMMARY

At the time of the survey, around three-quarters of schools in Western Australia had at least one Aboriginal student. The profile of these schools, in terms of staff and student numbers, differed by Level of Relative Isolation, category of school and school type.

Schools with Aboriginal students

- ◆ There were 750 schools in Western Australia that had at least one Aboriginal student. Almost three-quarters (72.2 per cent) were Government schools, 16.8 per cent were Catholic education schools and 11.1 per cent were Independent schools. This is a similar profile to all schools in Western Australia.
- ◆ Over half of the schools with Aboriginal students were primary schools (55.0 per cent), another 21.0 per cent were secondary schools only, while 24.0 per cent taught both primary and secondary year levels. The majority of schools in areas of high or extreme relative isolation were combined primary/secondary schools (78.7 per cent).
- ◆ Most schools with Aboriginal children were in the Perth metropolitan area (58.8 per cent), although the majority of Aboriginal school students were living outside of Perth. Less than one in ten schools in the State were in areas of high or extreme relative isolation (7.4 per cent).

Aboriginal school students

There were an estimated 19,600 Aboriginal students in the Western Australian school system (pre-primary to Year 12) at the time of the survey.

- ◆ The majority of these students were engaged in primary school education (Years 1 to 7) (11,700 students), with another 5,590 students in secondary schooling (Years 8 to 12) and 1,920 pre-primary students.



SUMMARY *(continued)*

- ◆ Around one in twenty Aboriginal students were older than the expected age of students in their current enrolled year at school (1,020 students).
- ◆ Although schools with Aboriginal students were most commonly located in Perth, Aboriginal students were more likely to go to schools in areas of low or moderate relative isolation (50.1 per cent) than Perth (36.0 per cent) or areas of high or extreme relative isolation (13.9 per cent).
- ◆ Most Aboriginal students went to Government schools (85.3 per cent), 12.4 per cent attended a Catholic school, while 2.3 per cent went to an Independent school.
- ◆ Almost all four and five year-olds had been to pre-primary or kindergarten (98.3 per cent of four year-olds; 97.8 per cent of five year-olds). A smaller proportion of children at older age groups had ever attended kindergarten.

A profile of staff in schools with Aboriginal students

- ◆ Schools with Aboriginal students had, on average, a total of 44 full-time equivalent staff. The staff numbers in secondary schools were almost three times that of primary schools.
- ◆ Aboriginal people made up 39.3 per cent of the staff in schools in areas of extreme relative isolation, 7.9 per cent in areas of moderate relative isolation, and 1.1 per cent in the Perth metropolitan area.
- ◆ Only a handful of schools reported more than 30 per cent of their teachers as being in their first year of teaching — these tended to be small and isolated schools.

The school environment

Many aspects of the environment of a school can influence how the school, and the staff and students within it, operates. A welcoming school environment can enable Aboriginal children to engage with the process of formal schooling.

- ◆ Principals painted a positive picture of the school environment. The degree of problems associated with absenteeism, truancy, vandalism, graffiti, physical violence in the school and community, racism, poverty, and drug and alcohol abuse was generally considered to be low.
- ◆ While principals generally reported that the learning, teaching and support programmes in the school were fully adequate or close to fully adequate, this was more likely to be true in schools with a smaller proportion of students who are Aboriginal.
- ◆ Most schools (91.7 per cent) said that their ability to fulfil their educational purpose was adequate. Fewer schools in areas of high or extreme relative isolation regarded their capacity as adequate when compared with Perth (75.6 per cent and 94.3 per cent respectively).
- ◆ The primary carers of 10.8 per cent of Aboriginal children stated that they were unhappy with their access to a school bus service.



SUMMARY *(continued)*

- ◆ At the time of the survey, 60.0 per cent of schools with Aboriginal students had an Aboriginal Student Support and Parent Awareness Committee (ASSPA) and 38.1 per cent employed an Aboriginal and Islander Education Officer (AIEO).
- ◆ Aboriginal Studies (across the curriculum) (55.8 per cent of schools) and *Our Story* (45.5 per cent) were the most commonly implemented Aboriginal-specific education programmes in schools with Aboriginal students.

Use of school support services

Teachers were asked whether Aboriginal students had used a range of school support services either within or outside the school in the year of the survey.

- ◆ Compared with non-Aboriginal students, Aboriginal students were more likely to receive school support services for learning difficulties (16.8 per cent compared with 2.7 per cent), emotional or behavioural disturbances (3.9 per cent compared with 1.8 per cent), and intellectual disabilities (3.0 per cent compared with 1.3 per cent). However, Aboriginal students were less likely to receive services for talented and gifted children (1.1 per cent compared with 5.5 per cent).
- ◆ There is substantial unmet need for support services — in general, the level of unmet need for support services was higher than the number of students who actually received the service.
- ◆ The demand for support services was relatively constant across areas of relative isolation, although there tended to be lower proportions accessing services in more isolated areas.



INTRODUCTION

This chapter draws on survey findings and other data to provide an overview of the characteristics of schools which Aboriginal children in Western Australia attend. It examines the staffing and student populations and the characteristics of school environments. In addition to a description of the number of schools, staff and students, this chapter includes an analysis of aspects of student access and participation, parental involvement in education, appropriateness of school services, and the quality of education services — in particular, it presents information on the implementation of Aboriginal-specific Professional Development and curriculum activities, pastoral care arrangements of schools, student to staff ratios, levels of staff training, age participation rates, carers' views of aspects of the school environment, and the degree of school, social and community problems which may affect the school environment. The chapters that follow describe the interrelationships between the characteristics presented here and school and other life outcomes.

The *National Report to Parliament on Indigenous Education and Training 2003* notes that living in remote locations is one of the most significant disadvantages impacting education and training.¹ Not surprisingly, the degree to which school characteristics vary by Level of Relative Isolation (LORI) is a recurring theme throughout this chapter (see *Level of Relative Isolation* in *Glossary*). It should be noted that the use of LORI in the analysis of survey data relates to the place of residence of the student as opposed to the location of the school they attended. In almost all cases, the LORI category of the student's usual residence was the same as that of the school they attended — hence, the LORI variable is regarded as a robust and appropriate descriptor of relative isolation for the purposes of analysing school-level data.

Survey data in this chapter were derived from a number of WAACHS survey instruments. Most of the information reported here is based on principals' responses to questions about the school and school environment, and is supplemented by interview responses provided by the carers of Aboriginal students. It should be noted that the survey response rate from schools was lower than the corresponding rate in the 1993 *Western Australian Child Health Survey* (see Chapter 1 and *Appendix D — Levels of school and student participation* for a detailed discussion of schools survey issues and implications for the analysis).

SURVEY CONTEXT

The WAACHS surveyed all schools attended by surveyed Aboriginal children where families had consented to schools being approached for information on their children. The weighted estimates of schools (and correspondingly, school students) and their characteristics are derived from these surveyed schools, and represent the number of schools in Western Australia with at least one Aboriginal student. For further information on the scope of WAACHS schools data and the weighting methodology, see Chapter 1 and Appendices.

SCHOOLS WITH ABORIGINAL STUDENTS

There were 750 schools in Western Australia that had at least one Aboriginal student at the time of the survey. Almost three-quarters (72.2 per cent; CI: 67.0%–77.4%) of these schools were Government schools (or 540 schools; CI: 510–580). The remainder were either Catholic schools (16.8 per cent; CI: 12.3%–21.3%) or Independent schools (11.1 per cent; CI: 7.1%–15.0%) (Table 3.1).

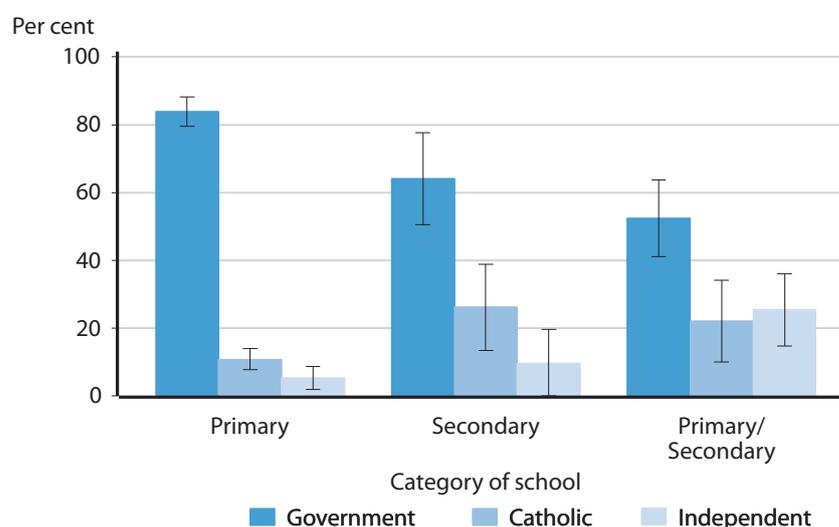


The profile of schools from the survey was similar to that of all schools in Western Australia. Department of Education and Training (DET) administrative data indicate that Government schools made up 73.1 per cent of all schools in the State in 2001. In comparison, survey estimates show that 72.2 per cent (CI: 67.0%–77.4%) of schools with Aboriginal children were Government schools (including Aboriginal community governed schools). Accordingly, there were very similar proportions of Catholic and Independent schools in Western Australia (14.9 per cent and 12.0 per cent respectively) when compared with survey results.

Over half of all Western Australian schools with Aboriginal students were primary schools (55.0 per cent; CI: 50.1%–59.9%) — this included schools that had classes for one or more of the Years from 1 to 7 inclusive. Another 21.0 per cent (CI: 16.5%–25.4%) were secondary schools only, while 24.0 per cent (CI: 19.6%–28.4%) taught both primary and secondary year levels (Table 3.2).

The distribution of Government, Catholic and Independent schools varied depending on whether the schools were responsible for primary or secondary level education. While Government schools accounted for the majority of all schools, they comprised a higher proportion of primary schools with Aboriginal children (83.8 per cent; CI: 79.5%–88.2%) than secondary schools (64.1 per cent; CI: 50.6%–77.7%) or combined primary/secondary schools (52.4 per cent; CI: 41.1%–63.7%). Independent schools accounted for about a quarter (25.4 per cent; CI: 14.8%–36.1%) of combined primary/secondary schools, while Catholic schools made up a greater proportion of secondary schools (26.2 per cent; CI: 13.4%–38.9%) (Figure 3.1).

FIGURE 3.1: SCHOOLS WITH ABORIGINAL CHILDREN — PROPORTION THAT WERE GOVERNMENT, CATHOLIC OR INDEPENDENT, BY TYPE OF SCHOOL



Source: Table 3.3

NUMBER OF SCHOOLS BY LEVEL OF RELATIVE ISOLATION

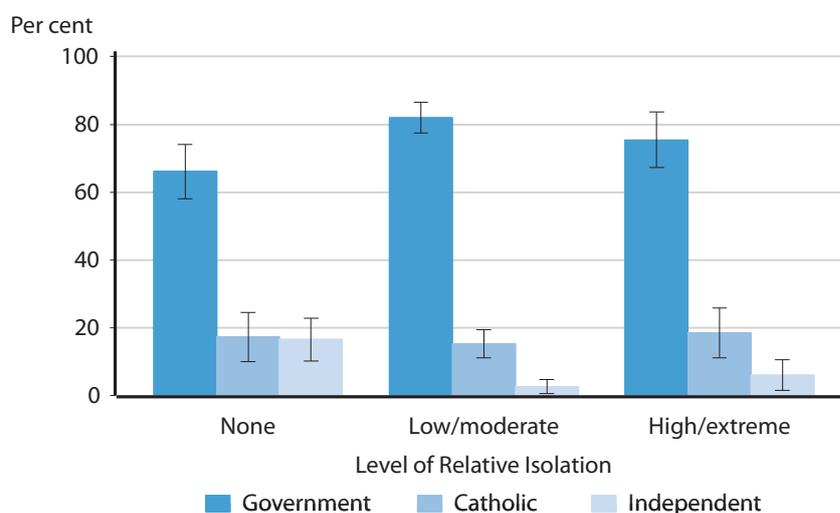
Most schools with Aboriginal children are located in the Perth metropolitan area (58.8 per cent; CI: 54.4%–63.1%), although the majority of Aboriginal school students were living outside of Perth (see section entitled *Aboriginal school students*). Very few schools in the State were in areas of high or extreme relative isolation (3.5 per cent; CI: 2.5%–4.5%, and 3.9 per cent; CI: 2.8%–4.9% respectively) (Table 3.4).



The majority of schools in Perth and areas of low or moderate relative isolation were primary schools only. In areas of high or extreme relative isolation, there were very few schools that catered for just primary or just secondary school students, with 78.7 per cent (CI: 70.8%–86.6%) regarded as being a combined primary/secondary school (Table 3.5). This is because most isolated areas do not have the population base to sustain separate primary and secondary schools. In addition, this can give rise to a greater likelihood of multiple-year classes and higher student to staff ratios.

Schools with Aboriginal children in the Perth metropolitan area were less likely to be Government schools than those in more isolated parts of the State. The reverse was true when considering Independent schools. In contrast, the proportion of Catholic education schools was similar across all levels of relative isolation (Figure 3.2).

FIGURE 3.2: SCHOOLS WITH ABORIGINAL STUDENTS — PROPORTION THAT WERE GOVERNMENT, CATHOLIC OR INDEPENDENT, BY LEVEL OF RELATIVE ISOLATION



Source: Table 3.6.

Almost all schools with Aboriginal students were coeducational (97.3 per cent; CI: 96.0%–98.5%).

ABORIGINAL SCHOOL STUDENTS

This section describes the characteristics of Aboriginal children enrolled in schools in Western Australia. In addition to presenting the demographic profile of Aboriginal school students, the participation of Aboriginal students across year levels and whether they had engaged in early school environments such as kindergarten are examined. Some results have been compared with corresponding figures for the total student population (sourced from DET and Australian Bureau of Statistics (ABS) records).

YEAR OF EDUCATION

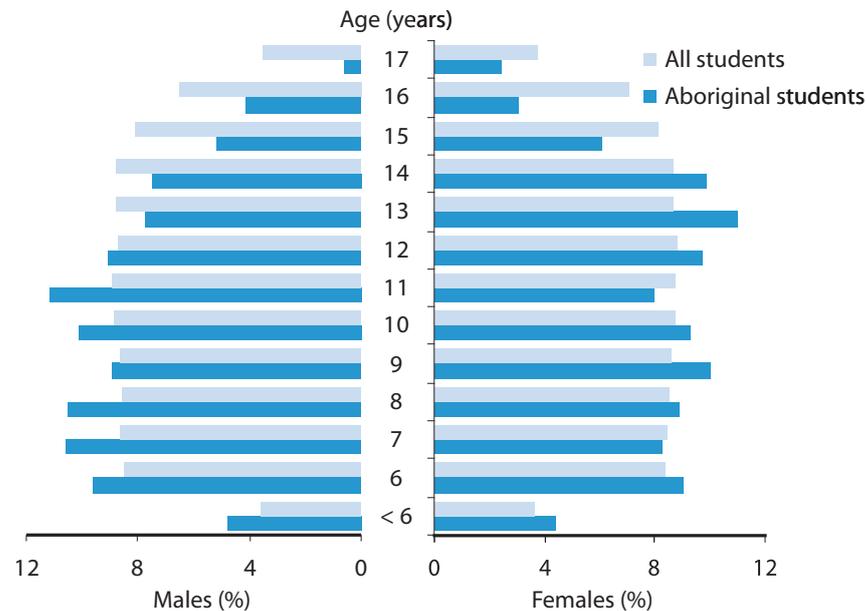
There were an estimated 19,600 Aboriginal students in the Western Australian school system (pre-primary to Year 12) at the time of the survey. There were slightly more male students (10,100 students) than females (9,500 students). The majority of Aboriginal children were engaged in primary school education (Years 1 to 7) (11,700 students, or 59.7 per cent; CI: 57.0%–62.3%), with another 5,590 students in secondary schooling (Years 8 to 12) (28.5 per cent; CI: 26.1%–31.1%) (Table 3.7).



AGE AND SEX PROFILE

The age profile of Aboriginal school students shows that there was a similar number of students at each single year of age from 6 to 14 years. However, there were lower numbers of 15–17 year-olds in the school system, coinciding with the specified age that defines when compulsory schooling formally ends (end of the year a child turns 15 years). In comparison, ABS data highlight a more even age distribution among all students in Western Australia, corresponding with comparatively higher retention rates to Years 11 and 12 (Figure 3.3).

FIGURE 3.3: AGE AND SEX PROFILE OF ABORIGINAL STUDENTS AND ALL STUDENTS, WESTERN AUSTRALIA (STUDENTS AGED UNDER 18 YEARS IN PRIMARY AND SECONDARY SCHOOLING) (a) (b)



(a) Includes students in primary and secondary schooling only. Excludes pre-Year 1 students and those in an ungraded class.

(b) Data for all students relate to students in Western Australia in the 2001 school year. Excludes pre-primary school students.

Source: Table 3.8

STUDENT AGE BY YEAR OF EDUCATION

Table 3.9 provides a summary of the number of Aboriginal students in Western Australia, by the age of the student and their year of education. The table shows the age profile of Aboriginal students within each year at school, as well as the distribution of Aboriginal students by age across years of education. As a result, it is possible to quantify the number of Aboriginal school students who are not of the age expected for the year level that they are enrolled in at school. That is, those students who could be regarded as being too old or too young for their current year at school. Students who are 'too old' may be those who have repeated a grade or started schooling late. Those who appear to be 'too young' may be restricted in their school and educational choices as a result of geographical isolation.



In Western Australia, it is compulsory for a child to be enrolled at school in the year that they turn six. Therefore, children are generally expected to be five or six years of age in Year 1. It follows that they should be either six or seven years of age in Year 2 and so on, so that Year 12 students can be expected to be 16 or 17 years of age. Aboriginal students who fall outside of these parameters are regarded as being either 'too young' or 'too old' for the purposes of the following analysis.

Around one in every twenty Aboriginal students were regarded as being 'too old' for their current enrolled year at school (1,020 students; CI: 810–1,270, or 5.2 per cent; CI: 4.1%–6.5%). About half this number were 'too young' for their year (480 students; CI: 330–690, or 2.5 per cent; CI: 1.7%–3.5%) (Table 3.10).

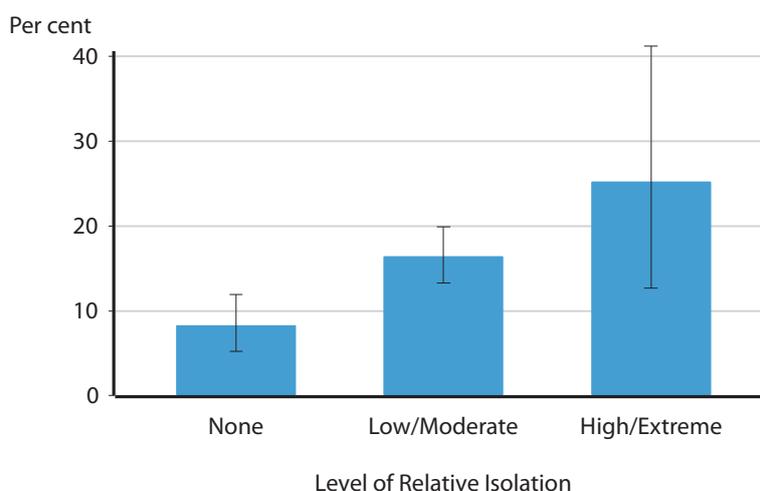
CHARACTERISTICS OF THE SCHOOLS THAT ABORIGINAL STUDENTS ATTEND

More than half of Aboriginal students were in schools catering for primary year levels only (52.6 per cent; CI: 49.4%–55.8%), with 18.4 per cent (CI: 16.2%–20.7%) in schools for secondary students only and the remainder in combined primary and secondary schools (29.1 per cent; CI: 25.7%–32.6%) (Table 3.11).

Although schools with Aboriginal students were most commonly located in the Perth metropolitan area, Aboriginal students were still more likely to go to schools in areas of low or moderate relative isolation (50.1 per cent; CI: 46.6%–53.8%) than Perth (36.0 per cent; CI: 33.2%–38.8%) or areas of high or extreme relative isolation (13.9 per cent; CI: 10.6%–17.9%) (Table 3.11). This is because of the higher concentration of Aboriginal students in schools in more isolated parts of the State.

Most Aboriginal students went to Government schools (85.3 per cent; CI: 82.5%–87.9%), regardless of the location of the student. However, there was a greater proportion of Aboriginal students in Catholic or Independent schools in areas of high or extreme relative isolation (25.2 per cent; CI: 12.7%–41.2%) when compared with Perth (8.2 per cent; CI: 5.2%–11.9%) and low or moderate areas of relative isolation (16.4 per cent; CI: 13.3%–19.9%) (Figure 3.4).

FIGURE 3.4: ABORIGINAL STUDENTS AGED 4–17 YEARS — PROPORTION IN CATHOLIC OR INDEPENDENT SCHOOLS, BY LEVEL OF RELATIVE ISOLATION



Source: Table 3.12

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STUDENTS WHO HAD BEEN TO KINDERGARTEN

The learning behaviours and experiences of children prior to entering the formal (compulsory) educational setting is an extremely important element of development in the early years of life. Not only do pre-school settings help to build a sense of self, positively impact on the development of physical and behavioural skills and develop language and communication skills, they can expose children to professionals who can help with learning and behavioural difficulties.

Attending a pre-school programme or kindergarten is not compulsory in Western Australia. That said, at the time of the survey, most 4–11 year-old Aboriginal students had been to pre-school or kindergarten at some stage in their life. However, the proportion decreased at older ages — this may reflect an improvement in participation in pre-school and kindergarten over time, or relate to the inability of some carers to recall the early years educational experiences of children.

Almost all four and five year-olds had been to pre-school or kindergarten (98.3 per cent; CI: 96.4%–99.3% and 97.8 per cent; CI: 89.6%–100.0%, respectively). A smaller proportion of eleven year-olds had ever attended pre-school or kindergarten (85.6 per cent; CI: 79.6%–90.0%) (Table 3.13).

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A PROFILE OF STAFF IN SCHOOLS WITH ABORIGINAL STUDENTS

This section deals with the characteristics of staff in schools attended by Aboriginal students. It describes the size and structure of school staff populations, the distribution of persons employed in schools, newly appointed and qualified staff, and student to staff ratios. This information is designed to provide context to the analysis of schools and school-related characteristics in subsequent chapters.

SIZE, STRUCTURE AND DISTRIBUTION

Schools with Aboriginal students vary in size and type, from small community-based schools with only a few staff to large metropolitan schools with a few hundred staff supporting teaching across the spectrum of primary and secondary year levels. Most schools have a staff size of less than 50 persons, with 14.2 per cent (CI: 11.6%–16.8%) of schools employing less than 20 staff in total (teaching, non-teaching and support staff). One-third of schools had 50 or more staff (33.3 per cent; CI: 28.5%–38.1%) (Table 3.14).

Schools in Western Australia with Aboriginal students had, on average, the full-time equivalent (FTE) of 44 (CI: 39–48) staff in total (Table 3.15). The staff numbers in secondary schools were almost three times that of primary schools — an average of 75 FTE staff (CI: 69–80) compared with 26 FTE staff (CI: 24–28) respectively. Combined primary/secondary schools had an average of 57 FTE staff (CI: 48–66) (Table 3.16).

The majority of FTE staff was teaching staff (average of 31 staff; CI: 27–34). The remainder of school staff were either working in a non-teaching capacity (11 staff on average; CI: 10–13) or were support staff (2 staff on average; CI: 1–2). Teaching staff make up a greater proportion of the total staff of secondary schools (76.9 per cent; CI: 74.2%–79.6%) than primary schools (66.6 per cent; CI: 65.7%–67.6%) or combined primary/secondary schools (66.0 per cent; CI: 62.4%–69.7%).

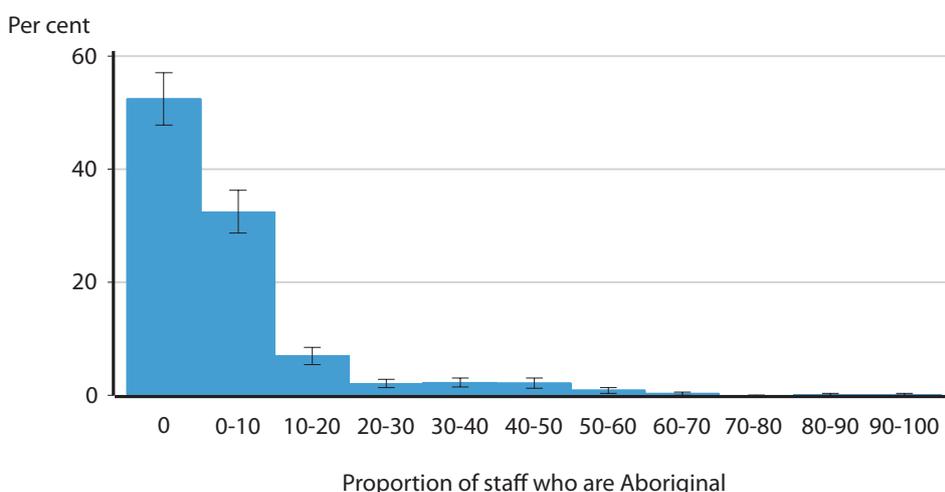


PROPORTION OF STAFF WHO ARE ABORIGINAL

Almost all staff (teaching, non-teaching and support staff) in schools with Aboriginal students were non-Aboriginal. On average, there was 1.3 FTE Aboriginal staff (CI: 1.1–1.5) on the staff of these schools (Table 3.16).

Most schools in the State with Aboriginal students had only a small proportion of Aboriginal staff — 85.0 per cent (CI: 82.6%–87.3%) of these schools identified less than 10 per cent of their total staff as being Aboriginal, and 52.4 per cent (CI: 47.8%–57.1%) of these schools had no Aboriginal staff (Figure 3.5). The number of Aboriginal staff in each school was reported by the school principal — as a result, these numbers may be different to the numbers derived by self-identification.

FIGURE 3.5: DISTRIBUTION OF SCHOOLS WITH ABORIGINAL STUDENTS, BY PROPORTION OF ALL SCHOOL STAFF WHO ARE ABORIGINAL (FULL-TIME EQUIVALENT)



Aboriginal people comprised 3.4 per cent (CI: 2.8%–4.0%) of all people working in schools with Aboriginal children in Western Australia. When considering FTE staff, they accounted for a slightly lower proportion (2.9 per cent; CI: 2.4%–3.5%) (Table 3.17).

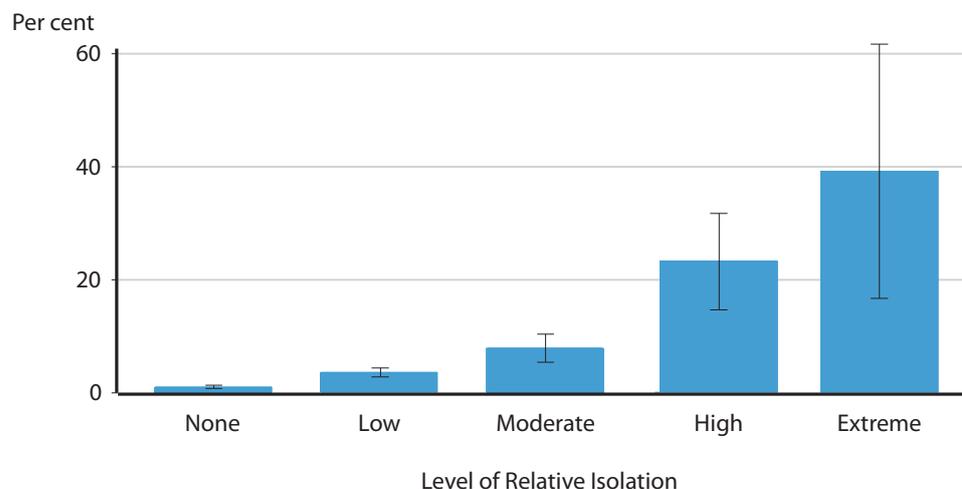
Aboriginal people made up a lower proportion of the total number of secondary school FTE staff (1.1 per cent; CI: 0.8%–1.5%) when compared with primary schools (3.9 per cent; CI: 3.2%–4.6%) and combined primary secondary schools (4.0 per cent; CI: 2.4%–5.5%). They were also more likely to be employed in Government schools (4.1 per cent; CI: 3.4%–4.8%) than both Catholic schools (1.6 per cent; CI: 0.7%–2.5%) and Independent schools (0.7 per cent; CI: 0.1%–1.4%) (Table 3.17).

In terms of FTE staff numbers, there was a considerably higher proportion of Aboriginal staff in schools located in areas of high or extreme relative isolation when compared with other schools. The proportions ranged from 39.3 per cent (CI: 16.8%–61.8%) in areas of extreme relative isolation to 7.9 per cent (CI: 5.4%–10.4%) in areas of moderate relative isolation and 1.1 per cent (CI: 0.8%–1.4%) in areas of no relative isolation (Figure 3.6).

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FIGURE 3.6: ALL SCHOOL STAFF (FULL-TIME EQUIVALENT) — PROPORTION WHO ARE ABORIGINAL (a), BY LEVEL OF RELATIVE ISOLATION



(a) Proportions are based on the sum of Aboriginal staff within a specified category (e.g. areas of extreme relative isolation) divided by the sum of all staff in that category.

Source: Table 3.18

There was a lower proportion of teachers who were Aboriginal (0.7 per cent of all teachers; CI: 0.5%–1.0%) than among non-teaching staff. There was a total of only 80 (CI: 64–100) Aboriginal teachers across all areas with a level of relative isolation of none, low or moderate (representing 0.4 per cent of all teachers in these areas; CI: 0.3%–0.5%) whereas in areas of high or extreme relative isolation 14.8 per cent (CI: 6.2%–23.4%) of teachers were Aboriginal (Table 3.19).

NEWLY QUALIFIED STAFF AND STAFF NEW TO THE SCHOOL

New staff to a school can have particular needs depending on whether they are transferring from another school (which may, for example, involve moving house), returning to work after a period of absence, or new to the school system (e.g. newly qualified teachers). Research suggests that staff that are new to a school require a greater level of support than others. New staff entering schools without sound induction processes and care arrangements may have some difficulty coping with the demands of their job.² This may impact on the quality of education delivered to students.

DET records indicate that about three-quarters of school teachers continue from one year to the next at the same school.³ Traditionally, schools in more isolated areas tend to experience higher levels of staff turnover than those in more urbanised areas. In addition, when staff leave remote schools, it may be difficult to replace them depending on the time of year. Conditions within and surrounding these schools, such as poverty in the community and the physical condition of schools, add to the difficulties in finding staff. Finding appropriate teaching staff, in particular, is also hampered by the extra challenges in the classroom, which demand highly skilled and experienced professionals. Financial incentives and improved conditions are mechanisms used to attract a greater number of quality teachers and administrators to schools that are difficult to staff. In the Government system, teachers and administrators in schools deemed part of the Country and Metropolitan Teaching Programs and Remote Teaching Service (RTS) are eligible for a range of incentives, including greater leave provisions and priority in future school transfers.⁴ These have attracted more



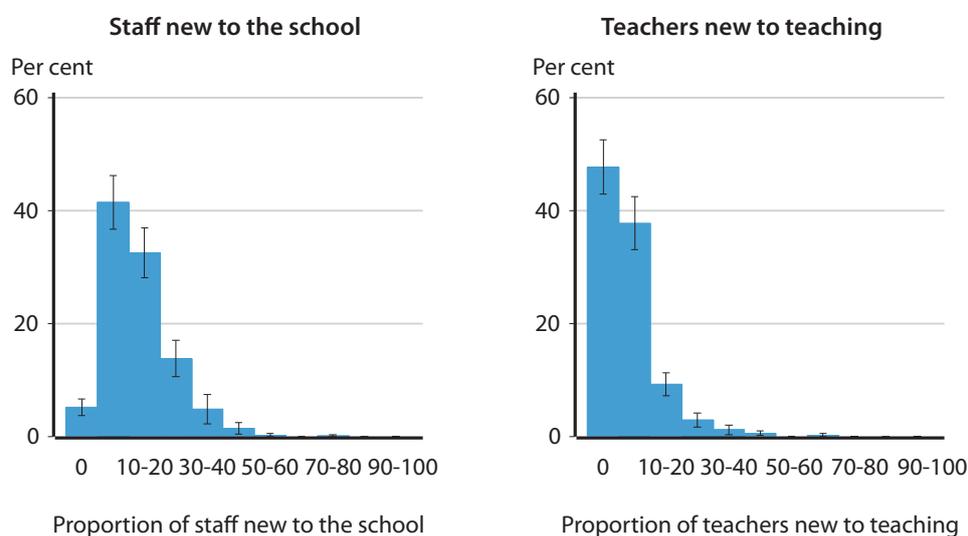
experienced staff to remote schools in recent years and lowered the proportion of graduate teachers.²

The following section provides a description of schools with new staff and newly qualified teaching staff. It does not explore indicators of school support for schools with new staff, nor does it examine whether schools with many new staff are producing less positive outcomes than other schools in regard to student development. These issues are discussed in later chapters.

Figure 3.7 shows that schools with Aboriginal children most commonly had around 10 per cent of their staff new to the school in the current year. Less than one in ten schools had no new staff at the school in the current year.

For almost all schools, the proportion of teaching staff new to teaching was very small. Close to half of schools with Aboriginal children (47.8 per cent; CI: 43.0%–52.6%) had no teachers in their first year of teaching, while only a handful of schools reported more than 30 per cent of their teachers as being in their first year of teaching — these tended to be small and isolated schools. In comparison, the 1993 *Western Australian Child Health Survey* found a generally greater level of first year teachers across all schools in the State — only 5.0 per cent (CI: 2.9%–7.2%) of all schools had no new teaching staff, another 18.1 per cent (CI: 14.3%–21.9%) had less than or equal to 10 per cent of teachers new to teaching, while 17.9 per cent (CI: 14.1%–21.7%) reported that over 30 per cent of their teaching staff were new to teaching in the year the survey was conducted.

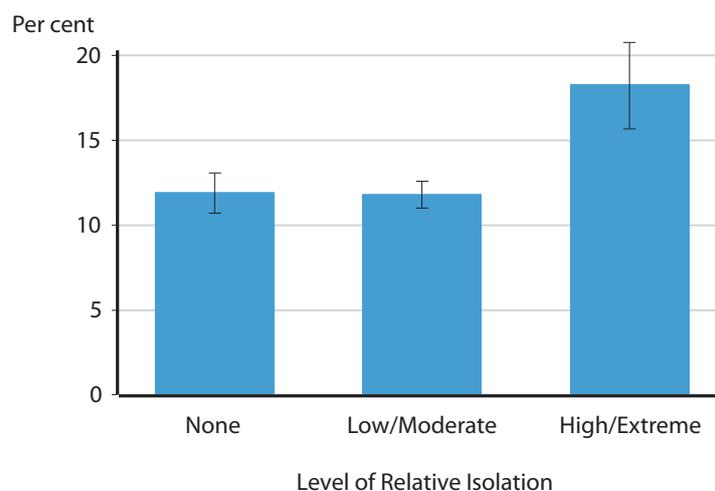
FIGURE 3.7: SCHOOLS WITH ABORIGINAL CHILDREN — DISTRIBUTION OF THE PROPORTION OF STAFF NEW TO THE SCHOOL AND THE PROPORTION OF TEACHERS NEW TO TEACHING (IN THE YEAR OF THE SURVEY)



At the time of the survey, one in eight staff members in schools with Aboriginal students were in their first year at the school (12.1 per cent; CI: 11.2%–13.0%). Of these, 18.7 per cent (CI: 16.0%–21.3%) were teachers in their first year of teaching.

The proportion of school staff in Western Australia who were new to their school in the current year did not vary appreciably by the type or category of school. However, the proportion of school staff new to the school was higher in areas of high or extreme relative isolation (18.3 per cent; CI: 15.7%–20.8%) when compared with areas of low or moderate isolation (11.8 per cent; CI: 11.0%–12.6%) and no relative isolation (11.9 per cent; CI: 10.7%–13.1%) (Figure 3.8).



FIGURE 3.8: ALL SCHOOL STAFF — PROPORTION WHO WERE NEW TO THE SCHOOL, BY LEVEL OF RELATIVE ISOLATION

STUDENT TO STAFF AND STUDENT TO TEACHER RATIOS

Student to staff ratios are a simple measure of the number of students divided by the number of staff. These calculations can be applied to full-time or all students, teachers or all staff, FTE or raw staff numbers, etc. In addition, student to staff ratios can be calculated for single schools or an aggregate of schools (across areas, school types or categories of school, etc.). As a general rule, student to staff ratios provide an indication of the relative load on teachers or staff within a specified set of schools. They tend to be a reflection of a number of broader factors, particularly the 'outcomes of decisions made by education authorities in regards to curricula, learning outcomes, and the allocation of resources',³ and policies regarding class size. More directly, they fluctuate in response to changes in: the school aged population, age participation rates, Year 12 retention rates, school location, the level of government and private funding for schools, and teacher and ancillary costs.³ In turn, student to staff ratios are a key determinant of the future demand for teachers.

Data published by the Ministerial Council on Education, Employment, Training and Youth Affairs (MCEETYA) indicate that, in Western Australia, student to teacher ratios are higher in primary schools than secondary schools, although ratios in both have decreased steadily over the last two decades.⁵ This is consistent with DET initiatives in recent years to reduce class sizes in Government schools in Western Australia. Current DET guidelines state that schools should plan for class sizes of 24 students for Years 1–3, 32 students for Years 4–10, and 25 students for Years 11–12.⁴

The data provided in Table 3.20 incorporate ratios of all students to all staff (teachers, non-teaching staff and support staff) and Aboriginal students to Aboriginal staff. At most levels of aggregation, Aboriginal student to staff ratios were much higher than overall student to staff ratios. This may have implications for Aboriginal students in terms of the availability of Aboriginal role models, quality of teaching, and exposure to Aboriginal-specific learning and cultural awareness.

Consistent with other sources of data, student to staff ratios derived from the survey were higher in Western Australian primary schools with Aboriginal students (ratio of 11.5 students to every staff member; CI: 11.1–12.0) when compared with secondary schools (ratio of 9.0; CI: 8.1–9.9). There was no discernible difference in student to staff ratios in Government, Catholic and Independent schools.



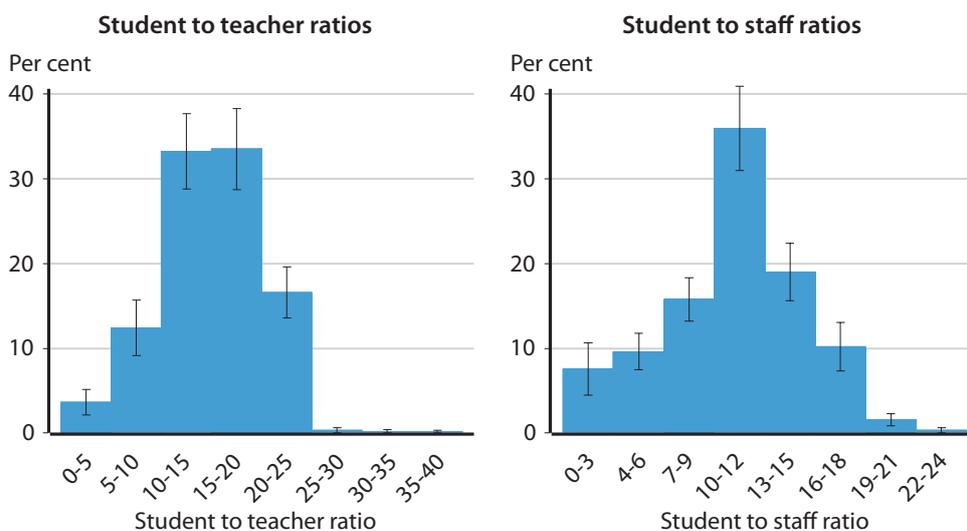
Student to staff ratios were lower in the more isolated parts of the State. Schools in areas of no or low relative isolation had, on average, 10.7 (CI: 10.2–11.1) students per staff member, while the ratio dropped to 8.4 (CI: 7.6–9.1) in areas of moderate relative isolation, and to 6.5 (CI: 6.0–7.0) in areas of high or extreme relative isolation.

In addition to comparisons of student to total staff numbers, student to teacher ratios can be also be derived (Table 3.21). Across all schools with Aboriginal children, there were, on average, 15.0 (CI: 14.5–15.5) students to every teacher. While the ratio was higher in primary schools (17.2; CI: 16.7–17.8) than secondary schools (11.8; CI: 10.9–12.8), there was a more marked difference in the student to teacher ratio between school types when compared with the corresponding student to staff ratios.

At all levels of aggregation, the ratio of Aboriginal students to Aboriginal teachers was higher than overall student to teacher ratios. In contrast to Aboriginal student to staff ratios, the Aboriginal student to teacher ratio was higher in areas of moderate and high or extreme isolation than areas with no or low isolation (Table 3.21).

Across all schools with Aboriginal students, student to teacher ratios were a few points higher than the corresponding ratios of students to all staff. Figure 3.9 shows that the modal student to staff ratio was around 11 to 1 — this compares with around 13.5 students per teacher. Student to teacher ratios reached as high as 37 in some schools.

FIGURE 3.9: SCHOOLS WITH ABORIGINAL CHILDREN — DISTRIBUTION OF STUDENT TO TEACHER RATIOS AND STUDENT TO STAFF RATIOS (a)



(a) Student to teacher ratios and student to staff ratios are derived using staff numbers based on full-time equivalent (FTE) values.

THE SCHOOL ENVIRONMENT

Many aspects of the environment of a school can influence how the school, and the staff and students within it, operates. Consequently, environmental factors can impact on the developmental, social, emotional and physical health of students. A welcoming and inclusive school environment is regarded as a particularly important factor for Aboriginal students, as it helps to enable children and their families to engage with the process of formal schooling. School engagement is especially important in the early years of schooling, and can determine the educational outcomes later in the school cycle.⁶



The school environment includes such things as the adequacy of relevant and culturally appropriate curriculum and Professional Development activities, the pastoral care arrangements of the school, the nature and frequency of problems occurring in the school, and the effectiveness of staff and student support mechanisms, among others. In addition, many aspects of the wider community environment can impact on schools, directly or indirectly, by affecting the students who attend the school. The degree of community violence, poverty, racism, and drug and alcohol abuse are some of the risk factors to student and school wellbeing.

SCHOOL, SOCIAL AND COMMUNITY PROBLEMS WHICH MAY AFFECT THE SCHOOL ENVIRONMENT

A series of questions were asked of school principals to determine the degree to which specific school, social and community problems may affect the school environment. Principals were asked to rate, on a seven-point scale ranging from 'none' to 'extreme', the degree of problems related to:

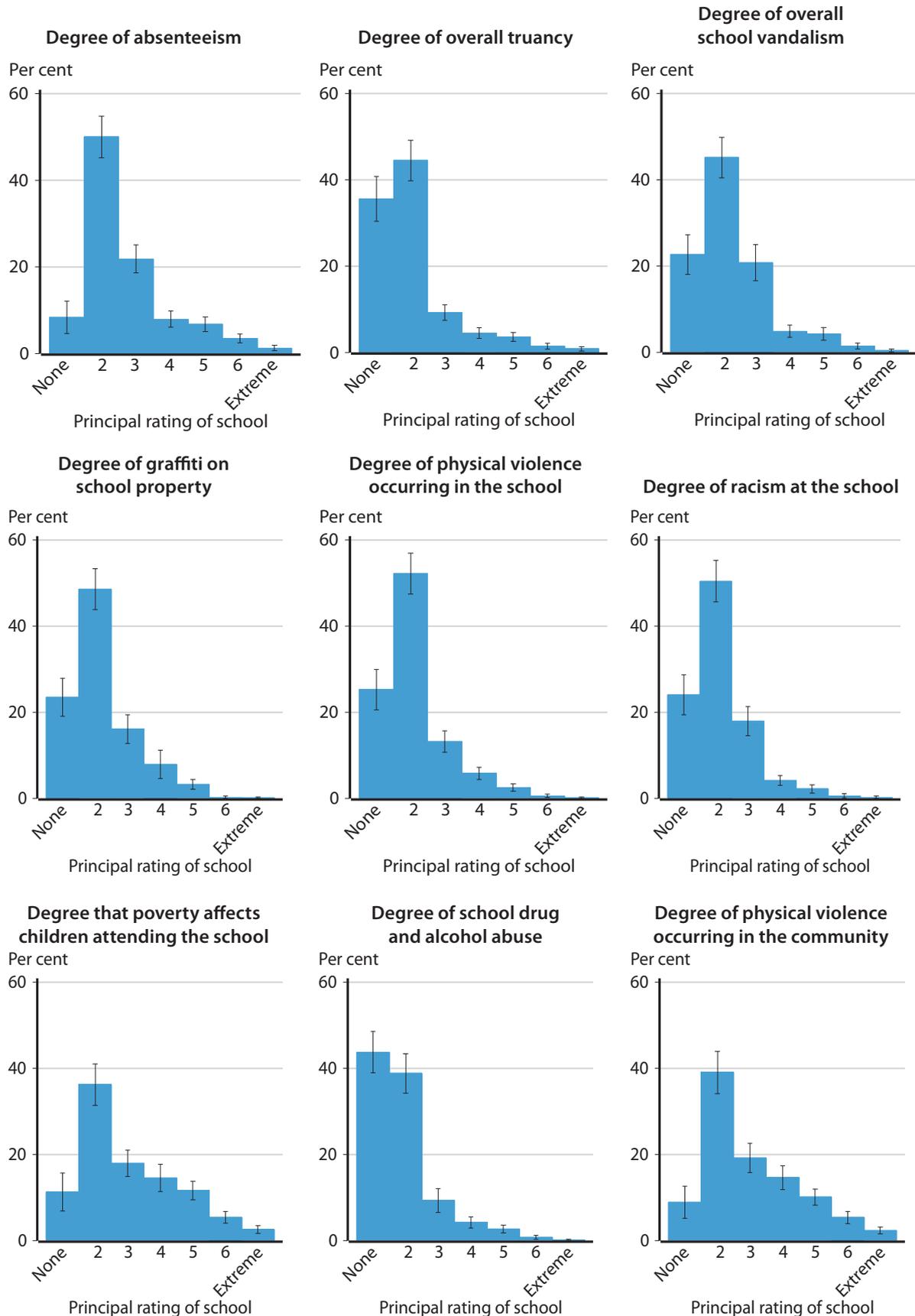
- ◆ absenteeism in the school
- ◆ truancy
- ◆ school vandalism
- ◆ graffiti on school property
- ◆ physical violence in the school
- ◆ racism in the school
- ◆ poverty affecting students
- ◆ drug and alcohol abuse
- ◆ physical violence occurring in the community.

Collectively, principals painted a positive picture of the environment of schools with Aboriginal students. The distribution of responses for each school, social and community problem highlight a tendency for principals to answer at the low end of the seven-point scale. Apart from problems with poverty affecting students and physical violence occurring in the community, more than half of all school principals rated the degree of each problem in the lowest two categories on the seven-point scale (Figure 3.10).

Alternatively put, the median response was '2' for all school environment problems, with the exception of poverty affecting students and physical violence occurring in the community, which principals regarded as being a slightly bigger problem (median rating of '3').



FIGURE 3.10: SCHOOLS WITH ABORIGINAL CHILDREN — DISTRIBUTION OF PRINCIPALS' RESPONSES TO ASPECTS OF SCHOOL, SOCIAL AND COMMUNITY PROBLEMS AFFECTING THE SCHOOL ENVIRONMENT



Source: Table C.1 in Appendix C



Table 3.22 compares the responses to the set of questions on school environmental problems among schools with different proportions of Aboriginal students in the student population. Responses to questions that were in the top three points of the seven-point scale were defined as a 'high level' of problems. To compare schools, a value for the proportion of students who are Aboriginal has been calculated for each school, with schools categorised into one of three groups — schools with an Aboriginal student population that comprised less than 1 per cent of the total student population; those with a proportion of at least 1 per cent and less than 10 per cent; and those with an Aboriginal student population of 10 per cent or more.

Most of the nine questions relating to school environmental problems appeared to be associated with the proportion of students in the school who are Aboriginal. In particular, the proportion of schools with a high level of problems was greater in schools with 10 per cent or more Aboriginal students (than those with less than 1 per cent Aboriginal students) when examining problems with absenteeism, truancy, poverty among students and violence in the community. These results were, not surprisingly, mirrored by the association with relative isolation.

LEARNING, TEACHING AND SUPPORT PROGRAMMES FOR ABORIGINAL STUDENTS

Principals were asked a series of questions to establish their views on the adequacy of learning, teaching and support programmes in the school. A separate set of questions was asked for the arrangements as they pertained to all students and Aboriginal students. The questions centred around the adequacy of:

- ◆ the school's learning and teaching programmes
- ◆ behaviour management programmes
- ◆ arrangements for students at risk
- ◆ carer involvement in their child's learning
- ◆ pastoral care for students
- ◆ support for carers
- ◆ teacher support
- ◆ staff morale.

Principals generally reported that the learning, teaching and support programmes in the school were fully adequate or close to fully adequate (using a seven-point scale to describe adequacy, ranging from 'inadequate' to 'fully adequate'). That said, they had a more positive outlook on the school's arrangements for the total population of students than those for Aboriginal students specifically. The lowest median rating by principal's was in relation to the adequacy of Aboriginal carers' involvement in school activities and their children's learning (median response of four on the seven-point scale).

For the purposes of comparison between different schools and population groups, the responses to the set of questions on learning, teaching and support programmes in schools were considered collectively, to create an overall value for each school. Schools were then sorted into quartile groups based on the overall adequacy of arrangements (see *Appendix C* for details on how this measure was derived). Aboriginal school students were over-represented in the lowest two quartiles of adequacy of school learning, teaching and support programmes, i.e. they were more often in schools that had poorer ratings of the adequacy of these programs. This was true when considering



the learning, teaching and support programmes in place for Aboriginal students (61.4 per cent in the lowest two quartiles; CI: 57.7%–65.1%) and those that apply to all students (66.6 per cent; CI: 62.8%–70.1%) (Table 3.23).

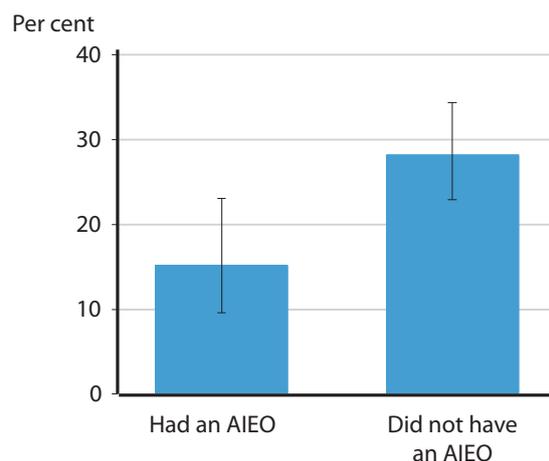
Although there was no significant difference in the adequacy of learning, teaching and support programmes for Aboriginal students between Government and Catholic/Independent schools, the latter were more likely to be rated in the highest quartile of adequacy of learning, teaching and support programmes for all students (Table 3.24).

The adequacy of learning, teaching and support programmes for all students and Aboriginal students was not significantly different by school size. Although the estimates were small, there was no discernable pattern in the data.

It is apparent from the data that most of the schools that excel in providing learning, teaching and support programmes for Aboriginal students also excel in catering for all students. However, there is also a fair proportion of schools which do one well and the other moderately or poorly. Some of these schools have either a very high or very low proportion of Aboriginal students and therefore would be expected to be gearing their efforts predominantly toward a specific population group, i.e. Aboriginal students or non-Aboriginal students.

The adequacy of learning, teaching and support programmes for Aboriginal students did not appear to be associated with the number or proportion of staff in the school who are Aboriginal or the existence of an Aboriginal Student Support and Parent Awareness Committee (ASSPA). However, in schools where there was an Aboriginal and Islander Education Officer (AIEO) a smaller proportion were rated in the highest quartile of adequacy of learning, teaching and support programmes (15.2 per cent; CI: 11.7%–18.7%) than in schools with no AIEO (28.2 per cent; CI: 21.6%–34.9%) (Figure 3.11).

FIGURE 3.11: SCHOOLS WITH ABORIGINAL CHILDREN — PROPORTION IN THE HIGHEST QUARTILE OF SCHOOL PRINCIPAL'S ASSESSMENT OF LEARNING, TEACHING AND SUPPORT PROGRAMMES, BY WHETHER THE SCHOOL HAD AN ABORIGINAL AND ISLANDER EDUCATION OFFICER (AIEO)



In schools where the proportion of students who are Aboriginal was greater than 10 per cent, the proportion in the highest quartile of adequacy of learning, teaching and support programmes was lower (14.1 per cent; CI: 10.3%–17.8%) than in schools where Aboriginal students comprised less than 1 per cent of the student population (29.1 per cent; CI: 17.6%–40.6%).

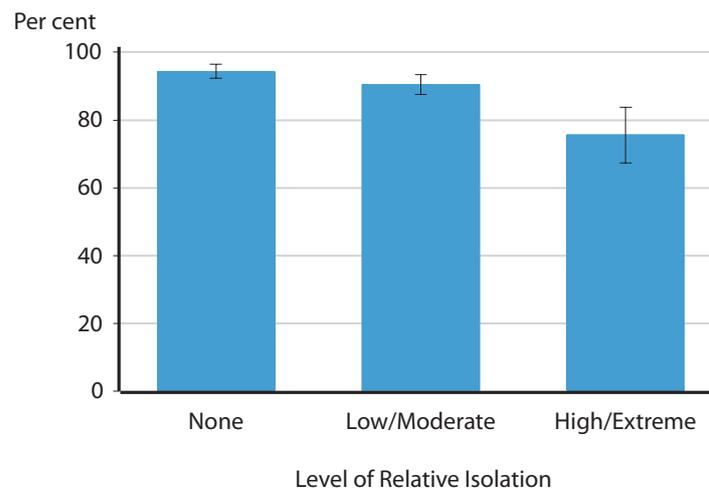


CAPACITY TO FULFIL EDUCATIONAL MISSION

As discussed earlier in this section, there are many school and community issues and factors that affect the capacity that a school has to accomplish its educational purpose. In addition to questions regarding some of the specific school problems and determinants of school functioning, the survey also asked principals to provide a global rating of the school's capacity to fulfil its educational mission. Principals rated their school on a seven-point scale, ranging from 'inadequate' to 'fully adequate'. Where a school was rated in the top three points of the scale, they were considered to have an 'adequate' capacity to fulfil their mission.

Most schools (91.7 per cent; CI: 89.9%–93.4%) stated that their ability to fulfil their educational purpose was adequate. While the proportion was estimated to be higher in secondary schools than primary schools, in private schools than Government schools, and in less isolated areas of Western Australia, the only significant associations were between 'adequacy' and LORI. In the Perth metropolitan area, almost all schools (94.3 per cent; CI: 92.3%–96.4%) regarded their capacity to fulfil their educational purpose as adequate, whereas the same was true of 90.5 per cent (CI: 87.6%–93.4%) of schools in areas of low or moderate relative isolation and 75.6 per cent (CI: 67.5%–83.8%) of schools in areas of high or extreme relative isolation (Figure 3.12).

FIGURE 3.12: SCHOOLS WITH ABORIGINAL CHILDREN — PROPORTION WITH AN ADEQUATE CAPACITY TO FULFIL THEIR EDUCATIONAL PURPOSE (a), BY LEVEL OF RELATIVE ISOLATION



(a) 'Adequate' is defined as the top three points on a seven-point scale ranging from '1 – inadequate' to '7 – fully adequate'.

Of all Aboriginal students in Western Australia, 85.9 per cent (CI: 83.0%–88.4%) were in schools rated as having an adequate capacity to fulfil its educational mission.



THE SOCIOECONOMIC STATUS OF SCHOOLS

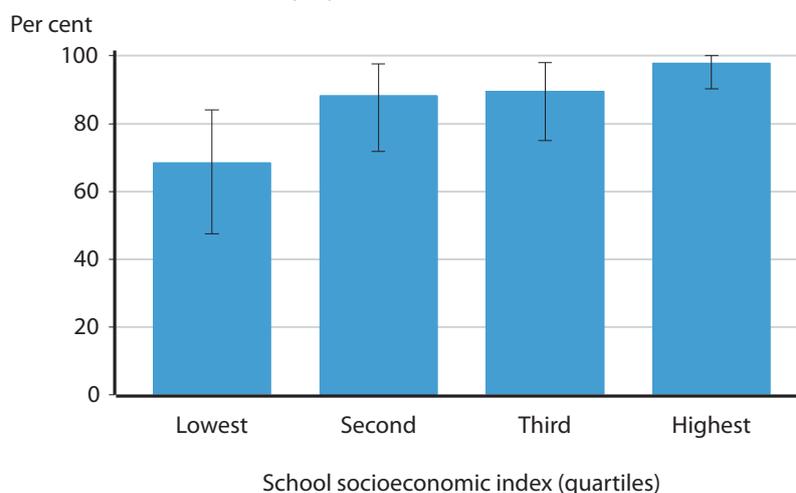
DET has derived a measure of the level of socioeconomic disadvantage for the areas surrounding Government schools in the State. This measure is referred to as the Socioeconomic Index for Schools (SEI) and can be used to assess the welfare of Government school communities. For details on how the SEI is constructed see the *Glossary*.

Almost half (48.1 per cent; CI: 40.8%–55.2%) of Government schools with Aboriginal students were in the highest quartile of SEI scores, i.e. situated in areas with the least socioeconomic disadvantage, whereas only 12.6 per cent (CI: 8.7%–17.0%) were in the lowest quartile.

There was an association between the level of community socioeconomic disadvantage and the school’s ability to fulfil its educational purpose. A larger proportion of schools in the highest quartile of SEI scores regarded their capacity to fulfil their educational purpose as adequate (97.8 per cent; CI: 90.3%–100.0%) than schools with a higher level of community socioeconomic disadvantage (68.5 per cent of those in the lowest SEI quartile; CI: 47.6%–84.1%) (Figure 3.13).

While SEI scores are not available for Catholic and Independent schools, it is widely accepted that the socioeconomic status of these schools is quite different to that of schools in the Government system.⁷

FIGURE 3.13: GOVERNMENT SCHOOLS WITH ABORIGINAL CHILDREN — PROPORTION WITH AN ADEQUATE CAPACITY TO FULFIL THEIR EDUCATIONAL PURPOSE (a), BY SCHOOL SOCIOECONOMIC INDEX (SEI)



(a) ‘Adequate’ is defined as the top three points on a seven-point scale ranging from ‘1 – inadequate’ to ‘7 – fully adequate’.

Source: Table 3.25

3



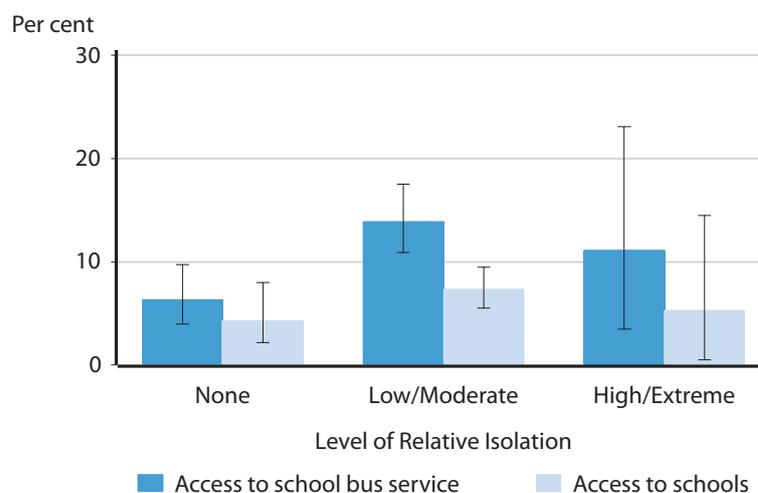
CARERS' PERSPECTIVE ON ACCESS TO SCHOOL ISSUES

Carers were asked whether they were satisfied with their access to a range of services and facilities. This included satisfaction with access to schools and school bus services. The primary carers of 10.8 per cent (CI: 8.6%–13.2%) of Aboriginal students were unhappy with their access to a school bus service (Table 3.26). There was some difference in satisfaction with access to school bus service, with more carers in areas of low or moderate relative isolation unhappy with access (13.9 per cent; CI: 10.9%–17.5%) when compared with carers in the Perth metropolitan area (6.3 per cent; CI: 4.0%–9.7%). While the estimated proportion was higher in areas of high or extreme relative isolation (11.1 per cent; CI: 3.5%–23.1%) than Perth, the difference was not statistically significant.

Some of the carers of children who were not living in remote communities, and who indicated they were unhappy with school bus services, stated that they were happy with their access to public transport systems. This may provide some children with regular and reliable transport to school where there is not an adequate school bus service.

The vast majority of primary carers of students were happy with their access to schools. Only 5.9 per cent (CI: 4.4%–7.7%) of Aboriginal students had a primary carer who was unhappy with access to schools (Figure 3.14). This was similar to the proportion reported for all students from the 1993 *Western Australian Child Health Survey* (3.1 per cent; CI: 2.0%–4.5%).

FIGURE 3.14: STUDENTS AGED 4–17 YEARS — PROPORTION OF CARERS UNHAPPY WITH ACCESS TO SCHOOLS AND SCHOOL BUS SERVICE, BY LEVEL OF RELATIVE ISOLATION



Source: Table 3.27



IMPLEMENTATION OF PROFESSIONAL DEVELOPMENT AND CURRICULUM ACTIVITIES

REPORTING ON ABORIGINAL-SPECIFIC PROGRAMMES IN THE SCHOOL

The survey asked principals if specific Professional Development and curriculum activities geared toward improving the educational outcomes of Aboriginal students had ever been implemented in the school. The survey targeted eight specific programmes that were pertinent at the time the survey was being developed (after consultation with experts in the field of Aboriginal education). It should be noted that some programme priorities have changed since this time — in particular, *Follow the Dream* (which began in 2004 and is now the major Aboriginal-specific programme currently run by the DET. It is an aspirations-based programme that aims to improve the number of Aboriginal students entering into university studies), *Walk Right In* (parent participation programme), the *Aboriginal Literacy Strategy*, *Racism No Way* and *Happy Kids* (resilience programme).

The survey asked about the following Professional Development and curriculum activities:

- ◆ *Our Story* – has provided Aboriginal Cultural Awareness Training for the education sector over the last decade. The programme includes seven modules, which can be delivered in two days using role plays, videos, course work, etc., and is compulsory for all DET staff. The topics are designed to help teach Aboriginal children and describe what it is like to be an Aboriginal person. This program, like most Professional Development activities, is delivered by Aboriginal Education Teams in each district.
- ◆ *ABC of Two Way Literacy and Learning* and *Deadly Ways to Learn* – these programmes are part of the ABC strategy and have been developed jointly by the DET and Edith Cowan University. The programme focuses on building the capacity of schools to deliver positive literacy and numeracy outcomes for Aboriginal students. ABC refers to: Accepting Aboriginal English, Bridging to Standard English, and Cultivating Aboriginal ways.
- ◆ *FELIKS* – is an Aboriginal English Language programme developed by the Catholic Education Office for use in Kimberley schools. *FELIKS* is similar to government-developed programmes such as *ABC of Two Way Literacy and Learning* and *Deadly Ways to Learn*.
- ◆ *Time for Talk* – is a teacher resource kit containing materials that can be used to screen children for difficulties with Standard Australian English and provides classroom activities that can be used in lessons. The programme is aimed at children in the kindergarten to Year 3 range, and while it was specifically developed for students who speak Aboriginal English, it builds on Languages Other Than English (LOTE) theory and can also aid other students who have difficulties with English.
- ◆ *Aboriginal Studies* (across the curriculum) – is a resource kit that was distributed to all schools in Western Australia in 2000. It provides guidance to teachers on how to incorporate the perspectives of Aboriginal people in all learning areas.

Continued . . .



REPORTING ON ABORIGINAL-SPECIFIC PROGRAMMES IN THE SCHOOL *(continued)*

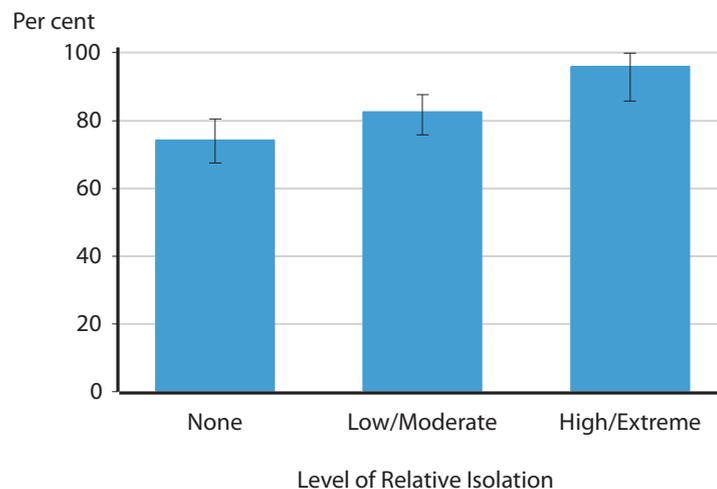
- ◆ Aboriginal Studies (discrete unit or course).
- ◆ *Do You Hear What I Hear* (Otitis Media) – is an optional programme geared toward teachers and encompasses a workshop and package of materials for teachers to use in the classroom. These materials are aimed at developing an understanding of conductive hearing loss and how it affects children, providing strategies to address the needs of children with conductive hearing loss, providing tools to identify children with conductive hearing loss, and providing aids for developing lesson plans.
- ◆ other Professional Development on developing culturally inclusive curricula.

Some of the Professional Development and curriculum activities that were asked about in the survey had been implemented by only a small or localised set of schools. For instance, *FELIKS* – 5.5 per cent (CI: 4.3%–6.8%), and *Time for Talk* – 9.0 per cent (CI: 7.0%–10.9%) while others, including Aboriginal Studies (across the curriculum) (55.8 per cent of schools; CI: 51.0%–60.6%) and *Our Story* (45.5 per cent; CI: 40.9%–50.1%) were relatively common in schools with Aboriginal students. Further, an estimated 44.8 per cent (CI: 39.9%–49.6%) of schools had implemented culturally inclusive Professional Development activities other than those listed above (Table 3.28).

The implementation of the *FELIKS* programme was confined to essentially those schools in the Broome, Derby and Kununurra regions — 87.1 per cent (CI: 78.0%–96.3%) of schools in these regions had implemented *FELIKS* at some point.

Most schools with Aboriginal students had implemented at least one of the programmes listed above (78.7 per cent; CI: 74.7%–82.6%). This was more likely to be the case in schools located in the more isolated parts of the State (96.0 per cent of schools in areas of high or extreme relative isolation; CI: 92.2%–99.7%) when compared with schools in Perth (74.3 per cent; CI: 68.2%–80.4%) (Figure 3.15).

FIGURE 3.15: SCHOOLS WITH ABORIGINAL STUDENTS — PROPORTION THAT HAD IMPLEMENTED AT LEAST ONE SELECTED PROFESSIONAL DEVELOPMENT AND/OR CURRICULUM ACTIVITY, BY LEVEL OF RELATIVE ISOLATION



Source: Table 3.29



In most instances, schools that reported having implemented a specific Aboriginal education programme were still operating the programme at the time of the survey. However, programmes had mainly only been partially implemented. For example, of those schools that, at the time of the survey, had implemented Aboriginal Studies (across the curriculum), 71.4 per cent (CI: 66.8%–76.1%) had partially implemented the programme and 22.8 per cent (CI: 18.7%–26.9%) had fully implemented the programme.

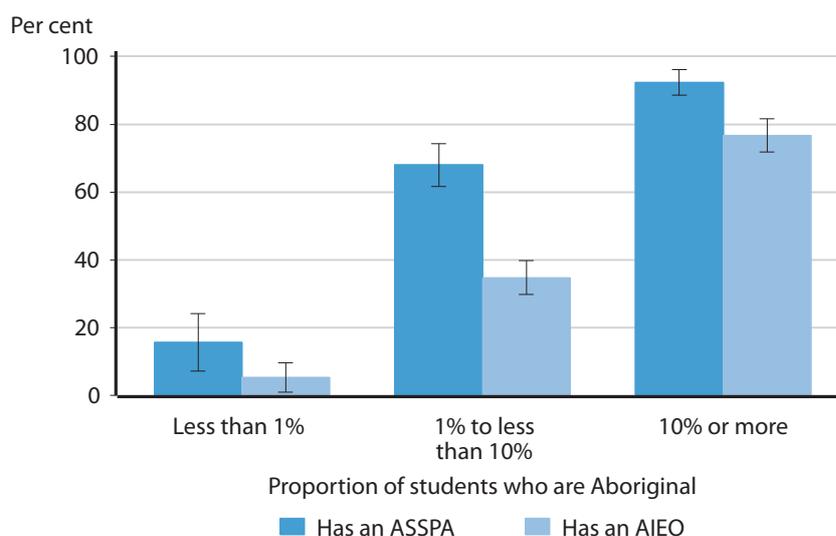
ASSPAs and AIEOs

At the time of the survey, most schools with Aboriginal students in Western Australia had an ASSPA (60.0 per cent; CI: 54.7%–65.3%). AIEOs were employed in 38.1 per cent (CI: 34.1%–42.1%) of schools (Table 3.30).

As could be expected, ASSPA Committees and AIEOs were more likely to be present in areas with a relatively high concentration of Aboriginal children and schools with a large Aboriginal student population. In addition, they tended to be located in Government schools as opposed to Catholic or Independent schools. Virtually all schools in areas with high or extreme relative isolation had an ASSPA committee, while the same was true of less than half of schools in the Perth metropolitan area (43.3 per cent; CI: 36.7%–49.9%). Consistent with this pattern, ASSPA committees were more likely to be part of schools with a relatively large Aboriginal student component — 15.7 per cent (CI: 7.3%–24.1%) of schools with less than 1 per cent Aboriginal students had an ASSPA Committee compared with almost all schools with 10 per cent or more Aboriginal students (92.3 per cent; CI: 88.5%–96.2%) (Table 3.30).

Although schools were less likely to have an AIEO than an ASSPA, the majority of schools in areas of high or extreme relative isolation, and those with 10 per cent or more of their students being Aboriginal, had an AIEO (79.0 per cent; CI: 71.2%–86.9%, and 76.8 per cent; CI: 71.8%–81.7% respectively) (Figure 3.16).

FIGURE 3.16: SCHOOLS WITH ABORIGINAL STUDENTS — PROPORTION WITH AN ABORIGINAL STUDENT SUPPORT AND PARENT AWARENESS COMMITTEE (ASSPA) OR ABORIGINAL AND ISLANDER EDUCATION OFFICERS (AIEOs), BY PROPORTION OF STUDENTS WHO ARE ABORIGINAL



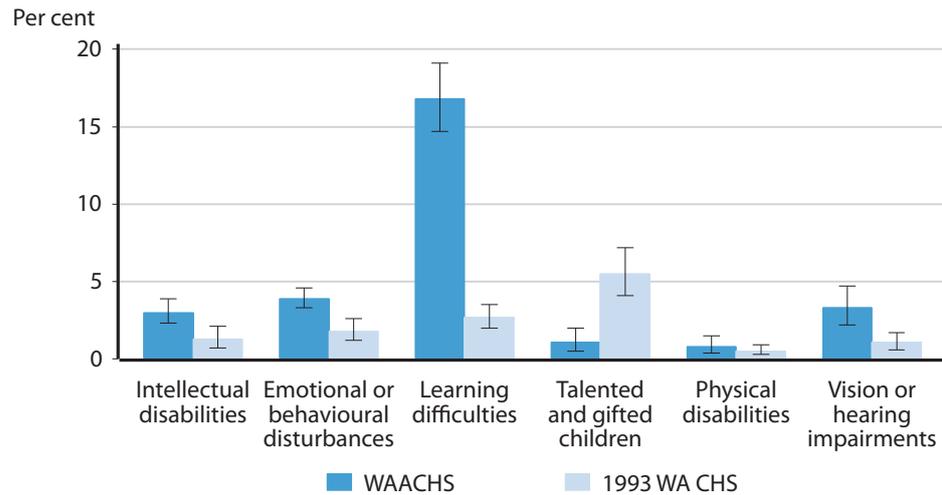
Source: Table 3.30



USE OF SCHOOL SUPPORT SERVICES

Teachers were asked whether students had received any of a range of support services either within or out of the classroom during the current year at school. Figure 3.17 shows the proportion of Aboriginal students who have used each of these services in the past year, compared with corresponding figures from the 1993 *Western Australian Child Health Survey*.

FIGURE 3.17: ABORIGINAL AND ALL STUDENTS — USE OF SCHOOL SUPPORT SERVICES, WAACHS COMPARED WITH CHS



Source: Tables 3.31 & 3.32

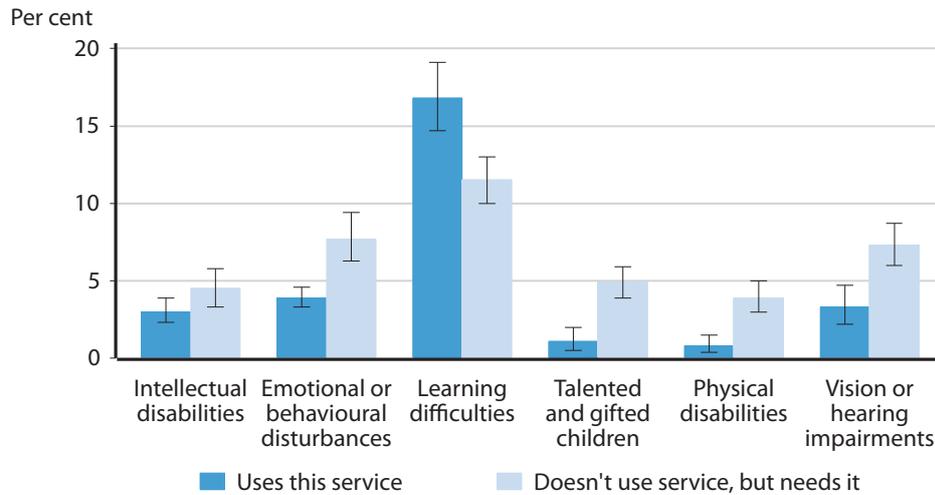
The proportion receiving school support services for learning difficulties was higher among Aboriginal students compared with all students (16.8 per cent; CI: 14.7%–19.1%, and 2.7 per cent; CI: 2.0%–3.5%, respectively). Compared with all students, a higher proportion of Aboriginal students had received support for emotional or behavioural disturbances (3.9 per cent; CI: 3.3%–4.6%, compared with 1.8 per cent; CI: 1.2%–2.6%) and intellectual disabilities (3.0 per cent; CI: 2.3%–3.9%, compared with 1.3 per cent; CI: 0.7%–2.1%). However, fewer Aboriginal students had received services for talented and gifted children (1.1 per cent; CI: 0.5%–2.0%, compared with 5.5 per cent; CI: 4.1%–7.2%) (Tables 3.31 and 3.32).

UNMET NEED FOR SUPPORT SERVICES

Teachers were also asked whether students who weren't using school support services needed these services. Figure 3.18 shows the proportion of Aboriginal students receiving each service along with the proportion who did not use a service but needed it. The data suggest that there is substantial unmet need for each type of support service, with the proportion of students not receiving the service but needing it being higher than the proportion receiving the service. This applies to all school support services except learning difficulties.



FIGURE 3.18: STUDENTS AGED 4–17 YEARS — USE OF, AND NEED FOR, SCHOOL SUPPORT SERVICES



Source: Table 3.31

LEVEL OF RELATIVE ISOLATION

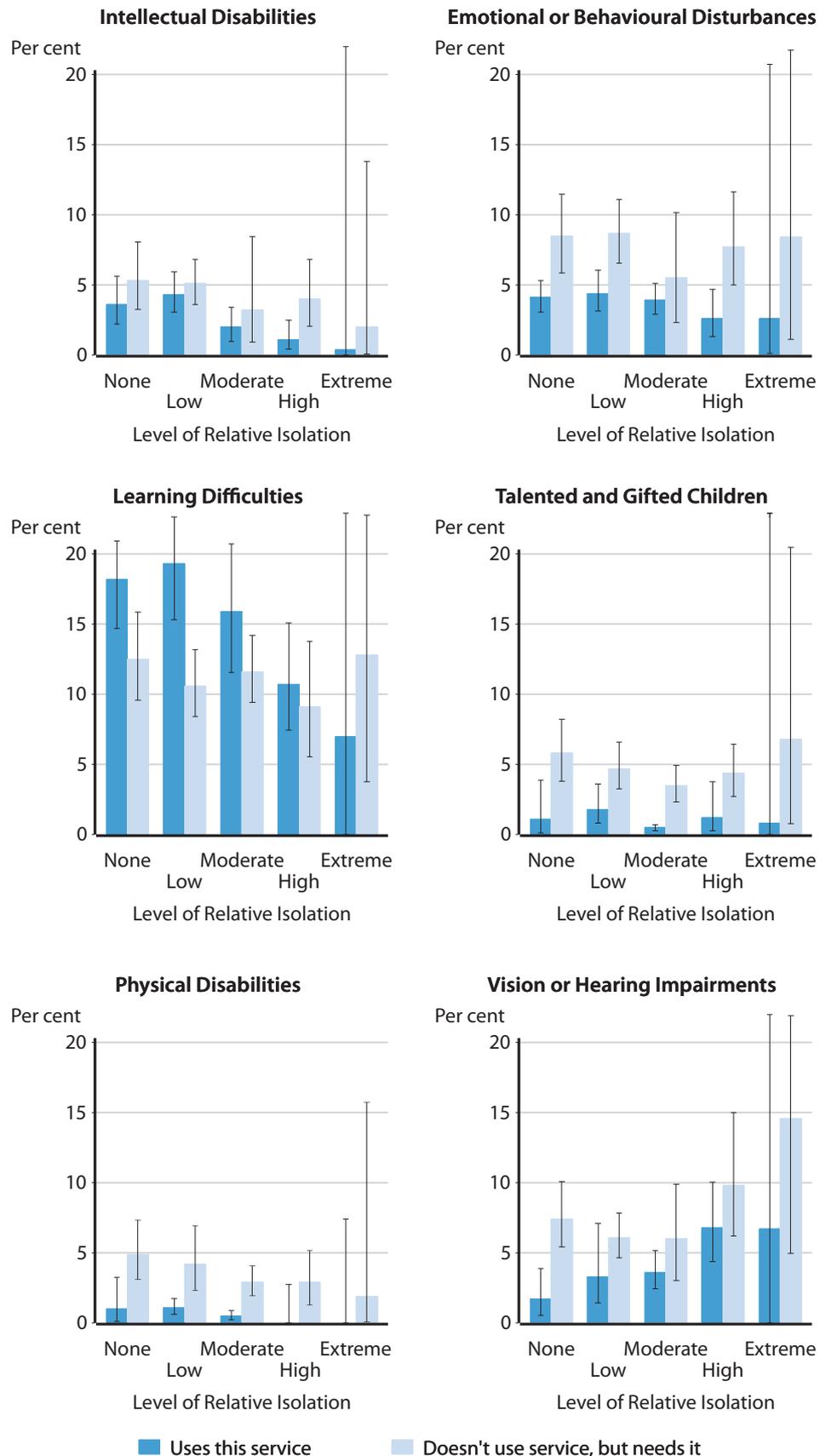
Both the use of, and the need for, school support services varied with LORI. As seen in Figure 3.19, use of school support services, except for vision and hearing impairments, declined with increasing relative isolation, while demand for most services remained approximately constant across levels of relative isolation (except for vision and hearing impairments where demand was highest in areas of high and extreme relative isolation).

USE OF SCHOOL SUPPORT SERVICES

While the proportions of Aboriginal students using school support services identified in the survey was generally higher than the corresponding proportions of all students (as measured by the 1993 *Western Australian Child Health Survey*), there appears to be considerable unmet need for services. The survey findings also show that the shortfall in service provision is greatest in the more isolated areas—highlighting the difficulty of providing support services in isolated areas, despite a similar level of need for services across all levels of relative isolation.



FIGURE 3.19: STUDENTS AGED 4–17 YEARS — USE OF, AND NEED FOR, SCHOOL SUPPORT SERVICES, BY LEVEL OF RELATIVE ISOLATION



Source: Table 3.33



ENDNOTES

1. Department of Education, Science and Training. *National report to Parliament on Indigenous education and training, 2003*. Canberra: Commonwealth of Australia; 2005. p. 3.
2. Department of Education and Training. *Re-thinking the provision of education and training in remote Aboriginal communities project report 2004*. Perth: Department of Education and Training; 2004.
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6. Department of Indigenous Affairs. *Overcoming Indigenous disadvantage in Western Australia report*. Perth: Department of Indigenous Affairs; 2005.
7. Le AT, Miller PW. Choice of school in Australia: Determinants and consequences. *The Australian Economic Review* 2004;36:55–78.



DETAILED TABLES

SCHOOLS WITH ABORIGINAL STUDENTS

TABLE 3.1: SCHOOLS IN WESTERN AUSTRALIA — CATEGORY OF SCHOOL (WAACHS AND ADMINISTRATIVE DATA COMPARISONS)

Category of school	Schools with Aboriginal children (a)—WAACHS data				All schools in Western Australia (b)—Administrative data	
	Number	95% CI	%	95% CI	Number	%
Government	530	(500 - 570)	70.9	(65.7 - 76.0)	769	73.1
Aboriginal community governed	10	(10 - 10)	1.3	(0.7 - 1.9)	n.a.	n.a.
Total Government	540	(510 - 580)	72.2	(67.0 - 77.4)	769	73.1
Catholic	130	(90 - 160)	16.8	(12.3 - 21.3)	157	14.9
Independent	80	(50 - 120)	11.1	(7.1 - 15.0)	126	12.0
Total Catholic/Independent	210	(160 - 260)	27.8	(22.6 - 33.0)	283	26.9
Total (c)	750	(750 - 750)	100.0		1 052 (d)	100.0

n.a. Not available

(a) Includes pre-primary schools and staff.

(b) Data relate to all schools in Western Australia in the 2001 school year. Excludes pre-primary schools and staff.

(c) Does not include community kindergartens or independent kindergartens.

(d) Includes 70 Special Schools.

Source: Western Australian Aboriginal Child Health Survey; Schools Australia, 2001 (ABS Catalogue No. 4221.0).

TABLE 3.2: SCHOOLS IN WESTERN AUSTRALIA — TYPE OF SCHOOL (WAACHS AND ADMINISTRATIVE DATA COMPARISONS)

Type of school	Schools with Aboriginal children (a) — WAACHS data				All schools in Western Australia (b) — Administrative data	
	Number	95% CI	%	95% CI	Number	%
Primary	410	(380 - 450)	55.0	(50.1 - 59.9)	673	64.0
Secondary	160	(120 - 200)	21.0	(16.5 - 25.4)	136	12.9
Primary/secondary	180	(140 - 220)	24.0	(19.6 - 28.4)	173	16.4
Total (c)	750	(750 - 750)	100.0		1 052 (d)	100.0

(a) Includes pre-primary schools and staff.

(b) Data relate to all schools in Western Australia in the 2001 school year. Excludes pre-primary schools and staff.

(c) Does not include community kindergartens or independent kindergartens.

(d) Includes 70 Special Schools.

Source: Western Australian Aboriginal Child Health Survey; Schools Australia, 2001 (ABS Catalogue No. 4221.0).



TABLE 3.3: SCHOOLS WITH ABORIGINAL CHILDREN — CATEGORY OF SCHOOL, BY TYPE OF SCHOOL

<i>Category of school</i>	<i>Number</i>	<i>95% CI</i>	<i>%</i>	<i>95% CI</i>
Primary				
Government	350	(310 - 380)	83.8	(79.5 - 88.2)
Catholic	40	(30 - 60)	10.8	(7.7 - 13.9)
Independent	20	(10 - 40)	5.3	(1.9 - 8.8)
Total	410	(380 - 450)	100.0	
Secondary				
Government	100	(80 - 130)	64.1	(50.6 - 77.7)
Catholic	40	(20 - 70)	26.2	(13.4 - 38.9)
Independent	20	(0 - 30)	9.7	(0.0 - 19.7)
Total	160	(120 - 200)	100.0	
Primary/secondary				
Government	90	(80 - 110)	52.4	(41.1 - 63.7)
Catholic	40	(10 - 70)	22.1	(10.1 - 34.1)
Independent	50	(20 - 70)	25.4	(14.8 - 36.1)
Total	180	(140 - 220)	100.0	
Total				
Government	540	(510 - 580)	72.2	(67.0 - 77.4)
Catholic	130	(90 - 160)	16.8	(12.3 - 21.3)
Independent	80	(50 - 120)	11.1	(7.1 - 15.0)
Total	750	(750 - 750)	100.0	

TABLE 3.4: SCHOOLS WITH ABORIGINAL CHILDREN — LEVEL OF RELATIVE ISOLATION (LORI)

<i>LORI</i>	<i>Number</i>	<i>95% CI</i>	<i>%</i>	<i>95% CI</i>
None	440	(390 - 500)	58.8	(54.4 - 63.1)
Low	190	(170 - 220)	25.7	(22.2 - 29.3)
Moderate	60	(50 - 70)	8.1	(6.4 - 9.8)
High	30	(20 - 30)	3.5	(2.5 - 4.5)
Extreme	30	(20 - 40)	3.9	(2.8 - 4.9)
Western Australia	750	(750 - 750)	100.0	

TABLE 3.5: SCHOOLS WITH ABORIGINAL CHILDREN — TYPE OF SCHOOL, BY LEVEL OF RELATIVE ISOLATION (LORI)

<i>Type of school</i>	<i>Number</i>	<i>95% CI</i>	<i>%</i>	<i>95% CI</i>
LORI — None				
Primary	250	(210 - 280)	56.0	(48.4 - 63.6)
Secondary	110	(80 - 150)	25.7	(18.7 - 32.7)
Primary/secondary	80	(50 - 120)	18.3	(11.3 - 25.3)
Total	440	(390 - 500)	100.0	
LORI — Low/Moderate				
Primary	160	(130 - 180)	61.8	(56.1 - 67.4)
Secondary	40	(30 - 50)	16.3	(12.3 - 20.2)
Primary/secondary	60	(40 - 70)	22.0	(17.2 - 26.7)
Total	250	(230 - 280)	100.0	
LORI — High/Extreme				
Primary	10	(0 - 10)	16.5	(9.4 - 23.6)
Secondary	0	(0 - 10)	4.8	(0.4 - 9.2)
Primary/secondary	40	(30 - 50)	78.7	(70.8 - 86.6)
Total	60	(50 - 70)	100.0	



TABLE 3.6: SCHOOLS WITH ABORIGINAL CHILDREN — CATEGORY OF SCHOOL, BY LEVEL OF RELATIVE ISOLATION (LORI)

Category of school	Number	95% CI	%	95% CI
LORI — None				
Government	290	(260 - 330)	66.1	(58.1 - 74.0)
Catholic	80	(40 - 110)	17.3	(10.1 - 24.5)
Independent	70	(40 - 100)	16.6	(10.2 - 22.9)
Total Catholic/Independent	150	(100 - 200)	33.9	(26.0 - 41.9)
Total	440	(390 - 500)	100.0	
LORI — Low/Moderate				
Government	210	(180 - 230)	82.0	(77.5 - 86.5)
Catholic	40	(30 - 50)	15.4	(11.2 - 19.5)
Independent	10	(0 - 10)	2.6	(0.6 - 4.7)
Total Catholic/Independent	50	(30 - 60)	18.0	(13.5 - 22.5)
Total	250	(230 - 280)	100.0	
LORI — High/Extreme				
Government	40	(30 - 50)	75.4	(67.3 - 83.6)
Catholic	10	(10 - 10)	18.5	(11.1 - 25.9)
Independent	0	(0 - 10)	6.1	(1.6 - 10.6)
Total Catholic/Independent	10	(10 - 20)	24.6	(16.4 - 32.7)
Total	60	(50 - 70)	100.0	

ABORIGINAL SCHOOL STUDENTS

TABLE 3.7: ABORIGINAL STUDENTS AGED 4–17 YEARS — YEAR IN SCHOOL, BY SEX

Year in school	Number	95% CI	%	95% CI
Males				
Pre-primary	1 080	(840 - 1 370)	10.7	(8.3 - 13.3)
Years 1–7	6 270	(5 820 - 6 730)	62.2	(58.3 - 65.9)
Years 8–12	2 500	(2 150 - 2 900)	24.8	(21.5 - 28.3)
Ungraded class	230	(100 - 420)	2.3	(1.0 - 4.1)
Total	10 100	(9 600 - 10 600)	100.0	
Females				
Pre-primary	850	(660 - 1 050)	8.9	(7.1 - 11.1)
Years 1–7	5 420	(4 980 - 5 880)	57.0	(53.4 - 60.6)
Years 8–12	3 090	(2 740 - 3 460)	32.5	(29.1 - 36.1)
Ungraded class	150	(60 - 330)	1.6	(0.6 - 3.5)
Total	9 500	(9 010 - 9 990)	100.0	
Total				
Pre-primary	1 920	(1 640 - 2 260)	9.8	(8.4 - 11.5)
Years 1–7	11 700	(11 200 - 12 200)	59.7	(57.0 - 62.3)
Years 8–12	5 590	(5 120 - 6 090)	28.5	(26.1 - 31.1)
Ungraded class	380	(190 - 690)	1.9	(1.0 - 3.5)
Total	19 600	(19 500 - 19 600)	100.0	



TABLE 3.8: SCHOOL STUDENTS AGED UNDER 18 YEARS IN WESTERN AUSTRALIA — AGE AND SEX PROFILE OF ABORIGINAL STUDENTS AND ALL STUDENTS (a) (WAACHS AND ADMINISTRATIVE DATA COMPARISONS)

Student's age (years)	Aboriginal students — WAACHS data				All students (b) — Administrative data	
	Number	95% CI	%	95% CI	Number	%
Males						
5 & under	420	(280 - 590)	4.8	(3.3 - 6.7)	5 828	3.6
6	840	(680 - 1 040)	9.6	(7.7 - 11.8)	13 688	8.5
7	930	(720 - 1 170)	10.6	(8.3 - 13.3)	13 921	8.6
8	920	(770 - 1 090)	10.5	(8.7 - 12.5)	13 797	8.5
9	780	(610 - 990)	8.9	(7.0 - 11.3)	13 883	8.6
10	890	(670 - 1 130)	10.1	(7.9 - 13.0)	14 262	8.8
11	980	(780 - 1 210)	11.2	(9.0 - 13.9)	14 362	8.9
12	800	(590 - 1 030)	9.1	(6.9 - 11.7)	14 095	8.7
13	670	(470 - 940)	7.7	(5.4 - 10.6)	14 135	8.8
14	660	(500 - 860)	7.5	(5.7 - 9.7)	14 182	8.8
15	460	(320 - 640)	5.2	(3.7 - 7.3)	13 073	8.1
16	360	(250 - 510)	4.1	(2.8 - 5.7)	10 501	6.5
17	60	(20 - 110)	0.6	(0.2 - 1.3)	5 642	3.5
Total	8 780	(8 290 - 9 260)	100.0		161 369	100.0
Females						
5 & under	370	(220 - 580)	4.4	(2.6 - 6.7)	5 671	3.7
6	770	(640 - 910)	9.0	(7.5 - 10.8)	12 968	8.4
7	710	(520 - 930)	8.3	(6.1 - 10.8)	13 108	8.5
8	760	(620 - 920)	8.9	(7.3 - 10.7)	13 155	8.5
9	850	(650 - 1 070)	10.0	(7.8 - 12.6)	13 283	8.6
10	790	(630 - 1 000)	9.3	(7.4 - 11.6)	13 537	8.7
11	680	(520 - 850)	8.0	(6.2 - 10.0)	13 544	8.7
12	830	(630 - 1 080)	9.7	(7.4 - 12.6)	13 631	8.8
13	930	(760 - 1 140)	11.0	(8.9 - 13.3)	13 372	8.6
14	840	(690 - 1 020)	9.9	(8.1 - 12.1)	13 372	8.6
15	520	(400 - 660)	6.1	(4.7 - 7.8)	12 561	8.1
16	250	(100 - 480)	3.0	(1.4 - 6.1)	10 908	7.0
17	210	(120 - 320)	2.4	(1.4 - 3.8)	5 814	3.8
Total	8 510	(8 030 - 8 990)	100.0		154 924	100.0
All students						
5 & under	790	(590 - 1 040)	4.6	(3.4 - 6.0)	11 499	3.6
6	1 610	(1 390 - 1 850)	9.3	(8.0 - 10.7)	26 656	8.4
7	1 630	(1 360 - 1 950)	9.4	(7.8 - 11.2)	27 029	8.5
8	1 680	(1 480 - 1 900)	9.7	(8.5 - 11.0)	26 952	8.5
9	1 630	(1 360 - 1 920)	9.4	(8.0 - 11.2)	27 166	8.6
10	1 680	(1 420 - 1 980)	9.7	(8.2 - 11.5)	27 799	8.8
11	1 660	(1 410 - 1 950)	9.6	(8.2 - 11.3)	27 906	8.8
12	1 630	(1 340 - 1 950)	9.4	(7.7 - 11.3)	27 726	8.8
13	1 610	(1 340 - 1 910)	9.3	(7.7 - 11.0)	27 507	8.7
14	1 510	(1 280 - 1 760)	8.7	(7.4 - 10.1)	27 554	8.7
15	980	(790 - 1 190)	5.7	(4.6 - 6.9)	25 634	8.1
16	610	(420 - 870)	3.6	(2.4 - 5.0)	21 409	6.8
17	260	(160 - 400)	1.5	(1.0 - 2.3)	11 456	3.6
Total	17 300	(16 900-17 600)	100.0		316 293	100.0

(a) Includes students in primary and secondary schooling only. Excludes pre-Year 1 students and those in an ungraded class.

(b) Data relate to all students in Western Australia in the 2001 school year. Excludes pre-primary school students.

Source: Western Australian Aboriginal Child Health Survey; Schools Australia, 2001 (ABS Catalogue No. 4221.0).



TABLE 3.9: ABORIGINAL SCHOOL STUDENTS — AGE AND YEAR OF EDUCATION**Primary school years**

Student's age (years)	Year of education							Total primary students (a)
	One	Two	Three	Four	Five	Six	Seven	
4 and under	10	—	—	—	—	—	—	10
5	710	10	10	—	30	—	—	770
6	860	700	40	10	—	—	—	1 610
7	70	930	580	40	—	—	20	1 630
8	—	70	790	750	50	10	10	1 680
9	—	10	80	860	590	60	—	1 610
10	—	—	20	120	860	650	20	1 680
11	—	—	20	10	80	880	640	1 630
12	—	—	10	—	20	80	870	970
13 and over	—	—	—	—	—	—	100	100
All primary students	1 660	1 710	1 560	1 790	1 630	1 690	1 650	11 700

Secondary school years

Student's age (years)	Year of education					Total secondary students (a)
	Eight	Nine	Ten	Eleven	Twelve	
11 and under	20	30	—	20	—	70
12	640	20	—	—	—	660
13	930	540	40	—	—	1 510
14	100	950	440	—	20	1 510
15	10	110	640	210	10	970
16	10	10	40	410	150	610
17	—	—	20	20	220	260
All secondary students	1 690	1 670	1 180	660	400	5 590

(a) Excludes students in an ungraded class or pre-primary.

TABLE 3.10: SCHOOL STUDENTS IN WESTERN AUSTRALIA — STUDENTS WHO WERE NOT AT THE EXPECTED AGE FOR THEIR REPORTED YEAR AT SCHOOL (a) (WAACHS AND ADMINISTRATIVE DATA COMPARISONS)

	Aboriginal students — WAACHS data				All students (b) — Administrative data	
	Number	95% CI	%	95% CI	Number	%
Under expected age for year	480	(330 - 690)	2.5	(1.7 - 3.5)	243	0.1
Of expected age for year	17 700	(17 300 - 18 000)	90.4	(88.4 - 92.1)	308 625	96.8
Over expected age for year	1 020	(810 - 1 270)	5.2	(4.1 - 6.5)	9 019	2.8
Ungraded class	380	(190 - 690)	1.9	(1.0 - 3.5)	1 008	0.3
Total	19 600	(19 500 - 19 600)	100.0		318 895	100.0

- (a) The expected age for year at school has been derived by comparing the reported age of the child with the reported current Year at school (see previous table). Those students classified as 'Under expected age for year' were those whose age was below the two years that comprise the (traditionally) appropriate age for that year, e.g. students aged less than 13 years in Year 9 fall into this category. Conversely, in this example, those aged over 14 years were categorised as being 'Over expected age for year'.
- (b) Data relate to all students in Western Australia in the 2001 school year. Excludes pre-primary school students. Includes primary and secondary students of all ages.

Source: Western Australian Aboriginal Child Health Survey; Schools Australia, 2001 (ABS Catalogue No. 4221.0).



TABLE 3.11: ABORIGINAL SCHOOL STUDENTS AGED 4–17 YEARS — TYPE OF SCHOOL, CATEGORY OF SCHOOL, AND LEVEL OF RELATIVE ISOLATION

	Number	95% CI	%	95% CI
Type of school				
Primary	10 300	(9 700 - 10 900)	52.6	(49.4 - 55.8)
Secondary	3 600	(3 170 - 4 060)	18.4	(16.2 - 20.7)
Primary/secondary	5 700	(5 030 - 6 380)	29.1	(25.7 - 32.6)
Total	19 600	(19 500 - 19 600)	100.0	
Category of school				
Government	16 700	(16 200 - 17 200)	85.3	(82.5 - 87.9)
Catholic	2 430	(1 960 - 2 960)	12.4	(10.0 - 15.1)
Independent	440	(240 - 710)	2.3	(1.2 - 3.6)
Total	19 600	(19 500 - 19 600)	100.0	
Level of Relative Isolation				
None	7 050	(6 900 - 7 200)	36.0	(33.2 - 38.8)
Low	5 200	(4 770 - 5 660)	26.6	(23.8 - 29.3)
Moderate	4 620	(3 980 - 5 300)	23.6	(20.2 - 27.3)
Total Low/Moderate	9 820	(9 100 - 10 500)	50.1	(46.6 - 53.8)
High	2 000	(1 490 - 2 610)	10.2	(7.5 - 13.3)
Extreme	720	(260 - 1 510)	3.7	(1.3 - 7.7)
Total High/Extreme	2 720	(2 080 - 3 470)	13.9	(10.6 - 17.9)
Western Australia	19 600	(19 500 - 19 600)	100.0	

TABLE 3.12: ABORIGINAL SCHOOL STUDENTS AGED 4–17 YEARS — CATEGORY OF SCHOOL, BY LEVEL OF RELATIVE ISOLATION (LORI)

Category of school	Number	95% CI	%	95% CI
LORI — None				
Government	6 470	(6 210 - 6 740)	91.8	(88.1 - 94.8)
Catholic	320	(160 - 530)	4.5	(2.3 - 7.7)
Independent	260	(130 - 450)	3.7	(1.8 - 6.5)
Total Catholic/Independent	580	(370 - 840)	8.2	(5.2 - 11.9)
Total	7 050	(6 900 - 7 200)	100.0	
LORI — Low/Moderate				
Government school	8 210	(7 580 - 8 850)	83.6	(80.1 - 86.7)
Catholic school	1 550	(1 230 - 1 920)	15.8	(12.8 - 19.3)
Independent school	60	(20 - 150)	0.6	(0.2 - 1.5)
Total Catholic/Independent	1 610	(1 280 - 1 990)	16.4	(13.3 - 19.9)
Total	9 820	(9 100 - 10 500)	100.0	
LORI — High/Extreme				
Government school	2 030	(1 460 - 2 710)	74.8	(58.8 - 87.3)
Catholic school	570	(240 - 1 080)	20.8	(9.8 - 38.2)
Independent school	120	(10 - 360)	4.4	(0.5 - 13.2)
Total Catholic/Independent	690	(360 - 1 250)	25.2	(12.7 - 41.2)
Total	2 720	(2 080 - 3 470)	100.0	
Western Australia				
Government school	16 700	(16 200 - 17 200)	85.3	(82.5 - 87.9)
Catholic school	2 430	(1 960 - 2 960)	12.4	(10.0 - 15.1)
Independent school	440	(240 - 710)	2.3	(1.2 - 3.6)
Total Catholic/Independent	2 870	(2 370 - 3 430)	14.7	(12.1 - 17.5)
Total	19 600	(19 500 - 19 600)	100.0	



TABLE 3.13: ABORIGINAL STUDENTS AGED 4–11 YEARS — PROPORTION WHO HAD BEEN TO KINDERGARTEN OR PRE-SCHOOL

<i>Student's age (years)</i>	<i>Number</i>	<i>95% CI</i>	<i>%</i>	<i>95% CI</i>
4	1 090	(870 - 1 350)	98.3	(96.4 - 99.3)
5	1 620	(1 340 - 1 940)	97.8	(89.6 - 100.0)
6	1 540	(1 330 - 1 780)	94.7	(91.9 - 96.9)
7	1 520	(1 250 - 1 830)	92.8	(88.0 - 96.1)
8	1 610	(1 410 - 1 820)	95.3	(90.0 - 98.0)
9	1 500	(1 250 - 1 790)	90.7	(82.9 - 95.2)
10	1 570	(1 320 - 1 870)	90.8	(85.8 - 94.4)
11	1 430	(1 180 - 1 700)	85.6	(79.6 - 90.0)

A PROFILE OF STAFF IN SCHOOLS WITH ABORIGINAL STUDENTS

TABLE 3.14: SCHOOLS WITH ABORIGINAL CHILDREN — SIZE OF TOTAL SCHOOL STAFF POPULATION

<i>Total school staff (a)</i>	<i>Number</i>	<i>95% CI</i>	<i>%</i>	<i>95% CI</i>
0–19	110	(90 - 120)	14.2	(11.6 - 16.8)
20–34	220	(180 - 250)	28.9	(24.6 - 33.2)
35–49	180	(150 - 210)	23.6	(19.6 - 27.6)
50 or more	250	(210 - 290)	33.3	(28.5 - 38.1)
Total	750	(750 - 750)	100.0	

(a) Includes promotional and non-promotional teaching staff, non-teaching staff, and support staff.

TABLE 3.15: SCHOOLS IN WESTERN AUSTRALIA — AVERAGE NUMBER OF FULL-TIME EQUIVALENT STAFF PER SCHOOL, BY CATEGORY OF SCHOOL (WAACHS AND ADMINISTRATIVE DATA COMPARISONS)

<i>Category of school</i>	<i>Schools with Aboriginal children (a) — WAACHS data</i>		<i>All schools in Western Australia (b) — Administrative data</i>
	<i>Average</i>	<i>95% CI</i>	<i>Average</i>
Government	36	(34 - 39)	26
Catholic	64	(47 - 80)	33
Independent	62	(46 - 78)	35
Total non-Government	63	(51 - 75)	34
Total (c)	44	(39 - 48)	28 (d)

(a) Includes pre-primary schools and staff.

(b) Data relate to all schools in Western Australia in the 2001 school year. Excludes pre-primary schools and staff.

(c) Does not include community kindergartens or independent kindergartens.

(d) Includes school and staff numbers from 70 Special Schools.

Source: Western Australian Aboriginal Child Health Survey; Schools Australia, 2001 (ABS Catalogue No. 4221.0).



TABLE 3.16: SCHOOLS WITH ABORIGINAL CHILDREN — AVERAGE NUMBER OF STAFF PER SCHOOL, BY STAFF TYPE AND ABORIGINAL STATUS (FULL-TIME EQUIVALENT)

	Aboriginal staff		Non-Aboriginal staff		All staff	
	Mean	95% CI	Mean	95% CI	Mean	95% CI
Primary schools						
Teaching staff	0.1	(0.1 - 0.2)	17	(16 - 18)	17	(16 - 18)
Non-teaching staff	0.6	(0.5 - 0.8)	6	(6 - 7)	7	(7 - 7)
Support staff	0.3	(0.2 - 0.3)	1	(1 - 2)	2	(1 - 2)
All staff	1.0	(0.8 - 1.2)	25	(23 - 27)	26	(24 - 28)
Secondary schools						
Teaching staff	0.1	(0.0 - 0.2)	57	(49 - 66)	57	(49 - 66)
Non-teaching staff	0.5	(0.3 - 0.6)	14	(12 - 17)	15	(12 - 17)
Support staff	0.3	(0.2 - 0.4)	2	(2 - 3)	2	(2 - 3)
All staff	0.9	(0.6 - 1.1)	74	(68 - 79)	75	(69 - 80)
Primary/secondary schools						
Teaching staff	0.6	(0.3 - 0.8)	37	(28 - 46)	38	(29 - 47)
Non-teaching staff	1.4	(1.0 - 1.8)	16	(13 - 20)	18	(14 - 22)
Support staff	0.3	(0.2 - 0.4)	1	(1 - 2)	2	(1 - 2)
All staff	2.3	(1.6 - 2.9)	55	(46 - 64)	57	(48 - 66)
All schools						
Teaching staff	0.2	(0.2 - 0.3)	30	(27 - 34)	31	(27 - 34)
Non-teaching staff	0.8	(0.7 - 0.9)	11	(9 - 12)	11	(10 - 13)
Support staff	0.3	(0.2 - 0.3)	1	(1 - 2)	2	(1 - 2)
All staff	1.3	(1.1 - 1.5)	42	(39 - 46)	44	(40 - 47)

TABLE 3.17: SCHOOLS WITH ABORIGINAL CHILDREN — PROPORTION OF ALL STAFF WHO ARE ABORIGINAL (a), BY TYPE OF SCHOOL AND CATEGORY OF SCHOOL

	Number of staff				FTE staff			
	Aboriginal	Total	% Aboriginal	95% CI	Aboriginal	Total	% Aboriginal	95% CI
Type of school								
Primary	610	14 100	4.3	(3.6 - 5.0)	420	10 700	3.9	(3.2 - 4.6)
Secondary	180	13 300	1.3	(0.9 - 1.8)	140	11 800	1.1	(0.8 - 1.5)
Primary/secondary	580	12 400	4.7	(2.9 - 6.5)	410	10 400	4.0	(2.4 - 5.5)
Total	1 360	39 800	3.4	(2.8 - 4.0)	970	32 800	2.9	(2.4 - 3.5)
Category of school								
Government	1 150	24 400	4.7	(3.9 - 5.4)	800	19 700	4.1	(3.4 - 4.8)
Catholic	160	9 500	1.7	(0.8 - 2.6)	130	8 020	1.6	(0.7 - 2.5)
Independent	60	5 900	0.9	(0.2 - 1.7)	40	5 140	0.7	(0.1 - 1.4)
Total Catholic/Independent	220	15 400	1.4	(0.8 - 2.0)	170	13 200	1.3	(0.7 - 1.8)
Total	1 360	39 800	3.4	(2.8 - 4.0)	970	32 800	2.9	(2.4 - 3.5)

- (a) Proportions are based on the sum of Aboriginal staff within a specified category (e.g. primary schools) divided by the sum of all staff in that category.



TABLE 3.18: SCHOOLS WITH ABORIGINAL CHILDREN — PROPORTION OF ALL STAFF WHO ARE ABORIGINAL (a), BY LEVEL OF RELATIVE ISOLATION (LORI)

LORI	Number of staff				FTE staff			
	Aboriginal	Total	% Aboriginal	95% CI	Aboriginal	Total	% Aboriginal	95% CI
None	330	27 000	1.2	(0.9 - 1.5)	240	22 700	1.1	(0.8 - 1.4)
Low	340	8 510	4.0	(3.1 - 4.8)	240	6 560	3.6	(2.8 - 4.4)
Moderate	270	3 030	9.0	(6.3 - 11.7)	200	2 600	7.9	(5.4 - 10.4)
High	180	670	27.7	(18.9 - 36.6)	130	540	23.3	(14.7 - 31.8)
Extreme	250	610	40.4	(19.2 - 61.6)	160	400	39.3	(16.8 - 61.8)
Western Australia	1 370	39 800	3.4	(2.8 - 4.0)	970	32 800	2.9	(2.4 - 3.5)

(a) Proportions are based on the sum of Aboriginal staff within a specified category (e.g. primary schools) divided by the sum of all staff in that category.

TABLE 3.19: SCHOOLS WITH ABORIGINAL CHILDREN — PROPORTION OF ALL TEACHERS WHO ARE ABORIGINAL (a), BY LEVEL OF RELATIVE ISOLATION (LORI)

LORI	Number of teachers				FTE teachers			
	Aboriginal	Total	% Aboriginal	95% CI	Aboriginal	Total	% Aboriginal	95% CI
None	30	18 300	0.2	(0.1 - 0.3)	20	16 400	0.1	(0.1 - 0.2)
Low	40	5 380	0.7	(0.4 - 1.0)	30	4 430	0.6	(0.4 - 0.9)
Moderate	40	1 680	2.1	(1.3 - 2.8)	30	1 600	2.0	(1.3 - 2.8)
None/Low/Moderate	100	25 300	0.4	(0.3 - 0.5)	80	22 500	0.4	(0.3 - 0.5)
High	30	330	9.2	(4.0 - 14.3)	20	320	7.8	(3.6 - 12.0)
Extreme	80	270	27.9	(8.6 - 47.2)	60	250	23.6	(4.5 - 42.7)
High/Extreme	110	610	17.6	(8.7 - 26.6)	80	570	14.8	(6.2 - 23.4)
Western Australia	210	25 900	0.8	(0.6 - 1.1)	170	23 000	0.7	(0.5 - 1.0)

(a) Proportions are based on the sum of Aboriginal staff within a specified category (e.g. primary schools) divided by the sum of all staff in that category.

TABLE 3.20: SCHOOLS WITH ABORIGINAL STUDENTS — STUDENT TO STAFF RATIOS (a), BY TYPE OF SCHOOL, SCHOOL SYSTEM AND LEVEL OF RELATIVE ISOLATION

	All students to all staff		Aboriginal students to Aboriginal staff	
	Ratio	95% CI	Ratio	95% CI
Type of school				
Primary	11.5	(11.1 - 12.0)	30.0	(26.0 - 34.0)
Secondary	9.0	(8.1 - 9.9)	29.1	(16.7 - 41.4)
Primary/secondary	8.1	(7.4 - 8.9)	22.0	(15.5 - 28.5)
Total	10.2	(9.8 - 10.5)	27.7	(24.1 - 31.3)
Category of school				
Government	10.1	(9.6 - 10.6)	28.6	(24.9 - 32.3)
Catholic	10.9	(10.4 - 11.4)	25.7	(12.0 - 39.4)
Independent	9.6	(8.6 - 10.5)	9.2	(4.2 - 14.1)
Total	10.2	(9.8 - 10.5)	27.7	(24.1 - 31.3)
Level of Relative Isolation				
None/Low	10.7	(10.2 - 11.1)	28.3	(24.0 - 32.6)
Moderate	8.4	(7.6 - 9.1)	22.5	(18.4 - 26.7)
High/Extreme	6.5	(6.0 - 7.0)	29.0	(17.5 - 40.4)
Western Australia	10.2	(9.8 - 10.5)	27.7	(24.1 - 31.3)

(a) Staff includes teaching staff, non-teaching staff and support staff. Aboriginal and All student to staff ratios are derived using staff numbers based on full-time equivalent (FTE) values.



TABLE 3.21: SCHOOLS WITH ABORIGINAL STUDENTS — STUDENT TO TEACHER RATIOS (a), BY TYPE OF SCHOOL, CATEGORY OF SCHOOL AND LEVEL OF RELATIVE ISOLATION

	<i>All students to all teachers</i>		<i>Aboriginal students to Aboriginal teachers</i>	
	<i>Ratio</i>	<i>95% CI</i>	<i>Ratio</i>	<i>95% CI</i>
Type of school				
Primary	17.2	(16.7 - 17.8)	66.5	(43.1 - 89.8)
Secondary	11.8	(10.9 - 12.8)	70.0	(40.7 - 99.4)
Primary/secondary	12.7	(11.7 - 13.7)	66.2	(48.0 - 84.4)
Total	15.0	(14.5 - 15.5)	66.8	(53.0 - 80.6)
Category of school				
Government	15.0	(14.4 - 15.6)	76.0	(59.0 - 93.0)
Catholic	16.1	(15.2 - 16.9)	42.3	(24.8 - 59.9)
Independent	13.6	(12.2 - 15.0)	14.4	(0.2 - 28.6)
Total	15.0	(14.5 - 15.5)	66.8	(53.0 - 80.6)
Level of Relative Isolation				
None/Low	15.5	(14.9 - 16.0)	43.0	(28.0 - 57.9)
Moderate	13.9	(13.0 - 14.8)	107.9	(79.9 - 136)
High/Extreme	10.8	(10.0 - 11.5)	72.4	(51.8 - 93.1)
Western Australia	15.0	(14.5 - 15.5)	66.8	(53.0 - 80.6)

(a) Staff includes teaching staff, non-teaching staff and support staff. Aboriginal and All student to staff ratios are derived using staff numbers based on full-time equivalent (FTE) values.

THE SCHOOL ENVIRONMENT

TABLE 3.22: SCHOOLS WITH ABORIGINAL STUDENTS — PROPORTION OF SCHOOLS WITH A HIGH LEVEL (a) OF SPECIFIC SCHOOL, SOCIAL AND COMMUNITY PROBLEMS WHICH CAN AFFECT THE SCHOOL ENVIRONMENT, BY PROPORTION OF STUDENTS WHO ARE ABORIGINAL

<i>Proportion of schools with a high level (a) of —</i>	<i>Proportion of students who are Aboriginal</i>						<i>All schools</i>	
	<i>Less than 1%</i>		<i>1% to less than 10%</i>		<i>10% or more</i>		<i>%</i>	<i>95% CI</i>
	<i>%</i>	<i>95% CI</i>	<i>%</i>	<i>95% CI</i>	<i>%</i>	<i>95% CI</i>		
Absenteeism	4.0	(0.2 - 7.8)	5.2	(3.2 - 7.1)	29.9	(25.3 - 4.6)	11.7	(9.6 - 13.8)
Overall truancy	0.0	—	1.1	(0.2 - 1.9)	20.1	(16.1 - 24.0)	6.0	(4.7 - 7.3)
Overall school vandalism	2.2	(0.0 - 5.0)	7.7	(5.2 - 10.3)	8.3	(5.4 - 11.2)	6.3	(4.7 - 8.0)
Graffiti on school property	0.0	—	5.0	(2.8 - 7.2)	5.5	(3.2 - 7.7)	3.7	(2.5 - 4.9)
Physical violence occurring in the school	0.0	—	1.4	(0.5 - 2.3)	9.8	(6.8 - 12.7)	3.3	(2.3 - 4.3)
Racism at the school	1.6	(0.0 - 3.7)	1.0	(0.2 - 1.8)	8.2	(5.2 - 11.2)	3.2	(2.1 - 4.3)
Poverty affecting children in the school	1.9	(0.0 - 4.4)	17.7	(13.9 - 21.6)	41.0	(35.9 - 46.1)	19.7	(16.9 - 22.5)
School drug and alcohol abuse	0.0	—	0.7	(0.0 - 1.4)	12.0	(8.7 - 15.4)	3.7	(2.6 - 4.7)
Physical violence occurring in the community	1.9	(0.0 - 4.4)	11.0	(7.9 - 14.0)	45.5	(40.3 - 50.7)	18.0	(15.4 - 20.6)

(a) Defined by the top three points on the seven-point scale.



TABLE 3.23: ABORIGINAL SCHOOL STUDENTS — PROPORTION IN EACH QUARTILE OF SCHOOL PRINCIPAL'S ASSESSMENT OF LEARNING, TEACHING AND SUPPORT PROGRAMMES

Principal's rating (quartiles)	Learning, teaching and support programmes for Aboriginal students				Learning, teaching and support programmes for all students			
	Number	95% CI	%	95% CI	Number	95% CI	%	95% CI
Lowest quartile	5 060	(4420 - 5740)	25.8	(22.5 - 29.3)	6 230	(5540 - 6930)	31.8	(28.3 - 35.4)
Second	6 970	(6240 - 7740)	35.6	(31.9 - 39.5)	6 820	(6130 - 7540)	34.8	(31.3 - 38.5)
Third	5 120	(4520 - 5780)	26.1	(23.1 - 29.5)	3 860	(3320 - 4470)	19.7	(16.9 - 22.8)
Highest quartile	2 440	(1930 - 3000)	12.5	(9.8 - 15.3)	2 690	(2170 - 3270)	13.7	(11.1 - 16.7)
Total	19 600	(19500-19600)	100.0		19 600	(19500-19600)	100.0	

TABLE 3.24: SCHOOLS WITH ABORIGINAL CHILDREN — SCHOOL PRINCIPAL'S ASSESSMENT OF LEARNING, TEACHING AND SUPPORT PROGRAMMES, BY CATEGORY OF SCHOOL

Principal's rating (quartiles)	Learning, teaching and support programmes for Aboriginal students				Learning, teaching and support programmes for All students			
	Number	95% CI	%	95% CI	Number	95% CI	%	95% CI
Government schools								
Lowest quartile	140	(120 - 160)	25.8	(22.0 - 29.5)	120	(100 - 140)	22.2	(19.0 - 25.4)
Second	150	(140 - 170)	28.3	(24.6 - 32.0)	170	(140 - 190)	30.6	(26.2 - 35.0)
Third	140	(110 - 160)	25.1	(21.0 - 29.2)	120	(100 - 150)	22.7	(18.8 - 26.6)
Highest quartile	110	(80 - 140)	20.8	(16.0 - 25.6)	130	(100 - 160)	24.5	(20.0 - 29.0)
Total	540	(510 - 580)	100.0		540	(510 - 580)	100.0	
Catholic / Independent schools								
Lowest quartile	60	(30 - 80)	27.2	(16.5 - 37.9)	40	(20 - 60)	20.2	(10.7 - 29.6)
Second	40	(10 - 60)	17.6	(6.9 - 28.3)	20	(10 - 30)	9.2	(4.7 - 13.7)
Third	50	(30 - 80)	25.6	(14.9 - 36.4)	70	(30 - 100)	31.9	(19.8 - 44.0)
Highest quartile	60	(40 - 80)	29.6	(19.5 - 39.7)	80	(50 - 110)	38.7	(27.1 - 50.3)
Total	210	(160 - 260)	100.0		210	(160 - 260)	100.0	

TABLE 3.25: SCHOOLS WITH ABORIGINAL CHILDREN — PROPORTION WITH AN ADEQUATE CAPACITY TO FULFIL THEIR EDUCATIONAL PURPOSE(a), BY SCHOOL SOCIOECONOMIC INDEX (SEI)

School socioeconomic index (quartiles)	%	95% CI
Lowest	68.5	(47.6 - 84.1)
Second	88.2	(71.8 - 97.7)
Third	89.5	(75.0 - 98.0)
Highest	97.8	(90.3 - 100.0)

(a) 'Adequate' is defined as the top three points on the seven-point scale, from 'inadequate' to 'fully adequate'.



TABLE 3.26: ABORIGINAL SCHOOL STUDENTS — CARERS' SATISFACTION WITH ACCESS TO SCHOOL BUS SERVICE, AND SCHOOLS

<i>Level of satisfaction</i>	<i>Number</i>	<i>95% CI</i>	<i>%</i>	<i>95% CI</i>
Access to school bus service				
Unhappy	2 110	(1 690 - 2 590)	10.8	(8.6 - 13.2)
Neither happy nor unhappy	8 840	(8 170 - 9 480)	45.1	(41.7 - 48.4)
Happy	7 550	(6 910 - 8 230)	38.6	(35.3 - 42.0)
Not stated	240	(90 - 480)	1.2	(0.5 - 2.4)
Not applicable	850	(560 - 1 210)	4.3	(2.9 - 6.2)
Total	19 600	(19 500 - 19 600)	100.0	
Access to schools				
Unhappy	1 160	(860 - 1 510)	5.9	(4.4 - 7.7)
Neither happy nor unhappy	1 380	(1 100 - 1 710)	7.1	(5.6 - 8.7)
Happy	16 800	(16 300 - 17 200)	85.8	(83.3 - 88.0)
Not stated	250	(90 - 480)	1.3	(0.5 - 2.4)
Total	19 600	(19 500 - 19 600)	100.0	

TABLE 3.27: ABORIGINAL SCHOOL STUDENTS — PROPORTION OF CARERS UNHAPPY WITH ACCESS TO SCHOOLS AND SCHOOL BUS SERVICE, BY LEVEL OF RELATIVE ISOLATION (LORI)

<i>LORI</i>	<i>Carer unhappy with access to school bus service</i>		<i>Carer unhappy with access to schools</i>	
	<i>%</i>	<i>95% CI</i>	<i>%</i>	<i>95% CI</i>
None	6.3	(4.0 - 9.7)	4.3	(2.2 - 8.0)
Low/Moderate	13.9	(10.9 - 17.5)	7.3	(5.5 - 9.5)
High/Extreme	11.1	(3.5 - 23.1)	5.3	(0.5 - 14.5)

TABLE 3.28: SCHOOLS WITH ABORIGINAL STUDENTS — PROPORTION THAT HAVE EVER IMPLEMENTED SELECTED PROFESSIONAL DEVELOPMENT AND/OR CURRICULUM ACTIVITIES

<i>Professional Development or curriculum activity</i>	<i>Number</i>	<i>95% CI</i>	<i>%</i>	<i>95% CI</i>
<i>Our Story – Aboriginal Cultural Awareness Training for the education sector</i>	340	(310 - 370)	45.5	(40.9 - 50.1)
<i>FELIKS – Fostering English Language in Kimberley Schools</i>	40	(30 - 50)	5.5	(4.3 - 6.8)
<i>ABC of Two Way Literacy and Learning</i>	80	(70 - 100)	11.2	(9.3 - 13.2)
<i>Deadly Ways to Learn</i>	160	(140 - 180)	21.7	(18.5 - 24.9)
<i>Time for Talk</i>	70	(50 - 80)	9.0	(7.0 - 10.9)
Aboriginal Studies (across the curriculum)	420	(380 - 460)	55.8	(51.0 - 60.6)
Aboriginal Studies (discrete unit or course)	260	(220 - 300)	34.3	(29.6 - 39.1)
<i>Do You Hear What I Hear – Otitis Media</i>	120	(110 - 140)	16.5	(13.9 - 19.2)
Other Professional Development on developing culturally inclusive curricula	340	(290 - 390)	44.8	(39.9 - 49.6)
At least one of the selected Professional Development or curriculum activities	590	(540 - 640)	78.7	(74.7 - 82.6)



TABLE 3.29: SCHOOLS WITH ABORIGINAL STUDENTS — PROPORTION THAT HAD IMPLEMENTED AT LEAST ONE SELECTED PROFESSIONAL DEVELOPMENT AND/OR CURRICULUM ACTIVITY, BY LEVEL OF RELATIVE ISOLATION (LORI)

LORI	%	95% CI
None	74.3	(68.2 - 80.4)
Low/Moderate	82.5	(77.8 - 87.1)
High/Extreme	96.0	(92.2 - 99.7)
Western Australia	87.7	(74.7 - 82.6)

TABLE 3.30: SCHOOLS WITH ABORIGINAL STUDENTS — PROPORTION WITH ABORIGINAL STUDENT SUPPORT AND PARENT AWARENESS COMMITTEES (ASSPA) AND ABORIGINAL AND ISLANDER EDUCATION OFFICERS (AIEO), BY CATEGORY OF SCHOOL, LEVEL OF RELATIVE ISOLATION, AND PROPORTION OF STUDENTS WHO ARE ABORIGINAL

	Schools with an ASSPA		Schools with an AIEO	
	Proportion of schools	95% CI	Proportion of schools	95% CI
Category of school				
Government	72.1	(66.9 - 77.3)	47.3	(42.8 - 51.9)
Catholic	38.6	(25.9 - 51.2)	21.9	(13.5 - 30.3)
Independent	13.6	(5.0 - 22.3)	2.7	(0.0 - 5.4)
Total	60.0	(54.7 - 65.3)	38.1	(34.1 - 42.1)
Level of Relative Isolation				
None	43.3	(36.7 - 49.9)	24.5	(20.1 - 29.0)
Low/Moderate	80.2	(74.7 - 85.8)	52.8	(46.7 - 58.9)
High/Extreme	100.0	(97.0 - 100.0)	79.0	(71.2 - 86.9)
Western Australia	60.0	(54.7 - 65.3)	38.1	(34.1 - 42.1)
Proportion of students who are Aboriginal				
Less than 1%	15.7	(7.3 - 24.1)	5.3	(1.0 - 9.6)
1% to less than 10%	68.0	(61.6 - 74.3)	34.8	(29.9 - 39.8)
10% or more	92.3	(88.5 - 96.2)	76.8	(71.8 - 81.7)
Total	60.0	(54.7 - 65.3)	38.1	(34.1 - 42.1)



USE OF SCHOOL SUPPORT SERVICES

TABLE 3.31: ABORIGINAL STUDENTS AGED 4–17 YEARS — USE OF SCHOOL SUPPORT SERVICES

<i>Use of support services</i>	<i>Number</i>	<i>95% CI</i>	<i>%</i>	<i>95% CI</i>
Intellectual disabilities				
Yes, uses this service	590	(460 - 760)	3.0	(2.3 - 3.9)
No, but does need this service	880	(650 - 1 140)	4.5	(3.3 - 5.8)
No, does not require this service	18 100	(17 800 - 18 400)	92.5	(90.9 - 93.8)
Total	19 600	(19 500 - 19 600)	100.0	
Emotional or behavioural disturbances				
Yes, uses this service	770	(650 - 910)	3.9	(3.3 - 4.6)
No, but does need this service	1 520	(1 230 - 1 840)	7.7	(6.3 - 9.4)
No, does not require this service	17 300	(17 000 - 17 600)	88.3	(86.6 - 90.0)
Total	19 600	(19 500 - 19 600)	100.0	
Learning difficulties				
Yes, uses this service	3 290	(2 870 - 3 750)	16.8	(14.7 - 19.1)
No, but does need this service	2 250	(1 970 - 2 560)	11.5	(10.0 - 13.0)
No, does not require this service	14 100	(13 600 - 14 500)	71.7	(69.3 - 74.2)
Total	19 600	(19 500 - 19 600)	100.0	
Talented and gifted children				
Yes, uses this service	220	(100 - 400)	1.1	(0.5 - 2.0)
No, but does need this service	950	(770 - 1 160)	4.9	(3.9 - 5.9)
No, does not require this service	18 400	(18 200 - 18 600)	94.0	(92.7 - 95.1)
Total	19 600	(19 500 - 19 600)	100.0	
Physical disabilities				
Yes, uses this service	150	(70 - 290)	0.8	(0.4 - 1.5)
No, but does need this service	770	(590 - 980)	3.9	(3.0 - 5.0)
No, does not require this service	18 700	(18 400 - 18 900)	95.3	(94.1 - 96.4)
Total	19 600	(19 500 - 19 600)	100.0	
Vision or hearing impairments				
Yes, uses this service	640	(440 - 930)	3.3	(2.2 - 4.7)
No, but does need this service	1 420	(1 170 - 1 700)	7.3	(6.0 - 8.7)
No, does not require this service	17 500	(17 200 - 17 800)	89.5	(87.6 - 91.1)
Total	19 600	(19 500 - 19 600)	100.0	



TABLE 3.32: ALL SCHOOL STUDENTS AGED 4–16 YEARS — USE OF SCHOOL SUPPORT SERVICES

<i>Use of support services</i>	<i>Number</i>	<i>95% CI</i>	<i>%</i>	<i>95% CI</i>
Intellectual disabilities				
Yes	3 520	(1 960 - 5 740)	1.3	(0.7 - 2.1)
No	253 000	(248 000 - 257 000)	92.5	(90.7 - 94.1)
Don't know	16 900	(12 900 - 21 500)	6.2	(4.7 - 7.9)
Total	273 000	(273 000 - 273 000)	100.0	
Emotional or behavioural problems				
Yes	5 020	(3 250 - 7 230)	1.8	(1.2 - 2.6)
No	243 000	(236 000 - 249 000)	88.9	(86.5 - 91.0)
Don't know	25 400	(19 900 - 31 700)	9.3	(7.3 - 11.6)
Total	273 000	(273 000 - 273 000)	100.0	
Learning disabilities				
Yes	7 330	(5 580 - 9 470)	2.7	(2.0 - 3.5)
No	245 000	(239 000 - 250 000)	89.6	(87.5 - 91.3)
Don't know	21 200	(16 700 - 26 400)	7.7	(6.1 - 9.7)
Total	273 000	(273 000 - 273 000)	100.0	
Advanced or gifted children				
Yes	15 100	(11 200 - 19 600)	5.5	(4.1 - 7.2)
No	230 000	(223 000 - 236 000)	84.1	(81.6 - 86.3)
Don't know	28 400	(23 200 - 34 300)	10.4	(8.5 - 12.6)
Total	273 000	(273 000 - 273 000)	100.0	
Physical disabilities				
Yes	1 340	(690 - 2 340)	0.5	(0.3 - 0.9)
No	252 000	(247 000 - 257 000)	92.3	(90.5 - 93.9)
Don't know	19 600	(15 400 - 24 700)	7.2	(5.6 - 9.0)
Total	273 000	(273 000 - 273 000)	100.0	
Vision or hearing impairments				
Yes	2 960	(1 620 - 4 730)	1.1	(0.6 - 1.7)
No	262 000	(259 000 - 265 000)	96.0	(94.7 - 97.1)
Don't know	7 880	(5 400 - 11 100)	2.9	(2.0 - 4.1)
Total	273 000	(273 000 - 273 000)	100.0	

Source: 1993 Western Australian Child Health Survey.



TABLE 3.33: ABORIGINAL SCHOOL STUDENTS AGED 4–17 YEARS — USE OF SCHOOL SUPPORT SERVICES, BY LEVEL OF RELATIVE ISOLATION (LORI)

LORI	Use of support services	Number	95% CI	%	95% CI
Intellectual disabilities					
None	Yes, uses this service	250	(150 - 390)	3.6	(2.2 - 5.6)
	No, but does need this service	370	(240 - 580)	5.3	(3.3 - 8.1)
Low	Yes, uses this service	220	(160 - 310)	4.3	(3.1 - 5.9)
	No, but does need this service	260	(190 - 360)	5.1	(3.6 - 6.8)
Moderate	Yes, uses this service	90	(50 - 170)	2.0	(1.0 - 3.4)
	No, but does need this service	150	(40 - 400)	3.2	(0.9 - 8.5)
High	Yes, uses this service	20	(10 - 50)	1.1	(0.4 - 2.5)
	No, but does need this service	80	(40 - 150)	4.0	(2.1 - 6.8)
Extreme	Yes, uses this service	0	(0 - 220)	0.4	(0.0 - 26.5)
	No, but does need this service	10	(0 - 110)	2.0	(0.1 - 13.8)
Western Australia	Yes, uses this service	590	(460 - 760)	3.0	(2.3 - 3.9)
	No, but does need this service	880	(650 - 1 140)	4.5	(3.3 - 5.8)
Emotional or behavioural disturbances					
None	Yes, uses this service	290	(220 - 370)	4.1	(3.1 - 5.3)
	No, but does need this service	600	(420 - 810)	8.5	(5.9 - 11.5)
Low	Yes, uses this service	230	(160 - 310)	4.4	(3.1 - 6.0)
	No, but does need this service	450	(340 - 590)	8.7	(6.5 - 11.1)
Moderate	Yes, uses this service	180	(130 - 240)	3.9	(2.9 - 5.1)
	No, but does need this service	250	(110 - 490)	5.5	(2.3 - 10.2)
High	Yes, uses this service	50	(30 - 100)	2.6	(1.3 - 4.7)
	No, but does need this service	150	(90 - 250)	7.7	(5.0 - 11.7)
Extreme	Yes, uses this service	20	(0 - 180)	2.6	(0.1 - 21.1)
	No, but does need this service	60	(10 - 240)	8.4	(1.1 - 29.2)
Western Australia	Yes, uses this service	770	(650 - 910)	3.9	(3.3 - 4.6)
	No, but does need this service	1 520	(1 230 - 1 840)	7.7	(6.3 - 9.4)
Learning difficulties					
None	Yes, uses this service	1 280	(1 040 - 1 570)	18.2	(14.7 - 22.2)
	No, but does need this service	880	(680 - 1 120)	12.5	(9.6 - 15.9)
Low	Yes, uses this service	1 010	(790 - 1 270)	19.3	(15.3 - 23.7)
	No, but does need this service	550	(430 - 690)	10.6	(8.4 - 13.2)
Moderate	Yes, uses this service	740	(520 - 1 020)	15.9	(11.6 - 21.1)
	No, but does need this service	540	(420 - 680)	11.6	(9.4 - 14.2)
High	Yes, uses this service	210	(140 - 320)	10.7	(7.4 - 15.1)
	No, but does need this service	180	(100 - 300)	9.1	(5.5 - 13.8)
Extreme	Yes, uses this service	50	(0 - 500)	7.0	(0.0 - 52.2)
	No, but does need this service	90	(20 - 250)	12.8	(3.8 - 30.7)
Western Australia	Yes, uses this service	3 290	(2 870 - 3 750)	16.8	(14.7 - 19.1)
	No, but does need this service	2 250	(1 970 - 2 560)	11.5	(10.0 - 13.0)
Talented and gifted children					
None	Yes, uses this service	80	(10 - 270)	1.1	(0.1 - 3.9)
	No, but does need this service	410	(270 - 580)	5.8	(3.8 - 8.2)
Low	Yes, uses this service	90	(40 - 190)	1.8	(0.8 - 3.6)
	No, but does need this service	250	(170 - 350)	4.7	(3.3 - 6.6)
Moderate	Yes, uses this service	20	(10 - 30)	0.5	(0.3 - 0.7)
	No, but does need this service	160	(110 - 230)	3.5	(2.3 - 4.9)
High	Yes, uses this service	20	(10 - 80)	1.2	(0.3 - 3.8)
	No, but does need this service	90	(60 - 140)	4.4	(2.7 - 6.4)
Extreme	Yes, uses this service	10	(0 - 290)	0.8	(0.0 - 33.6)
	No, but does need this service	50	(10 - 150)	6.8	(0.8 - 20.8)
Western Australia	Yes, uses this service	220	(100 - 400)	1.1	(0.5 - 2.0)
	No, but does need this service	950	(770 - 1 160)	4.9	(3.9 - 5.9)

Continued . . .



TABLE 3.33 (continued): ALL SCHOOL STUDENTS AGED 4–16 YEARS — USE OF SCHOOL SUPPORT SERVICES, BY LEVEL OF RELATIVE ISOLATION (LORI)

LORI	Use of support services	Number	95% CI	%	95% CI
Physical difficulties					
None	Yes, uses this service	70	(10 - 230)	1.0	(0.1 - 3.2)
	No, but does need this service	340	(220 - 520)	4.9	(3.1 - 7.3)
Low	Yes, uses this service	60	(30 - 90)	1.1	(0.6 - 1.8)
	No, but does need this service	220	(120 - 360)	4.2	(2.3 - 6.9)
Moderate	Yes, uses this service	20	(10 - 40)	0.5	(0.2 - 0.9)
	No, but does need this service	130	(90 - 200)	2.9	(1.9 - 4.1)
High	Yes, uses this service	0	(0 - 60)	0.0	(0.0 - 2.8)
	No, but does need this service	60	(20 - 110)	2.9	(1.3 - 5.2)
Extreme	Yes, uses this service	0	(0 - 60)	0.0	(0.0 - 7.4)
	No, but does need this service	10	(0 - 120)	1.9	(0.1 - 15.8)
Western Australia	Yes, uses this service	150	(70 - 290)	0.8	(0.4 - 1.5)
	No, but does need this service	770	(590 - 980)	3.9	(3.0 - 5.0)
Vision or hearing impairments					
None	Yes, uses this service	120	(40 - 270)	1.7	(0.5 - 3.9)
	No, but does need this service	520	(380 - 710)	7.4	(5.4 - 10.1)
Low	Yes, uses this service	170	(70 - 380)	3.3	(1.4 - 7.1)
	No, but does need this service	320	(240 - 410)	6.1	(4.7 - 7.8)
Moderate	Yes, uses this service	170	(110 - 250)	3.6	(2.4 - 5.1)
	No, but does need this service	280	(140 - 480)	6.0	(3.0 - 9.9)
High	Yes, uses this service	140	(80 - 220)	6.8	(4.4 - 10.1)
	No, but does need this service	200	(110 - 310)	9.8	(6.2 - 15.0)
Extreme	Yes, uses this service	50	(0 - 430)	6.7	(0.0 - 45.9)
	No, but does need this service	110	(30 - 250)	14.6	(5.0 - 31.1)
Western Australia	Yes, uses this service	640	(440 - 930)	3.3	(2.2 - 4.7)
	No, but does need this service	1 420	(1 170 - 1 700)	7.3	(6.0 - 8.7)

Source: Western Australian Aboriginal Child Health Survey; Schools Australia, 2001 (ABS Catalogue No. 4221.0).



