



WESTBOURNE PARK PRIMARY SCHOOL GOVERNING COUNCIL

NEWSLETTER ISSUE NO. 2, 24 MAY 2018

IT'S WET, IT'S DARK, IT'S COLD... IT'S TERM TWO!

It's great to be back on deck and I hope everyone has settled back into the routine for term 2. By now we are all no doubt asking the same question each night to our little future leaders "where's your jacket?" followed by a forensic search of the school yard and lost property the next morning for clues!

I had the pleasure of attending a morning tea on behalf of WPPS for school and governing councils on Monday, 9th April with Minister for Education and Training, The Hon Simon Birmingham (a former WPPS student by the way...) and Federal Member for Boothby, Nicolle Flint MP. The event was held at Mitcham RSL and attended by most public, catholic and independent schools in our area. The purpose of the morning tea was to provide an opportunity to hear about current and emerging issues in education and specifically the Federal Government's *Quality Schools Package*. I have included some fact sheets on this package at the end of this newsletter which contain some relevant background information some of which has already been reported in the media already.

Also, in attendance at the morning tea was our recently elected liberal Member for Elder, Carolyn Habib MP. Following this meeting we have invited Carolyn to attend a future council meeting to provide councillors an opportunity to raise topics with Carolyn directly. We will keep you posted in relation to this.

Below is an update from our Week 3 council meeting.

SUMMARY FROM 15TH MAY 2018 MEETING

1. Out of School Hours Care ("OSHC")

- Welcome YMCA to WPPS. Settling in well given the short transition timeframe between Camp Australia and YMCA;
- Changes regarding Child Care Rebate ("CCR") and Child Care Benefit ("CCB") were discussed. YMCA communicating with families in relation to this. Further information can be obtained from YMCA or Centrelink;
- Early feedback regarding YMCA positive.

2. Canteen

- Next "Special food day" is Monday, 25th June with chicken fillet burgers on the menu. Funds raised will go towards the purchase of a popcorn machine;
- Canteen **will not** be open for counter sales on Mondays in winter as sales do not support this service;
- Profit of \$1,608 reported year to date (January to March) which is positive;
- Always looking for more volunteers. If you are able to assist please speak with Sally or Sue Morrison.

3. Sport

- Updated "Out-of-School Sports Policy" tabled by Rachel Bishop which covers organisational matters, code of conduct for students, parents and coaches amongst other information. This policy was approved by council at our meeting and is now final. A copy of this policy is available on the WPPS website via the Operations menu (go to Policies then select Sport Policy 2018);
- List of out of school sports team managers was presented and endorsed by council;



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- Many thanks to all of the volunteers and staff (special mention to Joel) who give up their time to make this happen for the kids. Very much appreciated!

4. Fundraising

- Friday Fun (held 13th April) was a success despite the poor weather. All up the event raised \$3,214
- Disco and Wine and Cheese Night being held Friday, 25th May. Glow products will be available for sale on Thursday and Friday before school;
- School Quiz Night scheduled for Saturday, 18th August. The theme is "Wild Westbourne Park". Start getting your tables together now.

5. Education

- Rachel Mullins has been appointed as the Habits of Mind ("HoM") coordinator;
- Planning underway for the parent survey in Term 3. Ensure communication on action taken following 2017 survey feedback is disseminated to school community. The survey feedback is important and does result in consultation and change;
- Student reports will be delivered at the end of this term. Committee identified "essential learning skills" and "grading" as two priority topics around which to educate parents this term. Students and parents / caregivers need to understand what the report means rather than making assumptions about what it *might* mean;
- NAPLAN is online this year so it will be interesting to see results compared to previous "pen and paper" results.

6. Finance & Facilities

- Work ongoing to close previous OSHC entity including payment services and bank accounts. All funds to be transferred to main WPPS investment account;
- Updated draft "Finance Advisory Committee Policy" approved which takes into account change to Governing Council this year;
- Drainage works (installation of sumps and underground stormwater pipes) have been carried out in Yard A and rain to date has not seen the return of "Lake Westbourne" which is encouraging. Resurfacing work in "chess lane" will be carried out over the coming months. Held up by a change in contractor or also not wanting work to be carried out during NAPLAN;
- We have requested quotes from three (3) companies for playground options to replace the existing equipment in Yard B. Once quotes have been received they will be used as a starting point to present to a small committee of students to discuss before we ascertain the next steps for this project. Initial allocation of \$70K has been reserved for this project;
- Still waiting for a date regarding painting and gutter cleaning along with the removal of the pool.

7. Sustainability and Grounds

- New "Sustainability Committee" met in week 2 and are in the process of setting the terms of reference for the group. Meetings will be held on Wednesday in Weeks 2 and 7 each term at 6:30pm. Further information to be provided in the next newsletter.



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Thank you on behalf of council for taking the time to read our newsletter.

Yours sincerely,

Ben Preston

Chairperson

On behalf of Westbourne Park Primary School Governing Council

Enc. *What is the Quality School's Package? (Department of Education and Training)*
 How are Schools funded in Australia? (Department of Education and Training)
 Why did the Government change funding arrangements? (Department of Education and Training)



What is the Quality Schools package and what does it mean for my school?

The Australian Government is delivering record and growing funding for schools

On 23 June 2017, amendments to the *Australian Education Act 2013* (the Act) successfully passed through the Federal Parliament to give effect to the Australian Government's *Quality Schools* package.

The Government will deliver a record \$243.5 billion in total school recurrent funding from 2018 to 2027. Recurrent funding for schools will grow from a record \$17.5 billion in 2017 to \$29.5 billion in 2027. Use the [School Funding Estimator](#) to find out what this means for your school.

Funding will grow faster than broader economic growth, with total Commonwealth recurrent funding growing at 68.0 per cent over the next 10 years and funding per student growing at an average of 4.3 per cent each year.

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. Over the next 10 years:

- funding for government schools will grow by an average of 86.0 per cent, with total Commonwealth recurrent funding for government schools of \$102.1 billion from 2018 to 2027
- funding for non-government schools will grow by an average of 56.6 per cent, with total Commonwealth recurrent funding for non-government schools of \$141.4 billion from 2018 to 2027.

This funding growth means schools will be able to continue and expand successful programs such as specialist teachers or targeted interventions for children falling behind.

Funding will be consistent, transparent, and needs-based

For the first time, Commonwealth school funding will be truly needs-based. Commonwealth funding will be based on the Schooling Resource Standard (SRS) that provides a base amount per student and additional funding for disadvantage as recommended by Mr David Gonski AC's 2011 *Review of Funding for Schooling*. Students with the same need within the same sector will attract the same support from the Commonwealth, regardless of the state where they live. Students with greater needs will attract higher levels of funding from the Commonwealth.



Over the next decade, all schools will move to being funded at consistent Commonwealth shares of the SRS. The Government will increase its contribution to the SRS:

- from the current average of 17.0 per cent for government schools to 20.0 per cent by 2027, reflecting the Commonwealth's role as the minority public funder of this sector
- from the current average of 76.1 per cent for non-government schools to 80.0 per cent by 2027, reflecting the Commonwealth's role as the primary public funder of this sector.

A majority of schools currently attract less than the new Commonwealth shares – to ensure they receive their new share of Commonwealth funding sooner, these schools will transition to the new shares in six years.

Schools that are currently funded above the new Commonwealth shares will transition to them over 10 years.

States and territories will be required to contribute their share

Alongside the Commonwealth's increased investment, state and territory governments will also be required to deliver their share of a total public funding level of at least 95 per cent of the SRS for all schools by 2023, unless otherwise agreed with the Commonwealth, as a condition of funding.

Indexation will initially grow faster than real costs

To give education authorities certainty, the Government will honour its 2016 Budget commitment to grow the SRS at 3.56 per cent from 2018 to 2020, which is higher than real cost growth.

From 2021, the SRS will grow at whichever is the higher of three per cent or a floating indexation rate based on economy wide measures of 75 per cent Wage Price Index and 25 per cent Consumer Price Index. The current Treasury projections used to calculate this measure are available in the Australian Government 2018-19 Budget, Budget Paper No. 1, Statement 1: Budget Overview, Table 2. This approach will provide a minimum base and certainty for schools while ensuring that funding reflects real changes in wages and inflation costs.

Accountability and transparency will be strengthened

The Government has established the [National School Resourcing Board](#) to provide greater independent oversight of funding arrangements, in line with the recommendations of the 2011 *Review of Funding for Schooling*.

The Board will review elements of the funding model under the Act and the *Australian Education Regulation 2013* (the Regulation), and assess compliance of approved authorities with the requirements of the Act.

A first priority of the Board is to review the socio-economic status (SES) score methodology and current capacity to contribute arrangements for non-government schools with the aim of implementing any changes to these arrangements in time for the 2019 school year. Another priority will be to examine the loading settings for the different levels of adjustment for students with disability.



The Minister for Education and Training will consult with states via the Council of Australian Governments' Education Council, and with national representative bodies for Catholic systemic schools and independent schools, on the work of the Board.

Funding will be tied to reforms

The Government is committed to working with states and territories and the non-government sector on the implementation of the new arrangements to ensure the *Quality Schools* reform delivers real improvements to student outcomes.

In 2017 the Government commissioned the Review to Achieve Educational Excellence in Australian Schools, chaired by Mr David Gonski AC. On 28 March 2018, the Review panel delivered the final report to the Government, [*Through Growth to Achievement: Report of the Review to Achieve Educational Excellence in Australian Schools*](#).

The recommendations and findings in report are the result of extensive consultation with stakeholders and other experts as well as 279 written submissions. The report makes 23 recommendations across five areas to support three identified priority areas:

- deliver at least one year's growth in learning for every student every year
- equip every student to be a creative, connected and engaged learner in a rapidly changing world
- cultivate an adaptive, innovative and continuously improving education system.

The report will be considered by the Council of Australian Governments Education Council as part of the negotiations to inform the development of a new national schooling agreement between the Commonwealth and the states and territories in 2018.



How are schools funded in Australia?

School education in Australia's federation

States and territories have been responsible for schooling in their jurisdiction since Australia became a Federation. However, as Australian society and the economy have changed over time, the Australian Government has taken on a greater role in education funding and policy.

These days, states and territories still have overarching responsibility for schools in their jurisdiction. This includes the registration and regulation of all schools in their jurisdiction (whether government or non-government) and the operation of public schools. The Commonwealth does not run any schools nor does it employ any teachers.

However, funding responsibility is shared with the Australian Government and national education policy is decided by all governments working together through the Council of Australian Governments system.

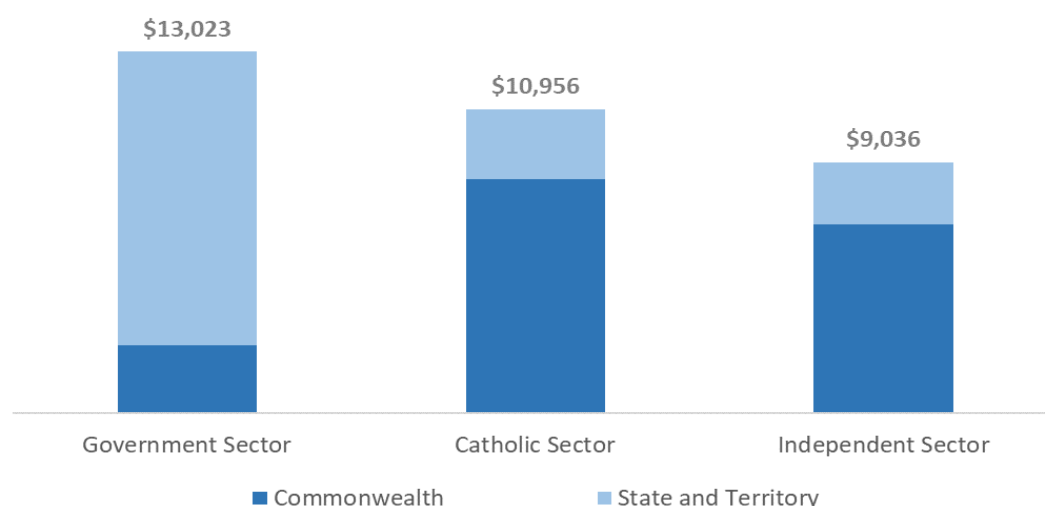
States are responsible for the delivery of school education

In line with their responsibility for the delivery of school education, states and territories are the majority public funder of government schools (with 65.4 per cent of students) and the Australian Government is a minority public funder of the government sector.

The Australian Government has historically been the majority public funder for non-government schools (with 34.6 per cent of students) reflecting its commitment to supporting parental choice and diversity in the schooling system. State governments are minority public funders of the non-government sector.

Australian Government funding to non-government schools takes into account the capacity of school communities to contribute to their school's operating costs, for example the ability of parents to pay school fees.

National average government per student funding by sector, 2016



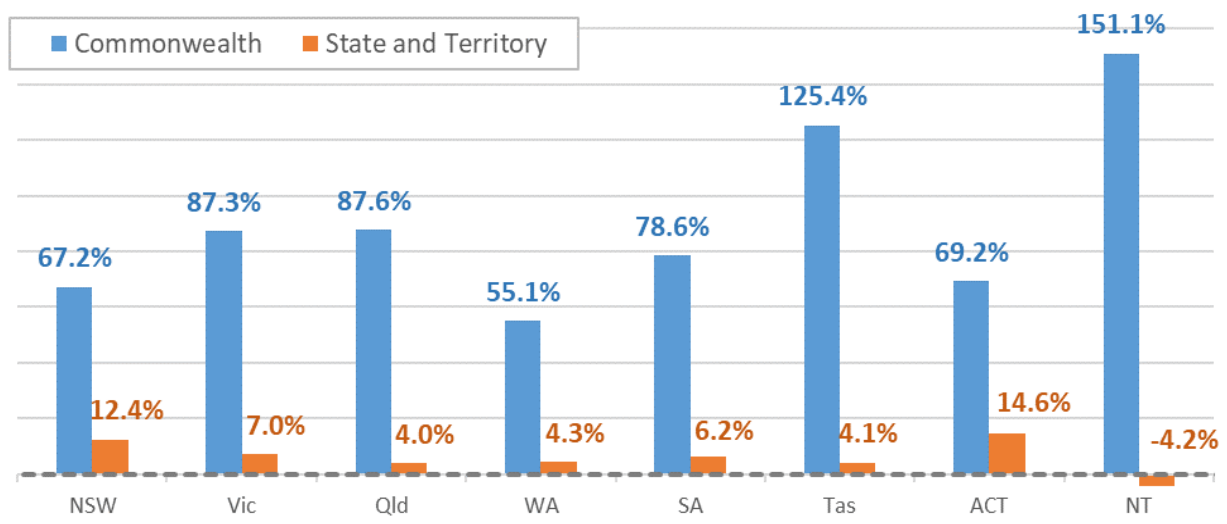
Source: Australian Curriculum, Assessment and Reporting Authority (ACARA) (2018). My School Finance Data Collection, as published on ACARA's National Report on Schooling in Australia: [Data Portal](#)

The Commonwealth share of school funding has been increasing over time

Total combined Commonwealth and state / territory funding per student has grown in real terms by 15.1 per cent over the decade from 2006-07 to 2015-16. At the same time, Commonwealth funding has grown in real terms by 46.1 per cent.

This means that Commonwealth school funding has grown at a much faster rate than state funding over this time, with the Commonwealth share of total public funding increasing from 72.5 per cent in 2006-07 for non-government schools to 75.1 per cent in 2015-16 and 8.8 per cent in 2006-07 to 13.8 per cent in 2015-16 for government schools.

Growth in recurrent funding for government schools 2006-07 to 2015-16



Source: Productivity Commission (2018). Report on Government Services. Table: 4A.14.

New consistent Commonwealth funding arrangements

From 2018, the Australian Government is delivering a funding model that is simple, transparent and based on need. Unlike the previous inconsistent arrangements where the Commonwealth contribution of the Schooling Resource Standard (SRS) varies between states, the Australian Government will move towards consistently funding:

- 20 per cent of the total SRS for government systems, reflecting its role as a minority public funder of this sector, and
- 80 per cent of the total SRS for non-government schools and systems, reflecting its role as a majority public funder of this sector.

Schools and systems currently attracting less than their new Commonwealth share of their SRS will move to the new share over six years, to ensure they get the support they need faster.

Schools and systems that are currently funded above the new Commonwealth shares will transition to the new share over 10 years.

This will ensure that students with greater needs will attract higher levels of funding from the Commonwealth, regardless of the state where they live, and students with the same need within the same sector will attract the same support from the Commonwealth, regardless of the state where they live.



As a condition of receiving Commonwealth funding, state and territory governments will also be required to deliver their share of a total public funding level of 95 per cent of the SRS for all schools by 2023, unless otherwise agreed with the Commonwealth.



Why did the Government change funding arrangements?

While school funding has been growing, results are declining

The Australian Government is growing its record levels of recurrent funding for schools from \$17.5 billion in 2017 to \$29.5 billion in 2027. Total combined Commonwealth and state government funding has grown in real terms by 15.1 per cent per student over the 10 year period from 2006-07 to 2015-16.

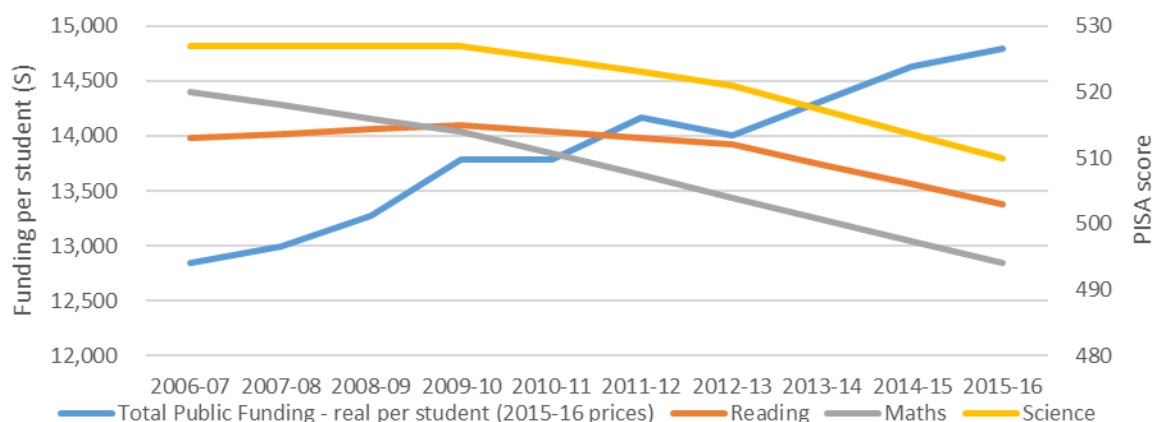
Over this period, Commonwealth funding per student has increased in real terms by 78.5 per cent for government schools and 27.9 per cent for non-government schools while comparable state and territory funding has grown by only 7.7 per cent to their own government schools and by 11.4 per cent to non-government schools.

According to independent analysis, Australia is now among the highest investors in school education in the Organisation for Economic Co-operation and Development (OECD). However, Australia's performance in international testing has declined both relative to other countries and in real terms.

The 2015 Programme for International Student Assessment (PISA) report showed that:

- Australian students are seven months behind where they were in scientific literacy in 2006
- Australian students are a year of schooling behind where they were in mathematical literacy in 2003
- Australian students are 10 months of schooling behind where they were in reading literacy in 2000

Evidence from the OECD is clear that simply providing more funding does not in itself improve student outcomes. The OECD has found that for high-income countries like Australia it matters more how money is spent, than how much is spent.



Sources: Productivity Commission (2018). Report on Government Services.

Australian Council of Educational Research (2017). PISA 2015: Reporting Australia's Results.

Notes: 1. PISA is the OECD's Programme for International Student Assessment. 72 countries participated in PISA 2015.

2. PISA has been held every three years since 2000. The table above shows results from the 2006, 2009, 2012 and 2015 cycles with lines connected to show trends.



Previous school funding arrangements were inconsistent

Under previous funding arrangements for schools, a student with the same need in the same sector attracted a different amount of Commonwealth funding in each state.

For example, a government school in South Australia got around two-thirds of what the same school would have gotten from the Commonwealth if it was just over the border in the Northern Territory.

This inconsistency affected all sectors. For example, Commonwealth funding for an independent school in Tasmania was less than 90 per cent of what its funding would have been for an identical school in Victoria.

If previous arrangements had continued, by 2019 it is estimated that there would have been:

- only 116 schools that had managed to reach 100 per cent of the Schooling Resource Standard (SRS), with 9018 schools still being funded below
- 5524 schools still left below the funding target of 95 per cent of the SRS by 2019, underfunded by an average of almost \$458,000 for every school
- around 256 schools receiving more than the full SRS by an average of \$1.2 million

By 2027, 6966 schools would still have been below the full SRS by an average of approximately \$690,000.

Under previous arrangements, even the most overfunded of schools received a guaranteed three per cent growth in funding each and every year, regardless of need. Many of these schools would have remained overfunded for decades – more than 150 years in the worst case. This was not sustainable.

The Australian Government is delivering a transparent, needs-based funding model that is tied to reforms

From 2018, the Australian Government is delivering a funding model which is simple, transparent and based on need and which will tie funding to reforms that will boost education outcomes—moving all schools and states to truly needs-based funding in just 10 years.

To support efforts to lift outcomes, the Government commissioned the [*Review to Achieve Educational Excellence in Australian Schools*](#), chaired by Mr David Gonski AC.

On 28 March 2018, the Review panel delivered the final report to the Government, [*Through Growth to Achievement: Report of the Review to Achieve Educational Excellence in Australian Schools*](#). The report makes 23 recommendations across five areas to support three identified priority areas:

- deliver at least one year's growth in learning for every student every year
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