

What is the timeframe of implementation of the Auslan curriculum in NSW?

Currently, the language syllabuses in NSW are being reviewed by NESA in consultation with the public. They are only reviewing the following languages which are the current suite of offerings:

- Aboriginal Languages K–10 Syllabus
- Arabic K–10 Syllabus
- Chinese K–10 Syllabus (Current)
- Chinese K–10 Syllabus (NEW from 2019)
- Classical Greek K–10 Syllabus
- French K–10 Syllabus
- German K–10 Syllabus
- Hebrew K–10 Syllabus
- Indonesian K–10 Syllabus
- Italian K–10 Syllabus
- Japanese K–10 Syllabus (Current)
- Japanese K–10 Syllabus (NEW from 2019)
- Korean K–10 Syllabus
- Latin K–10 Syllabus
- Modern Greek K–10 Syllabus
- Russian K–10 Syllabus
- Spanish K–10 Syllabus
- Turkish K–10 Syllabus
- Vietnamese K–10 Syllabus

As you will see, Auslan is not one of the languages that is currently offered in NSW.

The question of when would it be offered was asked and the response was – “In order to develop a new syllabus, a feasibility study needs to be completed.” This includes finding the data for the following questions:

- The number of students that need or want to do Auslan across the state;
- The number of teachers accredited to teach the subject;
- Resources available; and,
- Projected numbers in the course.

NESA did acknowledge that this data is harder to collect for Auslan as it does not have immigration patterns and census data to use.

Once the feasibility study has been completed, it will provide information about the viability of the course. If Auslan is then recognised to be a viable course, then the syllabus would need to be developed.

The recognised timeframe for the feasibility study and syllabus development would be 3-5 years. In the meantime, each individual school that would like to deliver Auslan needs to write their own course and get it recognised as a school-developed board-endorsed course. Schools with only small numbers of students may not have the resources or capacity to do this.

In order to implement the ACARA Auslan curriculum, outcomes and indicators need to be developed by NESA once the feasibility study is completed and if it is denoted a viable language.

2. Reverend the Hon. FRED NILE: Can you take it on notice to give us examples of where the Commonwealth has withdrawn programs or funding?

The response below is based on the Independent school sector in NSW –

The Commonwealth government has stopped the targeted funding programs in Independent schools – the ones that related specifically to students with disabilities are integration funding, and minor capital works and equipment. Schools were able to apply for assistance towards purchasing specialised equipment that students required to access the curriculum.

This funding has since ceased. Although Gonski 2.0 will roll out in 2018, it is too early for RIDBC to report on the benefits or deficits of the new model. It is understood that schools will be allocated an amount per student based on adjustments that a student receives; however, there will be no additionality for minor

capital works, e.g., bathroom modification, ramps or purchasing specialised equipment.