



ACT Community Language Schools Association

Office: Multicultural Centre
2nd Floor, 180 London Circuit, Canberra City
Mail: GPO Box 1353, Canberra 2601
Email: admin@actcls.org.au
Phone: 62305191

November 30, 2011

**The Hon Andrew Barr MLA
Treasurer
ACT Government
CANBERRA**



The ACT Community Languages Schools Association and Community Languages Australia write to you with a Budget proposal relating to the community languages school program in the ACT. We request it be considered for the 2012-2013 budget process.

In the ACT there are 1790 students studying 33 languages through the community languages schools program. Currently 42 schools operate in the program

The ACT CLSA and CLA have worked closely with the Office of Multicultural Affairs and the Department of Education and Training in developing a systemic and effective languages education program. We have also streamlined much of the funding processes for schools.

The submission we are attaching outlines

- The purpose of the program and argues the reasons for an increase in funding
- The benefits of the program and how the program is aligned to Government policy
- The drawbacks if funding was not increased
- Recommendations for increased funding

We would be more than pleased to discuss this budget proposal with you or with a member of your staff.

Please do not hesitate to contact Stefan Romaniw Executive Director Community Languages Australia 0419 531255 or Mr Javad Mehr President ACT CLSA 0412 222 473

**Javad Mehr
President
ACT CLSA**

**Stefan Romaniw OAM
Executive Director
Community Languages Australia**

BRIEF DESCRIPTION OF PROGRAM AND REQUEST FOR FUNDING INCREASE

1. To enhance the role of community language schools in the delivery of languages education and multicultural policy in the ACT
2. To assist the Government in delivering its commitment in the above areas

Funding provided will be used to;
Increase

- Improve quality delivery of languages program in ethnic schools in ACT (extension)
- Improve activity in enhancing multicultural policies in ACT by engaging the broader community
- Enhance the Professional Development program (extension)
- Investigate creating credit bearing LOTE Methodology Certificate IV Community language education training course for instructors to undertake (although this will need separate funding for teachers who need to be trained)
- Implement of Quality Assurance Framework which will guarantee better educational outcomes
- Implement the Administrative and Organisational Manual which regulate schools in a more consistent manner
- Increase activity in planning and implementation of social cohesion and social harmony programs
- Examine processes for introducing Year 11 and 12 delivery of languages in more community language school schools
- Enhance the coordination and delivery of member services through the office of the ACT CLSA and its administrative officer (extension)
- Work with the OMA to jointly resource and stage events and a series of activities throughout the year to widely promote the positive aspects of community languages in the community(extension)
- A more focussed administrative and leadership role for ACT CLSA this role is important as the cost to Government to take on this role would be far higher. Additional funding which is indexed is required.

THE NEED FOR ADDITIONAL RESOURCES

- Role of community languages schools has been expanded and will continue to so in line with the National Curriculum. Nationally the trend to look at flexible modes of delivery for effective languages programs.
- The current program requires additional resources to meet the new standards set in the Quality Assistance Framework which includes strengthening teacher training, curriculum and resources development professional development, increasing levels of retention of students in language education at years 11 and 12
- Current funding does not allow for many of these areas to be developed as the limited funding provided at present covers only part of overall operation of community languages schools. Whilst over \$90 is provided per capita (through various language grants), research has indicated that overall costs per student is in excess of \$400 and rising if all factors were taken into account. The community through sponsorship, fundraising and in kind support make up the shortfall
- An improved relation with OMA and DET as new effective partnership is working to deliver Government policy. The partnership is worthwhile and aimed at bringing benefits to the broader community in promoting social cohesion, understanding and tolerance. Economic benefits of developing a pool of mother tongue language speakers, increasing intercultural awareness which in turn building economic bridges Addition funding is required to drive these policies further.
- Emerging communities are also increasing their activity in the community languages areas. Research (VUT) has shown that community languages schools play a major role, in settlement and assisting parents and children to settle into a new environment Addition funding is requiring developing these programs and providing support for newly established schools.
- Overall OMA, DET and ACT CLSA have worked closely in indentifying the above needs and making them priorities from a longer list of other demands in the area.

WHAT IF THERE WAS NO INCREASE.

Maintain the status quo will lead to schools falling begin the national role CLS play.

No injection of funds will diminish the opportunity to meet QA standards. These lead to better educational outcomes.

Diminished opportunities in taking, PD, materials development will lead to smaller numbers in schools as parents and student demand quality programs

No additional funding will also lead to strain on community resources which are now stretched to the limit. Much of the current support for school is already provided by the community.

The political fallout is also a consideration. CLS now attract great deal of attention in community, education and multicultural areas.

There has been no real increase in funding since the initial agreement was drawn up in 1997. There is an expectation that the program will receive an increase as there the role of CLS in delivering programs has increased.

ALIGNMENT TO GOVERNMENT POLICY

CLA in the ACT play an important role in delivering the ACT Government's policies in education and multicultural affairs. Community Language Schools are complementary providers of languages education.

This statement is supported by the following policy context

- a) The National Plan on Languages developed by the then MCEETYA (DEST) in 2005 and now by MCEEDYA (2010) (DEEWR) acknowledge community languages schools as complementary providers of languages education.
- b) The ACARA *Draft Shape of Australian Curriculum - Languages* takes into account the range of languages currently taught in Australian, government and non government schools as well as in ethnic or community schools.
- c) The 42 schools, who are members of the Association, contribute to the development of community language programs across Canberra. *DET report 2009-2010 ACT Multicultural Strategy*
- d) The Department of Education and Training policy in relation to languages education is as follows - Taken from Department of Education statement

Why do we teach languages in ACT schools?

- Learning a language is a core component of the ACT curriculum framework.
 - Students extend their thinking and reasoning skills and they apply these in other areas of learning and in processing knowledge.
 - Learning languages assists a student develop multiple intelligences.
 - Using more than one language is a skill of the highest order.
 - Knowing aspects of another language improves students' skills in using English and communicating effectively.
 - Learning a language assists students to use modern communication and information technologies like computers and the Internet.
 - Students will be able to engage with other cultures using the skills gained by learning a language
 - Students will be able to relate to their local society and culture as well as being able to operate globally.
- e) ACT Multicultural affairs policy also supports this and funding is provided to schools

CLS assist in delivering education multicultural affairs policies. Schools and communities, contribute to the diverse and vibrant ACT and add value to business, the arts, and education. Community Language Schools are social connectors and contributors to social cohesion. Each week in ACT thousands of people are connected with schools (42 schools and approx 1790 students, their parents, siblings and extended family, nationally the connection with over 600 000 people using the same formula).

CURRENT ARRANGEMENTS

- \$40 per capita funding
- Schools receive \$1,000 each for administration
- Schools are eligible to apply to OMA for further funding
- OMA provides \$40,000 for administrative support

RECOMMENDATIONS

That Government commit to 4 year funding model

1. That funding to schools for 2012 - 2013 will be \$80 per capita
2. That schools administration support remains at \$1,000 per school
3. That the ACT CLSA receive \$50,000 for Administrative Support
4. That \$6,000 be provided for Professional development sessions in 2012-2013

That the following be considered as per capita support for the 2013-2016 period

- 2013-2014 \$90
- 2014-2015 \$100
- 2015-2016 \$110

That the following be considered as per administrative support for the 2013-2016 period

Administrative support

- 2013-2014 \$55,000
- 2014-2015 \$60,000
- 2015-2016 \$65,000

	2012-2013	2013-2014	2014-2015	2015-2016
Per Capita	\$ 152,000	\$ 180,000	\$ 210,000	\$ 242,000
School Administration	\$ 44,000	\$ 46,000	\$ 48,000	\$ 50,000
Administrative support	\$ 50,000	\$ 55,000	\$ 60,000	\$ 65,000
Professional Development	\$ 6,000	\$ 7,000	\$ 8,000	\$ 9,000
TOTAL	\$ 252,000	\$ 288,000	\$ 326,000	\$ 366,000