



Australian Government
Department of Education,
Skills and Employment

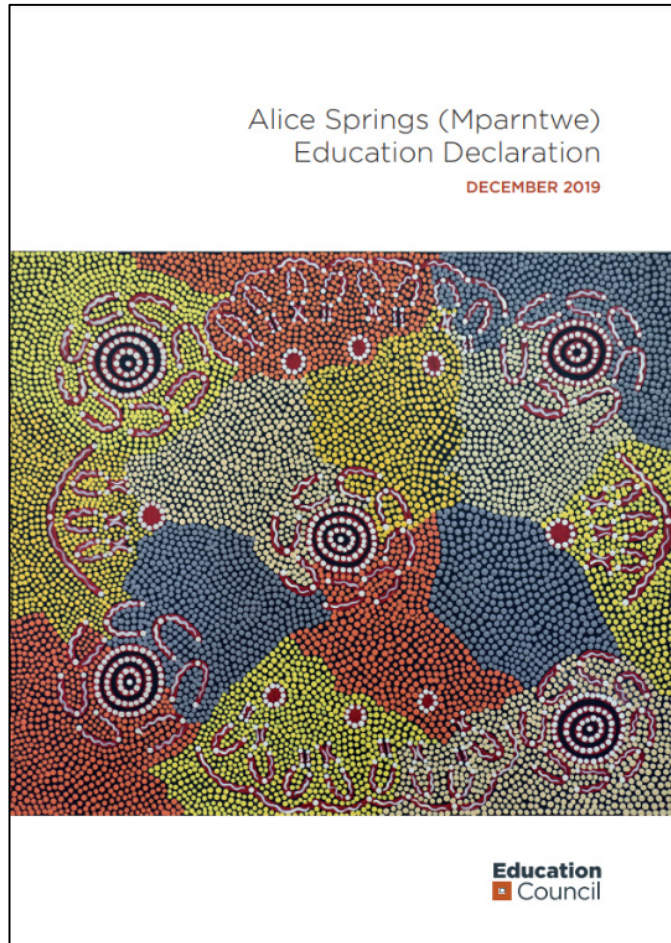
2020 Stakeholder Forum

Alex Gordon

Deputy Secretary, Schools



A new national declaration



Goal 1: The Australian education system promotes excellence and equity

Goal 2: All young Australians become confident and creative individuals, successful lifelong learners, and active and informed members of the community



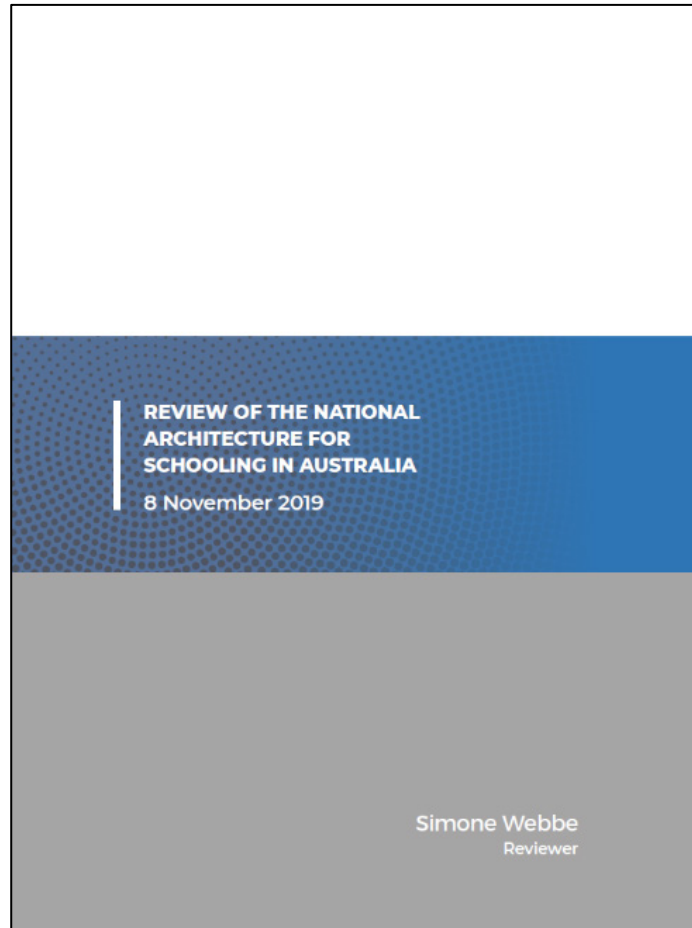
The national reform agenda

National School Reform Agreement

Council of Australian Governments



Strengthening the National Architecture for Schooling in Australia



REVIEW OF THE FORMER COAG COUNCILS AND
MINISTERIAL FORUMS



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Thank you



Welcome

National Evidence Institute

Dr Jenny Donovan

Vision

- ▶ All school leaders, teachers and policy makers have access to the **best available evidence** about effective practice in schools and early childhood settings.
- ▶ The nation's educators are at the forefront of education research and **improve learning outcomes** for all children and young people.

The Institute will focus on:

1. Generating new evidence on effective teaching and learning practices
2. Curating and translating evidence into user-friendly and accessible resources for teachers and school leaders
3. Ensuring this evidence can be accessed and used by educators across Australia

The Education Council has decided:

- ▶ The Australian Government, all States & Territories will collectively provide \$50 million to the institute over four years
- ▶ The NEI will be established in a form that will allow it to attract philanthropic funding
- ▶ The NEI will be established as a ministerially-owned company with an independent expert Board
- ▶ Inaugural Director started 1 July 2020 – initial priorities include:
 - a. consult with stakeholders
 - b. establish key relationships
 - c. commence development of first strategic plan and research agenda

The start-up phase:

- ▶ Establish the Institute as a legal entity
- ▶ Education Council decides name and appoints Board
- ▶ Initial recruitment
- ▶ Design standards of evidence and internal processes

The consultations:

- ▶ Departments, peak organisations representing systems, sectors, principals, teachers, early childcare sector, researchers and universities
- ▶ Focus groups with teachers and leaders from early childhood and school sectors
- ▶ Very interested to hear from others – email at end of presentation
- ▶ Consultation report will be published

Some views from consultations:

The Institute should be:

- ▶ Independent
- ▶ Collaborative
- ▶ Source of authoritative advice for educators

The research should be:

- ▶ Rigorous and ethical
- ▶ Focused on the practical challenges faced by educators
- ▶ Presented in an accessible and engaging way

The work should enhance:

- ▶ Knowledge, skills and confidence of educators
- ▶ Evaluative mindset and culture of evidence use
- ▶ Coherence in the education landscape

Next steps:

- ▶ Finalise legal establishment work and consultations
- ▶ Develop initial research agenda and strategic plan, for consideration by Board and Education Council
- ▶ Launch and commence initial projects, with first products in 2021

Contact

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School Funding Update

Mark Sawade | First Assistant Secretary | Funding and Data Collection Division

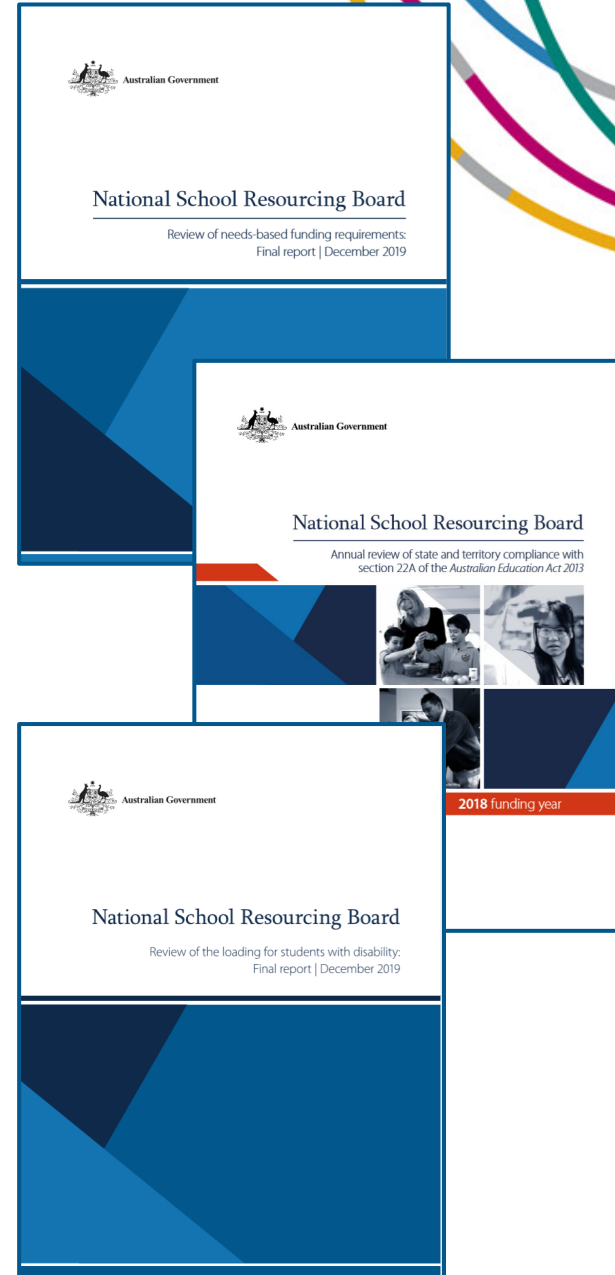


NON-GOVERNMENT SCHOOL CENSUS

- The Non-Government Schools Census (Census) provides the community and government with information about schools and students in Australia.
- Under the *Australian Education Act 2013*, \$13.2 billion in recurrent funding will be provided to non-government schools in 2020.
- Census is the primary input to calculating funding – a snapshot of the student population over a reference period.
- In 2020, Census date was 7 August and right now the department is processing the results to inform the final payment for the year for non-government schools.
- What we know so far:
 - Over 3300 non-government school locations completed the Census
 - Nearly 1500 applications were received by the department for individual students to be considered in the Census – these students were not present during the Census reference period.

NSRB REVIEW RECOMMENDATIONS

- Implementation of recommendations from the two Board reviews tabled on 2 July 2020 has commenced:
 - *Review of the loading for students with disability*
 - *Review of needs-based funding requirements*
- The Australian Government agreed, or agreed in principle, to all recommendations.
- The final reports and Australian Government responses are published on the department's website:
www.education.gov.au/national-school-resourcing-board.



NSRB REVIEWS

- The National School Resourcing Board is undertaking a review of regional Schooling Resource Standard (SRS) Loadings.
- This review was commissioned by Minister Tehan in July 2020.
- The Board will consider funding provided to regional and remote schools, provide findings and make recommendations relating to the current settings for the school location and school size loadings.
- The Board will take a broad approach to consultation.
 - An issues paper was released earlier this month and submissions are welcomed. Submissions close on 6 November. The issues paper and submissions form can be accessed at <https://www.education.gov.au/review-regional-schooling-resource-standards-loadings>.
 - The Board will meet with state and territory education departments and other stakeholders to seek their views on the cost of education in regional and remote areas.
 - The Board's final report is due to Minister Tehan by 1 May 2021.
 - If you would like to receive updates on the review, you can register at the website above.

LOCAL SCHOOLS COMMUNITY FUND

- The Australian Government provided \$30.2 million (\$200,000 per electorate) in 2019-20 to establish the Local Schools Community Fund (the Fund).
- Through an application based process open to all eligible schools (government, Catholic and independent); the Fund benefitted students and their broader school community through a contribution to small scale projects and their associated costs.
- Over 2200 projects were approved by the Minister in December 2019, examples include:
 - New playground equipment for a Catholic primary school in Liverpool, NSW
 - A shade structure for the local government high school in Boyup Brook, WA
 - IT upgrades for an independent school in Tanunda, SA.
- Project delivery is broadly on track across Australia, however, the department is working closely with some schools where COVID-19 has impacted project schedules.
- Further information about the Fund including approved projects can be found at <https://www.education.gov.au/local-schools-community-fund>



CHOICE AND AFFORDABILITY FUND

- The Fund provides a flexible means of driving government priorities including supporting parental choice and affordability of schools and assisting schools in regional and remote areas and in drought affected areas.
- The Fund commences in 2020 with an estimated \$1.2 billion to be provided to the non-government sector over 10 years to 2029.
- A minimum of 9% nationally for each sector must be quarantined to support regional and remote schools during transition to the DMI arrangements.
- The department is working with NGRBs to finalise agreements.
- The CAF Guidelines were published on 21 February 2020:
<https://docs.education.gov.au/documents/choice-and-affordability-fund-guidelines>



DIRECT INCOME MEASURE

New funding model for non-government schools

- Based on the median income of parents or guardians of students at a non-government school. It replaces the previous area-based socio-economic status (SES) funding model.

Transition to DMI

- Schools that financially benefit under the DMI received their first payment in May 2020 and all eligible non-government schools are expected to be funded under the DMI by 2022.

Forward Work Program

- The Australian Government is undertaking a program of work over the next few years to ensure the DMI methodology continues to reflect the latest available data.

Review of schools' DMI score

- Schools have the option to seek a review of their capacity to contribute (CTC) score should they consider it does not reflect the school community's circumstances.



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