

Senate Committee: Education and Employment

QUESTION ON NOTICE Budget Estimates 2017 - 2018

Outcome: Schools and Youth

Department of Education and Training Question No. SQ17-000682

Senator McKenzie, Bridget asked on 01 June 2017, Proof Hansard page 115

Gonski review recommendations

Question

CHAIR: In terms of recommendation 11, on notice could you take recommendations 11, 21, 3, 14, 15—about the loading for Aboriginal and Torres Strait Islander students—and recommendation 26, and can you please do a bit of a comparator between what the Gonski report recommended and what was actually implemented.

Mr Cook: Sure.

Answer

The following table provides details of how these recommendations were implemented in 2014 under arrangements finalised by the previous government:

Recommendation		Status
3	For the purposes of allocating public funding for non-government schools, the Australian Government should continue to use the existing area-based socioeconomic status (SES) measure, and as soon as possible develop, trial and implement a new measure for estimating the quantum of the anticipated private contribution for non-government schools in consultation with the states, territories and non-government sectors.	Subsequent to the 2011 <i>Review of Funding for Schooling</i> , the Australian Bureau of Statistics (ABS) replaced the smallest spatial unit of data available from Collection District (CD) with Statistical Area Level 1 (SA1). According to the ABS, SA1s were designed to be much more homogenous than CDs and are less likely to mask socioeconomic diversity. This significantly reduced the concerns raised in this recommendation. SA1s have a population of between 200 and 800 people with an average population size of approximately 400 people.

Recommendation	Status
<p>11 The Australian Government should negotiate with state and territory governments and consult with the non-government sector with a view to implementing a national Schooling Resource Standard (SRS) that allows flexibility in how it is applied across jurisdictions.</p> <p>This process should be guided by the following principles:</p> <ul style="list-style-type: none"> • the states and territories should have an incentive to take part in new funding arrangements • the states and territories and the Australian Government should share any efficiencies in the provision of education on the basis of the SRS • no state or territory should be disadvantaged in relation to Commonwealth Grants Commission or GST allocations as a result of their cooperation with the Australian Government in implementing the SRS. 	<p>Three states agreed to commit additional funding by signing up to the National Education Reform Agreement (NERA).</p>
<p>14 The SRS should include loadings for:</p> <ul style="list-style-type: none"> • school size and location • the proportion of students in a school who are Indigenous or from low socioeconomic backgrounds, with loadings to increase for schools where the concentration of such students is higher • the proportion of students in a school with limited English language proficiency. <p>Loadings for students with disability should be added as soon as possible once work underway on student numbers and adjustment levels is completed.</p> <p>The Australian Government should work with the states and territories and the non-government sector to develop and check specific proposed loadings by mid-2012.</p>	<p>Under the <i>Australian Education Act 2013</i> the SRS comprises a base amount for every primary and secondary student, along with six loadings to provide extra funding for disadvantaged students and schools, including students with disability, low English language proficiency, Aboriginal and Torres Strait Islander status, low socio-economic status, school location and school size.</p> <p>Work on the Nationally Consistent Collection of Data on School Students with Disability (NCCD) continued through the Education Council's Joint Working Group to Provide Advice on Reform for Students with Disability (Joint Working Group).</p>
<p>15 SRS per student amounts applying in 2014 should thereafter be indexed annually based on actual changes in the costs of schooling incurred by reference schools.</p> <p>Both the per student amounts and the loadings should be reviewed by the National Schools Resourcing Body before the commencement of each funding quadrennium. Indexation and review should occur within an institutional framework that ensures that the process is independent, transparent and rigorous</p>	<p>Prior to passage of the Australian Education Amendment Bill 2017 in June 2017, the <i>Australian Education Act 2013</i> set out a range of indexation rates for schools depending on their historical funding arrangements, as well as indexation of the SRS.</p> <p>The recommendation to establish a National Schools Resourcing Body was not adopted by the previous government.</p>

Recommendation	Status
<p>21 For the purposes of allocating public funding for non-government schools, the minimum private contribution should be anticipated for schools with SES scores in the lowest quarter of scores. The minimum public contribution should apply to schools with SES scores above around 130. The precise school SES scores and the shape of the anticipated private contribution between these two points should be set in a way that balances:</p> <ul style="list-style-type: none"> • minimising the extent and incidence of any differences between the SRS required by each non-government school and system and the resources currently available to it from all sources • preserving reasonable incentives for an adequate private contribution towards the SRS across non-government schools with various capacities to contribute. 	<p>Under the <i>Australian Education Act 2013</i> the maximum public contribution is provided to schools with an SES score of 93 or below. The minimum contribution is provided to schools with an SES of 125 or above.</p> <p>Arrangements put in place by the previous government included a 'primary bow curve' that reduced the anticipated private contributions for non-government primary students and thereby increased government funding.</p>
<p>26 The Australian Government and state and territory governments, in consultation with the non-government sector, should, as a matter of priority, progress work on collecting nationally consistent data on students with disability and the level of educational adjustments provided to them to enable national data to be collected and reported from January 2013.</p>	<p>Work on the NCCD continued through the Joint Working Group.</p>