



# APC Review

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Further information about APC, including our affiliate member organisations around Australia,  
is available on our website: [austparents.edu.au](http://austparents.edu.au)

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# APC election priorities

**The Australian Parents Council's election statement, sent to Coalition and Labor politicians, urges the next federal government to take action to improve training, support and recognition for teachers and ensure teaching methods, materials and resources deliver the best outcomes for all Australian children.**

'APC has developed a number of recommended priority issues we believe the next government needs to take action on. I have written to the Education Minister and Shadow Education Spokesperson asking them to commit to tackling them.' APC President Shelley Hill said.

APC believes that significant improvements can be made if action is taken on the following key issues:

1. Quality teaching and raising the status of the teaching profession
2. Fair and equitable funding based on need for every child, wherever parents choose to send children to school.
3. Resourcing and commensurate funding of initiatives and programs to improve the mental well-being of students.
4. Digital literacy, digital citizenship and equity of access to technology in schools
5. Positive measures to build strong partnerships between teachers, schools, parents, carers and community.

'Our election priorities were heavily influenced by parents' views and comments in our 2017 national survey. The number one issue was teacher quality, so this is the number one priority in our election statement. Parents value teachers and many called for more support and better recognition for the important work they do,' said Shelley Hill.

'We know that teachers are the biggest in school influence on children's learning and we really need to build their professional capacity, support and reward them better. We need to recruit and train the very best and we need to ensure that teachers are able and motivated to stay in the profession and develop their expertise throughout their careers.

'This is an investment in their future and the future of students. An investment in Australia's future. This was a message we also made loud and clear in our Submission to the House of Representatives inquiry into the Status of the Teaching Profession in December.

'Funding needs to be fair and transparent, but it is now time it was settled. The focus should move on the what is going on in schools and the education of children,' Ms Hill said.

'Parents desperately want comprehensive and accessible help to address mental health issues. It is frightening to see how many young people are suffering and APC would like to see a national strategy introduced with the Federal, state and territory governments working together to address

wellness in the curriculum, pastoral care of students, as well as better access to support services in school and the community. Many children are simply not going to be able to thrive at school otherwise.

'Teaching digital literacy and citizenship and equity of access to technology in schools is also hugely important to parents. The world is changing fast and parents struggle to keep up and afford to equip students with appropriate devices, software and online access. It's a big extra financial burden that should attract tax concessions for families.

APC also wants a focus on building stronger partnerships between teachers, schools, parents, carers and community.

'We would like to see the role of parents properly recognised, including national guidelines for parent teacher communication and reporting, so that both sides know what is expected. Some teachers are reluctant to speak to parents, and some parents don't behave appropriately, but if we work together constructively and respectfully, there are real benefits for everyone, most of all the students, and they are the point.'

*Read APC 2019 Federal Election Statement in full [austparents.edu.au/news/2019-federal-election-statement/](http://austparents.edu.au/news/2019-federal-election-statement/)*

*Read APC media statement about the findings of our 2018 Parent Survey on Education [austparents.edu.au/wp-content/uploads/2018/12/APC-Media-Statement-National-Parent-Survey-on-Education-](http://austparents.edu.au/wp-content/uploads/2018/12/APC-Media-Statement-National-Parent-Survey-on-Education-)*

**'Research demonstrates that parents are the greatest influence on education outcomes for children. Engaging parents in their child's learning is in the best interest of students and teachers. There are many ways to foster good relationships with parents.'**

## Federal electorate interactive map

APC has developed an interactive electoral map as a resource for parents. It combines and visually displays data about every Australian school, electorate and current sitting member. Schools are broken down into three sectors: government, catholic and independent.

You can search for electorates or individual schools. Selecting electorates will show information such as the current sitting member, margin of victory, candidates and their contact details, and number of schools per sector. Selecting schools will show the total enrolment count, the SES (Social Economic Score) and a link to their website. Selecting on the parties will take you to their education policy.



*Shelley Hill APC President*

**'The Australian Parents Council sees education and the growth of all Australian young people as a partnership between families and schools assisted by education stakeholders, business, policy makers and governments.'**

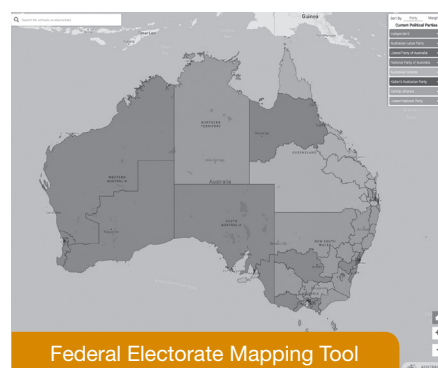
*results-5Dec18.pdf*

*Read APC Submission to the House of Representatives Standing Committee on Employment, Education and Training inquiry into the Status of the Teaching Profession December 2018*

*[austparents.edu.au/wp-content/uploads/2019/02/Australian-Parents-Council-Inquiry-into-the-Status-of-the-Teaching-Profession-Submission-18Dec18.pdf](http://austparents.edu.au/wp-content/uploads/2019/02/Australian-Parents-Council-Inquiry-into-the-Status-of-the-Teaching-Profession-Submission-18Dec18.pdf)*

*See our Federal Electorate Mapping Tool [www.electorates.socialgeneration.com.au/](http://www.electorates.socialgeneration.com.au/)*

*The interactive map is available via the APC website: [www.electorates.socialgeneration.com.au/](http://www.electorates.socialgeneration.com.au/)*





# What will the Coalition deliver for school education?

**Education Minister Dan Tehan says the coalition government is providing record levels of funding for Australian schools, with \$309.6 billion in recurrent funding going to all schools over the 2018 to 2029 period, and Commonwealth funding for government schools increasing by 86%.**

The Australian Government says it is delivering record funding for government, independent and Catholic schools.

The Coalition's policies, processes and funding arrangements for school education are set out on the Department of Education's website under Quality School Package ([www.education.gov.au/quality-schools](http://www.education.gov.au/quality-schools)).

In summary:

## Preschool education

The Coalition will commit an additional \$440 million to extend the National Partnership on Universal Access to Early Childhood Education in 2019, in addition to \$428 million for preschool in 2018, to support states and territories in maintaining universal access to a quality preschool education in the year before school. It will provide funding certainty for preschools and long day care centres as the government implements school and child care reforms this year.

## School chaplaincy program

The Coalition will provide \$247 million to support the chaplaincy program through to 2022, with around 3,000 schools taking advantage of the program to provide pastoral care services to students and support the wellbeing of the school community.

## School education

'The Government will deliver a record \$307.7 billion in total school recurrent funding from 2018 to 2029. Recurrent funding for schools will grow from a record \$17.5 billion in 2017 to \$31.4 billion in 2029.'

'At the national level, funding per student for all sectors will continue to increase in real terms.'

'While maintaining the historic role of the Australian Government as the majority funder of non-government schools, the new needs-based funding model will see the Commonwealth continue to increase its share of funding for government schools.'

To 2029:

- funding for government schools will

grow by an average of 98.0 per cent, with total Commonwealth recurrent funding for government schools of \$127.9 billion from 2018 to 2029 (from a 2017 base)

- funding for non-government schools will grow by an average of 67.5 per cent, with total Commonwealth recurrent funding for non-government schools of \$179.8 billion from 2018 to 2029 (from a 2017 base).'

## Updating the SRS

The SRS will grow to reflect real changes in wages and inflation costs.

## Increased accountability

Accountability and transparency are to be strengthened via oversight by the National Schools Resourcing Board. The board has recommended the adoption of a new direct income measure of non-government school capacity to contribute, which will apply from 2020

The department notes that this new more targeted measure, in combination with the broader Quality Schools package is anticipated to deliver record funding levels.

## National Average

	Avg. annual per student increase 2018-2029 (from 2017 base)	2018 per student funding (\$)	2029 per student funding (\$)	2018-2029 per student increases (from 2017 base) (\$)	Avg. 2018 CW share of needs-based funding
Government	4.7%	\$2,907	\$4,745	\$2,022	17.5%
Catholic	3.8%	\$9,269	\$13,851	\$4,996	78.5%
Independent	3.8%	\$7,736	\$11,430	\$4,094	74.7%

Source: [www.education.gov.au/quality-schools-package-factsheet](http://www.education.gov.au/quality-schools-package-factsheet)

## Budget announcements 2019-20

In his budget media release dated 2 April, Education Minister, Dan Tehan, confirmed record school education funding and an additional \$453.1 million to guarantee universal access to preschool education until the end of 2020.

He said, 'In this year's Budget, a record \$21.4 billion will be provided for state schools, Catholic schools and Independent schools for the 2020 school year - an increase in funding of \$8.5 billion since 2013.'

'The 2019-20 Budget provides a record \$8.6 billion for child care, including \$8.3 billion for the Child Care Subsidy and \$17.7 billion for the university sector.'

'The Government will establish a Local School Community Fund, which will provide \$200,000 to each federal electorate to support priority projects in local schools that benefit students and their communities.'

'The Government will continue to fund universal access to 15 hours of preschool in the year before school by providing \$453.1 million to guarantee funding through to the end of the 2020 school year and to undertake the related National Early Childhood Education and Care Collection.'

He went on to list early childhood funding and other budget initiatives supporting schools and students.

## For early learning and child care

- '\$449.5 million over two years from 2019-20 to extend the National partnership on Universal Access to Early Childhood Education, ensuring every child can participate in 600 hours of quality preschool in the year before school.'

- '\$4.9 million over two years from 2019-20 to improve the preschool data that is available nationally and to fund The Smith Family to work with state and territory governments and disadvantaged communities on strategies to improve preschool participation rates.'

- '\$4.0 million in 2019-20 for enhancements to the new Child Care Subsidy System (CCSS) and the Inclusion Support Portal.'

## For schools

'\$30.2 million in 2019-20 to establish the

Local School Community Fund to support priority projects in local schools that benefit students and their communities.

\$9.5 million over four years from 2019-20 to establish new online courses and resources for the teaching of mathematics and phonics.

\$4.0 million in 2018-19 to assist schools impacted by the recent flooding in North Queensland.

\$5.0 million over three years from 2019-20 for Life Education Australia to develop a new range of free training resources to help teachers support the social and emotional needs of students.

\$5.7 million over five years from 2018-19 to fund the delivery of arts programs

through Music Australia, The Song Room, a mobile music education program and Bell Shakespeare.

\$2.0 million over two years from 2019-20 to increase the public's understanding of Australia's democracy and political system by supporting the next stage of development of the Australian Constitution Centre at the High Court of Australia in Canberra.'

Source: [ministers.education.gov.au/tehan/record-funding-education](https://ministers.education.gov.au/tehan/record-funding-education)

Minister for Aboriginal Affairs, Nigel Scullion, affirmed the Coalition Government's commitment to supporting Indigenous students to attend school and get the education that creates the

foundation for a better life.

In his budget media release he said, 'The Budget includes the \$200 million Indigenous Youth Education Package announced during Closing the Gap week to fund additional scholarship placements and give more Indigenous students the support and mentoring they need. This funding will drive school attendance and improve education outcomes which we know are so critical to a better future,' he said.

Source: [www.nigelscullion.com/media-hub/2019-20-indigenous-portfolio-budget/au/quality-schools-package-factsheet](https://www.nigelscullion.com/media-hub/2019-20-indigenous-portfolio-budget/au/quality-schools-package-factsheet)

## What the next government needs to do to make funding fair



part of their schools funding. That would put government schools on track to reach 97.2% of SRS. Not quite full funding, but within touching distance.

'For an average government school, the difference between 91% and 100% of SRS is about A\$1,500 per student per year. With just half of that money, a typical state primary school could employ two dedicated instructional leaders to improve teaching practice and pay for relief time for other teachers to work with them. Fair funding just might transform the education of the children at that school and the thousands of schools like it.'

Source: [grattan.edu.au/news/what-the-next-government-needs-to-do-to-tackle-unfairness-in-school-funding/](https://grattan.edu.au/news/what-the-next-government-needs-to-do-to-tackle-unfairness-in-school-funding/)

**'It's not fair' that effective funding for government schools cannot reach 100% of the Schools Resource Standard (SRS) because of state deals with the Commonwealth, according to Peter Goss, school education program director at the Grattan Institute.**

He estimates that government schools will be stuck at 95% of their target level (20% federal funding, 75% state), while private schools will hit 100% (80% federal, 20% state), on the basis of those deals struck under the National School Reform Agreement.

'And there's one last sting in the tail. The National School Reform Agreement allows state governments - for the first time - to claim depreciation, transport and part of their expenditure on regulatory authorities as up to 4% of their contribution to school funding. But only for government schools. This reduces effective funding for government schools by about A\$2 billion per year by 2027,' Mr Goss explained.

'Under Coalition policy, the effective funding for each state school will plateau at 91% of SRS, while non-government

schools get full whack. Private schools serving disadvantaged students will continue to get more taxpayer dollars than similar government schools. As a five-year-old might say, it's not fair.

'Labor is on course to deliver fairer funding', Mr Goss continues, 'having committed to building on the 2017 legislation. Labor should lock in the new model for calculating parents' capacity to contribute, instigate a broader review of the SRS formula and abolish the Choice and Affordability Fund.

'Labor has also promised A\$14 billion extra for government schools over a decade. This would lift the federal contribution to 22.2% of SRS by 2022. Yet government schools would still be underfunded relative to SRS, especially if states could continue to count depreciation, transport and regulatory expenditures as if they represented real money for schools.

'If Labor wins the 2019 federal election, it should leverage its budget war chest to renegotiate the national agreements so states can no longer claim depreciation, transport and regulatory expenditures as



Peter Goss, school education program director at the Grattan Institute

# What is the ALP promising for school education?

## **Additional funding for government schools**

Labor has confirmed it plans to provide \$14 billion over 10 years in funding for government schools (additional to the Coalition announcements). This would raise Commonwealth funding for government schools to 22.2% of the school funding target for each state and territory.

## **Preschool funding three-year pledge**

Labor has promised that in government it would commit \$1.75 billion over the forward estimates to continue universal access to preschool education for four year olds and extend access to three year olds.

## **Establish a national principals' academy**

Labor will set up a new National Principals' Academy to give Australian principals advanced leadership training and support. Training offered by the academy will focus on advanced leadership, teaching and learning.

## **Additional funding for disability**

A Shorten Labor Government will invest an extra \$300 million over three years to ensure students with disability get the support they need at school.

## **Bursaries for top achievers to teach**

Labor has pledged to introduce up to 1000 tax-free bursaries per year of \$10,000 per annum to be paid to top achievers from school or elsewhere for the duration of a teaching degree, up to a maximum of four years. This will be available for undergraduate and postgraduate teaching qualifications. This policy will cost around \$45 million over five years.

## **Pursuing a national evidence institute**

Labor has proposed a \$280 million model for an independent national evidence institute to inform teacher practice, system improvement and policy development.

Establishment of an evidence institute is a target under the National School Reform Agreement. The Education Council is considering operating model, type of entity and funding options for consideration in mid-late 2019.

## **Budget reply 2019-20**

In the budget reply, Leader of the Opposition, Bill Shorten, outlined Labor's

education priorities:

### *University and VET education*

Uncapping university places, 'opening the doors of higher education to an additional 200,000 Australians.'

Doubling the Rebuilding TAFE fund - up to \$200 million to renovate campuses in regional and outer-suburban Australia.

Upfront fees paid for 100,000 TAFE places in high-priority courses including 20,000 allocated to aged care workers and paid carers for the National Disability Insurance Scheme.

'Nine out of ten new jobs created in the next four years will require either a university degree or a TAFE qualification.

Only a Labor Government will be prepared to properly fund both.'

Committed to 150,000 apprenticeships, additional support for businesses and an Apprentice Advocate.

### *For early learning and child care*

Universal access to pre-school or kinder for every three year old and every four year old in Australia - 15 hours a week, 40 weeks a year.

'Two years of pre-school is global best practice - and it's only just good enough for our kids. Our vision for education and training is all about putting Australia on the high road to the future.'

In his speech he said:

'...you can measure a nation's values by how much it values education. I want every child in Australia to get the one-on-one attention that they need to thrive.

I want Aboriginal kids to get genuine equal opportunity, children with disability or learning difficulties getting the support they need.

I want every child participating in sport, trying drama, learning music, going on camps, getting access to new technology. And not as optional extras, to which parents pay increasing levies, not as luxuries that rely on the teachers raising the money themselves.

I want it guaranteed. Guaranteed because every school in Australia should offer every child the same world of opportunity.'

Source: [www.billshorten.com.au/2019\\_budget\\_in\\_reply\\_address\\_canberra\\_thursday\\_4\\_april\\_2019](http://www.billshorten.com.au/2019_budget_in_reply_address_canberra_thursday_4_april_2019)

## February 2019 Meeting of the Education Council

### *National Evidence Institute*

Education ministers gave in-principle support to the scope and focus of a new National Evidence Institute, when they met as the Education Council in February. The institute will have a practitioner-focus supporting better practice in schools and early learning settings.

Ministers noted that the National School Reform Agreement sets out eight National Policy Initiatives, including a commitment to establish an independent national evidence institute to inform teacher practice, system improvement and policy development.

This work will be progressed through 2019 with options regarding the operating model, type of entity and funding to be presented to Council for consideration in mid-late 2019.

### *NAPLAN data reporting on My School*

According to the communique issued by the Council on 22 February:

'Education Council agreed on the content and form of the 2018 NAPLAN results to be published on the My School website. As 2018 represented the first year of transition to NAPLAN Online, My School will include information on NAPLAN results as in previous years, with school mean and student gain data presented for schools that undertook NAPLAN Online.

The Australian Curriculum, Assessment and Reporting Authority (ACARA) will work with states and territories to finalise the presentation of this data on My School.

Ministers noted that the Review of NAPLAN Data Reporting led by Emeritus Professor Bill Louden, is due for consideration in June 2019.'

Source: [www.educationcouncil.edu.au/EC-Communiqués-and-Media-Releases.aspx](http://www.educationcouncil.edu.au/EC-Communiqués-and-Media-Releases.aspx)



## New CEO for ACARA



**David de Carvalho has been appointed as new Chief Executive Officer of the Australian Curriculum, Assessment and Reporting Authority (ACARA).**

ACARA Board Chair Belinda Robinson, said Mr de Carvalho brings a wealth of leadership experience from the education sector, and from the public sector at both the Commonwealth and state government level, when she announced his appointment.

'On behalf of the ACARA Board and staff, I congratulate David on his appointment and am delighted to welcome him as ACARA's new CEO. David has significant experience and expertise in education. He joins ACARA following his most recent position as Chief Executive of the NSW Education Standards Authority (NESA).

'In addition to his depth of knowledge of the education sector, David has also served on ACARA's Board since November 2017. I look forward to continue working with David and supporting his leadership of Australia's national curriculum, assessment and reporting authority to achieve ACARA's mission of improving the learning outcomes for all young Australians.' Mr de Carvalho was Chief Executive Officer of NESA from January 2017 and, prior to that, he was Deputy Secretary at the NSW Department of Family and Community Services. He has also led the National Catholic Education Commission and was Head of the Higher Education Division in the federal government Department of Education. He started his career as a secondary school teacher and has served on the boards of the Australian Council for Educational Research and the Curriculum Corporation (now Education Services Australia).

Source: [www.acara.edu.au](http://www.acara.edu.au)

## Jacinta Collins – appointed executive director of NCEC

**Former Labor senator for Victoria, Jacinta Collins, has been appointed executive director of the National Catholic Education Commission (NCEC).**

NCEC chairman Greg Crafter AO described Jacinta as renowned as a strong advocate for social justice and quality education across all sectors, in a media release on 15 February,

'Jacinta brings a wealth of experience, skills and dedication to the role,' Greg Crafter said.

'Since entering the Senate in 1995, she has held several leadership roles and has served on the frontbench in the portfolios of school education, early childhood, workplace relations, mental health and ageing.

'As the parent of three children herself and somebody with a long-standing dedication to social justice, Jacinta has always had a deep interest in early learning and the importance of providing quality school education and development opportunities for all children.

'Her parliamentary knowledge and strong commitment to the values that underpin Catholic schools make her the ideal person to lead the NCEC as it continues to advocate on behalf of the hundreds of thousands of families who entrust their children to our care every school day.'



Jacinta Collins said she was looking forward to her new role as a champion for the needs of Catholic schools, which educate one in five Australian students.

'I am passionate about education and ensuring all Australian children receive an excellent education', she said.

'Australia's school system is unique with its mix of government, Catholic and independent schools and I believe that parents should have the choice about which school is best for their child.

'In the Parliament, I was a strong advocate for fair funding for all schools and I will continue to be a strong voice for the needs of Catholic schools, teachers and students,' she said.

Source: [www.ncec.catholic.edu.au/news-events/media-releases/496-former-victorian-senator-jacinta-collins-appointed-ncec-s-new-executive-director/file](http://www.ncec.catholic.edu.au/news-events/media-releases/496-former-victorian-senator-jacinta-collins-appointed-ncec-s-new-executive-director/file)

## AITSL appoints new CEO

Mark Grant has been appointed as the new CEO of The Australian Institute for Teaching and School Leadership (AITSL). He is the former Executive Director, Leadership and High Performance at the NSW Department of Education.

In its media release of 29 March AITSL says:

'Mark brings considerable breadth and depth of operational experience, particularly at the school, regional and state level, which has been successfully combined with an acknowledged track record of delivering results at scale utilising strong, strategic management at senior executive levels.

'Mark's career has included significant direct experience in schools as both a teacher and leader. During his tenure as principal at three NSW schools, he drove improvement initiatives to benefit student

growth and outcomes.

'Most recently, he has led complex, integrated strategic work for the NSW public school system. This has included school improvement measures; teacher quality, induction, professional development and leadership support for all school-based staff; and needs-based funding budgets to all schools.'

AITSL Board Chair, Laureate Professor John Hattie commented:

'We are confident Mark will build on AITSL's excellent reputation and relationships as we continue working with the federal government, as well as all state and territory governments, education systems and sectors, and others, to empower teachers and school leaders to have the maximum impact on the learning of students nationally.'

Source: <https://www.aitsl.edu.au>

# 2019 Productivity Commission report on government services

**Government recurrent expenditure on school education rose to \$57.8 billion in 201617 with governments providing 57.5 per cent of nongovernment school funding in 2017, according to the Productivity Commission's recent report.**

The Productivity Commission is the Australian Government's independent research and advisory body on a range of economic, social and environmental issues. Its report, which is released progressively in January – February, provides information on the equity, effectiveness and efficiency of government services in Australia. Part B (Chapters 3-5) covers the early childhood education and care, school education, and vocational education and training sectors.

## *School Education*

The excerpts here are drawn from Chapter 4 and include the latest available information on all government funding for schools and per capita funding on a national basis.

Allocation of funding (Page 4.18)

**'Students First funding — Australian Government**

From 2014 to 2017, Australian Government recurrent funding for all schools was transitioning under the Australian Education Act 2013 from levels under the previous funding arrangements towards the Schooling Resource Standard funding arrangement levels.

Under Students First, funding is calculated with reference to a base amount plus loadings to target student and school disadvantage, including students from lower socioeconomic backgrounds, students with disability, Aboriginal and Torres Strait Islander students, students with low English proficiency, and school size and location.

For most nongovernment schools, the base amount is discounted by the anticipated capacity of their school community to financially contribute towards the school's operating costs.

Commonwealth recurrent funding is provided to approved authorities for the purpose of providing school education. Although calculated to reflect the need of each student and school, the approved authority for the school is not required to spend that funding on any particular student or group of students; approved authorities have the flexibility to allocate the funding for the purpose of providing school education that best meets the needs of their students, taking into account other revenue sources and budgetary restrictions.'

## *Funding*

The report presents expenditure related to government funding only, not the full cost to the community of providing school education. The report warns that caution should be taken when comparing expenditure data for government and nongovernment schools, because governments provide only partial school funding.

**'Governments provided 57.5 per cent of nongovernment school funding in 2017, with the remaining 42.5 per cent sourced from private fees and fund raising' (page 4.3).**

The report records (page 4.3) that:

**'Nationally in 201617, government recurrent expenditure on school education was \$57.8 billion, a 2.6 per cent real increase from 201516. State and Territory governments provided the majority of funding (70.2 per cent).**

**'Government schools accounted for \$43.7 billion (75.7 per cent), with State and Territory governments the major funding source (\$37.1 billion, or 84.9 per cent of government schools' funding). Nongovernment schools accounted for \$14.0 billion (24.3 per**

cent), with the Australian Government the major funding source (\$10.6 billion, or 75.7 per cent of nongovernment schools funding).'

Recurrent expenditure per student

**'Recurrent expenditure per student' is an indicator of governments' objective to provide school education services in an efficient manner.**

**'Recurrent expenditure per student' is defined as total government recurrent expenditure per FTE student, reported for government schools and for nongovernment schools. Government recurrent expenditure per FTE student includes estimates for UCC (User Cost of Capital\*) for government schools. UCC is not included for nongovernment schools.' (page 4.19)**

(\*UCC is the user cost of capital defined as the notional opportunity cost of using government funds to own assets, estimated at 8% of the cost of the assets.)

## **Government schools**

**'Nationally in 201617, government recurrent expenditure (including UCC) was \$17,531 per FTE student in government schools (excluding UCC this was \$15,020).**

**'Between 200708 and 201617, real government expenditure (including UCC) per FTE student increased at an average rate of 1.1 per cent per year.**

**'Inschool expenditure per FTE student was higher for government secondary schools (\$19,076 per FTE student) compared to government primary schools (\$15,392 per FTE student).'**

**Australian, State and Territory Government recurrent expenditure per student on government schools 2016-17 \$ per FTE government student**



**Table 4A 14**

Australian Government payments for school education services excluding capital grants per FTE student

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
2016-17	2609	2530	2784	2215	2560	3165	2157	7471	2645

State and Territory government expenditure including user cost of capital per FTE student

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
2016-17	14976	13605	14630	17131	14869	14489	18593	17961	14886

Total Australian, State and Territory government recurrent expenditure per student government schools

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
2016-17	17585	16135	17414	19346	17429	17653	20750	25433	17531

### **Nongovernment schools**

'Nationally in 2016/17, government recurrent expenditure per FTE student in nongovernment schools was \$10,644. Between 2007/08 and 2016/17, real government expenditure per FTE student increased at an average rate of 2.8 per cent per year.

'Governments provide only part of nongovernment school funding. In 2017 government provided 57.5 per cent with the remaining 42.5 per cent sourced from private fees and fund raising'. (pages 4.20 – 4.21)

Real Australian State and Territory government recurrent expenditure per student non government schools 2016-17 per FTE student extracted from Report on Government Services Table 4 A 14

State and Territory recurrent expenditure \$ per FTE non-government school student

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
2016-7	2757	2006	2708	3335	2069	2764	2346	7048	2591

Australian Government payments for school education services (excluding capital grants) \$ per FTE non-government school student

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
2016 -7	7606	8378	8269	7782	8233	9124	6847	11939	8053

Real Australian State and Territory government recurrent expenditure total \$ per FTE non-government school student

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
2016-7	10363	10384	10977	11117	10302	11888	9193	18986	10644

### **Size and scope of schools and students**

'In 2017, there were 9,444 schools in Australia (6228 primary schools, 1,408 secondary schools, 1,336 combined schools, and 472 special schools). The majority of schools were government owned and managed (70.3 per cent).

'There were 3.8 million full time equivalent (FTE) students enrolled in school nationally in 2017. Whilst the majority of students are full time, there were 15 980 part time students in 2017 (predominantly in secondary schools) (ABS 2018).

Government schools had 2.5 million FTE students enrolled (65.5 per cent of all FTE students)

Over the past 10 years this proportion has ranged between 65.1 per cent (2012 to 2015) and 66.0 per cent (in 2008) (table 4A.3).

Nongovernment schools had 1.3 million FTE students enrolled (34.5 per cent of all FTE students).

A higher proportion of FTE students

were enrolled in primary schools (57.7 per cent) than in secondary schools (42.3 per cent).

'The enrolment rate is close to 100 per cent for Australian children aged 15 years. Nationally in 2017, 99 per cent of Australian children aged 15 years were enrolled at school, declining to 93.7 per cent of 16 year olds and 78 per cent of 17 year olds.' (page 4.4 – 4.5)

### **Special needs groups**

'Nationally in 2017, government schools had a higher proportion of students from selected special needs groups than nongovernment schools, including for:

Aboriginal and Torres Strait Islander students - 7.2 per cent in government schools and 2.6 per cent in nongovernment schools.

students from a low socioeducational background - 30.4 per cent in government schools and 12.9 per cent in nongovernment schools.

geographically remote and very remote students - 2.4 per cent in government schools and 1.1 per cent in nongovernment schools.

'For students with disability, 19.1 per cent, 16.9 per cent, and 19.9 per cent of students at government, Catholic, and independent schools, respectively, required an education adjustment due to disability.' (page 4.5)

### **Student to staff ratio**

'The student to staff ratio is the number of FTE students per FTE staff, for all staff and for teaching staff. (Note that the student to teacher ratio is not a measure of class size.)

'Nationally in 2017, the student to teacher ratio at government schools (primary and secondary combined) was 13.9 students per teacher; for nongovernment it was 13.1. The student to teacher ratio, for both government and nongovernment schools, is generally lower for secondary schools than primary schools.

'Nationally in 2017, the student to nonteaching staff ratio at government schools (primary and secondary schools combined) was 33.5 students per staff member; for nongovernment schools it was 27.9 students per staff member. Nonteaching staff (such as specialists, administrative and building operations staff) account for approximately 30 per cent of the FTE staff at schools (ABS 2018)'.

#### *Apparent retention rate*

'Nationally in 2017, the apparent retention rate from year 10 to year 12 was 83.3 per cent, an increase from 75.6 per cent in 2008. From 2008 to 2017, the rate for government schools

has increased from 70.1 per cent to 79.8 per cent and for nongovernment schools from 84.6 per cent to 88.5 per cent.

'For the period 2008–2017, the apparent retention from year 10 to year 12 increased for Aboriginal and Torres Strait Islander students at a greater rate than for nonIndigenous students, albeit from a lower base. Nationally in 2017, the rate for Aboriginal and Torres Strait Islander students was 63.0 per cent (an increase of 11.3 percentage points from 2008) and for nonIndigenous students was 84.3 per cent (an increase of 7.8 percentage points from 2008).

'Consistent with the mandatory

requirement that all young people participate in schooling until they complete year 10, the apparent retention rate from the commencement of secondary school (at year 7 or 8) to year 10 has remained above 97 per cent in all jurisdictions (other than the NT) since 2008. The retention rate for Aboriginal and Torres Strait Islander students was also near to 100 per cent (97.8 per cent), but lower than that of nonIndigenous students, although this varies across jurisdictions.' (page 4.15)

Source: [www.pc.gov.au/research/ongoing/report-on-government-services](http://www.pc.gov.au/research/ongoing/report-on-government-services)

## Department fails to pass Auditor General test

**The Department of Education and Training (DET) was criticised for failing to ensure federal government funding of public and private school systems is distributed according to needs-based principles in the recent findings of the Joint Committee of Public Accounts and Audit (JCPAA).**

The Committee was strongly of the view that the current monitoring arrangements established by DET do not provide sufficient assurance that Australian Government school funding is administered in a transparent and accountable way that is compliant with the Australian Education Act 2013. (p.2)

The report noted that:

'Addressing educational disadvantage through the application of a transparent and accountable needs-based funding model is a key element of the Australian Government's education policy. The department had not monitored and reported on the manner in which funding had been allocated or subsequently redistributed by system authorities effectively. As a result, the department had limited assurance that the funding had been used in accordance with the legislative framework, in particular the requirement for funding to be distributed on the basis of need.' (Page 11)

The Committee made a series of recommendations to ensure government funding is administered in a way that is transparent, accountable and compliant with legislative requirements.

1. The Australian Government amend the Australian Education Act 2013 and accompanying regulation as required, to include a specific legislative requirement that DET monitor:

- compliance and provide assurance that Australian Government school funding is delivered in accordance with the Act
  - the use of Australian Government school funding in achieving the objectives of the Act.
2. DET conduct a risk-based analysis and review of existing compliance and accountability arrangements of Australian Government school funding under the requirements of the Australian Education Act 2013. DET should report back to the Committee on its outcomes, including:
    - findings related to the assessment of established monitoring mechanisms, reporting processes, and compliance and administration arrangements
    - a detailed implementation plan for improvements to compliance and administration arrangements, including key milestones and delivery timeframes.
  3. DET implement improvements to its administrative arrangements for compliance certificates for Australian Government school funding and acquittal certificates under the Australian Education Act 2013.

DET should report back to the Committee on the development and implementation of improvements to the administrative arrangements for compliance and acquittal

certificates, inclusive of timeframes.

4. DET report back on how it has improved current monitoring arrangements of funding models for Australian Government school funding, to enhance and enforce the public and transparent reporting of funding models, as required under the Australian Education Act 2013.
5. DET improve its approach to measuring progress against the achievement of reform directions and objectives under the National Education Reform Agreement.
6. DET continue to report back to the Committee on the progress and outcomes of the National School Resourcing Board review in six months. The Committee further recommend that DET report back to it following completion of the review.
7. The Auditor-General consider conduct a follow-up audit of the monitoring arrangements for Australian Government school funding by DET, and also focus on implementation of recommendations made by the Committee in the report and Audit Report No. 18.

Source: [parlinfo.aph.gov.au/parlInfo/download/committees/report/jnt/024204/toc\\_pdf/eport476AustralianGovernmentFunding.pdf;fileType=application%2Fpdf](http://parlinfo.aph.gov.au/parlInfo/download/committees/report/jnt/024204/toc_pdf/eport476AustralianGovernmentFunding.pdf;fileType=application%2Fpdf)

# National Redress Scheme criticised

**The Joint Select Committee inquiring into the implementation of redress recommended by the Royal Commission into institutional responses to child sexual abuse has severely criticised the current scheme. It has called for an urgent overhaul of the July 2018 legislation, which established the scheme.**

In its report - Getting the National Redress Scheme Right: An overdue step towards justice -

tabled in the Parliament on 2 April 2019, the committee found that the current scheme is at serious risk of not delivering its objective to provide justice to survivors.

Senator Derryn Hinch, chairman of the joint committee, said when tabling the report that nine months after the establishment of the scheme, just over 100 survivors out of the 3,300 who have applied have seen the prime minister's promise of concrete action fulfilled. And he highlighted the fact that the Royal Commission estimated there were 60,000 victims.

Twenty nine recommendations are made in the report, with the committee recommending inter alia that:

- the maximum monetary component of redress be raised from \$150,000 to \$200,000, and a minimum payment of \$10,000 be set

- institutions named in the Royal Commission that have had a reasonable opportunity to participate in the scheme and not joined have all tax concessions and charitable status suspended
- the counselling component of redress be amended to ensure that survivors have access to counselling and psychological care whenever they need it over the course of their life
- the assessment framework - which bluntly categorises survivors according to the type of abuse they suffered without regard for the impact abuse may have had on their lives - be scrapped and replaced with the trauma informed framework recommended by the Royal Commission.

Senator Hinch said survivors of other forms of abuse excluded from the scheme should not be denied access to justice, but acknowledged the committee was bound by the terms of reference of the Royal Commission. Crucially, the committee recommended that the government establish a parliamentary committee to examine redress models that could be available to survivors of non-sexual abuse.

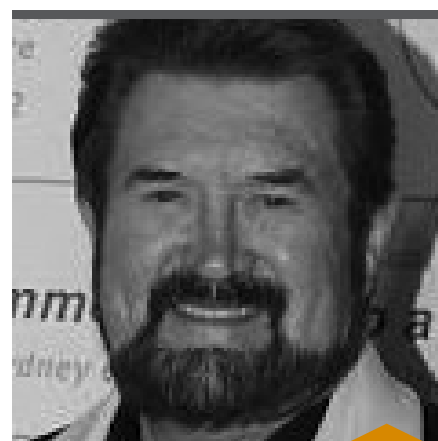
Senator Hinch called for the next government to have a new watchdog committee in place for the duration of

the national redress scheme.

Sources [www.aph.gov.au/Parliamentary\\_Business/Committees/Joint/Royal\\_Commission\\_into\\_Institutional\\_Responses\\_to\\_Child\\_Sexual\\_Abuse/RoyalCommissionChildAbuse/Report](http://www.aph.gov.au/Parliamentary_Business/Committees/Joint/Royal_Commission_into_Institutional_Responses_to_Child_Sexual_Abuse/RoyalCommissionChildAbuse/Report)

Media Release Derryn Hinch's Justice Party 4/4/2019

*These survivors must not be betrayed again. They have all suffered too much.*



Senator Derryn Hinch

## Government commits to extend Remote School Attendance Strategy



The Australian Government has committed \$78.4 million to extend the Remote School Attendance Strategy (RSAS) until December 2021. The program supports around 14,000 Aboriginal and Torres Strait Islander students to attend school.

The news was announced by Minister for Aboriginal Affairs, Senator Nigel Scullion, on 4 February.

He said that the program has achieved a lot since it was established by the Coalition Government in 2014, increasing attendance rates in some 84 remote communities, creating almost 500 jobs in remote areas and bringing a

new community driven focus to school attendance.

In each community locally based attendance teams work with schools to help parents and families make sure kids have what they need to go to school each day.

Team members use various strategies including:

Talking to children and families about the importance of regular school attendance.

Working with families where children are not attending school to find out why and what can be done to help them get there.

Providing practical support like driving children to school or helping to organise school lunches, uniforms, homework and after-school care.

Working with the school to monitor attendance and follow up on student absences.

Celebrating and rewarding improved

attendance.

Senator Scullion said, 'Over the next three years we will work with communities to support more Indigenous children to attend school, including through a stronger focus on case management with families and communities and an increase in local decision making.'

In 2019, RSAS will support 13,885 students and their families across 84 remote schools.

Source: [www.pmc.gov.au/news-centre/indigenous-affairs/remote-school-attendance-strategy-extended-keep-kids-school](http://www.pmc.gov.au/news-centre/indigenous-affairs/remote-school-attendance-strategy-extended-keep-kids-school)

[ministers.pmc.gov.au/scullion/2019/coalition-government-extends-78-million-remote-school-attendance-strategy](http://ministers.pmc.gov.au/scullion/2019/coalition-government-extends-78-million-remote-school-attendance-strategy)



# NAPLAN report shows student gains

**There have been statistically significant gains particularly at the primary school since 2008, according to the 2018 NAPLAN National Report, published in April.**

The performance of Australian students in Years 5 and 9 – numeracy, Years 3 and 5 – reading, Years 3 and 5 – spelling, and Years 3 and 7 – grammar, was significantly above the NAPLAN 2008 average.

“The report confirms that since 2008 there have been statistically significant gains in several domains and year levels, particularly at the primary school level,” said ACARA CEO, David de Carvalho.

Federal Minister for Education Dan Tehan welcomed news of the performance gains, especially significant cumulative gains in some domains and year levels for Indigenous students.

“There has been fantastic improvement in the results of Indigenous students but more needs to be done to close the gap, that is why the Morrison Government is making Indigenous education a focus of its efforts,” he said.

But the report confirmed earlier data that revealed a decline in writing skills for Years 5, 7 and 9 since 2011, which Minister Tehan described as “concerning”.

Some of the most noticeable improvements came in the following areas:

- Indigenous students: Since 2008, there have been some significant cumulative gains in some domains and year levels for Indigenous students, including reading (Years 3 and 5), spelling (Years 3 and 5), grammar and punctuation (Years 3, 5, 7 and 9) and numeracy (Years 3, 5 and 9).
- Language background other than English: Compared with 2008, there have been some significant cumulative gains in some domains and year levels for students with

language background other than English (LBOTE), including reading (Years 3 and 5), grammar and punctuation (Years 3 and 7), spelling (Years 3 and 5) and numeracy (Year 5).

- Gender: Compared with 2008, boys are improving their national reading test results at a slightly faster rate than girls, NAPLAN trends reveal. Even though the reading performance of primary school boys still lags behind that of girls, boys have been catching up. The results show that there have been some significant cumulative gains in some domains and year levels for female students, including reading (Years 3 and 5), spelling (Year 5), grammar and punctuation (Year 3) and numeracy (Years 5 and 9) and some significant cumulative gains in some domains and year levels for male students, including reading (Years 3 and 5), spelling (Years 3 and 5), grammar and punctuation (Year 3 and 7) and numeracy (Year 5 and 9).

In 2018 20 per cent of students took NAPLAN online, but the report showed no statistically significant changes in any of the NAPLAN test domains compared with 2017 results.

Minister for Education Dan Tehan said in his media release: ‘Our Government is providing record funding to state schools, to Catholic schools and to Independent schools and our National School Reform Agreement commits the Federal Government and the states and territories to deliver the Gonski reforms that will improve results for all students.

‘The decline in writing skills in years 5, 7 and 9 since 2011 is concerning. In this year’s Budget we provided a further \$9.5 million to deliver new online courses and resources for the teaching of mathematics and phonics because literacy and numeracy are the foundational skills of an education.

‘We are working to ensure that every

Australian child, no matter where they live, has access to a world-class education. The Morrison Government’s investment in education is a very real dividend from a strong economy, and it comes without increasing taxes.

The national report provides further information to the preliminary findings in the August 2018 summary release, including comparisons of performance by:

- gender
- Indigenous status
- language background other than English
- parental occupation
- parental education
- school location

Source:

[nap.edu.au/docs/default-source/resources/2018-naplan-national-report.pdf?sfvrsn=2](http://nap.edu.au/docs/default-source/resources/2018-naplan-national-report.pdf?sfvrsn=2)

[www.acara.edu.au/docs/default-source/Media-Releases/20190408-naplan-national-report-media-release.pdf?sfvrsn=2](http://www.acara.edu.au/docs/default-source/Media-Releases/20190408-naplan-national-report-media-release.pdf?sfvrsn=2)

[ministers.education.gov.au/tehan/school-results-prove-importance-governments-reforms](http://ministers.education.gov.au/tehan/school-results-prove-importance-governments-reforms)

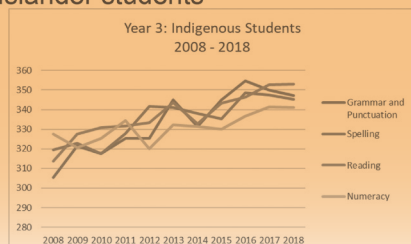
## Test incidents

There were 68 test incidents substantiated in 2018, of which one was cheating, 20 were a security breach and 47 were a ‘general breach’ according to a report, also released in April. This compares to 69 test incidents in 2017.

‘The number of reported test incidents is extremely small and does not affect overall NAPLAN results,’ explains ACARA in its media statement.

Source: [nap.edu.au/docs/default-source/resources/2018-naplan-test-incidents-report.pdf](http://nap.edu.au/docs/default-source/resources/2018-naplan-test-incidents-report.pdf)

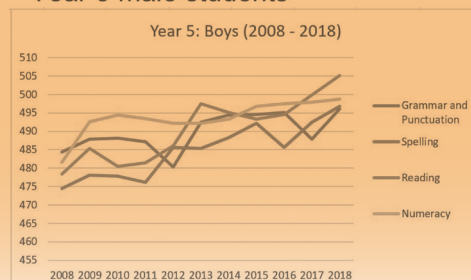
Year 3 Aboriginal and Torres Strait Islander students



Year 5 Aboriginal and Torres Strait Islander students



Year 5 male students



# Improving student outcomes in disadvantaged schools about more than money

**New research has identified a number of common themes across high-performing disadvantaged Australian primary schools.**

The research was carried out by Blaise Joseph, a research fellow in education with the Centre for Independent Studies (CIS), who investigated nine schools to see if there were common policies which led to their success.

The schools studied did not receive more funding than other similarly disadvantaged schools, but interviews with school principals and staff and observations of literacy and numeracy lessons revealed six common themes.

The results are published in a March 2019 report *Overcoming the Odds: A study of Australia's top performing disadvantaged schools*.

**The common themes identified are:**

## 1. school discipline

'Every school principal highlighted generally positive student behaviour in and out of class as a key reason for their success. Three principals stated that student misbehaviour was a significant problem when they first arrived and improving school discipline was their main focus for several years before results began to improve. (P7)

'It appears effective school discipline can get to a point where a 'critical mass' is reached and new students are quickly incorporated into the positive school climate.

A principal commented: "Unless you've got an orderly environment, you can't focus on learning. So we worked really hard on that for years. And that works really well now. It gets easier over time."

## 2. direct and explicit instruction

'Principals and teachers in the nine high-performing disadvantaged schools were asked how much they use direct instruction. Every principal said direct instruction was a central part of their school's approach to teaching, especially in literacy and numeracy, and one described it as "absolutely imperative to everything we do."

'Almost all teachers interviewed said they used direct instruction in every lesson, especially for new content and at the start of lessons. Some schools even had a school-wide instructional model that all teachers use, involving a set structure and specific amount of time for direct instruction in lessons.' (P9)

## 3. experienced and autonomous school leadership

'The median tenure for these school principals is 6 years, and the average is about 10 years, which is considerably higher than the national average of approximately 4.8 years for primary school principals. This shows some correlation between principal tenure and higher achievement, and it is unlikely the school's success has led to the longer principal tenure rather than the other way around, because ultimately principals are responsible for most school policies and practices.'

'They (the principals) highlighted - as a key factor - the ability to select school staff who are of a high quality and enthusiastic to be a part of the school culture.' (P9)

## 4. data informed practice

'Using data to inform teaching, track student progress, and intervene to help underperforming students, was common to all nine high-achieving disadvantaged schools. Data was collected and analysed at the student, class, year, and school level. As one principal commented: "The more data, the better."

'Use of data varied in the level of sophistication and the granular detail used, but they all involved a consistent school-wide approach in which teaching and non-teaching staff are expected to actively participate. A common theme was a focus on using data for specific purposes - such as tracking individual student progress and improving teaching of particular subjects - and not collecting data simply for the sake of it. A head of literacy described this as "data-informed, not data-driven." (P10)

## 5. teacher collaboration and professional learning

'The nine high-achieving disadvantaged schools all had a positive and professional culture among the school staff. Teachers collaborated extensively with each other and specialist support staff outside lessons; meeting after school hours to plan lessons for the next day, review individual student progress, and discuss how to help struggling students.

'Given the complex needs of many disadvantaged students at these schools - including any number of combined factors such as limited vocabulary, a non-English speaking background, emotional wellbeing issues,



*'The success stories of the disadvantaged schools in this study show that - given the right set of policies and practices - students from disadvantaged backgrounds can consistently perform above the national average for literacy and numeracy'*

and family violence - it is not possible for one teacher or staff member alone to be able to help all individual students. A coordinated approach involving the class teacher, specialist academic and wellbeing support staff, and school executive, was adopted by all the schools to cater for the individual needs of students.' (P11)

## 6. comprehensive early reading instruction

'A thorough review of the research by the NSW Centre for Education Statistics and Evaluation in 2017 found there are five essential elements of effective early reading instruction:

1. Phonemic awareness. Identifying and manipulating the individual sounds in spoken words.
2. Phonics. 'Sounding out' or decoding words using knowledge of the relationships between letters and sounds.
3. Fluency. Reading quickly and accurately.
4. Vocabulary. Knowing the meaning of many words and the structure of written language.

5. Comprehension. Understanding and interpreting texts.

'The nine primary school principals and staff were asked about each of these five components, and the literacy lesson observations noted if these aspects of reading instruction were covered. School principals and teachers all answered that they explicitly covered these five aspects of reading throughout the early years of primary school. Although not all five parts of reading were explicitly covered in every lesson, the lesson observations supported this.' (P12)

The study concludes that; 'The success stories of the disadvantaged schools in this study show that - given the right set of policies and practices - students from disadvantaged backgrounds can

consistently perform above the national average for literacy and numeracy. No country in the world has succeeded in eliminating education inequity, but a school system that is more effective for disadvantaged students is possible in Australia if evidence-based policies are adopted, and this can be achieved without necessarily increasing education budgets.

'This study should reassure Australian parents and education policymakers that it is possible for disadvantaged schools to be high-achievers.' (P13)

Source: [www.cis.org.au/publications/research-reports/overcoming-the-odds-a-study-of-australias-top-performing-disadvantaged-schools/](http://www.cis.org.au/publications/research-reports/overcoming-the-odds-a-study-of-australias-top-performing-disadvantaged-schools/)



Blaise Joseph research fellow  
Centre for Independent Studies

## Review sparks calls for changes to NAPLAN

**The Australian Parents Council has called for the presentation of NAPLAN results be changed so they are easier for parents to understand in its submission to the Education Council of the Council of Australian Governments' (COAG) review.**

The review asked for feedback on the current approach to the presentation of NAPLAN students' data, including information published on the My School website.

### APC recommendations

APC also suggested students' progress over their school career should be shown in individual reports. Other recommendations included that NAPLAN results be reported within days rather than months and a ban on schools using results to determine whether or not to accept prospective students.

APC's submission responded directly to the terms of reference of the review, which is headed by Emeritus Professor Bill Louden AM and was commissioned in October 2018. It's expected to report in June.

### APC recommendations

The Gonski Institute for Education went beyond the terms of reference in its submission and called for the census approach of NAPLAN to be scrapped and replaced with a sample-based test of students.

Professor Adrian Piccoli Gonski Institute CEO said, 'There is growing evidence NAPLAN is having a negative impact on schools, students and teachers. NAPLAN and the publishing of results on the My School website has imposed

a high stakes dimension to student testing and this has led to increased student anxiety, teaching to the test and a narrowing of the curriculum.

'The Gonski Institute supports a national testing system so the performance of our education systems can be monitored, but we recommend a better approach.

'We want the current tests, where every student is tested in years 3, 5, 7 and 9, replaced with a sample-based test of students.

'This new approach would mean the publication of school-by-school results on the My School website will no longer be possible. As a result, the high stakes nature of the current national assessment program on both students and teachers would be dramatically reduced.

'From a parent's perspective, I agree that the current NAPLAN test provides some useful information, but I am convinced that the negative effects of the current system outweigh those benefits. There are much better ways than the current NAPLAN to provide accurate, timely and useful data back to parents about how they are performing at school.'

APC's submission made the point that NAPLAN was parents' only source of independent information about their child 'where we can use it to start a conversation with the school if we feel that there is a significant difference between what a school is telling us and the report.'

APC recommended that publication of My School data by media and other organisations to be controlled with strict

guidelines, to protect the well-being of students, parents, teachers and schools.

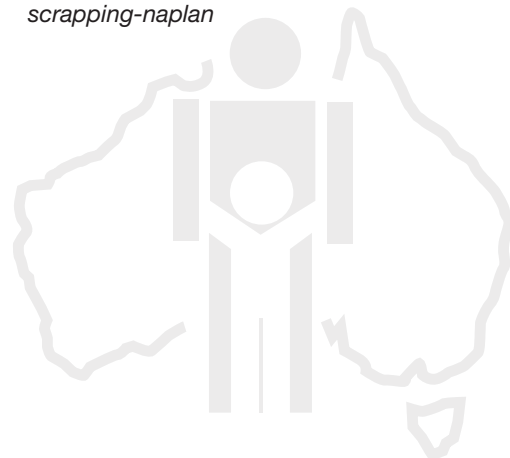
President Shelley Hill said, 'It is important to consider that it is parents who will lose access to this independent data if it is not published publicly on My School.

'APC believes that it is better to manage the use of the data, than to deprive parents of information about their child's school. Parents are the biggest stakeholders in education and, as such, should be able to access NAPLAN data about their child, their child's school and their child's prospective school.'

Source:

[austparents.edu.au/wp-content/uploads/2019/03/APC-Submission-to-the-Education-Council-of-COAG-review-of-the-current-approach-to-the-presentation-of-NAPLAN-data-March19.pdf](http://austparents.edu.au/wp-content/uploads/2019/03/APC-Submission-to-the-Education-Council-of-COAG-review-of-the-current-approach-to-the-presentation-of-NAPLAN-data-March19.pdf)

[newsroom.unsw.edu.au/news/social-affairs/gonski-institute-education-calls-scrapping-naplan](http://newsroom.unsw.edu.au/news/social-affairs/gonski-institute-education-calls-scrapping-naplan)





## Parents consulted on Melbourne Declaration education goals

**The review of the Melbourne Declaration, which outlines the education goals for young Australians, is immensely important for the future. APC was honoured to attend a consultation with a wide range of other stakeholders in March to discuss if and how it could be improved.**

In a joint letter with the Australian Council of State School Organisations, we recommended a renewed commitment to equity and opportunity for all children and young people, a strong focus on well-being, and a number of measures to expand and strengthen the relationship between schools, teachers and parents and carers to benefit students. We called for the following points to be considered:

- Renewed commitment to equity and opportunity for all children and young people whatever their ability and wherever they live.
- Children are global citizens from birth. This should be enhanced through expanded learning opportunities, recognising that children learn beyond the school gate.
- An emphasis on tangible actions and outcomes that are easily understood by all stakeholders.
- The benefit of respectful and authentic parent-school

partnerships be highlighted and expanded. There is now unequivocal evidence that shows strong and robust relationships between school, teacher and family significantly improves the education and wellbeing of our children. It is a shared responsibility with the broader community.

- The new ratified Declaration should be provided to all parents on entry to primary and secondary school, with an introduction from both the Minister and parent organisations highlighting its importance as the mandate underpinning all education institutions.
- A strong focus on wellbeing in the Declaration is required to complement the focus on great educational outcomes, which won't be realised if a child or young person is not mentally and physically well-balanced.
- Families have the primary responsibility for their children in every aspect, including their education, so every effort should be made to assist them in preparing their children for formal schooling, through significant transition points and across the learning journey more generally.
- A whole-of-community education approach would not only benefit all children, but everyone invested

in the process and outcomes. In particular, we need to find ways to meaningfully engage and inform parents from other cultures, so they can participate in their child's education.

- Understanding how to make best use of technology, as well as to create technological solutions, should have an increased profile in the new Declaration, as these are essential skills for our young people to actively participate in and contribute to future work opportunities. The skills of collaboration, critical thinking, confidence, communication and creativity are treated with equal importance to the development of teachable abilities.
- More needs to be done to motivate children to reach their potential and engage with their education. All students need to be imbued with hope for the future. Statements like, "many jobs are not invented yet", contribute to a sense of disengagement and uncertainty about what matters at school and afterwards. Positivity is much more likely to encourage young people to look for and create opportunities.

Source: [austparents.edu.au/wp-content/uploads/2019/03/Melbourne-Declaration-.pdf](https://austparents.edu.au/wp-content/uploads/2019/03/Melbourne-Declaration-.pdf)

## Research on Digital Parenting

**Research commissioned by the Office of the eSafety Commissioner has provided an insight into Australian parent attitudes and behaviour when it comes to keeping their children safe online and digital technology use. 3,520 Australian parents took part in the national survey which revealed that most parents use a range of technologies and strategies to supervise their children's online activities. The research findings are detailed here.**

**Digital families - connected homes and technology usage:** 99% of parents with children aged 2 to 17 have an internet connection in the home. These homes use a range of technologies including:

- wi-fi (88%)
- smart TVs (62%)
- smart speakers (17%)
- internet-enabled home security (17%).



**Digital parenting - supervising pre-schoolers online:** 81% of parents with pre-schoolers aged 2 to 5 say their children use the internet. Of these parents, 94% report their child was already using the internet by the age of 4.

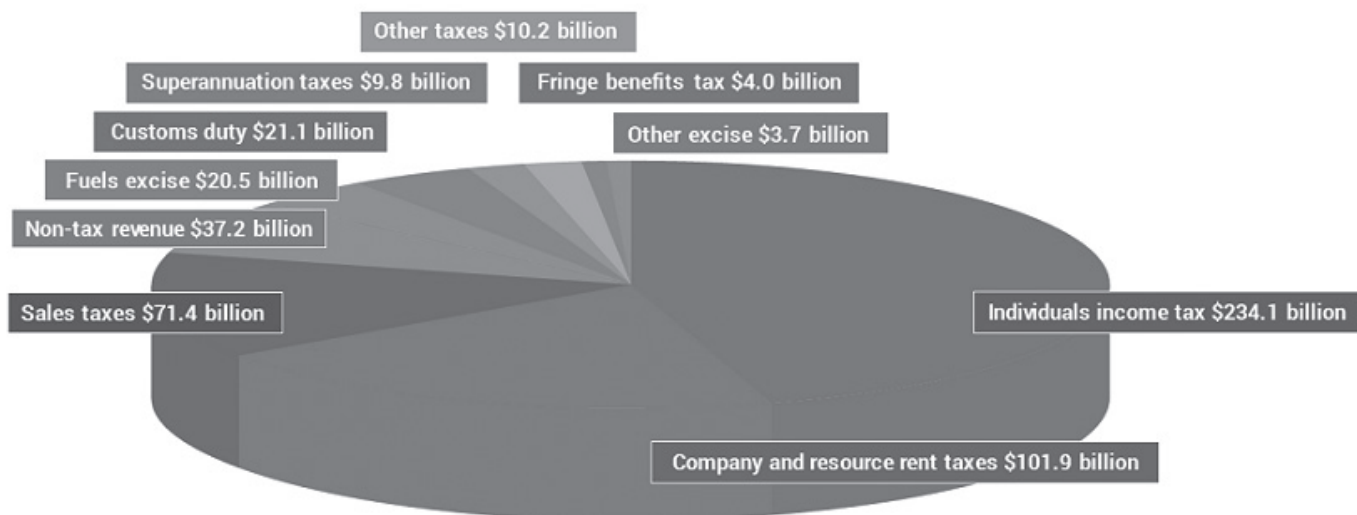
**Digital parenting - managing screen time:** 52% of parents with kids (aged 6 to 12) and 68% of parents with teens

(aged 13 to 17) believe their children spend too much time online. Parents reported this was most apparent for children when playing online games, using social media and streaming TV shows. Most parents use a range of strategies to supervise their children's online activities including talking to them about the amount of time they spend online.

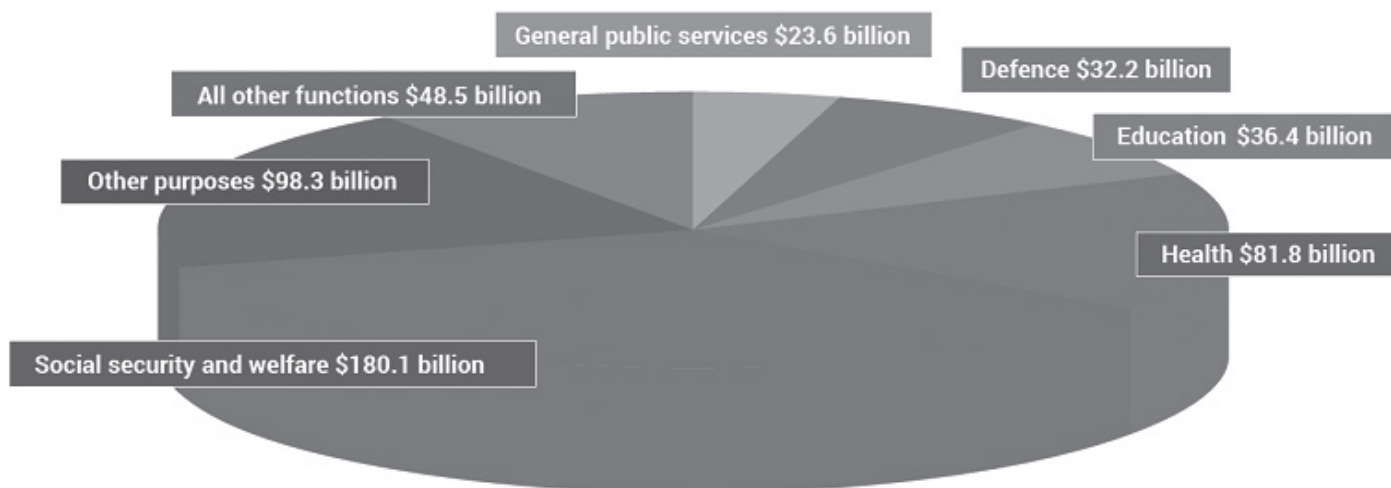
# Revenue and spending

Total revenue for 2019-20 is expected to be \$513.8 billion, an increase of 3.6 per cent on estimated revenue in 2018-19. Total expenses for 2019-20 are expected to be \$500.9 billion, an increase of 2.8 per cent on estimated expenses in 2018-19

Where revenue comes from (2019-20)



Where taxpayers' money is spent (2019-20)(a)



Source: [www.budget.gov.au/2019-20/content/overview.htm](http://www.budget.gov.au/2019-20/content/overview.htm)