

Education Research Brief

Increasing Inequity in School Funding 2009-2013

**Government Funding Policies Favour Privilege Over
Disadvantage**

Trevor Cobbold

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SAVE OUR SCHOOLS

<http://www.saveourschools.com.au>

<https://twitter.com/SOSAust>

saveourschools690@gmail.com

Key Points

1. Updated figures on school funding for 2009-2013 have been provided to Senate Estimates by the Australian Curriculum, Assessment and Reporting Authority (ACARA). This paper adjusts those figures for inflation to distinguish real changes in the quantity of human and material resources in schools from just cost changes.
2. Total government (Federal & state/territory) funding increases for Catholic and Independent schools have far outstripped funding for public schools since 2009:
 - Adjusted for inflation, government funding for public schools in Australia fell by \$224 per student between 2009 and 2013 while funding for Catholic schools increased by \$716 per student and by \$574 per Independent school student [Chart 1].
 - These changes represent a cut in real funding for public schools of 1.9% and an increase of 8% for Catholic and Independent schools [Chart A1].
 - Large declines in government funding for public schools occurred in Victoria, Western Australia, Tasmania and the Northern Territory and there was a small decline in NSW.
3. The decline in real government funding of public schools was due to a large reduction in state and territory government funding:
 - State/territory government funding for public schools fell by \$357 per student while funding for private schools increased by small amounts [Chart 2].
 - State/territory funding for public schools fell by 3.5% per student compared to an increase of 4.2% for Catholic schools 2.7% for Independent schools [Chart A2].
 - Federal Government funding increases for Catholic and Independent schools were four to five times the increase for public schools: \$621 per Catholic school student and \$521 per Independent school student compared to \$133 per public school student.
4. Government funding increases have favoured more advantaged students over disadvantaged students:
 - Only 4-7% of low SES, Indigenous, remote area, very remote area and disability students attend Independent schools and 9-17% attend Catholic schools in contrast to 76-87% who attend public schools [Chart 5].
 - Disadvantaged students comprise only 14% of Independent school enrolments and 23% of Catholic schools compared to 46% of public school enrolments [Chart 6].
 - In 2013, 94% of schools with more than 50% of their enrolments from low SES families were public schools [Chart 7].
5. Government funding has provided the most advantaged schools with a huge resource advantage over public schools:
 - In 2013, the total income from all sources for Independent schools was \$18,590 per student compared to \$12,576 in public schools, or nearly 50 per cent higher [Chart 9]. The income advantage of Independent schools has increased by 30 per cent since 2009.
 - Government funding of \$7790 per Independent school student more than accounted for the difference in total income between Independent and public schools of \$6014 per student [Chart 10].
6. Catholic schools have a slight resource advantage over public schools despite their much lower disadvantage burden. The total income of Catholic schools in 2013

was \$13,118 per student compared to \$12,576 in public schools [Chart 9]. Catholic schools have moved from having a slight disadvantage to a slight advantage over public schools since 2009.

7. The resource advantage of private schools is compounded because they serve only a small proportion of disadvantaged students compared to public schools. Public schools have to do more with their more limited resources because they have a far heavier disadvantage burden.
 - Independent schools have 148% of the total income available to public schools (that is, they have \$148 for every \$100 in public schools), but their proportion of low SES students is only 30% of the public school proportion [Chart 11].
 - Catholic schools have 104% of the total income of public schools but their proportion of low SES students is only 50% of that in public schools.
8. The large increases in real government funding for Catholic and Independent schools and the cuts to public schools are the legacy of pre-Gonski funding policies. The Gonski funding plan proposed a \$15 billion funding increase over 6 years targeted at disadvantaged schools and students regardless of whether in public or private schools. However, it has been sabotaged by the refusal of the Federal Government and several state/territory governments to fund the final 2 years of the plan when two-thirds of the increase was due.
9. Disadvantaged students are four to six years in learning behind high SES students [Chart 8]. Not only is this a huge social injustice reducing the life chances of hundreds of thousands of students, but it also has major economic and social costs for Australia.
 - Raising the achievement of disadvantaged students generates large economic returns. It increases the general skill level of the workforce, earnings, productivity and economic growth. It also leads to better health outcomes, reduced dependency on welfare and reduced crime, all of which reduce longer term government expenditure.
10. The individual, social and economic benefits of reducing disadvantage in education will not be achieved without a thoroughgoing re-orientation of the distribution of school funding and a large increase in funding to support students most in need. A renewed commitment to a national school funding plan is desperately needed. This is the priority rather than devolving responsibility for school funding to the states and territories which will place public schools and disadvantaged students in even more dire straits than they are now.
11. The establishment of an independent national schools resourcing body as recommended by the Gonski report provides a way to resolve the interminable and moribund debate over Federal and state/territory responsibilities in education. It provides an objective way to integrate federal and state/territory funding for public and private schools to improve equity in education.

Introduction

The Australian Curriculum, Reporting and Assessment Authority (ACARA) recently provided new data on school funding to the [Senate Estimates Committee on Education and Employment](#). The figures were supplied in response to a question on notice by Green's Senator Penny Wright in the Additional Estimates hearings on the 2014-15 Budget. The new figures updated data previously supplied in response to a question on notice by Senator Wright in the Budget Supplementary hearings.

The figures supplied by ACARA are in current dollars. In this paper, they have been adjusted for inflation (see Attachment C for the data sources).¹ This adjustment allows a comparison of the quantity of human and physical resources provided to schools over time. For example, an increase in school funding may reflect an increase in salaries for the same number of teachers or an increase in the number of teachers. In the former case, there is no increase in the resources provided to schools, but in the latter case there is a real increase.

The data reveal that, adjusted for inflation, large cuts have occurred in government funding of public schools between 2009 and 2013, while Catholic and Independent schools have received large increases. The figures also show that the average total income per student in Independent schools in Australia far exceeds that of public schools and the total income per student in Catholic schools also now exceeds that of public schools.

Federal and state/territory governments have continued to give priority to supporting the more privileged Catholic and Independent sectors over public schools. Public schools enrol the vast majority of disadvantaged students but their funding has been cut. In effect, government funding policies have favoured privilege over reducing disadvantage in education.

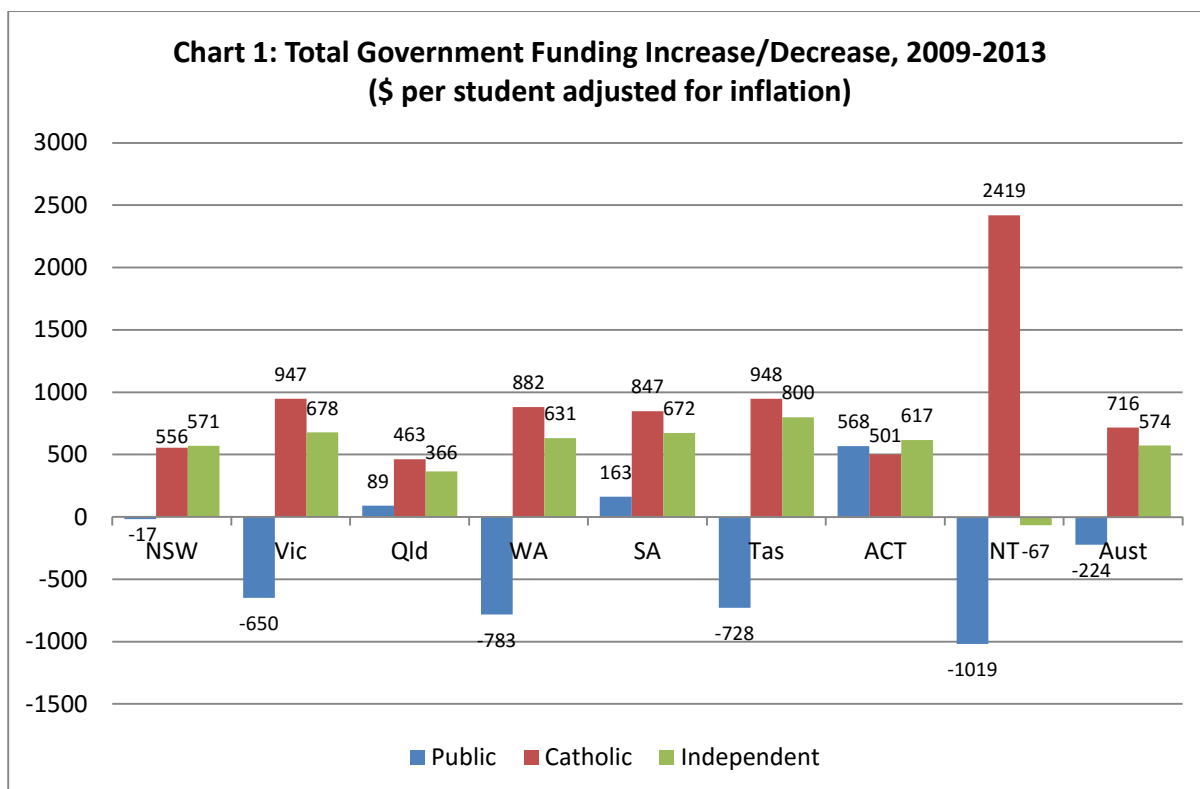
This is the legacy of the pre-Gonski funding system. It is not surprising that under this regime there was no improvement in the school results of disadvantaged students and no reduction in the large achievement gaps between rich and poor.

The Gonski funding plan promised a fundamental change by giving priority to funding based on need and providing a large increase in funding for public schools over six years. However, the plan has been sabotaged by the refusal of the Federal Government and several state/territory governments to fund the last two years when two-thirds of the increase was due. Unless there is a national re-commitment to the Gonski plan, it is unlikely that there will be any significant change in funding trends and the needs of disadvantaged students will continue to be ignored.

School funding 2009-2013

Total government (Federal & state/territory) funding increases for Catholic and Independent schools have far outstripped funding for public schools since 2009. Average government funding for public schools in Australia adjusted for inflation fell by \$224 per student between 2009 and 2013 while funding for Catholic schools increased by \$716 per student and by \$574 per Independent school student [Chart 1]. Per student government funding for public schools fell by 1.9 per cent in real terms over the period but increased by eight per cent for Catholic and Independent schools [see Attachment A, Chart A1].

¹ A previous paper published by SOS analysed the ACARA figures for 2009-2012 in current dollar terms. <http://www.saveourschools.com.au/funding/massive-increases-in-govt-funding-for-private-schools>



Source: See Attachment C

Government funding increases for Catholic and Independent schools have greatly exceeded those for public schools in all states and territories except the ACT. Large declines in government funding for public schools occurred in Victoria, Western Australia, Tasmania and the Northern Territory and there was a small decline in NSW. In Victoria, government funding for public schools fell by \$650 per student (-6 per cent) while funding for Catholic schools increased by \$947 per student (11.3 per cent) and \$678 per Independent school student (11.1 per cent).² Similar funding disparities occurred in Western Australia and Tasmania. There was also a very large disparity between funding changes in Catholic and public schools in the Northern Territory.

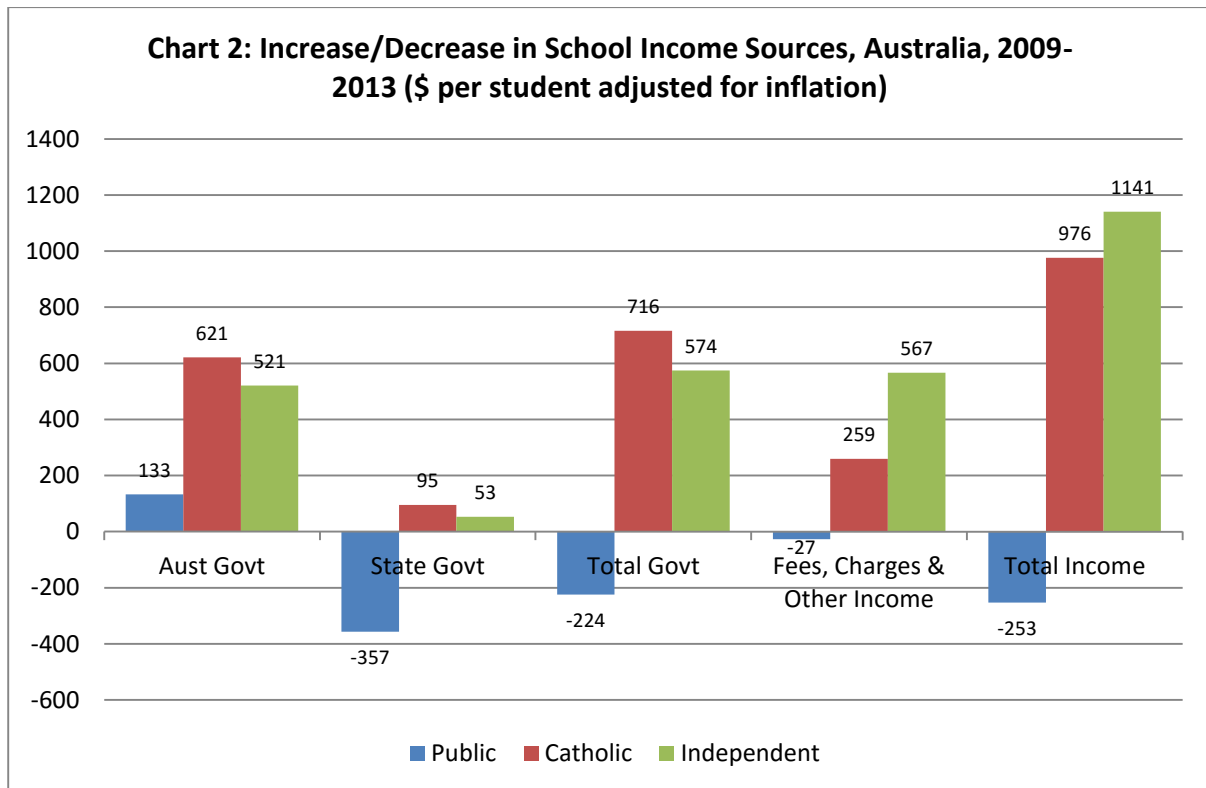
The overall decline in government funding of public schools across Australia was due to a large reduction in state and territory government funding. State/territory government funding for public schools fell by \$357 per student while funding for private schools increased by small amounts over the period [Chart 2].³ State/territory funding for public schools fell by 3.5 per cent per student while funding for Catholic schools increased by 4.2 per cent and by 2.7 per cent for Independent schools [Chart A2, Attachment A].

Federal Government funding for public schools has lagged far behind its funding for private schools. Federal funding increases for Catholic and Independent schools were four to five times the increase for public schools - \$621 per Catholic school student and \$521 per Independent school student compared to \$133 per public school student. The percentage increases were 9.4, 10 and 7.3 per cent respectively.

² The percentage changes are shown in Chart A1, see Attachment A.

³ See Attachment B for details of the changes in the sources of funding for each state/territory.

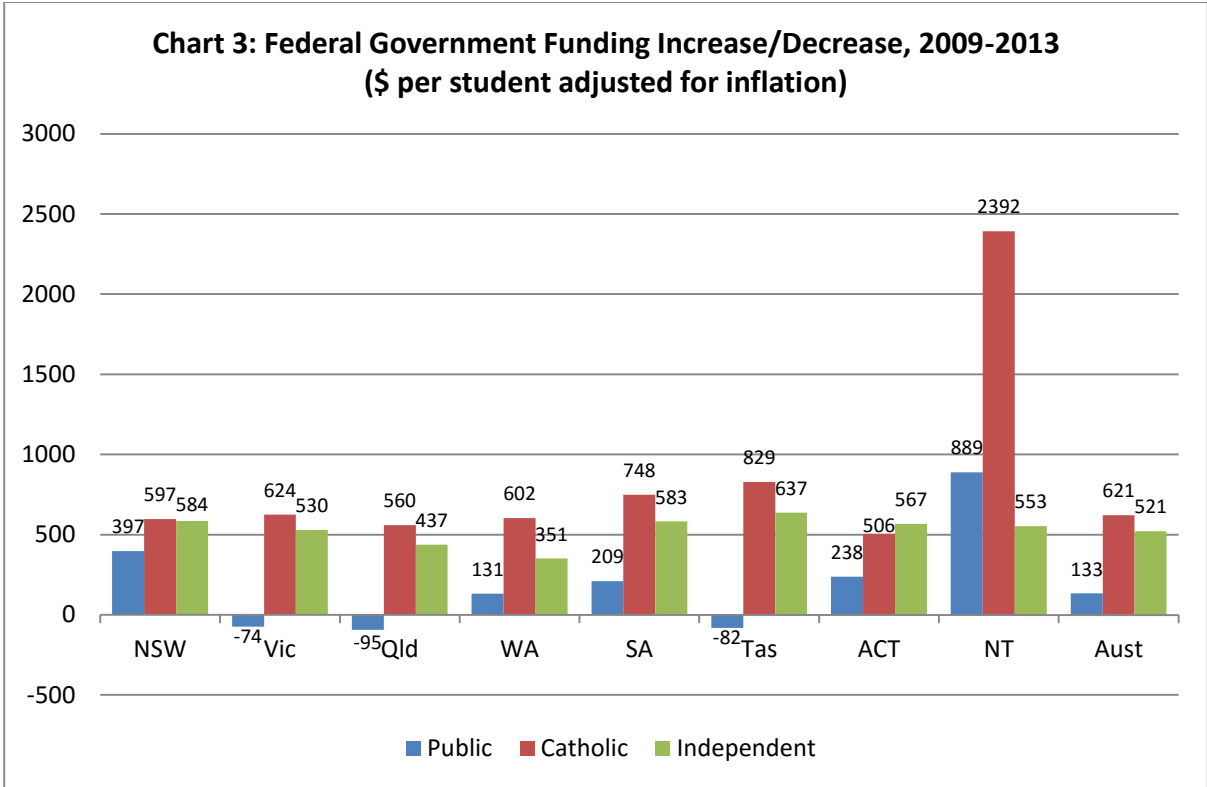
Apart from these increases, private school income was further boosted by increases in fees, charges and income from other sources. The increase in the total income of Independent schools was \$1141 per student and \$976 for each Catholic school student while total public school income fell by \$253 per student.



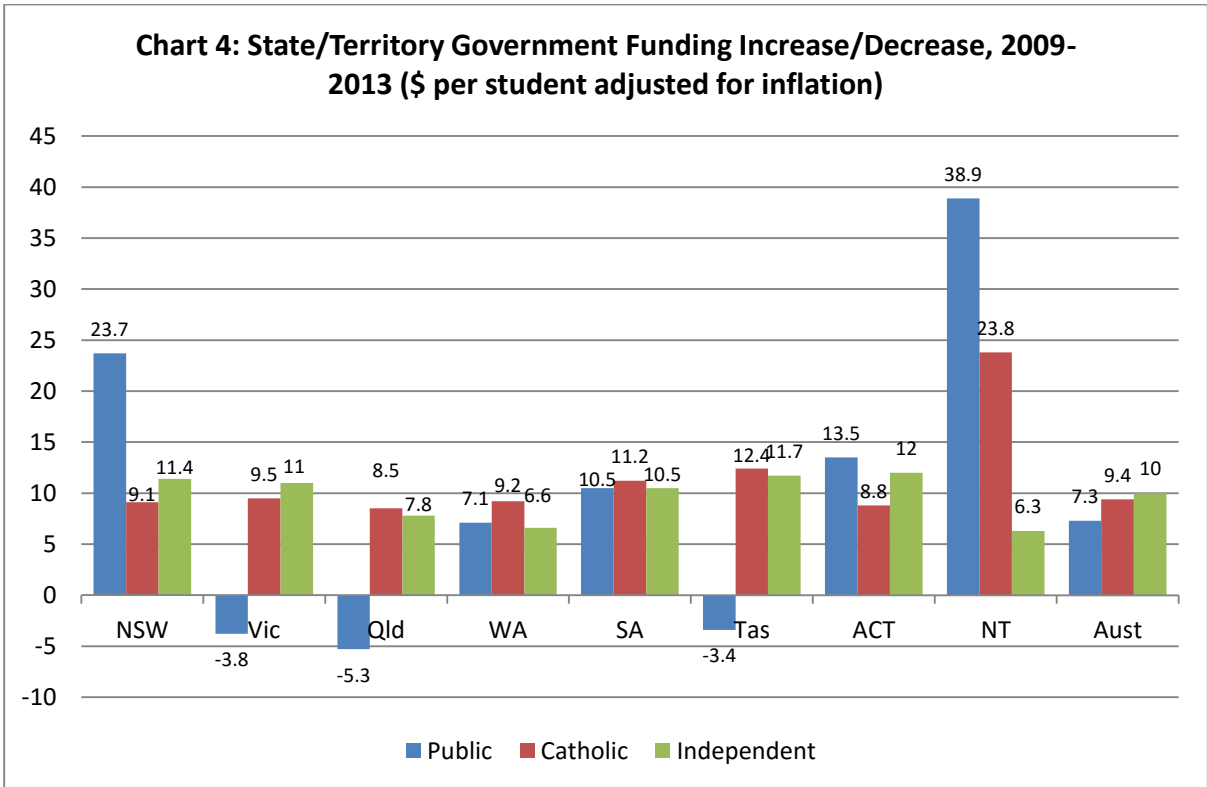
Source: See Attachment C

Federal Government funding increases have favoured private schools over public schools in all states and territories and Catholic schools generally received larger increases than Independent schools [Chart 3]. Federal Government funding of public schools declined in Victoria, Queensland and Tasmania.

State and territory government funding for public schools declined in all regions except Queensland and the ACT [Chart 4]. There were very large funding cuts in NSW, Victoria, Western Australia, Tasmania and the Northern Territory - \$415 per student in NSW, \$576 in Victoria, \$914 in Western Australia, \$647 in Tasmania and \$1908 in the Northern Territory. In contrast, the Victorian, Western Australian, South Australian and Tasmanian governments increased funding for Catholic and Independent schools.



Source: See Attachment C



Source: See Attachment C

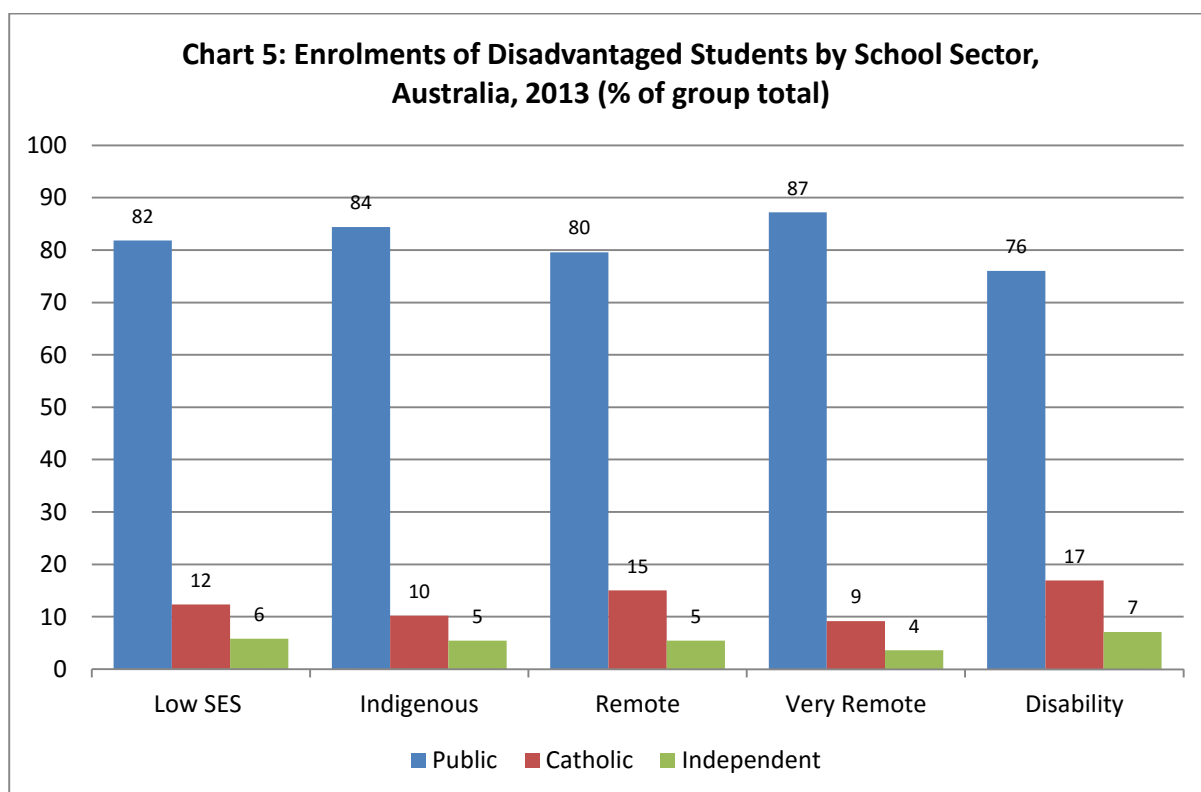
Public schools bear the burden of disadvantage

Government funding policies have favoured the most advantaged school sectors over the most disadvantaged. Public schools cater for the vast majority of the most disadvantaged students – low SES, Indigenous, remote area, and disability students. Over 80 per cent of low SES, Indigenous, remote area and very remote area students attended public schools in 2013 while 76 per cent of disability students attended public schools [Chart 5].

Independent and Catholic schools have a more advantaged student population than public schools. For example, the percentage of Independent school enrolments accounted for by high SES students in 2013 was more than twice that in public schools. High SES students comprised 47 per cent of Independent school enrolments and 29 per cent of Catholic enrolments compared with 21 per cent of public school enrolments [Chart 6].

In contrast, public schools have a much greater proportion of students from low SES families compared to either Catholic or Independent schools. In 2013, low SES students comprised 30 per cent of all public school enrolments compared to 15 per cent in Catholic schools and only nine per cent in Independent schools. That is, the percentage of public school enrolments accounted for by low SES students was double that in Catholic schools and over three times that of Independent schools.

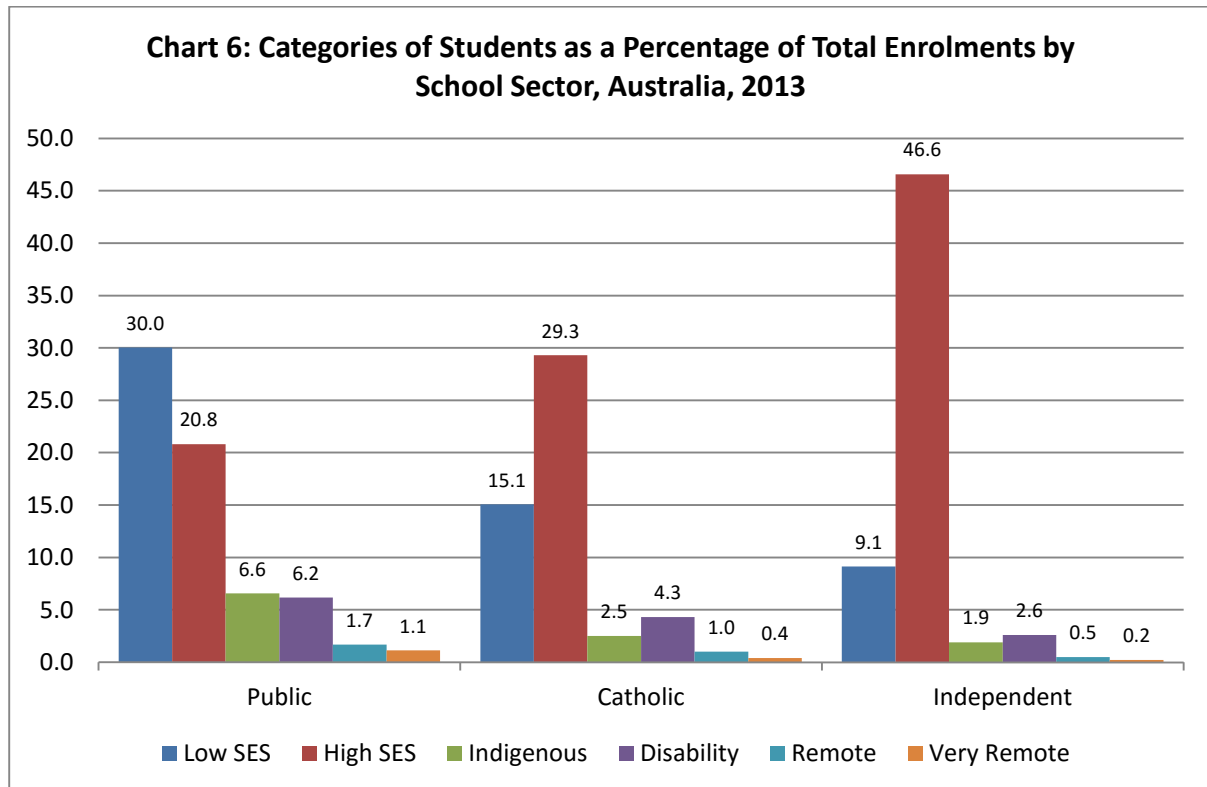
Students from other disadvantaged groups also comprise a significantly higher proportion of public school enrolments than in Catholic and Independent schools. For example, Indigenous students comprise 6.6 per cent of public school enrolments compared to 2.5 per cent of Catholic school enrolments and 1.9 per cent of Independent school enrolments.



Source: See Attachment C

An indicative measure of the relative challenges facing public and private schools is the ratio of enrolments for all disadvantaged student groups to total enrolments. While there is

significant overlap between the different groups, the same overlap applies for both government and private schools and the overall proportion of enrolments of disadvantaged groups also indicates the compounding effects of multiple sources of disadvantage. The proportion of public school enrolments accounted for by all disadvantaged students is double that in Catholic schools and over three times that in Independent schools. Disadvantaged students comprised 46 per cent of public school enrolments in 2013 compared to 23 per cent in Catholic schools and 14 per cent in Independent schools [Chart 6].



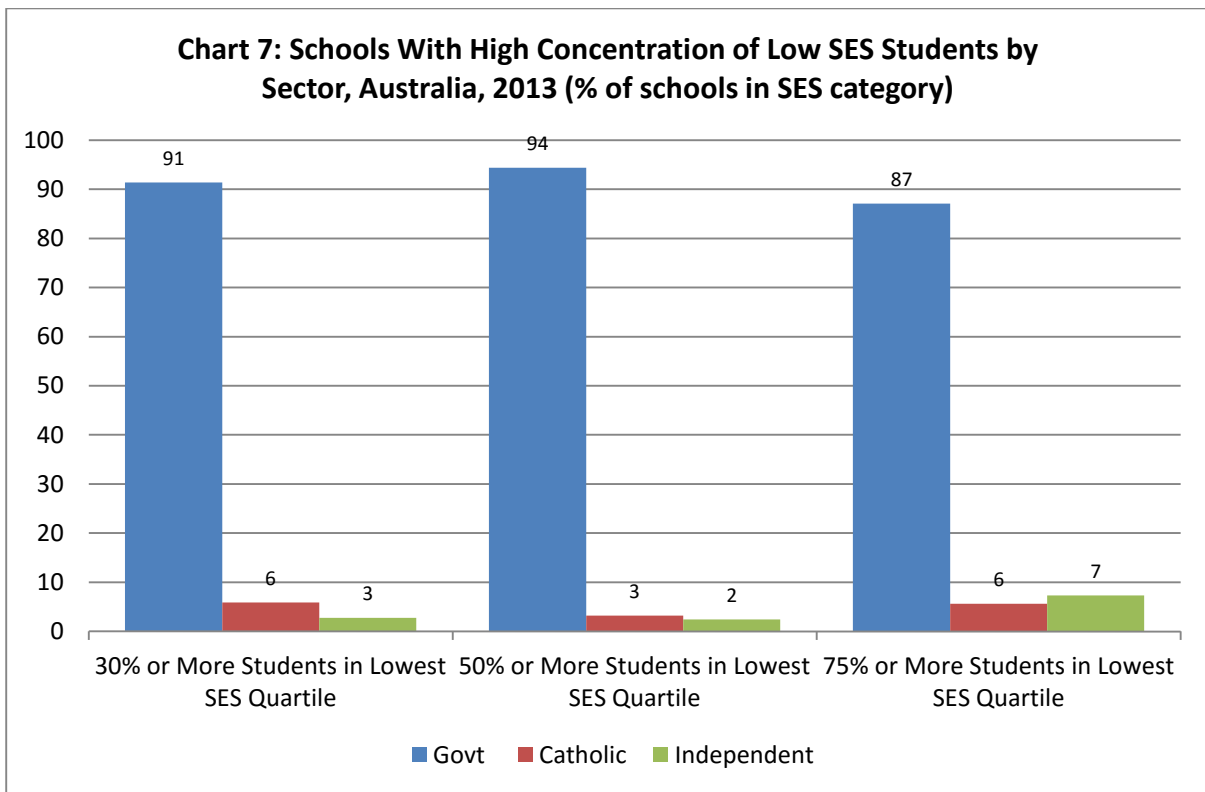
Source: See Attachment C

There is also greater concentration of disadvantage in public schools. The My School website shows that in 2013 there were 1570 schools that could be identified by school sector with 50 per cent or more students from the lowest SES quartile. Of these, 94 per cent were public schools, three per cent were Catholic schools and two per cent Independent schools [Chart 7]. Only 301 schools (three per cent of all schools) had 75 per cent or more students in the lowest SES quartile – 87 per cent were public schools, six per cent were Catholic schools and seven per cent were Independent schools.

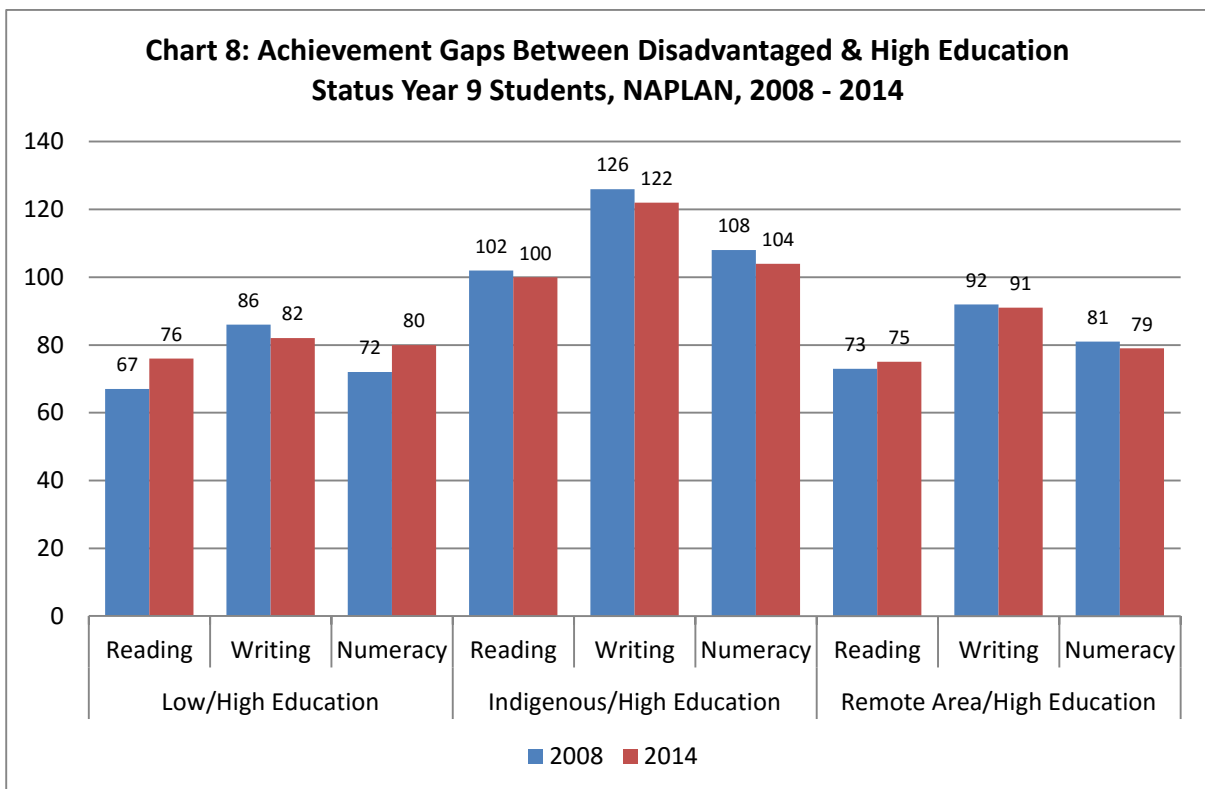
There were 3816 schools with 30 per cent or more of their students in the lowest SES quartile. Of these, 91 per cent were public schools, six per cent were Catholic schools and three per cent were Independent schools.

The very high proportion of disadvantaged students in public schools constitutes a large burden because these students, on average, have much lower school outcomes than high SES students and it requires significant additional resources to ensure that all these students achieve national standards and higher. For example, the NAPLAN results for 2014 show that Year 9 students from low education families were 76 points behind in reading, 82 points behind in writing and 80 points behind in numeracy [Chart 8]. These gaps are equivalent to about four years of learning. Year 9 students from low education families only achieved

similar scores to Year 5 students from high education families in reading and writing and were only slightly ahead in numeracy. There were similar gaps between remote area and high education students.



Source: See Attachment C



Source: See Attachment C

Note: The change in achievement gaps for writing is for 2011-2014.

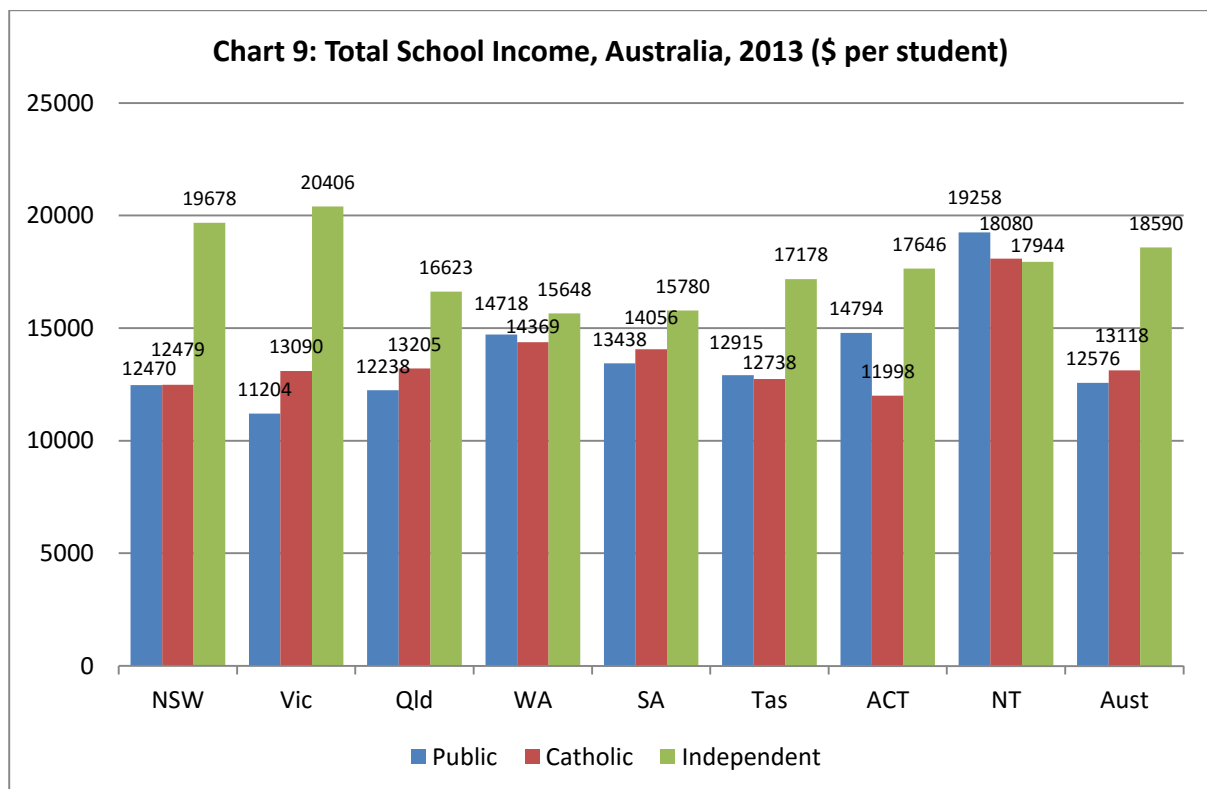
Year 9 Indigenous students were five to six years behind high education students with gaps of 100, 122 and 104 in reading, writing and numeracy respectively. The reading and writing achievement of Year 9 Indigenous students was significantly below that of Year 5 high education students while numeracy achievement was only similar to Year 5 high education students.

The achievement gaps between disadvantaged and high SES students are largely unchanged since 2008, apart from a significant increase in the reading and numeracy gaps between low and high SES students. Clearly, government funding policies have failed to address the needs of disadvantaged students.

Public schools are severely under-resourced compared to private schools

Public schools face much greater challenges than Catholic and Independent schools because the extent of education disadvantage is much greater in public schools. However, public schools are severely under-resourced to meet these challenges. Government funding has ensured that Independent schools are much better resourced than public schools even though they cater for a very low proportion of disadvantaged students. Catholic schools have a similar total income per student as public schools, but have a much lower proportion of disadvantaged students.

Despite their very low incidence of disadvantage, Independent schools have a very large resource advantage over public schools as a result of government funding policies. In 2013, the total income from all sources for Independent schools was \$18,590 per student compared to \$12,576 in public schools, or nearly 50 per cent higher [Chart 9]. The income advantage of Independent schools over public schools across Australia has increased significantly since 2009, from \$4621 to \$6014 per student (adjusted for inflation) – an increase of 30 per cent.

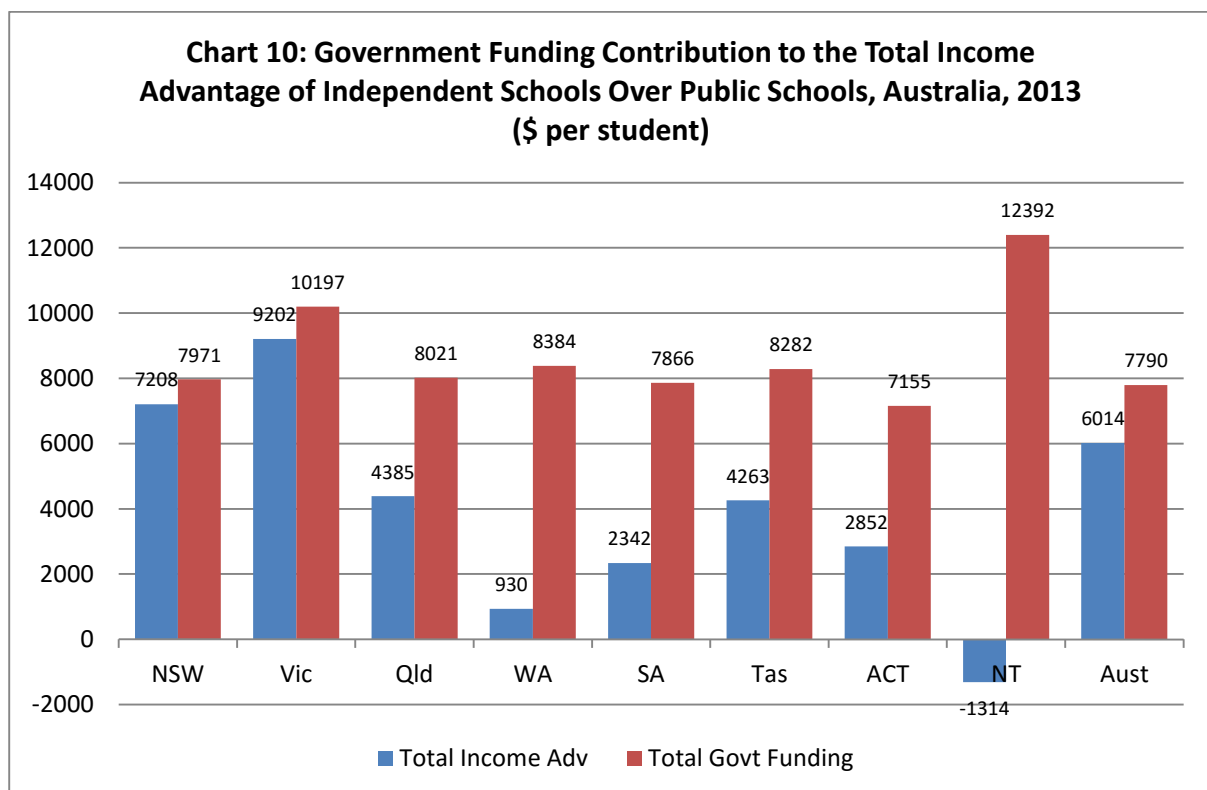


Source: See Attachment C

The large resource advantage of Independent schools extends across all states and territories except the Northern Territory. Independent schools in Victoria and New South Wales have a very large resource advantage over public schools. In NSW, the total income of Independent schools was nearly 60 per cent higher than that of public schools and in Victoria it was over 80 per cent higher.

These large disparities in resources between Independent and public schools are entirely due to government funding. The average difference in total income for Independent and public schools in 2013 was \$6014 per student which was more than accounted for by total government funding of \$7790 per student [Chart 10]. In Victoria, the huge resource advantage of Independent schools of \$9202 per student was more than covered by government funding of \$10,197 per student even though 50 per cent of students in Independent schools are from high SES families and only eight per cent are from low SES families.

Catholic schools now have a slight resource advantage over public schools despite their much lower disadvantage burden. The total income of Catholic schools in 2013 was \$13,118 per student compared to \$12,576 in public schools [Chart 9]. Catholic schools have moved from having a slight disadvantage to a slight advantage over public schools since 2009. In 2009, the total income per student in Catholic schools was \$687 less than in public schools and by 2013 it was \$542 higher. Catholic school income is similar to or higher than that of public schools in all states, but is lower in the ACT and the Northern Territory.



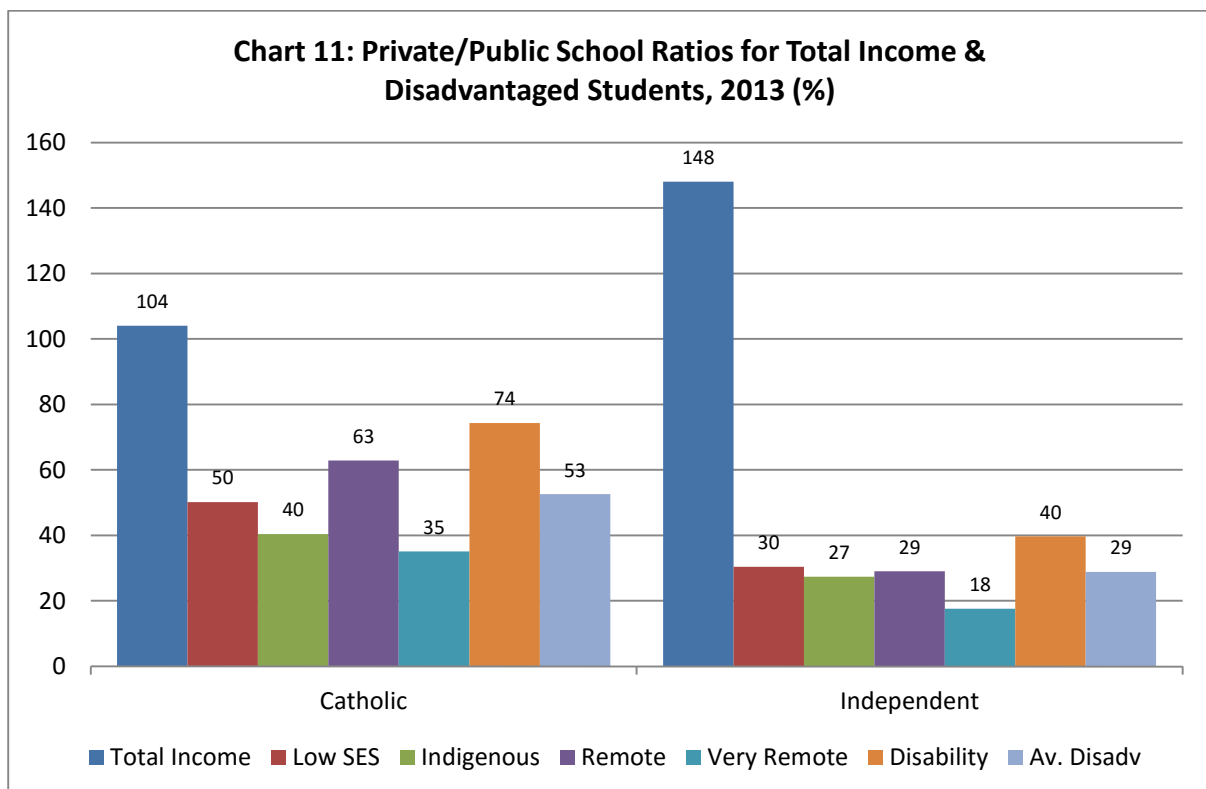
Source: See Attachment C

The resource advantage of private schools is compounded by the fact that they serve a much smaller proportion of disadvantaged students compared to public schools. Public schools have to do more with their more limited resources because of their far heavier disadvantage burden.

Independent schools have 148 per cent of the total income available to public schools (that is, they have \$148 for every \$100 in public schools), yet their proportion of low SES students is only 30 per cent of the public school proportion [Chart 11]. The proportion of Indigenous students in Independent schools is only 27 per cent of the public school proportion and for remote area, very remote area and disability students the respective proportions are 29, 18 and 40 per cent.

Catholic schools have 104 per cent of the total income of public schools (\$104 for every \$100 provided to public schools). Yet, the proportion of low SES students in Catholic schools is only 50 per cent of the proportion in public schools and they have much lower proportions of Indigenous, remote area, very remote area and disability students than public schools.

The average disadvantage (low SES, Indigenous, remote area, very remote area and disability) enrolment ratio for Independent schools was 29 per cent of the public school ratio in 2013 which was five times less than its total income ratio with public schools. In the case of Catholic schools, the average disadvantage enrolment ratio was 52 per cent or just half of its total income ratio.



Source: See Attachment C

Clearly, private schools have a major resource advantage over public schools. They have more income than public schools but far lower proportions of disadvantaged students. This means that they have more resources to devote to their disadvantaged students and to other students. Public schools, on the other hand, have less income than private schools but a far greater disadvantage burden. The disparity between total income and the disadvantage burden is particularly stark in the case of Independent schools.

Despite the fact that public schools have such a large disadvantage burden compared to Catholic and Independent schools, governments have only funded public schools to a similar

level to Catholic schools and have funded a huge resource advantage for Independent schools.

Yet, it appears that private schools are not making the most of their resource advantage. Public, Catholic and Independent metropolitan schools with a similar socio-economic composition have very similar NAPLAN results.⁴ For example, some 60-70 per cent of schools are classified as medium SES schools and public, Catholic and Independent schools in this category have similar results in nearly all states and the ACT. High SES public schools actually achieve significantly better results than high SES private schools in some states, although generally the results are similar. Little can be made of comparisons of results for low SES schools because there are very few Catholic and Independent schools of this type. It is public schools which largely serve poor communities.

Moreover, the evidence from nearly 30 academic studies in Australia over the last 15 years overwhelmingly indicates that there is no advantage in attendance at private schools for a range of education outcomes.⁵ Students from the same social background do as well in public schools as in Catholic and Independent schools.

Studies that have adjusted for a range of student and school characteristics show no significant differences between the results of students from public, Catholic and Independent schools in national and international tests and in university completion rates. Public school students appear to achieve higher university grades than private school students despite the latter achieving higher university entrance scores. There is mixed evidence for Year 12 completion and workforce earnings.

Several studies explain the contradiction between the advantage of private schools in university entrance scores and the evidence on other outcomes, notably, the higher achievement of public school students at university, as due to private schools artificially boosting university entrance scores by intensive coaching in the final year of school.

It is imperative that the full Gonski plan be implemented

The contrasting trend in real government funding between public and private schools is the legacy of the pre-Gonski funding policies. Large increases in government funding have gone to the wealthiest and least needy schools in Australia, while those most in need – public schools – have been denied the funding necessary to provide an adequate education for all their students. There is little wonder that there has been no progress in improving school outcomes for disadvantaged students and that large achievement gaps between rich and poor continue.

Federal and state/territory governments have seen supporting privilege in education as more important than reducing disadvantage and inequity in education. Both levels of government chose to extend the advantages obtained from a wealthy background rather than reducing them. They placed more value on enriching the lives of those from privileged backgrounds than those who are less fortunate.

⁴ Trevor Cobbold, Public Schools Do As Well As Private Schools, Education Research Brief, Save Our Schools, January 2015. <http://www.saveourschools.com.au/public-education/public-schools-do-just-as-well-as-private-schools-in-naplan>

⁵ Trevor Cobbold, A Review of Academic Studies of Public and Private School Outcomes in Australia, Education Research Brief, Save Our Schools, April 2015. <http://www.saveourschools.com.au/public-education/studies-show-public-schools-achieve-similar-results-to-private-schools>

The Gonski funding plan provided for a watershed change in school funding in Australia. It made reducing inequity in education outcomes a national priority for governments. It proposed a national school funding plan involving a \$15 billion increase in funding over six years targeted at under-resourced public and private schools and disadvantaged students in both sectors. It provided a new way of allocating funds to schools based on a resource standard to be met for all schools and gave systematic weight to the number of disadvantaged students. It would have especially benefitted public schools because they enrol the largest proportion of disadvantaged students. Public schools would have received over 80 per cent of the overall increase in funding.

However, the plan was sabotaged by the refusal of the Abbott Government and most state governments, Coalition and Labor, to fully fund it. The Commonwealth component of the plan involved a \$10 billion increase over the six years, with \$7 billion in the last two years. The Abbott Government has refused to fund the final two years, and funding increases after 2017 will be only based on increases in the Consumer Price Index. Only the NSW, South Australian and ACT governments agreed to implement the plan. The other states and the Northern Territory are not participants in the plan.

As it stands, the Gonski funding plan has been dismembered. There is no comprehensive national agreement or plan to reduce disadvantage in education. The funding increases planned for public schools in the future are limited and much less than what was envisaged under the Gonski plan. The strong likelihood is that the pre-Gonski funding trends will continue and that disadvantaged schools will continue to be denied the funding they desperately need to make a difference.

The situation could even deteriorate. An issues paper published by the Federal Government for the Reform of the Federation White Paper⁶ has raised the question of whether state and territory governments should take full responsibility for school education. A discussion paper prepared for the development of a Green Paper on reform of the federation canvasses four options for the future roles of the Federal and state/territory governments in school education, including giving the states and territories full responsibility for schools.⁷

It is likely that further devolution of responsibility for school education to state and territory governments would increase the pressure on government budgets and reduce the prospects for increased funding for disadvantaged schools and students. The cuts in real funding for public schools are largely the result of state and territory governments not meeting their responsibilities to adequately support public education. It suggests that state and territory governments have been prepared to encourage more students to enrol in private schools, thereby reducing pressure on state/territory budgets and shifting funding responsibility to the Federal Government. Devolving more responsibility for school funding to these governments is likely to exacerbate this trend.

Further devolution would also abrogate the national role of the Federal Government in education. The Federal Government has a key role in education because education is of national importance for social and economic reasons. Investment in education both improves the societal distribution of income and welfare and strengthens the national economy.

⁶ Department of Prime Minister and Cabinet, Roles and Responsibilities in Education. Part A: Early Childhood and Schools, Issues Paper No. 4, December 2014. <https://federation.dpmc.gov.au/issues-paper-4>

⁷ Department of Prime Minister and Cabinet, Reform of the Federation, June 2015. <https://federation.dpmc.gov.au/publications/discussion-paper>

There is a clear role, long accepted since the Karmel Report in 1973, for the Federal Government in ensuring that students in different regions receive the same opportunities in education. This role was enhanced by agreements between Australian governments to establish national standards in school education to be achieved by all students. This requires equitable funding arrangements across the nation. More broadly, the role of the Federal Government in education can be seen as part of its responsibility for income re-distribution. Providing greater opportunities in education for low income families is a way of improving national income distribution.

The Federal Government also has a role in education because of its responsibility for national economic policy. The Federal Government has the leading role in strengthening Australia's economy and increasing economic prosperity and this is highly dependent on the quality of its education system. The level and quality of education contributes to higher workforce skills, the capacity for innovation and improvements in productivity.

The current impasse over funding cannot be resolved by a takeover of school education by the Federal Government. Apart from anything else, it is highly unlikely that the states would give up their constitutional rights.

What is needed is a national policy and plan for school education based on a collaborative partnership between the different levels of government. A national policy necessarily involves both levels of government.

This is what the Gonski report tried to do. It recommended a national approach to school funding which integrated federal and state/territory funding for public and private schools and gave priority to increasing funding for disadvantaged students in both sectors. It also recommended a mechanism to implement the plan in the form of an independent national schools resourcing body to advise governments. One of the more disastrous decisions of the Gillard Government was to reject this recommendation outright.

The creation of an independent national schools resourcing body offers the most practical way to resolve the interminable and moribund debate about whether school education should be the responsibility of either the federal or state/territory governments. It is an option that should be considered in the current discussion about the future of the federation and included in the forthcoming Green Paper.

The other priority is to re-affirm a national policy to reduce disadvantaged in education. The Federal Coalition Government wants to revert to putting choice at the centre of national policy in education. This must be vigorously opposed. It is this approach which has led to the current abysmal state of funding for disadvantaged students in Australia so strongly criticised by the Gonski report. It gives priority to funding privilege over disadvantage in education.

Achieving greater equity in education requires a major funding boost for disadvantaged students and schools in both public and private schools. Apart from reducing social inequity, there is ample evidence that investments targeted at raising achievement by disadvantaged students and narrowing achievement gaps between advantaged and disadvantaged students generates large economic returns. It increases the general skill level of the workforce, earnings, productivity and economic growth. It also leads to better health outcomes, reduced dependency on welfare and reduced crime which also reduces the longer term pressures on

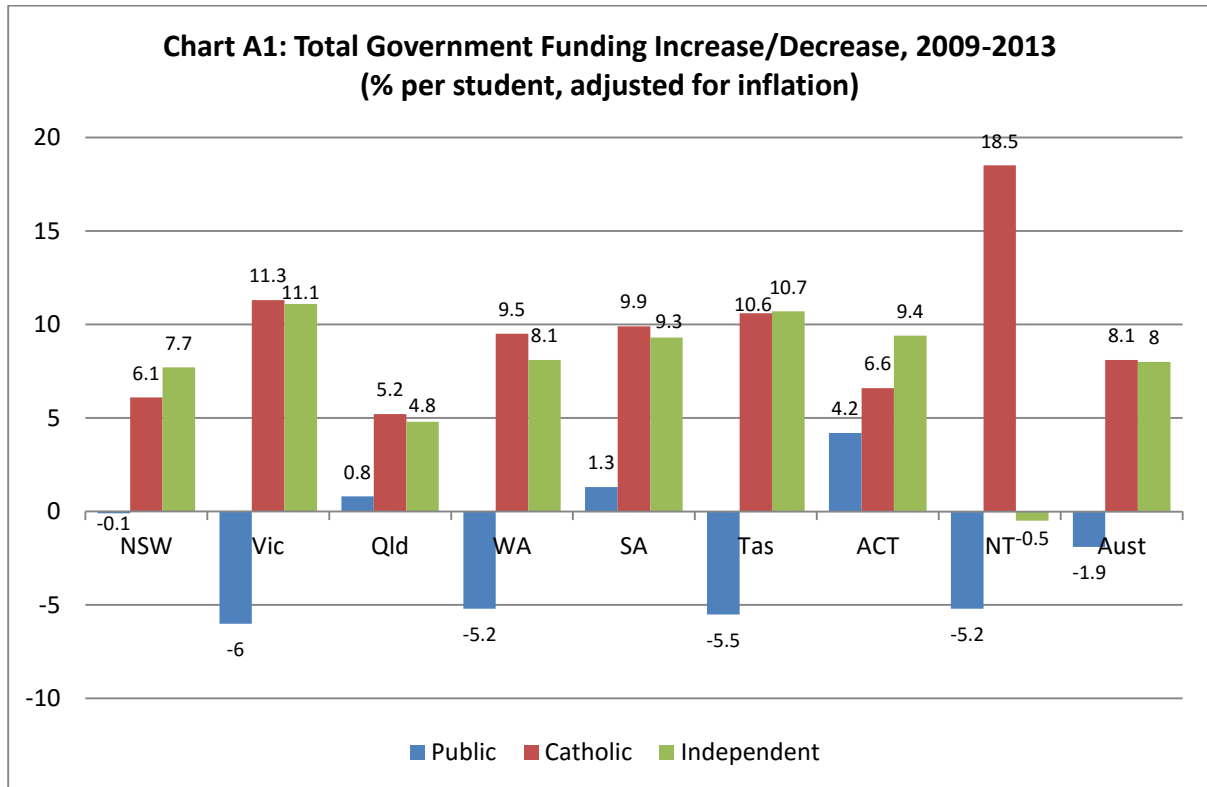
government expenditure in these areas. These benefits are even acknowledged by the Federation White Paper issues paper on early childhood and schooling:

All Australian governments recognise the social and economic benefits of a high quality and equitable school education system. High quality schooling gives children the ability and confidence to fully participate in their community. It also supports productivity and helps children develop capabilities that increase the likelihood they will be in employment. This is especially important for children from disadvantaged backgrounds and Aboriginal and Torres Strait Islander children. [p.19]

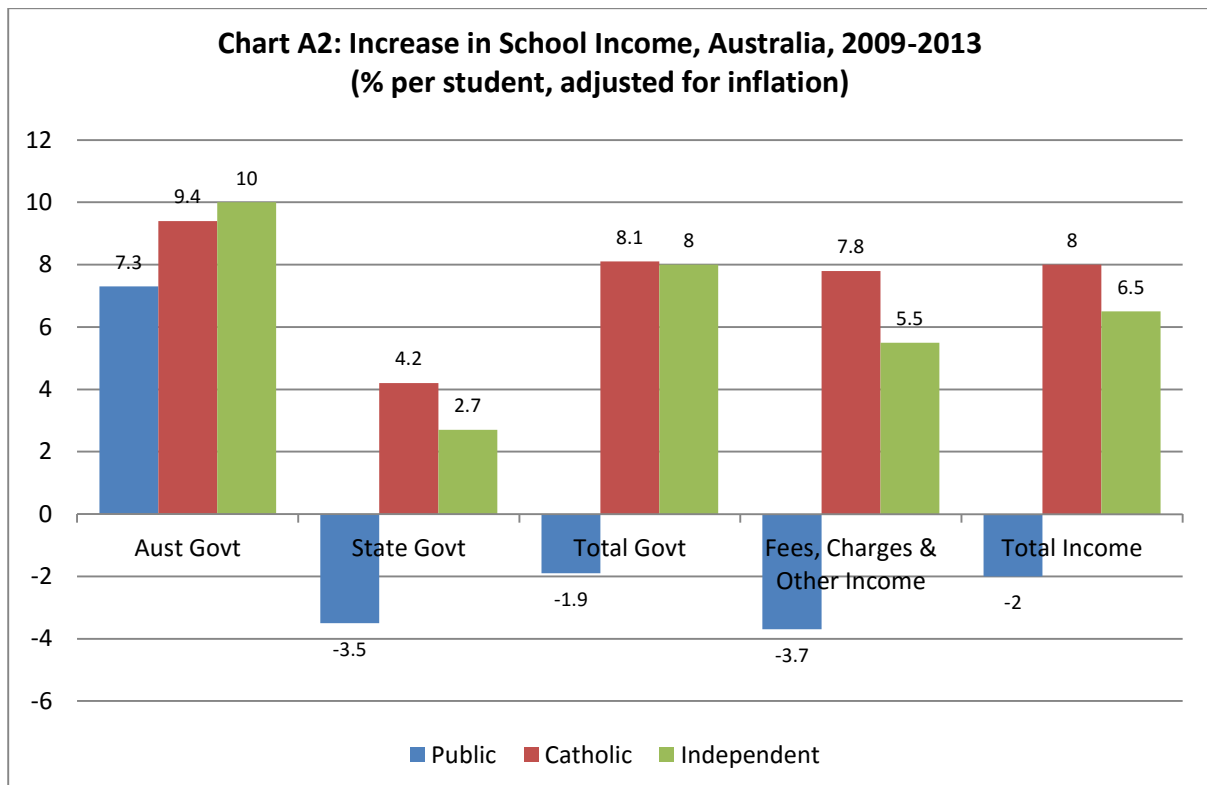
However, past government funding increases have been grossly misdirected as shown by the data presented above. The social and economic benefits of reducing disadvantage in education will not be achieved without a thoroughgoing re-orientation of how school funding is distributed and without a large increase in funding to support students most in need.

It is imperative that public school organisations and community groups supporting disadvantaged students keep the pressure on the Federal and state governments and opposition parties for a better deal for disadvantaged students and schools and demand the full implementation of the Gonski funding plan. There must be a renewed commitment to a national approach to school funding. This is the priority rather than devolving full responsibility for school funding to the states and territories which will place public schools and disadvantaged students in even more dire straits than they are now.

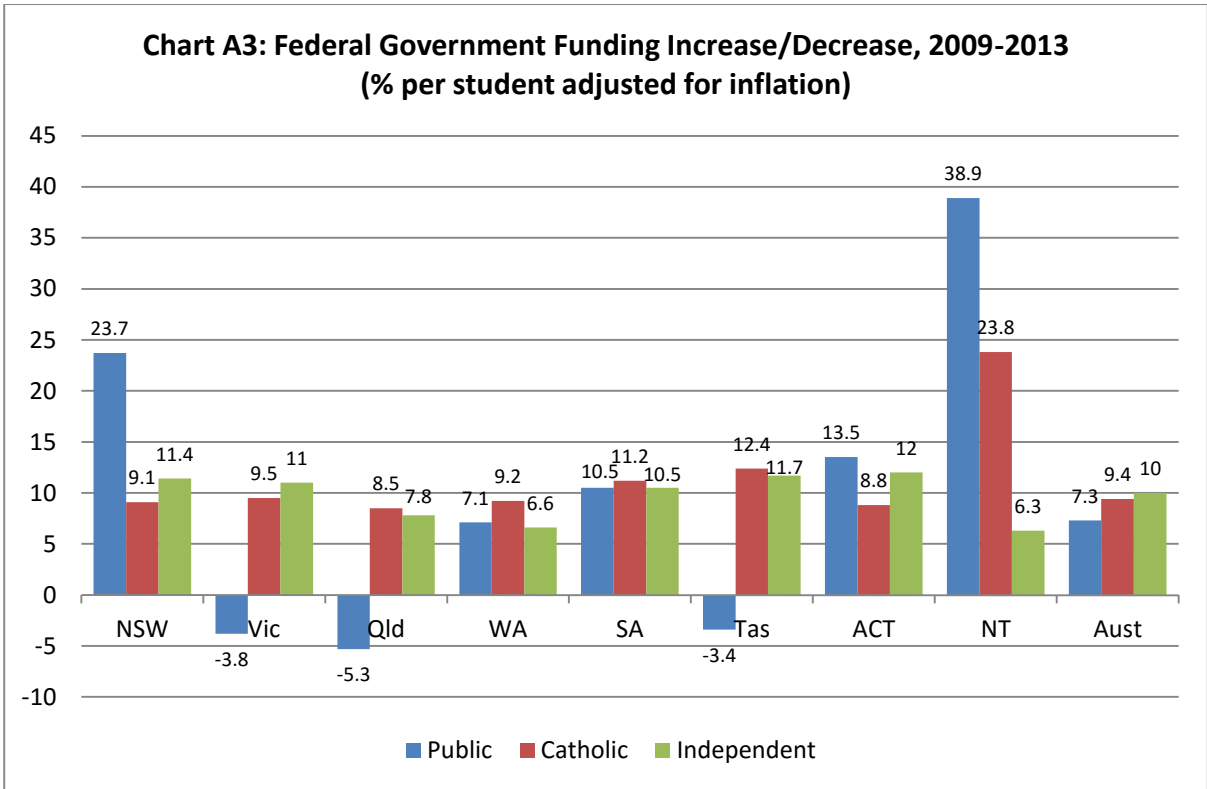
Attachment A: Percentage Increase/Decrease in Government Funding & School Income, 2009-2013



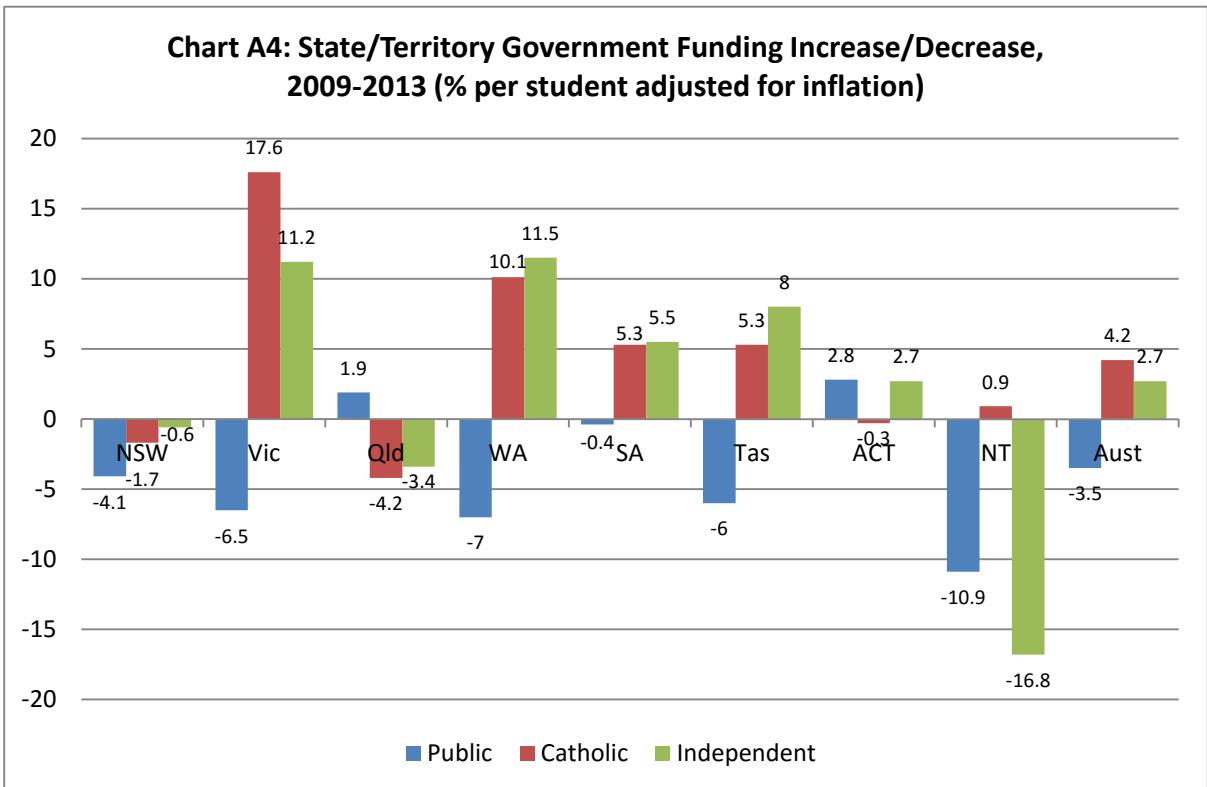
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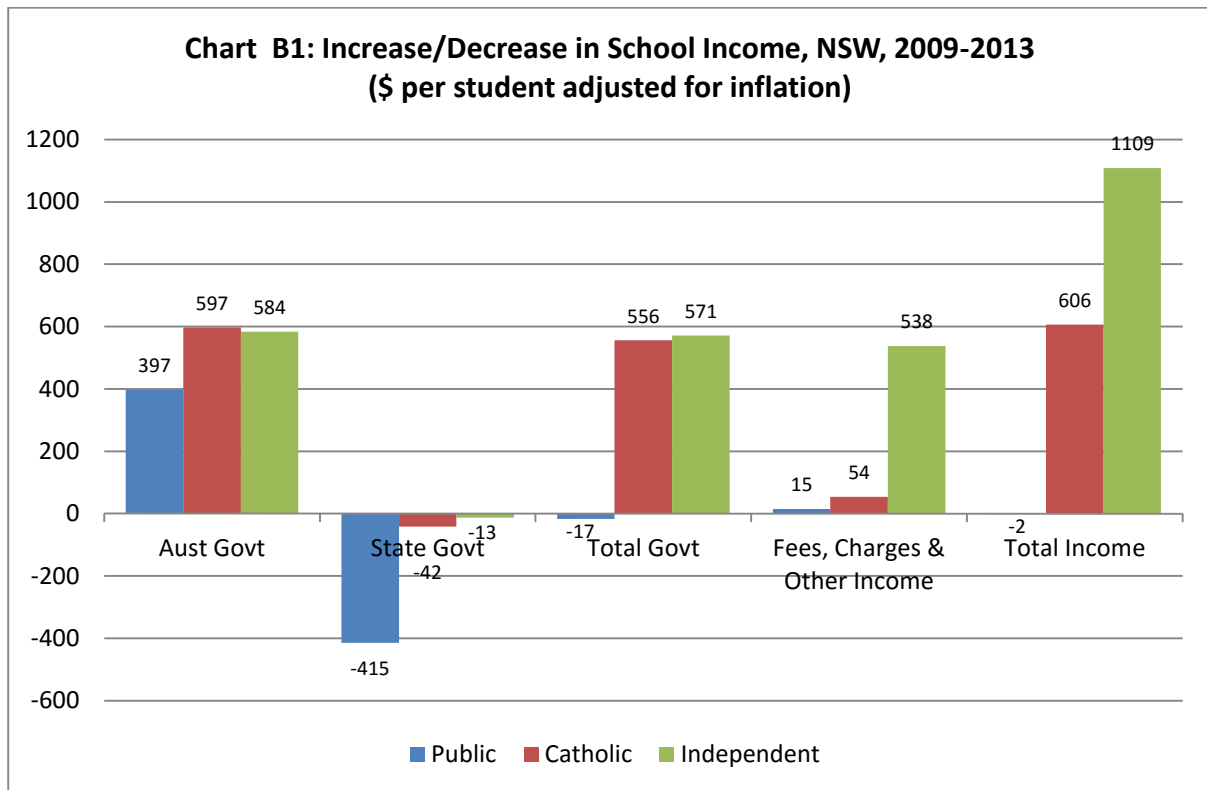


Source: See Attachment C

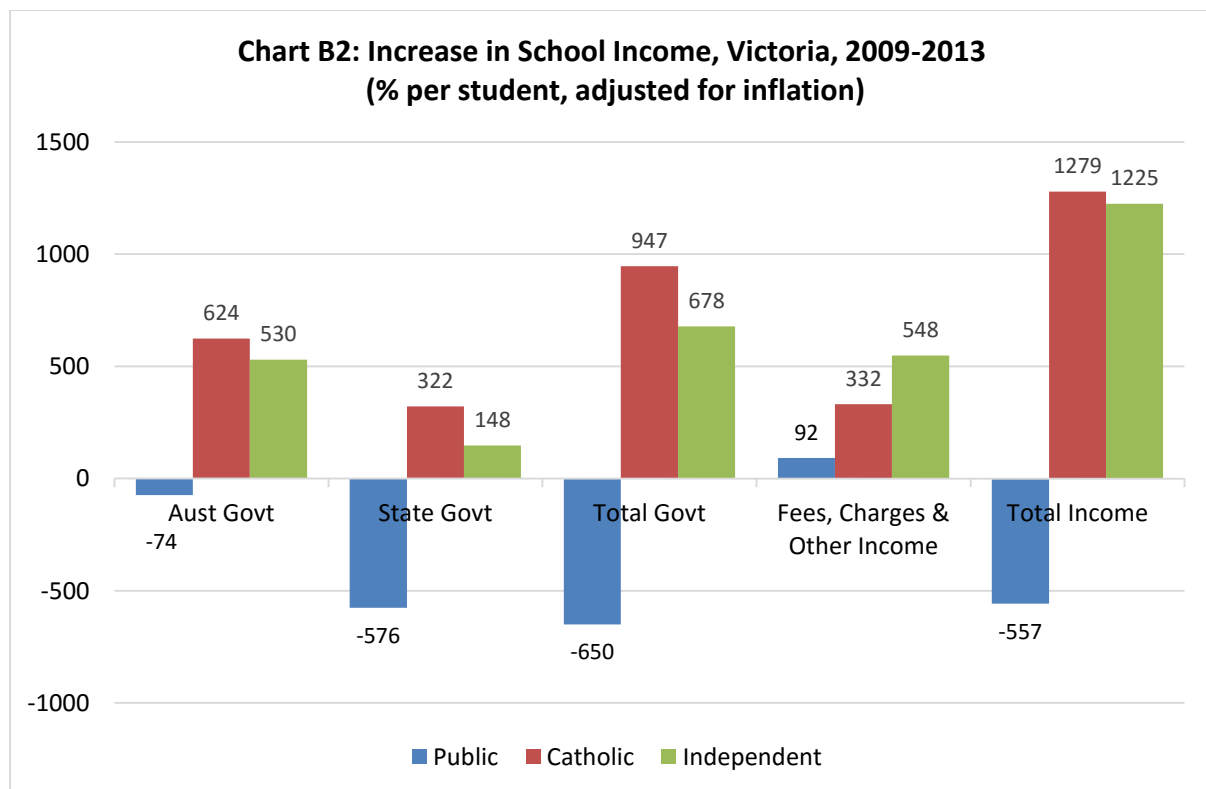


Source: See Attachment C

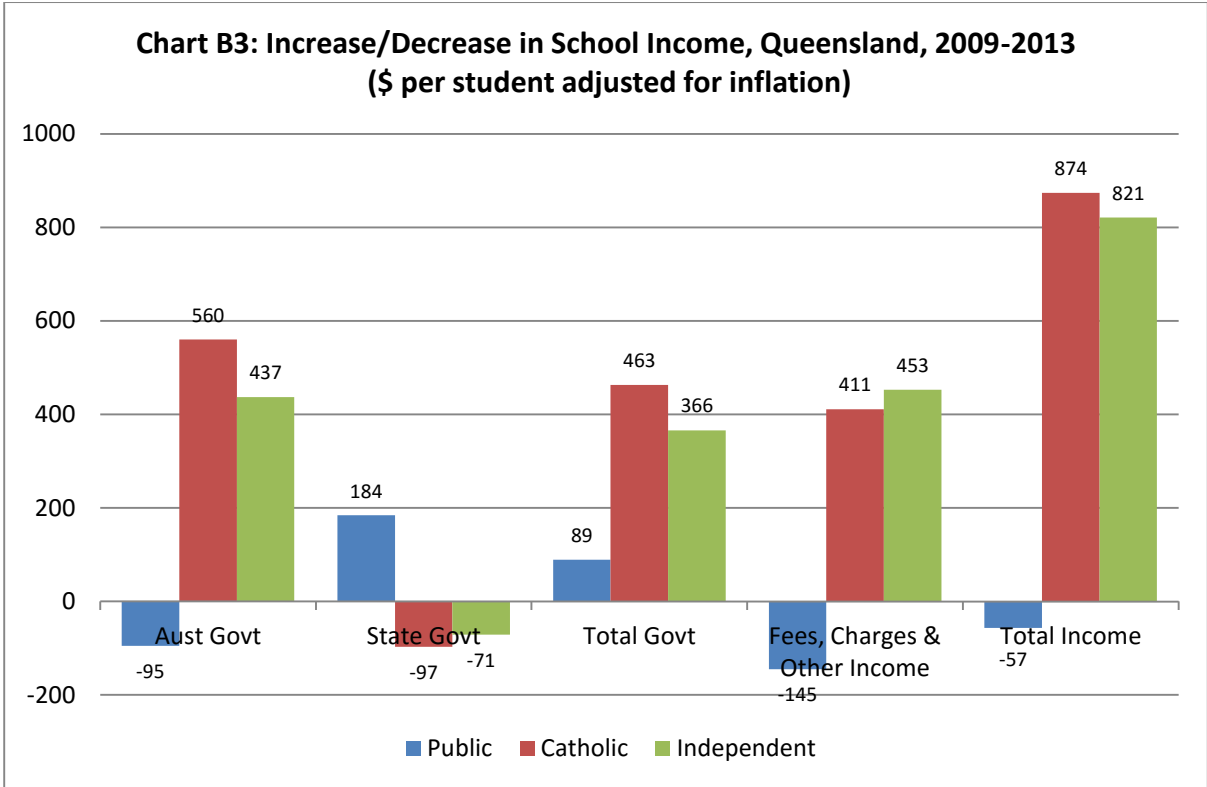
Attachment B: Sources of Increases/Decreases in State & Territory Funding



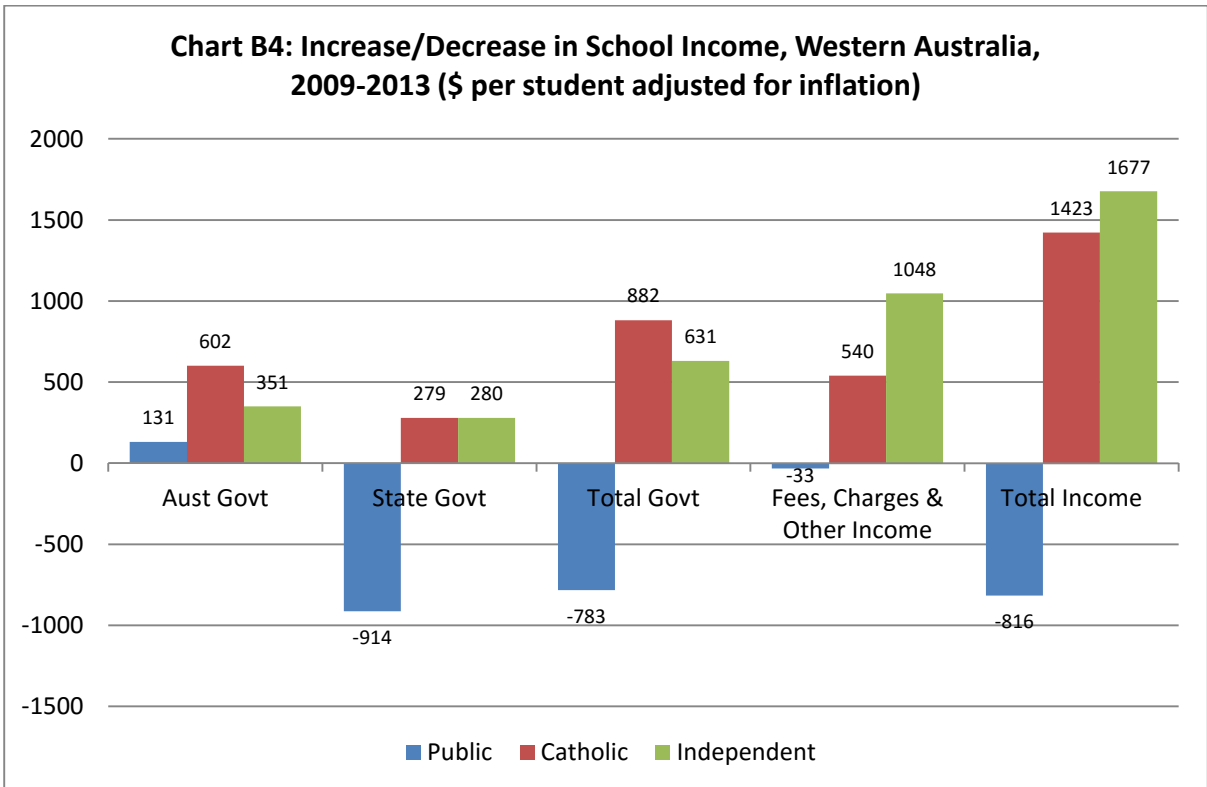
Source: See Attachment C



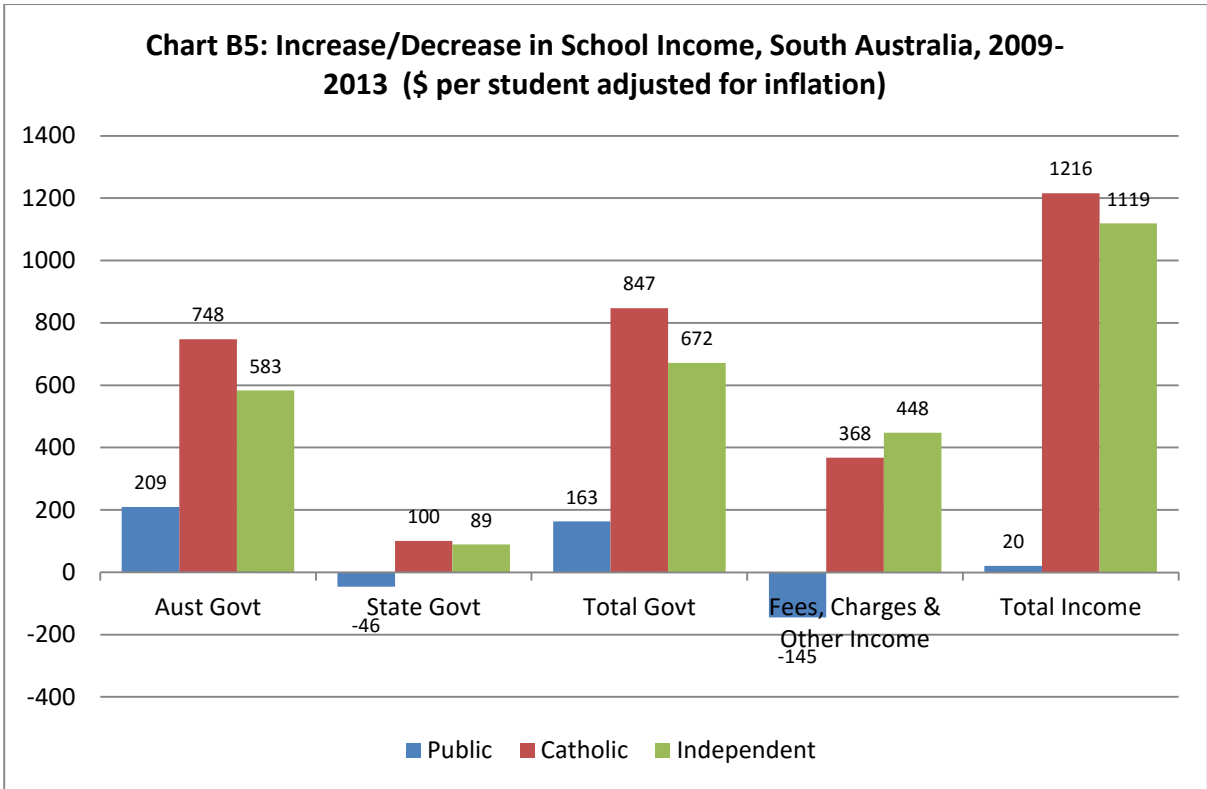
Source: See Attachment C



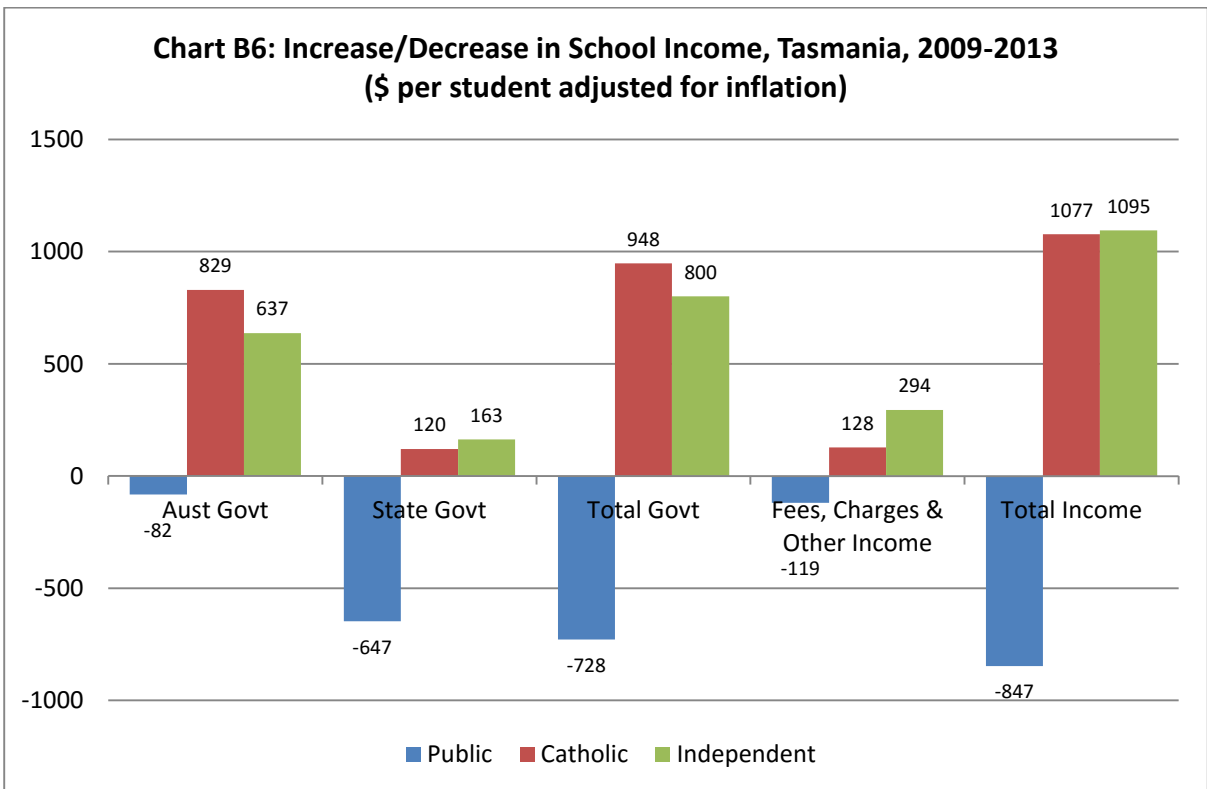
Source: See Attachment C



Source: See Attachment C

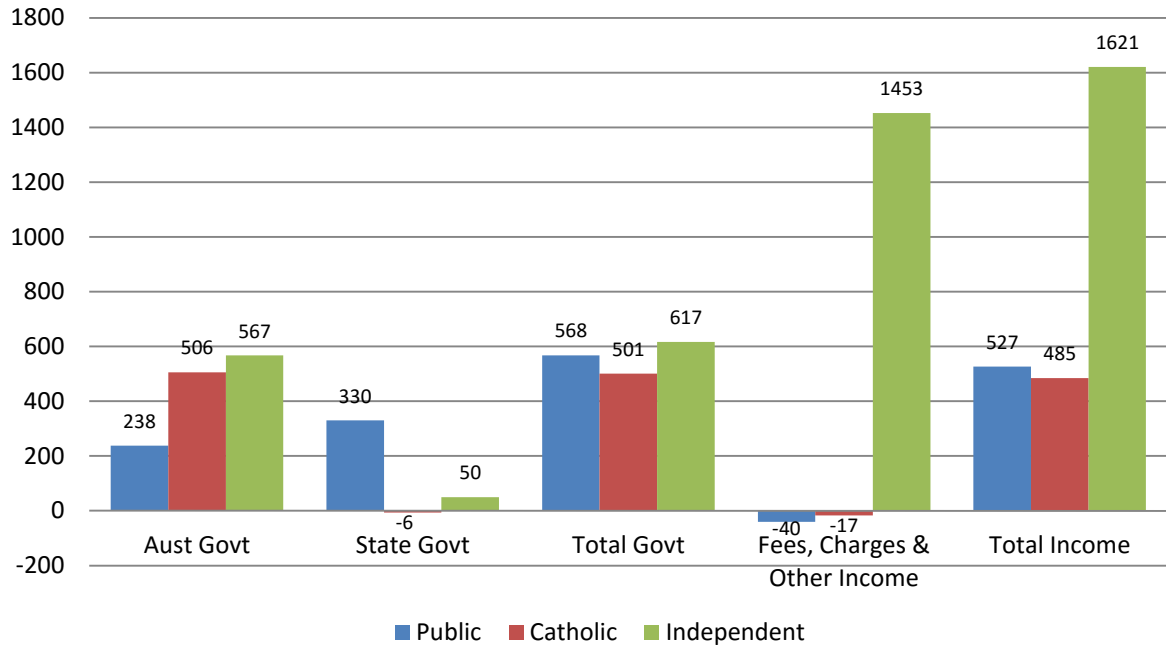


Source: See Attachment C



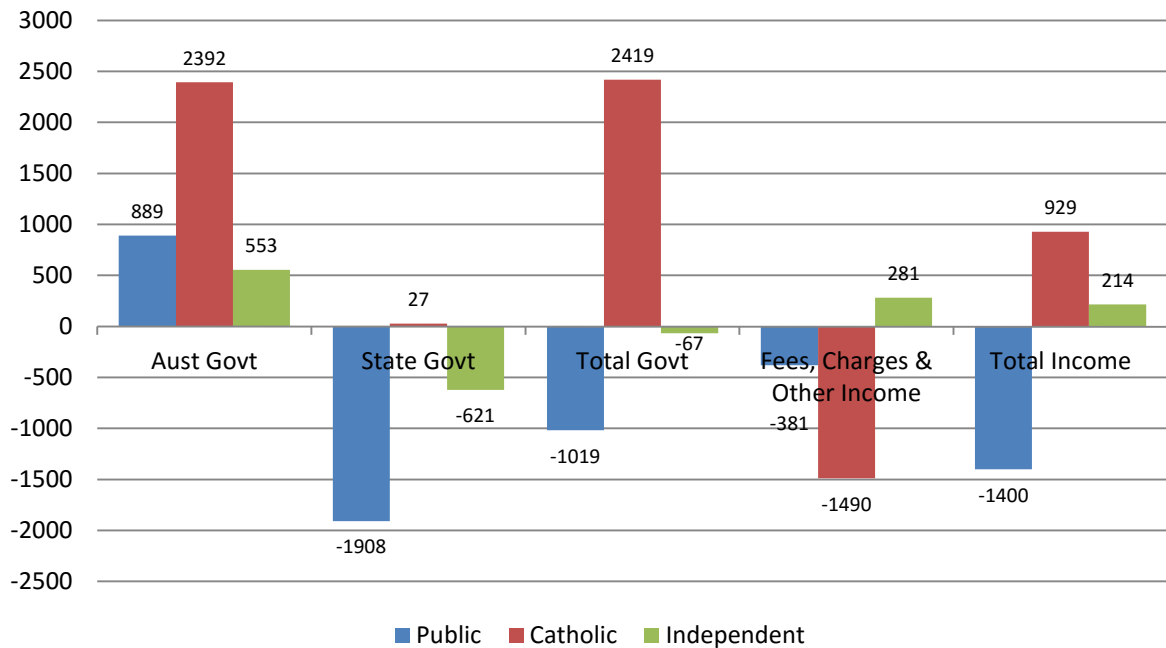
Source: See Attachment C

**Chart B7: Increase/Decrease in School Income, ACT, 2009-2013
(\$ per student adjusted for inflation)**



Source: See Attachment C

**Chart B8: Increase/Decrease in School Income, NT, 2009-2013
(\$ per student adjusted for inflation)**



Source: See Attachment C

Attachment C: Data Sources

Income

1. School income figures for 2009-2012 are from Senate Estimates 2014-15, Answer to Question on Notice ED0575_15, Supplementary Budget Estimates.
http://www.aph.gov.au/Parliamentary_Business/Senate_Estimates/eetctte/estimates/supp1415/Education/index

The figures for 2013 are from Answer to Question on Notice SQ15-000118, Additional Estimates.

http://www.aph.gov.au/Parliamentary_Business/Senate_Estimates/eetctte/estimates/add1415/Education/index

It should be noted that the ACARA funding figures are derived from data provided for the My School website and are compiled on a different basis to those published in the Report on Government Services by the Productivity Commission and in the National Report on Schooling published by ACARA.

2. Income figures are deflated by the ABS Wage Price Index for Private and Public Education and Training, 6345.0.

Enrolments

1. Low SES: My School 2014
2. Indigenous: ABS, Schools Australia,
3. Remote area: Senate Estimates 2014-15, Answer to Question on Notice, SQ15-000080, Additional Estimates.
http://www.aph.gov.au/Parliamentary_Business/Senate_Estimates/eetctte/estimates/add1415/Education/index
4. Disability: Senate Estimates 2014-15, Answer to Question on Notice, SQ15-000080, Additional Estimates.
http://www.aph.gov.au/Parliamentary_Business/Senate_Estimates/eetctte/estimates/add1415/Education/index
5. Low SES concentration in schools: My School 2014.

NAPLAN results

1. Australian Curriculum, Assessment and Reporting Authority (ACARA), *National Assessment Program Literacy and Numeracy: National Report for 2014*.
2. Australian Curriculum, Assessment and Reporting Authority (ACARA), *National Assessment Program Literacy and Numeracy: National Report for 2011*.
3. Ministerial Council for Education, Employment, Training and Youth Affairs, (MCEETYA), *2008 National Assessment Program: Literacy and Numeracy*.