

Estimates Committee 2016
Questions Taken On Notice

(14/06/2016 to 23/06/2016)

Date: 22/06/2016 Output: Whole of Government
Sub Output:
Subject: Non-school based staff working to support children with autism

From: Ms Nicole Manison to Hon Peter Chandler
Education

8-4
Question: How many non-school based staff are within the Department of Education working to specifically support children with autism, and how many of those staff in non-school based positions are working within the Department of Education to support students with hearing loss?

Answer:
Answered On: 07/07/2016

ESTIMATES COMMITTEE

Question Taken on Notice

Date: 22/06/2016 **Output:**

Subject: Non-school based staff working to support children with autism

From: Member for Wanguri, Ms Nicole Manison MLA

To: Minister for Education, the Hon Peter Chandler MLA

Agency: Department of Education

Number: 8.4

Question: **How many non-school based staff are within the Department of Education working to specifically support children with autism, and how many of those staff in non-school based positions are working within the Department of Education to support students with hearing loss?**

Answer:

Non-school based staff

Autism Spectrum Disorder (ASD)

Students with a diagnosis of ASD are supported by six education advisors. Three education advisors are based centrally and three are regionally based. This team works collaboratively to manage the caseload across the Northern Territory.

Hearing

Hearing loss is supported by four educational advisors, one of whom is based in Alice Springs and three in Darwin. The three education advisors based in Darwin provide a Territory-wide service.

School based staff

The number of full-time equivalent (FTE) teachers, administrative and classroom support staff for each special school, including those supporting students with hearing impairment or ASD, along with other special needs, is at Attachment A. Please note that this data is not available for mainstream school-based staff.

In mainstream schools, if students with ASD or hearing impairment require additional support to access learning, then individual schools can co-ordinate and supplement existing support through their global school budget.

Autism Spectrum Disorder

Substantial professional learning opportunities through online learning and Positive Partnerships (face to face) are provided to staff in schools who work directly with students who have a diagnosis of ASD.

Work also occurs collaboratively with community-based organisations such as Autism NT to complement opportunities for students and their families.

Hearing

All school-based staff are provided with the professional learning and support as required to ensure students with a hearing loss are supported to access learning.

ATTACHMENT A

Full-time equivalent (FTE) by special schools as at 24 February 2016

School	Classification Group	Classification	Full Time Equivalent
Acacia Hill School	Administrative Officer	AO296	1.0
	Administrative Officer	AO492	15.3
	Administrative Officer	AO5	1.0
	Executive Contract Principal	ECPL2	1.0
	Physical	PH2	1.0
	Physical	PH4	1.0
	Senior Teacher	ST1	2.0
	Senior Teacher	ST3	1.0
	Teacher	CT	14.5
			37.7
Henbury School	Administrative Officer	AO296	1.0
	Administrative Officer	AO392	1.0
	Administrative Officer	AO396	1.0
	Administrative Officer	AO492	0.5
	Administrative Officer	AO496	22.5
	Administrative Officer	AO5	1.0
	Executive Contract Principal	ECPL2	1.0
	Physical	PH3	0.5
	Professional	P3	1.0
	Senior Teacher	ST1	2.0
	Senior Teacher	ST3	2.0
	Teacher	CT	24.0
			57.5
Kintore Street School	Administrative Officer	AO496	5.8
	Principal	TP2	1.0
	Senior Teacher	ST1	1.0
	Teacher	CT	5.4
			13.2
Nemarluk School	Administrative Officer	AO2	1.0
	Administrative Officer	AO292	1.0
	Administrative Officer	AO492	0.9
	Administrative Officer	AO496	27.0
	Administrative Officer	AO5	2.0
	Executive Contract Principal	ECPL3	1.0
	Physical	PH4	1.0
	Senior Teacher	ST1	3.0
	Senior Teacher	ST3	2.0
	Teacher	CT	30.8
		69.7	
Total			178.1