

## LEGISLATIVE ASSEMBLY OF THE NORTHERN TERRITORY

### WRITTEN QUESTION

Mr Guyula to the Minister for Education:

#### ESL student and teacher ratios

Why is the same teacher/student ratio which is applied to Intensive English units in Darwin not applied to remote ESL students?

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#### ANSWER:

Intensive English Units provide initial intensive support to newly arrived students to Australia from a number of language backgrounds whom are at a beginning level of English proficiency. Students are only eligible to be in the program for a 12 – 18 month period. Once they have completed the program, students return to their local school. Intensive English Units are funded for a fixed number of students. No other additional funding is provided for these students through the department's School Resourcing Model.

School resourcing is determined through a student needs-based funding model. This model provides a transparent and equitable distribution of resources based on:

- student needs, including weightings for year level
- socio-economic status
- Aboriginal status
- percentage of Aboriginal students
- remoteness of school
- English as a second language
- students with additional needs
- school size
- distance education.

The weighting for English as a Second Language is linked to the English proficiency phase of the student. The English proficiency phase informs classroom teaching.

Once schools receive allocated funding, the principal, in consultation with the School Representative Body, has autonomy in how that funding is spent. There is no proscribed teacher to student ratio guiding the Intensive English Units; however, the average is around 1:15.