



Christ Church
Grammar School

Building Good Men

Principal's Report

June 2016

Attachments

- Media clips
- Quality Schools, Quality Outcomes
- ISCA position statement
- Coalition and ALP school education policy statements
- ISCA Snapshot 2016

**Old Boys' Association
Parents' Association**

1. Progress against the School's agreed Strategic Plan

Strategic Plan feedback

(for noting)

We have received a lot of very positive feedback regarding the newly launched Strategic Plan.

Staff performance

(for noting)

In line with our new Strategic Plan, we have moved to developing not only standards for teaching but also leadership standards for middle managers. The development of high performing leaders is to have a positive effect on student outcome.

Building Good Men

(for noting)

We have received a lot of positive feedback from the CCGS community in regard to what they think are the attributes of a good man. We are currently in the process of condensing all the information and will provide further feedback as we progress. The top 4 characteristics from the feedback are:

- Compassion/Kindness
- Humility
- Integrity
- Strong work ethic

2. Compliance

Quality Schools, Quality Outcomes

(for noting)

On Sunday 1 May 2016, the Australian Government released its school education policy document, Quality Schools, Quality Outcomes. Please see attached document.

More education funding

(for noting)

Federal Labor has pledged an extra \$115 million for NT schools if elected, but the CLP have questioned where the Opposition thinks they will find the money to pay for it. Kate Ellis said yesterday that a "new analysis" of federal and Territory budgets indicate a \$140 million cash shortfall from education funding at the last Territory election in 2012. "This is absolutely shameful," she said in Palmerston yesterday. "This is the only state or territory in the entire country where funding for government schools is going backwards." Ms Ellis said the \$115 million in increased funding would be needs-based and be distributed across the entire Territory to address its many challenges. The funding would take effect in the 2018-19 school years.

Funding

(for noting)

Funding for independent schools will be high on the political agenda in the upcoming election. Please see attached position statement from the Independent Schools Council of Australia (ISCA).

NAPLAN

(for noting)

NAPLAN testing was conducted for Years 3, 5, 7 and 9 boys on 10 to 12 May.

Boosting Indigenous school attendance

(for noting)

Policymakers must empower both schools and community groups to boost school attendance among Indigenous students in high-risk areas. According to a recent ACER report, Indigenous school attendance: Creating expectations that are 'really high' and 'highly real', a 'one-size-fits-all' approach to improving Indigenous students' school attendance will not work. Instead, there must be a policy design including targeted programs and coordinated efforts at local levels. Despite improvements in school attendance among Indigenous students in some parts of Australia, there is still a long way to go, according to the report. Current research points to a 10 per cent attendance gap between Indigenous and non-Indigenous students.

3. Risk management

Road safety

(for noting)

On the morning of Tuesday 19 May 2015, one of our Year 8 boys was struck by a car as he attempted to run across Stirling Highway, below the overpass. Fortunately he was not seriously injured. We emailed the CCGS community and staff to assure them that safety is a priority for the School, and that we all play a role in educating our boys about road safety. It was also reiterated that the boys are to cross at the designated pedestrian crossings located at the traffic lights (corner of Stirling Highway and Queenslea Drive) and when necessary take the overpass in front of Methodist Ladies' College and walk the short distance to Christ Church. This message was reinforced at each assembly that week.

4. Pending Council decisions

Brockway naming

(for decision)

As a follow up to last month's Council report, the Executive have discussed the naming of the new playing fields. Feedback from the community is to move away from the use of "Brockway" due to its associations and consistent with our existing naming convention, the recommendation is, "Christ Church Playing Fields - St John's Wood".

5. Other relevant matters

Staff movement

(for noting)

Appointments

- Kian Kusack: Mathematics teacher F/T ongoing – Offer
- Lauren Ellington: Mathematics teacher F/T Fixed-term Term 3, 2016 – Offer

Resignations

- Micky Arthur: Cricket Coach – May 2016
Pakistan Cricket Coach
- Katherine Jones: Biology Laboratory Technician – June 13, 2016
Research position at Sir Charles Gardner Hospital
- Martin Kolka: ICT Teacher – 18 August, 2016
Moving back to UK with the family
- Matthew Kameron: Assistant Director of Studies/Director of Centre for Excellence – 18 August, 2016
Deputy Associate Principal - Senior School, Peter Moyes Anglican Community School

Old Boys

(for noting)

The OBA are currently working on their Strategic Plan. Once completed, the Plan will be launched and actions commenced.

2016 Federal Election

(for noting)

Please see attached table outlining both parties' policies as described in their policy documents.

ISCA Snapshot 2016

(for noting)

Please see attached Snapshot 2016 which is the Independent Schools Council of Australia's (ISCA) latest release of its annual publication of key facts and statistics about the Independent school sector.

iPad review

(for noting)

Currently there is a committee conducting a review of our iPad use. The committee is to suggest a solution for a tool for learning which is in line with our new Strategic Plan. Currently the iPad is not

satisfying all needs for the older senior school students. The review is to make recommendations in time for budget alignment.

Western suburbs school

(for noting)

Western Australia's peak body for parents of public school students says expanding two high schools in the western suburbs will not be enough to deal with population growth, after it was revealed plans for a new facility have been pushed back by almost a decade. A new school was supposed to be opened in City Beach by 2019, but the Education Minister has now revealed that will not happen until after 2027, as the preferred location is under a lease until then.

Shenton College

(for noting)

Shenton College will undergo a \$49.5 million expansion to accommodate an additional 1000 students after securing funding in the recent 2016-17 State Budget.

Nexus

(for noting)

Online virtual classroom, Nexus, is about to be rolled out across Years 7 to 12. This virtual classroom allows students to interact with staff and also provides them with access to lessons, feedback and marking in real time.

Scholarships

(for noting)

We have had 93 students in Year 6 sit the academic scholarship examination for entry into CCGS in Year 7 2017. We also had a number of students audition for the Music and Drama scholarships. The OBA and Boarding (non-testing) scholarships have also attracted a number of applicants.

Year 12 Ball

(for noting)

The Ball was held on Saturday 7 May 2016 at the Hyatt. The evening was a success and all boys and their guest behaved impeccably.

MLC/CCGS – Timetable

(for noting)

I recently held a joint timetable meeting with curriculum leaders from CCGS and MLC to discuss the 2017 timetable. I have now opened up 4 lines of students as opposed to the current 1 line. This will enable the student's to access more subjects and will lead to greater outcomes.

Archbishop visit

(for noting)

As requested in the Archbishop's letter in regard to the Strategic Plan, I met with him for coffee on Thursday 19 May here at CCGS. He confirmed his satisfaction with the direction of CCGS and with the School's Anglican connections.

Apple scholarship win

(for noting)

Daniel Budd, the School's eLearning Coordinator, has been awarded a scholarship to attend the Apple World Wide Developers Conference in San Francisco, 12 to 17 June 2016. This all expenses paid scholarship is a result of the excellent Swift programming language lessons he presented as an Apple Distinguished Educator both within and outside the School. This achievement was celebrated internally within the School as it is highly coveted outcome that Apple does not take lightly.

Global award

(for noting)

Our Prep School boys have competed in a Chinese language competition in 2015 and 2016. In 2015 we were awarded top school in WA, 6th in Australia and 8th globally. This year, despite very strong competitors, which included MLC and Varsity College in Queensland (a Chinese immersion school), we were awarded top school in WA, Australia and globally.

Post May 7.



Bargaining for their lives ... Annabelle Elias, Daniel Stark, Angus Price, and Josh Coales will be on stage later this month.

Laughter in the aisles

A surreal black comedy set in a supermarket will be staged in Claremont with young performers later this month.

Kate Rice's *The Rise and Fall of the Bargainmart King* sees workers revolting against management, locking them in the cool room – but then getting themselves locked in the store with customers.

A new ruler emerges, and the captives have to bargain for their lives.

Director Kalika Duck said the drama would celebrate the nonsensical imaginings that dance in

people's heads during the hours of scrubbing, sweeping, scanning, stacking and serving at their first job.

She said students from Christ Church Grammar School, Methodist Ladies' College and St Hilda's were in the Midnite Youth Theatre Company.

"It has been such a joy to direct this production," Ms Duck said.

"I was utterly spoilt for choice in auditions and the rehearsal process has been the smoothest I have ever experienced.

"This young cast with our Christ Church boys and girls from neighbour-

ing schools have such an extraordinary balance of down-to-earth diligence and wild comedic creativity – they are seriously skilful and seriously silly."

Ms Rice is researching a practice-led PhD through Curtin University on the ethics of creating theatre based on real stories.

Her other plays include *Apocalypse Perth*, inspired by the online flame war after a review of an amateur musical.

The play is on from May 18 to 21 in the Christ Church drama centre. Tickets from trybooking.com.

Haylie's music goes on

By DAVID COHEN

When Haylie Ecker left her band, it had notched up 4.5 million CD sales.

Now Haylie is on the next stage of an extraordinary musical career – helping budding musicians forge their own musical way ahead.

Haylie spent a decade as the first violin in Bond, the all-girl string quartet that took the world by storm.

“It was a pretty crazy time,” Haylie said.

“We lived in this media-driven concert-frenzied bubble.

“We slept on tour buses and planes.”

Haylie said it was not as glitzy as it sounded.

“Though Pavarotti would send us homemade balsamic vinegars,” she said.

“Issey Miyake made us a clothes range, we’d jam with Nigel Kennedy until 5am, and Bruce Willis bought us hamburgers after a Los Angeles show.”

Now married and a mother of two living in Peppermint Grove, Haylie said her new adrenalin high was getting the kids to school on time.

Haylie graduated from London’s Guildhall School of Music and Drama with first-class

Wall of sound ... Haylie Ecker, with daughter Uma Sky and son Ari, and some Bond band mementoes. Photo: Billie Fairclough

POST MAY 7



The name's Bond ... Haylie Ecker, third from left, with band-mates Tania Davis, Gay-Yee Westerhoff, and Eos Chater.

Haylie's music

• From page 3

honours and was working as a classical soloist and chamber musician in London in 2000 when Bond took off.

She and her Australian mate, Tania Davis, and Brits Eos Chater and Gay-Yee Westerhoff collaborated with entrepreneur Mel Bush to start Bond.

"We were looking to create a musical niche," Haylie said.

"So we created this crossover electric all-female string quartet.

"We were one of a kind - there was no one else in our space.

"But it's pretty crowded out there these days.

"I'm glad we got there first.

"Our first single was recorded in Mike Batt's kitchen while his wife was baking.

"It was freezing. I can still smell her chocolate chip cookies."

She said Bond shot into the international spotlight when it was controversially kicked off the UK classical charts.

Haylie described Bond's music as "classically influenced, emotive, no lyrics, slightly filmic, with beats".

It is regularly used at the Olympic Games and on CNN's sports and news channels.

Haylie left Bond in 2008 when she was six months pregnant.

"I had this moment of clarity," she said.

"During a concert in front of the Pyramids, I realised I was ready to turn the page."

She and her husband moved to Hong Kong, where they lived for four years.

"I started up a classical concert series for kids called PLAY, curating unique programs performed by internationally renowned classical artists," she said.

"The kids loved it.

Her son, Ari (7), goes to Christ Church Grammar School and daughter Uma Sky (5) is at Methodist Ladies' College, where every child is encouraged to play.

Haylie credits her mother with exposing her to the best musicians when she was young, and now she wants the same for her children.

Haylie will mentor senior MLC recitalists for their concerto night performances.

"Who knows, maybe I can style them, too," she said.

Haylie is on the Australian Youth Orchestra Council, and is also involved with Musica Viva.

Big message in Gareth's dark drama

Gareth Shanthikumar performed a drama on Tuesday night that takes an intense and challenging look at race and injustice.

Gareth, who was in Year 12 at Christ Church Grammar School last year, wrote and performed *Let It Shine* at the Perth Concert Hall, as part of Performing Arts Perspectives.

"I used the civil rights movement as a real example of where a persecuted

race was able to fight back against injustice and reach equality," Gareth said.

"Overall, the piece went excellently, with everything running according to plan.

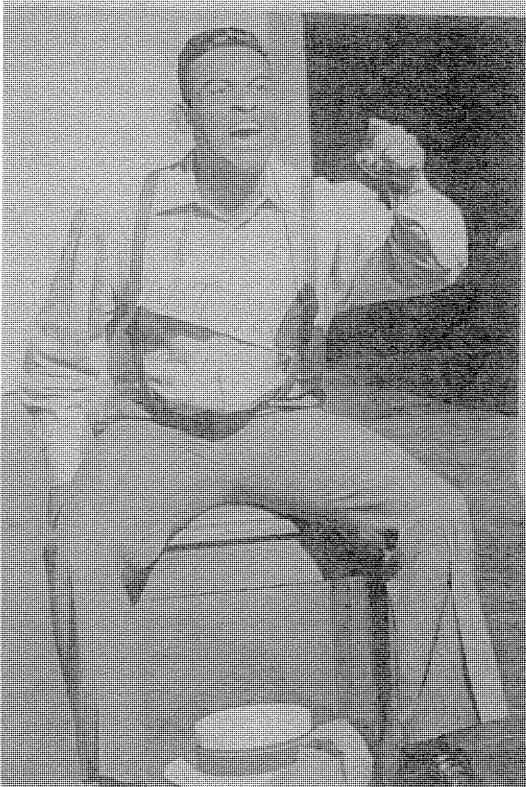
"I think I was able to convey the main message to my audience: all who are oppressed will one day overcome."

Gareth said he owed a great deal to Christ Church drama and artistic director

Gregory Jones for helping create his piece and shape it to a high standard.

"The effort and dedication to drama at Christ Church are fantastic, not just for me but for all the young actors at the school," Gareth said.

Performing Arts Perspectives is a showcase for the highest-performing WACE students of last year in dance, drama and music.



"All who are oppressed will one day overcome," Gareth Shanthikumar on stage.

Examining nature of faith

William Yeoman

Australia is a Christian nation even though it's not a nation of churchgoers," Australian social researcher, psychologist and novelist Hugh Mackay says.

"Our culture has been heavily formed by the Christian myths and especially the Christian values. I think the value of the Church in our society has got almost nothing to do with belief. It's all about the power of myths to help us live with life's mysteries."

Such opinions explain why Mackay, whose previous 17 books include *Reinventing Australia*, *Media Mania*, *Advance Australia . . . Where?* and *Infidelity*, believes certain groups won't touch his latest offering, *Beyond Belief*.

"People of very committed faiths with an ironclad set of beliefs will hate it," he says. "Hardline atheists and anti-theists will hate it." Which leaves us, those reasonable people who occupy the middle ground, as Mackay's target readership.

"in anything — whether a god, a religion, a teacher, a leader, an ideology, a philosophy, an economic system or an alternative to conventional medical practice".

They are: Does it make sense? Does it point to a better world? Does it matter? My own feeling is the object of your faith need only pass the second test; an affirmative answer to the other two should flow naturally from that.

Perhaps most importantly, Mackay reaffirms the role of love and compassion in giving real meaning to our lives and to the lives of others — regardless of your beliefs.

"My goal in writing the book is to say let's not get hung up on these labels of whether you're a theist or an atheist or an agnostic," he says.

"None of that stuff is really as important as the question of what kind of society do you want to live in and how can we create that kind of society."

As an example, Mackay thinks Pope Francis is a "potentially revolutionary figure" and "an inspiration to



Hugh Mackay

In many ways a continuation and amplification of the ideas explored in Mackay's more recent books *The Good Life* and *The Art of Belonging*, *Beyond Belief* looks at why

there is such a gap between those who identify as religious and those who actually attend some form of regular worship.

It also examines the nature of faith and offers "three tests of reasonableness" for those considering placing their faith

many outside the Catholic Church" as well as within it because "he talks about compassion and tolerance and forgiveness" instead of focusing on dogma.

"Love, compassion, kindness, tolerance: we don't see these as religious concepts but as necessary in creating the society we need," he says.

"If I could dream of this book having an effect, it would be to bring together people from very different religious backgrounds and to show them they have a common purpose."

Beyond Belief is published on May 1 (Macmillan Australia, \$33). **Hugh Mackay** will be in conversation with **The Very**

Rev. John Shepherd at 5pm on April 30 at Christ Church Grammar School, with *West* Books Editor **William Yeoman** at 6pm on May 2 at South Perth Library and with **Bishop**

David Murray at noon on May 3 at St George's Cathedral. On May 3 he will be at the new Perth City Library at 6.30pm.



Ethan Teo's achievements reflect his hard work.

Teo set to go far

UWA Nedlands FC player Ethan Teo (13) has made the last 16 in trials for Paris Saint Germain (PSG) FC's junior academy.

Teo has played with UWAN-FC since Joeys Soccer, was most recently part of the 13's Division 1 side and won the Luca Cardoso award in 2015 for his fantastic ethic and attitude.

Teo's family moved to Paris at the end of last year and he has been playing for local club U.S. Croissy, competing in the La Ligue Paris ile-de-France league.

He also represented the British School of Paris team that

won the Albion Cup – a competition against other international schools in the Paris area.

Mark Lee, Teo's coach at Pro Football Training and Christ Church Grammar School, said Teo's recent achievements were an accurate reflection of his hard work and dedication.

"Ethan is a wonderful young man with excellent standards on and off the pitch," Lee said.

"He will have had a wonderful experience at PSG which will make him a better footballer and be a highlight of what we hope will be a long and enjoyable football journey."

WSW MAY 17.

Private students poached: union

■ **Bethany Hiatt**
Education Editor

The private school teachers' union has attacked the Education Department's Independent Public Schools scheme for poaching students from the private sector.

In its submission to a parliamentary inquiry into the effectiveness of the IPS initiative, the Independent Education Union of WA said it was negatively affecting enrolments at non-government schools.

"This in turn has direct negative implications for staffing and teaching conditions in non-government schools," the union's general secretary Angela Briant wrote.

Under the IPS scheme, which started in 2010, principals of public schools granted independent status have more freedom to manage their own finances, hire teachers and

choose education programs.

"Negative competition" between independent public schools and non-government schools could lead to a decline in the quality of teaching and student outcomes in both, the union said in its submission to the Legislative Assembly's education and health standing committee.

Ms Briant said the "perceived desirability" of a public school given IPS status often led to an increase in student enrolments, which put neighbouring private schools under pressure.

"Reduced student numbers impacts on the Federal and State government funding and school fees received by the school," she said. "This has a direct and immediate negative impact on staffing arrangements."

The union said more teachers and support staff were made redundant from non-

government schools last year than in any previous year, with up to 15 schools affected.

While the end of the mining boom had affected private school enrolments, the union said many private schools that had offered redundancies had a public school with IPS status nearby.

A submission from the Association of Independent Schools of WA said the IPS scheme's use of the word "independent" to describe a type of government school was misleading because it had previously applied only to non-government schools.

The State School Teachers Union and the WA Primary Principals Association yesterday told the committee the IPS scheme had led to a big increase in principals' workloads, with less support.

This year 445 schools achieved IPS status, with another 50 to be added next year.

The West Australian 17 May

WS. May 10.

Cream of the teaching crop

FIVE UWA students recently won a share in \$25,000 scholarships from Christ Church Grammar School (CCGS) and Hale School.

Three students will intern at CCGS and two at Hale School after winning \$5000 scholarships from each of the schools.

Hale School principal Stuart Meade said the school had a strong relationship with UWA's Faculty of Education.

"We believe it is important to support and encourage students who are considering teaching as their chosen profession," Mr Meade said.

"We hope to give the students involved in the program a first-hand experience in the professional learning that is undertaken by teachers at the commencement of the year, as well as exposing them to the administration required at the commencement of a new school year.

"They sit in on classes in the first week of Term 1 when relationships are forged, ground



Sarah Sciarrone, Joanna Morrison Mayo, Michael Venter, Ellen Fortini and Jeike-Maree Coulter-Nile. Picture: Marie Nirme

d452765

rules and standards set and teachers establish the tone of the classroom; these are areas that are difficult to learn in any other way."

With a background in cancer research, Ellen Fortini decided to pursue a career in teaching after she saw students' faces light up when she talked about her research.

Dr Fortini is in the second year of her Master of Teaching in secondary education and a

winner of the Hale School Scholarship.

"I love learning. Being in a career where I keep learning new things is exciting to me," Dr Fortini said.

"Hale School's ethos of striving to give every boy an opportunity to achieve is something I hope to develop in my own teaching practice."

CCGS scholarship recipient Joanna Morrison Mayo is also completing her Master of Teaching, in primary

education.

"The scholarship is providing a brilliant connection between university course work and classroom teaching over and above my previous practicum experiences," Ms Morrison Mayo said.

Other scholarship recipients are Michael Venter (Grad Dip in Education), Sarah Sciarrone (Master of Teaching, secondary) and Jeike-Maree Coulter Nile (Master of Teaching, primary).

WINNERS

Waleed Aly: Gold Logie, Best Presenter, *The Project*
Jessica Marais: Best Actress, *Love Child*
Deborah Mailman: Most Outstanding Actress, *Redfern Now*
Erik Thomson: Most Popular Actor, *800 Words*
Alex Dimitriadis: Most Outstanding Actor, *The Principal*
Adam Dovile: Most Popular New Talent, *Better Homes and Gardens*
Glitch: Most Outstanding Drama Series, *ABC*
Family Feud: Most Popular Entertainment Program, *Ten*
The Block: Most Popular Reality Program, *Nine*
Ready for This: Most Outstanding Children's Program, *ABC3*
The Living Room: Most Popular Lifestyle Program, *Ten*
Home and Away: Most Popular Drama Program, *Seven*
The NRL Footy Show: Most Popular Sports Program, *Nine*
Gruen: Most Outstanding Entertainment Program, *ABC*
The Killing Season:
Most Outstanding Public Affairs Report, *ABC*
Seven Network:
Most Outstanding News Coverage, *Seven News*
Noni Hazlehurst: Logie Hall of Fame
Gogglebox Australia: Best Factual Program, *Ten*
KFC T20 Big Bash League:
Most Outstanding Sports Coverage, *Ten*
Shaun Micallef's Mad as Hell:
Most Outstanding Comedy Program, *ABC*
The Secret River:
Most Outstanding Miniseries or Telemovie, *ABC*
Tim Minchin: Best Supporting Actor, *The Secret River*
Celia Ireland: Best Supporting Actress in a Miniseries/
Telemovie, *Wentworth*
Network Ten: Logie Award for Best News Panel or a
Current Affairs Program, *The Project*

*The West Australian May 9
Old Boy - Tim Minchin*

Hugh's off to search for sunken treasure

By DAVID COHEN

Hugh Edwards captivated Claremont students with tales of shipwrecks, treasure hunting and swimming with sharks and giant squid.

Hugh, a Swanbourne resident, spoke to Christ Church Grammar School marine studies students about his 60 years of diving adventures.

Hugh has explored shipwrecks around the world – in the Mediterranean, the Falklands and Cambodia, wherever there is treasure to be found.

Hugh was recognised as primary finder of the 1629 wreck of the Batavia and the 1727 wreck, the Zeewyk.

Students heard about his work with some of the world's most daring and successful divers in some of the most beautiful places on Earth.

"I've explored most significant dive locations around the world, but the Abrolhos has the best memories, great anchorage and spectacular reef corals," Hugh said.

"We're currently working in the water around the Abrolhos, searching for the Aagtekerke, which is believed to have had three tonnes of silver coins.

"But with heavy surf in the area, we get to dive only four days per month, so it is a challenging job."

Thirty Christ Church students recently completed two



Ship-shape ... Angus Kitto, left, and Hugh Edwards.

open-water dives north of Rottnest Island for their diving certification.

"It was very satisfying to see all divers put their newly acquired skills to the test and dive safely and confidently in open water," marine studies teacher Arvi Pocock said.

Hugh encouraged the boys to continue working on their skills at the many interesting diving locations off Rottnest and the Abrolhos.

pport the auto.

Post 21 May 2014

Car hits CCGS student

A Christ Church Grammar School boy was hit by a car on Stirling Highway on Tuesday morning.

The Year 8 student had a grazed face and cut forehead. He was hit while crossing the highway below the MLC bridge.

"The student was transferred to the Christ Church health centre, where he was treated and assessed," a CCGS spokeswoman said.

"He appeared physically okay but understandably traumatised.

"A family member later took the student to PMH, where he was cleared of serious injury."

MLC students saw the accident and had an afternoon meeting about road safety.

"While we will reinforce the road safety message at upcoming assemblies, this is an opportune time for you to have a conversation with your daughter about the importance of making the right choices when crossing the road," community relations director Annette Suann said.



Stress release ... Nurse manager Marian Knox and other staff were treated to music and poetry when Kevin Gillam performed. Photo: Paul McGovern

Nurses tap into healing poetry

Spirits soared among Sir Charles Gairdner Hospital staff one recent Friday when award-winning Perth poet Kevin Gillam read poetry interspersed with live cello music.

The event launched the Katharine Susannah Prichard Writers' Centre's medicine and the arts poetry program, the first of its kind in Australia.

According to the centre, poetry enables people to re-centre and reconnect with their human side by allowing them to pause to

embrace beauty, strength and solace, and recharge their inner batteries.

In the program, a poet gives free lunchtime readings to overworked staff members, who benefit by feeling recharged so they can care for their patients better.

Nurse manager Marian Knox, who started learning the piano recently and loves the cello, said she had enjoyed the lunch session, which had been uplifting and well received.

"It also raised some eyebrows among patients and visitors

walking past to suddenly see a cellist playing and reciting poetry in a busy hospital thoroughfare," she said.

The series was launched in the US in 2010 by Australian poet and professor emerita D. Anna Soter, who envisioned a place where medical staff could find relief from the pressures of their profession.

The writers' centre plans to continue poetry sessions in hospitals and medical centres throughout WA.

Post May 14.

Jordan feels the need for speed

By DAVID COHEN

Jordan Love has been racing at nearly 250kmh – but got his driver's licence only last Saturday.

Jordan (17), a Christ Church Grammar School Year 12 student, just signed with Adelaide-based Team BRM in Formula 4.

The signing followed Jordan's win in the second round of the CAMS Jayco Australian Formula 4 Championship at Phillip Island at the end of last month.

"I am extremely excited to be a part of a very experienced team that has great success in many categories in motorsport," Jordan said.

Jordan failed his driving test the first time – for speeding – but got it on the second try in a Hyundai Getz.

"My dad used to race in touring cars, now known as V8 super-cars," Jordan said.

"A family friend raced go-karts. I tried it – and ended up doing five years in them."

Two years ago, Jordan decided to take the next step in racing and drove in a Formula Ford car at Barbagallo Raceway.

He entered the Asian Cup Championship last year and won 14 out of 15 races, and the event.

He also competed in a few Formula 4 races.

"This year in Formula 4 I'm leading so far. I was second in the first round," Jordan said.

"I'd like to think I'm the next big thing, but it's a lot of hard work – and a bit comes down to luck."

Jordan's worst stack left him with two broken ribs.

"Mum's pretty good with it – I couldn't do it without my parents," Jordan said.

"Go-karting was more dangerous. In a racing car you're bolted in."

Last year Jordan drove a GP2 car around a former Formula 1 race track in Indonesia.

"It was an amazing experience," he said.

Christ Church's director of sport, Anthony Lynch, said Jordan had a great racing career ahead of him.



"The kid is the real deal" ... Jordan Love is fast-tracking his way to success. Photo: Paul McGovern
INSET: Jordan at nearly 250kmh.

"The kid is the real deal," Mr Lynch said.

"Jordan will more than likely go to Europe in 2017 for testing with other teams and race in the European circuit."

Jordan said support from Mr Lynch and his head of house, Gareth Phillips, had been crucial.

"They have been very understanding and the school's been really good," Jordan said.



Christ Church Grammar School

Christ Church Grammar School
specialises in academic excellence.

Book online for a tour of the
Preparatory School featuring a talk
on early learning by Holly Miller,
Co-ordinator Pre-Primary to Year 2,
on **Wednesday 8 June at 9.00am.**

To reserve a place on this tour visit
the Enrolments page on the school
website at www.ccgswa.edu.au or
call 9442 1555.

Building good men

POST - 27 May





Australian Government

Quality Schools, Quality Outcomes

May 2016



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Introduction

A strong and sustainable schooling system that ensures all children receive an excellent education matters for Australia's future.

Strong education outcomes result in better work and life opportunities for us all as individuals and benefit Australia more broadly through improvements to national productivity, workforce participation, stronger communities and economic prosperity.

The Australian economy has experienced over two decades of continuous economic growth, and as a result, Australians have enjoyed some of the highest living standards in the world. However, our economy is in a state of transition.

According to the Productivity Commission, 'Australia's future depends on how well it develops the 'human capital' of its population, and that a well-performing schooling system will benefit all individuals and drive economic growth and prosperity'.¹

Education is the foundation of a skilled workforce and a creative community. The better literacy and numeracy skills a young person has, the more likely they are to continue at school, undertake tertiary study, and go on to highly skilled and paid work. Furthermore, the jobs of the future are likely to be more complex than jobs of today and will require higher levels of education.² Students will need to be more innovative and creative and be able to work collaboratively with others to be successful in their future jobs.

The importance of education to Australia's economic performance will continue to grow. Our capacity to innovate, to embrace change and to drive growth will depend more and more on the education and skills of our community. That's why the Australian Government plays an important role in schooling and is delivering a credible school funding plan that is affordable and deliverable.

We should strive for a high quality school system that assists each and every Australian child to reach their full potential, so they can fully participate in the economic and social life of the community.

Australian schools generally achieve good outcomes, with more than 92 per cent of Australian children achieving at or above the national minimum standard across both literacy and numeracy. Internationally, in the most recent Programme for International Student Assessment (PISA), our education system was classified as high-quality and high-equity.

However, our performance both relative to other countries and in real terms has declined over time and there is a significant gap between our highest and lowest performing students. PISA results indicate there has also been a decline in the number of high performing students in mathematics and reading. This is despite significant increases in real terms in total government funding over the last decade. As a country we can and must do better and need to focus on what is needed to improve.

1. The Productivity Commission, *Schools Workforce*, 2013

2. Australian Workforce and Productivity Agency, *Australia's skills and workforce development needs*, 2012

While we all know money is needed to support our schools, studies of student achievement demonstrate that there is no strong or consistent relationship between higher student achievement and just providing additional school funding. The OECD has found that how money is allocated across the system matters more in education spending than the amount of money that is spent.³

While acknowledging there have been innovations and some improvements in education outcomes across the different education systems in Australia, it is essential that these are not limited to particular jurisdictions or sectors but are applied to all schools so all students benefit.

3. OECD, *Does money buy strong performance in PISA?*, 2012

Building on our Schooling Successes

Since 2013, through the Students First pillars of teacher quality, school autonomy, engaging parents in education and strengthening the curriculum, the Australian Government has worked to improve outcomes for all Australian students. The evidence is clear that these areas are vital to improving outcomes and ensuring Australia's future prosperity.

Quality teaching

Research evidence recognises the importance of quality teaching in the achievement of student outcomes.⁴ Teachers need to be able to understand what each of their students can do and what they need to be able to do next. Students need constructive feedback on the things that they are doing well and where further attention or improvement is required.

That's why the Government is committed to improving the quality of the teaching workforce in Australia, from initial teachers to experienced teachers and school leaders. The Australian Government has committed to implementing recommendations from the Teacher Education Ministerial Advisory Group report - Action Now: Classroom Ready Teachers. The recommendations are grouped into five themes:

- stronger quality assurance of teacher education courses;
- rigorous selection for entry to teacher education;
- improved and structured practical experience for teaching students;
- robust assessment of graduates to ensure classroom readiness; and
- improved national research and workforce planning.

The Australian Institute for Teaching and School Leadership is now leading the implementation of the recommendations in collaboration with states and territories, higher education providers, teacher regulators, relevant experts and the non-government sector.

While these reforms will inevitably take time to reach classrooms, Education Ministers have already agreed to higher standards for beginning teachers, including a new test starting in July 2016 for all applicants to initial teacher education courses to ensure new teachers have the literacy and numeracy skills they need for the classroom.

Ministers have also agreed to higher standards for teacher training, new guidelines for the selection of entrants and robust assessments of graduates. The revised standards will improve the quality of initial teacher education programs and enhance the capabilities of program graduates. Having a rigorous selection processes will ensure that teachers at the beginning of their career have the academic and non-academic skills to enable them to be effective teachers when they enter the classroom.

4. Hattie, J., 2003, 'Teachers make a difference: What is the research evidence?' ACER Research Conference, Melbourne 19-21 October

These national efforts complement progress in states. The New South Wales Government, for example, has made teaching a priority area with the *Great Teaching, Inspired Learning* policy that includes actions from how students are selected into initial teacher education, through to improving the quality of in-school teaching and school leadership.

School leadership and autonomy

Alongside quality teaching sits effective school leadership. Research has shown that principals have the second biggest in-school impact on student outcomes after classroom teaching.⁵ Our school leaders set the tone and expectations of our schools. They establish a strong teaching and learning culture within the school and encourage teachers to work together and continue to develop, supported by good professional learning and development opportunities.

The Australian Government is supporting the implementation of the Australian Professional Standard for Principals, which sets out what principals are expected to know, understand and do to achieve in their work. This will help all principals to understand what is expected of them, and to develop as strong and effective leaders of their school communities.

A characteristic of effective international education systems is school autonomy and decision-making coupled with transparency and accountability.⁶ School leaders and communities are best-placed to know and understand the needs of their schools and make informed decisions about how to operate their school effectively. That's why the Government supports a greater say for teachers, principals and the community about how their school is run.

The Government is supporting greater school autonomy and decision-making with a \$70 million Independent Public Schools initiative. The initiative aims to give participating government schools more control of local decision-making and to help encourage stronger links between schools, parents and the local community.

The national Independent Public Schools initiative was based on the Western Australian initiative that was announced in 2009. The Western Australian initiative has supported the development of the capacity of public schools to exercise independence at the local level. It has created strong foundations for empowered school communities, innovation in schools, and future improvement in student achievement. Because of the successful outcomes this initiative achieved in Western Australia, the Australian Government took the opportunity to provide financial support to state governments to progress similar reforms in all states and territories.

5. Centre for Education Statistics & Evaluation, 2015, "Effective Leadership", *Learning Curve*, Issue 10

6. OECD PISA in Focus 9, 2011. *School autonomy and accountability: Are they related to student performance?*

Engaging parents in education

Parents have a significant impact on their child's learning and the Australian Government is committed to supporting parents to be positively and actively involved.

Last year, the Government launched the free *Learning Potential* app which provides useful tips for parents about how to get involved, with information tailored to the age of their child. With over 700,000 views, the app is proving to be a valuable resource for parents, from birth through to post school. Further work is now underway to develop free online resources that are linked to the school curriculum to help parents reinforce what their children are learning at school, with a focus on literacy and numeracy.

Helping parents to understand what their child is learning at school will enable them to better support their child. Communication with parents and carers is important to working in true partnership with home and school.

Following an Australian Government review of the *My School* website, state governments have agreed to a series of enhancements to make the website more accessible and easier to understand and to add more information about schools. This will provide parents and the broader community with the best possible information about their local school. Such actions also support the Council of Australian Governments' (COAG) agreement by all Governments to increase access to information on Government services.

Strengthening the Curriculum

Literacy and numeracy are the basic building blocks for learning. Our teachers need to ensure that every child has mastered these foundation skills so that they are able to grow and learn across all learning areas of the curriculum.

The Australian Government has worked to restore the focus on a back to basics approach through our Review of the Australian Curriculum, which was completed in 2014. The changes made to the curriculum addressed the issues of overcrowding in the primary curriculum, boosted the teaching of phonics, improved accessibility for students with a disability, and provided an increased focus on learning problem solving and technical skills. The amended Foundation to Year 10 Australian Curriculum was endorsed by Education Ministers in 2015. A quality and nationally consistent curriculum should ensure young people leave school with the literacy and numeracy skills that will support them to be successful in the education, training or employment pathways they choose.

A greater emphasis is also needed on science, technology, engineering and mathematics (STEM) skills to ensure that Australian students are equipped with the knowledge they need to thrive in a globalised, interconnected world. PricewaterhouseCoopers has identified research that shows 75 per cent of the fastest growing occupations now require STEM skills.⁷

7. PricewaterhouseCoopers, *A smart move: future proofing Australia's workforce by growing skills in science, technology, engineering and maths (STEM)*, 2015

The Australian Government has committed to improving STEM education in schools with the aim of ensuring that young Australians are prepared for the jobs for the future. Education Ministers have together endorsed the National STEM School Education Strategy 2016–2026 which provides a platform for moving forward with current and future STEM initiatives.

In addition, the Australian Government's National Innovation and Science Agenda (NISA) is delivering a range of initiatives that will improve the information and communications technology (ICT) literacy and STEM skills of Australian students. This includes programs aimed at young children to inspire curiosity and develop science and maths knowledge in early childhood, online computing challenges for Year 5 and 7 students, and ICT summer schools for students in Year 9 and 10. To increase student participation in coding, 'Cracking the Code' activities will be held as part of National Literacy and Numeracy Week each August to engage children in developing digital literacy through fun 'real world' activities.

The Government is also supporting the development of new languages curricula, extending the Early Learning Languages Australia programme and continuing support for Flexible Literacy for remote primary schools.

These national reforms complement state initiatives. The Queensland *Curriculum into the Classroom* resource supports state school teachers to implement the Australian Curriculum. It is an innovative, digital resource that can be tailored to individual students and schools. The materials in this resource are regularly updated to ensure it is consistent with the Australian Curriculum and in response to school communities.

Funding

Funding is necessary for providing a strong education system, but securing the best results will depend on how the money is spent.

Between 2004–05 and 2013–14 Commonwealth per student funding has grown by 36.7 per cent in real terms (66.1 per cent for government schools and 18.0 per cent for non-government schools).⁸

Research shows there is no automatic link between high per student funding and student outcomes, but that improved outcomes are driven by policies and reforms both in the school and in the wider education system.⁹ Countries such as Korea and Poland spend less per student on school education than Australia yet perform better than us in international assessments while countries like Norway, the United States and Sweden spend more per student and perform worse.

8. The Productivity Commission, *Report on Government Services, 2016*

9. Recent examples include: (1) Mourshed, M., Chijoke, C., and Barber, M. (2010) *How the world's most improved school systems keep getting better*, McKinsey & Company (2) Jensen, B. and Sonnemann, J. (2014) *Turning around schools: it can be done*, Grattan Institute, Melbourne (3) OECD (2013), *PISA 2012 Results: What Makes Schools Successful? Resources, Policies and Practices (Volume 14)*, PISA, OECD Publishing

The Productivity Commission suggests simply adding more resources to policy areas of interest will not result in performance gains among students. Improvements in student achievement will require more than just spending more money.¹⁰ Identifying the policies and practices that result in better student achievement requires examining the evidence about what works and implementing targeted interventions.

Investment in strengthening the evidence base available to policy makers is therefore critical to making a difference for all Australian students. Identifying the gaps and putting in place strategies to fill them through data collection, analysis and research will help form a sound evidence base that can be used to target and formulate more effective education policy.

We need an affordable, transparent and easy to understand way of funding to make sure that all children have the support they need to succeed, no matter what school they go to or where it is located. The government supports a needs based approach to funding that ensures that funding goes to where it is needed most.

However, the current school funding arrangements introduced by the former government are complex and inconsistent across states and sectors. There are 27 different funding arrangements that determine the level of funding provided to schools in different states and systems. These different agreements mean that some schools will not reach their theoretical funding allocation this century. Deals and special arrangements have damaged the integrity of the needs-based funding model.

Also, Commonwealth funding only has a secondary role in what most schools actually receive. On receipt of Commonwealth funding, state and territory governments, and non-government education systems, distribute funding to schools through their own systemic funding models. The only schools that receive Commonwealth funding exactly as calculated through the *Australian Education Act 2013* are Independent schools which are not part of any school system.

The Australian Government needs to ensure that its future spending is affordable and focused on delivering quality services for all Australians, without passing on higher levels of debt to the next generation.

10. The Productivity Commission, *Schools Workforce Research Report*, 2012

Areas for Future Focus

Future policies need to ensure strong learning outcomes for all Australian students, regardless of their school or family background. Consultation with states and territories, the non-government school sector, teachers, school leaders and the community will be central to the development of future schooling directions.

Future efforts should be underpinned by the following principles:

- focus on what makes the difference – ensure future funding investments are targeted to the things that evidence shows make the most difference for students;
- support those who need it most – ensure that students who need it are able to access the support they need to succeed and that teachers are equipped to tailor their teaching practice to individual student need;
- ensure students are equipped for a globalised world – ensure that young people are leaving school with the skills they need to succeed in the workplace, further education and as active and involved citizens; and
- increase accountability through transparency – ensure that students, teachers, parents and the community are able to access information about how students and schools are performing, what funding is being spent on and support the sharing of information about what works to improve outcomes.

Boosting literacy, numeracy and STEM performance

Our education system should deliver a basic learning entitlement for all children to leave school with the skills they need to live and work in a globalised world. Good literacy and numeracy skills are the foundations for successful progress in school and into the broader world of work and/or study and there is increasing demand for strong skills in science and technology.

Teaching quality accounts for 30 per cent of the variance in student performance,¹¹ therefore focusing on reforms such as **mandating literacy/numeracy as a specialisation for primary teacher training and requiring teachers to use explicit literacy and numeracy instruction in schools** will help reverse Australia's current decline in international assessments. Research¹² has shown that more explicit teaching of literacy and numeracy will result in improved student outcomes. This includes a greater focus on ensuring students achieve mastery of skills. Some researchers claim reading is not being taught effectively in Australian schools and as a result there are one million Australian children at risk of reading failure, which is five times higher than the number estimated to have serious learning difficulties.¹³

11. Hattie, J., 2003, 'Teachers make a difference: What is the research evidence?' ACER Research Conference, Melbourne 19-21 October

12. Hattie, J., 2009, *Visible learning: a synthesis of over 800 meta-analyses relating to achievement*, Routledge, London and New York

13. Hempenstall, K., ed J Buckingham, *Read about it: scientific evidence for effective teaching of reading*, Centre for Independent Studies, March 2016

The gap between high achievers and students at the bottom widens as students move through schooling. By Year 9, the spread of achievement spans eight years. Students in disadvantaged schools make around two years less progress.¹⁴

Reforms such as assessing children in reading, phonics and numeracy during Year 1 and reporting annually to parents against agreed national literacy and numeracy standards for every year of schooling, will ensure students who are behind are identified early and can be targeted with interventions before the achievement gap grows. This also includes better use of student performance data by teachers to inform their teaching, which has been shown to make a significant positive impact on classroom practice.¹⁵

To improve the Science, Technology, Engineering and Mathematics (STEM) performance and participation of students in schools we will require within five years a minimum standard of literacy and numeracy from all students to complete Year 12 and require successful completion of an English or humanities subject and a maths or science subject as a prerequisite for acquisition of an Australian Tertiary Admission Rank (ATAR). This will address a number of factors that have been attributed to the decline in STEM performance and participation such as an increased range of senior secondary course offerings, the perceived value of STEM subjects and changes to prerequisite requirements at tertiary institutions.¹⁶

Jobs of the future will require a high level of technological literacy from all workers. Increasing the uptake of STEM subjects by students at school and improving achievement in this important area will ensure that all young people are prepared for jobs of the future.

Some states already set minimum literacy and numeracy standards in secondary school. For example, the Western Australian Certificate of Education contains a literacy and numeracy minimum standard which students can meet either through participating in the Online Literacy and Numeracy Assessment (OLNA) or by achieving Band 8 or above in reading, writing or numeracy in the Year 9 National Assessment Program – Literacy and Numeracy (NAPLAN) tests.

Teaching and school leadership

Evidence shows that a focus on improving the quality of teachers and school leaders will improve student learning. The Grattan Institute has found that a lift in teacher effectiveness by 10 per cent will result in children learning 5 per cent more in each year of their schooling.

US research indicates that a student who has a high performing teacher for three years can amount to two years of additional student achievement compared to having a low performing teacher.¹⁷

14. Grattan Institute, *Widening gaps: what NAPLAN tells us about student progress*, 2016

15. Learning Curve 2 – What works? 2013 *First findings from the independent evaluation of the National Partnership on Literacy and Numeracy*, Centre for Education Statistics and Evaluation NSW

16. Marginson, S., Tytler, R., Freeman, B., and Roberts, K. 2013 *STEM: Country Comparisons*, Australian Council of Learned Academies

17. Sanders and Rivers 1996, Cumulative and Residual Effects of Teachers on Future Student Academic Achievement.

Changes to state industrial relations agreements to link pay progression for teachers to the nationally agreed Australian Professional Standards for Teachers are needed. Teachers ought not be able to automatically move from one pay increment to the next without demonstration of their teaching ability and effectiveness against these standards. Research has shown that teacher effectiveness can be increased by **recognising high performing teachers and rewarding them with increased pay** by linking their performance to higher bands of pay in industrial agreements.¹⁸ In addition, graduate teachers will be required to achieve registration at the Proficient Level within three years of full time equivalent teaching.

Systems and schools should set recruitment targets for STEM qualified teachers and Indigenous teachers. This should include publishing employment data such as the number of teachers in a school against each level (graduate, proficient, highly accomplished and lead) of the Australian Professional Standards for Teachers on the *My School* website.

Evidence shows that a highly effective principal raises achievement of a typical student by between two and seven months of learning in a school year.¹⁹

The right type of school leadership can have substantial impacts on student outcomes. The more leaders focus their influence, their learning, and their relationships with teachers on the core business of teaching and learning, the greater their positive influence on student outcomes.²⁰ More work needs to be done to assist aspiring school leaders to develop the skills and knowledge they need to become effective school leaders.

All new principals should be certified through a new national certification process before their appointment to ensure they have the skills and knowledge needed to be effective school leaders. To become a **Certified Practising Principal**, aspiring principals will need to provide a portfolio of evidence of their expertise (including relevant qualifications), leadership experience and demonstrated proficiency against the Australian Professional Standard for Principals. The evidence portfolio would be assessed by expert educators and educational leaders to assure impartiality and quality.

States and territories should establish incentives to attract and retain experienced school leaders in disadvantaged schools.

18. Grattan Institute November 2010. *Investing in Our Teachers - Investing in Our Economy*

19. Branch, G., Hanushek, E & Rivkin, 2 2013, 'School leaders matter', *Education Next*, vol 13, no. 1 pp. 62-69

20. ACER, *School Leadership and Learning: an Australian overview*, 2007

Preparing our students for a globalised world

More needs to be done to prepare Australian students for the globalised world. This includes increasing the number of students learning languages and providing better career advice for students in their final years of school.

OECD research into cognitive learning and brain science has found that the most effective time to start teaching students a second language is as young as possible.²¹ The younger the student, the easier it is for them to learn an additional language. Research also shows that learning a second language can have a range of cognitive and academic benefits.²²

We will expand the Early Learning Languages Australia programme into the early years of schooling and encourage states to free up their Permission to Teach requirements to allow fluent languages speakers to be employed in schools without the requirement of a four year degree.

The Government will work with states and territories, the non-government sector and higher education providers to develop innovative ways to improve the supply of competent language teachers.

Research shows that effective career and post school advice increases educational engagement and attainment by students in secondary school, increased self-awareness and self-confidence, the ability for students to more proactively manage their future and enhanced employment outcomes, such as higher wages and job satisfaction.²³

We will improve current career and post school advice by working with industry and states and territories and the non-government sector to develop a new and contemporary National Career Education Strategy. Providing meaningful career and post-school advice will ensure that young people have a greater understanding of what further education, training or work experience they will need to realise their career goals. Also, we should consider the experience in other countries where embedding conversations in Years 6 to 10 about career issues have led to better employment outcomes for participating students.

Education systems and schools also need to better support students in learning skills such as collaboration, problem solving, critical thinking, creativity and innovation. These so called '21st century skills' will be essential for students entering a workforce that is undergoing massive rapid technological change. We need to be able to measure these and to track how students progress.

21. OECD Centre for Educational Research and Innovation, 2008, *Understanding the Brain: the birth of learning a science; new insights on learning through cognitive and brain science*

22. Marian, V & Shook, A 2012, *The Cognitive Benefits of Being Bilingual* http://dana.org/Cerebrum/2012/The_Cognitive_Benefits_of_Being_Bilingual/#

23. The National Career Development Strategy Research Project 2010, Miles Morgan Australia

Focusing on what matters most and those who need it most

International research has shown that students from disadvantaged backgrounds are more likely to be low-performing, drop out of school and less likely to attain a better-paying job.²⁴

Across a range of areas the Australian Government is providing extra support to disadvantaged students to ensure they have the assistance they need to succeed. This includes additional funding for students from low socioeconomic status (SES) backgrounds, Indigenous students, students with low English proficiency and students with disability. Extra funding is also provided for regional, remote and small schools to acknowledge their higher cost to deliver quality education.

We will continue to focus on reforms that support students who need it most. **Systems that receive additional funding for disadvantage in areas such as Indigenous, low English proficiency, disability and low SES** will be **required** to show how this money will be used to improve outcomes for the targeted group of students.

We will encourage states and territories to incentivise high-performing teachers to work in disadvantaged schools. Research shows that disadvantaged schools particularly benefit from the provision of high-quality teachers.²⁵

The Australian Government will continue to provide additional funding and support for students with disability to access and participate in education on the same basis as other students. Through the students with disability loading, the Australian Government is providing \$5.3 billion for students with disability over the period 2014 to 2017. This is more funding for students with disability than ever before and includes almost \$1.4 billion in 2016 and over \$1.5 billion in 2017.

In the 2016 Budget, the Australian Government is providing an additional \$118.2 million for schools to support students with disability for the 2016 and 2017 calendar years. We will continue to work with states and territories and the non-government sector to ensure that the Nationally Consistent Collection of Data on School Students with Disability is as robust as possible to inform decision makers on how best to target funding to those most in need.

Significant evidence also points to ongoing school attendance being a significant factor in student outcomes.²⁶ The Australian Government has implemented the Remote School Attendance Strategy to lift school attendance levels in selected remote communities through employment of local School Attendance Supervisors (SAS) and School Attendance Officers (SAO) who work with schools, families, and children to ensure they go to school every possible day. Ensuring children attend school should be a priority for all families because going to school and being at school every day gives every child the best chance for a good start in life.

We will require states and territories to meet attendance targets, including specific targets for Indigenous students to ensure students attend school to benefit from teaching and learning.

24. OECD, *Low-Performing Students: Why They Fall Behind and How To Help Them Succeed- Australia Country Note*, 2016

25. ACER 2013, *PISA 2012: How Australia measures up*, Australian Council for Educational Research

26. Qld Department of Education, Training and Employment 2013, *Performance Insights: School Attendance*

Accountability through transparency

Transparency is an important element in maintaining public confidence in the education system. It is important to ensure there is public accountability for the way in which funding is distributed, how that funding is used behind the school gate and achievement of outcomes. This is critical in understanding what works and what interventions deliver value-for-money.

There is substantial evidence that shows that clear accountability for school results helps create a learning environment that encourages innovation and excellence from school leaders, teachers and students.²⁷ Publishing school information also means that students, parents and teachers have the evidence they need to make informed decisions about student learning.

At the same time the Australian Government recognises that **increased accountability requirements should be efficient and not adversely impinge on teachers' time or impose additional costs**. It should also be linked to providing teachers and school systems with the information they need to assess the performance of their students and, more importantly, about where to intervene and change policy to make their teaching more effective.

We will require all schools to provide parents with a literacy and numeracy report every year that shows the achievement and progress of their child in reading, writing and maths, so that parents can have a full understanding of their child's progress through schooling and where they may need more assistance and support.

Collecting data and information about student and school progress enables governments to assess how schools are performing and where improvements need to be made, allowing for targeted programs for the schools and students who need them most. Being able to link different data and share information between systems allows us to better evaluate policies and understand what makes a difference. Publishing student achievement data and other information on *My School* is important as it allows parents and the community to be engaged in their child's achievement, and informs policy makers about where resourcing can be targeted to those most in need.

We will also improve the national availability of data on students, schools and teachers by encouraging improved information sharing arrangements between states and the non-government sector. This will better allow the sharing of performance information and the strategies which high-performing schools use to get great results. Research indicates that top performing school systems have established mechanisms to share successful strategies and innovation across schools.²⁸

27. OECD 2012, *Delivering School Transparency in Australia: National Reporting through My School*

28. McKinsey and Company 2010, *How the world's most improved school systems keep getting better*

Funding

Commonwealth school funding has continued to grow over the last decade at a much faster rate than state funding. On a per student basis over the period 2004–05 to 2013–14, Commonwealth funding for government schools has increased in real terms by 66.1 per cent and for non-government schools has increased by 18.0 per cent. Over the same period, state and territory funding has grown by only 6.7 per cent and 12.3 per cent respectively. In some cases, state funding to schools has actually declined by cost-shifting to the Commonwealth.

For the 2018 to 2020 school years, recurrent school funding will be indexed by an education specific indexation rate of 3.56 per cent, with an allowance for changes in enrolments. This measure reflects more accurately the growth in education costs by focusing on factors specifically related to the education sector. Consequently, as a result of using this index, the Australian Government will provide an additional \$1.2 billion over four years from 2017–18.

This additional investment in schooling will bring the Australian Government's total funding commitment for school education to a record \$73.6 billion over the Budget and Forward Estimates period. This represents a growth of \$4.1 billion, a 26.5 per cent increase between 2015–16 and 2019–20, with funding for government schools increasing by 33.0 per cent and non-government school funding rising by 22.7 per cent.

From 2018, we will require states and territories to at least maintain the real level of their per student funding effort and growth, with a focus on improved student outcomes.

In addition, indexation of Commonwealth funding will be contingent on states and territories and the non-government sector meeting the outlined reform commitments.

Research has shown that for high-income countries like Australia, building an excellent education system requires more than just money – it matters more how resources are spent rather than how much is spent.²⁹ It is therefore important that systems and schools are accountable for expenditure of Commonwealth funding and being able to demonstrate improved student outcomes.

First Ministers agreed at the recent COAG meeting that consultation with states and territories and the non-government school sector on the details of the funding distribution model from 2018 will be resolved by early 2017.

All schools need to have certainty in their funding arrangements to ensure effective planning and support for students.

Future school funding arrangements should be underpinned by the following principles:

- affordable – the funding model must be affordable, based on a realistic appraisal of the current budget situation and not commit future governments to unaffordable arrangements;
- a contribution for every student – the Australian Government recognises the importance of a diverse schooling sector and providing a funding contribution for every student to support education and parental choice;

29. OECD 2012, *PISA in Focus 13: Does money buy strong performance in PISA?*

- needs based – funding should be directed where it is needed most, recognising the different costs of educating particular groups of children (e.g. students with disabilities, Indigenous students, students from low socioeconomic areas, students with low English proficiency and students from regional and remote areas and small schools);
- stable – the funding model needs to be stable and should not change significantly from year to year and funding needs to be indexed at a rate that will keep pace with the real costs of schooling
- simple, fair and transparent – the funding model needs to be easy to understand and nationally consistent in funding states and territories and non-government schools, and
- increases in school funding is a means not an end – Commonwealth increased contributions to school education will in future be used to drive real reforms to lift school and student outcomes.

ISCA Position Statement

Independent Schools
Council of Australia

Australian Government Funding for Independent Schools

Contribution of Independent Schools

The Independent school sector is a major contributor to the economic and social wellbeing of Australia. The sector includes around 1,100 schools which educate around 16 per cent of Australia's school students. Through the payment of fees, the parent communities of Independent schools are partners with the Commonwealth, state and territory governments to support the cost of school education, saving governments around \$4.2 billion each year. As well as these savings to government, the sector also employs almost 85,000 staff, annually contributing to the economy salaries and wages of \$6.4 billion, PAYG tax of \$1.8 billion and over half a billion dollars in superannuation contributions.

A key issue for the Independent sector is the funding partnership between Independent schools and the Australian Government.

For over forty years Australian Government recurrent funding for non-government schools has been allocated through a needs-based funding formula.

The Schooling Resource Standard (SRS) funding model introduced in 2014 (also known as the "Gonski" model) is the latest needs-based funding methodology utilised by the Australian Government.

Key Funding Issues for Independent Schools

Introduced from 2014, the SRS funding arrangements are not being implemented immediately, but are being phased in for the majority of schools. At the time of introduction, the SRS arrangements were proposed to be phased in over the six years 2014 -2019. For most states and territories, this 'full implementation' was defined as 95 per cent of their SRS entitlement. The current Australian Government has committed to the first four years of the phase-in, up to 2017.

The Australian Government's current policy setting for school funding, as articulated in recent Commonwealth Budget Papers, is that from 2018 onwards the phase-in arrangements will cease and school funding will only be adjusted for movements in the Consumer Price Index (CPI) and enrolment growth.

There are four significant issues for Independent schools with this policy setting:

1. The transition towards 'full implementation' of the SRS funding arrangements will be incomplete at the end of 2017, with the result that Independent schools will all be at a different point in their transition towards their full SRS funding entitlement.
2. Limiting funding increases to CPI plus enrolment changes makes no provision for the additional costs to schools of educationally disadvantaged students, particularly students with disability, who enrol after 2017.
3. CPI does not accurately reflect movements in the costs of *school* education, particularly wage and salary costs.
4. For two decades Commonwealth Targeted Programs provided the means for State and Territory Associations of Independent Schools (AISs) to support Independent schools in the delivery of improved educational outcomes. With the introduction of the SRS funding arrangements, AISs have required a separate appropriation from the Australian Government to continue this critical support. This funding currently ceases at the end of 2017.

To address these significant issues, Independent schools are seeking as policy priorities from all political parties the following assurances:

1. A recognition of the importance of continuing the phase-in arrangements of the SRS funding model beyond the end of 2017, so schools can complete their transition to their full SRS funding entitlement.
2. An assurance that funding arrangements beyond 2017 will continue to recognise and support the additional costs of enrolling students with educational disadvantage, particularly students with disability.
3. A commitment that from 2017 the value of Australian Government school funding will be maintained in real terms by utilising a rate of indexation based on a measure of movement in the actual costs of schooling, including a measure of increases in wages and salaries (which comprise around 75 per cent of school operating costs).
4. Recognise and financially support the key role that AISs play in supporting Independent schools to improve student learning outcomes and assist governments to implement government policies and initiatives.

COALITION AND ALP SCHOOL EDUCATION POLICY STATEMENTS

The Coalition's policy document is available at <https://www.education.gov.au/quality-schools-quality-outcomes>

The ALP's policy document is available at <http://www.laborsplanforeducation.com.au/>

POLICIES AS ANNOUNCED BY 6 MAY 2016

QUALITY SCHOOLS, QUALITY OUTCOMES Issued by the Prime Minister, the Hon Malcolm Turnbull, and the Minister for Education, Senator the Hon Simon Birmingham, 1 May 2016	YOUR CHILD. OUR FUTURE Issued by the Hon Bill Shorten, Leader of the Opposition, and Shadow Minister for Education, the Hon Kate Ellis, 28 January 2016
SCHOOLS FUNDING	SCHOOLS FUNDING
Review of the federal schools funding model to be finalised by mid-2017 and a new model in place for 2018	Full implementation of the 'Gonski' model
\$1.2 billion for indexation of general recurrent grants at 3.56% to 2020	<ul style="list-style-type: none"> • Additional \$4.5 billion to fund 'Gonski' general recurrent funding model to 2018-19 • Total funding of \$37.3 billion from 2015-16 to 2025-26
States and territories required to maintain the real level of their per student funding effort and growth, with a focus on improved student outcomes	
FUNDING CONDITIONS	FUNDING CONDITIONS
Indexation of funding will be conditional on school sectors implementing the Quality Schools, Quality Outcomes reform package	Funding will have 'strict obligations and benchmarks on systems, schools and teachers'
ACCOUNTABILITY	ACCOUNTABILITY
<ul style="list-style-type: none"> • Systems and schools to set recruitment targets for STEM qualified teachers and Indigenous teachers • Schools to publish employment data such as the number of teachers in a school against each level (graduate, proficient, highly accomplished and lead) of the Australian Professional Standards for Teachers on the <i>My School</i> website 	Transparency and accountability measures enforced to ensure federal investment actually reaches classrooms and drives evidence-based improvements in teaching and learning
SCHOOL RESOURCES	SCHOOL RESOURCES
	Schools will have the flexibility to invest in resources such as: <ul style="list-style-type: none"> • In-classroom technology to support learning • Music, sport and drama programs • Access to specialist allied health support, eg speech and occupational therapists • More subject choices • More extra-curricular activities
LITERACY AND NUMERACY	LITERACY AND NUMERACY
<ul style="list-style-type: none"> • Continuation of Flexible Literacy program for remote primary schools • Annual reporting to parents against agreed national literacy and numeracy standards for every year of schooling • Literacy/numeracy mandated as a specialisation for primary teacher training • Minimum standard of literacy and numeracy to complete Year 12 	

<p>STUDENTS</p> <ul style="list-style-type: none"> • Systems receiving additional funding for disadvantage in areas such as Indigenous, low English proficiency, disability and low SES will be required to demonstrate how funding will be used to improve student outcomes • Assessment of children in reading, phonics and numeracy during Year 1 so that targeted interventions can be introduced if required • Minimum standard of literacy and numeracy to complete Year 12 • Successful completion of an English or humanities subject and a maths or science subject to acquire an ATAR • Will work with industry and states and territories and the non-government sector to develop a new and contemporary National Career Education Strategy 	<p>STUDENTS</p> <ul style="list-style-type: none"> • Disadvantage addressed through loadings under the 'Gonski' model • Early intervention programs in every school • Remedial literacy and numeracy support in every school • Extension classes to challenge students who are excelling in class • More one-on-one support and attention for every student
<p>PEDAGOGY</p> <ul style="list-style-type: none"> • Teachers required to use explicit literacy and numeracy instruction • Better use of student performance data by teachers to inform their teaching 	<p>PEDAGOGY</p> <p>A focus on evidence based teaching and learning 'to make sure our schools do more of what works, and less of what doesn't' – with support for schools to invest in tools and training for data analysis and targeted teaching</p>
<p>LANGUAGES</p> <ul style="list-style-type: none"> • Continued support for the development of new language curricula as part of the Australian Curriculum • Extension of Early Learning Languages Australia (ELLA) program into the early years of schooling • Jurisdictions encouraged to free up their Permission to Teach requirements to allow fluent languages speakers to be employed in schools without the requirement of a four year degree • Will work with states and territories, the non-government sector and higher education providers to develop innovative ways to improve the supply of competent language teachers 	<p>ASIAN CULTURE AND LANGUAGE</p> <ul style="list-style-type: none"> • By 2025, all school to have the opportunity to engage with at least one school in Asia, including online • By 2025, every Australian student to have the opportunity, and be encouraged, to undertake a continuous course of study in an Asian language or culture throughout their years of schooling
<p>INITIAL TEACHER EDUCATION</p> <p>Already in train following TEMAG Review:</p> <ul style="list-style-type: none"> • 'Rigorous' selection for entry to teacher education courses • Quality assurance of teacher education courses • Structured practicum placement • Literacy and numeracy testing of teacher candidates starting July 2016 	<p>INITIAL TEACHER EDUCATION</p> <ul style="list-style-type: none"> • Enhancing entry requirements for teaching degrees
<p>Literacy/numeracy mandated as a specialisation for primary teacher training</p>	

TEACHING STANDARDS	PROFESSIONAL DEVELOPMENT FOR TEACHERS
Teaching graduates to achieve registration at the Proficient Level of the Australian Professional Standards for Teachers within three years of graduation	Use of technology to ensure all teachers in all schools have access to specialist and lead teachers, including STEM specialists, inclusion specialists and senior teachers experienced in reviewing and improving teaching practice
Changes to state industrial relations agreement to link pay progression for teachers to the Australian Professional Standards for Teachers	All secondary teachers to receive subject-specific ongoing professional development, so they can keep up with developments in their field and the skills students will need to succeed in the workplace and further study
STEM	STEM
<ul style="list-style-type: none"> Continuation of programs under the National Innovation and Science Agenda, including online computing challenges for Year 5 and 7 students and ICT summer schools for students in Years 9 and 10 Successful completion of an English or humanities subject and a maths or science subject to acquire an ATAR 	<ul style="list-style-type: none"> By 2020, all students to study maths or science to Year 12 By 2020, all secondary STEM teachers to be tertiary qualified in their discipline Establish a STEM teacher training fund to support 25,000 primary and secondary school teachers over five years to undertake professional development in STEM disciplines Encourage STEM graduates to teach, by offering 25,000 Teach STEM scholarships over five years, to address the shortage of qualified teachers; recipients will get \$5,000 when they commence a teaching degree and \$10,000 when they complete their first year of teaching Give every child in Australia the opportunity to learn coding and computational thinking in school
RETENTION	RETENTION
	95% Year 12 completion by 2020 through more alternative and vocational pathways
SCHOOL LEADERSHIP	SCHOOL LEADERSHIP
<ul style="list-style-type: none"> All new principals to be certified through a new national certification process before their appointment: 'To become a Certified Practicing Principal, aspiring principals will need to provide a portfolio of evidence of their expertise (including relevant qualifications), leadership experience and demonstrated proficiency against the Australian Professional Standard for Principals. The evidence portfolio would be assessed by expert educators and educational leaders to assure impartiality and quality.' 	<ul style="list-style-type: none"> Work with principals associations to put in place a national approach to best practice qualification, certification and recognition
<ul style="list-style-type: none"> Ongoing support for implementation of the Australian Professional Standard for Principals 	<ul style="list-style-type: none"> Identify potential school leaders early, and preparing them for the role through formal leadership pathways Enhance links between universities and schools to strengthen the ongoing professional development of principals Ensure better on-going support to help principals improve their schools through evidence-based change

AUTONOMY	AUTONOMY
Continuation of the Independent Public Schools initiative in 2017	
INDIGENOUS EDUCATION	INDIGENOUS EDUCATION
States and territories required to meet attendance targets, including specific targets for Indigenous students	
STUDENTS WITH DISABILITY	STUDENTS WITH DISABILITY
Budget 2016: \$118.2 million additional support for students with disabilities in 2016 and 2017	\$320 million from 2017 for additional funding under the More Support for Students with Disabilities program
Will continue to work on the Nationally Consistent Collection of Data on School Students with Disability	Finalisation of a disability loading for general recurrent grants based on the outcomes of the Nationally Consistent Collection of Data on School Students with Disability
	Implement the recommendations of the Senate Inquiry into the Education and Attainment of Students with Disability, including: <ul style="list-style-type: none"> • Establishing a national strategy to improve the education of students with disability • Making it mandatory for all initial teacher education courses to teach best-practice skills in inclusion • Prioritising the development of a national approach to modifying the curriculum for students with disability.
PARENT ENGAGEMENT	PARENT ENGAGEMENT
<ul style="list-style-type: none"> • Annual reporting to parents against agreed national literacy and numeracy standards for every year of schooling 	<ul style="list-style-type: none"> • Improve communication with parents, so they know what their child is doing at school and what they can do to support learning at home • Make sure disadvantaged schools have formal programs that get parents involved in their child's learning at the earliest stage • Improve initial teacher education and ongoing professional development to ensure all teachers have the skills to support sustained family engagement

SNAPSHOT 2016

THE INDEPENDENT SCHOOL SECTOR

INDEPENDENT SCHOOLS IN AUSTRALIA

Characteristics of the sector include:

- a significant and growing share of the number of Australian students
- schools that have strong community links
- a diversity of schools in terms of type, size and focus, educating boys and girls, students with special needs, and overseas students
- sound autonomous governance arrangements
- a comprehensive range of accountabilities of schools to parents and other stakeholders
- giving parents choice by providing a wide range of educational programmes, and settings
- Independent schools are not-for-profit organisations.

Size of Independent sector

NUMBER OF INDEPENDENT SCHOOLS		SCHOOL TYPE	
Primary	215 21%	Boys schools	5%
Secondary	53 5%	Girls schools	7%
Combined	680 66%	Coeducational schools	88%
Special schools	80 8%	Boarding schools	14%
Total	1,028 100%		

Australian Bureau of Statistics (ABS) data does not categorise independent Catholic schools as Independent. These schools are a significant part of the Independent sector and when included there were a total of 1,091 schools and just over 586,800 full-time equivalent students in 2015.

Make up of Independent schools

Unlike other sectors, the majority of Independent schools operate autonomously. These schools do not rely on central bureaucracies or bodies, and are separately accountable to their parent and school communities. Some Independent schools with common philosophies operate within approved systems. These include Anglican, Lutheran and Seventh Day Adventist Systems. There are also some other groupings of Independent schools. All Independent schools comply with state and federal education regulations and standards.

School Size

- 11% of schools have less than 50 students
- 38% of schools have less than 200 students
- 43% of schools have 200 – 999 students
- 17% of schools have 1,000 – 1,999 students
- 2%, or 18 schools, have 2,000 or more students
- the average size an Independent school is 525 students
- the average size of a government school is 367 students

Location of independent schools

Metropolitan	68%
Provincial	29%
Remote	3%

Affiliations of Independent schools

85% of all Independent schools have a religious affiliation.

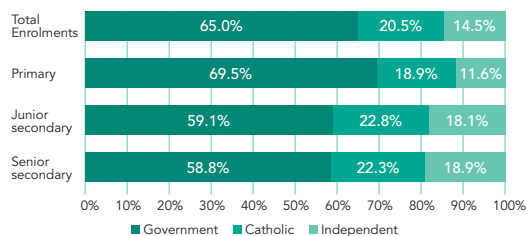
AFFILIATION	SCHOOLS	STUDENT FTE	%
Anglican	155	147,388	25.1%
Non-Denominational	194	80,082	13.6%
Christian Schools	140	62,728	10.7%
Uniting Church in Australia	45	50,861	8.7%
Catholic	55	43,538	7.4%
Lutheran	85	40,225	6.9%
Islamic	40	29,917	5.1%
Baptist	40	20,460	3.5%
Inter-Denominational	26	19,607	3.3%
Seventh Day Adventist	46	12,521	2.1%
Presbyterian	14	10,391	1.8%
Jewish	18	9,029	1.5%
Steiner School	44	8,273	1.4%
Pentecostal	15	7,716	1.3%
Assemblies of God	11	6,130	1.0%
Brethren	9	4,803	0.8%
Montessori School	36	4,546	0.8%
Greek Orthodox	8	3,780	0.6%
Other Catholic	8	3,463	0.6%
Other Orthodox	5	1,959	0.3%
Other Religious Affiliation*	12	5,811	1.0%
Other**	85	13,622	2.3%

*Other Religious Affiliations' include Churches of Christ, Ananda Marga, Hare Krishna and Society of Friends

**Other' includes special schools, international schools, indigenous schools, and community schools.

STUDENT ENROLMENTS

School enrolments by sector and level 2015

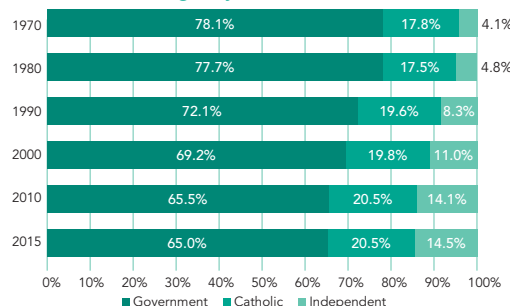


Enrolments in Independent schools 2015

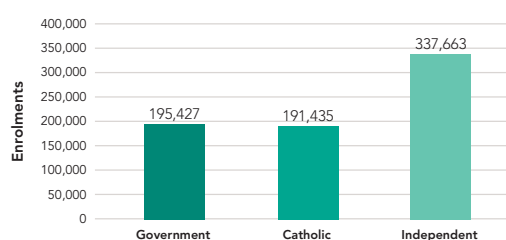
	MALE	FEMALE	TOTAL
Primary	124,336	122,581	246,917
Secondary	146,548	145,912	292,460
Total	270,884	268,493	539,377

Indigenous students in Independent schools	12,003
Students with disability in Independent schools	19,668
Overseas students in Independent schools	6,305
Boarding students in Independent schools	16,055

Enrolment change by sector 1970 to 2015



Growth in enrolment share 1985 – 2015



INDEPENDENT SCHOOL TEACHERS

Independent schools employ nearly 17% of all teachers in Australian schools.

Total number (full-time and part-time)	52,176
FTE (full-time equivalent)	45,277

Teachers in the Independent sector by gender and level (FTE) 2015

	PRIMARY	%	SECONDARY	%
Male	3,913	22.4%	12,096	43.5%
Female	13,585	77.6%	15,683	56.5%
Total	17,498	100.0%	27,779	100.0%

Student teacher ratios 1973 – 2015

YEAR	GOVERNMENT		NON-GOVERNMENT			
	Primary	Secondary	Primary	Secondary	Primary	Secondary
1973	25.1	16.2	29.6	22.2	17.1	14.2
1980	20.2	12.2	23.9	16.6	17.3	13.3
1990	17.9	12.0	21.1	14.0	16.9	12.2
2000	17.1	12.6	19.1	13.4	15.7	11.4
2010	15.4	12.3	17.6	12.8	14.9	10.5
2015	15.3	12.7	16.9	12.8	14.1	10.5

Sources: Figures in **Snapshot** are derived from data provided by the Australian Bureau of Statistics, the Australian Government Department of Education and Training, and the Productivity Commission. Depending on the availability of data, enrolment figures are either full-time or full-time equivalent (FTE). Some figures include independent Catholic schools and enrolments. Some figures may not add due to rounding.



SNAPSHOT 2016

HOW GOVERNMENTS FUND INDEPENDENT SCHOOLS

SOURCES OF INCOME FOR INDEPENDENT SCHOOLS

Private sources of funding (mainly parents)	58%
All government sources	42%

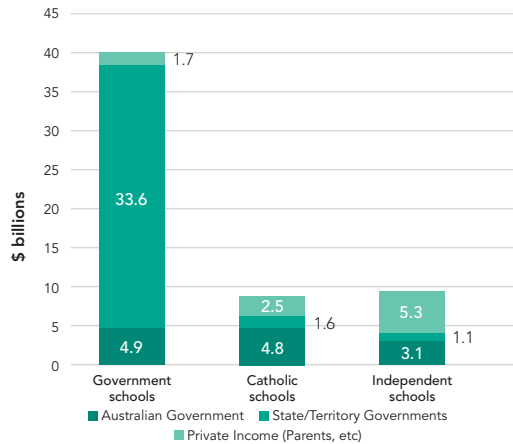
The proportions of private/government funding vary greatly from school to school.

Estimated recurrent savings to governments from the Independent school sector	\$4.3 billion p.a.
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Public funding of Independent schools

All state and territory governments and the Australian Government share responsibility for the public funding of schools in Australia. State and territory governments are the main public funding sources for government schools and provide 26% of total government recurrent funding for independent schools. The Australian Government is the main public funding source for non-government schools.

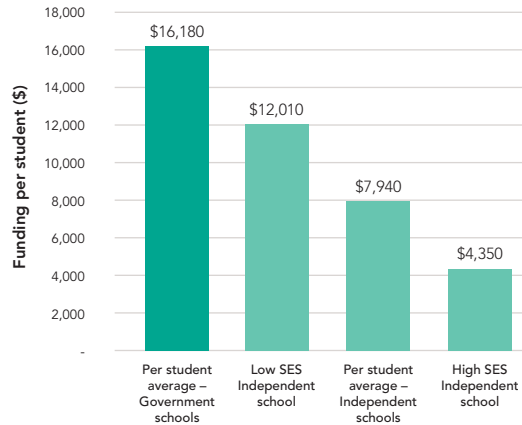
Recurrent funding for school education 2013-14



Average government recurrent funding per student 2013-14

Government school	\$16,180
Catholic school	\$9,750
Independent school	\$7,940

Total government recurrent funding per student 2013-14 (all government sources)



The amount of funding received from all government sources varies significantly depending on the circumstances of the school.

Australian Government funding from 2014

During 2011 there was a major review of school funding undertaken by a panel chaired by Mr David Gonski AC which recommended that funding for all schools be based on a new schooling resource standard with loadings to address educational disadvantage.

A funding model was then developed by the Australian Government and the Australian Education Act 2013 was passed by Federal Parliament enabling Australian Government funding for schools from 2014. From 2014 a complex transition arrangement to the new funding model commenced.

The 'SRS' Funding Model

The new funding model includes base funding plus loadings to address educational disadvantage. The per-student component is based on the Schooling Resource Standard (SRS) which aims to measure the cost of effective and efficient provision of education.

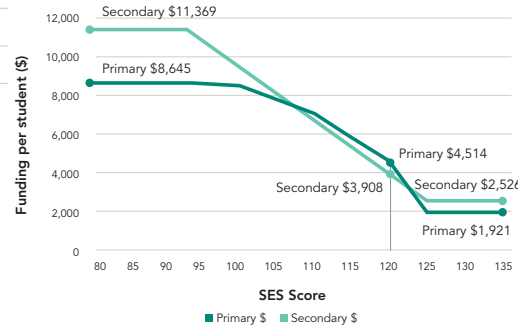
The main difference between how government and non-government schools are funded is that non-government schools are subject to 'capacity to contribute', which means that the amount of base funding they receive is dependent on their schools' community's estimated capacity to pay. Schools with a higher estimated capacity to pay receive less per capita funding.

The loadings in the model are for:

- Location,
- Size,
- Low SES,
- Indigeneity,
- Low English language proficiency, and
- Students with Disability.

Once fully implemented, loadings will be fully publicly funded. The loadings replace Targeted Program funding which also served to address areas of educational need.

'Capacity to Contribute' (based on 2015 SRS)



Unlike the previous SES funding model, under the current capacity to contribute settings schools in the SES score range of 108 to 122 have a higher primary per student allocation than the secondary per student allocation. At the widest point the difference between the two is \$606 per student.

Transition to SRS

All schools in existence prior to 2013 are in a process of transitioning to their estimated SRS funding entitlement, either through the receipt of a percentage of additional funding each year or through being held at a static level of indexation. Each state and territory has a different transition path.

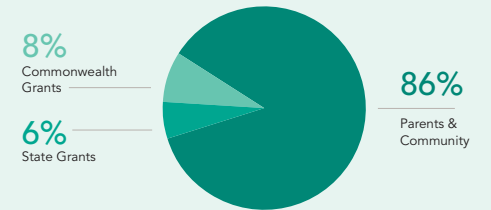
New schools go straight on to their calculated SRS funding entitlement.

CAPITAL FUNDING

Parents and Donors

On average, parents and donors in Independent school communities in 2014 contributed 86% of funds for capital developments, such as school buildings, grounds and equipment.

Main sources of capital funding in Independent schools 2014



Capital Grants Program

Independent committees called Block Grant Authorities in each state and territory administer capital grants for non-government schools on behalf of the Australian Government. In 2015 it is estimated that grants for the Independent sector totalled approximately \$52 million. In the Independent sector Australian Government capital grants are distributed on a needs basis, with priority given to disadvantaged school communities with the least capacity to raise funds.

State and Territory government assistance

In Queensland some capital grants for Independent schools are provided by the state government. Several state and territory governments also provide interest subsidy arrangements.

Note: Funding figures in *Snapshot* use the latest available data which is for the financial year 2013-14, or for the calendar year 2014.

For more information visit: www.isca.edu.au